

# Tribes

SDH 2017

## OVERVIEW:

Tribes is a time where group bonding and sharing is paramount. It is a safe environment for students to open up to a group and learn about each other. Tribes is facilitated in a way that ensures that everyone is within their comfort zone and able to participate in any way that suits them. **Four agreements for Tribes include (1) right to pass, (2) appropriate conversation topics (show mutual respect and appreciation with no put-downs), (3) attentive listening, (4) what happens in Tribes stays in Tribes! (no gossiping)**

## OBJECTIVES:

Students will be able to:

- Be more accepting of their peers.
- Identify commonalities of people in their group.
- Form new positive social relationships.

*Additionally, identify student highlights from the day like animal sightings, fun anecdotes, etc. Use the tribe as a forum to troubleshoot issues if necessary and offer praise for accomplishments.*

## FIRST DAY TRIBES: Choose 1 activity plus pass out Message in a Bottle if applicable

**Activity:** Spiderweb

**Materials:** ball of yarn, stuffed animal

**Time:** 30 minutes

### Procedures:

Introduce Tribes

Explain the purpose of doing a tribes activity: "This week our cabin will be working together in this small group so we can help each other learn and learn from each other. We will meet daily with our cabin group for an activity that will help us do that."

Discuss with students what they need to feel safe or trusting in a group. Guide them towards the four agreements of tribes.

Activity: Spiderweb

Have the group sit in a circle on the floor.

Place the ball of yarn in the center.

Go around the circle having each person say something that they like.

After each student, everyone in the circle that likes that thing passes the yarn across the circle. This will make a web connecting everyone. The web stays intact until everyone in the group has shared something (everyone that wants to share).

After everyone has a turn, put one object on the web such as a soft ball or stuffed animal. Have the group toss the object in the air using the web. This will demonstrate the strength of the group and their bonds.

Debrief: What are some things you have in common with each other? What will you take away from this activity? How will you treat each other differently after learning a bit about everyone?

**Activity:** Two Truths and a Lie

**Materials:** nothing

**Time:** 20 minutes

### Procedures:

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Two Truths and a Lie

Have students think of two fun facts about themselves and one made-up fact.

Students take turns sharing their two truths and one lie in any order.

The rest of the group takes turns guessing which fact is not true.

Debrief: You know each other from school, but were you surprised to hear what was true about your friends? Was it easy to think of a lie?

**Activity:** Message in a Bottle (setup)

**Materials:** previously written letters to the cabin

**Time:** 5 minutes (not a replacement for a full Tribes Activity)

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Receiving a Message from a Bottle

Distribute one letter to each student.

Have students read the letter written by the previous cabin member.

Frontload that they will be writing a similar letter at the end of the week.

**MID-WEEK TRIBES: Choose 1 activity for each day, you may do Magic Spots both days if desired**

**Activity:** Magic Spots

**Materials:** journals, writing utensils, blue pads (weather permitting)

**Time:** 15 minutes (plus destination hiking)

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Magic Spots

Frontload Magic Spots as a chance for each person to develop a relationship with nature.

Setup a meeting location and a noise or signal to regroup students after the activity.

Actively place students along the trail so they have a tree to sit against. If you have a highly advanced group, create boundaries for students, in which they can choose a place to sit. Require students to be ten or more steps away from one another to prevent talking. Frontload an activity or prompt for students to complete while sitting at their Magic Spot.

Debrief: What did you hear/see while at your Magic Spot? What did you notice that you would have previously overlooked? Debrief individual sensory awareness activity if you gave an assignment.

**Activity:** Finger Stories

**Materials:** None

**Time:** 30 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes

Activity: Finger Stories

Have the students show a random number of fingers (1-5).

Have students tell one story about themselves for each finger they showed the group.

Theme the question or use the numbers to have students share in a particular order instead of sharing that number of stories. (example of themes: one finger means a story about a trip you took, two fingers is a story that happened at school, if you have three fingers, think of a story that happened in an after-school program, a story about family, sports, with a friend, etc)

Debrief: Do you feel like you are getting to know your friends better? Did you find any commonalities with anyone in the group? How did you feel after you shared your stories?

(If group size is large, limit stories to one each – emphasize a significant event in your own life to demonstrate epic individuality).

**Activity:** Your Proudest Moment

**Materials:** None

**Time:** 30 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes

Icebreaker: Sharing 'Earliest Childhood Memory.'

Activity: Your Proudest Moment

Give students time to think of and share their proudest moment with the tribe.

Debrief: How did it make you feel to remember that moment? How does that inspire you to act in the future? What will you do at High Trails that will make you proud? How can you show that you are proud of others?

**Activity:** The Crossword

**Materials:** *masking tape, markers*

**Time:** 15 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: The Crossword

Give everyone a piece of tape and a marker.

Have the students write something they like about High Trails or how they are feeling on the tape.

Have one person put their piece of tape on the floor.

The next person must agree with the first piece of tape then attach it to the floor so they intersect like a crossword puzzle.

Every additional person can add their tape to the puzzle as long as they agree with the pieces they intersect with.

Debrief: Did people enjoy similar things or different ones? How does everyone feel about his or her week at High Trails? What will you take away from this activity?

**Activity:** Feelings in a Hat

**Materials:** paper, pencils, and hat

**Time:** 30 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Feelings in a Hat

Give everyone a piece of paper and writing utensil.

Have the students write one feeling that describes how they're doing. They do not write their names.

Collect pieces of paper in hat.

Instructor randomly passes one feeling out to each member of the group, screening for appropriate content.

Students describe how someone could feel that way.

Debrief: Do you think you have a more clear view of how everyone else is feeling in the group? What can you change now that you know how everyone else feels in our cabin? What are two extra guidelines we can make to help everyone feel comfortable in the cabin community?

**Activity:** The Blob

**Materials:** none

**Time:** 15 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

**Activity:** The Blob

Instructor creates a scenario requiring students to work together to create a monster.

The first round, students work together to make a monster with half as many legs and a third as many arms touching the ground as the group has all together. Choose a safe area and frontload a freeze command.

(cabin of 12: 6 legs, 4 arms...cabin of 15: 8 legs, 5 arms...etc)

If the group succeeds, congratulate and see if they can morph into a monster with varying numbers of legs, arms, elbows, noses, etc. touching the ground.

Debrief: Could you do this activity by yourself? How did you succeed? What is important when you are working as a team?

## LAST DAY TRIBES: Choose 1 activity

**Activity:** Warm Fuzzy Acronym

**Materials:** paper, markers, tape

**Time:** 30 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

**Activity:** Warm Fuzzy Acronym

Give everyone a piece of paper and a marker.

Have the students write their names on the long side of the paper like an acronym.

Have everyone write an acronym for their name. For example:

I-Insane

A-Awesome

N-Navigator

Pass the acronyms around the group, have each student write something nice about each person on the paper with their acronym.

Share what was written with the group.

Debrief: How do you feel after getting so many compliments? How has this series of tribes' activities affected you? What will you do differently when interacting with people thanks to tribes?

**Activity:** The Wave Goodbye

**Materials:** *paper, markers*

**Time:** 15 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

**Activity:** The Wave Goodbye

Give everyone a piece of paper and a marker, or just a marker.

Have the students trace their hand on the piece of paper or just write on their hand directly.

Have students write responses to the following questions on each finger:

Pinky Finger-Write your favorite class

Ring Finger-Write something new that you tried

Middle Finger-Write the name of a new friend that you made

Index Finger-Write the biggest challenge you faced for the week

Thumb-Write the thing you'll miss the most about High Trails

If students finish early, have them draw a picture on the palm of their hand.

Debrief: Ask for volunteers to share their responses. Focus on the similarities between students and encourage students.

**Activity:** Paper Backwriter

**Materials:** paper, tape, markers

**Time:** 15 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Paper Backwriter

Give everyone a piece of paper and a marker.

Have the students write their name on the paper and have a buddy tape that paper to their back.

When all students have their papers on their backs, prompt students that they may take their markers and write their favorite memories of the person on their back. Prompt them with appropriate memories you know they made together, like funny jokes from campfire, when they saw their friends as leaders, or the goofy new inside jokes they may have with one another.

Debrief: Ask for volunteers to share their responses and favorite memories. This may trigger other memories from High Trails for others.

**Activity:** Message in a Bottle

**Materials:** paper, markers, bottle

**Time:** 30 minutes

**Procedures:**

Introduce Tribes

Remind students the purpose of doing a tribes activity.

Remind students of the agreements of tribes.

Activity: Leaving a Message in a Bottle

Give everyone a piece of paper and a marker.

Have the students write an uplifting letter to a future cabin member describing what you found hard but overcame and what you enjoyed the most about High Trails.

Encourage students to draw a picture on their letter too.

Have students put their letter into the bottle for future groups. (Note: have students leave the date off the letters in case you have to reuse them multiple times)

Debrief: Why is it important to write these letters? Do you feel like your opinion of High Trails has changed from the beginning of the week to the end? How does it feel to help someone else adjust to a new week at High Trails? Do you feel like you helped one another through this week?