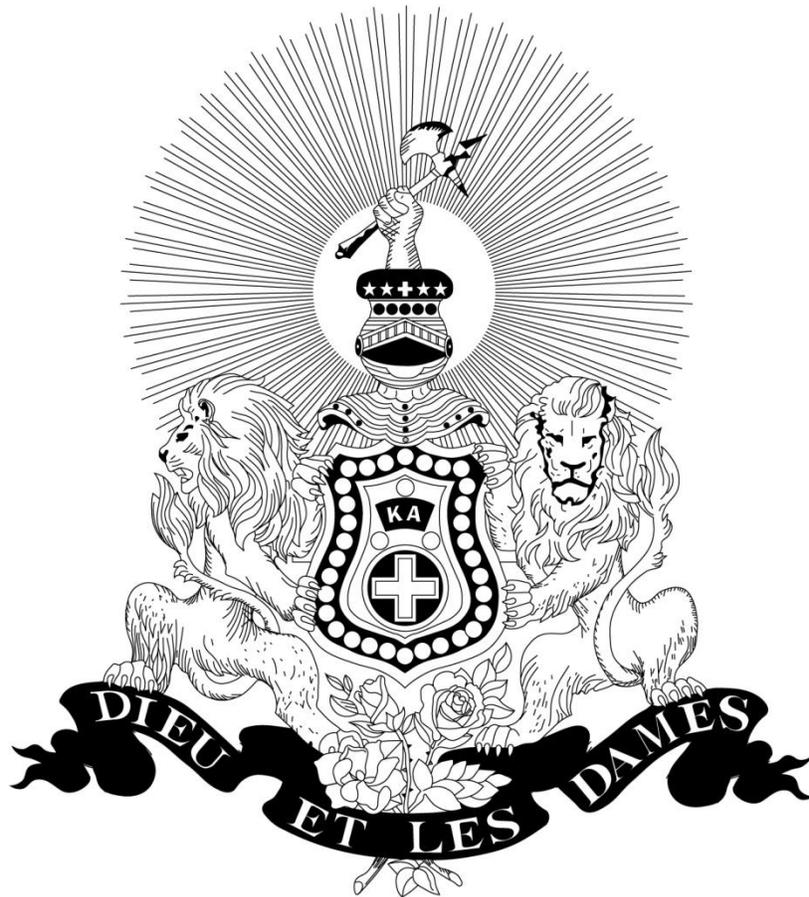


**KAPPA ALPHA ORDER  
NATIONAL ADMINISTRATIVE OFFICE**



**POSITIVE GUIDE TO BROTHERHOOD  
DEVELOPMENT**

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## INTRODUCTION

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This guide was created to provide your chapter with positive activities designed to develop brotherhood. These activities are already used by fraternities, sports teams and throughout corporate America to create a cohesive team environment. You will notice that throughout this guide you will find suggested activities that you may have done throughout your years growing up with your own friends and family. While many of these activities can be used in the education of your new members, be sure to use them to develop the brotherhood throughout your chapter.

Every member of your chapter is an important piece of your puzzle. It is important for all of your members to remain involved and engaged in the activities of the chapter. Each year you are faced with the addition and subtraction of members of your team through recruitment and graduation. That is why it so important to continue to develop brotherhood amongst all your members. Use this guide to accomplish just that.

Most of the activities you find in this guide are credited to other sources. All of these resources can be found in the last section of this guide. Please feel free to explore the thousands of other activities and suggestions out there to develop your chapter's brotherhood. Good luck and please reach out to your volunteers, advisors and the National Administrative Office staff for further suggestions, directions and insight.

Finally, during any of these activities a positive, fraternal spirit should prevail. No portion or complete activity should be used improperly or taken out of context. Please refer to the Kappa Alpha Order Risk Management Policy for a comprehensive definition of hazing.

## LAWS OF TEAMWORK

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The dictionary defines teamwork as cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause. Much of this guide will focus on teamwork and teambuilding activities. There is no better way to develop positive brotherhood than to focus on your chapter as a team and focus on building up that team.

Think back through the years of the teams or groups to which you belonged. It could have been a sports team, you may have participated on a debate or academic team or perhaps you worked with fellow students as a team on a group project. What made those teams successful? What led those teams to succeed or to fail? This section focuses on the Laws of Teamwork as defined in the book authored by John C. Maxwell, *The 17 Indisputable Laws of Teamwork*.

The Law of Significance  
The Law of the Big Picture  
The Law of the Niche  
The Law of Mount Everest  
The Law of the Chain  
The Law of the Catalyst  
The Law of the Compass  
The Law of the Bad Apple  
The Law of Countability  
The Law of the Price Tag  
The Law of the Scoreboard  
The Law of the Bench  
The Law of Identity  
The Law of Communication  
The Law of the Edge  
The Law of High Morale  
The Law of Dividends

**1. The Law of Significance, *One is too small a number to achieve greatness....***

“The belief that one person can do something great is a myth. There are no real Rambos who can take on a hostile army by themselves. Even the Lone Ranger wasn’t really a loner. Everywhere he went he rode with Tonto!” The basic message of the first law of teamwork is you can’t do it alone. No matter how driven, qualified and capable an individual may be that person cannot achieve the goals of a group alone. Your chapter elects three officers and another six are appointed, others are tasked with serving as chairmen of committees and members also serve on those committees. Without members in your chapter you have no team. You should seek out every man on your campus who could be a productive member of your chapter and actively recruit each and every one of them.

**2. The Law of the Big Picture, *The goal is more important than the role...***

A chapter can only have a single Number I at any given time, much the same as you can only have one Ritualist or Treasurer. The goal of a productive team is helping every member realize that no matter how big or small they may see their individual role, they are important to the

overall goal the chapter sets out to achieve. Think of a recruitment event: often times there are many different moving parts; someone is in charge of sending out invites, another member heads a group to clean the house, a third member is responsible for registering the event with the university and so on. What if the person in charge of picking up the napkins forgot to do his part? You now have an event where you will be shaking hands with a number of people and there is nothing with which to wipe your hands after eating some food. Every role you assign should be important. This law charges you with making everyone realize that they are important to the overall goal. Every chapter needs leaders and those to follow them.

**3. The Law of the Niche**, *All players have a place where they add the most value...*

Piggybacking off the previous law it is important to know your members in order to get the most value out of them. You wouldn't want to assign a member to maintain the chapter website who has never used a computer before. Through teambuilding and brotherhood building activities you get to know your members better and can better assess where they can be used within your chapter. Engage each member where they are most valuable.

**4. The Law of Mount Everest**, *As the challenges escalate, the need for teamwork elevates...*

It doesn't take many members to order pizza to be served after a chapter meeting. Think about competing for an award on your campus or at the national level, how many members does that take? The answer should be a lot, because it is a more difficult challenge. As you face problems or challenges within your chapter and on your campus the greater that challenge the more you will need to rely on teamwork and brotherhood.

**5. The Law of the Chain**, *The strength of the team is impacted by the weakest link...*

You will notice that this law does not necessarily agree with the statement that we have all heard, "you're only as strong as your weakest link." It does however infer that your weakest link will have an impact on the whole. There are many ways you can approach dealing with your weakest link. The ultimate solution of course would be to not recruit weak links. Let's focus on the truth, you have weak links. What efforts has your chapter made to help that person improve? If they have a problem with drinking has it been addressed? If they are rude to females, how has the chapter disciplined and educated them? If they have trouble talking to potential members what types of workshops has the chapter attended that develops social skills? Every chapter and every team you are a part of will have weak links. It's how you address and help those weaker links that makes all the difference.

**6. The Law of the Catalyst**, *Winning teams have players who make things happen...*

Think back to the Chicago Bulls of the 90s, who was the catalyst? Michael Jordan, of course he was the catalyst of the Bulls. The go to guy that elevated the rest of the team. Does your chapter have any catalyst? It can be an amazing thing when a sports team drafts a player who becomes an immediate contributor and eventually the team's catalyst. If your chapter currently has that catalyst who will replace him? If you don't have one have you been looking for someone? Your catalyst can be a member of your chapter, an involved alumnus or an advisor.

**7. The Law of the Compass**, *Vision gives team members direction and confidence...*

What is the mission of Kappa Alpha Order? Does it serve as the vision for your chapter? Do you set goals each year? Your chapter can accomplish nothing without a shared vision. Your

chapter's vision must be something more than words handed down to you or learned during new member education. Your vision needs to be your compass that guides you every day. Every decision you make should be centered on where that compass tells you to go.

**8. The Law of the Bad Apple, *Rotten attitudes ruin a team...***

There will be and probably have been members of your teams that have had poor attitudes. What are you doing to remedy these bad apples? Education, disciplinary actions, temporary removal or permanent removal from the chapter are all viable options. Along with that see what might be bothering that person to cause the bad attitude. Find out what they are passionate about and assign them to that task or job within the chapter to lift their spirits. Don't let the bad apples ruin the barrel.

**9. The Law of Countability, *Teammates must be able to count on each other when it counts...***

John Maxwell has this formula: Character + Competence + Commitment + Consistency + Cohesion = Countability. And for this formula there are questions to examine yourself or your chapter: Is your integrity unquestioned (character)? Do you perform your work with excellence (competence)? Are you dedicated to the chapter's success (commitment)? Can you be depended on every time (consistency)? Do your actions bring the chapter together (cohesion)? "The greatest compliment you can receive is being counted on."

**10. The Law of the Price Tag, *The team fails to reach its potential when it fails to pay the price...***

On your campus there are inevitably going to be chapters who ignore the rules, fail to participate in campus activities or simply don't do things the right way. Your chapter may be one of them. It is the chapters who make sacrifices and pay the price that are successful in the long run. You pay the price by attending educational programs that can help you improve. By reading and putting your resources to good use and by asking questions of your advisors, volunteers and alumni. You pay the price when you put in the effort to strive for excellence every day. "If everyone doesn't pay the price to win, then everyone will pay the price by losing."

**11. The Law of the Scoreboard, *The team can make adjustments when it knows where it stands...***

When is the last time you took a hard look at where your chapter stood in comparison to the competition? On campus, in your province and on the national level? To be successful you must know where you stand. After formal rush/recruitment how did you compare with the other fraternities on campus? The last time grades were published were you above the all men's and all IFC average? How many men pledged your chapter but ultimately left? And the other fraternities on campus? By asking your officers and members these types of questions on a weekly, monthly, yearly basis you know what the score is and can make adjustments appropriately.

**12. The Law of the Bench, *Great teams have great depth...***

In the late innings of a baseball game managers often start looking at their bench to determine the best possible match-up. Those teams that have good depth on their bench and know how to use it are the most successful. A large chapter obviously has great depth a small chapter does not. Each has to make a decision on how to best utilize their depth regardless of how great or small. A player or member who is left on the bench too long becomes disinterested and quits paying attention to the game. A player who is overworked becomes exhausted, injured or burnt out. It is

your chapter's duty to go out and get the best bench possible. It is the duty of your officers to best utilize all of your members.

**13. The Law of Identity, *Shared values define the team...***

Kappa Alpha Order has a mission and values. Is your chapter aware of our organizational values? Do you have an identity of your own? It is important for you to discuss what is important to your chapter and its members to develop or refine your values, goals and mission. These important components will help give you an identity. What do others on campus say about your chapter? Would they identify a different set of values or identity than you see?

**14. The Law of Communication, *Interaction fuels action...***

It's not easy to understand that professor who doesn't speak plain English. His or her poor communication could result in poor performance by you the student. Poor or no communication to your members can result in poor performance by those members. Effective chapters have members who are constantly talking to one another. Good communication can make all the difference whether its letting members know what time the weekly meeting will start, where the bus will pick up members and guests for a social event or what rules must be followed. The leaders of your chapter must communicate information to your members.

**15. The Law of the Edge, *The difference between two equally talented teams is leadership...***

What is your chapter's edge? Membership involvement on campus, highest attendance at all-Greek presentations, most intramural points and highest GPA, these can all be the edge your chapter has over other fraternities. Creating an edge takes the commitment of your members to being sound in all aspects of operations and great in a few.

**16. The Law of High Morale, *When your winning, nothing hurts...***

Take time to celebrate your victories large and small. Reward your members for a job well done. Look for ways to lift spirits and keep morale high. If you can get your members to feel good about their accomplishments it makes the struggle and sacrifice it took to get there well worth it.

**17. The Law of Dividends, *Investing in the team compounds over time...***

The men who came before you in Kappa Alpha Order and your chapter invested in its future. You enjoy the privileges of our organization because of the foundations laid and the proper steps taken to ensure our future. The wise and not so wise decisions you and your members make are an investment in your chapter's future. If you make poor investments your chapter will be left with your mistakes. If you make wise investments members will enjoy the benefits of hard work and hopefully continue on your path. Have all your members ask themselves, is the chapter's investment in you paying off?

## ICEBREAKERS

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Icebreakers are designed to do as the name implies, break the ice. These activities have been compiled for your chapter to use with your active members, with your new members, with all members and during recruitment. You may modify the activities to reflect your chapter and campus.

### ***“Keep It Up”***

Purpose: Energetic way to learn each other’s name.

Materials: ● A balloon, volleyball or other light ball that can be bounced around.

Directions:

1. Instruct the members to stand in a large circle.
2. Tell them they are going to move the object around the circle and must keep it in the air at all times.
3. Each time a participant hits the object in the air he must say his name.
4. Everyone must make contact with the object and it must pass around the circle at least three times. The members may pass it across the circle or simply go to the person next to them. If the object hits the ground they must start over.
5. Once you have completed the activity consider having the members repeat the process only replace them saying their name with their favorite sports team or an interesting fact about themselves.

Processing:

- Ask the group what they believe was the purpose of the activity.
- Ask the group if the activity was difficult.
- Ask the group whose names they remember and why.

### ***“Ball Toss”***

Purpose: Energetic way to learn each other’s name.

Materials: ● 5-7 Tennis balls

Directions:

1. Instruct members to stand in a large circle.
2. Tell members that you are going to give a member a ball. That member will call out the name of another member and toss them the ball.
3. The member who receives the ball will say “Thank you” and the person’s name who threw it to them. (Example: Thank You Brian)
4. That member will then say another member’s name and toss the ball to him. He will repeat step three.
5. The ball will be tossed until everyone has caught and tossed the ball. Everyone should remember who they threw the ball to. The ball should not be thrown to the same member twice.
6. Have the first member throw the ball to the same member he tossed the ball to initially saying his name and saying thank you to the person who threw the ball to him. Each member should toss the ball to the same member as before.

7. While the members are tossing the ball hand a new ball to the first member to toss.
8. Add additional balls as appropriate.
9. Ask the members to freeze. Now ask them to reverse the order.

- Processing:
- What was it like to call a person's name and say thank you?
  - Was it difficult when additional balls were added?
  - How did it make you feel when you had to reverse the process?
  - How did the amount of confusion with this activity parallel with our chapter activities?
  - What are some ways our chapter has or will have to adjust to changes?

### ***“Name Aerobics”***

Purpose: Interactive way to learn and remember the names of your members.

Materials: ● None

- Directions:
1. Ask all the members stand in a circle.
  2. Ask them think of the first letter of the name they would like to be called, and think of an adjective that begins with the same letter that describes them (i.e., Crazy Clarence).
  3. Then have them think of an action that corresponds to the adjective and their name. (i.e., Crazy Clearance would jump wildly in a circle).
  4. Have one person in the group share his adjective and name, and the movements that go along. The entire group then repeats his name adjective and movements.
  5. The second group member follows with his adjective, name, and movement and the group repeats the 2<sup>nd</sup> and 1<sup>st</sup> persons' name, adjective and movement. This continues until everyone completes their turn.

- Processing:
- Ask if any member can name all the members, say their adjective and perform their action.
  - Ask members if they think this activity will help them remember everyone's name.

### ***“Let's Get Ready to Rumble”***

Purpose: Encourages members to learn more about other members

Materials: ● None

- Directions:
1. Instruct members to find a partner.
  2. Tell the participants to decide which of them will be the fight promoter and which of them will be the boxer.
  3. Instruct the fight promoter to learn about their boxer so he can promote him as the best boxer of the group. He should ask questions about the boxer so he can

- give him a nickname, mention where he is from and what good qualities he possesses (these do not all have to be physical characteristics)
4. Have each promoter tell the group about the boxer and try to convince the group that their boxer is the best.
  5. If time permits have the boxer and promoter switch “jobs” and repeat.

- Processing:
- Ask the group what they believe was the purpose of the activity.
  - Ask the group to share interesting facts they learned about others.
  - Ask the group if it was easy or difficult to promote their brothers.

### ***“Quotables”***

Purpose: Encourages members to mix with others as they attempt to find their partner.

- Materials:
- Index cards with quotes written on them.
  - Index cards with the author of each quote written on them.

- Directions:
1. Shuffle the cards and give one to each member.
  2. Ask each member to find their partner by matching the quote with the person who said the quote.
  3. Once they have found the member who is their match ask them to sit together.
  4. Have each member interview their partner so that they may introduce them.
  5. Have each pair stand and introduce their partner.

- Processing:
- Ask the group what they believe was the purpose of the activity.
  - Ask members what they learned.

### *Quotes and Authors*

“That’s one small step for man, one giant leap for mankind”

- Neil Armstrong

“Float like a butterfly sting like a bee.”

- Muhammad Ali

“I have a dream...”

- Martin Luther King Jr.

“Shall we let the lodge die?”

- Samuel Zenas Ammen and Joe Lane Stern

“Father, I cannot tell a lie, I did it with my little hatchet.”

- George Washington

“100% of the shots you don't take don't go in.”

- Wayne Gretzky

“Ask not what your country can do for you. Ask what you can do for your country.”

- John F. Kennedy

“Today I consider myself the luckiest man on the face of the earth.”

- Lou Gehrig

“We have but one rule here and that is that every student must be a gentleman.”

- Robert E. Lee

“If you are looking for friends when you need them...It’s too late.”

- Mark Twain

“To be or not to be, that is the question.”

- Hamlet

"To educate a person in mind and not in morals is to educate a menace to society."

- Theodore Roosevelt

"Wise people talk because they have something to say; fools, because they have to say something."

- Plato

“I’ll let the racket do the talking.”

- John McEnroe

“I’m your huckleberry.”

- Val Kilmer in *Tombstone*

“Baseball is the only field of endeavor where a man can succeed three times out of ten and be considered a good performer.”

- Ted Williams

“An eye for an eye only ends up making the whole world blind.”

- M. K. Gandhi

“You can’t handle the truth.”

- Jack Nicholson in *A Few Good Men*

“A lie gets halfway around the world before the truth has a chance to get its pants on.”

- Sir Winston Churchill

“I am not a crook.”

- Richard Nixon

"Genius is one percent inspiration, ninety-nine percent perspiration."

- Thomas Edison

“I have not yet begun to fight.”

- John Paul Jones

“In this world nothing is certain but death and taxes.”

- Benjamin Franklin

"Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal..."

- Abraham Lincoln

"Give me liberty or give me death!"

- Patrick Henry

"Baseball is ninety percent mental. The other half is physical."

- Yogi Berra

(Add additional quotes that are appropriate if necessary)

### **“For Sale”**

Purpose: Energizing way for a small group of members to learn each other’s name.

Materials: ● Newspaper “For Sale” or classified ads  
● Envelopes

Directions: 1. Cut individual classified ads out, enough for each member to have 5-10.

2. Place an equal number of ads in each envelope, you will need enough envelopes for each member.
3. Give an envelope to each member.
4. Explain that each member will be trading the items they have for items they want. They may only hold on to one of each item; example a member may only have one ad for a car.
5. Tell the members they must introduce themselves and tell an interesting fact about themselves before they can make the trade.
6. After an appropriate amount of time have each member return to their seat.
7. Ask members to share why they traded for the items they did.

Processing:   ■ Ask the group what they believe was the purpose of the activity.  
                   ■ Ask the group to share interesting facts they learned about others.  
                   ■ Ask the group if it was easy or hard to negotiate with others.

### ***“Know Your Team”***

Purpose:       Helps member identify things they have in common.

Materials:   ● None  
                   ● (Optional) Prize for winning team members

Instructions: 1. Divide members into teams.  
 2. Have all the groups sit or stand an equal distance from the facilitator.  
 3. Instruct members that you are going to read a statement and they have to send members to you who would match that statement. Example “Two people who have the same middle name.”  
 4. The first team who sends members to you that meet the criteria receive one point. (Set an amount of points it takes to win.)

### *Know your team list*

- Two members who have the same first and last initials.
- The member of the group who was born the furthest distance away.
- Two members with the same middle name.
- Two members who are KA legacies.
- A group of members whose ages add up to 100.
- A group of members whose shoe sizes add up to 40.
- A group of three members who all have different colored eyes.
- The oldest member of the group.
- The youngest member of the group.
- Two members who were born in the same city.
- Two members with the same major.
- A group of members who have a Visa, Mastercard, Discover Card and American Express in their wallet.
- A group of members who have \$200 in the pocket.
- A group of members who have Verizon, Cingular and Sprint cell phones in their pocket.

- The person in the group whose hometown is the closest.
  - Two members who know Robert E. Lee's father's name.
- (Add additional appropriate criteria if necessary)

### ***“Forced Choices”***

Purpose: Help members identify things they have in common

Materials: ● Sheet with statements and choices for facilitator

Directions: 1. Instruct the members that you will be reading statements and giving them three choices for completing the statement.  
2. Read each statement and ask members to go to different corners that represent how they would complete each statement.

Processing: ■ Ask the group what they believe was the purpose of the activity.  
■ Ask the group to share interesting facts they learned about others.

### *Statements and Choices*

- The one piece of technology I could not live without is
  - Cell phone
  - Television
  - I-pod
- My favorite type of food is
  - Mexican
  - Italian
  - Chinese
- My favorite way to travel is by
  - Plane
  - Car
  - Boat
- I prefer to date girls with
  - Blonde Hair
  - Red Hair
  - Dark Hair
- My favorite type of movie is
  - A comedy
  - A sports movie
  - A horror film
- I prefer to play
  - X-Box
  - Playstation
  - Wii
- I consider myself to be more of
  - A comedian
  - A jock
  - A bookworm

- My favorite sport is
  - Baseball
  - Football
  - Other
- I prefer to listen to
  - Rock and Pop
  - Rap
  - Country
- My ideal Sunday includes
  - Lounging around
  - Outside activities like football, golf, hiking, etc
  - Spending time with my family
- I consider myself to be a
  - Republican
  - Democrat
  - Undecided or Other
- My major is
  - In the business department
  - In the science department
  - Other
- Nascar makes me
  - Cheer
  - Sleep
  - Want to jump off a bridge
- I joined KA because
  - Of the guys
  - Of the organizations values
  - Of how others on campus viewed KA

(Add additional statements and choices that are appropriate if necessary)

### ***“Cross the Line”***

**Purpose:** Help members identify things they have in common

**Materials:** ● Sheet with statements and choices for facilitator

**Directions:**

1. Have all members line up next to one another.
2. Instruct the members that you are going to read several statements, if a particular statement applies to them they should take 3 steps forward. (After everyone has stepped out ask them to return to their place in line.

**Process:** The facilitator gathers everyone together to explain that commonalities provide us comfort and safety with each other. Differences give us opportunities for growth and to learn from others. We should take advantage of all that everyone here has to offer this week. Our experiences help us to understand each other and what is important to us.

### *Cross the Line Statements*

- Anyone who has visited another country...cross the line
- Anyone who prefers day to night...
- Anyone who has never been on a plane...
- Anyone who has never seen Star Wars...
- Anyone that has met someone famous...
- Anyone who spent part of his time growing up outside the US...
- Anyone who is the oldest in the family...
- Anyone who is the youngest in the family...
- Anyone who is an only child...
- Anyone who is multi-lingual...
- Anyone who received a 3.5 GPA or higher this past term...
- Anyone who is politically active...
- Anyone who would consider himself to be religious...
- Anyone who feels he knows a lot about his cultural heritage...
- Anyone who plans to pursue an advanced degree after college...
- Anyone that knows of someone that is in the military and has served in Iraq...
- Anyone who has served in the military...

(Add additional appropriate statements if necessary)

### ***“Common Denominator”***

Purpose: Help members identify things they have in common.

Materials: ● Index cards with the following categories written on each card: Home, Family, Recreation, Education, Hobbies, Travel, Pets (add more categories if necessary)

Directions: 1. Break members into small groups. Give each small group an index card.  
2. Instruct members to find two or more things in common with other group members pertaining to the category on their index card.  
3. Ask each group to share with the group common things they found.

Processing: ■ Ask members how difficult or easy it was to find common denominators.  
■ Ask how this activity helps them relate to one another.  
■ Ask how differences can build a diverse chapter.

### ***“Let’s Get Personal”***

Purpose: Allows members to share some of their personal history.

Materials: ● A piece of paper for each participant.  
● Marker or pen for each participant.  
● Tape

Directions: 1. Distribute paper and markers/pens to all members.  
2. Ask members to draw the state where they were born.  
3. Ask members to place a star where they were born.

4. Ask members to list three things related to their birthplace that are part of their personal history.
  5. Have all the members tape their paper on the wall and ask them to walk around and view the other member's information.
- (Optional) Do not label whose paper is whose and have the members guess based off the facts given.*

Processing:   ■ Ask members what they found in common with other people.  
                  ■ Ask members what they learned about one another.

### ***“Quietly Acquainted”***

Purpose:       An entertaining way to get to know one another using a different form of communication.

Materials:    ● None

- Directions:
1. Tell members they are going to get to know another member without speaking.
  2. Instruct members to find a partner through making eye contact.
  3. Ask them to go stand by their partner.
  4. Explain that the first partner will have three minutes to communicate information about themselves to their partner without speaking.
  5. At the end of three minutes instruct the partners to switch roles.
  6. After time has expired have the partners share with one another what they learned about their partner.
  7. Have members of the group share interesting things they learned about their partner.

Processing:   ■ Ask the group what they believe was the purpose of the activity.  
                  ■ Ask the group if the activity was difficult.  
                  ■ Ask the group how important they believe communication to be.  
                  ■ Ask the group if they feel the chapter is good at communicating,  
                  ■ Why or why not?

### ***“Personal Trivia”***

Purpose:       Learn interesting facts about other members.

Materials:    ● One 3x5 index card numbered 1-?? for each member.  
                  ● Piece of paper for each member.  
                  ● Writing utensil for each member.

- Directions:
1. Pass out an index card and writing utensil to each member.
  2. Have each member write their name and at least five interesting facts about themselves that they don't mind the group knowing.
  3. Collect the cards.
  4. Announce the number on the card and read an interesting fact or facts from each card and have members write down who they think the card belongs to.

5. Go back through the cards and let the group guess aloud who they think the card belongs to.
6. Have the member reveal himself.

Processing: ■ Ask the members if they learned anything about their brothers.

### ***“Airplane Battle”***

Purpose: For members to get to know one another.

Materials: ● Survey sheet.  
● Pens or pencils.  
● Masking tape or other resource to make a line in the middle of the room/area.

Directions: 1. Develop a survey that will tell more about each member.  
2. Pass out the surveys to all members and have them complete the survey. Instruct them **not to** include their name on the survey.  
3. Once the survey is complete instruct them to make a paper airplane out of their survey. It is a good idea for you to give them instructions on how to make their paper airplane so all planes are alike.  
4. Divide members into two groups. You may allow each group to decide how to make their airplanes.  
5. Have each group stand on opposite sides of the room or area.  
6. Instruct them to throw their airplane across the line. The team with the most airplanes across the line wins. You may play several rounds awarding a point for each round.  
7. Have each member pick up a plane and return to their seat. Have the members read the answer for questions on the piece of paper they have. Allow the group to guess who the survey belongs to based on the answers.

Processing: ■ Did you learn anything about other members?  
■ Was it easy or hard to guess whose answers were being shared?

### *Survey Questions*

- Your birthday?
- Your shoes size?
- Your favorite vacation spot?
- Best friend?
- Favorite movie?
- Job you would most like to have?
- Number of siblings?
- What type of car do you drive?
- If you have a girlfriend what is her name?
- Person you most admire?
- Are you a legacy? If so what relatives are KAs?
- Your biggest handicap?
- Your biggest strength?

- Favorite Saturday night activity?
- Political affiliation?
- Name you would pick for yourself?
- Favorite sports figure?
- Favorite sports team?
- Favorite video game?

### ***“The Meaning of Your Name”***

Purpose: Have members think about the other member’s qualities and characteristics.

Materials:       ● Book of names and meanings or print off of names and meanings from the internet.  
                       ● List of member’s names.

Directions:       1. Read the meaning of the name of one of the members.  
                       2. Have members guess whose name belongs to the meaning.

Processing:       ■ Ask members if they think the meanings fit the members’ names.

### ***“Speed Brothering”***

Purpose: Allows members to get to know one another.

Materials:       ● Tables and chairs or a large area where members can move around.  
                       ● A timer and someone to instruct members when to switch.  
                       ● Nametags for each member.  
                       ● If necessary create a list of question for members to ask one another.

Directions:       1. Divide members in half.  
                       2. Instruct one group to take a seat or to go to designated areas in the room.  
                       3. Instruct the other group to take a seat across from one of the members who is seated, or instruct them to go stand with one of the members from the other group.  
                       4. Instruct members to chat with the person they are across from for 2 minutes (you may increase or decrease the time as desired), getting to know one another.  
                       5. Instruct the second group to switch after the time has elapsed. They will now get to know another brother.  
                       6. Continue until everyone has met everyone from the other group.  
                       7. Divide both groups in half. And repeat so they get to know everyone in their original group.

Processing:       ■ Ask members if they learned anything about one another.

## TEAMBUILDING ACTIVITIES

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Once your members have become acquainted with one another you need to focus on building a good “team” or chapter. It is important to harbor the team concept throughout the chapter and not just with the new members. The following are some activities you can use to build teamwork.

### ***“At the Races”***

Purpose: Encourages teamwork

Materials:

- Small toy race car for each team.
- Chart paper with columns titled as follows: Car Model, Driver Name, Sponsor and Logo.
- Marker.
- Tape or other material to mark start line.
- Awards for winning team.

Directions:

1. Put members into small groups.
2. Ask teams to come up with a logo for their car, names for the driver and a sponsor.
3. Ask each group to have a member write their team info on the chart.
4. Announce the race and ask contestants to line up on the starting line.
5. Explain that when you say “go,” contestants should push their cars as far as the starting line and then let go. The car that travels the furthest wins. (If you would prefer have each team push the car to determine pole positions before the race.)
6. Present awards to the winning team.

Processing:

- Ask members why they chose the names they did.
- Ask members if it was difficult to make decisions as a group.
- Ask members how they decided who would push the car.
- Ask members if anyone in their group stepped up as a leader.

### ***“KA Feud”***

Purpose: Work as a team and learn more about your members or campus.

Materials:

- Surveys.
- Chalkboard, white board or large sheet of paper to keep score.
- Ball or object for members to pick up.

Directions:

1. Distribute the survey to your members, sororities and fraternities or students on campus.
2. Tally the surveys so you get the top answers to each question.
3. Determine how many questions will be asked in each round. Also determine how many it takes for a team to win the round. Form a single or double elimination tournament. (Make sure you have enough questions for each round you plan on playing.)

4. Divide members into small teams.
5. Have the first two teams take seats facing the other team.
6. Explain to the group that you will ask a member of each team to come forward to answer a question. (Start with the first person and go on down the line like the game family feud.)
7. Instruct the first two members that after you read the question they should grab the ball or object to answer. If the person who answers does not give the top answer the other team's representative gets an opportunity to answer. The team's representative who guesses the most popular answer gets to choose whether his team passes or plays for the particular question.
8. Each team gets three strikes or incorrect answers before the other team gets a chance to steal. The team that gets to the predetermined number the quickest wins.
9. Play as many rounds as necessary to determine a winner. Make sure you have enough questions on your survey for the desired number of rounds plus a few tiebreakers.

#### *KA Feud Questions*

- Favorite restaurant in town.
- Favorite professor.
- Hometown.
- Favorite holiday.
- Celebrity you would most like to be.
- Favorite TV Show.
- Favorite sports team.
- Favorite brand of shoes.
- Favorite pizza place.
- Favorite singer or group.
- Favorite sport.
- Favorite place on campus to study.
- Favorite place on campus to eat.
- Color of your vehicle.
- Favorite place to buy clothes.
- Favorite movie.
- Celebrity you would most like to meet.
- Last movie you saw.
- Number of siblings you have.
- Favorite color.
- Favorite class.

(Add additional appropriate questions if necessary.)

- Processing:
- What did you learn about the members of your chapter or campus?
  - Were you surprised by any of the answers? Why?
  - Do you feel like you know your brothers/fellow students better?

### ***“Team Score Basketball”***

Purpose: Forces members to form a team and use every member of their team.

Materials:

- 2 basketballs.
- Basketball court.
- Stickers with the numbers 1, 2, 3, 4, etc written on them.

Directions:

1. Give each member a sticker with a number written on it.
2. Have the members place the sticker on their shirt.
3. The number will determine their team (members with the 1s are on a team, 2s are on a team, etc).
4. Two teams will play against one another on each basket. Create a round robin tournament if necessary.
5. Regular basketball rules will govern the game, you may determine that there is to be no out of bounds.
6. The object of the game is to have each team member score a basket. Once that member has scored a basket they should take off their sticker and place it on a designated area. Once a member has scored he may not score another basket, if he does make him place his sticker back on forcing him to score again. The winning team is the first to have all members without their sticker.

Processing:

- How was this game different from regular basketball?
- Did you get the ball more or less?
- Did you have a strategy based on the rules of the game?
- How could you have been a better team member?

### ***“Shake the Sheet”***

Purpose: To encourage the group to work together as a team and realize the importance of all members participating.

Materials:

- Flat bed sheet, blanket, beach towel, etc.
- As many ping pong balls or small objects as you can gather.

Directions:

1. Have all members hold a portion of the sheet, blanket, beach towel, etc.
2. Have the members spread out leaving the sheet taut.
3. Toss the ping pong balls or small objects on the sheet.
4. Ask one member of the group to begin shaking the sheet and count how many ping pong balls bounce.
5. Ask another member of the group to begin shaking the sheet as well and count how many ping pong balls bounce.
6. Continue to add members until all of the balls are bouncing.

Processing:

- Could one member bounce all of the balls alone?
- What happened when more members began shaking the sheet?
- How many members did it take to make all of the balls bounce?
- Did the first members who were asked to shake the sheet begin to tire?

- How can you relate this activity to our chapter?
- Have you ever failed when you attempted something alone?

### ***“Cup Stack”***

Purpose: Forces members to strategize and work together to complete a task.

Materials:

- Scissors.
- (For each group of six)
- 10 paper cups of equal size.
- One rubber band (must fit around a cup).
- Six pieces of string.

Directions:

1. Cut the string into two-foot to three-foot long pieces.
2. Tie six pieces of string to each rubber band spacing them evenly apart.
3. Divide members into groups of six.
4. Give each group a stack of ten paper cups and one rubber band with string.
5. Instruct them to place the paper cups on a table or flat surface spread out and face down.
6. Ask the group to build a pyramid out of the paper cups, the bottom row will have four cups, the next row up will have three cups and so on.
7. Instruct members that they cannot touch the cups with their hands or any part of their bodies. Each person should hold a piece of string and work together to use the rubber band to stack the cups.
8. Instruct them to go on the count of three and keep working until they are finished.

*(If it is necessary or time permits repeat the activity giving a point to the winning team each round.)*

Processing:

- Did anyone become frustrated during this activity?
- Did you develop a strategy as a team?
- Did anyone emerge as a leader on your team?
- Did you work together the entire time?
- What happened when one member wasn't doing his job?
- How can you relate this activity to our chapter?

### ***“Swamp Crossing”***

Purpose: Solve a problem while working as a team.

Materials:

- 1' x 1' pieces of cardboard or other flat objects similar in size.
- At least three 2-Liter plastic jugs filled with water with the lids on them.
- Masking tape or something to mark the edge of the “swamp.”

Directions:

1. Divide members into groups of four to eight people.
2. Mark off lines that represent the beginning and end of the swamp. It should be far enough away that the chapter cannot simply build a bridge from their cardboard and walk across.

3. Share the following story; “Your group is stranded on an island and you need fresh water. The only water is in jugs on the other side of the salt-water, alligator infested swamp. You must go and get it. You must do this as a group because the island gorillas are on the other side and are protective of their water but are afraid of a large group. You may use these special floating stepping stones (give them two or three fewer pieces of cardboard than they have people) that can move across the water. The stones may be moved only by being picked up and set back down. You may not slide them because this will cause them to sink into the swamp. If no one is touching a stone the stone sinks into the swamp.”
4. Place the water jugs on the opposite side of the “swamp.”
5. Tell the first group to begin and time their expedition. Watch closely and take away pieces of cardboard that “sink.”
6. You may offer more pieces of cardboard if the group can answer related questions or name resources available to them.
7. The group with the fastest time wins.

- Processing:
- Did anyone become frustrated?
  - Did your group develop a game plan?
  - Did anyone emerge as a leader of the group?
  - How did you feel when you were able to complete the task?
  - How can you relate this activity to your chapter experience?

### ***“Give Me My Shoes”***

Purpose: Develop communication skills and team concept.

Materials: ● 2 Blindfolds.

- Directions:
1. Divide members into two teams.
  2. Instruct members to remove one or both of their shoes.
  3. Have each team make a pile of shoes and form a circle around the shoes.
  4. Instruct both teams that each member of the team will need to put the blindfold on and retrieve a member’s shoe. The members should give verbal instruction on which shoe to retrieve. Once he has retrieved and given the member his shoe, he should then give the blindfold to another member and so on until all of the shoes have been retrieved. Feel free to penalize a team for retrieving a shoe without receiving verbal instruction.
  5. The team to successfully retrieve all of their shoes first wins.  
(*You may instruct members that they cannot speak and must communicate by other methods. Give the teams 5 minutes to develop a strategy.*)

- Processing:
- Was it easy to work while blindfolded?
  - Did your team develop a strategy?
  - What was the strength of your team?
  - What were your weaknesses?
  - How would you compare this activity to the chapter?

### ***“Helium Hoop”***

Purpose: Forces members to work together as a team.

Materials: 

- “Helium Hoop,” Hulla Hoop for each group.
- One judge for each group.

Directions: *For maximum impact, facilitators should play this up by never leaving their helium hoop unattended and by only laying it down if there is something else on top of it. Explain that the helium hoop will float away if not attended.*

1. Divide members into groups of no more than ten.
2. Instruct members that the “helium hoop” will float away if every member of the group is not touching the hoop. Each member may only touch under the hoop with their index finger, which must be held out straight at all times (no curling).
3. If a member loses contact the judge for that group should grab the hoop and act as if it has floated away.
4. When you say go each group should try to lower the hoop from shoulder length to the ground.
5. Each time that it floats away have the group again start from shoulder height. If the group(s) continues to struggle allow them to start at their waist.
6. The first team to get the hoop to the ground wins.

Processing: 

- Was this activity difficult?
- Why or why not?
- Did your team develop a strategy?
- Did any leaders emerge amongst the group?
- How did members display their frustration?
- What happened when one member let his finger move?
- How can you relate this activity to the chapter?

### ***“Brotherhood Tap”***

Purpose: Encouraging members.

Materials: 

- List of questions for facilitator.

Directions: 

1. Have all members stand in a circle, the facilitator(s) should be in the middle of the circle.
2. Share with the group that you are going to ask everyone to close their eyes. You will pull several members into the inner circle to assist you. Every member will be chosen to assist during the activity. (After a few statements are read ask those members who were assisting to return to their place in the circle and close their eyes. Ask members who have not been chosen to raise their hand and bring some members into the inner circle and repeat until all members have had an opportunity to assist.)

3. Instruct the group that when you read a statement those members chosen to assist you will “Tap a Brother” that meets the statement that was read. Members should feel free to tap as many members as they feel meet the statement. (As a facilitator you should move on as members have quit tapping brothers.)

- Processing:
- How did this activity make you feel?
  - Is it beneficial to know how highly your brothers regard you?
  - Does our chapter do a good job of acknowledging our strengths?

### *Brotherhood Tap*

*(Read “Tap a Brother” before each statement)*

Tap a brother that makes you laugh

... Who is a leader

... Is a great storyteller

... Who you would feel comfortable taking home to meet your parents and friends

... Treats everyone with respect

... Has similar values as you

... Is unique

... Bleeds crimson and old gold

... Is a great public speaker

... Contributes positively without complaining

... Who you are proud he is a brother

... Would make a great Number I

... Is a southern gentlemen

... Is a lady’s man

... Would be great at starting new KA chapters

... Would make a good addition to the national staff

... Would make a great new member educator

... Truly lives our ritual and teachings

... Will be successful in life

... Who you can’t say no to

... Fits the definition of a gentleman

... Is a true brother

... Is a good athlete

... Has taught you something

... Would make a great Knight Commander

... Always strives for excellence

... Is a good example of what a KA should be

... You would follow anywhere

... Will make a tremendous impact on the chapter

... Emulates Robert E. Lee

... Would make our founders proud

*Include more statements if necessary.*

## EVENTS WITHOUT ALCOHOL

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Activities where alcohol is present are often not the most conducive to teambuilding or developing individual relationships with other members. In addition all new member activities must be dry events. Think back to how you developed relationships and made friends growing up. Couldn't some of the same things you did growing up and in high school work in developing your chapter and the relationship between members? The following is a list of activities you can do without alcohol and that will be beneficial to your members and help them build relationships with one another. You should include as many members of the chapter as possible for each event or activity, feel free to pick and choose different groups to be paired together to encourage interaction. Some activities will be geared towards larger groups some will be geared towards smaller groups and still others can be used for groups of any size. Be sure to take any necessary precautions for activities and enlist the assistance of a trained professional when applicable. All activities must comply with the Kappa Alpha Order Risk Management Policy.

Adopt a Highway and plan days to keep it clean

Attend a business meeting

Attend a national or regional educational conference/workshop

Backpacking/Hiking/Camping

Baseball

Basketball

Beach Day or Weekend

Bible study

Board Game Night

Bowling

Breakfast/Brunch with another organization, faculty, or others

Brotherhood Nights

Canoeing/Rafting

Card Games

Casino Night

Coach a little league team

Comedy Club

Community Service Project

Cookout

Dart Tournament

Donate blood

Drive-In  
Easter Egg Hunt for Children of Faculty  
Etiquette Dinner  
Faculty Mixer  
Faculty Lunch or Dinner  
Flag football  
Fishing  
Frisbee Golf  
Gather items for unfortunate families for Thanksgiving, Christmas, etc.  
Go-Karts  
Go to Church  
Go to a Haunted House  
Go to a Play, Musical or Concert  
Go to a sporting event  
Golf  
Hayride  
Host or attend a political debate or discussion  
Holiday Parties  
Horseshoe tournament  
Host a sports clinic for children  
Ice Cream Social  
Intramurals  
Kickball  
Lake Day  
Laser tag  
Meals  
Movie Night  
Paint Ball  
Parents Brunch, Lunch, Dinner or Weekend  
Participate in Campus/Greek Sing  
Plan and execute a philanthropic fundraiser

Ping Pong

Pool

Pumpkin carving with a sorority or children from the community

Putt-Putt

Ropes Course

Rent out a Movie Theatre

Sight Seeing Tours

Ski-Trip

Sledding

Theme Park

Theme Party

Tutor or Mentor at an elementary school

Video Game Tournament

Volleyball

Volunteer on campus or in the community

Watch TV

Whitewater rafting

Wiffleball

Work on a political campaign

## REFERENCES AND RESOURCES

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The following books were used in compiling this manual:

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Jones, Alanna. (1999). *Team-Building Activities for Every Group*. Richland: Rec Room Publishing.

Jones, Alanna (2002). *More Team-Building Activities for Every Group*. Richland: Rec Room Publishing.

McLaughlin, M., & Peyser, S. (2004). *The New Encyclopedia of Icebreakers*. San Francisco: Pfeiffer.

Diamond, L.E., & Diamond, H. ( 2007). *Teambuilding That Gets Results*. Naperville: Sourcebooks, Inc.

Additional resources can be found at:

[www.kappaalphaorder.org](http://www.kappaalphaorder.org)

[www.nicindy.org](http://www.nicindy.org)

<http://kirklin.com>

[www.fraternityadvisors.org](http://www.fraternityadvisors.org)

[www.maximumimpact.com](http://www.maximumimpact.com)

In addition speak with campus professionals, advisors and the national administrative staff for additional information or recommendations.