

COMMENTS FROM STUDENTS AND TEACHERS WHO HAVE PLAYED THE GAME

- “It was a fun, original game.”
- “It made me think.”
- “It made us communicate, discuss and share thoughts.”
- “It has variety.”
- “Very cooperative and breaks the ice.”
- “Great discussion, a great way to get kids to share.”
- “Everybody gets the chance to be the center of attention.”
- “Get to know other people's school and their opinions.”
- “It helped me recognize my leadership talents and abilities.”
- “Fun, provocative!”
- “It trains students to be able to handle situations in a good way.”
- “A wide variety of challenges.”
- “All of the categories gave us a chance to incorporate some aspect of leadership experiences into them.”
- “It let me exercise my mind and work together with others.”
- “I had to use my past experiences and knowledge to answer most questions.”
- “The structure of the game is very open-ended so there's room for debate and the game can turn into more of a discussion at times (if needed).”
- “It was fun and interactive.”
- “I like how it mixes theoretical problems with basic skills.”

WORKSHOPS & SEMINARS

Al LaFontaine and Debbie Kooy are available to do workshops and/or seminars on the following topics:

- Introducing “Dare To Lead!” for leadership classes, retreats, Student's Council, or conferences.
- Introducing the different uses of “Dare To Lead!” for leadership classes
- How to start a Leadership Class in your school
- School Improvement Projects
- Leadership “Excel”: Practicing Philanthropy, Leadership Enhancement
- 50 things to do on a Monday!
- We can design a workshop or seminar based on your needs

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In any given population, 20% will be positive leaders, 20% will be negative leaders, and 60% will be followers. The followers will follow whichever 20% is strongest. Which one are you? This game is designed for individuals to work their way through questions that require problem solving ability, the power of persuasion, group dynamics and co-operation, taking a stand on issues or dilemmas, and creative thinking (outside the box!!!). Our goal is for individuals to come away from this game having:

- improved their skills and confidence.
- improved their ability to take risks and overcome public speaking fears.
- improved their ability to solve problems and work with others.
- learned something new and perhaps having gaining an interest in finding out more about some of the issues/topics presented in this game.
- had fun through a series of challenges.
- stretched their imagination!

“Imagination is more important than knowledge” - Einstein

PLAYERS:

There is no limit to the number of players playing this game. Players gain points by answering as individuals, as well as in teams. The teams should be determined at the beginning of the game for the “TACT” and “TEAMPLAY” cards in the All Play Category.

EQUIPMENT:

Game Board, 6 Categories of 50 Cards, 8 Game Pieces, One Pad of Paper, and One Instruction Booklet.

OBJECT OF THE GAME:

Option 1:

A time limit for the game can be determined at the start of the game. The player with the highest number of points at the end of the time limit is the winner.

Option 2:

The first individual player to reach a predetermined number of points wins the game.

The answers to the questions are not provided for the following reasons:

1. Some of the questions have answers we have not thought of.
2. If an answer can be logically justified to the group it may be deemed acceptable.
3. It challenges the individual to go and research the answer(s) to various questions.

When decisions during the game require GROUP CONSENSUS (a collective opinion; general agreement, or a response everyone can live with), a simple method would be a “thumbs up or thumbs down”. Consensus is not the same as majority rule.

How to Begin:


To start the game, each player selects a playing piece and will place it anywhere on the game board.

Play order is determined with a roll of the game die. The highest roll of the die wins. In the event of a tie, the players who are tied roll the die again to determine the winner.

Once the play order is determined, that player will roll the die to determine the number of squares to move their game piece. The rotation of players follows in a clockwise direction.

CATEGORIES

ALL-PLAY:

 This is an all-play category. Participants will be answering questions individually and as part of a team when a “tact” card or a “team play” card is chosen. Your team members should be chosen at the start of the game. It is up to the participants to decide how big the teams will be. Participants will be required to list, brainstorm, or draw using the paper pad and pencil, and in some cases, participants will act something out to their team.

Each individual or team (“TEAM PLAY” card) has two minutes to get the most responses written down on paper. A half point is awarded for each correct response, and the person with the highest number of correct responses gets an additional five points. If playing as a team, the team with the highest number of correct responses gets an additional five points for each team member. Any questionable responses will be dealt with by consensus, after the individual or team has had an opportunity to justify their answer.

There are also “TACT” cards and designing (logo) challenges in this category. For these, each team will come up with their best answer, and the group will decide by consensus which answer is the best. The winning team will receive five points for each team member.

This category challenges participants:

- to expand their knowledge in a variety of leadership topics
- to work in teams
- to work co-operatively
- to take risks
- to think creatively
- to practice decision-making
- group dynamics

BRAIN TEASERS:



Participants attempt to solve the word or picture puzzle displayed on the card.

Each puzzle represents a common phrase. If you have an answer, you must reach consensus with the other players of the game as to whether it is an acceptable solution (“thumbs up” or “thumbs down”).

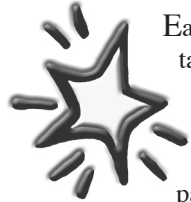
If you solve the puzzle, according to consensus, you receive five points.

If you cannot solve the puzzle in two minutes, it becomes an open solution. This means that any player, starting in order of the right of the player who drew the card, has thirty (30) seconds to provide an answer. The correct answer will be decided by consensus of the group. The group may decide that none of the answers are correct, or may award five points to the first best answer.

This category challenges participants:

- to think “outside the box”
- to use the right side of the brain
- to approach a challenge using a different perspective
- to problem solve

CREATIVITY:



Each of the creativity cards will explain the task, the time limit allotted, and the number of points awarded (5 points).

The creativity category requires that participants act, lead an activity, make something up on the spot, or state and defend their personal stance on a given topic.

This category challenges participants:

- to take risks
- to take on a leadership role
- to take a personal stance on a given topic
- to use creativity and experience to complete a challenge
- to use the power of persuasion

IQ :



The player who draws an IQ card has two minutes to solve the puzzle or phrase that the card represents.

If the player provides an answer, the player must reach consensus with the other players as to whether it is an acceptable solution (“thumbs up” or “thumbs down”). If the player solves the puzzle, according to consensus, he/she receives 5 points.

If the player cannot solve the phrase in two minutes, it becomes an open solution. This means that any player, starting in order of the right of the player who drew the card, has thirty (30) seconds to provide an answer. The correct answer will be decided by consensus of the group. The group may decide that none of the answers are correct, or may award five points to the first best answer.

This category challenges participants:

- to think “outside the box”
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ISSUES AND DILEMMAS:



This category consists of five sub-categories: Communication, Community, Education, Environment, and Personal.

The player who draws an Issues and Dilemmas card will have two minutes to explain, elaborate, provide examples, and convince the group that his/her response is meaningful.

The other players will rank the response from 1 (minimum) to 5 (maximum) by holding up the number of fingers that corresponds with their ranking. The responding player receives the total number of points that corresponds with the total number of fingers held up by all other players.

(For Example: Player One holds up 2 fingers, Player Two holds up 3 fingers and Player Four holds up 1 finger for a total number of 6 fingers = 6 points).

If the individual cannot provide an answer within the two minutes, the player sitting to the right of the individual who drew the card, has an opportunity to respond to the issue or dilemma. The first player to provide a response will be awarded the total points from the group rankings.

This category challenges participants:

- to look at leadership issues and dilemmas critically, ethically, and personally (morally)
- to use creativity and experience to complete a challenge
- to take a personal stance or provide your personal opinion on a given topic
- to use the power of persuasion

QUERIES AND QUOTES:



The player who draws A Query or Quote card will have two minutes to explain, elaborate, provide examples, and convince the group that his/her response is meaningful.

The other players will rank the response from 1 (minimum) to 5 (maximum) by holding up the number of fingers that corresponds with their ranking. The responding player receives the total number of points that corresponds with the total number of fingers held up by all other players. (For Example: Player One holds up 2 fingers, Player Two holds up 3 fingers and Player Four holds up 1 finger for a total number of 6 fingers = 6 points).

If the individual cannot provide an answer within the two minutes, the player sitting to the right of the individual who drew the card, has an opportunity to respond to the query or quote. The first player to provide a response will be awarded the total points from the group rankings.

This category challenges participants:

- to look at the queries and quotes critically, ethically, and personally (morally)
- to use creativity and experience to complete a challenge
- to take a personal stance or provide your personal opinion on a given topic
- to use the power of persuasion

DIFFERENT USES FOR ‘DARE TO LEAD!’

“Dare To Lead!” is an innovative and very flexible educational tool for introducing a variety of leadership topics. In a game situation, it is fun and inspires creativity and much discussion, however, it can be directed in a more focused manner for classroom, camp, or retreat purposes.

Each question in the “Issues and Dilemmas” Category or the “Queries and Quotes” Category could be used as an individual leadership lesson.

- place the topic on the board or on a poster and have students brainstorm in groups or as a “think, pair, share” activity

Some of the “All Play” Category questions can be used as individual leadership lessons for the following:

- introductory lessons for the start of a course, class, retreat
- lessons on how to deal with group dynamics
- lessons on how to deal with peers on specific issues
- lessons on moral issues and leadership
- poster-making ideas using the “logo design questions”

The game questions can be used as a skill base for choosing appropriate leadership candidates for a class, camp or retreat (ie. An audition). Pick a card from any category and use it as an icebreaker activity or question for the start of a class or camp/retreat activity.

A shorter version of the game could be incorporated if time is a factor:

- Students pick one card from each category and take turns answering and awarding points.
- Individuals work their way through a determined number of questions from each category before their teammates do. You must gain the majority of support votes before continuing to the next category. Support votes could come from a separate group of students who act as the jury. Students can address any particular issue using their own personal skills or can illicit help from the group to make a point (stimulates creative thinking).

Use the game or a shortened version of it as a class versus class, school versus school, or district – wide leadership challenge to enable students from different schools to get together and share ideas. It is a fun way to have students meet new friends and break the ice with idea sharing and discussion.

