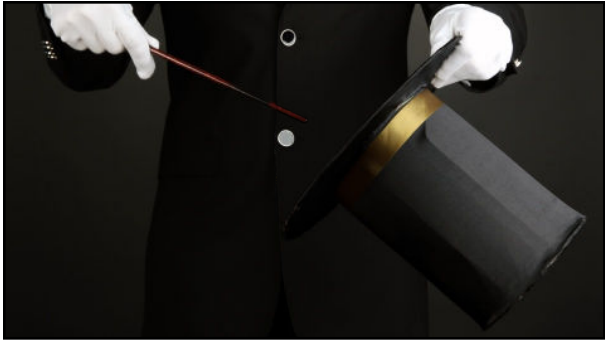
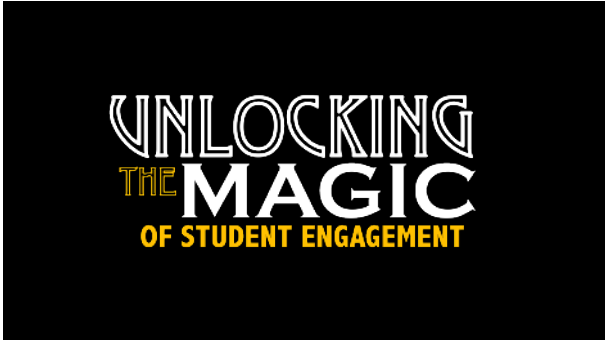




1



2



3

**PICK A
NUMBER
FROM
1-10**



4

**TAKE YOUR
NUMBER &
MULTIPLY BY
9**



5

**TAKE THE
TWO DIGITS
IN YOUR
NUMBER &
ADD THEM
TOGETHER**



6



7



8



9

TAKE YOUR
NUMBER &
SUBTRACT
4



10



THE
SECRET
TO STUDENT
ENGAGEMENT

11



THE SECRET

- Name?
- Where?
- Why?
- What?

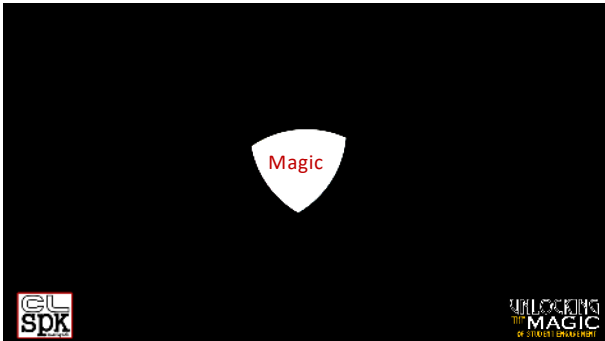
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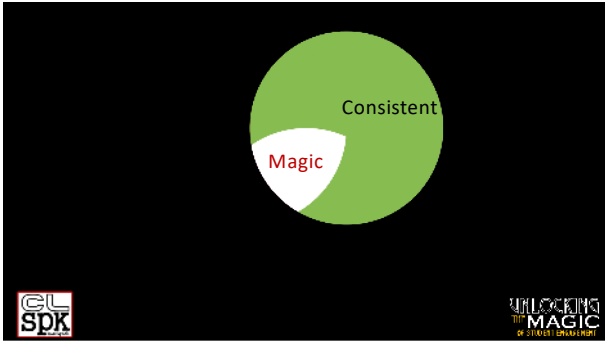
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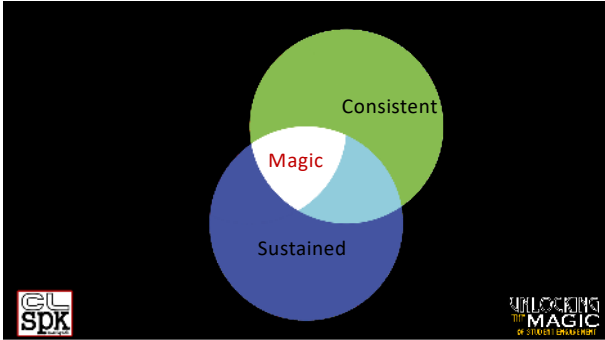
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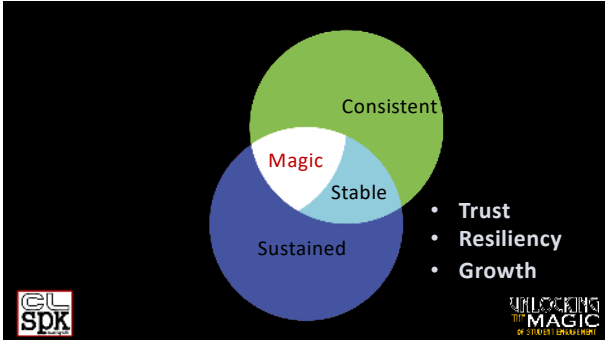
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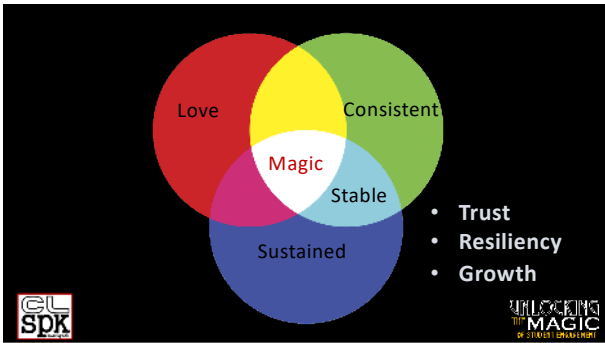
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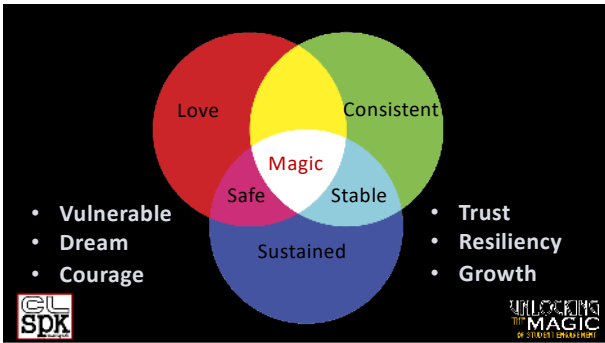
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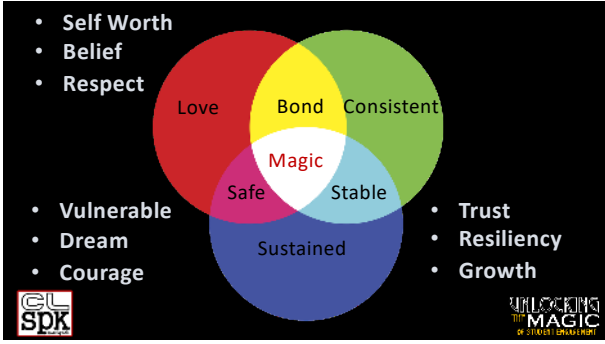
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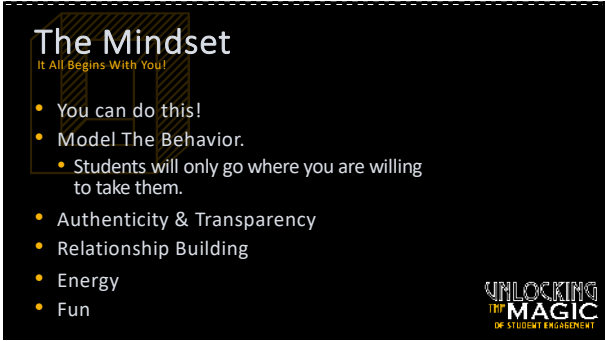
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23



24

The Purpose

Why Are We Doing This?

- What are your learning objectives?
- What do you want them to...
 - Affective – Feel.
 - Behavioral – Do.
 - Cognitive – Think.
- What does success look/sound/feel like?

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TRIP
MAGIC
OF STUDENT ENGAGEMENT

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The Content

What are we teaching them?

- What are the skill(s) and/or knowledge they need?
- Is it relevant?
- Is it manageable?
- What's the emotion?
- What's the story?

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MAGIC
OF STUDENT ENGAGEMENT

26

The Programming

How are we going to engage them?

- Your programming should help you:
 - Accomplish your purpose.
 - Engage students on various learning styles.
 - Create dialogue and discussion.
 - Create a narrative.
 - Connect activities with lessons.
 - Provides energy.
 - Be fun and engaging.

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OF STUDENT ENGAGEMENT

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The Start

Let's help them get excited.

- Set The Stage for Success:
 - Music
 - Vibe
 - Activity
 - Energy
 - Space

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OF STUDENT ENGAGEMENT

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The Ice Breakers

Let's get to know each other.

- The purpose is to help break the ice and get participants to feel comfortable and begin to get acquainted with one another.
 - Brain Teasers
 - Name badge game
 - Word Search

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MAGIC
OF STUDENT ENGAGEMENT

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The Ice Breakers

Let's get to know each other.

- The purpose is to help break the ice and get participants to feel comfortable and begin to get acquainted with one another. It is also a good way to begin outlining the content.
 - Brain Teasers
 - Name Badge Game
 - Word Search

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MAGIC
OF STUDENT ENGAGEMENT

30

CHOICE CHOICE CHOICE	noon good	t t t i i i S S S	L ow	get get get get IT
O_ER_T_O_	FAST	AID ← AID AID	Must Get Here Must Get Here Must Get Here	IXAST
knee 	wiisiiom	STANDS ME 0 7 2 3 4 5	S - 5,280 ft	SLOW 
+verb		 prairie	OHIOWA	

31

The Activities

Where the learning takes place.

- The purpose is to elaborate on specific goals and/or objectives by allowing participants to collaborate in individual and/or group exercises. They tend to be hands-on, long-form (30-45 minutes) and active.
 - Paper Thin Communication
 - Reflection Writing Activities
 - Balloon Towers

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THE
MAGIC
OF STUDENT ENGAGEMENT

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KID GAMES

DEVELOPING
ACTIVITIES

33

How would you use/remix these kid games?

- Rock, Paper, Scissors
- Musical Chairs
- Simon Says
- Hot Potato
- 1-2-3 Red Light
- Floor Is Lava
- Others....

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OF STUDENT ENGAGEMENT

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The Ice Breakers
How we regulate the energy.

- The purpose is to increase the energy in the room and ensure you are keeping your audience active and smiling.
 - Simon says
 - Rock, Paper, Scissors
 - Break Dance

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OF STUDENT ENGAGEMENT

35

The Debrief
How we connect all the dots.

- The debriefing is where your bread and butter is!
- Almost every aspect of your programming has a potential learning outcome, real life example, or just exemplifies so mething as simple as how fun it is to participate.
- Allow your participants to give you some examples and takeaways.
- Make sure it ties into the overall learning objectives.

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OF STUDENT ENGAGEMENT

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Activities inspired by the objects utilized in the opening activity of **Unlocking The Magic of Student Engagement Workshop**.

Post-It Pathways **Theme:** Career Exploration

Overview

Students will brainstorm possible careers, identify steps to get there, and visualize pathways using Post-it notes. They'll compare, discuss, and see that while careers look different, preparation and planning are universal.

Timing Breakdown (35–40 minutes)

- **Intro & Framing** (5 min)
- **Individual Brainstorm** (5 min)
- **Group Pathway Building** (10 min)
- **Gallery Walk & Discussion** (10–15 min)
- **Debrief & Reflection** (5 min)

Instructions

1. **Intro & Framing (5 min)**
 - Ask: *"What's your dream job? How do you get there?"*
 - Hand out 5–7 Post-its per student + markers.
2. **Individual Brainstorm (5 min)**
 - Students write one career goal on the first Post-it.
 - On the remaining notes, they write steps (college, training, skills, internships, connections).
3. **Group Pathway Building (10 min)**
 - Students work in small groups (5–6).
 - Stick Post-its on poster paper/wall in a vertical ladder.
 - Connect common steps.
4. **Gallery Walk & Discussion (10–15 min)**
 - Groups walk around to view others' ladders.
 - Write observations on sticky notes to add to posters.
5. **Debrief & Reflection (5 min)**
 - Whole group shares insights.

Supplies

- Post-it notes (5–7 per student)
- Markers
- Wall/poster paper

Debrief Questions

- What steps showed up across many careers?
- How many pathways overlapped?
- What surprised you about someone else's career path?

Participants: 30–50

www.coolspeak.com



Pencil: Draft Your Future Theme: Goal-Setting

Overview

Students use pencils as a metaphor for flexibility in goals—writing SMART goals they can revise and refine.

Timing Breakdown (30–40 minutes)

- **Intro & Discussion** (5 min)
- **SMART Goals Teaching** (10 min)
- **Individual Goal Writing** (10 min)
- **Peer Feedback & Sharing** (10–15 min)
- **Wrap-Up Reflection** (5 min)

Instructions

1. **Intro & Discussion (5 min)**
 - Hold up a pencil. Ask: “*Why does a pencil have an eraser?*”
 - Emphasize growth and mistakes.
2. **SMART Goals Teaching (10 min)**
 - Explain SMART = Specific, Measurable, Achievable, Relevant, Time-bound.
3. **Individual Goal Writing (10 min)**
 - Students write 1 short-term and 1 long-term college/career goal.
4. **Peer Feedback & Sharing (10–15 min)**
 - Pair up to review goals.
 - Encourage suggestions for making goals stronger.
5. **Wrap-Up (5 min)**
 - Ask a few volunteers to share.

Supplies

- Pencils
- Goal worksheet/paper

Debrief Questions

- How did writing it with a pencil change how you thought about goals?
- Why is it important that goals are flexible?

Participants: 30–50



Crayon: Color Your College Theme: Importance of Higher Education

Overview

Students create visual representations of what college means for them, then build a collective mural.

Timing Breakdown (35–40 minutes)

- **Intro & Prompt** (5 min)
- **Individual Drawing** (10–12 min)
- **Small Group Sharing** (8–10 min)
- **Mural Assembly** (5 min)
- **Debrief Discussion** (5–8 min)

Instructions

1. **Intro (5 min)**
 - Pass out crayons + paper.
 - Prompt: *“Draw a symbol of what going to college means for you or your family.”*
2. **Individual Drawing (10–12 min)**
 - Encourage creativity: no wrong answers.
3. **Small Group Sharing (8–10 min)**
 - Share drawings in groups of 4–5.
4. **Mural Assembly (5 min)**
 - Tape drawings to a wall → “Mural of College Dreams.”
5. **Debrief (5–8 min)**
 - Invite 2–3 volunteers to explain drawings.

Supplies

- Crayons
- Paper (half-sheets)
- Tape

Debrief Questions

- What themes showed up in the mural?
- How does college impact not just you but your family/community?

Participants: 30–50



String Connections **Theme:** Communication & Networking

Overview

Students create a physical web of connections with string to visualize networking and support systems in college.

Timing Breakdown (30–40 minutes)

- **Intro & Framing** (5 min)
- **String Toss Web-Building** (10–12 min)
- **Web Reflection & Tug Exercise** (10 min)
- **Group Discussion** (10 min)

Instructions

1. **Intro (5 min)**
 - Arrange students in a circle.
 - Explain networking importance.
2. **Web-Building (10–12 min)**
 - First student says their name + interest, holds string, tosses ball to another.
 - Continue until everyone is connected.
3. **Tug Exercise (10 min)**
 - One student tugs lightly; others feel it.
 - Discuss ripple effect of communication and choices.
4. **Discussion (10 min)**
 - How webs grow in college (mentors, peers, professors).

Supplies

- 1–2 balls of string

Debrief Questions

- How did the web grow stronger with more connections?
- What happens if one person drops their connection?

Participants: 20–50



Folded Paper Fortune Teller **Theme:** Financial Literacy

Overview

Students fold and play with “fortune tellers” containing financial facts and myths, then discuss.

Timing Breakdown (35–40 minutes)

- **Intro & Folding Tutorial** (10 min)
- **Fill in Prompts** (5 min)
- **Partner Fortune Telling** (10–12 min)
- **Whole Group Myth-Busting** (10 min)
- **Reflection** (5 min)

Instructions

1. **Intro (5 min)**
 - Say: *“Finances can feel like a guessing game, but let’s break it down.”*
2. **Folding Tutorial (5–7 min)**
 - Walk them through folding.
3. **Fill Prompts (5 min)**
 - Prompts inside: FAFSA, scholarships, grants, loans, budgeting tips.
4. **Partner Play (10–12 min)**
 - Students use them in pairs, read answers aloud.
5. **Myth-Busting (10 min)**
 - Facilitator corrects misconceptions.
6. **Reflection (5 min)**
 - Write down one financial step they’ll take.

Supplies

- Square paper
- Pens/markers

Debrief Questions

- What financial fact surprised you?
- What step can you take now to prepare?

Participants: 30–50



Balloon Balance **Theme:** Resilience & Navigating Challenges

Overview

Students juggle balloons in groups to simulate balancing responsibilities in college.

Timing Breakdown (30–35 minutes)

- **Intro & Setup** (5 min)
- **Round 1 (Practice)** (5 min)
- **Round 2 (Add Challenges)** (10 min)
- **Reflection & Discussion** (10–12 min)

Instructions

1. **Intro (5 min)**
 - Groups of 5–6. Each group gets 2 balloons.
2. **Round 1 (5 min)**
 - Keep balloons in air. If balloon drops, call out a real-life challenge.
3. **Round 2 (10 min)**
 - Add more balloons gradually.
 - Increase difficulty.
4. **Discussion (10–12 min)**
 - Talk about strategies and stress management.

Supplies

- Balloons (2–3 per group)

Debrief Questions

- How did you adapt when more balloons were added?
- What does this say about resilience in college?

Participants: 30–50



Rubber Band Team Grabber **Theme:** Teamwork & Flexibility

Overview

Teams use a rubber-band grabber tool to move and stack cups, practicing teamwork and adaptability.

Timing Breakdown (30–40 minutes)

- **Intro & Setup** (5 min)
- **Round 1 (Practice Stacking)** (8–10 min)
- **Round 2 (Timed Competition)** (10–12 min)
- **Group Reflection** (10–12 min)

Instructions

1. **Setup (5 min)**
 - Tie 4–6 strings around a rubber band.
 - Each student holds one string.
2. **Round 1 (8–10 min)**
 - Practice grabbing and stacking cups.
3. **Round 2 (10–12 min)**
 - Teams race to build cup pyramids.
4. **Reflection (10–12 min)**
 - Discuss communication, teamwork, flexibility.

Supplies

- Rubber bands
- String (4–6 per band)
- Plastic cups (6–10 per team)

Debrief Questions

- What helped your team succeed?
- How does this activity mirror teamwork in college?

Participants: Teams of 4–6; multiple teams for 30–50 students.



THE HIP PROGRAM DEVELOPMENT CHECKLIST

☐

The Mindset

Description:

Responsible:

Timeline:

☐

The Team

Description:

Responsible:

Timeline:

☐

The Audience

Description:

Responsible:

Timeline:

☐

The Purpose

Description:

Responsible:

Timeline:



THE HIP PROGRAM DEVELOPMENT CHECKLIST

☐

The Format

Description:

Responsible:

Timeline:

☐

The Story

Description:

Responsible:

Timeline:

☐

The Programming Content

Description:

Responsible:

Timeline:

☐

The Programming A E I

Description:

Responsible:

Timeline:



THE HIP PROGRAM DEVELOPMENT CHECKLIST

☐

The Incentives

Description:

Responsible:

Timeline:

☐

The Marketing

Description:

Responsible:

Timeline:

☐

The Contingency

Description:

Responsible:

Timeline:



THE HIP PROGRAM DEVELOPMENT CHECKLIST

☐

The Debrief

Description:

Responsible:

Timeline:

☐

The Closing

Description:

Responsible:

Timeline:

☐

The Evaluation

Description:

Responsible:

Timeline:

Suggested Reading

These books will give you some great ideas for how you can incorporate games, activities and exercises into your presentation. Helping to make it much more effective and engaging.



- **The Big Book of Team-Motivating Games: Spirit-Building, Problem-Solving and Communication Games for Every Group (Big Book Series)** by Mary Scannell and Edward Scannell
- **Motivating Students Who Don't Care: Successful Techniques for Educators** by Allen Mendler
- **Teaching Outside the Box: How to Grab Your Students By Their Brains** by LouAnne Johnson
- **The Big Book of Icebreakers: Quick, Fun Activities for Energizing Workshops** by Edie West
- **More Quick Team-Building Activities for Busy Managers: 50 New Exercises That Get Results in Just 15 Minutes** by Brian Cole Miller
- **Quick Meeting Openers for Busy Managers: More Than 50 Icebreakers, Energizers, and Other Creative Activities That Get Results** by Brian Cole Miller
- **Quick Team-Building Activities for Busy Managers: 50 Exercises That Get Results in Just 15 Minutes** by Brian Cole Miller
- **201 Icebreakers : Group Mixers, Warm-Ups, Energizers, and Playful Activities** by Edie West
- **The Big Book of Humorous Training Games: Games to Bring Humour, Fun and Creativity into Any Group Situation** by Doni Tamblyn and Sharyn Weiss
- **The Big Book of Presentation Games: Wake-Em-Up Tricks, Icebreakers, and Other Fun Stuff** by John Newstrom and Edward Scannell
- **Ice-Breakers and Heart-Warmers: 101 Ways to Kick Off and End Meetings** by Steve Sheely