



Call to Action

Write a memo for a fellow teammate

TIME

10-20 minutes



TEAM STAGE

Storming, Norming, Performing

MATERIALS

Paper, writing utensils

SUMMARY

In this activity, participants will write memos for a fellow teammate with instructions for a task to be performed in front of the group. When it comes time to perform, roles are reversed and the participant who wrote the memo will perform their own task. This activity is a great way to talk about expectations of ourselves and others, as well as accountability.

SET UP

- It may be helpful to put an example of a memo on a poster or whiteboard as a visual aide.
- Pass out a writing utensil and piece of paper to each participant.

INSTRUCTIONS

- Instruct participants to write a memo to a fellow teammate in the room.
- The memo should include three things:
 - **To:** Indicate who the memo is intended for.
 - **From:** Indicate who the memo was written by.
 - **Message:** This should be a quick task that they would like the other participant to perform in front of the group. For example, *sing a song, do 10 push-ups, etc.*
-  **Facilitator Note:** Remind participants that these tasks must be safe and appropriate.
- After everyone has finished writing their memo, have them fold the paper in half and collect them all.
- Then, have everyone gather in a circle.
- Tell participants that you are going to call a name and tell them their task. When their name is called they will go to the center of the circle and complete the task.
- Before beginning to read tasks, ask a few participants to share how they are feeling about having to perform tasks in front of the group.
- As the facilitator, read out the name written in the "From" line of each memo and ask them to complete the task that they wrote down themselves.
 -  **Facilitator Note:** You may experience some resistance from group members who don't want to perform the tasks that they had intended for other participants. This discomfort is an important realization in this activity and should be addressed in the debrief. It is important that you are careful in your language and never say in the memo instructions that the other participant WILL be performing this task. Participants may assume this, but it should not be explicit in your instructions.
- Continue reading out memos until each participant has had a chance to perform a task, then debrief the experience.



VARIATIONS

- As the facilitator, collect all the cards and mix them up. Have participants come up one by one to choose a task to perform at random. For this variation, participants only need to write the task on their paper - there is no need to write a "to" or "from".
-  **Large Group:** To facilitate this activity for a large group, it can be helpful to split the group in half. For this variation, there should be a second facilitator present to lead the other group. Participants can also be asked to come up with tasks that involve multiple people, such as playing Duck Duck Goose.
-  **Online:** To facilitate this activity virtually, ask participants to message their memos directly to a facilitator. Read the memos in the order that they come in the chat, remembering to assign each task to the person that the memo was from, not who it was addressed to. [\[click here for video\]](#)
-  **Asynchronous:** To facilitate this activity asynchronously, have participants write and submit their memos to a shared folder. Then, send participants individual messages with the tasks they are to complete. Have participants submit a video recording of them completing these tasks to the same folder. After everyone has submitted their responses, create a discussion thread for participants to respond to the debrief questions as a group.

DEBRIEF QUESTIONS

- What:
 - How did you decide who to write your memo to and how did you determine the task that you chose?
 - What were you thinking or feeling when you received your assigned task?
 -  **Facilitator Note:** If participants do not bring it up themselves, reveal that each participant was given the task they wrote for someone else to do.
- So What:
 - What does this activity tell us about the comfort level of what we are willing to do and what we ask others to do?
 - What happens when we have expectations of others that we ourselves don't want to do? *For example, how do we expect peers to care about activities we put on if we don't care about them either?*
- Now What:
 - How can we adjust our expectations so that they are more beneficial to our community and their engagement?
 - What are some specific projects or events that we work on that might need reworking in order to meet these new expectations?
 -  **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed.