

---

# Officer Training Activities

Please be as detailed as possible and include any materials needed. The activity takes 30-45 for a group of 10-15 people.

## President

**So you think you can lead-** participants break into groups and attempt to address various prompts.

Materials: None

Goal: Communication, Leadership, Critical Thinking Skills, Public Speaking

Instructions:

- Break people into 3-5 groups
- Then I will give everyone the same prompt that they have 7 minutes to think about and then 5 mins to Present
- Prompts:
  - Congratulations, you are starting a new chapter at your school. You come prepared and are super excited to get started. But there's one thing missing- members. What are some ways you can recruit new members?  
*Summary-* Take advantage of your school's resources. If they have back-to-school nights, club exhibitions days, school-wide Remind, or even allow you to hang up posters. Talk to your advisor and guidance counselor and see what you can do to get FBLA's name out there.
  - What if you continually promise more than you can deliver? Whether it's for FBLA or anything else in your life, what will you do if you can't keep your promises?  
*Summary-* it's important to be consistent and realistic. Don't make promises you can't deliver because then you lose the faith of your peers. Leadership is more about the title and sometimes people don't realize that so even though you won your election it is important to continue to prove yourself and stay motivated throughout the year.
  - You have someone on your chapter board in a role you've never done yourself. You're not familiar with all the nuance of what they do, nor their keys to success. For the purposes of this scenario let's say it is the treasurer. How can you help them without being familiar with their responsibility?  
*Summary-* Recognize your knowledge gap, you take it head-on. Don't pretend you know things you don't and don't avoid helping them because you don't know how. Instead, spend time with them to learn from them and ask questions when you don't understand something. Together, you come up with a plan you can hold them accountable for the work you're less familiar with.

- 
- As president, it is your job to lead your chapter through various projects and activities. Let's see how well you can plan an end-of-year party for your chapter to celebrate another successful year. Cover who, when, where, and what.

Summary- Planning is a big part of your presidential responsibility. Think of every little detail and try to prevent conflicts before they even occur. And delegate your class when needed.

## Vice President:

### Just One Lie:

**Time:** 10 - 15 minutes

**Goal:** Introduce everyone in a fun exciting way as well as work as a team to determine a solution to a common problem

### Materials:

- one-half a flipchart page
- a pad of post-its for each individual in the meeting.

### Instructions:

1. At the start, have each participant write their name at the top of their flipchart page and hang it on the wall. Then have each individual put the names of all of their colleagues on post-its, one name per post-it.
2. At the start of the session, ask the group to mingle, asking one another questions to get acquainted, such as "What sports do you like?" "Where do you like to take your holidays?" "What is your favorite food?"; or about their career, such as "How did you get into facilitation", "When you do join IAF", "What was your greatest facilitation achievement?"; or about the meeting, such as "What is your worst fear for this meeting?". Or just ask for one fact they would like to share with the group.
3. Tell the participants, "For every person you meet, put their name and one fact you have learned about them onto the post-it with their name. As you meet every person in the group, you should accumulate a post-it for each person.
4. "However, as you answer questions about yourself, please ensure that one (and only one) answer you give is a lie, something entirely not true of you."
5. When everyone has accumulated one fact post-it about everyone else, have participants distribute the post-its onto each individual's flipchart pages.
6. Introduce yourself by reading out the flip chart page with your own name and facts, and then invite the group to guess which is a lie. Use a red marker to identify with a tick every true fact until the lie is revealed, then put a cross to identify that.
7. Next, introduce another participant in the same way. When the lie is revealed, it is their turn to select and introduce another.
8. As the meeting proceeds, start sessions and end breaks with the last person introduced to select and introduce another

By the end of the meeting, everyone should have been introduced, and all but one have introduced another. Then you can celebrate the success of the person whose lie took the most guesses to reveal

---

## Secretary:

**Mystery Sketch:** where partners give each other verbal direction in an attempt to re-create a picture.

Materials: Paper, Pencils/Pens

Goal: Communication, teamwork, creativity, collaboration

Instructions: Split into groups of 2 (3 if needed) then get 2 pieces of paper and a writing utensil. Both participants will turn and face opposite directions but still be able to hear the other person. On the first sheet of paper each person will draw a simple picture like a bedroom, a classroom, etc. Individuals will be given 5 minutes to brainstorm and create their personal drawings. Then the participants will decide who will sketch and who will give directions. One person will be the sketcher and draw exactly what the person is describing to them on their other piece of paper. Meanwhile the person giving directions will describe exactly how to draw their picture from earlier. Then participants will switch roles and sketchers are describers and visa-versa. Groups will be given 8-10 minutes for each partner to draw.

Afterwards partners/groups will come back into the big group and discuss their experiences with guided questions.

Guided questions-1.Did your group face any struggles with this activity? If so, what? 2.Did your original sketches and partner sketches look similar? If not, why is that? 3.How did you and your partner feel about not being able to see what the other person was drawing as you were describing? 5.How would you relate an experience like this to one you've had in your life before?

## Historian:

**Rome Wasn't Built in a Day-** people split up into teams and each team tries to build the tallest tower.

Materials: spaghetti, string, tape, and a marshmallow. (Can be replaced with newspaper/paper and tape in general)

Goal: teamwork, communication, creative problem solving

Instructions: Each team gets 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. A timer is set for 10-15 minutes depending on group size. The marshmallow has to stay up on top of the structure and the tallest standing structure wins. Afterward, the group will discuss what challenges they faced during the task and how they overcame it, how did they communicate with their team members, what was the easiest/hardest part of the challenge, etc.

## Reporter:

**Guess who?-** Each participant will interview another person, and everyone must guess who that person is based off their observations

Materials: Pencil/ Pens, Paper

Goal: Connecting, Teamwork, Public Speaking/ Reporting,

---

**Instructions:** Randomly pair all participants with a single partner. Give each pair 5-7 minutes in order to get to know each other. Each person can have a sheet of paper to take notes of the other person as they “interview” each other. Some questions participants can ask each other include what chapter the other person is from, how many years they have been in FBLA, what their favorite part of being a member is, or anything else that comes to mind. These questions will be used for each player to form connections and get to know the other person better. Each participant will also record physical observations of their partner such as if they are wearing glasses, what color their shirt is, their shoes, or any other type of identification.

Once time has been called, everyone will switch notes with a random person to ensure no one remembers who had which partner. One at a time, players will take the note given to them and begin to describe what was recorded in a “reporter type” fashion. They will also include the personal questions asked so that everyone will get to know the person they are describing better. As a player is describing the person on their given note, the listening participants will narrow down the people in the room and guess who the player speaking is describing. This will be done with each player and note until every person was guessed correctly. (If there are a lot of people, to make this game faster instead of individually, participants can work in pairs of two).

### **Treasurer:**

**Unique Similarities:** Split into groups to learn what they have in common and what is unique about them.

**Materials:** None

**Goal:** Communication, Public Speaking, Teamwork

**Instructions:** Split into groups of 3-5. Participants talk with their group and learn 3 things everyone else in their group has in common, for example, everyone in their group has a cat, so that is 1 out of the 3 things they have in common. After that, the groups will then find something that is unique to everyone, for example only 1 person wears glasses, so that is their unique trait. Groups will be given 7-10 minutes to discuss and learn about their group. After they have discussed we will come back to a big group and share what they learned. One person from each group will share one similarity of everyone in their group, then each person will share their unique trait or experience. After each person shares, we will discuss the activity with guided questions.

Guided Questions:

1. What was the biggest step back in your group? Was it hard to find similarities and differences?
2. What did you expect to be more common about yourself that actually turned out to be more unique? What did you think would be more unique that was more common?
3. Did you struggle to share more in the small group, or in the large group at the end?
4. Have you done an activity like this one before? How did you feel about the overall experience?