



InCredAble Leadership Conference
Facilitator Guide
Godwin Middle School
April 9th, 9:30 AM - 3:30 PM

Welcome!

Hello friends! Taylor, Kayla, Courtney, and Amber would like to extend a huge THANK YOU to each and every person for being here and willing to volunteer for the Godwin Leadership Conference! This is the third time this conference is being put on by the LEAD Office and other George Mason partners and we could not be doing it without you!

The InCredAble conference was a vision of Yasmeen Hayden, former Leadership Consultant. The conference is meant to “push students into the in crowd to give them the street cred to be more than able.” In short, the conference is meant to help middle school students see their potential and how they can use their skills to have an impact on their community.

Today, we will go over the activities and schedule for the day so that you can feel comfortable going into each of the programs and facilitating/supporting to the best of your abilities. Please feel free to ask any questions that you may have during the span of the training.

We would like to thank our amazing committee members for their help in developing this program!

- Katherine Quigley, Leadership & Community Engagement LLC
- Sarah Kladler, Leadership & Community Engagement LLC
- Jason Hampton, Leadership & Community Engagement LLC
- Zim Okala, Leadership & Community Engagement LLC
- Jocelyn Martinez, Leadership & Community Engagement LLC
- Gabriel Saunders, Leadership & Community Engagement LLC
- Kiah Johnson, L-Team
- Danna Chavez, Mason DREAMers
- Angelis Mata, Leadership Education and Development

As well as all others who contributed time and energy to the planning of this program!

Yasmeen’s Vision for InCredAble:

A conference led by a group of gifted students set to make a difference in the lives of young people. The conference will instill the values of being a good leader by standing up for what’s right and speaking out when things are wrong. Those attending the conference should learn that being different is not a bad thing, because no one person is alike, but it’s in those differences that make each person uniquely INCREDIBLE.

In-crowd: A group of students who have a mutual bond that sets them apart from the rest

Street-Cred: Being known for commanding respect and acceptance by way of life experiences

More than Able: The ability to do ALL things, when I set my mind to it

Learning Outcomes

- Students will learn how to examine the factors that make them unique and different from one another
- Students will learn to recognize the needs of a situation,
- Students will learn to work together to accomplish a common goal
- Students will gain a new understanding by accepting a diversity of ideas
- Students will understand that in all things they are More than ABLE to make anything happen

Goal: Teach students to learn how to command the respect of others and stand up when “In” the crowd, from the knowledge of the conference: “CRED”, and ability to do all things “ABLE”

Schedule of Day

- 9:30 AM-10:00 AM Check-in
- 10:00 AM-10:15 AM Welcome and Program Overview
- 10:15 AM-11:00 AM Large Group Activity (45 minutes)
- 11:05 AM-12:00 PM Small Group Activity (55 minutes)
 - Small Group #1 – Facilitators: Taylor Sprague, Zim Okala, Hannah Licea
 - Small Group #2 - Facilitators: Courtney Metcalf, Ashlyn Fears, Sarah Kladler
 - Small Group #3 – Facilitators: Kayla Vaughan, Chyna Staten, Caroline Ebuchulam
 - Small Group #4 – Facilitators: Amber Falls, Kendaliz Mata, Alejandra Blandin
 - Small Group #5 – Facilitators: Katherine Quigley, Katana Shaw, Dami Abisogun
 - Small Group #6 – Facilitators: Gilly Kelly, Kiah Johnson, Darius Simmington
 - Small Group #7 – Facilitators: Jocelyn Martinez, Tre Williams, Lauren Smith, Danna Chavez
 - Floater Volunteers: Marnia Toney, Evelyn Alvarez
- 12:00 PM-12:45 PM Lunch - 45 minutes
 - Provided for all facilitators and volunteers
- 12:55 PM-1:40pm Breakout Sessions - 45 minutes
 - Social Media-Kayla Vaughan
 - Hannah Licea, Ashlyn Fears
 - Bystander Intervention-WAVES
 - Dami Abisogun, Katana Shaw
 - Community Service-Taylor Sprague, Patty Mathison
 - Chyna Staten, Jocelyn Martinez
 - Dress for Success-Courtney Metcalf, Sarah Kladler, Zim Okala
 - Marnia Toney
 - Finding Your Passion/Career-Lauren Smith, Danna Chavez
 - Evelyn Alvarez, Darius Simmington
 - Finding the Value in your Voice-Katherine Quigley, Gilly Kelly
 - Caroline Ebuchulam, Kendaliz Mata
 - Emotional Intelligence-Amber Falls, Tre Williams
 - Kiah Johnson, Alejandra Blandin
- 1:45 PM-3:00 PM Small Group Activities and Discussions - 75 minutes
- 3:00 PM-3:30 PM Conference Wrap-Up, Certificates, and Evaluations - 30 minutes
- 2:45 PM-3:30 PM Family Session ONLY – Optional for Family Members - 45 minutes
 - Mason DREAMers (Danna and Natalia)
 - F1rst Gen Mason (Alicia and AJ)

Activities

- **10:15 AM-11:00 AM Large Group Activity (45 minutes)**
 - Small Group Team Building (15 Minutes) – All Facilitators
 - Students will enter gym and sit along the wall until their group is called
 - Each set of facilitators/volunteers will come up and introduce themselves in order (What skill you bring to the day? Ex. Ideas, Non-judgmental, Creativity, etc.)
 - I-Group 1 (Innovation)
 - N-Group 2 (Non-Judgmental)
 - C-Group 3 (Creativity)
 - R-Group 4 (Respect)
 - E-Group 5 (Excellence)
 - D-Group 6 (Determination, Diversity)
 - A-Group 7 (Adaptability, Accountability)
 - B-Rest of Volunteers (Bravery)
 - L-Staff Members (Laughter)
 - E-Everyone (Energy)
 - Once all groups are introduced, kids will split up into their groups, share their names quickly, and create a quick chant and name for their team.
 - After 5 minutes, have each group stand up and share their chant with the rest of the group.
 - Hi-5 Buddies (3 Minutes)
 - Break it Down (30 Minutes) – Kayla & Zim
 - Have the whole group stand around the gym in a scattered formation.
 - Hosts will call out instructions and the students should form smaller groups based on those instructions. (Ex. Groups by birthday month, groups by grade, etc.)
 - Volunteers and facilitators will be broken up in the groups as well. See the list below to know what groups you should be with.
 - Groups can be made by different categories. When they get in these groups, ask them to go around and answer the questions that follow. Names before each of these.
 - Birthday Month-Walk or Not (8 minutes)
 - What do you like best about yourself?
 - What are you good at?
 - January-Amber Falls
 - February-Katherine Quigley, Courtney Metcalf
 - March-Taylor Sprague, Chyna Staten
 - April-Kendaliz Mata, Katana Shaw
 - May-Kiah Johnson, Sarah Kladler
 - June-Gilly Kelly, Danna Chavez
 - July-Jocelyn Martinez, Hannah Licea
 - August-Danna Chavez, Darius Simmington
 - September-Lauren Smith, Alejandra Blandin
 - October-Evelyn Alvarez, Tre Williams
 - November-Ashlyn Fears, Caroline Ebuchulam
 - December-Marnia Toney, Dami Abisogun
 - Year in School-Mason Chants (8-10 minutes)
 - 8th Grade: Rock the Green and Gold
 - Katherine Quigley, Katana Shaw, Darius Simmington, Taylor Sprague, Ashlyn Fears
 - 7th Grade: GMU What
 - Lauren Smith, Hannah Licea, Kendaliz Mata, Evelyn Alvarez, Amber Falls
 - 6th Grade: George Mason
 - Chyna Staten, Courtney Metcalf, Kiah Johnson, Jocelyn Martinez, Tre Williams
 - Floaters: Everyone else

- Pancakes or Waffles-Biggest Fan (5 minutes)
 - Pancakes: Facilitators of groups 1-3
 - Waffles: Facilitators of groups 4-7
 - Final question: Are you ready for today!?! (Looking for an energized yes here)
 - Give instructions to the students to find their small group facilitator and split up into rooms for small group time (Group rooms will be assigned day of).
- **Small Group #1 11:05-12:00 PM (55 Minutes)**
 - Get to Know You (5 Minutes) (Slide 2)
 - Go around the circle
 - Name, favorite animal, what's the coolest thing you've done in your life so far, why did you come to the conference today?
 - Video (5 Minutes) (Slide 3)
 - Jelly Bean:
 - https://www.youtube.com/watch?v=BOksW_NabEk
 - What do you think of the video?
 - Why might this be relevant?
 - How do you think this relates to today's conference? Is there something you can do to make the most of it?
 - Ground Rules (Slide 4)
 - Be respectful of fellow group members and their opinions
 - Actively listen to other group members without interruption
 - Challenge by Choice-It is up to you what you participate in and what you don't participate in, but challenge yourself to be as involved as possible
 - What is said in this room should stay in this room. Be respectful with what people share
 - Any others?
 - Expectations (5-7 minutes) (Slide 5)
 - Give each participant an index card and have them silently reflect on what they want to get out of the conference. This will only be for them and they will not have to turn it in. Suggested questions to think about:
 - What is one goal you want to accomplish?
 - What are you excited about?
 - What are you nervous about?
 - Ask if there is anything that students want to share. (Newsprint)
 - How can we ensure everyone has a great day?
 - What do people want from their fellow group members?
 - What do people want from their facilitators/volunteers?
 - InCredAble You (25 Minutes) (Slide 6 & 7)
 - This activity will give students a chance to reflect on themselves and who they are. They are welcome to be as creative as they would like with the activity. Poetry, drawing, writing, etc. are all encouraged and welcomed.
 - Provide the group with these questions for silent self reflection. They will have 10-15 minutes to either write or draw their personal reflection on/answers to the questions.
 - What is incredible about you? What are your favorite traits?
 - What experiences in your life have made you who you are today?
 - Where do you like to spend your time? Who do you like to spend it with?
 - What's the biggest goal you have for today? For this month? For this year? For after middle school?

- What would you do if you could not fail?
 - o Strengths (10 minutes) (Slide 8)
 - This will give students the opportunity to reflect on their strengths/weaknesses and how they work. Read the dichotomy aloud and assign each answer a side of the room. Students should stand on the side of the room that they most identify with.
 - Once they go to the side of the room they agree with, have 3-4 students share why they are standing on that side.
 - **Note:** Some may need more explanation, such as extrovert/introvert.
 - Stand to side you agree with
 - Work well in groups/alone
 - Introvert/extrovert
 - Creative/logical
 - Messy/neat
 - Do you like to plan/jump right in
 - Loud/quiet
 - Are you a leader/not
 - Debrief
 - How can these both strengths and weaknesses?
 - How can you use your strengths in your everyday life?
 - Do you work well with people who have different strengths than you? Do you work well with those who have the same strengths as you?
- **12:55 PM-1:40 PM Breakout Sessions–45 Minutes (Room info will be given out day of)**
 - o Social Media-Kayla Vaughan
 - Hannah Licea, Ashlyn Fears
 - o Bystander Intervention-WAVES
 - Dami Abisogun, Katana Shaw
 - o Community Service-Taylor Sprague, Patty Mathison
 - Chyna Staten, Jocelyn Martinez
 - o Dress for Success-Courtney Metcalf, Sarah Kladler, Zim Okala
 - Marnia Toney
 - o Finding Your Passion/Career-Lauren Smith, Danna Chavez
 - Evelyn Alvarez, Darius Simmington
 - o Leading with a Team-Katherine Quigley, Gilly Kelly
 - Caroline Ebuchulam, Kendaliz Mata
 - o Catching the Feelings? -Amber Falls, Tre Williams
 - Kiah Johnson, Alejandra Blandin
- **Small Group #2 1:45-3:00 PM (75 Minutes) – Back into Small Groups**
 - o The Mole (45 Minutes) - Small Group Activity (Slide 10)
 - Materials Needed
 - 2 sets of the same amount/type of blocks
 - Envelopes
 - Team Instructions and Special Mole Instructions hand outs in envelopes
 - Set-up:
 - Split the group up into teams of 6-8.
 - This activity will require students to communicate effectively and will demonstrate how dynamics change when distrust arises in a group. The group will expect that there may be a “mole” amongst them that is attempting to sabotage their efforts.

- In one part of the room, there will be a structure of blocks set up where the group can't see. There will be one structure per smaller group. Their goal, as a team, is to recreate that structure as accurately as possible.
- There are enough envelopes for each person to receive one. In the envelope is one "Team Instructions for Building a Block Structure" and one will say "Special Mole Instructions." All of the "Mole" sheets will be checked off to signify that they are NOT the mole. They should not know that there are no moles, so you want to act like there is someone trying to sabotage their efforts.
- Intro:
 - Have the teams sit in a circle. Tell them that you are going to be handing them each an envelope. In the envelope is a piece of paper that will tell them their role for this activity.
 - Each envelope will have two pieces of paper in it. One will be "Team Instructions for Building a Block Structure," which will have the rules for the activity on it. The other will be "Special Mole Instructions." They should keep their mole paper a secret so that no one knows if they are the mole.
 - The team members are all sharing the common goal of creating the most accurate structure possible. The mole will be attempting to sabotage the team's efforts by leading them astray.
 - Tell the team about the hidden structure. Their goal is to work together to create a replica of the structure that is hidden in the room. One by one, team members will have the opportunity to walk over to the existing structure, look at it for no more than 10 seconds, and report back what they saw to their team.
 - Each person must go once before anyone can go a second time.
 - The person who went over to look may only tell the team what to do. They are not allowed to touch the structure if they are the one providing information.
 - The team will have 15 minutes to complete the task to the best of their ability.
 - This is not a competition among teams. You should focus on doing the best you can within your team and not worry about what the others are doing.
- Modifications:
 - If they are building too quickly, feel free to add additional obstacles such as:
 - If one person is taking charge of the building, make a rule that they can no longer touch the structure (don't call them out specifically, try to say that "people wearing sneakers" or "people with blue eyes" can no longer touch the structure")
 - Blindfold a few students and tell them that only students with blindfolds are allowed to touch the structure (Ask if they are okay with blindfolding first)
 - Reduce the amount of time that they are allowed to look at the structure
- Debrief:
 - First ask:
 - Who was the mole in each group?
 - When no one speaks up, allow participants to react. Then say:
 - No one? Then what happened in this activity?
 - Give the students to share their observations and reactions with the group. Make sure they are sharing one student at a time. You can be adaptable in this part, asking questions as they seem relevant to the students and the experiences that they had.
 - Maybe others in your group accused you of being the mole, or maybe you suspected someone of being the mole. If so, what went on in your mind? What behaviors made each of you suspicious that someone was a mole? Did you ever want to just come out and ask others if they were the mole? Did you ask? Why? What happened?

- How did the way your group worked together change as the activity went along? What would you do in a real-life group situation if you thought a team member was working against you or others in the group? If your group didn't complete the replica, what would need to have happened so you could have done so?
 - Sometimes trust is broken in a group. This can happen whether it's a group of friends, your family, a sports team, etc. When this happens, how can people re-establish trust?
 - What steps can a group take to make sure everyone is working for the same goal? When people start going in different directions, what can you do to keep the group productive?
- o Societal Activity (30 Minutes)
- 2 Scenarios (Slide 11 & 12)
 - Body Image
 - Treatment of boys v. girls
 - See scenarios attached
 - Microaggressions Activity
 - What are microaggressions? (Slide 13 & 14)
 - **Microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
What does this mean to you?
 - <http://breakingprejudice.org/teaching/group-activities/microaggression-activity/>
 - There are two different colors of paper (gold and blue). One the gold paper are phrases/sayings. One the blue paper are interpretations of those phrases/sayings.
 - Hand a piece of paper to each student. It does not matter what color they get, but you should alternate handing them out (between blue and gold). They will be set up in a way that ensures each kid has a match.
 - Students will have to walk around the room to find the person who has the interpretation that matches their microaggression (or vice versa)
 - If it turns out that a kid doesn't find their match, have them come to you and see if they can find the match.
 - Once they find their partner, they must go stand by the newspaper that has the identity category that their paper relates to (gender, race, class, etc.)
 - Small group discussion
 - Why is this a problem?
 - Where do you hear this? In school? At home? In your community?
 - What are different ways to say these things that make the point but don't target individuals/groups?
 - How can you address someone when they say one of these?
 - Go around the room and have each pair share their phrase/intepretation
 - Debrief Session (Large group discussion) (Slide 16)

- How do you all feel about what we've discussed? Have you seen/heard these things?
 - How can you address these things when you see them? What strategies did small groups come up with?
 - What have you learned about how people see others and how stereotypes form?
 - How do these impact your community?
 - Close off by explaining that microaggressions and stereotypes are hurtful and should be addressed when noticed/heard.
- **3:00 PM-3:30 PM Conference Wrap-up, Certificates, and Evaluations - 30 minutes**
 - Wind down the day by handing out certificates and evaluations
 - Ask students to debrief on their experience while filling out evaluations.
 - Some question ideas (feel free to ask any that come to mind or develop from conversation. Also, write down notes around specific things that should stay or change next year):
 - What did you like?
 - What did you learn the most from?
 - When did you have the most fun?
 - What was challenging for you?
 - What did you not like?
 - What did you wish was different?
 - Would you do something like this again?
 - Would you recommend a friend attend this?
 - Tie up the day by thanking your group for participating! Walk them to the door to meet their parents or the bus and wish them well!