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Ice breakers and other Ideas and Mingle-Mingle

Time: Its up to you!

Your program may include several table discussions. To mix it-up and get everyone meeting a wider range of people, use mingle-mingle for a light-hearted way to make new groups.

- When you want a small group discussion, rather than “discuss at your table”, have people stand up and mingle around the room.
- The trainer shouts stop and tells the group to get into groups of ??? using the nearest people to them.
- Have them find a space for their discussion.
- If you have more questions, have them go mingle again in order to find a new group of people.
- If you are doing multiple mingles in a row, make a rule that they must always end up with at least one person who hasn’t been in a previous group.
- Note: If you played 5 ways to say hello previously, each person will have 5 different partners scattered around the room. When you want them to have a discussion, just say “go find your fist bump partner.” If you want them to meet in groups of four, for example, just say “now team up with another fist bump partnership.”

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Clock Perspective

Time: 1 to 2 mins

Quick activity that highlights different perspectives

- Ⓐ Have everyone stand up and point to the ceiling.
- Ⓐ Tell them to start circling their finger in a clockwise direction.
- Ⓐ Tell them to concentrate on their finger and slowly bring their hand down so it is now at waist level while keeping the finger pointing up and circling in the same direction (check that the group is following your directions as sometimes it can be confusing. If not, start again and this time model the directions, so everyone is clear.)
- Ⓐ Once at waist level, ask the group which direction their finger is now circling. The answer is now counter-clockwise!
- Ⓐ Some people may be a little confused so give them a few moments to try again.
- Ⓐ Ask the group why their circles changed direction? Of course, they didn't. It was just their perspective, where they were standing, that changed.

DEBRIEFING THEMES

- Ⓐ What is the benefit of multiple perspectives?
- Ⓐ Think of a situation when a resident might have a different perspective of a situation to you. What would be the benefit of thinking about the situation from the resident's viewpoint?

Additional Icebreakers and Activities

Zen Counting

Time: 5 to 10 mins

Cool activity where groups can test how much they are in tune with each other.

- Ⓐ Explain that the group is going to count sequentially from 1 upwards with the objective to see how high they can go.
- Ⓐ If two people call out the same number at the same time, the group must restart.
- Ⓐ The process must be entirely random (the Trainer gets to adjudicate).
- Ⓐ Entirely random means:
 - Ⓐ It's entirely intuitive. Encourage the group to close their eyes and/or not look at each other.
 - Ⓐ No planning, and no secret nods or winks.
 - Ⓐ Sometimes, groups will start calling out numbers in the order they are sitting e.g., if they are in a circle. Although they may not have openly planned this, an observer would be unable to conclude this is an entirely random.
 - Ⓐ Often groups will follow the same process as a previous attempt. For example, Johnny has called out # 1 on each attempt. Again, an outside observer would be unable to say this is entirely random.
 - Ⓐ One person or a small handful of people calling out the numbers (to reduce chances of errors) would not be random.
 - Ⓐ Although the group is not allowed to plan and strategize, it is typical for groups improve their scores through the inner "Zen" of the group.

DEBRIEFING THEMES

- Ⓐ High Performing teams often develop an inner sense of how to work together to provide the best customer service. What would help your team find your inner Zen?
- Ⓐ What is the importance of intuition when working with residents?

Additional Icebreakers and Activities

Name Game

Time: 5 to 10 minutes

Energizer that highlights the importance of remembering everyone's name.

- Ⓐ In groups of about 12, people share their names and an adjective to describe them that starts with the same letter as their name e.g., Magnificent Martha, Super Steve.
- Ⓐ Once everyone has shared, partners get the opportunity to try and remember everyone's name and adjective – rarely do they get 100% first time.

DEBRIEFING THEMES

- Ⓐ What strategies work for you in learning resident's names?
- Ⓐ What is the benefit of knowing each resident's name?

Additional Icebreakers and Activities

Clasped Hands

Time: 1 to 2 mins

Activity about our natural ways of doing things and the difficulties in changing particularly when we are dealing with aging challenges.

Activity Description

- ✓ Ask your participants to clasp their hands in front of them.
- ✓ People will naturally have one thumb on top.
- ✓ Check in with your group to see who has their right thumb on top and who has their left. You will probably find there is an equal split within the group.
- ✓ Now ask the group to try it the other way and interlace their fingers so that their other thumb is on top.
- ✓ Ask people how this feels – most will say that it feels weird and uncomfortable.
- ✓ Optional – if you want to further illustrate the point: follow it up asking everyone to cross their arms in front of them and then ask them to do it the other way.
- ✓ It gets the same response as clasped hands, and some people can't actually fold their arms the other way!

DEBRIEFING THEMES

- ✓ Having to do things differently is hard.
- ✓ Supporting residents with challenges they may face in having do something differently

Additional Icebreakers and Activities

Point North

Time: 1 to 2 mins

Activity to emphasize the importance of all “pointing in the right direction”

- Ⓐ Everyone is invited to stand behind their chair, hold the back of their chair and close their eyes.
- Ⓐ Ask them to point north.
- Ⓐ Once everyone is done ask them to open their eyes and look around the room.
- Ⓐ Typically, everyone will be pointing in different directions.
- Ⓐ If so, you can point out where true North is and have everyone point there.

DEBRIEFING THEMES

- Ⓐ Although we are all trying to do our best, are we all pointing in the same direction?
- Ⓐ What do we need to be truly working as one team?

Additional Icebreakers and Activities

The F-Challenge

Time: 5 mins

Activity that highlights that people process the same information in different ways. Also, highlights that the secret to success is knowing the “hidden secret” i.e., best practices.

- ✓ Explain that you are about to display a sentence on the screen and people have to count the number of F's. You will only display the sentence for 10 seconds.
- ✓ The following sentence is displayed on the screen
 - FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS
- ✓ Do a survey of the audience to see what the responses are (the correct answer is 6).
- ✓ Typically, only a few people, if any, will guess the right number.
- ✓ Don't tell the group if they are right or wrong – just let them digest that there is no consensus in the group.
- ✓ Play 2 or 3 more rounds, giving the group between 10 and 12 seconds each time.
- ✓ You will normally find that people start counting more Fs with more people now counting 6.
- ✓ Continue playing, extending the time shown to up to 20 seconds, until most people have got 6 or the group is starting to lose interest.
- ✓ In between rounds, you may want to let people talk at their tables to discuss why they are getting different answers.
- ✓ Finally, display the sentence and have the group count the F's. They should have 6.

DEBRIEFING THEMES

- ✓ All of us process and interpret the same information differently. How does this relate to supporting others?
- ✓ Knowing the secrets to the F-Challenge is the key to success = knowing best practices to at Moorings Park is the key to success

Additional Icebreakers and Activities

Memory Test

Time: 5 mins

Activity that highlights how we typically process information in different ways.

- Ⓐ Everyone should have a piece of paper and pen/pencil available (or people could use their phone or computer if needed). Don't tell them they need this – just ensure that everyone has access to something they can record words on.
- Ⓐ Explain that you are going to read off a list of words and that all people must do is to listen carefully – they are not allowed to write anything down at this time
- Ⓐ Read the following list in order and do not change the sequence (for info - one of the words is repeated 3 times)

- | | |
|-------------|---------------|
| 1. Dream | 10. Artichoke |
| 2. Sleep | 11. Insomnia |
| 3. Night | 12. Blanket |
| 4. Mattress | 13. Night |
| 5. Snooze | 14. Alarm |
| 6. Sheet | 15. Nap |
| 7. Nod | 16. Snore |
| 8. Tired | 17. Pillow |
| 9. Night | |

- Ⓐ After you have finished reading the words, tell partners they have 1 to 2 minutes to write down as many words as they remember you saying. No conferring allowed!
- Ⓐ Once you feel the group has had enough time, read out the list again and ask everyone to note how many words they remembered.

Additional Icebreakers and Activities

DEBRIEFING THEMES

- ✓ Do a general survey of how many words people got. Typically, you will get a range of answers, but most people get somewhere between 5 & 10.
- ✓ What made this activity difficult i.e., why didn't everyone remember all the words?
- ✓ There are some further learning points that you can highlight from this activity:
 - **1st and last word:** How many people got Dream and Pillow? Why? These were the first and last words you said. People will tend to remember the first and last thing you said.
 - **Repetition effect:** How many people got the word night? It was repeated three times. Highlights the benefit of repeating very important directions multiple times.
 - **Surprise effect:** Artichoke. Almost everyone will get this. People remember surprises!
 - **False-memory effect:** Anyone get the word bed? Bed is not on the list, but people may have written it down as it was associated with most of the nighttime related words on the list. People tend to fill in the gaps with their own assumptions.
- ✓ What did you learn from this experience?
- ✓ In terms of communication, is there anything you need to do differently to ensure that everyone is on the same page when delivering outstanding customer service?
- ✓ What will you take from this that will help you when working with residents, particularly if they are experiencing some aging related challenges?

Additional Icebreakers and Activities

Snowflake

Time: 5 mins

Activity that highlights how we typically process information in different ways.

- ✓ Ask the group to get a piece of paper, preferably letter size.
- ✓ Invite each person to hold their piece of paper and close their eyes (if they prefer not to close their eyes, advise them to not look at their paper or other people during the activity).
- ✓ Explain that you are about to provide a set of very clear instructions which they are to follow.
- ✓ No one is permitted to ask any questions including asking for clarification on the instructions.
- ✓ Carefully read the following instructions, leaving short pauses between each one to allow the partners to complete the instruction:

– FOLD YOUR PAPER IN HALF & KEEP IT FOLDED.
– TEAR OFF THE BOTTOM RIGHT-HAND CORNER.
– DISCARD THE TORN SECTION TO YOUR SIDE.
– FOLD YOUR PAPER IN HALF AGAIN & KEEP IT FOLDED.
– TEAR OFF THE TOP LEFT-HAND CORNER.
– DISCARD THE TORN SECTION.
– FOLD YOUR PAPER INTO HALF AGAIN & KEEP IT FOLDED.
– TEAR OFF THE BOTTOM LEFT-HAND CORNER.
– DISCARD THE TORN SECTION.
– FOLD YOUR PAPER INTO HALF AGAIN & KEEP IT FOLDED.
– USING YOUR TEETH IF NECESSARY, TEAR OFF THE TOP RIGHT-HAND CORNER.
– DISCARD THE TORN SECTION.
– FINALLY, FOLD YOUR PAPER IN HALF DIAGONALLY & PRESS ON FOLD AS BEST YOU CAN.
– YOU MAY NOW OPEN YOUR EYES."

- ✓ Invite the group to unfold their paper and share their snowflake with each other.
Have everyone hold their snowflake up so the whole room can compare.
- ✓ Typically, despite everyone getting the same instructions, there will be a wide range of end results.

Debriefing Themes

- ✓ You all got the same instructions. Why were the results so different?
- ✓ It might have been a bit boring if we all ended up with the same snowflake. What does this say to you in terms of the value of diversity?
- ✓ What does this exercise tell us about individual communication needs?
- ✓ What will you take from this that will help you when working with residents, particularly if they are experiencing some aging related challenges?

Additional Icebreakers and Activities

Arrows

Time: 5 mins

Energizer that emphasizes the importance of all “pointing in the right direction”

Materials: Draw or print an arrow on a piece of paper. It needs to be large enough to see.

- Ⓐ Have everyone stand up and ask them to stand at least arms width away from everyone (to avoid accidentally hitting someone!)
- Ⓐ Explain that you are going to show them the arrow which will point in one of 4 directions: Up, down, left, right.
- Ⓐ There will be up to 6 rounds and each round will have a different set of instructions which the group must follow.
- Ⓐ Trainers note: During each round the trainer moves the direction arrow several times and typically does this fast enough to get some energy and excitement going, but not too fast that it becomes too difficult to keep up.
 - Round 1: The group must say the direction the arrow is pointing (e.g., “Up”)
 - Round 2: The group must point in the direction the arrow is pointing (e.g., If the arrow is pointing down, everyone should point down.)
 - Round 3: The group must say direction AND point direction (e.g., if the arrow is pointing to the left, the group points left and says left.)
 - Round 4: The group must say opposite direction AND point opposite direction (e.g., If the arrow is pointing left, the group must point right and say right.)
 - Round 5: The group must say correct direction AND point opposite direction (e.g., if the arrow is pointing up, the group must point down and say up.)
 - Round 6: The group must say opposite direction AND point correct direction (e.g., if the arrow is pointing right, the group must point right and say left.)
- Ⓐ Typically, the group will find rounds 4 to 6 to be more challenging with many people making errors and laughing.

DEBRIEFING THEMES

- Ⓐ We all got the same information, but it was difficult to be “moving in the same direction.”
Why?
- Ⓐ What can you take from this to ensure that your team are all moving in the same direction?

Simon Says

Time: 5 to 10 mins

Fun activity to provide some energy. Can be used as metaphor for team being in alignment and all working in the same direction.

- Ⓐ Simon says – the traditional activity where the trainer tells the group they are to do whatever “Simon Says” and only what “Simon Says.”

Additional Icebreakers and Activities

- ✓ For example, “Simon Says raise your right hand” should result in everyone raising their right hand and “raise your right hand” should result in no one doing it.
- ✓ In this version, you are not out of the game if you make a mistake. Just give yourself a point each time make a mistake.
- ✓ Explain that the goal of this activity is to develop your own strategy to become expert and then help the group, so everyone is an expert.
- ✓ Have everyone stand up and ask them to stand at least arms width away from everyone (to avoid accidentally hitting someone!)
- ✓ The trainer leads the group and will frequently try and mislead the group. For example, the trainer says “Simon Says raise your right hand” but demonstrates this by raising their left hand.
- ✓ Play for a few minutes (while it is still fun) with the trainer using a range of different moves to keep things interesting.
- ✓ At some point, stop the group ask for suggestions on how people can become experts. The typical answer is to stop looking at the trainer and others, and just focus on the directions. When people do this, they are normally very successful.
- ✓ Allow the group to practice this new strategy until most people are becoming expert.

DEBRIEFING THEMES

- ✓ We may all be trying to do the right thing, but we may have different ideas, and react to directions in different ways.
- ✓ Understanding best practices and being ready to employ them makes us all experts.

The Wright Siblings

Time: 3 mins

Fun activity to provide some energy. Can be used as metaphor for team being in alignment and all working in the same direction.

- ✓ Have everyone stand up and ask them to stand at least arms width away from everyone (to avoid accidentally hitting someone!)
- ✓ Explain that you are about to read a story and that every time people hear “Right” they should point right, and every time they hear “left” they should point left.
- ✓ Read the following story at a relatively fast pace, quickening throughout the story.
 - I’d like to tell you a story about Johnny and Jill WRIGHT. One evening they were baking cookies and Johnny WRIGHT suddenly called out, “Oh, no, there is no flour LEFT! You will need to go out to the store RIGHT now.” “I can’t believe you forgot to check the pantry,” grumbled Jill WRIGHT. “It will only take twenty minutes if you come RIGHT back. Go to

Additional Icebreakers and Activities

the corner of First & Second Streets and turn LEFT at the stop sign. Then go to Forty-Third Street and turn RIGHT, and the shop will be on your LEFT," declared Jill WRIGHT as Johnny LEFT the house. Jill found the store and asked the assistant where the flour could be found. The assistant pointed and said, "Go to aisle four and turn LEFT. The flour and sugar will be on your LEFT." Jill completed the purchase and walked RIGHT out the door. Jill turned LEFT but couldn't remember where she had LEFT the car.

Suddenly Jill remembered that she had driven Johnny's WRIGHT'S car and that her car was in the driveway at home RIGHT where she had LEFT it. Jill finally found the RIGHT car, opened the boot, and put the flour RIGHT inside. Eventually, a weary Jill found her way home. Johnny WRIGHT had been waiting impatiently. "I thought you would be RIGHT back," Johnny said. "I LEFT all the cookie ingredients on the kitchen counter, and the cats got into the milk. You'll just have to go RIGHT back to the shop again." Jill sighed. She had no energy LEFT. "I am going RIGHT to bed," Jill said, and LEFT Johnny WRIGHT standing in the kitchen..."

DEBRIEFING THEMES

- ✓ How can we ensure we are all "pointing in the right direction?"

Verbal Number Exchange

Time: 5 mins

Energizer that highlights potential communication challenges and how to work together as efficiently as possible.

- ✓ Circle up your group and have them count off sequentially from number one on up to the last person in the group.
- ✓ Explain to the group that they are going to mingle and verbally exchange numbers with five different people e.g., If I'm number four, I walk up to someone and say 'four' they tell me, '11' - I'm now 11, they are four. I go up to a different person and say, '11,' they tell me, 'Six' - I'm now six." And so on...
- ✓ After exchanging numbers with FIVE DIFFERENT PEOPLE participants are required to stop moving. When everyone is stopped, you can give them the challenge:
- ✓ Check in with the group to see if everyone has one number in their head.

Additional Icebreakers and Activities

- Ⓐ When ready, tell everyone to circle up in numerical order, starting with number one, using the number they currently have in their head.
- Ⓐ Participants are then free to move around and (only) verbally share their number with others in the group with the goal of circling back up in numerical order.
- Ⓐ After the circle is formed (everyone has found a spot in the circle), have each person verbally share their number, starting with number one (or whatever the lowest number is at the time).
- Ⓐ Check in with the group on what happened. Did everyone have a different number, so it worked perfectly, or did some people end up with the same numbers or no number at all? Either way, what were the communication challenges?
- Ⓐ You can stop here if needed or you can move to round 2.
- Ⓐ Round 2 – Tell the group they are going to repeat the exercise but this time their goal is perfection in the lowest possible time. Give them a couple of minutes to discuss and strategize.
- Ⓐ Repeat the activity.
- Ⓐ Once everyone has exchanged 5 times, shout “GO” and time how long it takes to get into their circle. Check if everyone is in the right place or if there were any errors.
- Ⓐ What did the group do differently in Round 2? What should the group do differently if they went to a Round 3?

DEBRIEFING THEMES

- Ⓐ How can we ensure there is no confusion or inconsistencies in our communication with each other?
- Ⓐ What do we need to start doing to work more efficiently together?

Pokerface

Time: 5 mins

Activity that highlights the potential of treating someone differently based on a judgement we have made about them.

- Ⓐ Materials: Pack of Playing Cards (enough for 1 card per person). Large cards are recommended but a standard size pack works.
- Ⓐ Have everyone stand up and give them a card face down. Tell them that they are not allowed to look at the card (if they do, just have them exchange cards with someone or give them a new card).
- Ⓐ Explain that “in a moment, but not yet...” they are going to hold their card on their forehead with the face side showing.
- Ⓐ IMPORTANT – At no time are they to look at the card and no one is to tell anyone what their card is.

Additional Icebreakers and Activities

- ✓ When you shout “Go”, the group will place their cards on their foreheads and circulate around the room.
- ✓ They are to treat people based on the card they are holding e.g., they avoid and ignore anyone holding a low value card; they treat people holding picture cards like royalty, and they will likely be indifferent to people with middle value cards.
- ✓ Remember that they can’t tell people what cards they have but everyone should be able to guess what they have based on how they are being treated.
- ✓ Play for as long as people are enjoying the activity, probably 2 to 3 mins.
- ✓ Tell people to “Stop” but not to look at their cards just yet. Have them get into groups based on how they felt they were being treated i.e., if you were treated well, go to corner A, and if you were treated badly, go to corner B, and if you are not sure, stay in the middle.
- ✓ People can now look at their cards and see if their experience matched to the cards they were holding.
- ✓ People share their experience – what was it like to be ignored? Or to be treated well?

DEBRIEFING THEMES

- ✓ What was it like to be ignored? Or to be treated well?
- ✓ The importance of treating everyone “like royalty.”

21

Activity that highlights effective teamwork, leadership, and inclusion?

- ✓ Materials: Pack of Playing Cards (enough for 1 card per person). Large cards are recommended but a standard size pack works.
- ✓ Have everyone stand up and give them a card face down. Tell them that they are not allowed to look at the card (if they do, just have them exchange cards with someone or give them a new card).
- ✓ Explain that for the duration of the activity, starting now, verbal communication is not allowed (nor pen, paper, phones etc.)
- ✓ Explain that “in a moment, but not yet...” they are going to hold their card on their forehead with the face side showing.
- ✓ IMPORTANT – At no time are they to look at their card and no one is to tell anyone what their card is.
- ✓ Check with the group that they know the card game of 21 (or Blackjack). The objective of 21 is to create a winning hand of cards that add up to between 16 and 21. Stress that although 16, 17, 18, 19 and 20 is a winning hand, the goal is to have a hand of 21.
- ✓ The group’s objective is to organize themselves into winning hands e.g., 3 people who are holding a 10, 9, and 2 would get together to create 21. Remember though – no verbal communication and no one can look at their own card.
- ✓ Tell the group that everyone must be in a winning hand and their stretch goal is to get as many groups as possible holding 21.

Additional Icebreakers and Activities

- Ⓐ Aces are worth 1 and Royalty Cards are worth 10.
- Ⓐ GO!
- Ⓐ Typically, a few people will step into leadership roles and start moving people into groups. However, most people will stay with their group once they are in a winning hand as their “job is done” leaving other people trying to find a place.
- Ⓐ If the group is struggling, you will need to wait for some leaders to step back in and take charge.
- Ⓐ Once the group signals, they are done and everyone is in a winning hand, let them look at the cards and discuss what happened.

DEBRIEFING THEMES

- Ⓐ What did it feel like when you found your group? What did you do to help people who still had to find their group?
- Ⓐ Anyone struggle to find their group? What did this feel like? What help did you get?
- Ⓐ What does this activity say about taking initiative and inclusion at Moorings Park?

Bumper Cars

Fun, trust-based activity, that highlights providing support to others and building trusting relationships.

- Ⓐ Set a clear open space (it's OK to include obstacles in the space such as tables and chairs if this is all that is available).
- Ⓐ The size of the space should be large enough to people to move comfortable around, but small enough for them to have to move to avoid crashing into each other if everyone is moving.
- Ⓐ Get people into pairs and explain that one person is going to be the car and the other person the driver. The driver stands behind the car.
- Ⓐ Explain that the objective is for the driver to guide the car around the space without any collisions with other cars or obstacles. The car will have their eyes closed so will rely on the driver to keep them safe.
- Ⓐ Make sure people are comfortable with having their eyes shut. If not, tell them they can open their eyes but encourage them to allow the driver to guide them as much as possible.
- Ⓐ Depending on the comfort level of the group, drivers can place a hand on the car's shoulders or arm or can stand behind and give verbal directions.
- Ⓐ Play several rounds while it is still fun and make sure you give everyone the chance to be the driver and the car. Extra points if anyone wants to make a car noise!!!

DEBRIEFING THEMES

- Ⓐ What was it like to be in control of someone's safety?
- Ⓐ What do you do to build trust?

Additional Icebreakers and Activities

- Ⓐ Were you very directive i.e., taking full control of the car, or did you provide information and let them move independently?
- Ⓐ How is this like Moorings Park? Do you direct residents or give them information and support that empowers them to be independent?

Telephone

Time: 5 mins

The traditional game you may have played as a child. Highlights how easily messages can get changed.

- Ⓐ Create a word or short phrase. Don't make it too easy nor too difficult to remember.
- Ⓐ Have the group stand in a large circle.
- Ⓐ Whisper the phrase to one person who then passes on what they heard to the next person until it goes all around the circle.
- Ⓐ You only get one shot when passing on the message. You can't repeat it and the person receiving it can't ask for clarification.
- Ⓐ When passing on the message, a pair may need to step away from the circle to ensure no one around them hears it.
- Ⓐ The last person shares what message they heard, and the trainer confirms the original message. Typically, this will be completely different.
- Ⓐ Ask the group to discuss why the message got changed? (If the message didn't get changed, congratulate the group, and ask for the keys to their success.)

DEBRIEFING THEMES

- Ⓐ What can you do to ensure that our communications are clear and consistent?

Additional Icebreakers and Activities

As-If

Activity that highlights the importance of greeting people in a way that makes them feel valued

- ✓ Split the group into two teams and have them face each other in a straight line i.e., each person in team 1 should be standing directly opposite a person in Team 2.
- ✓ If you have an odd number, you can have a trio i.e., one person in Team 1 faces two people in Team 2.
- ✓ Explain that people are going to greet each other based on a relationship that the trainer provides.
- ✓ For example, in Round 1, Team 1 will greet their Team 2 partner as-if they were their best friend from school who they hadn't seen in several years. In Round 2, Team 2 will greet their Team 1 partner as-if they were a neighbor who they have been having a long-term dispute over a property boundary.
- ✓ Continue with as many rounds as you want, and the group is engaged.
- ✓ You can make it general to demonstrate the point that we typically greet people differently based on our relationship with them and our perceived status they hold.
- ✓ Alternatively, you can make it Moorings Park centric e.g., greet a partner who is coming to see you as they have a concern.
- ✓ Finish with "Greet each other using your normal greeting when meeting a resident". Check in with your partner to see if this could be improved to ensure the resident feels really valued.

DEBRIEFING THEMES

- ✓ What can you do to ensure you greet everyone to make them feel valued?

Additional Icebreakers and Activities

Prediction

Time: 10 mins

Fun activity that appears to be largely chance, but groups can find ways to improve their probability of success.

- Ⓐ Materials: Pack of playing cards (large cards recommended but standard size will work).
- Ⓐ Explain that you will be turning over a card at a time. The group must predict the value of the card it won't be!!!
- Ⓐ Note: It's the value of the card only e.g., 10 or 4. Suit of card does not matter.
- Ⓐ For example, the group predicts that you won't turn over a Jack. If you turn over a 5, then the group wins, and you go to the next card.
- Ⓐ The objective is to see how many cards the group can turn over before they make an incorrect prediction e.g., they predict 8 and you turn over an 8.
- Ⓐ Once they make an incorrect prediction, they must restart and try to improve their score.
- Ⓐ To keep everyone involved, have each table or person go in turn in making a prediction.
- Ⓐ Once all 4 cards of the same value have been turned over, the group cannot use this value as a prediction.
- Ⓐ At first, most people will just assume the game is based on chance. However, some people will realize they can improve their chances by keeping track of the cards turned and using some basic probability.
- Ⓐ Keep playing as time allows and the game remains fun.

DEBRIEFING THEMES

- Ⓐ What can you do to increase the probability of success at Moorings Park? Discuss what success means to you and what you can do to achieve it.

Birthday Line-Ups

Time: 5 to 10 mins

Activity that focuses on the power of non-verbal communication.

- Ⓐ Put the group into separate teams of about 12 people.

Additional Icebreakers and Activities

- ✓ Tell them that from this moment on the group can only communicate in regular human non-verbal communication. No speaking, no pen and paper, no electronic devices.
- ✓ Each group must get into birthday order - month and day only - as quickly as possible adhering to the rule of non-verbal communication only.
- ✓ Stress that it is month and day only, not year e.g., June 16.
- ✓ Encouraging an element of competition between groups may add some energy.
- ✓ Once all groups have finished, have each group call out their order to ensure accuracy. It is typical to have one or two people in the wrong place.
- ✓ If you have spare time, go for Round 2 but mix up the groups and perhaps make bigger groups. Or pose a new order e.g., line up based on the number of the property where you reside.

DEBRIEFING THEMES

- ✓ Discuss the relative importance of verbal vs non-verbal communication.
- ✓ How can your non-verbal communication positively impact your interactions with residents?

Additional Icebreakers and Activities

Superhero

Time: 5 mins

- ✓ Fun activity to get people moving. Has a link to being a superhero and supporting others.
- ✓ Find a space large enough for your group to move around.
- ✓ Get the group into a large circle.
- ✓ Tell them that they are to look around the circle and secretly pick someone. They don't need to know the person and they should not make any signal to let the other person know they selected them.
- ✓ Ask the group to confirm they have selected someone by giving you a thumbs-up.
- ✓ Tell the group that for the purpose of this activity the person they selected is their Superhero.
- ✓ Now tell the group to look around the circle and secretly select a different person. Again, they don't need to know the person and they should not let the person know they have selected them.
- ✓ Ask the group to confirm they have selected a second person by giving you two thumbs-up.
- ✓ Tell the group that for the purpose of this activity, and this activity only, that person is their Supervillain.
- ✓ Explain that once you shout "GO" everyone must start moving around the space at a walking pace. They must keep moving at all times.
- ✓ As they move, they must keep their Superhero between them and their Supervillain. The trainer may need to demonstrate what this looks like.
- ✓ As no one knows who has selected who, you will see a lot of random movements.
- ✓ Remind the group they must keep moving throughout the activity.
- ✓ Let this continue for as long as the group is engaged - typically 1 to 2 minutes.
- ✓ When you stop the activity, tell the group to go find the person they selected as their Superhero and thank them for keeping them safe!

DEBRIEFING THEMES

Describe a "Superhero" at Moorings Park. What type of things do they do that makes them a Superhero.