Goals

Participants will:
• share their abilities and skills with others
• gain awareness of what others bring to the group
• work together to achieve a goal through communication and low-risk self-disclosure

Materials Needed

• Handouts: “Treasure Hunt Questions” (pages 95–96) and “Treasure Hunt Score Sheet” (page 97)
• Pencil or pen for each group of 4–5 teens

Getting Ready

Make one copy of the “Treasure Hunt Questions” for yourself. There are 25 questions on the list and room for you to write five more for a total of up to 30 questions. Some of the questions may not fit the experiences of group members, or you may want them to learn specific things about the others in their group. In this case, write any questions of your own and then select a total of 15 questions that are most applicable to your group. Number them on the sheet: these are the 15 questions you will ask participants.

Make enough copies of the “Treasure Hunt Score Sheet” so that every group of four or five participants will have one score sheet.

Read through the activity and then determine how you will divide the large group into smaller teams of either four or five members. Because teams will keep a score based on an equal number of participants, the ideal is for every team to have the same number of members. If there is only a single “extra” person in the large group, you can have that person read the “Treasure Hunt Questions” to the group instead of you. If you have two or three additional people, one option is to have groups with fewer members.

Different from a scavenger hunt, this activity has teens working with one another to uncover certain clues about their team. As you ask a series of questions, teens share information about themselves and find out more about others, earning points for their responses. The activity is a good icebreaker and also can be used later on to reconnect participants with members of their group.

Learning Concepts

• Qualities of leadership
• Communication skills
• Teamwork and group dynamics
• Getting to know others

(35–45 minutes)
Automatically add another point for each question. Another is to have groups divide their final score totals by the number of members. You may come up with other ways to assure fair distribution of points.

Activity
Divide the large group into small teams and pass out a “Treasure Hunt Score Sheet” and pen or pencil to each team. Ask teams to identify a scorekeeper who will be responsible for tallying the points throughout the activity. Explain the hunt like this:

You’re going on a treasure hunt. The “hunt” is for particular qualities people on your team possess or things they’ve done. I am going to read a series of questions. For each question, your team earns one point for each member of your team who “fits” what the question asks. Be honest in answering each question. The scorekeeper needs to tally the score for each question and then tally the overall score for all of them. I’ll ask them slowly. Feel free to talk about the questions, because you’ll discover new things about the others in your group.

Allow a couple of minutes to answer questions and let teams settle in. If you are conducting this activity with a new group, take a few extra minutes to have members introduce themselves to their teammates.

Read the questions slowly, moving on only when you think all teams have tallied their scores for a given question. Plan to spend about 25–30 minutes asking the questions and allowing teams time to discuss them. When you’ve read all of your selected questions, ask the teams to calculate their overall score before moving on to the “Talk About It” discussion.

Talk About It
Bring the large group together, but have teens sit with their teammates. Acknowledge the team that had the highest overall score. Then take 5–10 minutes to discuss the activity, drawing out participants’ ideas about incorporating what they learned in their small teams into the cooperative workings of the large group. Consider questions like these related to your group’s experience:

• What did you learn about others on your team? How diverse is your team? Were there any individuals who responded to all the same questions? Were there any questions where everyone received a point? Where your team received no points? Explain.

• What questions caused the greatest discussion within your team? Explain.

• Which question was the most challenging for your team? Which was the easiest to answer? What can this group do with the information you learned from this activity?

• What was the most interesting response in your group? Explain.

• What questions would you add to this treasure hunt?
Treasure Hunt Questions

At the end of the list that follows, write alternative questions if you wish. Then pick any 15 questions and number them in the boxes in the order you’ll read them. Remind the group: Your team earns one point for each team member who “fits” what the question asks.

- Who is involved in a club, an activity, or a sports team or works in addition to going to school?
- Who has spent time volunteering in the community?
- Who has spoken up for a cause or an issue even when others didn’t support your opinion?
- Who is from a different cultural background? (Let teams determine what “different” means.)
- Who currently mentors someone, has mentored others, or is being mentored by someone? (examples: tutoring, serving as a peer mentor, being a camp counselor or counselor-in-training, being a Big Brother or Big Sister)
- Who has confronted someone who has made an inappropriate comment? (examples: racist or sexist remarks, unkind jokes, gossip, insults)
- Who can correctly name the capital of our state (province)?
- Who has chosen not to go along with friends even when they were pressuring you?
- Who speaks more than one language?
- Who has attended a teen workshop or leadership conference?
- Who has ever been nominated or has run for a position to lead others, including for a sports team, a scout or youth group, a school club, or another organized group?
- Who has written a letter to the editor or to a member of Congress, mayor, school principal, or another authority?
- Who has stood up to a bully, either for yourself or on behalf of someone else?
- Who has been involved in a leadership-specific group such as a student council, youth leader program, counselor-in-training program, political campaign team, youth mentoring team, or another group that means a lot to you?
Treasure Hunt Questions (continued)

Who wants to go to college?

Who plays a musical instrument or sings in a choir?

Who is usually the first person to introduce himself or herself when meeting someone new?

Who can close their eyes and say the names of all the others in their team?

Who has voted in an election of any kind? (Offer two points for any team members of legal voting age who have voted in a governmental election.)

Who has won a contest or competition of any kind?

Who is on a youth advisory board either in school or out? (examples: advisory board for the city or community council, mayor’s commission, school board, or superintendent’s office)

Who knows the name of the current mayor, governor, and president (or other appropriate designations)?

Who celebrates a unique holiday? (Let teams determine what “unique” means.)

Who has ever met a well-known leader from this community or beyond?

Who has ever said thank you to a teacher, law-enforcement officer, principal, mentor, or another person who has made a positive difference in the lives of kids and teens?

Write alternative questions here:

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Add points from questions 1 and 2

Add points from question 3

Continue to add points from each question

Total score of all questions