

Workshop Outline

Title:

Theme:

Facilitator:

Time:

Goals:

Supplies:

FOCUS/INTRODUCTION:

captures attention & focuses thinking through physical/cognitive engagement

CONTEXTUAL SET:

1. Where we have been, 2. Where we are going globally, 3. What we are doing today, 4. How students should conduct themselves

1.

2.

3.

4.

COMPONENT MESSAGE #1/ACTIVITY:

Include all content, activity, directions, scripting, etc. below.

CONTEXTUAL BRIDGE:

COMPONENT MESSAGE #2/ACTIVITY

CONTEXTUAL BRIDGE:

COMPONENT MESSAGE #3/ACTIVITY

CONNECT-THE-DOTS/CLOSE

Sample Workshop

Title: Communicating Effectively

Theme: Communication **Facilitator:** John Smith

Time: 45 min.

Goals: Illustrate to participants the important factors of effective communication.

Supplies: Bag of exact same LEGOS for each group of participants

One model LEGO structure

One blindfold per group

Two Chairs

Piece of paper w/ directions for 'Say What?'

Flip Chart w/ keywords for 'Say What?'

FOCUS/INTRODUCTION:

Circle Scramble Game (Details in Ice Breaker Section)

CONTEXTUAL SET:

1. I know that you all are officers and all of us can get frustrated at times when communicating; whether in a team setting or just in everyday situations.
2. Learning to communicate effectively will only increase the amount of success you will have.
3. Today, we are going to participate in some activities that will improve your communication skills.
4. I want you to keep an open mind and positive attitude throughout our time together.

COMPONENT MESSAGE #1: Verbal Communication

30-Second Speeches Activity

Participants will get 30 seconds to deliver a speech about any random topic. The Audience will clap every time they hear an 'um', 'yeah', 'so', 'like', etc.

Sample Processing Questions: Was it surprising to anyone that so many extra words are included in our every day communication? What use do these extra words have? Why would it be helpful to remove them?

CONTEXTUAL BRIDGE: Now that we have discovered that all communication should be to the point, let's talk about non-verbal communication.

COMPONENT MESSAGE #2: Non-Verbal Communication

Say What? (Details in Component Message Activity Section)

CONTEXTUAL BRIDGE: Now that we have covered non-verbal communication, let's talk about how to put the previous two lessons into practice. We spend much of our time working in teams, so now we will explore communication within a group.

COMPONENT MESSAGE #3: Team Work

Building Blocks (Details in Component Message Activity Section)

CONNECT-THE-DOTS/CLOSE

Pair Share (Details in Reviews Section)

Components of an Effective Workshop

Theme

The theme of your workshop is the 'big idea' under which each smaller component will fall under. Your component messages will connect to form your overall theme.

Focus/Introduction

This is often referred to as an 'ice breaker.' This captures the attention of participants and focuses their thinking through a physical/cognitive activity. It is best to try to relate your focus activity to the theme of your workshop, so that participants will have an initial understanding of your purpose. Be sure to use effective directions in describing your focus activity. There are many sample activities that can be found in the 'Workshop' section of your Arsenal.

Contextual Set

A contextual set is what will set the state of mind for your participants through the rest of the workshop. By defining its four components, you will have outlined your expectations for them, and they will, in their own mind, set expectations for your workshop.

The four components are:

1. **Where You've Been**
Review where the learner has been, and what they have learned. This could provide a reason for why there are there.
2. **Where You're Going Globally**
Remind the learner where this fits in light of our overall goals. This is a broad preview that answers the question, "Why are we learning this?"
3. **What We're Doing Today**
Tell the participant what we are going to do today.
4. **Expectations**
Outline what skills you will expect them to use and how you will expect them to behave.

Example set: (given in a classroom setting)

"(1) Class, for the last week we have studied the different equipment and tools used in a veterinarian's clinic. (2) Keeping in mind that we are working toward your vet-tech certification, (3) today will begin to learn about the many pharmaceuticals common to most clinics. (4) As we go through today's lesson you will need to be careful with the bottles we pass around and diligent about recording the correct spelling of the drugs discussed."

Component Message

Component messages are the ideas and activities that connect to form your overall theme. These often consist of an activity of some sort, presented using effective directions (see section on Effective Directions). After completion of the activity, you should check for understanding and connection to the theme before moving on (see section on Checking for Understanding).

Contextual Bridge

A contextual bridge is a version of a contextual set. This is used between component messages as a connector. State where you've been and where you're going, relative to the component message completed, and the one ahead.

Connect-the-Dots/Review

This will allow you to check for understanding over the entire workshop, and allows participants to further understand the concepts taught. Use 'Checking for Understanding' Techniques.

Effective Directions

- **Cognitive Tasks:**

This is the cognitive task to be performed
Action verbs should be used, much like verbs used in behavioral objectives
- **Logistical Directions:**

This is what needs to be done
Must use specific, succinct, and action-oriented language
- **Time:**

Creates a sense of urgency and a time span for students
Give less time than what is truly required.
- **Signal Words:**

Tells the students to begin the task.

 - **Signal Words and Statements/Opening:**
 - “In about 60 seconds...”
 - “Please pause.”
 - “In a moment you will have the opportunity to...”
 - “Stand up.”
 - “When the music starts...”
 - “When I say ‘go’...”
 - “Everyone look up, look down, look to the front and clap.”
 - “You have two minutes to...”
 - “Please wrap-up _____ and thank your partner.”
 - “You will be interested to know the following:”
 - “There are three things to know for your success on this task.”

- *Quantum Teaching*

Example Set:

- Signal Words/Statements -or- Opening:
 - “Everyone please pause. When I say “Crops” you and a partner will need to...”
- Cognitive Tasks Performed:
 - “...compare and contrast the two crops discussed today.”
- Logistical Directions:
 - “On a clean piece of paper folded hotdog style, create two columns, one for each crop. In each column you will make five comparisons and five contrasts for the two crops. When finished please sit quietly and await further directions.”
- Time:
 - “You have two minutes to complete this task.”
- Check for Understanding:
 - “Hold up one finger if you have questions, two fingers if you understand, or three fingers if you could teach the directions to a classmate.”
- Signal Word: “CROPS!”

Ice Breakers

Focus/Introduction Activities

Amoeba Game

Samantha Srp 2003-2004

Materials: None

Set Up: None

Directions to give: I need one volunteer to be a chaser, and one to be a victim. Everyone else; please pair up with other participants. Now, all pairs stand side-by-side with your arms locked and form a big circle with all other participants. The chaser and victim may run around or through our circle. If the chaser cannot catch the victim, and the victim tires of being chased, the victim may link onto one of the pairs. The person on the other end of that pair then becomes the new victim. The only rule is that you may not link back onto a group you were already in. If the chaser tags the victim, the victim becomes the new chaser. (This game continues until time runs out. Spice it up by having multiple sets of chasers and victims.)

Black Magic

Materials: None

Set Up: The leader must have an assistant who already understands how to play the game.

- 1) After the assistant has left the room, students select an item in the room.
- 2) The assistant returns.
- 3) The leader then names off several objects. When finished, the assistant tells the group the selected item.
- 4) He/she will know the correct object because it will always be the one named **right after** something that is black. As participants think they have figured out the puzzle, allow to stand and introduce themselves to the rest of the group. Keep repeating the game, until a few people have figured it out and made introductions. Then stop the game and continue with just introductions of the rest of the group.

Directions to give: (Assistant's name) is a mind reader. May I have a volunteer to pick any item in this room? Thank you. The volunteer has chosen the (object). If there are any doubters in the room you may try to prove me wrong. As our mind reader enters please do not give them any clues. I will name off a list of items in the room, and we will see if they can guess what item we have chosen.

Candy Store

Materials: Plenty of individual candies (M&M's, Skittles, Jelly Beans, Jolly Ranchers, Tootsie Rolls, etc.) for the group.

Set Up: None

As they enter the room, ask the students to take the amount of candy they want, but they cannot eat the candy yet. For each piece of candy taken, the participant must state one positive about himself or herself.

Directions to give: Take as much candy as you want but please do not eat it until I give you permission. Does everyone have as much candy as they want? Count the pieces. Keep that number in mind because we are all going to share that number of positive things about ourselves. I took six Skittles, I am going to share six things.

Circle Scramble

Materials: None

Set Up: Have the participants stand in a circle.

Directions to give: We will begin by having each person say their name, loud enough for everyone to hear it. (Wait for the group to complete introduction s). Now, without any type of verbal communication, I want you to attempt

to get in alphabetical order. (When they think they have it...) Now, each of you says your name to see how close you came. Now we'll go again, and try to fix the mistakes. (Try this with birthdays, last names, anything!)

Commonalities

Materials: Paper and markers

Set Up: Split the participants into groups of 3-5. Provide each group with paper and markers.

Directions to give: What do you see that you have in common within your group? What things do you have in common that cannot be seen? To discover these things, you must get to know each other a little better. List these things. After three minutes, you will present the most interesting things to all of the participants.

Elemental Outsmart

Samantha Srp 2003-2004

Materials: None

Set Up: None

Directions to give: This game is similar to rock-paper-scissors, but you will all have to work together. First, we will split into two teams. In this activity, you must try to attempt to outwit your opponents just by using your mind power. You have three elements that you can choose from to win. These are fire, wood and water. Here's how you must defeat your opponents:

Fire burns wood, but fire can be extinguished by water, and wood can float on water. So, fire beats wood, water beats fire, wood beats water.

And these are the hand signs:

Fire: hold out both hands, palms facing out and fingers pointed towards the ceiling, and wiggle fingers back and forth like they are flames.

Water: Move your hand up and down like water.

Wood: Place one arm on top of the other like a plank of wood.

Now stand facing the other team. You will have 15 seconds to huddle and decide between your group what move you will all do. When I say, "1,2,3, Go!" you must perform the sign against the other group. You may not spy or eavesdrop on the other team. Best 2 out of 3 wins.

Fitzle Spitzle

Coy Baldwin

Materials: Two small objects (or more), preferably something very random.

Set Up: Have the participants stand in a circle.

Directions to give: We will be playing a game called Fitzle Spitzle. We will take this object and pass it around in a circle. You will show it to the person on your right and say, "This is a Fitzle." Have them say "A what?" You say, "A Fitzle." They say "OOOH, a Fitzle." We will continue passing it around in that manner. I will add more objects and see how many we can include before everyone becomes confused.

Get the Point

Materials: None

Set Up: Have the group stand in a circle.

Directions to give: Now, everyone put their left hand out, palm up. Then place the pointer finger of your right hand in the palm of the person to your right. When I say go, attempt to catch the finger of the person to your left, while trying not to get your own finger caught. (Try this numerous times, even switch hands.)

Impulse

Materials: None

Set Up: Have the group stand in a circle and hold hands.

Directions to give: I will begin an impulse by squeezing the hand of the person next to me. That person will then pass the squeeze to the next person, and so on, until it gets all the way around the circle. (Try it in the other direction, then both directions at once. Add a sound or word along with the squeeze. Have a different sound for each direction or ever have each person use his or her own sound or name.)

Line Ups

Materials: Optional stopwatch

Set Up: None

Directions to give: When I yell out a criteria, for example, "first name!" I will time you as you attempt to line up in order by first name. When you are done, we will check your work. For each mistake, you will receive a five second penalty. (Try lining up by birthday, shoe size, number of siblings, hair length, height, etc.)

Macro Rock/Paper/Scissors

Materials: Rope and boundary markers

Set Up: You will need a gym or field for this activity. Divide the group into two teams. Lay out the rope as a boundary between the two teams. Set up a back boundary with rope or cones.

Directions to give: This activity is like rock/paper/scissors, but with different motions. Here are the new motions: Rock (squatting down), Paper (standing straight up with arms at sides), and Scissors (standing with arms and legs spread out. Rock still beats scissors, scissors beats paper, and paper beats rock.

You may not cross the boundary. You and your team will huddle at the back boundary and decide which motion you will all display to the other team. When your team is ready, approach the boundary, face to face with the other team. When I say, "rock, paper, scissors, SHOOT!" you will all do the motion you selected. Whoever wins chases the other team to the back boundary and tries to tag people. Anyone who makes it past the back boundary without being tagged is safe. Anyone who is tagged joins the other team.

Man Overboard

Samantha Srp 2003-2004

Materials: None

Set Up: None

Directions to give: We will be playing a sailor's version of 'Simon Says.' First, I will explain the orders that you need to know to survive on his ship:

1. **Swab the Deck:** Everyone must pretend they are mopping the floor.
2. **Lighthouse:** You must join arms with someone else in a 'do-si-do' fashion and place their other fist on their forehead. Then rotate saying, "beep, beep, beep..." and opening and closing their fists in a 'flashing' manner.
3. **Man Overboard:** Two people face each other and join hands with a third person in the middle. The person in the middle should flail their hands and call for help.
4. **Grub Time:** Four people huddle in a circle and make an eating motion with their hands while saying, "Grub, grub, grub..."
5. **Lifeboat:** Five people line up behind each other and row the boat.

I will call these orders at random. If you do not perform the motion quickly enough, have the wrong number of people in a group, or perform the wrong order, you will have to walk to plank! And will be eliminated from the game.

Memory Circle

Materials: Soft, throwable objects

Set Up: Have the participants stand in a circle.

Directions to give: We will begin by allowing everyone to say their name. Now, I will call someone's name and throw them the ball. Then they will call out a name and throw the ball to that person, and so on. (After a little bit, add more objects to be thrown simultaneously. Then, see if there is anyone who thinks they can name everyone in the group. Have everyone mix up, and then try again.)

Name Scramble

Materials: Chalkboard/Dry erase board/flip chart

Set Up: None

Directions to give: I need a volunteer with a long name to come write their name on the board. Then, I need another volunteer to go up and use one of the letters to insert their name. (This goes on until everyone in the group goes and the board looks like a Scrabble board.) If a name doesn't fit, we will all work together to make it fit.

Name Tag

Materials: Stopwatch

Set Up: Have the group stand in a circle.

Directions to give: During this activity, it is important for you to remember your own name! We are going to see how long it takes for everyone to say their name in order around the circle. I will say mine first and then start the clock. (Stop the watch when everyone has gone.) Our time was _____. (Do the same thing going from the left, then both directions at the same time to see which side gets back first. For a change of pace, have everyone say their own name backwards.)

Neighbors

Materials: Some type of markers (floor dots, pieces of paper, carpet planes, etc.), one less than the number of participants

Set Up: Place the markers in a circle. Have everyone stand in a circle on a place marker, the extra person in the center.

Directions to give: We will be playing a game called neighbors. Our volunteer in the middle will ask a question of the rest of the group, such as: "How many of you have a pet at home?" This question must be true for the person asking it. Anyone else that can answer yes to the question move to an empty spot. Since the asker also gets a spot, a new person will then be in the idle to ask a new question that is true for them. (After a while, try changing the question to "Have you ever...", where the asker must have done whatever it is they ask. If the group is larger than about ten, insert the rule that if they more, they cannot move to the spot directly to their right or left.)

One-on-One Interviews

Materials: None

Set Up: Everyone should get a partner, someone that they don't previously know.

Directions to give: During this activity, you will have one minute to learn everything you can about your partner. (After the allotted amount of time, each person then introduces his/her partner to the rest of the group. They may use a pen and paper if you wish them to.)

Perfect Match

Megan Pridemore 2002-2003

Materials: None

Set Up: None

Directions to give: I will now be the host of an FFA dating show! I need one volunteer to stand at the front with their back to the group. They will name qualities that they look for in a perfect match. When they state something that does not apply to you, you are eliminated and must sit down. We will continue until one person is left! What questions do you have? Alright, everyone stand up!

Rubber Band Relay

Materials: Several large rubber bands

Set Up: None

Directions to give: May please have four very brave volunteers to participate in a race? You must have strong muscles to compete! (Give each participant a rubber band.) Take your rubber band in both hands and place it around your head so that it crosses the tip of your nose. When I say, "Go" use your facial muscles to work the rubber band down to your neck. You may only use your facial muscles. Put your hands behind your back if you think you will be tempted to use them.

Screaming Toes

Materials: None

Set Up: Have the group stand in a circle

Directions to give: This activity is called 'Screaming Toes'. You will look at someone else's feet and when I say 'toes!' look up at their faces. If they are looking at someone else, you do nothing. If you happen to make eye contact, you must yell or scream.

Split the Room

Materials: Tape or Rope

Set Up: Draw an imaginary line down the middle of the room with tape or rope. Have all the students line up standing on the line.

Directions to give: There is a line that separates the left from the right side. I will choose a question and when I do jump to the right side of the line for you. For example, if you like Coke, jump to the right, if you like Pepsi, jump to the left. (Put pants on the left or right leg first, like toilet paper to roll from the top/bottom.

Spider Web

Materials: Large roll of yarn

Set Up: Have participants stand in a large circle

Directions to give: When I say, "Go!" your team will sit in a circle. The person holding the ball of yarn will begin by saying his/her name and a passion. While holding on to the end of the yarn, the person will toss the ball to a teammate. Each person in the team will have the opportunity to share and while doing so; your team will weave a creation. After you have created your web, reverse the pattern by tossing the yarn back to the person before you and introduce them to the group again by name and passion. What questions do you have? "Go!"

Tongue Tied

Materials: None

Set Up: None

Directions to give: Toy Boat. Repeat after me, "Toy. Boat." Repeat after me down low, "Toy. Boat." Repeat after me up high, "Toy. Boat." Repeat after me slowly, "Toooy. Boooooaat." Repeat after me very slowly, "Toooooooy. Boooooooooaat." Today is your lucky day if you can repeat the words "toy" and "boat" ten times in 5 minutes you

will win. Who has a question before I take volunteers?

(Choose volunteers and begin.)

Twizzle

Materials: None

Set Up: Have the participants stand in a circle, all facing in one direction so that they could walk clockwise or counter clockwise. You will stand in the middle of the circle to issue commands.

Directions to give: Everyone will need to follow a certain set of directions. Here are the commands:

Walk: walk forward

Stop: stop and freeze

Turn: turn 180 degrees and freeze

Jump: jump 180 degrees and freeze

Twizzle: jump 360 degrees and freeze

A twizzle can be accomplished by doing a full 360 degrees, two 180 degree or four 90 degree jumps, as long as you freeze at the end. This game is similar to 'Simon says' in that, if you are caught not following the directions, you will be eliminated. What questions are there? Let's begin!

Whopper

Materials: None

Set Up: None

Directions to give: Tell the truth. Think about three things that are true about you. Tell a lie. Think of a big whopper of a lie. When I say "Whopper!" you have thirty seconds to think of three truths and a lie. At the end of the three minutes you will share your four things with your group and the group will try to guess which one is the lie.

Whopper!

Previews

Here are some ways to preview material for your participants. These can be applied to any workshop. The purpose is to provide direction for where the workshop is headed.

Spoken Previews

Notes: A preview can be simply spoken and it is fun to tie your preview into your theme and objectives. This example would work for a pirate/adventure theme in a workshop on communication. Use your imagination and this basic format to create your own!

Example: Ladies and gentlemen, we are about to embark on an exciting adventure this ship is about to set sail, but before we leave the dock, let's take a look at our compass. Our first stop today will be at the island of communication, where we will explore the three forms of communication. Following that, we will dive into the world of conflict resolution. Let's begin our voyage.

Hidden Preview

Notes: Before your workshop, write the main objectives of your workshop on separate cards and number them in order. Tape each card under a seat chosen at random. When it is time to do your preview, students find the cards and those possessing them can read them out loud to the others.

Example: What excited me about today is that we have some experts in the room who will help guide us through our adventure. Just like a mountain climber needs a guide to lead them on their adventure, these individuals will guide each of us today. And it may be you. There are three pieces of information hidden in this room. When I say go, jump up and check under your seat to see if you are the lucky guide. Go!

Posted Roadmap

Notes: Create a poster with a creative roadmap showing where you are headed (the objectives) during your workshop. Keep the roadmap hidden during the opening reveal it to the students during your preview.

Example: Who has gone on a road trip? Who would like to go on a road trip? What do you need to go on a road trip? A map! Let's take a look at our map for today's trip. As you see, our first stop will be ____, our second ____, and we will reach our destination when we ____.

Workshop Activities

These activities can be implemented in a mix-and-match fashion into your personalized workshop. Each description contains suggestions for workshop topics that each would fit into well. A list of supplies, set up instructions, a set of sample directions, and sample processing questions are also listed. Pay close attention to the notes concerning these activities; those were taken from facilitating these! We suggest that you practice these workshops with your chapter/area officer teams, agriculture science teacher, or chapter members to further personalize and prepare activities for your workshop. Practicing will allow you to allow the right amount of time. Remember, practice makes perfect!

1-2-3-4

Topics: Communication, Teamwork, Goals

Materials: None

Set Up: None

Directions to give: This next experience will really test you. In fact, you will need balance, great communication and patience. When I say, "1-2-3-4" you will begin to hop around the room on one foot. You will form a group of three with other people who are hoping on the same foot. So, if you are hopping on your right foot, you will be on the lookout for two other people hoping on their right foot. .

When you have your group, stand in a circle with your fist in the center. You will shake your fist and chant "1-2-3-4" as a group. On "four," you will put out any number of fingers from zero to five. Other than chanting "1-2-3-4," there is no talking. Your group wants to have 11 total fingers out. Keep trying until you can accomplish your goal. Remember, no talking other than chanting.

When you have achieved your goal, try to get 23 fingers while shaking two fists and putting out any number from zero to ten. What questions do you have? "1-2-3-4!"

Sample Processing Questions:

- What challenges did you face as a group working toward your goal?
- What strategies did you use to overcome your challenges?
- What role did communication play in your success or challenge with this experience? How can you use the skills you practiced in this experience to improve your team?

Notes: None

60-Second Speeches

Topics: Support

Materials: Pen and paper

Set Up: Everyone in the group should have pen and paper.

Directions: You will all be given five minutes to write a sixty-second speech about anything you wish to talk about. With your time, you can choose to write notes, gather props, etc. After time is up, we will take volunteers and everyone will have an opportunity to present.

Sample Processing Questions:

- How was it easy or difficult for you to do this?
- What did the group do to support you while you gave your speech?
- What could the group have done differently?
- What do you risk when speaking in front of a group?

Notes: This activity can be very threatening to some people. It may be necessary to help people decide what to speak about. Some may not want to speak and it is very important to encourage them to do it, but not make them. They may choose to do it if someone stands up there with them or on another day. You should also discuss the demeanor of the group while someone is speaking. Before they begin, you may want to direct them to treat each other a certain way while speaking.

All Aboard!

Topics: Vision, Teamwork, Problem Solving

Materials: Large tarp or old blanket

Set Up: Lay out the tarp and have participants stand around it as you provide directions.

Directions to give: You and your group are members of a research team stationed in Greenland. You have been studying glaciers for the past year! One of your missions is to measure the rate at which a glacier breaks off and falls into the ocean. On a recent outing, you met disaster when the piece of ice you were standing on broke off and fell into the water. Luckily, no one was injured and you are now all floating on the iceberg. Unfortunately, you have caught a current due south and are heading towards warmer climates. This means you must figure out how to fit everyone on an ever-shrinking piece of ice until you can hail a passing ship. So to begin, we must fit everyone on this piece of ice. You must be able to stay on for five seconds. You will then all exit, and we will make the ice smaller. Everyone must fit on the ice while standing on your feet. We will see how long you survive!

Sample Processing Questions:

- How did this task change from start to finish? How did you adjust?
- Was it necessary to share a common goal? What might've happened if you weren't all working together?
- What are some examples that you have experienced of people who want to try one thing while others try something else? How can a group or team deal with this?

Notes: You may also make this a competition. Have multiple tarps and split large groups up. Then see which team can survive the longest.

Back Drawings

Topics: Communication, Team Work

Materials: None

Set Up: Split the participants into groups of five.

Directions to give: The next activity will test your team's ability to work together to share information quickly and accurately. When I say, "Quick Draw!" your team will form a single file line, all facing the front of the room. The person at the end of the line will draw a picture on the back of the person ahead of him/her, using his/her finger as the paintbrush. This person will draw the same picture on the back on the next person and so on and so on. The first person to draw will go to the front of the line and will be the last person to "feel" the drawing. No talking during this activity! The artist can only draw the image one time for his/her canvas. What questions do you have? Quick Draw!

Sample Processing Questions:

Ask the team's lead artist to describe their team's accuracy.

- How did the picture change from start to finish?
- What factors contributed to the changes?
- Compare what you just experienced to working in teams.

Notes: None

Balderdash

Topics: Vision

Materials: Correct definitions for words, paper and pens for each participant, the number signs for large groups and a dictionary for reference

Set Up: Create slips of paper that have the correct definitions matching the words you are going to use. Makes sure that all of the students have paper and pens. Also, it may be helpful for a large group to have pieces of paper that have a number on them when it comes time to vote on definition 1,2,34, etc. For a group larger than ten, divide them into 2 to 5 teams.

Directions to give: I will read a word. In your teams (or individually) write down a fictional definition for the word provided. Create a definition that is so close to the real definition that people will be convinced it is what the word

really means. After the definitions are collected, I will read them all one by one as well as the real definition. At that point, choose the definition that your group thinks is the real one. You will receive one point for every time you guess the real definition and an additional point for every time a group guesses your definition. What questions do you have? Let's play!

Sample Processing Questions:

- What did you learn about some words during this activity?
- Was a new light shed on some of these concepts?

Notes: Make your selection of words relative to your workshop topic.

Balloon Frantic

Topics: Teamwork, Problem Solving

Materials: Many balloons that have been blown up (not with helium), a stopwatch

Set Up: Have all the participants stand in a circle and provide each with a balloon. Keep the other balloons near the group.

Directions to give: In this activity, you must all work together to stay in the game. When I say go, time will begin and you must do your best to keep all of these balloons off of the ground. You cannot hold them; you must keep bouncing them up in the air. Every 5 seconds, I will add another balloon. You will have six penalties before time stops. Your team receives a penalty when a balloon touches the ground. We will see how long you can last. (After they get six penalties and the game ends, give them 1 minute to strategize before attempting the game several more times.)

Sample Processing Questions:

- How did this game make you feel? How did you handle that as a team?
- What are some responsibilities in your life that you have to juggle?
- How can collaborating with a group help you be more successful?

Notes: This game truly goes get frantic. The group rarely lasts very long before they are done in the first few attempts. Once they agree to organize, they can last much longer. It helps to have two facilitators, one to watch the clock and add balloons accordingly, and one to watch for penalties. The group generally needs at least five attempts to fine tune its strategies.

Balloon Towers

Topics: Teamwork, Problem Solving

Materials: Many balloons, One roll of tape per group

Set Up: Allow participants to divide into groups five or so groups. Divide tape and balloons accordingly.

Directions to give: Your goal is to build the tallest tower possible from your team's supply of balloons and tape. The catch? You can only use one hand; the other should be behind your back at all times. .

Infractions result in your team giving up supplies. This is a timed event; you have 15 minutes. .

Listen for reports on the amount of time remaining.

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?
- What roles do these elements play the day-to-day decisions you make on teams?

Notes: The time allotted is up to you.

Batter Up!

Tobin Redwine & Jarod Justice

Topics: Overcoming Obstacles

Materials: Baseball tee, Nerf baseball bat, Nerf ball, blindfold

Set Up: You will need a large empty area for this activity, so that you do not risk breaking something. Select two volunteers.

Directions to give: I need our volunteers to step outside the room. (Bring in the tee and ball. Then bring in the first

volunteer). We will spin our volunteer around ten times and allow them to attempt to hit the ball off the tee. (Record how many times it takes to hit the ball. Allow the second volunteer to enter.) This is a contest to see who can hit the ball in the fewest number of swings. (Blindfold them and spin them around ten times. While they are spinning, move the tee to a different location. (The volunteer will swing and swing at nothing until you tell them to stop. Then reveal to them that the ball was not there.)

Sample Processing Questions:

- What obstacles did our volunteers face?
- How were they different?
- Why did the second volunteer keep swinging?
- How can we keep the attitude of the second volunteer and keep swinging no matter what?

Notes: It is helpful to have someone outside with the volunteers and prep them. Tell them to keep swinging until they hit it no matter what, and to swing hard. Also tell them to hold on to the bat. Focus on the attitude of trying no matter what and never quitting, and keeping a positive attitude when you don't accomplish your goals.

Build a Car

Topics: Teamwork, Self-Worth

Materials: Paper, pencils/pens, your car example

Set Up: Make sure your students will have paper and pencils/pens. It would be helpful for you to create a model of a car for them to see and copy down. Divide the group into teams of four to six people.

Directions to give: When I hand you this paper, draw an outline of a car that fills the whole page horizontally, like this (show your example. One idea is to have a car outline already made up for them so they can skip that step.)

When I say "go", add a detail to the car one at a time. Each detail must come from a different person in the group so that everyone shares. When you add a detail, explain how it symbolizes a strength that you have or something you have to offer other people. For example, I might draw seatbelts because I am very caring and I like to make sure everyone is alright. What questions do you have? Go!

Sample Processing Questions:

- Tell me one thing someone else in your group has to offer.
- What is an example of a time when you had to use that strength/talent?
- Consider some of your other strengths.

Notes: If time allows, let the groups present their pictures to everyone.

Building Blocks

Topics: Communication, Teamwork, Trust

Materials: Bags of the exact same LEGOS for each group, one model LEGO construction for participants to see. One blindfold per group.

Set Up: Have the same number of bags as groups. Make sure that you have the exact same amounts of LEGOS and the same kids in each bag. Assemble a model LEGO construction for the participants to see. Divide participants into groups of four to six.

Directions to give: Decide who would like to be the builder. Builders raise your hand. Great! Put on the blindfold, and have a seat. The rest of the group pour and the LEGOS in front of the builder. You all will be responsible for making sure the builder puts together our structure accurately. From now on, you may not touch the LEGOS or the builders; you may only tell them what to do. Here is the structure will try to build in less than three minutes. What questions do you have? Build it!

Sample Processing Questions:

- Were you successful? Why or why not?
- What type of communication worked the best for you?
- When you are in similar situations to this? How can this exercise help?

Notes: None

Can Pass

Topics: Teamwork, Decision Making

Materials: A large tin can

Set Up: Have the group sit down in a large circle.

Directions to give: We will attempt to work together to accomplish a simple task. I will begin by placing the can on my foot. We must pass this can around the circle using only your feet. If the can falls, we must start over.

(After completion...) Now, we will try standing up.

(After completion...) Now, we must spread out and try once more.

Sample Processing Questions:

- Which of these tasks was the hardest?
- How many people did it take to get the can passed from one to the next?
- How might it be counterproductive to always collaborate on every point when working in a group?
- What are some examples that can be done with a few people rather than a whole group?

Notes: This activity can be easy or quite difficult for a group, depending on whether or not they are willing to try some different ideas and whether they are willing to help each other out.

Catch as Catch Can

Topics: Leadership, Teamwork, Reaching Goals, Success

Materials: Two soft, throwable items per person

Set Up: Provide two throwable items to each participant. All participants should stand in a circle.

Directions: Your group must first choose two volunteers to stand in the middle and give up their objects. On the count of three, everyone in the circle will throw the items in the air and the two people in the center. Our two volunteers will try to catch as many as possible. As you continue to keep trying, you must strategize to try to attempt your own record. The only rule is that all of the objects must be thrown simultaneously.

Sample Processing Questions:

- What different strategies did you try? How did you help the two volunteers to improve?
- How did you work together to improve?
- How did you define success?
- How does goal setting help us to define success?

Notes: None

Check, Please!

Topics: Continuous Improvement

Materials: One check per person. Each person should also have pencil/pen/paper to record what they would do with their money.

Set Up: Create fake checks that are made out for \$86,400.

Directions to give: I have a check for each of you. It's for \$86,400. Your charge is to figure out how to spend that money in 24 hours. If you cannot spend it in that amount of time, it will be lost. Write down on a piece of paper how you would spend each dollar in 24 hours. What questions do you have? Go!

Sample Processing Questions:

- How much were you able to spend?
- How difficult was it?
- Have you ever heard the expression "time is money"? That is interesting that we say this but yet we may value money more than our time. What do you think the significance of giving you \$86,400 was? Well, that is the number of seconds in a day. You can spend \$86,400 very well in 24 hours but how did you do at spending 86,400 seconds in 24 hours.

Notes: None

Chair Races

Coy Baldwin & Lindsay Allen

Topics: Determination, Goals, Believing in You

Materials: 2 plastic chairs, tape or rope to represent the finish line

Set Up: Select two volunteers to sit in the 2 chairs, create the finish line

Directions: These are the rules for our chair races. You cannot pick your chair up off the ground. You cannot lean forward and you cannot stand up. You must race to the finish line.

Sample Processing Questions:

- How did it feel to win or lose?
- Did setting a goal help you?
- What was the most difficult part of this race?

Notes: None

Citrus Challenge

Topics: Positive Reinforcement of Others

Materials: Oranges, stop watch, trash bags

Set Up: Select two volunteers and have them stand outside. While they are outside, put trash bags (with holes cut for the arms and head) over their clothes.

Directions: We will be having an orange peeling contest. When our first contestant comes out, I want you to be completely silent. (Allow the first contestant in.) When I say go, you will begin to peel this orange with your teeth as fast as you can. I will be timing you; this will be a contest between you and the other volunteer. Ready, go! (Send the first contestant back out.) Now, when the second contestant enters, I want all of you to give every ounce of support you have. They ought to feel like a pro basketball player walking into a game. (Bring in the second volunteer and give them the same set of directions. When they are finished, bring in the first volunteer for processing.) Let's compare their times!

Sample Processing Questions:

- How did it feel when no one cheered?
- Why did contestant two perform well?
- How else does positive reinforcement help people?
- How can you make others feel this way in your chapter, home and community?

Notes: Be sure to tell the first person that no one cheered on your command when it's all over to make sure that their feelings were not hurt. Peel the oranges over a layout of trash bags to avoid messages. Be sure that your volunteers are not allergic to oranges!!

Circle the Circle

Topics: Teamwork

Materials: Hula Hoops

set Up: Have the group stand in a circle and everyone hold hands.

Directions to give: Two of you will let go of each other's hands so that we can place this hula hoop on the circle. Then you will rejoin hands through the middle of the hoop so that our circle is complete again. Your task is to get the hula hoop all the way around the circle without anyone letting go of hands. I will time you. Ready, Go! Now, we will try the same activity with two hula hoops traveling in opposite directions. What questions do you have? Go!

Sample Processing Questions:

- How did we work together to accomplish this?
- Was it easy or difficult for you to hold hands with the people next to you?
- Did it matter?
- What if some of us had refused to hold hands to the people next to us?
- Why is it important to be able to work with everyone in a group?

Notes: None

Clock

Topics: Teamwork, Goal Setting, Success

Materials: Stopwatch

Set Up: Have the group stand in a circle.

Directions: We will form a human clock! (Designate someone to be 12 o'clock.) The object of the game is to stay in the same order and move in a circle. The time begins when you all begin to move in a clockwise direction. When

everyone is back in their original place, and 12 o'clock is back in their spot, time is stopped. You will have many attempts to beat your own record.

Sample Processing Questions:

- How did your solutions change from the first attempt?
- Why did you make the changes you did?
- How did you know when you were successful? Can goal setting help you define success?

Notes: This activity is a good warm-up for more complicated initiatives.

Co-Op Pencil Golf

Topics: Relationships, Teamwork, Problem Solving

Materials: One marker and piece of poster board or large paper.

Set Up: This activity will bring your team together and then test your memory. In a moment, your team will receive a piece of paper and markers. Your goal is to use those materials to create a nine-hole golf course. When your group is finished, you will have the chance to "golf" the course.

You will choose your club (ok, really a marker), close your eyes and attempt to draw a line from one hole to the next. Your teammates can help you. What questions do you have? Go!

Sample Processing Questions:

- What strategy did you use to be successful?
- What made the challenge difficult? How did you overcome the difficult aspects?
- How does this relate to the work you do on teams?

Notes: None

Comic Strip Mixer

Topics: Communication, Teamwork

Materials: Tape. Also, take a Sunday paper comic strip (one that has 8 or more frames in it) and cut it into individual frames. Use as many strips as you need so that each participant has one frame. If you have 30 participants, you will need to use four comic strips with eight frames each so that everyone has one.

Set Up: Split the group into smaller groups of 8 (or one group per complete comic strip, whatever number of frames the strip contains). Tape one comic strip frame to each participant's back. Do not allow them to see it.

Directions to give: When I say "go," you all need to arrange yourselves in the correct order of your comic strip. The first group that gets their comic strip in order is the winner. This will take a while, as a lot of communication is needed to accomplish the feat. Go!

Sample Processing Questions:

- What made this activity difficult?
- How can frustration interfere with success?

Notes: If you have frames left over, don't leave them out-add them to a participant's back so they can find the complete comic strip.

This activity can take a lot of time and communication to complete, but is fun.

Create-A-Game

Topics: Teamwork, Creativity

Materials: The materials for the groups can include: Balls, tape, paper, dice, marbles, paper cups, paper plates, rubber bands, index cards, markers, etc. Not every sack needs to have the same materials. . If time allows, have the group's trade games and play the games.

Set Up: Divide participants into smaller groups of five or six. Divide variety of supplies accordingly.

Directions to give: Working together as a team, you will create a game that demonstrates teamwork. Your team will receive a collection of supplies and you will have 15 minutes to create your game. What questions do you have? Go!

Sample Processing Questions:

- What criteria did your group set for the game?
- What skills did you want the participants to gain or practice?

Notes: This is a great game for smaller leadership groups to get them thinking. It does not work well at all with larger groups that are unfamiliar with each other.

Create-A-Skit

Topics: Creativity, Teamwork

Materials: The materials for the groups can include: Balls, tape, paper, dice, marbles, paper cups, paper plates, rubber bands, index cards, markers, etc. Not every sack needs to have the same materials.

Set Up: Group the supplies into bags; one per group

Directions to give: Working together as a team, you will create a 5-minute skit that demonstrates some aspect of teamwork. Your team will receive a collection of supplies and you will have 20 minutes to create your skit. You will perform your skit for all the groups. What questions do you have? Go to it!

Sample Processing Questions:

- Was skills did you want the people watching your skit to understand or consider?
- How did your group determine what aspect you would feature? What overall message did you want the people watching your skit to take away?

Notes: This is also a great game for smaller leadership groups. It does not work well at all with larger groups that are unfamiliar with each other.

Dealing with Differences

Topics:

Materials: Paper and writing utensils for each participant

Set Up: Provide each participant with paper and writing utensils. Divide them into groups of three to five people.

Directions to give: Our next activity is a competition. Let's see which group can identify the most similarities between themselves in a limited amount of time. Obvious answers such as, "We're all people." will not be counted. You have two minutes. Go.

Now let's do the same thing, except instead of similarities, identify differences. You have two minutes, go!

Sample Processing Questions:

- What new things did you discover?
- What was more difficult: similarities or differences?
- How can similarities and differences be used for positive results?

Notes: None

Dollar Bill Jump

Topics: Obstacles, Goals, Values

Materials: A dollar bill

Set Up: Set the dollar bill on the floor, visible by all participants.

Directions to give: Claim this dollar by jumping over it! In a few minutes I will take two volunteers to jump over this dollar bill. To win you must stand next to the long side of the bill, lean over, grab your toes and jump completely over the bill. The entire heel must land on the other side of the dollar bill. You must not let go of your toes as any time, before, during or after the jump. Who has a question before I take volunteers?

Sample Processing Questions:

- What made this task difficult?
- How can obstacles be overcome to reach the goals we have?

Notes: None

Don't Touch Me!

Topics: Teamwork, Creativity, Goals, Success

Materials: Stopwatch, Hula Hoops

Set Up: The group stands in a circle with a hula hoop in the center.

Directions: Identify a partner across the circle. No one can have more than one partner nor have a partner who is right next to them. When I say, "Go!" everyone must switch places with their partner without touching anyone. Each person must, at one point touch one foot inside the hula hoop. When the last person is in place, time will

stop. A five second penalty is added for each time you touch someone. We will see if you can beat your own record.

Sample Processing Questions:

- Explain your trial and error approach. As you experimented, what did you find that did or did not work?
- How did you change your strategies as you learned more about the problem?
- How did you know when you were successful? Did you create goals?
- How did you work together to reach success.

Notes: None

Egg Hunt

Topics: Adaptable to any workshop topic

Materials: Plastic Easter eggs, slips of paper

Set Up: This activity requires a considerable amount of set up time. Place key information into plastic eggs and hide them in places that are not obvious, but not difficult.

Directions to give: One of my favorite times of year is the holidays. Every Easter my family engages in one massive Easter egg hunt. So let's have an Easter egg hunt today. Around the room there are several Easter eggs hidden. Your challenge is to find them all but each of you may only pick up one egg, so it is vital that everyone hunts. What questions do you have? Hunt away!

Sample Processing Questions:

- Have each person share their 'discovery.'
- Talk about each key point or concept. What it means to them, etc.

Notes: The key points or concepts are completely up to you.

Electricity

Charles Spiegel

Topics: Problem Solving

Materials: Coin and ball

Set Up: Divide the group into two teams of even number, line each team up in a straight line facing the opposite team, about two feet of space between them. They will sit Indian style and hold hands.

Directions: In this activity, you must exercise your ability to overcome obstacles with teamwork and concentration. I will begin this activity by placing the ball here. (Place at one end of lines). Now, the two participants facing each other on the opposite end will keep their eyes open, while the rest of you close them now. I will flip a coin. If it lands on heads, the two with their eyes open will squeeze the hand of the person next to them, and it will continue down the line like electricity, until it reaches the team member at the opposite end nearest the ball. They will then open their eyes and grab the ball as quickly as possible to score a point for their team. If your team wins a round, you will rotate. The first team to rotate through their team is the winner. There will be absolute silence throughout this game.

Notes: None

Every Step Counts!

Topics: Relationships, Teamwork, Communication, Listening Skills, Overcoming Obstacles

Materials: Blindfolds (enough for half of the participants), rope to outline mine field, many small objects to simulate "mines" (paper plates, plastic cups, wadded up paper, cones, blocks, beach balls, balloons, etc.)

Set Up: For this activity, you will need a spacious area in a room or outside. To set up, outline a large space by making a big circle on the ground with your rope. Then scatter small objects inside the grid. Make sure that there are not large amounts of space between your objects. Leave area around outside of grid for people to stand.

Directions to give: Something serious has happened! Someone has planted mines in an area outside/in this room and we must get everyone across it. In order to do so, point to one person to be your partner. Establish which one of you will go first. If you are going first, please raise your hand (give one blindfold to each raised hand). (Walk over to minefield.) Here we are at the minefield. Those of you going first will attempt to walk from this end to that without touching a mine. The only way you can accomplish this blindfolded is by listening to your partner. If you

touch a mine, you must start over. Keep your blindfold on at all times.

Sample Processing Questions:

- What helped you to get across the minefield? What were the biggest challenges to making it across?
- How did it feel to be the blindfolded one?
- When else might you feel this same way in your life? How can you make sure you avoid those landmines?

Notes: Base the size and scale of your minefield on the number of people who will be navigating it at the same time.
Give fair warning of the danger of bumping into one another.

Finger Lift

Topics: Goal Setting, Teamwork, Communication

Materials: One chair for every five people, a whistle

Set Up: Identify a clear area where you can have a chair with four people around it without interference.

Directions: Stand up! When I clap my hands you will find yourself a group of five standing around a chair. (Clap your hands.) One person sits in the chair. When you hear the word "Lift!" the four of you standing will attempt to lift the person in the chair as high as safely possible using only your two pointer fingers. (Show them what it looks like by putting your two hands together with your two pointer fingers outstretched). Once you try to lift your person twice, look back up here for further instructions. What questions do you have? Lift!

Nice try! Let's see if we can tweak our technique a little bit to get some better results. What ideas do you have?

Well I also have a couple ideas that might help. The first involves all of us together using the power of positive thinking. With nothing but positive thoughts, place one of your hands just above the seated person's head. The next person will place a hand just above the previous hand, and so on until everyone has both hands tacked up right above each other. No hands should be touching each other or the head of the seated person. Think about how light that person is and visualize lifting them with ease. Keep your hands there until I say lift. This time when I say lift, you will use the same two fingers, but your hands will be in a formation similar to a pistol (show them). You will lift at four specific points: under the armpits and behind the knees. Lift once as high as you can go and place them back down on the chair gently. What questions do you have? Lift!

Sample Processing Questions:

- How did your results differ the second time from the first?
- What caused this difference? Based on this activity, what factors influence our performance?
- How can we use these skills to improve our performance here and in other areas of our lives?

Notes: None

Four Squares

Topics: Teamwork

Materials: Tape, Volleyball

Set Up: Lay out a course in a large unobstructed area. The course should be divided into four square areas. Split the participants into four groups; one per square.

Directions to give: Your group will occupy one of the squares in this area. Working with your team, your goal is to keep this ball in the air by batting it to another quadrant without it touching the ground. Each team is allowed to hit the ball no more than three times after it arrives. A fourth hit receives a negative score. No one individual may hit the ball twice in a row. If the ball goes out of bounds, the team that hit it will lose points. What questions do you have? Go to it!

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?
- What role do those elements play the day-to-day decisions you make on teams?

Notes: Be careful with a rambunctious group that the ball isn't spiked or hit too hard.

Frustration

Topics: Communication, Patience, Teamwork

Materials: None

Set Up: Select three volunteers to be 'Group A'. The remainder of the participants will be 'Group B'.

Directions to Give: Group A, please go outside and select a well known story about a character that we would all recognize, such as a popular movie plot, and I will go get you when we are ready. Group B you will try to guess the name by asking yes or no questions such as “Is this person male or female?” or “Did this happen recently?” You will raise your hands to ask questions and I will call on you. If at any point someone thinks they have guessed the story, I will give you the opportunity to share it with the group.

(You go outside and instruct Group A to base their answers on this: If the question begins with a vowel, answer yes. If the question begins with a consonant, answer no. When Group B thinks they have the story figured out, ask someone to announce what they believe the answer is. What really happens is this: Group B ends up making the story up, and they are very frustrated.)

Sample Processing Questions:

- How did this activity make you feel? Was it difficult?
- What made this activity difficult?
- What role does frustration play in the success of a group?

Notes: You must keep encouraging ‘Group B’ to continue trying and keep patience.

You must be very careful with processing questions, since the group is already frustrated, they may become angry with you if they ‘don’t get it’ at the end.

Going Behind Their Backs

Topics: Growth, Support

Materials: Paper and pencils/pens, scotch or masking tape

Set Up: Make sure that students have paper and pencil/pens

Directions to give: Take a piece of blank paper, write your name on the top and tape it on your back. In the next five minutes, write down one compliment on the backs of at least five people. What is a compliment? Something you appreciate about that person. What questions do you have? Go!

Sample Processing Questions:

- How does it feel to receive those compliments?
- When was another time that someone paid you a compliment? How did that feel?
- When was the last time you have a compliment to someone else?

Notes: You should be wandering around the room writing on people’s backs, ESPECIALLY those who don’t have a lot written on their backs, and watch to be sure that participants are indeed writing positive and constructive comments.

Great Escape

Topics: Teamwork, Planning, Problem Solving, Communication, Overcoming Obstacles

Materials: Flip-Chart/Poster board

Set Up: Write the following obstacles on the flip-chart/poster board and display to the group for the activity:

1. Break out of a thick walled hut.
2. A twenty-foot high smooth barricade.
3. Negotiate an intense barbed wire fence, part of which is electrified.
4. Cross a treacherous murky river.
5. Travel through and entangled deep tropical forest.
6. A malarial swamp.

Split the group into smaller groups of about five.

Directions to give: This just in...Your group is trapped in a hut in the middle of a large forest. Food is getting scarce and to stay in the forest would probably mean they would perish. To reach safety, your group will need to overcome the obstacles listed on the tear sheet.

As a group, you must decide what three things would be most useful to your escape. The items cannot include a helicopter or other escape means. You will not have anything else other than your intellect.

Sample Processing Questions:

- What items did your group choose?
- How were they used with the obstacles?
- What challenges did your group face in deciding on the items?

- How did the strategies used to reach your decision differ from those you use in solving problems in teams?

Notes: None.

Group Jump Rope

Topics: Teamwork

Materials: Very long jump ropes or regular ropes

Set Up: Split the participants into smaller groups of maybe 5 or 6, depending upon the length of the rope.

Directions to give: Are you ready for an amazing challenge? Your team will work together to jump rope as a group. Sound great? Here's how it will work: Your team will set a goal of how many jumps the group will make. Two people will hold the rope while the rest will jump all at the same time. What questions do you have? Go to it!

Sample Processing Questions:

- What made this experience challenging?
- What was your strategy?
- How did your strategy change as you went?
- Were you able to reach your goal?

Notes: This requires a very large space.

Hog Call

Topics: Trust, Teamwork

Materials: Blindfolds; one per pair

Set Up: You will need a large space. Everyone gets a partner.

Directions: With your partner, select a pair phrase to identify yourselves by. Examples are, "Salt and Pepper", "Fire and Hydrant," "To be or not to be." This will be your pair's name. One person in your pair will go to the opposite side of this room. You will put on your blindfold. The object of this activity is for you to find your partner by calling out your half of your name. For safety, get in a 'bumpers up' position. Stick your hands straight out in front of you so that you do not run into other participants. When I say go, begin calling for your partner. What questions are there? Go!

Sample Processing Questions:

- How did you prove your trustworthiness to your partner?
- How do other people prove their trustworthiness to you?
- Did you feel the need to peek?
- Why or why not?

Notes: Facilitators should be responsible and cautious in keeping participants from running into walls or each other.

How About a Sandwich?

Topics: Communication

Materials: One blindfold, one loaf of bread, one jar of peanut butter, one jar of jelly, at least one plastic knife, fork, and paper plate.

Set Up: Have a table in front of the room with bread, peanut butter, jelly, plastic forks and knives and paper plates. Covering everything with a cloth.

Directions:

Sample Processing Questions:

- How did the picture change from start to finish?
- What factors contributed to the changes?
- Compare what you just experienced to working in teams.

Notes: None

Human Golf

Topics: Teamwork, Trust

Materials: Large hula hoops and blindfolds; one set of each per group

Set Up: This is an outdoor activity; best in a place that has many landmarks. Split participants into groups of three.

Directions: Each group will determine their own goal of where you want to go. For example, “We want to go from the flagpole to that pine tree.” In your group, there are three roles that each of you will take one of. There is the golfer, the golf director, and the hole. The golfer will have the hula hoop, and both the golfer and the whole will have their eyes closed. The director can see, but may not touch the hula hoop. To get to your goal, you must do the following: The hole will stand with their hands over their head while the golfer must throw the hoop over them. The golfer director verbally guides the golfer through the steps. The golfer must throw the hoop. The distance between the golfer and hole is up to the team. If the hoop goes over the hole, your team changes roles and a new hole stands closer to the goal. You will continue to rotate until you reach your goal!

Sample Processing Questions:

- Were you nervous at any point during this activity?
- What did your team do to make you feel more comfortable?
- Did you trust that your team members would not hurt you?
- What strategies did you use to accomplish your goal?

Notes: It may be helpful to model a throw for the group before they begin. Be sure to show how throws should be gentle and high. Also, the holes should stand with their back to the golfer to avoid getting hit in the face. Participants enjoy this activity, finding it less dangerous than they first perceived.

“I” Exercise

Topics: Decision Making

Materials: Flipchart

Set Up: Possible flipcharts with prompts of what they should carry on their conversation about. Examples of prompts include: Ford vs. Chevy, what’s the best sport, should football be an Olympic sport, the best musician ever, etc.)

Directions to give: Stand up! Move to a group of two or three. In a moment, you will notice a prompt on this flipchart in the front of the room. This prompt will open up the door for you to have a conversation in your pair or trio. Everyone must contribute to the conversation. Here’s the catch: You may not use the words “I”, “me” or “my”. If you use one of those three words, your teammates will make a buzzer sound. Here is your first prompt.

Sample Processing Questions:

- How many times did you use illegal words? Why was this difficult?
- What does this tell us about how we typically carry on a conversation?
- How can we use this information to transform the way we talk to others?

Notes: None

Keep Your Eye on the Ball

Topics: Teamwork, Focus, Persistence, Problem Solving, Goals

Materials: Tape, several ping-pong balls, a few glass soda bottles, a hip-height desk or small table

Set Up: Tape a line on the floor to represent your starting line. Set the bottle up on the desk with the ping pong ball resting on top of it. Pick three volunteers.

Directions to give: The next experience will test your focus. When I say, “Ping-Pong” your group will form a line behind the mark on the floor. Your goal is to hit this ping-pong ball off the top of the soda bottle.

You must use the proper technique, which is to use your middle finger and thumb in a flicking motion, while walking by the ball at a fast pace. Sound simple? Let’s see!

Sample Processing Questions:

- What happened on your first few tries?
- How did your approach change over time?
- What role did focus play in accomplishing your goal?

Notes: Given the number of directions, it may be a good idea to do a demonstration before your volunteers make their attempts. You may also want to point out an object in the room for them to focus on.

Keep the audience involved by asking them to help you make sure the rules are followed, encouraging volunteers, etc.

Knots

Topics: Leadership, Teamwork, Success

Materials: None

Set Up: Have the group stand in a circle.

Directions: grab the hand of the two other people in the group; they must be different people and they cannot be on either side of the participant. No one move when grabbing hands. The object is to untangle the knot without letting go of hands. Participants are allowed to change an uncomfortable grip.

Sample Processing Questions:

- How did you decide who would move and when?
- Were you ever frustrated or feel left out?
- Why or why not?
- How did you work together to make this successful?

Notes: This activity can be done with 8-12 participants. If you have more participants, you may split them into teams.

Magic Numbers

Topics: Communication

Materials: Paper bag, paper, pens, calculators

Set Up: Create one bag for each group containing a pen, a calculator, a blank piece of paper, and a paper containing the following information:

1) Take your house number (or Box number or Road number) and double it. Then add five to the number.

(Example – house number 9 – doubled is 18 – add five is 23)

2) Multiply that number by half of one hundred (in other words – 50.)

(Example: $23 \times 50 = 1150$)

3) Add your age.

(Example: $1150 + 55 = 1205$)

4) Now add the number of days in a year (in other words – 365.)

(Example: $1205 + 365 = 1570$)

5) Then subtract 615.

(Example: $1570 - 615 = 955$)

The last two digits will be your age (55) and the first numeral is your house number (9). This problem works with larger house numbers as well. It's simply a matter of arithmetic.

Directions to give: In your pairs, select one person to be Houdini and the other David Copperfield. Houdini's, you will be the first to test the magical powers of the Copperfield's. You will need a piece of magic paper, a magic pencil and a magic calculator (math geniuses can skip the calculator).

Copperfield's, you will need your best verbal communication skills and the directions sheet to work your magic. Your goal is to help the Houdini's find the magic number combination by following some simple steps. Here's the catch: You cannot repeat directions, you cannot show the Houdini's the direction sheet and you cannot assist with mathematical operations. What questions do you have? "Go!"

Sample Processing Questions:

- Tell us about your results. What challenges did you face as the person giving directions?
- What challenges did you face as the person searching for the magic number?
- What role did clarity play in your success? What role does clarity play in communication? How can we enhance clarity?

Notes: None

Marshmallows

Topics: Teamwork, Problem Solving

Materials: 8-12 "Marshmallows" (made from paper plates, gym spots, cut into pieces of one to two feet in length)

Set Up: Mark off a boundary on the floor or ground that spans 12 – 20 feet. It is necessary for the group to be able to cross the span with the given number of "marshmallows." Have the group stand behind one boundary marker.

Directions: You have been shrunk in a lab accident and with to get to the phone to call for help. Unfortunately, you are on the kitchen counter and must cross the stove to get to the phone. A boiling kettle of hot chocolate is in your way. The only way to get across is to use the marshmallows that are on the counter. You will need everyone's strength in order to lift the phone. Here are the rules of Marshmallows:

If anyone loses contact with a marshmallow, it is lost. It cannot be thrown or left unattended in the hot chocolate, because it will float away.

It is necessary to get as many marshmallows to the other side as possible, in case the group must return to the other side. No one may scoot the marshmallows along or attach them to their feet, because they will melt.

If anyone falls into the hot chocolate, the entire group must return to the beginning to administer first aid.

Sample Processing Questions:

- What type of planning did you do before starting this task?
- Was it useful/enough/necessary?
- How did you decide what your strategy would be?
- What was necessary for the group/individuals to do in order to make this successful?
- What didn't work?
- What can we learn from this task that might be helpful in group situations?

Notes: The typical solution is for someone to lay a path out on the other side, while touching each marshmallow until the person behind them steps on it. They form a line until the last person picks up the marshmallows. For a more advanced activity, place half of the participants with half of the marshmallows on the other side.

Marshmallow Catch

Topics: Teamwork, Planning, Focus, Patience

Materials: 1 marshmallow for each participant, 4 feet of string per participant

Set Up: Pre-cut string into 4-foot pieces. Allow group to split into pairs, and provide each pair with two marshmallows and one string.

Directions to give: Can you catch a marshmallow? Can you catch a marshmallow in your mouth? Can you catch a marshmallow in your mouth if someone else throws it to you? Can you catch a marshmallow in your mouth if someone else throws it to you by swinging the marshmallow on a string from their mouth? In each group, you will need a thrower and a catcher. When I say "string", the thrower will tie one marshmallow on each end of a four-foot piece of string.

Each thrower should put one marshmallow in their mouth. For the rest of the activity everyone needs to lace their hands like this behind your back. When I say 'marshmallow', throwers you can use all your skills but not your hands, to get the marshmallow to your catcher's mouth. All catchers get ready to catch the other marshmallow but you cannot use your hands either. What questions are there? Marshmallow.

Sample Processing Questions:

- How did this activity make you feel? Was it difficult?
- What could everyone have done to make this activity more successful?
- When are we in similar situations? How does this activity apply?

Notes: None.

Mergers

Topics: Teamwork, Planning

Materials: Different sizes of rope, sized 3-12 feet; one per participant

Set Up: Provide each participant with a rope. Have them all stand in a group in an open area. If it will be impossible for the entire group to fit into one circle, split them into teams.

Directions: We will begin by tying your rope in a circle using any kind of knot, placing it on the floor, and standing in it. When I say, "Go!" everyone must jump into a different circle. We will do this many times, and each time I will remove a circle. You must work together to fit into a circle at the end.

Sample Processing Questions:

- Did you feel competitive? Like you must find a circle before the others?
- When might competition get in the way of accomplishing a task?
- In your life, when do you think that competition is necessary or unnecessary?

Notes: There are two main changes that must occur in this activity. One, the group must realize that they have to share circles. Two, they must realize that their whole body does not have to fit into the circle, just their feet. This is a good activity for the end of a groups' time together.

My Masterpiece!

Topics: Continuous Improvement

Materials: Pencil, paper, pens, markers, crayons and anything you think will help them

Set Up: Draw a model for students to follow on a flipchart but this may be unnecessary in many cases. Provide participants with writing utensils and paper.

Directions to give: Ok, all you Picassos! Take two minutes to draw your very best depiction of a leader. Go!

Sample Processing Questions:

- Share some of the drawings.
- What experience has led you to this picture?
- How is your picture different from others?

Notes: None

New Newspaper

Topics: Self Worth, Teamwork

Materials: Paper, Markers

Set Up: Provide each participant with a piece of paper and a marker

Directions to give: Extra, extra read all about... you. That isn't what we usually hear is it? Today the special feature is you. You have three minutes to create a front-page article for a newspaper that is running a special feature on your life. Collect information that includes every aspect of your life and be ready to share your special feature.

Sample Processing Questions:

- How does it feel to share the things that you appreciate most about yourself?
- How can these things make for a better team?

Obstacle Course

Coy Baldwin & Lindsay Allen

Topics: Overcoming Obstacles

Materials: Blindfold, 7 plastic chairs

Set Up: Set the chairs up like an obstacle course.

Directions: Today, we will have to navigate through an obstacle course. First, I need seven volunteers. We will place the blindfold on one of our volunteers. Our six other volunteers will yell out directions to help navigate them through. (Discreetly instruct the yellers to all yell different directions. (When the first round is complete, select another volunteer.) You will instruct the blindfolded volunteer to focus on your voice. You will repeat your attempt through the obstacle course. (That last volunteer should be giving true directions.)

Sample Processing Questions:

- Which time was easier?
- What made it easier?
- Was it difficult to be the voice?
- How can we apply this to staying focused in life?

Notes: None

Off Balance

Topics: Teamwork, Support, Problem Solving

Materials: None

Set Up: Allow participants to pair up.

Directions: Working in your pairs, your goal is to both be off balance, but totally supporting each other the whole time. It will look like this: stand facing each other, firmly grasping each other's hands or wrists, whichever feels more comfortable. You will lean your weight backwards, so that if it weren't for your partner supporting you, you'd fall over. Once you have mastered a center of balance, you can try other things like leaning backwards balanced on one leg, pivoting around close to the ground, etc. What questions do you have? Go!

(After a few minutes, call time and introduce the next phase.)

Still working in your pair, stand back-to-back, lean into each other, so once again you are off balance and supporting each other's weight. Continue to be off-balance, but totally supporting each other. What questions do you have? Go!

Sample Processing Questions:

- What made this experience challenging?
- What role did trust play in your success?
- How is trust formed in a team?
- How does trust relate to resolving a conflict?

Notes: None

Off to Market

Topics: Brain Teasers/Just for fun

Materials:

Set Up:

Directions to give: A farmer has to get a sack of corn, a chicken and a fox across a river to the local market. The farmer is only able to carry one of the above items along with him at a time. The only problem is if he leaves the fox alone with the chicken, the fox will eat the chicken, and if he leaves the chicken alone with the corn sack, then the chicken will eat the corn sack. How does the farmer get all three items across safely?

Answer: The farmer brings the chicken across. He goes back and brings the fox across, and then returns with the chicken back to the other side of the river. Then he goes and brings the corn sack across, and finally he goes back for the chicken and brings it across.

Notes: It may be a good idea to incorporate a dry erase or chalkboard illustration.

On the Other Hand

Topics: Relationships, Self-Worth, Teamwork

Materials: One pen and one piece of paper per participant.

Set Up: Give each participant one pen and one piece of paper.

Directions to give: Pick up your pen; write on your paper the word that I instruct you to. When finished put your pen down. The word is "Relationships." (Pause) Pick up your pen again, and then put it in your other hand. Write the same word, "Relationships", this time using your other hand.

Sample Processing Questions:

- What did it feel like to write with the other hand? What did the end result look like?
- What are the differences in the first and second result? How is this similar to the other life skills we have?
- What does this help us to realize about our strengths and weaknesses? How do they affect our relationships?

Notes: None

One Minute Walk

Topics: Time Management, Problem Solving, Goals

Materials: Tape

Set Up: Mark a starting and finish line about 50-100 yards apart. An open gym or outdoor area works well.

Directions to give: This is a one-minute event where your goal is to walk from the starting point to the finish line. You will begin when you hear, "Go!" You should also know that once you hear, "Go!" you cannot turn around, stop or change pace until the minute is up. You must keep walking forward at the same pace until time is called. If you

reach the finish line before the minute is over, keep walking. The winner is the person closest to the finish line, whether past it or not. What questions do you have? “Go!”

Sample Processing Questions:

- What was your strategy to achieve your goal?
- What were the results of your efforts?
- What would you do differently?

Notes: If times allow, it is strongly recommended that you allow the participants multiple tries at the activity.

Pass the Ball Relay

Topics: Teamwork, Problem Solving

Materials: One chair per person, one ball per group

Set Up: Line up chairs and divide into groups as you wish—most effective when participants are split into two teams, but you could also do it ‘tournament style’ with more teams if you wish.

Directions to give: When I say, “Go!” your team will sit in a line side-by-side facing the other team. The first player in line will extend his or her legs, keeping their ankles together. A ball will be placed on his or her ankles. As a team, you must transfer the balls from person to person, using only your leg. If you drop the ball, you must start back at the beginning. The first team successful in getting the ball to the end and back again is the winner. What questions do you have? “Go!”

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?
- What role do those elements play the day-to-day decisions you make on teams?

Notes: None

Picture Not So Perfect

Topics: Communication, Teamwork, Vision

Materials: Markers, paper, blank note cards

Set Up: Write details of a scene on the blank note cards; one per group.

Picture 1: A waterfall flowing between two mountains and a rainbow connecting the two mountains, with a bright sun in the sky.

Don’t use the words:

Waterfall Mountains Colors Rainbow Sun

Picture 2: An island in the middle of the ocean with two palm trees on it, with coconuts under the trees and a sailboat in the water in the distance.

Don’t use the words:

Island Sailboat Coconuts Ocean Palm Trees

Picture 3: An airplane in the sky that is flying in front of a football stadium, pulling a banner that says “Happy Birthday Joe.”

Don’t use the words:

Airplane Happy Birthday Stadium Football Banner

Picture 4: A person in a green baseball hat waiting at a bus stop. There is a stop sign in the background and garbage can under the stop sign.

Don’t use the words:

Bus Garbage Hat Stop Green

Picture 5: A dog is at the bottom of a tree barking at a cat that is stuck in the tree. The tree is in front of a house with a bike sitting in the driveway.

Don’t use the words:

Dog Tree Bike Cat House

Directions to give: They say a picture is worth a thousand words. In our next challenge, we will find out if that is really the case. Every person in your group will be the artist, complete with brushes and canvas (markers and paper).

One person will draw a card that describes the details of a scene. He or she will describe the scene as he or she sees it in his or her mind. The rest of the group will draw a picture matching the description. The catch: On

the card there will be a list of words that she cannot use in the description.

After a few minutes, I will call time and your group can compare your creations with the description on the card. Then, another person can draw a card and describe a different scene. This will continue until I say, "Wrap it up!"

What questions do you have? "Draw away!"

Sample Processing Questions:

- For those of you that gave descriptions, what was most challenging about your role?
- For the artists, what skills did you use to create your picture? What made it challenging? What role did descriptive words play in your accuracy?

Notes: None

Pictionary

Topics: Vision

Materials: Flipcharts/Easel, markers, slips of paper with descriptions on them, stopwatch

Set Up: Place an easel with flipchart or other writing surface that a group could see in front of the classroom. Like charades, create slips of paper with the name of a person, place, thing, idea, topic or concept to prompt them to draw. Divide the participants into two to four groups, depending on size.

Directions to give: Ladies and gentlemen, welcome to one of the most grueling, intense games this country has to offer...Pictionary! The rules are very simple. One individual from the team comes forward and draws a slip of paper. You will have forty-five seconds of drawing time to get your group to guess that concept. Only pictures without letters or numbers may be used. The artist must remain silent at all times. What questions do you have? Let's play!

Sample Processing Questions:

Have them read some slips of paper that were drawn.

- What is this? How is it important?
- How does this relate to the theme of this workshop?

Notes: As an extra, relate your topics to be drawn to your workshop. This effectively ties in the activity.

Plastic Wrap

Topics: Teamwork, Communication, Goals

Materials: Lots of saran wrap

Set Up: Divide participants into two groups

Directions to give: When I say "wrap" Group 1 will make a tight group, shoulder to shoulder on the right side of the front of the room and Group 2 will make a tight group, shoulder to shoulder on the left side of the front of the room. It is important that you make a tight group because I am going to secure your group with saran wrap. It is also very important that once your group is secured that everyone is very quiet for the next set of directions. Wrap.

Thank you for your cooperation. You are now ready to race to the other side of the room. When I say "Race" each group will try to beat the other to the other side of the room. To win you must keep your saran wrap intact. You may not remove it, rip it, the saran wrap must be intact when you reach the other side of the room. What clarifications can I make? Race.

Sample Processing Questions:

- What were some of the challenges that your group faced as they raced?
- What worked well?
- What didn't work well?
- What did you learn as you worked together?

Notes: None

Puzzled

Topics: Teamwork, Values, Leadership

Materials: An easy, pre-made puzzle (10-15 pieces) or a Mr. Potato Head Doll per group and blindfolds for each participant

Set Up: Create groups of 4-8 people.

Directions: The object of this game is to put together a puzzle while blindfolded. Each group will have an opportunity to look at the finished puzzle. You may not handle it in any way until you are blindfolded. One member of your team will not be blindfolded and will be providing directions to you. (Blindfold participants when this is done. Mix puzzle up.) When I say go, you may begin to put the puzzle together. Those with blindfolds may not give directions, but may ask questions of the participant providing directions.

Sample Processing Questions:

- What kind of communication problems did you experience?
- Did you find it easier to remain quiet and wait for directions or talk and make suggestions?
- What if everyone decided to remain quiet? What if everyone made suggestions?
- Why was it helpful for a group to see/agree on the end product before trying to get a job done?
- How did you work together to finish the task?

Notes: This task has potential for a high degree of a high degree of frustration.

Rabid Nugget Rescue

Topics: Trust, Communication, Perspective

Materials: Blindfolds and soft throwable objects

Set Up: Mark an area place a box/bag/trash can in the middle of the room. This is the “hospital.” Allow participants to partner up. Each pair should be provided with a throwable item.

Directions: The item in your hand is a small animal called a Nugget. Although you may wish they were cute, they are not. In fact, they are rabid! And extremely dangerous! Therefore, it is not wise to hang on to it for too long. You must throw the item, retrieve it, and get it into the hospital. It must be done in this way:

One person in your pair is blindfolded. This makes you immune to the rabid nugget and you can handle the item safely.

The other partner throws the object a distance from the hospital.

The partner then guides her blindfolded partner to the object using verbal instructions only. The only time you may touch the partner is if he or she is in danger of running into something.

Once they get to the object, the guide has their partner pick up the nugget then verbally guides them to the hospital.

Once the nugget is safe in the hospital, the two switch roles.

Sample Processing Questions:

- Was it easier to be the guide or the retriever? Why?
- What did you do as the guide to help your partner feel comfortable and establish trustworthiness?
- What were some communication issues you experienced?
- Did you feel safe? Why?

Notes: Beware of safety issues. Since the blindfolded person is relying on their partner to establish trust (which is the entire point of the activity) it is very important that their partner keep them safe.

Roll Playing

Topics: Teamwork, Communication

Materials: One basketball per group, optional other balls (tennis, golf, ping pong, etc.)

Set Up: Split the participants into smaller groups and have them stand in a circle.

Directions to give: This will be a test of your group’s ability to keep it together while rolling for your goal. When I say, “Rock and Roll” your group will sit in a circle, hips touching, with your feet extended into the center. A basketball will be placed in the lap of one of your team members. . Your challenge: To move the ball as quickly as possible from lap to lap without using your hands.

What questions do you have? “Rock and Roll!”

After a few minutes, stop the action and add some variations.

Now that you have mastered the first challenge, let’s kick it up a notch. Each team member now has a quota of one reverse. What does that mean? At least one time during the round, each person must yell, “reverse” when the ball is on his or her lap and send the ball in the other direction.

In future rounds, you may add other signals such as stop, go, slow motion, etc. You might also add more balls (softballs, tennis, golf, ping pong, etc.)

Sample Processing Questions:

- You were faced with an interesting challenge. How did your group attempt to create a plan of action for the experience?
- How did you plan change as you were given different tasks?
- What role did cooperation play in your success?

Notes: None

Rope Confusion

Topics: Teamwork

Materials: One very long rope per team

Set Up: Divide the participants into teams and have them stand in a circle around their rope.

Directions to give: We all know that teamwork can at times be confusing and challenging. This next challenge will test our ability to work together. If you are up for the challenge, say, "Count me in!"

On the floor you see a rope. Reach down with one hand and pick up the rope. Your challenge is to work as a team to untangle the rope without removing your hands. What questions do you have? "Go!"

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?
- What role do those elements play the day-to-day decisions you make on teams?

Notes: None

Runaway Chain Train

Topics: Teamwork, Problem Solving, Communication

Materials: None

Set Up: Split the groups into smaller groups of about five.

Directions to give: When you hear, "Chain Train!" your team should form a train by standing in a single file line, hands on the waist of the person in front of you. The engine of your train will attempt to connect with the caboose of other trains while you chug around the room. When all teams are connected into one large train, the engine will try to connect with the caboose. What questions do you have? "Chain Train!"

Sample Processing Questions:

- What happened as the experience went on?
- What was the strategy of your team?
- Compare what happened in this experience to solving a problem on a team.

Notes: Runaway Chain Train is a great way to end up in a circle formation for another activity. This requires a very large amount of space.

Say What?

Topics: Communication

Materials: Use chairs to set the stage of the couple driving, have the paper for the group to read, also a flipchart with the words the group may say written on them.

Set Up: Have a sheet of paper that has the following written on it:

Character 1: Husband, Character 2: Wife, Character 3: Policeman

The husband and wife are on their way to the hospital because she is in labor. They have been speeding, and the police officer pulls them over. Act out this scenario using the following words only: farmer, boy, crazy, cheese and bullet.

Directions to give: Three volunteers raise your hands! (Make sure you have at least one boy and one girl for the husband/wife) Stand up! Take this outside and read it, I will return when we are ready to have you present. They are discovering that they will be acting for us in a moment. They will be in a tough situation but they are allowed to use only the words: farmer, boy, crazy, cheese and bullet. Let's check on them and see how they're doing. (Go outside, answer any questions, and make sure they are clear on what to do. If they are ready, bring them in) Folks, you will be witnessing a story of a husband, played by _____, and a wife in labor, played by _____, speeding on the

way to the hospital. They have been pulled over by our police officer, played by. And...Action!

Sample Processing Questions:

- Actors, what made this challenging?
- How could you tell what they were trying to say? Explain.
- What does this mean about the importance of HOW things are said

Notes: None

Secret Roles

Topics: Relationships, Teamwork

Materials: One set of these five descriptions per five participants, pipe cleaners, balloons, tape, straws, yarn, construction paper, glue, and envelopes.

Set Up: Consider how you will break the participants up into groups of about five people. Put one set of the five following descriptions into an envelope.

“Mr. Can-Do Positive Attitude”: You are responsible for being 100% positive and happy during this activity; regarding all negativity with positivism, and encouraging other at all times

“Group Leader”: You must keep the group on task and maximize participation. You like to be in control of this group, and refuse to lose your leadership to any other group member.

“Question Asker”: You will continually ask questions throughout this activity. As a matter of fact, you don’t make a statement the entire time. You just ask questions. Here are some sample questions: “What are we going to do?”, “Is that really the direction we should take?”, “Who’s in charge here?”, “How can I help?”, and “What will that do?”, and feel free to make up any others.

“Time Keeper”: Your number one priority is keeping time. As a matter of fact, you are obsessed with it. You constantly remind the group how much time you have spent and how much remains. It’s basically all you talk about.

“Critic”: You look at everything during that activity with a doubting mind. You are highly critical of the route the project is taking and the performance of your teammates.

Directions to give: In a moment, you will be given a team challenge, and an individual role assignment. This is a competition to see who can build the most creative structure with the materials we give you. There’s one catch, you must play the role you are given. When we hand you a slip of paper, you will understand your specific role’ eared it; and keep it to yourself. It is your secret for this activity. (Pass out roles; be sure that each member of a group has a different role.) Here are the materials you have to construct the most creative structure. When we pass you your materials, begin playing your role while working on the project. What questions do you have?

Sample Processing Questions:

- What do you think of your structure?
- What roles do you think your teammates were playing? How did this affect your performance?
- How is this similar to some of your relationships?
- What can we do to turn this into something positive for all people in relationships?

Notes: None

Shape Game

Topics: Teamwork, Trust, Problem Solving

Materials: A large open area and blindfolds

Set Up: Identify a large area where there will be no obstacles. Divide the group into teams of up to ten people.

Directions to give: Position yourselves in a very tight circle. All but one person will put on a blindfold; they will be your eyes and help direct you. I am going to say the name of a shape. When you hear that shape, try your best to create that shape with your group in the circle. So, if I were to say, “Circle” you all are right on target. Besides the person leading you, your blindfolds will remain on at all times. What questions do you have? TRIANGLE! SQUARE! CIRCLE! RECTANGLE! HEXAGON!

Sample Processing Questions:

- How did it feel to be blindfolded?
- How were you able to find success?
- When you experience similar feelings?

- How do you overcome them?

Notes: It is neat to allow the blindfolded participants to see what their shapes looked like by taking pictures with a digital camera and then allowing them to see them or displaying them at the end with a projector or something similar.

Notes: None

Sherpa Walk

Topics: Trust, Communication

Materials: Long rope and blindfolds

Set Up: The entire group is blindfolded, with the exception of two people, whom the group chooses.

Directions: All of you will be blindfolded. You may select two people who will be your guides, or Sherpas, who will not wear blindfolds. The Sherpas will get the entire group through an obstacle course. They will do this by standing on each end of a long rope. Those of you who are blindfolded will hold onto the rope in some spot, and let them guide you. It is up to you if the Sherpas can speak to you or if this should be done without communication.

Sample Processing Questions:

- How were the two Sherpas chosen? Why were they chosen?
- Did you rely on the Sherpas or did you help each other out?
- Did you feel that you could trust your Sherpas and the people around you? Why?

Notes: The obstacle course should be fairly easy. For example, if outdoors have them navigate around trees and over a log or two. If indoors, place chairs, desks and other objects around the room. Later, the group can attempt more challenging courses, like going under something or having the group weave through itself. Make sure to emphasize the importance of taking it slow.

Singing and Sorting

Topics: Teamwork, Communication, Dealing with Distractions, Listening Skills

Materials: A piece of paper cut into strips (one per participant) with the name of a popular song written on it.

Set Up: Provide each participant with one strip of paper.

Directions to give: Everyone has a song to sing. Today you are going to sing your song to find your group. When I say “sing” sing the song you have been given until you find everyone else in your group. You may not talk, gesture or show anyone your paper. Who has a question? Sing.

Sample Processing Questions:

- What made this activity difficult?
- What are some ways that those issues could have been avoided?
- When are we in similar situations? How does this activity apply?

Notes: Be sure that you write one song per two pieces of paper, without pair repeats, so that everyone finds their single match, rather than several matches. This will help avoid confusion.

The songs written on the strips must be very well known songs. The participants must know the words.

Another fun variation is to write the name of a song on one strip, and for its pair, write the artist’s name.

Allow participants to search for their match in the same manner.

Six-Letter Solution

Topics: Problem Solving, Adaptable to any workshop

Materials: Flipchart/chalkboard/dry erase board/overhead

Set Up: Display the following word: CSHIOXLEITCTEERS

Directions to give: Hidden in this jumble of letters is a specific word that can be found only if you eliminate six letters. Your charge is to discover this word. If you have it, silently write it on your paper and allow everyone else to discover it for themselves. What questions do you have?

Sample Processing Questions:

- What process did you go through to find the answer?
- Why wasn’t it obvious? What skills did it require to find?
- Where else are these skills necessary?

Notes: If participants do have questions before they begin, you should try to only repeat the directions so you don't give it away. The word in this example was 'choice' but you may incorporate any word.

Spaghetti Conversation

Topics: Communication

Materials: Two chairs for volunteers to sit in

Set Up: None

Directions to give: How many of you have seen improvisational comedy? We will have a short round of our own. We need two players. (Seat the volunteers in chairs facing each other.)

Now, we need four words. Shout out what you have in mind. Any appropriate words will do. (The words should be unrelated. Examples may be possum, cola, dinner, baseball. . Choose the words from those shouted by the group. Write them for display. Thank the group for their contribution)

Players, the four words offered by your friends are the only words you can use to have a conversation. Since you can only use the words on the tear sheet, employ other methods to get your point across. You will have 45 seconds to discuss your scene. Your scenario is that a police officer has stopped one of you for speeding. (Other scenarios can be that you are driving your wife to the hospital to have a baby, or you are a reporter on the scene of a breaking news story.)

Players, begin when I say, "Action!"

Sample Processing Questions:

- What did you notice about the conversation?
- What communication techniques did the players use? (Tone, emphasis, body-posture, etc.)
- What role do these techniques play in our conversations?

Notes: None

Squeeze Play

Topics: Teamwork, Communication, Overcoming Obstacles, Creativity, Facing Fears

Materials: One balloon per two participants.

Set Up: Allow the group to split into pairs.

Directions to give: Select the person in your group with the most air, they may blow up your groups balloon and tie it. (Pause) When I say, "Break!" Stand back to back with your partner and place the balloon between your backs. You may be thinking to yourself, "What have I gotten myself into?" but that is normal. So cast all fears aside and get ready to break that balloon after hearing the two simple rules of this game.

First Rule- You must keep your back to your partner. If the balloon falls you and your partner must find a way to pick it up without facing each other.

Second Rule- You may not use your arms or your hands. Who can repeat the two simple rules for me? (Have participant repeat the rules for the group) You know the rules. "Break!"

Sample Processing Questions:

- Why was this activity difficult?
- At what times do you face similar obstacles?
- How can you relate reaching your goal in this activity to overcoming those obstacles?

Notes: Watch out for pairs running into each other or getting pretty physical.

Do not use balloons that will pop very easily, but you also want the groups to be able to pop them. Find a happy medium.

Stairway of Words

Topics: Teamwork, Problem Solving

Materials: One marker and one sheet of paper per group, a flip chart or some other method of displaying the example Stairway.

Set Up: On each team's paper, write a single letter at the top.

On a flip chart/dry erase board/chalkboard/etc., write the following:

Example:

A
An
Ate
Able
Actor
Abated
Abandon

Split the participants into groups and have them sit together.

Directions to give: This event is a competitive event that will require some serious word work and teamwork. . In a moment, your group will receive a letter of the alphabet. Your goal is to build a stairway of words using the letter. An example is displayed. The group with the most words will win.

What questions do you have? Send a representative to get your team's letter.

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?
- What role do those elements play the day-to-day decisions you make on teams?

Notes: When creating the letter cards, avoid X, Z and other letters that may be too difficult.

Three Person Trust Walk

Topics: Trust, Communication

Materials: Blindfolds

Set Up: Form the participants into groups of three. One blindfold is given to each group.

Directions: In this activity, each of you will have the opportunity to be blindfolded while the other two members of your group lead you. It is up to you how the other two will lead you (holding hands, holding each person's elbows, verbally, etc.). Together you will navigate hazards and use verbal communication to complete this task. Half of this activity is trust in being led, the other is learning about each other. When someone is being led, they have the guide's undivided attention. Not only must guides focus on keeping this person safe, but also, all conversation is to and about the person being led. You are to find out as much information about each other as possible. You will have ___ minutes to walk freely; making sure each of you has a chance to be blindfolded.

Sample Processing Questions:

- Did you feel safe when your guides were leading you? Why?
- What behaviors helped you to feel the safest?
- Did you think it was easier to be a guide or to be led?
- How do we learn to trust each other?

Notes: Since there are two guides here, this makes a good introduction trust activity. Make sure to emphasize that the person setting the pace is the person who is being led around. If necessary, mention that if anyone acts in an unsafe manner, they will be asked to sit out the remainder of the activity.

Volkswagen

Topics: Teamwork, Problem Solving

Materials: Tape

Set Up: Create a tape outline of a Volkswagen Beetle on the floor. Make certain the shape is small enough so that nobody can lie down inside the shape and be completely inside the car.

You may also want to divide the participants into teams, in that case, you would need to create one car per group.

Directions to give: One of the college activities that were popular in the 60's and 70's was to see how many people could fit into a Volkswagen Beetle and get the doors closed. We are going to do the same thing, just a flatter version.

On the floor, you notice an outline of a Beetle. Your team's challenge: To see how many people can get inside the Beetle without any body parts being outside the markings. You will begin when you hear, "Bug!" What questions do you have? "Bug!"

Sample Processing Questions:

- What specific elements of teamwork did you use to complete the challenge?

- What role do those elements play the day-to-day decisions you make on teams?

Notes: Take special care to be thorough in the creation of your Beetle shape, and that each team's Beetles are exactly the same.

Wall Push

Topics: Decision Making

Materials: None

Set Up: Identify a clear space around a wall for the activity. Divide participants into groups of five or seven.

Directions: Who is the smallest person in your group? That person please raise your hand. Position yourself facing the wall. Place both hands flat against the wall. Move your right foot about 1.5 feet from the wall and your left foot about 3 ft from the wall, so it looks like you are pushing against it. Keep your arms fully outstretched against the wall. Everyone line up behind that person and position yourselves just like them, only instead of pushing against the wall, push against the shoulders of the person in front of you. Attempt to push that person into the wall until they unlock their arms.

Sample Processing Questions:

- Were you successful pushing the smaller person into the wall? Why or why not?
- What did this tell us about taking a firm position?
- How does this relate to taking strong stances in life?

Notes: None

Warp Speed

Topics: Problem Solving, Teamwork, Leadership

Materials: One throwable object and a stopwatch

Set Up: The participants should stand in a circle

Directions: First, we must establish a throwing pattern by beginning here and having each person throw the ball to someone who has not had it yet. Once everyone has had the object, it should return to the first person. From now on, the object must travel in the same order. The only rules are: the ball must always touch everyone in the same order, and it must begin and end with the same person.

Now we will begin another round and time it. You will try to beat your previous record every time you begin a round. We'll see if you can get it lower than ____ seconds.

Sample Processing Questions:

- What caused your time to drop?
- What were you able to control in this activity?
- In general, what do you think we control when working in groups and over what do we have no control?

Notes: None

Who Am I?

Topics: Ice Breakers, Communication, Relationships, Teamwork, Decision Making

Materials: Pens, Stick-on Labels

Set Up: Make sure that each participant possesses a label and a pen.

Directions to give: Think of a famous person, living or dead, that most people would recognize. Write the name of that person on your label. When I say "Investigate" put your label on someone else's back.

After you have given your label away and you have someone else's label on your back you can ask other participants questions to find out whose name is on your label. You may only ask two yes or no questions of each person. Any questions? Investigate.

Sample Processing Questions:

- Was patience and issue in this activity? How so?
- What could everyone have done to make this activity more successful?
- When are we in similar situations? How does this activity apply?

Notes: None

Yurt Circle

Topics: Trust, Teamwork, Communication

Materials: None

Set Up: You will need an even number of people for this activity. Have everyone stand in a circle.

Directions: First, our entire circle will count off. It is very important that you remember whether you receive an even or odd number. Everyone hold hands and take two big steps back, so that your arms are comfortably stretched. It is very, very important that no one lets go of each other's hands during this activity, because you will be holding each other up. When I say go, all of the odd numbered people will lean back and all of the even numbered people will lean forward. You should lean straight back or forward, without leaning at the waist. No one should pull harder or softer than anyone else and you should communicate continually to work together. (After trying this once or twice, switch the direction for the lean for the odds or evens.

Sample Processing Questions:

- What effect did you have on the people around you?
- What if someone had let go?
- Did you find it easy or difficult to trust those around you to hold you up?
- Did you find it easy or difficult to trust yourself?

Notes: As long as people take this activity very slowly, there are usually no problems. Be alert for those pulling too hard or fast on the people next to them. Sometime there is also an issue with squeezing the hand of the person next to them very hard just for fun. This is a good time to bring up that building trust does not just happen during the activity, but all the time.

Reviews/Application

Never allow your participants to leave your workshop wondering, "What did I learn?"

Review and Application activities are great to use at the end of an activity or at the end of a workshop to allow the participants to recall the ideas you taught. Through these activities, they will remember your key messages better, and be more able to implement them in the future.

A-Z Quick Write

Materials: Flip chart/poster board, pens

Set Up: Break the participants up into groups and post sheets on walls around room

Directions to give: It is time to put your amazing minds together for a little competition. You will see several flip chart sheets around the room. When your whole group reaches a sheet, first write down the letters of the alphabet, from top to bottom on the left side of the paper. When I say go, you will have three minutes to work through the alphabet, coming up with a word for each letter that relates to what we explored today. What questions do you have? Go

Baseball

Materials: Question cards, coin

Set Up: Create question cards, split participants into two teams

Directions to give: Quickly establish a batting order for your team. I will flip a coin to determine who bats first. The rules are just like baseball, but instead of a pitch, you will receive a question. There are no strikes. A wrong answer is an out and a correct answer will receive the amount of bases predetermined for the question. There is a three run limit for each time your team is up.

Brain Dump

Materials: Paper and writing utensils

Set Up: Provide paper and writing utensils to each participant

Directions to give: We have covered a lot today! It's time for a brain dump! Grab your pencil and put the point at the top of the paper as if you are about to start a sentence. When I say go, dump all of the information you have learned onto the paper. The key is that your pencil cannot stop moving! If you draw a blank, make little doodles until a new idea comes to you. What questions do you have? You have one minute! Go!

Concept Catch

Materials: Paper Bag

Set Up: None

Directions to give: Focus on the key concepts you want to remember for today. Throw your hand up in the air when you've got one and throw the idea with your voice into this paper bag. I'll do my best to catch it!

Contract/Commitment

Materials: Pencil and paper

Set Up: Provide each participant with pencil and paper

Directions to give: On a sheet of paper, write a personal commitment to growth in this area. Begin with, "I commit to..." and complete the sentence. When you are finished, sign your name at the bottom. What questions do you have?

Doodle

Materials: Piece of paper and writing utensil for each participant.

Set Up: Provide each participant with a piece of paper and a writing utensil. It is a good idea to create an example for the participants.

Directions to give: Turn your sheet of paper over. Grab a writing utensil. Think of a picture that could represent the key points we learned. On your paper, doodle that icon.

Handyman

Materials: Paper and writing utensils

Set Up: Provide each participant with a piece of paper and a writing utensil

Directions to give: On the piece of paper in front of you, draw four icons: a hammer, a saw, a right angle and a bottle of glue. (Wait for them to complete this). Under the hammer, write one thing that you nailed down. Under the saw, write one thing you saw today. Under the angle write one idea that was squared up for you. And under the glue, write one concept that really stuck.

Identify an Accountability Partner

Material: Pencils and Paper

Set Up: Have an accountability partner so that you are not asking the participants to do something that you have not done! (Don't be hypocritical!), provide participants with pencil and paper

Directions to give: You have a plan to make a change, now how will you stay accountable? Take a moment and think about an individual who can help you with this. Consider someone whom you respect, trust, and know will help keep you on track. On your notes, write the words "My Accountability Partner: and follow them with the name of a person who can keep you accountable. Make a commitment to contact this person today!

Journaling

Materials: Paper and pencils

Set Up: Provide each participant with paper and pencil.

Directions to give: What we just covered is key! But more importantly, how will you apply this in your life? What does this new information mean to you? Take the next two minutes and on the paper provided, write all of the ideas that come to mind in response to this session. What questions do you have?

Letter to Self

Materials: Paper and pencils

Set Up: If possible, provide students a chance to sit alone to do this application. Provide each of them with paper and pencil.

Directions to give: You have received a blank piece of paper. Use the next five minutes and consider what we have just experienced. What do you want to remember? What challenges will you set for yourself? Take this piece of paper and write a letter to yourself, to be read at a later time. What questions do you have?

Lottery Fever

Materials: roll of raffle tickets

Set Up: Provide each participant with a ticket and put the matching ticket in a box

Directions to give: Think about all we have learned today. Take 30 seconds to write down three possible review questions for the session. Folks, this is where things get exciting. The stakes are high and each of you is in the running. It is time, for the lottery! Pull out your lotto tickets...(you draw a ticket out of your box). The first lucky winner is 1234! Stand up! (Ask this individual a question related to the coursework, if they have trouble, ask the other participants to help out) Great job! It is your turn to pick a number from the box.

Pair Share

Materials: None

Set Up: None

Directions to give: Think about the things you have learned today that you want to remember. When I say go, turn to the person next to you and take turns sharing the most important things you learned. Go!

Parking Lot

Materials: Sticky notes, writing utensils, parking lot

Set Up: Create a parking lot on a dry erase board/flip chart/poster board; provide each participant with a sticky note and a writing utensil

Directions to give: Grab your sticky note. Draw and outline of a car. Write down three key points you want to remember in your car. When you are finished, park you "car" in the parking lot on the wall.

Plan of Action

Materials: Paper and Pencils

Set Up: Have an example plan of action to share, provide participants with pencils and paper

Directions to give: Now is your opportunity to put what we have just discovered into action in your life. Our next goal is to develop an individual plan of action. Take a look at your life (school, FFA, Family, etc.) What is your plan for implementing this newfound knowledge? Take the next five minutes and create your plan of action on the paper provided. What questions do you have?

Pocket Reminder

Materials: Blank note cards and pencils

Set Up: Have an example prepared, provide each participant with cards and pencils

Directions to give: With the new information we have just covered, take a moment and ask yourself, "How does this apply to my life?" "What key points do I specifically need to remember to help me grow?" Each of you will be receiving a blank business card. Write down 3-5 reminders of how to apply this in you life. You will have two minutes. What questions do you have?

Role Play

Materials: Could provide paper or various props

Set Up: Break the participants into groups

Directions to give: With the new found knowledge you have acquired, it is time to put it into action. Take a moment and think about how this concept would appear in your life. In a moment, I will be breaking you into groups. You will have seven minutes to prepare a thirty second play that will demonstrate how this concept looks in real life. What questions do you have?

Set a Goal

Materials: Paper and pencils

Set Up: Have an example goal to share. Provide each participant with paper and pencil.

Directions to give: You've discovered a new concept, now is the time to apply it to your life. Using the specific information we have just covered, set one goal for your life. It may be a short or a long term goal. You have two minutes. What questions do you have?

Take a Pages

Materials: Could use handout or flip chart to deliver questions.

Set Up: Develop the questions before the session as you plan your workshop. Provide each participant with pencil and paper.

Directions to give: Let's put this information into action. Read through the list of questions provided. Begin with the first question and focus on getting your thoughts on paper. It doesn't have to be well structured or well written. Focus on getting thoughts out and making connections with what you already know. Work from the first to the last question.

World Wide Web

Materials: Flip chart/poster board and markers

Set Up: Post flip chart/poster board sheets around room, separate participants into groups of 3-10

Directions to give: In your group, stand in front of a blank poster hung on the wall. In a moment, each group will be given a concept that we explored today. Designate a writer in your group. (Give one main idea to each group) Write this concept in the center of your paper. When I say go, you will have two minutes to 'web' or branch off that object with any related characteristics or points you can recall. When the two minutes are up, rotate to the next poster. Go!

Checking for Understanding

Checking for understanding is

Sample Techniques:

- **Hand Signals & Physical Activity:**
Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process.
 - I understand _____ and can explain it (thumbs up).
 - I do not yet understand _____ (thumbs down).
 - I'm not completely sure about _____ (wave hand)
- **Oral Questioning:**
 - How is _____ similar to/different from _____?
 - What are the characteristics/parts of _____?
 - In what other way might we show/illustrate _____?
 - What is the big idea/key concept in _____?
 - How does _____ relate to _____?
 - What ideas/details can you add to _____?
 - Give an example of _____.
 - What is wrong with _____?
 - What might you infer from _____?
 - What conclusions might be drawn from _____?
 - What questions are we trying to answer? What problem are we trying to solve?
 - What are you assuming about _____?
 - What might happen if _____?
 - What criteria might you use to judge/evaluate _____?
 - What evidence supports _____?
 - How might we prove/confirm _____?
 - How might this be viewed from the perspective of _____?
 - What alternatives should be considered?
 - What approach/strategy could you use to _____?
 - How else might you say _____?
- **Grouping & Sharing:**
 - Turn to a neighbor and explain, in your words, what we just learned.
 - Turn to a neighbor and explain how you plan to use this information.
 - Turn to a neighbor and explain how you would change this information.
 - Knowing what you now know, modify your work and share it with those at your table.