

## ICE BREAKERS AND TEAM BUILDING ACTIVITIES

Over the years, literally hundreds of warm ups, games, ice breakers and movement activities have been developed by Project Adventure, The New Games Foundation, and other similar organizations. Effective use of warm up exercises helps set the tone for trying in a supportive, non competitive atmosphere.

The actual sequence of warm up activities varies because of differences in length and goals of individual programs. However, introductory activities should, where possible, be used to achieve the following goals:

**Development of Level of Comfort:** Of primary concern to a newly forming group is to reach a level of comfort with the new members. These first activities focus on learning names and general information about the people with whom the participants are building a relationship.

**Development of Trust:** The appropriate sequencing of activities is vital to the development of group trust, when the group functions together and takes care of its members. De inhibitors help to move the comfort levels of people (physically, socially, emotionally, intellectually and even spiritually) closer together.

**Development of group cooperation and initiative:** The ability to cooperate in a fun and engaging way is a theme of many of the most effective warm ups, and in turn, reinforces the trust level and problem solving skills of the group.

Development of a sense of body and awareness of movement.

## LOW LEVEL INITIATIVES

Initiatives consist of an ever expanding archive of tasks that challenge groups in a number of ways. Initiative tasks will consistently have a clear objective that is obtainable if the group manages itself well. Each initiative task will contain any number of the following group dynamic, components that must be managed well by the peoples skills in order to successfully achieve the goal.

Some of these factors include;

- ! Decision Making
- ! Problem Solving
- ! Communication
- ! Cooperation
- ! Support
- ! Trust
- ! Managing Diversity
- ! Leadership (Situational)
- ! Accessing Strengths and Weaknesses

The more of these components that are necessary for achieving the task will generally determine whether the initiative is considered a light initiative or a heavy initiative. The other factor that determines the level of the initiative is the;

Level of Risk

involved in the participation. The level of risk is in relation to the activity's physical, social, emotional, intellectual and spiritual comfort levels of the client. (Therefore a light initiative to some people could be considered a heavy one to others.)

Warning:

Care must be taken to make sure the flow of your activity choices are consistent and based on the needs and preferences of the client and not the facilitator.

## **TRUST SEQUENCE**

Trust means:

"I know that you will not deliberately or accidentally, consciously or unconsciously take unfair advantage of me. It means: I can put my situation at the moment, my status and self esteem in this group, our relationship, my job, my career, even my life, in your hands with complete confidence."

McGregor notes that trust is a delicate aspect of relations, influenced more by actions than by words. Trust can be destroyed quickly and easily one act can do it. Trust is a feeling influenced by needs, expectations, guilt, anxieties, and the like, and it is based on people's perceptions of others and their behaviour, not on objective reality.

Therefore the process of developing trust among group members should be gradual and transitional. By the very nature of trust people must and may need to be encouraged to step outside their comfort zone in order to grow or gain awareness. The art of knowing how much to encourage, push or challenge is referred to by some as "Edge Work or Edge Crafting."

## **SPOTTING**

Spotting is a human safety net provided by other people for the person (s) doing an activity. It is the primary safety system for Initiative problems and trust activities. Basic spotting techniques should be taught to participants through introductory activities and then modified or added to as the demands of specific elements require. Falling off things is to be expected. Proper, alert spotting helps prevent falls from causing injury. Regardless of the specific spotting techniques being used, the primary principle is to protect the participant's head and upper body through physical support.

Teaching spotting is one of the most important tasks in any ropes course experience. Careful instruction is required because potential spotters oftentimes do not recognize their importance until called upon to protect someone. Here are some key aspects to remember in teaching spotting to a group:

1. Effective spotters follow the movements of the participant doing the activity especially in the case of traversing elements. By paying close attention to the participant's movements, the spotter is forced to follow whatever movement the participant makes and positions the spotter to respond to a fall.
2. Spotters need to be able to move in and dampen any motion in a swinging activity; e.g. when swinging onto a landing as on the Nitro Swing.
3. Developing a sequence for teaching the spotting of each element.
4. Practice spotting using activities designed to reinforce proper technique; i.e. partner trust falls, trust circle etc.

5. Be clear in explaining how good spotting enhances and develops trust among participants. Joking about not catching someone has no place on an adventure based program activity.
6. Carefully distinguish the differences, among spotting, catching, and assisting.
7. Supervise spotters closely, reminding them of proper technique as needed.
8. Rotate spotters so everyone has a chance to spot and is used to spot other appropriately sized participants.
9. Pay close attention to the number of spotters required to spot each element effectively. Size, strength, weight, fatigue, and group dynamics factors may also affect minimums.

Warning:

Spotting is a very important part of some of the higher risk initiatives. The previous information should not be considered sufficient to begin using activities that require spotting. It is meant as a reminder of key safety issues for people with proper training in spotting methods. Improper spotting is very dangerous and should not be taken lightly. We recommend that anyone using activities that require spotting should participate in our Navigator Training Workshop or equivalent with another adventure based experiential education company.

## **CIRCLE GAMES**

### 1. Rubber Chicken Name Toss

A foolish object like a rubber chicken is tossed around and open circle and when someone catches the chicken they introduce themselves until everyone has been introduced. They may like to add where they are from or other info in addition to their name.

### 2. Group Juggle

Part A: Once the names are learned then participants toss the chicken to someone calling their name. Leader starts by calling out their name and the name of the person they intend to throw to. For example, APeter to Jennifer.@ When Peter has Jennifer=s attention he tosses the chicken. Jennifer then says AJennifer to Albert@ and tosses the bird to Albert. Each person tosses to a new person until the last person has caught the chicken or object being tossed. The last person thrown to should be the leader. Ask people to remember who they tossed it to and try another round to ensure the flow is accurate and people are attentive.

Part B: Leader starts the group juggle again with same person beginning as last time. After the first object has the names called for throwing introduce another object. Introduce 8 to 10 objects. Make the objects different sizes and weights to add to the commotion and challenge of staying attentive. Pace the start of each new object to keep the flow lively.

### 3a. Clap shoot

### 3b. Zip, Zap, Zop

Leader starts by saying Azip@ as they clap their hands together with arms outstretched in front of them pointing at the person in the circle they are Azipping.@ This person in turn gestures to the next person in the circle and says Azap@ as they decisively point with palms together. The next person says Azop@ and the 4th

person returns to saying Azip. @ The game continues and speeds up or starts again if someone misses the zip, zap, zop order.

#### 4. Pass the Clap

Leader starts by turning to the person on their right in the circle and clapping his or her hands together. The person to their right tries to clap simultaneously with the leader in an attempt to catch the clap being given. This person then turns to their right and claps in synchronicity the person on their right. The clap is passed in turn slowly at first to warm up so that each person catches the clap with their partner on their left then passes the clap on by turning and sharing simultaneously with the person on their right. Each person claps twice each turn one to catch and the second to pass. Allow some practice then encourage speeding up to as fast as possible and it can get really fast so stay aware.

#### 5. Nod and Switch

Leader demonstrates by nodding to another person in the circle. If the person nods back they have acknowledge their willingness to switch places. The two then walk slowly towards each other and pass each other to take up the place of the previous person. If the person does not nod back then go on to another person. After a couple of demonstrations let the group try.

5b. Can I come in? No go next door... People switch behind you.

#### 6. Have You Ever?

This fun game requires a volunteer to enter the circle. Ask people to establish their spots around the circle and close in so there are no gaps. The object of the game is for the center person to find a spot in the circle. Their job is to ask a question that leads with, AHave you everY.? @ Those who have done what the question asks must enter the center and find a new place in the circle. The last one in the middle gets to ask the next question. Example, Have your every pierced your ears? Those who have pierced ears move the rest stay put. Note, stepping sideways to find a new spot is not allowed.

Note: Can also be done as, "I Have Never" Have everyone sit in a circle except one person. The person in the middle says something that they have never done (ie. I have never drank. or I have never worn a dress). All the people who have never done that have to get up and find an empty seat (from someone else who just got up). The person stuck without a seat is now in the middle. This game has no time limit.

#### 7. Monkey, Bear, Elephant

This game starts with a tight circle and one person in the middle. Their job is to stump the person they are calling to act as an animal so they can take their place in the circle.

The center person points at someone in the circle and yells out of the three animals for them to act out. They count 1001, 1002, 1003 and if someone on the team goofs they enter the center and the pointer takes their place in the circle.

Demonstrate the animal actions before the pointing begins. Monkey: Person pointed to makes the "eeek Yeeek" sound while scratching their armpits monkey style. The people to the left and right of the monkey must immediately begin picking nits off the monkey=s head or shoulder and gesture at eating them. Bear: Person pointed to shows claws out in front and growls. People on either side of the Abear@ must cower back with horrified looks on their faces. Elephant: Person pointed to stretches out one arm with their head in their armpit while flopping the wrist to emulate a trunk and making the elephant Abraaala@ sound. People to the left and right of the elephant immediately use their arms to form the elephants ears on either side.

8. Fox and Hare

This is a great trust and sensory game. The props needed are 2 blind folds and two containers holding something that rattles, Pop can with stones works well, Make certain that the 2 shakers sound differently Circle members form a safety barrier with hand palm up to provide a fence and guide players safely.

9. Human Knots

Great cooperative game for up to 12 in a group. Divide into smaller groups if working with more than 12. People in circle cross their outstretched arms and step forward until everyone is touching shoulders. Each person reaches across the circle and holds the hand of someone opposite to them. Hold a different person in each hand. The group is tasked with undoing the knot without letting go.

Equilateral Triangle and shield tag pick three people to two others.

Card game simulation of being left out. Finish with compliments to each other.

10. Two Truths and a Lie

Group of 6 to 8, each person tells the others 2 things that are true that they have done and one thing that is a lie. The others get to ask one question each to flush out the lie. Participants can vote on which experience they think is the lie

11. Sufi hands left down right up hover above each

12. Floor Games

Wink murder (drop coin persons hand count 1003 then die

Silent leader circle one leaves leader starts slow gestures person returns 3 guesses

## **TEAM BUILDING**

### **LINE UP**

The low medium level initiative allows the group to begin experientially problem solving and adapting to communication challenges.

#### **EQUIPMENT**

None, Alternate version 1 Blindfold per person

#### **NUMBERS**

6 30

#### **RULES**

Version 1: MUTE LINE UP

Everyone is instructed that they are not allowed to speak throughout the activity. After this the group is told that they must line up in a particular order while continuing not to talk or make vocal sounds of any type. Some typical Line Ups include; Oldest to Youngest, With the business Longest to Shortest, Birth Place from West Coast to East Coast, etc.

#### **Alternate Version: BLINDFOLD LINE UP**

This version challenges the group to a larger extent because it involves trust. Each person is asked to close their eyes. They are then asked if they would be comfortable wearing a blindfold if they think that they cannot keep their eyes closed for about 10 min. When everyone is ready, the group is taught how to touch appropriately (hand movements should be up and down with palms down, not pushing forward). They are then told that they are also not allowed to talk for the activity as well as not being able to see. The group is then instructed to line up from tallest to shortest (no talking, no looking).

**TYPICAL FOCUS:** Group Formation, Inclusion/Exclusion, Communication, Leadership

#### **SAFETY CONCERNS**

For the Alternate version when people are blindfolded, the facilitator must monitor physical safety (bumping into things), and personal space safety (safe touching).

## ALL ABOARD

This highly cooperative activity allows group to problem solve with an increasing demand for a supportive and trusting environment.

### EQUIPMENT

- 1 Tarp or 1 Table Cloth or 1 Pallet Sized Surface not high off the ground.
- 1 Role of Masking Tape

### NUMBERS

6 18 (For larger group run two or more of the same initiative)

### RULES

Have the group stand around the Table Cloth or Surface (This area must be a size that is relatively easy for the group to stand on together). Now ask the group to stand on the surface (metaphor: could be managing themselves at work) so that no one is touch anything except the surface an deach other. In order to prove they can mange the task they must sing a song while staying on the surface. (ie Row Row Row your boat ... Our team is but a Dream!) If anyone touches anything bbut the surface during the activity they must start again. When they complete this challenge, increase the challenge by folding part of the tablecloth or tarp, or taking the masking taping and using it to cut off a part of the original Surface area. Now get them to do the same task with the smaller area.

After each success, trim off another amount of the original area, and increase the challenge. They must sing every time they try a new challenge.

Continue to challenge them until they and you think they have accomplished their best.

It is often helpful to process the experience between levels of the challenge as well as the end.

TYPICAL FOCUS: Group Formation, Inclusion/Exclusion, Communication

Cooperation, Support, Trust, Criteria for Effective Teamwork, Increasing Demands or Expectations, Leadership

### SAFETY CONCERNS

Clear the immediate area of any obstacles that people may fall into. Monitor for people who may be psychologically uncomfortable with the close proximity of people.

As the challenge increases, so does the real risk. Allow only one person on backs or shoulders per facilitator that is spotting.

## UNDERSTANDING DECISION MAKING STYLES

This is an educative and awareness based exercise that help clarify different decision making styles and when these styles are used or should be used in the organization.

### EQUIPMENT

- 1 Flip Chart
- 1 Jar Full of Beans (at least 1 Litre and you need to know how many beans are in it)
- 1 Calculator if your math skills are not real strong.

NUMBERS 6 20

DECISION STYLES	MAJORITY VOTE
1. AUTHORITY WITHOUT DISCUSSION	500
2. AUTHORITY WITH DISCUSSION	1000
3. EXPERT MEMBER	1500
4. MAJORITY VOTE	2000
5. MINORITY	2500
6. AVERAGES	3000
7. CONCENSUS	3500
	4000

### RULES

Prepare two flip charts that look like these ahead of time.

The activity consists of allowing the group or an individual to decide how many beans are in the jar using different decision making styles. You will do them all, one after another.

#### #1 Authority without Discussion

Take out the bean jar and select the most senior person (based on organizational chart) tell them that without asking anyone else they must decide how many beans are in the jar. When you have recieved their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority without discussion?" After getting a resoponse move to the next decision style.

#### #2 Authority with Discussion

Take out the bean jar and select the most senior person (based on organizational chart) tell them that after a two minute discussion with the group they must decide how many beans are in the jar. When you have recieved their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority with discussion?" After getting a resoponse move to the next decision style.

#3 Expert Member

Allow the group to quickly vote on who they think has the most expertise for determining how many beans are in the jar. When they have selected this person must decide how many beans are in the jar for the group. When you have received their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority without discussion?" After getting a response move to the next decision style.

#4 Majority Vote

Use the second flip chart with the numbers on it for this exercise. Allow people to vote for the number that they think is closest. Go through them in order, 500, 1000, 1500, 2000, 2500, 3000, then 3500. The one with the most votes determines how many beans the group thinks are in the jar. When you have received their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority without discussion?" After getting a response move to the next decision style.

#5 Minority

Select a small group of people (less than 1/3), maybe a management team. Instruct them to have a discussion and for them to decide how many beans are in the jar. When you have received their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority without discussion?" After getting a response move to the next decision style.

#6 Averages

Each person gives their own vote. Type these into a calculator and divide by the number of people. This will give you the average of opinions. When you have received their answer write it on the flip chart and ask the following question, "When and in what situations do people think it is appropriate for decisions made by authority without discussion?" (Not as many examples except for numerical ones.) After getting a response move to the next decision style.

#7 Consensus

This one will take too long to get and they may not even be able to get a true consensus. Facilitate a discussion of when this style is appropriate and when it is not or what are the strengths and weaknesses of this particular style.

TYPICAL FOCUS Decision Making Styles, Leadership, Inclusion/Exclusion

SAFETY CONCERNS

None.

## LOOK UP LOOK DOWN

This is a fun introduction activity that can be used to randomly split people into pairs.

### NUMBERS

8 50 (If larger numbers run two games at the same time.)

### RULES

Everyone stands in a large circle. When the facilitator says, "LOOK DOWN" everyone must look at their feet. The facilitator will then say, "LOOK UP!" At this point people must look up, and look directly at the eyes of one other person in the group. If that person is looking at you (so you are looking at each other) then you are out of the game (or you are partners). If they are not looking at you then you are safe. You cannot look at the same person twice, until you run out of people. As people start pairing off or get put out of the game, the circle must close in until 2 3 people remain as the winners and the final group.

To keep people included give eliminated pairs a common assignment to do while the others finish (Make the assignment helpful and useful.)

### TYPICAL FOCUS

None Play for Play's Sake

Forming (Very Lightly ie Avoiding Eye Contact)

Avoiding Conflict (Very Lightly ie Avoiding Eye Contact)

## **CLOTHESPIN TAG**

This is a simple high energy tag like game to warm people up.

### **EQUIPMENT**

Three (3) Clothespins per person

NUMBERS 10 200

### **RULES**

Everyone must stay within a designated area. (If it is too big people will build up speed and cause accidents, keep it relatively confined.) Each person clips their three clothespins onto their clothing, somewhere they don't mind being touched, somewhere other people won't mind touching them and it has to be visible. When the Facilitator says "GO!", each person must try and collect as many clothespins as they can from other people. When they take one off someone, they must immediately clip it onto their clothing. They therefore cannot have any more than one in their hands at any time. People cannot cover them. Allow the game to continue for a minute or two then stop it. Get them in a circle and see who has the most. Ask them a simple question about the team, about themselves or the organization.

The second version is played immediately after the first. Everyone must get three clothespins again. The object this time is to get rid of your clothespins. You do this by taking them (1 at a time) off your own clothes and clipping them onto other people. If it does not fully clip and falls to the ground, it is still yours. "Go!"

TYPICAL FOCUS None Play for Play's Sake, Competition vs Sharing

### **SAFETY CONCERNS**

## **MOVE YOUR BUTTS**

This is an active ice breaker that allows an interactive way of getting to know some commonalities and differences within the group.

EQUIPMENT Chairs (1 chair for each participant)

NUMBERS 10 200

### **RULES**

Everyone sits on a chair that are arranged in a circle with little space between chairs. The facilitator stands in the center. S/he will then ask a question to the group (ie Who is excited to be at this meeting?). Those who would answer yes, or those to whom the question applies must stand up and quickly (not run) move to another seat across the circle. People cannot take the seat on either side of where they were just sitting. They also cannot sit back in the same chair. Who ever does not get a chair must ask the next question. Give them a few practice tries before they must ask a question. Have a few questions prepared. The questions will start out light (ie Do you have a dog? Have you been to Disney World?) but after a few questions encourage people to ask question that are more helpful for people to know about the people they work with (ie Who gets frustrated when

people can't make clear decisions? Who thinks our greatest accomplishment as a team was the 2000 Winter Brochure?)

End the game while they are still enjoying it (don't let it get boring).

TYPICAL FOCUS Play for Play's Sake, Diversity

#### SAFETY CONCERNS

Warn and don't allow people to move too fast, collisions may result.

Warn and don't allow people to fight for chairs, collisions may result.

### THREE'S A CROWD

This is a fun introduction activity that allows group to see in a playful way what dynamics can be created when seeking cooperation and consensus.

NUMBERS 8 50 (If larger numbers run two games at the same time.)

#### RULES

The group is divided equally into three smaller groups. Each of these groups is then instructed to huddle together and come up with a very simple action and simple sound that goes with it. The action and sound should be done together and only last a second or two and everyone must be able to do it. Each group must decide on one action and sound for their whole sub group.

Once the three groups have selected their action and sound instruct them to get in a big circle that still keeps the groups separate. As in the following diagram;

Choose one group and instruct them that when you say, "One, two, three, three's a crowd!", that you would like them, and only them to show the other groups their action and sound.

Do this once. Then get them to do it again. Now get everyone to do this group's action and sound. Repeat this process for the second group. (Get them to say it twice and everyone to say it once. Repeat this process for the third group. (Get them to say it twice and everyone to say it once.

Say, "Now that you have learned everyone's action and sound, the real challenge starts." Instruct them that when you say, "One, two, three, three's a crowd!", the next time you want everyone to do the first action/sound, then everyone to do the second action/sound, and then everyone to do the third action/sound in sequence. (Everyone does all three in the order you choose.) Do this enough times so that they get it down clearly and so that each action and sound is distinct. (Usually 2 or 3).

Now instruct the groups to get back in their huddle. They must now select one of the three action/sounds, they could select their own or another group's. They have 40 seconds to select one and they cannot tell the other groups, it is a secret. When they have selected tell them to return to the large circle.

The next thing you are going to do is tell them that the action they just selected is what we call the fourth action. They already know the first three (we practiced the sequence 1, 2, 3.) Instruct them that the next time you say, "One, two, three, three's a crowd!" you want all groups to do the first, then the second, then the third action/sound and then the fourth action/sound which is the one their group just selected.

Now you tell them the goal:

"The object is, without checking in with the other groups, that our fourth action and sound is the same."

If they are successful great, if they are not instruct them to return to their small group and reselect the fourth action/sound, it can be the same or different. Continue until they are successful or until it is hopeless. If they are successful in getting the fourth, then allow them to choose a fifth or even a sixth, but no more than that.

TYPICAL FOCUS None Play for Play's Sake, Cooperation and Competition, Conflict and Compromise

## **PLAY DOUGH**

This is a fun introduction activity that can be used to randomly split people into pairs.

### **EQUIPMENT**

A Can of Play Dough for each group  
A Table for each group  
Paper (or Flip Chart)  
A Marker

NUMBERS 8 50

### **RULES**

The large group is divided into smaller groups of no less than 3 and no more than 8. Five or six is a great number. When the groups are divided up sit them at their own table. Ask each group to select a representative to come up to you. When every group has a representative around you give the following instructions; "I am going to write a word on this piece of paper (or flip chart is better), these representatives will run back to the tables pick up the play dough and create something with it so you can guess the word I wrote.

Here are the most important rules, 1. They cannot talk or make any sound, (ie making a barking sound with a big lump of clay for a DOG) 2. They cannot make whatever they create move in any way (ie driving a lump of clay around for a CAR) 3. When your group say the word point at the person and they must yell it out very loudly. and 4. They cannot just throw the clay down and play Charades.

Ocassionally you can tell them they can break the movement rule if the word is really difficult (ie for the word ECLIPSE have two round balls moving in orbit of one another.) When the first round is over ask for another representative. Play as many times as they have people or for as long as they seem to be enjoying it (stop it before they get bored). You can loosely keep track of points.

TYPICAL FOCUS None Play for Play's Sake

## **PUT THE OLD MAN IN HIS PLACE**

This is a fun introduction activity that makes people laugh hysterically.

### **EQUIPMENT**

Chairs equal to the number of people, less one.

NUMBERS 6 25

## RULES

Everyone sits in an open circle of chairs. You stand in the center. The task of the person in the center is to get a chair. The person in the center must move around the circle point o someone and say one of two things

"PUT!"

or

"Put The Old Man In His Place!"

In order to stay out of the center the people in the chairs must respond a certain way. If the center person just says, "PUT!" the person in the chair being pointed at should say nothing. If they say anything they go in the center. And you get their chair.

If the person in the center says, "Put The Old Man In His Place!", then the person being pointed at must say the word, "PUT!" before they center person finishes their sentence. If they do it in time they are safe. If they are slow and the center person says the whole sentence, before they say, "PUT!" then they loose their seat.

Keep going until people seem to be getting a little tired or they stop laughing as hard. Make note, as long as you point at people, almost anything goes, you can do it real fast, "PUT!", "PUT!", "PUT!", "PUT!", "Put The Old Man In His Place!", "PUT!" You can get someone who just sat down, whatever you want.

## TYPICAL FOCUS

None Play for Play's Sake

## SAFETY CONCERNS

Psychologically people can be uncomfortable in the middle, bail them out if they look like they are suffering too much.

## UNMUSICAL CHAIRS

This is an energetic little ice breakers that doesn't require athletic ability.

## EQUIPMENT

A Sturdy Chair per person. (no arms or wheels on chairs)

NUMBERS 8 25 (If larger numbers run two games at the same time.)

## RULES

The chairs are placed in a circle with no space in between the chairs. Everyone sits in a chair except you. This leave one empty chair. The group is told that it is their responsibility to fill any seat that is empty to their left. Allow them to try. As one person moves over then another person has to move to fill the new vacant seat, and so on around the circle. If the center person manages to get into a seat the person who was responsible for

filling it gets to be in the center. Warn people not to throw themselves too hard at the chairs (they can get really excited and energetic and therefore careless). Remind them of this safety issue as the game gets more active.

Continue the game until people get so good at filling seats that people have little hope of finding a seat. You can also add another empty chair to the circle so that there is more responsibility and more options for the center person.

TYPICAL FOCUS None Play for Play's Sake, Accountability to Responsibilities (Very Lightly)

#### SAFETY CONCERNS

Warn people not to throw themselves too hard at the chairs (they can get really excited and energetic and therefore careless). Remind them of this safety issue as the game gets more active. Move anything dangerous away from the outside of the circle in case someone goes through. Make sure chairs are sturdy so they don't collapse.

### PRO BALL

#### DESCRIPTION

This is a high energy, high active play break. It is kind of like dodge ball except a little more intellectual.

#### EQUIPMENT

Large space with no chairs, tables and nothing breakable in it. Basically a large open space.  
2 5 Soft Throwable Balls (5 6 inch diameter)

#### NUMBERS

6 20

#### RULES

Everyone spreads out in the room. To start two (groups of 12 or less) or three people (12 20 participants) are given one of the balls. It is their job to throw the ball at someone in the room (Advise them not in the head). After this anyone can pick up one of the balls if it is near them. If, when someone throws a ball they hit someone, that person sits down on one knee but stays in that spot. They must stay there until whoever hit them gets hit. So if Don hits Person #1, and then gets the balls again and hits Person #2 and Person #3 all these people will be down waiting for Don to get hit. When he does get hit all of the people Don hit stand back up and are in the game again. If you don't know who hit you, just ask, people are usually more than willing to rub it in.

There is one other way a person can stand back up, that is if a stray ball rolls next to them, they can grab it, and then they can stand up again. They cannot crawl to get one they must stay where they are and wait for one to come to them. And they cannot pick up the ball that just hit them (that would be too easy).

There are a few rules for people when they carry a ball.

1. You are not immune, if you get hit by a ball when you have a ball, you must go down and give your ball to the person who hit you.

2. When you have a ball you can only take three steps with before you throw it (like basketball). If you take anymore than 3 steps whoever catches you gets your ball and you go down on one knee. You are out as if the person who caught you had hit you.
3. When you have the ball you can only have it for 3 seconds before you throw it (One one thousand...).If you take anymore than 3 seconds whoever catches you gets your ball and you go down on one knee. You are out as if the person who caught you had hit you.
4. If you hit someone in the head, you go down on one knee as if the person you hit had hit you.
5. You are allowed to defend. If you catch a ball that is thrown at you the person who threw it goes down.

ADD MORE BALLS IF IT SEEMS TOO FEW, BUT DON'T GET TOO MANY

#### TYPICAL FOCUS

None Play for Play's Sake

#### SAFETY CONCERNS

Make sure the room is clear of dangerous objects.

Warn people about hitting others in the head.

If the balls are too small they could hurt someone's eyes.

If the balls are too hard they could hurt.

If the balls are too light for their size you can't throw them.

If anyone has had a recent injury, heart condition , or something that would be agravated by running around, warn them and ask them that if they want to play keep a dfensive posture (some of the best players know how to stay in one spot and do it well).

### AUTO TAG

#### DESCRIPTION

This is a fun warm up activity.

#### EQUIPMENT

Blinds fold equal to half the number of people.

Soft balls equal to half the number of people.

#### NUMBERS

8 30 (If larger numbers run two games at the same time.)

#### RULES

Everyone gets a partner. One of the partners is asked to put on a blindfold. They are then given a ball. The partner who is not blindfolded (the guide) must lead their partner around the room. Their task is to hit the other blindfolded people (not in the head) with their ball. The sighted partner leads them around, lines them up and tells them whe to throw. If you hit the sighted person nthing happens, but if you hit the blindfolded person, then the tagged partners switch postitions (guide becomes blindfolded, and visa versa).

When you have thrown your ball, the blindfolded person must retrieve it. The guide cannot touch it, and you cannot grab someone elses ball.

TYPICAL FOCUS

None Play for Play's Sake

SAFETY CONCERNS

Leading people around blindfolded can be physically dangerous (clear dangerous obstacles and warn participants to be cautious).

Some people are psychologically uncomfortable with a blindfold on (challenge by choice).

**JUNG PANG PU**

DESCRIPTION This is a fun ice breakers that allows people to move around and interact.

EQUIPMENT None. NUMBERS 25 +

TIME: 5 minutes to explain instructions. Up to 10 minutes to play. Extra time depending on the debriefing.

INSTRUCTIONS

This is a game of evolution. It is a metaphor of growth and adaptation to change environments. Everyone starts from the bottom level (Amoeba) and tries to reach the highest level (Choose A. Supreme Enlightened Being or Choice B. Dignified Team Player). Jung Pang Pu loosely translated means "I want to challenge you" or "I want to give you some awareness". People move about the room and try and find someone else at the same evolution level. When they find someone they approach each other. They put one hand out in front of them, one fist in the other open hand. They then say Jung Pang Pu while moving the fist hand up then onto their open palm on each word. When they say Pu and Bring their hand down they will show either ROCK, PAPER or SCISSORS.

They look like this:

Rock: Is a fist.

Paper: Flat hand.

Scissors: Two fingers spread apart like scissor blades.

Who ever wins based on the following list goes up one level of evolution. If you lose you go down a level unless you are still at the lowest level because you can't go lower.

Rock: Breaks the scissors and wins.

Paper: Covers the rock and wins.

Scissors: Scissors cut the paper and wins.

As an example Don and Frank are both Frogs. Don shows Paper and Frank Shows Rock. This means Don wins (Paper covers rock). Frank would go down to a fish and Don would go up to a gorilla.

As a human things become a little more interesting. If you lose as a Human you don't just go down one level you drop all the way to the Amoeba level. Starting over. And to increase the risks, in order to move from the Human level to the (Supreme Enlightened Being or Dignified Team Player) you must win twice as a Human. If you win once and lose the second time you still go all the way to the bottom.

Levels: Model the following for participants

Amoeba (Action: Hands by head like antennae Sound: Me, me ,me ...)

Fish (Action: Fish lip pucker and hands flat together wiggling back and forth out in front.

Sound: None, its hard to do with fish lips)

Frog (Action: One hand on top of other and hop around room Sound: "Better idea" in a ribbit frog voice)  
Gorilla (Action& Sound: As determine by one brave volunteer, typically stratch underarms and say ooo ooo)  
Human (Action: Hands behind back walking proudly Sound: Hello how are you, Hello how are you)  
Supreme Enlightened Being (Action Standing against wall with hands at shoulder height chanting omm)  
OR Dignified Team Player (Action: Sitting in a chair Sound: None)

#### DEBRIEF

Stop the game and invite like minded levels to stand together.

Q1. How is this game like working at XYZ organization or in your product or service market?

Q2. How is this game NOT like working at XYZ organization or in your product or service market?

### BLIND SQUARE

#### DESCRIPTION

This highly cooperative activity allows group to problem solve with an increasing demand effective communication.

#### EQUIPMENT

1 Blindfold per person

1 Large Rope

#### NUMBERS

6 18 (For larger group run two or more of the same initiative)

#### RULES

Each person is asked to close their eyes. You then ask if they feel like they would like a blindfold to wear, knowing that they may need to have their eyes closed for 10 minutes or more. Get them to raise their hands. Hand out the blindfolds. From this point on no one will be permitted to open their eyes or lift the blindfold. When everyone is ready, you tell them that you are going to bring them a rope. They must grab it with both hands and not let go. Their task is that as a group and without letting go of the rope they must make a perfect square using the whole rope to make the four sides.

When the group feels like they are finished they will lower it to the ground. You will instruct them when to remove the blindfolds. Tell the group that they must all agree that the rope is in a perfect square before putting it to the ground.

#### TYPICAL FOCUS

Communication

Listening

Inclusion/Exclusion

Process Management

Leadership

#### SAFETY CONCERNS

Clear the immediate area of any obstables that people may fall into. Monitor for people who may be psychologically uncomfortable with the close proximity of people and the blindfolds.

## STORY STONES

### DESCRIPTION

This activity helps groups articulate the past, present and future perceptions of their organization.

### EQUIPMENT

1 Bag of Assorted (Size, Shape, and Color) Small Rocks and Stones per Group

### NUMBERS

6 25

### RULES

Version 1:

Divide large group into groups of 6 8. Instruct the small groups to dump the rocks out of the bag onto a work surface. Now tell them that they need to create something with half of the rocks that represents how the group worked together in the past. Then they will use the other half of the rocks to build something that represents how they see the team working together in the future. It will be necessary for the facilitator to show a few examples, by changing the location, proximity and groupings of the rocks. Rocks can represent departments, people, clients pretty much anything with the structure of your organization.

This can also be done with a third of the rocks for past, a third for present, and a third for future.

After they have been given some time, allow them to present their creations, perceptions and visions with the other groups.

Version 2:

Instructions for Version 2 are almost the same but have three (3) groups, one group should do past (people who have just joined the team should not be in this group), one group will do the present and one group should do the future. After they have been given some time, allow them to present their creations, perceptions and visions with the other groups..

### TYPICAL FOCUS

Vision and Mission, Expectations, Group Formation

## SUCCESS STORIES

### DESCRIPTION

This activity involves people sharing their reflections on the value of success.

### EQUIPMENT

Flip Chart Paper  
Markers

### NUMBERS

6 25

### RULES

Divide the large group into smaller groups of 4 6. Each small group will take some flip chart paper to a table or a wall. As a small groups they will brainstorm their perceptions as to what they think success looks like for their team (not the whole organization). Suggest that some measures may be Task related, some Maintenance and some Process (if they know these terms).

When they are ready bring all the charts together and hang them beside each other. Allow some time for people to read what other groups have written. Identify any common reflections. Also allow people to inquire as to the meaning of any which they do not understand.

Next have everyone get a marker. Tell them that each of them is allowed to mark 5 Stars beside the Measures of Success that they think are the most important. They can put one (1) Star of Five different items or put more than one of their Stars on any item that may be very important to them.

When people have finished distributing their votes. Look again for commonalities and total the success measures with the highest number of votes. This creates a vision and values statement for the team to measure its own success because it compares their performance to their own standards and expectations.

#### TYPICAL FOCUS

Vision For Success

Team Expectations

Values Clarification

Leadership

#### SAFETY CONCERNS

Clear the immediate area of any obstacles that people may fall into. Monitor for people who may be psychologically uncomfortable with the close proximity of people.

As the challenge increases, so does the real risk. Allow only one person on backs or shoulders per facilitator that is spotting.

## HELIUM STICK

### DESCRIPTION

The low medium level initiative allows the group to begin experientially problem solving and learn how interdependence can be challenging.

### EQUIPMENT

On light weight collapsible tent pole  
Two large washers

### NUMBERS

10 16

### RULES

The is told to stand on either side of a tent pole lying on the ground. Half the group should be on one side, half on the other. You will put one washer on each end of the tent pole. These washers will represent the client. The cannot fall off of the tent pole. Now you will pick up the tent pole and instruct two or three people to place two fingers from each hand underneath the tent pole, at about waist height, to keep it from falling to the floor after you let go. Tell people their fingers can only go under the pole, not on top and they can't wrap around the side of the pole (You are the Judge). Don't get too many people just 3 or 4. (If you have too many the stick will quickly go up, up, up hence the name of the activity and hence the challenge)

Now you tell them that the pole itself represents your team dynamics. Their task is to lower the pole to the ground without losing the washers. However all team members must be included and this is not easy to do. To symbolize this everyone must have two fingers from both hands touching the pole at all times when the pole is below the instructors waist. If anyone's fingers come off below your waiste they must start agina from waiste height. Also if the washers fall off the have failed to serve the client well and must start again. After they understand the rules allow the rest of the participants to join the other by putting their fingers under the pole.

At some point it may be necessary for you to intervene and call a "Staff Meeting" for them to discuss strategy instead of slowly going crazy. It is also sometime effective to place a person in charge who does not have their fingers on the pole. Their role is to make sure things are successful (the responsible and accountable person).

### TYPICAL FOCUS

Interdependence  
Leadership  
Inclusion/Exclusion  
Communication  
Trust  
Support

### SAFETY CONCERNS

None.

## **HEALTHY TEAM FUNCTIONING**

### **KEY PUNCH**

This is one of the best problem solving initiatives that can address a diverse number of topics or issues.

#### **EQUIPMENT**

10'\*15' rope or tape rectangle

30 Pie plates or rubber discs (numbered 1 through 30)

Stop Watch

NUMBERS 6 15 (If more people run two identical initiatives)

#### **SETUP**

The Key Punch is set up like this, with numbers randomly place throughout the 10 foot by 15 foot rectangle;

#### **RULES**

The group is stood in a planning area that does not allow them to see the setup. The setup is explained to them from this area which is called their planning area. Their task is, "As a group how ever they decide to do it, they must touch the numbers in order from one to thirty as fast as they can. The spots are often reffered to as priorities or tasks the group needs to get done in a certain period, but adjust this based on your metaphor. They only have to touch each number one time. The time starts from when the first person leaves the starting area and end when the last person gets back to the starting area. They will have six (6) attempts or trials to get the fastest time they can. They can spend as much time planning in the planning area as want but will have an overall time limit of 45 minute. The maximum time that can be spent during each trial is 2 minutes. If on their second try they stay in for any more than 2 minutes, off the watch excluding error adjustment, it will count as an additional trial(in this example their 2nd and 3rd).

They cannot move the rectangle or the spots.

There are three ways that the group can make errors;

The first is simple, they cannot hit the numbers out of order. There is a 5 second error for every number missed or out of order.

The second is for ineffective communication. Because the communication in this group is not as good as it should be sometimes, you will have a handicap. You can talk as much as you want when you are in the planning area, but when you are out touching the numbers they cannot talk. The only thing they can say are numbers. (ie They an say, "Three! Three!, but cannot say "Get Three!") They will get a 5 Second error for everytime they say a word.

The third type of error is for getting in other's way. In order to limit confusion in this business we don't want to get in each other's way. So because of this you are not allowed to have any more than one person inside the rectangle at any one time. This means that if someone is touching the floor or a spot inside the rectangle and someone else make contact with the floor or another spot you will get a 5 second error.

To keep track of times, use the following time chart.

#### **TYPICAL FOCUS**

Too many to list.

#### SAFETY CONCERNS

The floor surface should not be slippery and the spots should not move easily on the floor. If people are have to move around the circle to find their next number warn them about bumping into others as they search and move.

Toward the final tries people often get very excited, warn them about slipping bumping or tripping.

## GROUP JUGGLE

#### DESCRIPTION

This activity allows the group to solve problems and manage Task Maintenance Process Leadership skills.

#### EQUIPMENT

Soft throwable objects. (Enough for more than one person)

#### NUMBERS 6 25

#### RULES

Ask your group stand in a circle facing one another, and so that the circle's diameter is no more than 12 15 feet.

You keep the pile of throwable objects nearby and lob a person across the circle. Instruct them to continue to throw it to someone else who hasn't had the ball yet. Tell people to remember who they threw it to. Continue until everyone has held this ball once and get the last person to throw it back to you. This will be referd to as the sequence of the ball. Do not throw the ball to the person next to you.

Once everyone knows the sequence, you start the ball again, but this time include another ball and then another and eventually another until there are six balls being kept aloft simultaneously. If a ball drops at any time, have them return the balls to you and start again at the highest number that the group managed to accomplish before dropping. You can get the group to set their own goal for number of balls to juggle.

#### TYPICAL FOCUS

70/15/15, Inclusion/Exclusion, Role Clarity, Support, Norms and Expectations

#### SAFETY CONCERNS

Make sure the objects you are throwing will not hurt someone.

## 70/15/15 MAP

This is a technique helping people understand Task Maintenance Process and for assessing how well the team manages to balance the 70/15/15 rule within their work environment.

#### EQUIPMENT

3 Flip Chart (Labeled TASK MAINTENANCE PROCESS)

NUMBERS 6 25

**RULES**

Part 1:

Divided the large group into three (3) smaller groups. Each group will go to one of the flip chart. Their task is to have discussion or brainstorm examples of how they actually see either TASK MAINTENANCE PROCESS in their organization. People will brainstorm only in the category on their flip chart. You will need to float around and help facilitate information gathering.

(The Process Chart is the hardest)

After a significant amount of time, rotate the groups if the charts are not full. If they are full have the groups present their information. This presentation can be just a summary of findings or a more interesting way is to give the groups time to prepare a presentation where each group must SELL their part of the 70/15/15 rule to the other groups as being the most important part. TASK MAINTENANCE PROCESS

Part 2:

Now that people have a clear understanding of the components of the 70/15/15 Rule. Take some time to explain the layout of time percentages that theory suggest is healthiest (TASK 70% MAINTENANCE 15% PROCESS 15%. After this give each person the following 70/15/15 Map and have them decide what percentage (over a a year) do they spend in each area. After everyone has drawn their 70/15/15 maps. Give them time to reflect as to what consequences or benefits have developed as a result of the time they spend or don't spend in each area. Allow them to present their reflections to the group (Maps, Consequence and Benefits)

**TYPICAL FOCUS**

Group Formation  
Inclusion/Exclusion  
Communication

Cooperation  
Support  
Trust  
Criteria for Effective Teamwork  
Increasing Demands or Expectations  
Leadership

**SAFETY CONCERNS**

Clear the immediate area of any obstacles that people may fall into. Monitor for people who may be psychologically uncomfortable with the close proximity of people. As the challenge increases, so does the real risk. Allow only one person on backs or shoulders per facilitator that is spotting.

**METAPHOR TRAINING**

In developing metaphors for and from the adventure based experience, participants need to learn what a metaphor is and the reasons for using them. We encourage you to have a discussion early in the course, focusing on the value of making metaphors. Below are some of the points that you may want to cover.

1. A metaphor is an image, symbol, story, or ceremony that stands for something else. It is the bridge or connection between two things. So, metaphors can help connect the adventure based experience back to the home, school, or work place.

2. Metaphors can enhance the transfer of the experience; this is because memory is a series of images or pictures. If one's pictures are clearer, graphic, and engaging, they will be easier to remember and use back home.

3. People think in images and metaphors unconsciously, and sometimes these images may prevent them from achieving personal growth. Being aware of one's metaphors can help in replacing old or outdated images with more useful ones.

4. At various times during the course, discussions will be held to explore and to create metaphors for what is transpiring.

Once participants understand the importance of metaphor making, you can begin metaphor training. Below are some exercises that you may want to do with your groups to help create an understanding of the value of making metaphors and train the associate mind to make connections in this way.

1. Pick two things or objects and have the group brainstorm how they are alike or similar. Start with some easy ones, then have students pick two things, and let the creative mind stretch in finding similarities.

Examples:

Tree and blade of grass. Each are alive, growing, longer than wide, point to the sun etc. Stove and Car. Each are a type of machine, use fuel to operate, have moving parts etc.

2. Have participants pick an object from the outdoors and bring it to the group. Then have them create a simile about it. "This \_\_\_\_\_ is like a \_\_\_\_\_." Then take the next step by saying "This \_\_\_\_\_ is like a \_\_\_\_\_ in that \_\_\_\_\_." You can have each person do it for their object, and when the group gets efficient, have the whole group do it for one person's object.

Example:

"This stick is like a building." ". . . in that it is straight and erect." "This pebble is like a marble in that it rolls away easily." "This feather is like a backscratcher in that I can reach hard to get areas."

3. Participants can do the above exercise once it is mastered using the emotions as the simile stem.

Examples:

"Happiness is like a bird in that it can take you many places." "Held in Anger is like a volcano in that when you explode, people get hurt."

4. Pick certain outcomes from an activity, like cooperation, trust, compassion, understanding, and exhilaration. Pick one word first and ask students, :If this was a picture or image, what would it be a picture or image of ?"

Examples:

Cooperation could be an image of an air balloon floating upwards."

## USING PARTICIPANT METAPHORS

It is important to train your ears to recognize participants' metaphors and then try to incorporate these metaphors in your responses. Using students' metaphors will help students know they have been heard and honored. People have a special relationship with their metaphor or stories, like they do with their names. We know communication can be enhanced when we use the person's name. The same is true for metaphors. The success of storying experiences provides persons with a sense of continuity and meaning in their lives, and

they rely upon this for the ordering of daily lives and for the interpretation of further experiences (Combs & Freeman, 1990).

All stories have a beginning, middle, and ending or a history, present, and future. So, participants' interpretations of current experiences is as much future shaped as it is past determined. It is knowing and understanding the participants' stories that we can help process their new experiences.

An example of using participants' stories or metaphors will help illustrate this process. Nancy spoke about feeling like she "was in a barrel and barely peeking over the edge." when she was in a new situation. We talked about the barrel and gave feedback to her, like, "it seems like you came out of the barrel during the last activity. What was that like for you ?"

In the participants' case, we either used their metaphor or an aspect of their life story and utilized it as a symbol and means to enhance the communication and processing. The metaphor or story tells you the type of boat that they are navigating down the stream of their lives. We then jump in with them and use their specific language to help improve their steering and propulsion, so that they can arrive at new territories, landings, or choices in their lives.

#### 7 STEPS FOR CREATING THE APPROPRIATE FRAMES FOR THE METAPHORIC EXPERIENTIAL ACTIVITY

"WHAT I DO TRANSFERS TO WHAT THEY LIVE"

1) State & rank the goals of the client develop an awareness of the interconnected nature of the organizational team in the client group.

STORY WHAT "MATCHES" WITH THEIR STORY ?

EX. GROUP JUGGLE (recipe bread) what you bring is a piece to make a connection

GOAL: \_\_\_\_\_

2) Select metaphoric adventure experience

3) Identify successful resolution to the therapeutic issue

4) Strengthen isomorphic framework

5) Review Client motivation

6) Conduct experience with revisions

7) Debrief