



BUILD

HIGH PERFORMANCE

TEAMS

**The Activity Based
Team Building Instruction Book**

By Dr. Tim Buividas with Ben Knerr

CORPORATE LEARNING INSTITUTE

Activity-based Team Building Instruction Book

Developed and Written by
The Corporate Learning Institute

By Tim Buividas and Dr. Susan Cain

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Cover art by Deborah Giese, Mode Design Collaborative, modedesignco.com

Editing by Ben Knerr, bknerr@corplearning.com

Disclaimer: Please note, the information contained in this book is intended to compliment substantive safety training for facilitators. The nature of action-based or experiential activities is unpredictable. We do not mean to imply or take responsibility for the ability levels and actions of readers of this book.

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Introduction

The purpose of this manual is to provide the reader with a guide that can assist the reader in delivering an activity-based team building program.

The manual contains information on theory, facilitator roles, a sample agenda and activity instructions. This information is a guide only and is as complete, as can be, as such. We recommend that a “train the trainer” program accompany this information.

A separate document contains information on how to create the physical activities themselves.

Our organization, The Corporate Learning Institute, has been delivering activity-based team building programs for over 20 years. We have found that these programs offer a great opportunity to have participants learn in a fun and thought-provoking way. As a by-product of the experience participants get to know each other better, camaraderie is built up, and very often participants get “pumped up” around the success they experience while working together.

We hope that your experience delivering your program is phenomenal, and that you, as an instructor, learn and grow a little more yourself, as well as your participants. Thank you for the opportunity and do great work!

- Dr. Tim Buividas, Dr. Susan Cain, The Corporate Learning Institute

tbuividas@corplearning.com

www.corplearning.com



Let Us Introduce Ourselves.

Get your people ready to face the challenges ahead.

Your people need to connect better, turn on the motivation switch, and think more creatively. Maybe they need to become more effective leaders or teams, step up to responsibilities, or even learn to do the “impossible.”

You need training and development for your people. Or you may even need help strategizing for your future.

You want a personal relationship with a performance development partner who can bring in their own content expertise and blend it with your culture and specific needs.

We get it.

We're The Corporate Learning Institute, a small training, performance coaching and strategy firm, but a powerful ally in your quest for solutions.

Next time you need the kind of personal service and the exponential impact we are known for, contact us to develop a complimentary assessment of your needs with a proposal for the solutions you want.

Find our brand new team tool to compliment activity-based training called Team-Assess at www.team-assess.com

Find us at www.corplearning.com.

How To Use This Manual

We have included important information on how to prepare, run and debrief activities. We have then divided activities into sub-sections that are easy to navigate.

How Experience-Based Training Improves Workplace Training

People come alive when they participate in activity-based or experiential activities. That's because when people learn by experience their sense are engaged in a way that instructor-led or online learning cannot capture.

The activities we introduce in this book will allow you to take training from a transactional level to a transformational level. Each activity is prescriptively focused on topics that are most meaningful to work environments.

The book is organized around three fundamental points of entry;

1. **Icebreaker initiatives** that require very little time but that prompt productive contemplation about key issues, allow a sense of unity and sharing, or open up key issues for deeper discussion.
2. **Main initiatives** that can be used to stage shared awareness or build skills. These activities typically require more time and require more risk-taking and use of the skills you are attempting to improve.
3. **Ending initiatives** that help you provide closure and celebrate the progress or success of your group or meeting.

In addition, we have included several table-top activities that you can easily travel with that provide a full-on learning experience.

Experiential activities can supplement traditional training in the classroom by offering a needed physical break, or live case study on your training topic. Use the following facilitation technique when switching from traditional instructor to experiential facilitator:

Facilitating a Successful Experience-Based Training Session

When participants first enter an experience-based training session, they often defer to the facilitator to teach, to get answers and to structure an activity.

Instead, assume the role of facilitator—a guide that explains an activity but gives no answers or opinions. Explain to your groups that your role will be to explain the needed outcome and to keep the group safe.

Effective facilitation starts with the belief that participants can develop the best path forward toward the outcome they desire. Outcomes are seen as a symptom—an indicator of how participants are operating, and a good facilitator can help a group process their outcome as a way of gaining awareness.

Take any initiative as an example, and imagine the facilitator in the role of guide but not instructor. The facilitator explains the activity requirements—and perhaps reviews safety concerns. Then s/he would let the group develop a plan and a way to deploy the plan. The facilitator monitors the group to maintain safety, asks encouraging questions and debriefs the activity when it is over.

A Bit on The Theory Behind Activity-Based Team Building

We have the British Navy to thank for activity-based team building. In the early 1940's Kurt Hahn founded an organization called Outward Bound, in Wales, United Kingdom, to train British seaman for survival. While the focus of these courses was on survival, Hahn also had a deep sense of the importance of using these activity-based sessions to create personal growth, awakening the spirit, and applying the lessons learned during these survival classes to everyday life. This work created much of the foundation for current activity-based team building. In today's world activity-based courses are mostly used for helping build highly effective teams while having fun learning experience. Hahn help create the following model which helps us understand how to use these activities for effective team building.

About Developing Program Objectives

Developing program objectives begins with working closely with your client to find out what outcomes they are interested in. There is a difference between “wants” and “needs” that a clients has- and in a careful conversation, you will need to find the balance point in order to develop a successful program. Typically, you can divide objectives into the following example objectives:

- Reconnect your group
- Energize your group
- Prepare your group for change
- Motivate your group
- Create a learning environment for your group around effective team skills.

Designing an Effective Program: How the “W” Outcomes a Great Experience

Learning to design an excellent adventure program takes experience. Learning what works is often a product of finding out what doesn't work as well as learning from success. Learning to create a successful adventure agenda will take learning to pace activities.

Learning to pace activities is a matter of identifying them as “advance” activities, or “setback activities.” An “advance activity” is one that moves a group forward by increasing momentum. Facilitators must coach “advance activities” to assure a positive outcome. A “setback activity” is one that ends with a negative outcome, and teaches the group that it has performance gaps that need to be addressed.



A “setback activity” is one that ends with a negative outcome, and teaches the group that it has performance gaps that need to be addressed.

A good adventure program is based on the letter “W”. Here’s how to pace, or sequence activities with this approach:

1. Start with an icebreaker that Outcomes communication, motivation and energy. (Advance activity).
2. Continue with an activity that requires more effort and prompts focus around the core learning themes for the day. Have the group reflect on the outcomes of the activity. When possible, have the group identify their key learning needs themselves. (Setback activity).
3. Rebuild hope and momentum, or success with an activity that uses gains the group has already made. Another route that can be taken is to stick directly to the activity times and end it where it ends. This can lead to a great discussion on how and why a group succeeded or failed. Ending with a discussion on the gains as well as remaining challenges the group faces is a great idea. (Advance activity).
4. Structure another setback activity that pushes the group in terms of its skills and capacities, pushing its ability to choose risk over certainty. (Setback activity).
5. Complete the program with an activity that utilizes all of the skills learned and capacities used so far. (Advance activity). Some programs have limited time so that your program becomes more “U”-shaped. However, it is important that groups leave with their emotional well-being intact and their sense of experience positive and affirming. Each activity you design should have a specific learning objective and questions to discuss. The total activity time for each activity includes a few minutes of discussion.

Designing Options: From Fun to Strategic Learning

Knowing your core objectives is easier than you think. Ask your client to imagine that the program has just concluded, and it went better than ever expected. What happened that made it so?

Think about programs design as starting on a scale-from fun to strategic training skills and capacities. A quick definition of a skill is anything that the learner can use to achieve a performance outcome. A capacity is a state of being-so, trust, risk, fear, love, hate, these are like rubber-bands. We are able to grow or shrink these capacities based on experiences, the level of support we receive and are willing to accept.

Example of Scaling a program to Achieve Outcome Goals

Fun-----> Fun with purpose-----> Building skills-----> Expanding capacities

| | | | |
|------------|-----------------------|----------------------|-----------------------|
| Connecting | Learning about others | Teamwork skills | Increasing trust |
| Enjoying | Building teamwork | Personal development | Expanding risk-taking |

Here is a program example. It is designed more on the fun side with some learning objectives more so than it is a deep capacity-building session.

Program Example:

| Running Time | Minutes | Activity Name | Key Learning Points |
|--------------|---------|---------------------|--|
| 00:00-00:15 | 15 | Tent Pole | Team vs Individual Focus |
| 00:15-00:40 | 25 | Group Juggle | Working Through Chaos |
| 00:40-1:05 | 25 | Hitting The Numbers | Process Improvement |
| 1:05-1:35 | 30 | Traffic Jam | Effective Problem Solving |
| 1:35-2:00 | 25 | Channels | Team Alignment & Handoffs |
| 2:00-2:30 | 30 | Blind Star | Leadership & Communication |
| 2:30-3:15 | 45 | Cube | Quality Delivery & Trust |
| 3:15-4:00 | 45 | Planks | Putting It All Together Through Teamwork |

Scaling a Program Around Two Main Outcome Themes

At CLI, we talk about two main categories of adventure program outcomes: transactional and transformational. A *transactional program* is one where the program design ranges from fun to training, and is intended to be a “stand alone” event. A *transformational program* is one where the program prompted a longer-term impact, perhaps expanding the capacities of learners and creating a step toward long-term change. It is a good thing to understand what your client is hoping for-and yet sometimes we see unintended outcomes due to many different factors. Some of these include a miscalculation on client readiness to change, an incident which changes the program progress to resistance, or on a positive note, an incident or momentum that the group unexpectedly capitalized upon.

We have provided you with a form to determine program objectives and program agenda in appendix A and B.

About Your Role: The Role of the Facilitator

As an instructor for activity-based team building, you will work in the following areas and play many different roles as described below:

Setting up the Activity

Prior to the team building session and sometimes during the session you must ensure that the activities that you are going to use are set up correctly and ready to go. Here are our best thoughts on the critical steps of “flawless facilitating.”

Eight Steps to Flawless Facilitation

1. Be There Early.

We recommend that you arrive at least 45 minute prior to your group's arrival to set up all your activities. When your group arrives you want to keep them moving through the experience and not have to stand around waiting for you to set something up. If this occurs your group can lose momentum. With each activity description there is a heading called "Materials Required" and "Pre-Activity Logistics" that will provide you with information on what to do.

2. Get The Team Ready to Participate

As you begin each activity there are a few things that you need to do with the group to get them positioned for the activity. With each activity description there is a heading called "Activity Setup" that will provide you with information on what to do.

3. Frame The Experience

For an activity to be successful you will first need to frame the experience to provide a big picture of what the activity is about and tell them what the goal is that they are to achieve. With each activity description there is a heading called "Tell them the Goal" that will provide you with information on what to do.

4. Provide The Rules and Guidelines

After framing the activity the group will need to know the rules & boundaries in which they need to work. You will need to tell them these. With each activity description there is a heading called "Tell them the Guidelines" that will provide you with information on what to do.

5. Manage Time

With each activity description there is a heading called "Allotted Time" that will provide you with information on what to do.

6. Debrief The Experience

Your job is also to make this experience relevant to your participants daily life and to prompt a discussion as relates to increasing team and individual performance. With each activity description there is a heading called "Debriefing Questions" that will provide you with information on what to do.

7. Coach The Experience

As an instructor you need to be both “in” and “out” of the group experience. You are “in” to provide information and to provoke thinking around taking action and you are “out” when it comes to directing, taking control and providing solutions.

8. Manage Risk

As an instructor you need to manage physical and emotion risk for participants. With each activity description there is a heading called “Risk Management”.

Setup

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Manage Risk

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Pre-program Logistics Checklist

Here is a handy checklist to ensure detailed preparation:

1. Check the site – walk the grounds and identify areas where each team will be stationed. We suggest in the most optimal space that each group would have an open area of about 50 feet by 50 feet. While checking the site look for and mark any areas that may present a risk (holes in the ground, uneven ground and areas that may contain a hazard like poles, glass, or structures).
2. Have all your activity materials onsite and divided by team stations. Setup as many of the activities as possible prior to the teams arriving.
3. Ensure that you take care of BIO needs – have plenty of water available and also bathroom availability.
4. In case of emergency have, minimally, a first aid kit on site and an emergency plan in place.
5. Ensure that your instructors are prepared and have minimally read the materials and have walked through each activity as a group. It is preferred that they actually do the activities first.
6. Assign staff to help monitor times, transitions and event needs. We want to keep the instructors focused on the group.

Program Design

The provided program is designed for an instructor to work with the same small group of participants throughout the program. There is no rotation between activities or staff. The instructors will have their own set of activities and do not need to share activities with others.

Based on how a particular group is functioning an instructor may or may not complete all the activities during their sessions. This is very acceptable if the group is benefiting from their experience. For example the Group Juggle activity is designed for 25 minutes – some groups may do it in 20 minute some in 30. If the activity is working well play it out – if not move on. The reason we suggest this is to allow for success on activities. Another route that can be taken is to stick directly to the activity times and end it where it ends. This can lead to a great discussion on how and why a group succeeded or failed. It can also help maintain overall time frames. Your choice!

Now there is one exception. For the last activity “Planks” all the groups will need to start at the same time. All groups must complete the cube and be ready to go at the 3:15 mark. All groups will start at the same time on planks and end with a final “plank off” at the end for best time.

Each activity will have a specific learning objective and questions to discuss. The total activity time for each activity includes a few minutes of discussion. This program is designed more on the fun side than it is a deep learning experience.

The First 5 Minutes- 6 Steps

The first few minutes of our program allows you to convey your intent. **This is critical as the questions that your participants have are two-fold: ‘Who are you?’, and ‘What are we going to do?’** Here is our suggestions for 6-steps to build your entrance:

1. Introduce yourself and have participants introduce themselves to each other.
2. Explain the objectives of the day and any housekeeping details.
3. Explain that they will be doing teambuilding activities for fun and learning.
4. Explain that after each activity that there will be a series of questions regarding their experience.
5. Explain challenge by choice.
6. Ask the group to develop a few simple, positive ground rules.

More on Challenge by Choice

The opposite of free choice is the use of force, and force has no place in an adventure program. In challenge by choice, participants choose the level of their level of physical and emotional involvement. Many professionals provide a range of involvement options, instead of a yes/no, (“I’m in or out”) option. For example, a participant can choose to try an activity and decide how to proceed. Of course, you have screened health and release forms to determine how to support participant level of involvement and ensure that physical or emotional injuries are less likely to occur.

Activity Description Overview

On the following pages are descriptions of suggested activities to use as part of a 4 hour program. Each activity follows the format below.

Activity Name: Obviously, the name of activity.

Materials Required: What you need to have with you to do the activity.

Allotted Time: Suggested time for the activity.

Description: This is a brief explanation of the activity for instructor use only.

Pre-Activity Logistics: This is the setup that needs to happen before the activity to get it ready for use.

Activity Setup: This is what the instructor first needs to do to get the activity going.

Tell them the Goal: This is how the instructor frames the objective/goal of the activity to the group.

Tell them the Guidelines: These are the rules of the activity.

Risk Management: These are safety concerns when doing the activity.

What Typically Happens: This is how the activity usually plays out.

Debriefing Questions: These are a series of questions to help process the learning from the experience.

1. Hoops

Placement: Icebreaker, Early Activity.

Outcomes: Problem solving, Collaboration, Communication, Creativity, Process Improvement.

Materials Required: 3 ropes/hoops ready to use (About 6 feet in length each with ends tied in a square knot.)

Allotted Time: 15-30 Minutes

Description: This is a great short ice breaker activity that can be done almost anywhere. The participants must pass themselves through a hoop until everyone in the group has successfully made it through one hoop. The process is timed. The group must improve their process but eventually hit a wall that requires them to innovate and create (think outside the box) in order to reach world class speed.

Pre-Activity Logistics:

- Have the group stand in a circle facing inward and holding hands
- Open the circle by breaking one pairs hand grip and insert a hoop between them. Do this two more times in the hoop with the remaining 2 rope hoops.
- Have a stop watch ready to go.

Activity Setup: Have the group get into a circle holding hands and quickly put the ropes in place. Quickly tell them the goal is to “get everybody through a hoop while holding hands” - hold your stop watch and say “go.”

Risk Management: Make sure participants do not fall while navigating through hoops.

What Typically Happens: The group will struggle getting their entire bodies through the 3 ropes. It will take 15-30 seconds based on the group. Encourage/challenge the group to do it faster. Try 1-3 more attempts. The group will cut off time but NOT dramatically. Next, give the group a bench mark (say competitors) of under 2 seconds and let them try again. People will start to question the rules – and you must repeat them exactly as originally stated. The way to succeed in this activity is for the group to let go of their hands, untie the ropes – and retie them into one big hoop. Next, the group would hold hands again while holding the large hoop and as an entire group step through the one large hoop.

Debriefing Questions: This activity can get to the issues of being satisfied with existing performance standards and goals as well as creativity and innovation.

- How did your original time change?
- How did it change?
- What role did creativity play in getting your best time?
- -How can you apply what you learned to this group?

2. Human Knot

Placement: Icebreaker/Main Activity

Outcomes: Problem solving, collaboration

Materials Required: None

Allotted Time: 15-30 Minutes

Description: This activity provides people with a great way to loosen up (physically) and get to know each other (socially). It also takes a great deal of cooperation and perseverance in order to be successful.

Activity Setup: Have the group form a very tight circle facing each other. Have them reach across the group and grab the right hand of someone with their right hand. Then have them reach across the circle and grab, with their left hand, the left hand of some other person. In other words, each person must have the left hand of one person in their left hand, and the right hand of another person in their right hand. And of course, you may not grab your own hand. (If that would even be possible...) After people have their grip, and you have read the rule above to them, they proceed to try and unravel themselves until they have formed a single circle.

Tell them the Guidelines: Once you have grabbed hands, you may not release your grip until you are successful, or you give up. You may spin your hand in the grip of another, but you may not break contact.

Risk Management: Not much, make sure participants are not over-extending or tripping over each other.

What Typically Happens: It is difficult, but it has been done thousands of times. It is OK if when they have formed a single circle if some people are facing one way and some are facing another way. This seems to happen a lot.

Debriefing Questions: What skills were required for the group to be successful?

- How is it similar or different to roles back at work or in "real life?"
- The activity was setup in a functional format, how did that play out in the activity? What was the upside to the format? The downside?
- What can we learn about the way we work together as relates to this activity?

3. Birthday Log

Placement: Icebreaker/Main Activity

Outcomes: Collaboration, Communication

Materials Required: Long Plank, Telephone or Log

Allotted Time: 15-30 Minutes

Description: The Birthday Log is an activity which can be used in a number of ways. To be successful, good communication is required from end to end of the board. Also, in order to be successful, the group must become effective in supporting each other. There is a bit of a paradigm shift involved as well. Most successful attempts are usually done after the group realizes that the people on either side of the person moving must support each other solidly. If this is done, then the person moving can use them as support and easily move around them. This activity can also be a good gauge for the group to see how well they handle frustration. The activity usually requires several attempts, and the group can get frustrated if a workable strategy takes a while to develop.

Activity Setup: Approach the board. Ask everyone to step up on to the board. As they step up on to the board, have them notice who is to their immediate right and left, and ask them to remember that. Once everyone is on the board, tell them that the object of the activity is to line yourselves up on the board such that they are in order of their birthday. January 1st is at one end of the board and December 31st. is at the other end of the board. They must do this following the rules outlined above. Tell them how much time they have and tell them to begin. The activity is over when they have either completed the task with success, or time runs out.

Tell them the Guidelines: If anyone touches the ground with any part of their body, everyone must return to the original starting position. You may not use any prop of any kind. The board (or boards) must remain in the position you found them in. You must always restart in the position in which you began. No stacking people up; in other words, no one on shoulders, etc. No one should be completely off of the ground.

Risk Management: Stand close by to the board when people begin passing so that you can spot them should they start to fall.

Do not allow anyone to climb up onto anyone's shoulders, etc. Do not allow people to be picked up completely off of the ground. If a step over strategy is tried, which involves others squatting down, the people squatting often place their fingers on the board for balance. This is fine, but tell them to be careful that the passing person does not step on their fingers. This is very easy to do since the passing person often cannot see what is happening at "board level".

What Typically Happens: People try to move by themselves and keep falling off which forces them to start over. Success only occurs when they all hold on to each other.

Debriefing Questions:

- What did the group learn about support?
- What was the most effective support strategy?
- How well did the group share information from one end of the board to the other?
- Did the group encourage people to use various strategies to pass each other based on the physical requirements of each participant? In other words, for some people the “step over strategy” works great, but for those with short legs, it is very difficult. Did the group recognize these differences?
- How did the group react to “failure”?
- How did the group deal with their frustrations about having to start over?
- Did one leader emerge or was leadership shared?

4. People 2 People

Placement: Icebreaker

Outcomes: Trust, Collaboration, Inter-Personal Skills

Materials Required: One ground marker per pair.

Allotted Time: 15 Minutes

Description: There needs to be an odd number of people to complete this activity. Count your participants before you start. If you have an even number - you as facilitator will need to participate.

Have the group divide into pairs and have each pair go to a station (marked on the ground by paper plates). Add or remove extra stations as needed. The “odd” person left, not standing on a tile with a partner, will come to the center of the circle and lead the group. When the leader (person in the middle of circle) yells “people to people” everybody must find a new partner and a new station. They cannot use the station directly next to them on either side. The last person left without a partner or station will become the new leader. Role of the leader - is to call out body parts that must be matched up by partners (for example “back to back” or “left elbow to forehead”). This is a cumulative process of adding 3 positions. When the leader feels that they have provided enough commands they yell “People to People” and the process starts again. For safety reasons have people keep their hands up as bumpers when they move from station to station. Do approximately 6 rounds of leaders.

Debriefing Questions:

- How does this activity relate to team building?
- Is it important to have fun built into team work? And if so Why?
- What is it like being the leader of this activity?
- What is the importance of getting close and maybe uncomfortable with others?
- How can we more effectively let our barriers down?

5. Tarp Pull

Placement: Icebreaker/Main Activity

Outcomes: Inter-Personal Skills, Collaboration

Materials Required: Tarp

Allotted Time: 15-30 Minutes

Description: Remember the old tablecloth getting pulled out from under the dishes trick? Well, in this version, the participants are the dishes and you are the magician! This activity gives participants a chance to brag on themselves a bit, as they tell others about the skills and abilities they bring to the group.

Tell Them The Guidelines: Participants must keep both feet on the tarp right up until it is pulled out.

Activity Setup: Place a medium size plastic tarp on the ground a few feet away from the participants. Have the participants approach the tarp, but do not allow them to step on it until you have finished with the instructions. Tell them you would like each of them to step onto the tarp, but that as they do so, they must proclaim a skill or ability that they have which they or other people have said is a leadership skill. These would be things such as “a good decision maker”, “the ability to negotiate conflict”, etc. Once everyone is on, you explain to them that you are going to recreate the waiter and the dishes and the tablecloth trick. They must work together to coordinate a jump such that they jump up in the air as a group and provide for you the proper cue, at which time you will pull the tarp out from under them. Although it sounds hard, it actually is fairly successful on first attempts! Give them as many tries as they have energy for.

Risk Management: It is unlikely, but possible for people to fall during this. Do not let people with any visible infirmity which would be aggravated by a fall participate.

Debriefing Questions:

- What did you learn about the leadership skills of each other?
- What happened to enable your final result?
- What role did creativity play in this activity?
- How can you apply what you learned to school? Work?

6. Name Game

Placement: Icebreaker

Outcomes: Creating Connections, Communication

Materials Required: No materials are required for this activity.

Allotted Time: 10-20 Minutes

Description: This activity is an ice-breaker activity designed to create familiarity between participants and create a sense of community among participants. To this end the activity is run by breaking up the group into smaller groups. Each smaller group plays a round of the activity by stating their name starting with an adjective of their choosing. The adjective must begin with the same letter that their first name begins with. The next person must state the names that have already been stated plus their own name. This continues until everyone has stated their name and correctly stated the names that have been stated before them. At this point you can end the activity or mix up the groups and begin again. Tell Them The Guidelines: You must state your name beginning with an adjective that has the same first letter as their first name. You must state all other names that have been stated along with the adjectives. The group has succeeded when every participant has stated their name and the names before theirs.

Activity Setup: Break the group into several smaller groups (use another game to achieve this), so each group has about six to eight people. Designate one of the members in each group to start the activity by stating their name with an adjective beginning with the first letter of his/her first name. For example, “Hi my name is Terrific Tim.” The next person then says, “That is ‘Terrific Tim’ and I am _____.” Repeat this process until each person is introduced. Keeping the groups small will ease the anxiety about learning names. When a group feels comfortable with the names of its members, it can join with another group and go through the same or similar process to learn even more names.

Risk Management: There are no real safety concerns with this activity.

What Typically Happens: Participants begin stating their names and adjectives and typically the game starts becoming more difficult as time goes on and more names are added. Participants may need to ask for names or help which is fine.

Debriefing Questions:

- What is the value of being familiar with members of your team?
- What can you do in a real-life situation to help the team become more familiar with one another?

7. Name Train

Placement: Icebreaker

Outcomes: Creating Connections, Collaboration

Materials Required: No materials are required for this activity.

Allotted Time: 10-20 Minutes

Description: Players stand in a circle, facing in, and one volunteers to be the locomotive. Let's say Jen volunteers to be the locomotive. The locomotive chugs around the inside of the circle a bit before stopping to exchange introductions with one of the player in the circle. "Hi, I'm Jen. What's your name?" "My name is Tim." Jen then repeats Tim's name three times, "Tim, Tim, Tim" while doing some semaphoric cheer. (Semaphore is a system of signaling with flags to communicate a message. Since we have no flags, just moving one's arms and legs in some movement with achieve the desired effect). After this little cheer is done, Jen turns her back to Tim and Tim grasps Jen hips. Jen, is now the engine and Tim is the caboose. The little train chugs around the circle and stops at another person. When reaching another person, the engine asks for the person's name. Both engine and caboose go through the three cheers of the new person's name along with their individual semaphoric body movements. The new person becomes the engine while Jen becomes one of the cars and Tim remains the caboose. When starting this game, start off with an "engine" who is not too self-conscious about yelling and cheering in front of the group. Additionally, the next person selected, the caboose, should be someone who is not self-conscious about always bringing up the rear. Actually, the caboose can add a great deal of humor and fun to this activity by "hamming it up" as the train travels around the circle.

Tell Them the Guidelines: Explain the rules of the game as described above. Activity Setup: Arrange the participants in a circle facing in and choose one volunteer to be the locomotive. Explain the guidelines and start the game.

Risk Management: The only risk management associated with this activity is to make sure participants are moving around at a safe pace and no one is going to fall or run into another participant.

What Typically Happens: This is a high-energy fun activity designed to energize a group. The group typically moves around a lot and as the game goes on participants become gradually more engaged and excited. Multiple rounds may be effective.

Debriefing Questions:

- What was it like having to use people's names in an activity?
- What is the importance of getting to know people's names?
- How would it impact your org if everyone knew each other's names?

8. Incorporations

Placement: Icebreaker

Outcomes: Communication, Creating Connections

Materials Required: No materials are required for this activity.

Allotted Time: 10-20 Minutes **Description:** This is a game about forming and reforming groups as quickly as possible. The leader will direct the group to form smaller groups, based upon some criteria verbalized to the group, at a signal. The goal is to get as many people to introduce themselves to as many other people as possible. It is not designed to see how fast or successfully the group can accomplish the leaders directive. The leader needs to give the group enough time to incorporate and then introduce themselves to one another if the incorporation calls for it. It is important to keep the pace of the game rather fast.

Example incorporations:

1. Get into a group of three and introduce yourself;
2. Get into a different group of five people and introduce yourself;
3. Get into a group of people who have shirts that are the “same” color and introduce yourself;
4. Get into a group of people who have the “same” or similar major and introduce yourself;
5. Get into a group of people whose names have the same vowel come first in their first name and share your first names;
6. Get into a group of people who were born in the same season (fall, winter, spring, summer);
7. In your season group, arrange yourselves by birth date (month and day)
8. Think of the last digit of your telephone number and get with every person who has the same last digit;
9. Get into a group of ten and sing the WAZZU fight song;
10. Get together with the entire group, link pinkie fingers, and when the whole group is together, shout “that’s another Cougar first down!”
11. Get into a group whose home town is west of the cascades and a group whose home town is east of the cascades. Wave to the other group over the mountains. Yell out a cheer for your side of the state.
12. Find another person who drove about the same amount of time to get to Pullman.

Tell Them The Guidelines: As soon as the topic is called out, find a group. Do not run, shuffle on the floor for safety reasons, however there should be a high level of energy in the group for this activity. **Activity Setup:** Minimal setup required, organize the group and give them the instructions.

Risk Management: Ensure safety by monitoring the speed of participants and making sure

people are not running into each other or pushing or otherwise being too aggressive.

What Typically Happens: The game may start with a lower energy if the group is not familiar with each other when the activity begins. The energy will naturally ramp up as people get excited and have more fun with the activity.

Debriefing Questions:

- What is the importance of making new connections in the group?
- How did it feel to make those new connections?
- Where in life will it be important to make new connections?

9. Best and Worst

Placement: Icebreaker

Outcomes: Creating Connections, Communication

Materials Required: None, can use cards or other identifying tools

Allotted Time: 5-15 Minutes

Description: Ask each person in the group to write down one best and one worst question that they want to learn about the group. E.g. What's the best recipe you know? What's the worst injury you've ever had? What's the best thing you've ever smelled? What's the worst present you have ever given someone? What's the best voicemail you have ever received? What's the worst trip you have ever taken? Put all the ideas in a hat and have everyone pick 2 at random (meaning they might get their own question)! Go around the circle and have everyone share their answers and brief related stories.

Debriefing Questions:

- Do you know more about each other now?

10. Group Juggle

Placement: Icebreaker

Outcomes: Problem solving, collaboration, communication

Materials Required: Tennis Balls

Allotted Time: 10-30 Minutes

Description: Group juggle is a good activity early on in the day since it is a good way for people to get to know each other since one of the rules involves calling out the names of participants. It also is a good activity for problem solving and goal setting. As the group becomes successful in passing one object through the system they create, they must choose how many more they can move through the system. Often times they are too ambitious, not realizing that the more complex a system becomes, the harder it is to get work done. An advanced processing issue is whether or not the group redesigns its structure to be successful.

Activity Setup: Begin by having the group form a circle with you at the center. Have them step back if needed to form a good size circle, one in which people can easily toss an object to another person. Step out of the circle. Reach into the bag and pull out an object. Give the object to a person, and tell them that the object of the activity is to throw the ball to everyone in the circle while following the rules above. Once they have been successful with one object, tell them that the name of this activity is group juggle, and that you would like them to now move three objects through the system. You will initiate the introduction of the objects into the group, saying the name of the person you are starting with. Once the group has been successful with three objects, show their possession at a time. Once the group has been successful with three objects, show them how many objects you have with you, and tell them that you would like them to come to a decision, using a consensus process, on how many they can successfully move through the system. Once they have done that, you should get that number of objects ready by you and then begin. Remember that if any object hits the ground, the group must begin again with all of the objects, not just with the one that hit the ground. If the group initially chooses less than the total amount of objects you have, when they are successful, ask them if they can do more. Continue until they have moved all of the objects through a system or until time runs out on the activity.

Tell Them The Guidelines: The ball must be thrown to someone across from you in the circle. You may not throw the ball to someone who is to your immediate left or right. You must say the name of the person to whom you are throwing the ball to. The ball must go to everyone in the circle once, but no more than once. The ball must not hit the ground, or you must start over. You may not hold the object for more than three seconds before passing it on. When multiple objects are introduced, there is an additional rule, which is that you may never have more than one object in your possession at a time, unless you are the starter. Tell people to remember the order in which they threw the object, since it must be repeated in the same way for each subsequent attempt.

Debriefing Questions:

- What differences did you notice in the groups opinion of how many objects could be moved through the system? Some people will be more cautious, wanting to add only one at a time, while others will say “We can do all of them”. Is one of these approaches better than the other?
- What contribution to the group does each of these type of people make?
- Did the group take time to talk about problems they were having or did they just jump right back into task?
- Did the group consider alternative ways to move the balls through the system to avoid balls hitting each other?
- Did the group consider changing the shape of the structure they were in to allow them to move the balls through the system more effectively?
- When people dropped the ball, was the group quick to blame the individual who dropped the ball, or was the problem seen as a problem with the system?

11. Triadic Trek

Placement: Main Activity

Outcomes: Planning, Co-ordination, Communication

Materials Required: One set of objects for each triad. Example: set of fish, set of tennis balls, set of cones

Allotted Time: 20 Minutes

Description: This activity can be facilitated with three cycles of play with mini debriefs between cycles and a final debrief. Participants can be divided into the three roles and have an opportunity to play each role. These roles can be named differently to create a metaphor that is specific to a groups learning objectives. In this example, the group is divided into equal numbers of Visionaries, Managers and Technicians. The Visionaries have a vision, a dream, or a goal in mind. However, communicating this vision to an organization can be difficult. To represent this struggle, Visionaries cannot speak during the activity. Each visionary is shown a vision by the facilitator, which is communicated to the managers who are facing the visionary. Visionaries want their vision inside the hula-hoop in front of them. Managers must keep both eyes on the Visionaries at all times during the activity and at the same time help the Technicians get the job done. (Managers sit in chairs facing Visionaries, and cannot leave the chairs.) Technicians are many times the last people in an organization to learn about goal or vision changes. To represent this information gap, Technicians are blindfolded. The Technicians task is to follow management's directions and ask for the help they need to get the job done. Instruct the entire group that specific objects will need to be placed in the hula-hoops in order to accomplish the goal.

Pre-Activity Logistics: Divide the teams into 3 groups and name them according to the metaphor you are establishing.

Activity Setup: Rounds (3 rounds of 5 minutes each) do not return the objects to the field but do change the specific object of the vision for each round. This will allow the group to feel that they are building on something instead of starting over.

Rotation: Visionaries to Managers to Technicians to Visionaries and so on. Visionary (cannot speak) (The facilitator shows each visionary a specific and separate object of his or her vision without the manager being able to see it.) (Example: red fish to 1st Visionary, blue fish to 2nd Visionary and so on) Manager (sitting on chair inside a hoop-hoop) (visionary objects must end up in hula-hoop) (Managers must face forward)

Tell them the Guidelines: Instruct the entire group that specific objects will need to be placed in the hula-hoops in order to accomplish the goal.

Debriefing Questions:

- What was your experience in each of the three roles?
- What was the most difficult about this activity for you?
- What did you learn about communication?
- Knowing what you know now, how would you manage this activity?

12. Blind Square

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: Long Rope (20-30 ft+), Blindfolds

Allotted Time: 15-30 Minutes

Description: This is an activity which allows the group to look at what it does with information, and allows them to look at the power which may be possible when there is vision if it is shared. Because of the way that the activity is set up, the group is also able to experience what happens when information that is available is not shared. This activity forces some in the group to experience the opportunity to become leaders, and for others they must experience what it means to be an effective follower. Another dynamic that often occurs allows the group to look at how powerful our assumptions are and how things which we assume that are not true impact our ability to be effective in completing a task.

Activity Setup: Begin by uncoiling the rope and laying it out in a straight line on the ground in front of the participants. Have them step up to the rope so it is right at their feet. Pass out the blindfolds and tell them that this activity involves the use of a blindfold. Review the section under safety with them about blindfolds. You may choose to read this word for word. Once they have their blindfolds on, have them reach down and pick up their rope. Tell them that the object of the activity is to make a square with this rope, following these rules. Read the rules. Ask if there are any questions. If there are not questions, tell them to begin.

After about two minutes have passed, approach one of the participants and whisper to them that they may take their blindfold off. Have them keep it around their neck however. Make eye contact with them, but if they do not ask any questions, do not say anything. If they ask “Can I talk?” or “What can I do?” respond with “Anything you want” If this person does not take a leadership role within about 45 second, in other words, if they do not use the vision they have been given, quietly ask them to put their blindfold back on. Go to another person in the group and repeat. If the person you choose does use their vision to take a leadership role, allow them to remain sighted. Continue in this manner relatively quickly until you have four sighted people. Allow the activity to run to completion. If the group is still struggling, even with four sighted people, give more people the gift of sight. Try to keep at least a few with their blindfolds on for the entire activity. They are to let you know when they believe they have completed the task.

Tell them the Guidelines: Your hands must remain on the rope unless you need to use one as a “bumper” while moving. You may not decide to remove your blindfold (unless your safety is in jeopardy). You must use the entire rope to complete your square, which means that the perimeter dimension of the final square would approximately equal the total length of the rope. When

finished, there can be no slack in the rope. The rope may not be cut, and the two ends must touch each other upon completion. When they believe they have completed the task, they should tell you that.

Debriefing Questions:

- Relatively early on in the activity, you had four people who could see. How effectively did the group use this ability; this could best be judged by how effective the group was at completing the task.
- How did the people who could see respond to that capacity?
- If you could see, and did not share that information with the group at all, or shared it only indirectly, why do you think you did this?
- If you were not able to see for the entire activity, what were some of the things you experienced?
- While you were unable to see, how did you feel about others telling you to take specific actions like “move a little to the left”? Did you feel differently about listening to these directives once you knew (if that was the case) that the person who was directing you was sighted? If it didn’t matter to you, why do you think that was?
- Many times, people say they did not tell anyone they could see because we whispered to them to take off their blindfold. In what ways are many of our communications “like a whisper?”

13. Blind Maze

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: Blindfolds, Long Rope

Allotted Time: 20 Minutes

Description: Members are put into the corporate maze and must find their way out.

Pre-Activity Logistics: Setup a maze using 100-300 foot rope. Have blindfolds ready.

Activity Setup: Connect blindfolded individuals to the system and tell them to move and find their way out of the system.

Tell them the Guidelines: Members must keep connected on the system (hands on rope). Members must leave their blindfolds on until they have successfully made it out of the system. The rope cannot be untied or cut. If you need help at anytime raise your hand.

Risk Management: This activity involves Blindfolds and any activity with Blindfolds should be undertaken with care. Besides those items mentioned below, your good common sense is a useful guide; remember, people can't see! Make sure the area is free from trip hazards. Consider carefully even terrain that is not level; it can surprise someone who cannot see it. Make sure those who are moving around have adequate spotters and/or a very unrestricted area in which to move. Encourage people to use one hand as a "bumper" to identify obstructions before they stumble in to them. Make sure that the persons blindfold is not obstructing their breathing. Tell people at the start that if they get vertigo easily, become disoriented, or feel faint when blindfolded to "challenge out" of this activity. Repeat one more time the notion of challenge by choice. For some reason, for some people there is no physical reaction to the blindfold. For some people, even though they have no physical reaction to a blindfold, a blindfold is something they should not put on. By mentioning this again, you support their right of choice.

What Typically Happens: We know that the only way out of the activity is to raise your hand. As the participants struggle to get out of the maze – keep gently telling them to raise their hand if they need help. If they raise their hand – disconnect them from the system, and remove their blindfold. Tell them to remain quiet. As the activity progresses, people begin to struggle and frustration begins to build. This is a quick activity so the instructions should be set up quickly and get people moving.

Debriefing Questions:

- The key theme in this activity is asking for help?. What hinders us from exposing our needs and asking for help?
- What could happen to the organizations effectiveness if we all could get our needs better met?
- What do we need to do to create environments that are safer and supportive of asking?

14. Toxic Waste

Placement: Main Activity

Outcomes: Communication, Problem Solving

Materials Required: Toxic Waste Kit, Borderlines

Allotted Time: 30-45 Minutes

Description: Toxic Waste is an excellent activity since it appears initially to many people to be impossible. Ideas soon begin to come forth, however, and usually the groups that are successful do a good job of considering many options and then pursuing one of them. The activity requires good communication between two small groups working on parts of the same activity.

Pre-Activity Logistics: Have the group approach the toxic waste area, but keep them outside of the roped off area so they respect the boundary you have created. Explain to the group that their task is to move the toxic waste from the can into the larger containment vessel at the other end of the roped off area. The rules you will explain above do a good job of giving them a picture of what has to happen (although they do not do much to tell you how it will happen, which is fine...). Be rigorous around stepping over the roped off area, and “toxic waste spills”. Be less rigorous around reaching over into the roped off area, unless people seem to be using reaching over as a consistent part of their strategy. The activity continues until the group is successful or they run out of time.

Activity Setup: Size of overall safety zone is about 50 feet long by about 20 feet wide

Tell them the Guidelines: The rope boundary creates a plane which must be imagined to be three dimensional. It extends upward infinitely. Participants may not step into this boundary or break the plane in any way. Only the designated removal tools may pass into the area. The waste must not be touched at any time. The can of waste may not be moved outside of the safe zone. No boundaries may be moved. Both cans of waste must be in the air at the same time once one comes off of the ground. The cans must be returned to their original starting location.. No outside resources may be used. The borders may not be adjusted, nor may the containment vessels be moved. If any waste falls on the ground, the activity must begin again.

Risk Management: Once people realize that the rubber bands will be stretched over the cans, tell them that the rubber bands can break if pulled on too tightly, and that if that happens, it can be sudden enough to throw you off balance. Check the area around the roped off area for debris prior to each group since people usually end up on their hands and knees while pulling on the bands with the strings.

What Typically Happens: Typically when a group is divided into 2 subgroups they become competitive, so watch what emerges in terms of behavior. Also watch for quality errors, typically one or two people discover how to make the system that will work and then others jump on the bandwagon and help.

Debriefing Questions:

- How well did the group do at problem solving? For some groups, this can be a very challenging task. If the idea does come up to stretch the band over the can and is rejected, make note of it and ask why this happened.
- Did the group hold itself to high standards and avoid reaching into the roped off area?
- What affect did having to start over again have on the motivation of the group?
- Were there some in the group who were convinced that this task could not be done? What impact did they have on the group overall?

15. Insanity

Placement: Main Activity (Early Activity)

Outcomes: Problem solving, collaboration, communication

Materials Required: 3 Hula Hoops, Toys/Foam Objects for middle.

Allotted Time: 15-30 Minutes

Description: Insanity is a great way to get a day of team building started. The group starts out in three to five separate groups around a hula-hoop laid on the ground. In the center of these groups is another hula hoop filled with a large variety of soft, safe items that can be easily moved. The task begins quickly as participants are told that they win “when all of the items are in their hoop”. After the center hoop is empty, they may take items from other hoops but may not protect or prevent others from taking items from their hoop. Sometimes quickly, sometimes slowly the group realizes that to work competitively against each other is INSANITY and realizes that there is a solution which allows them all to win.

Activity Setup: Once you have the entire group assembled, you need to have them divide themselves into 3 groups of equal size. Be sure you say “3 groups” and not “3 teams.” Once they are divided, have them move so that they are around their hoop. Tell them “This is a game which is about moving objects. In order to keep things safe, there are some rules about how the objects are moved” (Read the rules) “You win at this game when all of the objects are in your hoop” “I will tell you when to begin and stop” “GO!” After about 45 seconds, stop the play and give them 20 seconds to strategize. Say “GO” again. Let the activity run another 30 seconds or so if they are still actively competing. Once again, stop the activity and allow them to strategize for about 20 seconds. Go back into the activity. Continue alternating activity with strategizing until the group comes up with the cooperative solution which allows them to all win. This involves moving all three groups hoops on top of each other so that all of the groups have all of the objects in their hoop. Continue by processing this activity.

Tell them the Guidelines: You may only move one object at a time. You may not throw objects. You may not guard your hoop in any way or physically prevent someone from taking an object out of the center hoop or your hoop. You may not begin taking objects out of the other hoops until the center hoop is empty.

Risk Management: Check the area before set up and starting for trip hazards and sharps. Consider surface moisture when considering how aggressively you will allow people to move around. Maintain control of the activity. If people are moving too aggressively, STOP THE ACTIVITY. Enforce the “No throwing Objects” rule. Keep an eye on less agile participants. Consider how hot it is out when making the decision to allow “The Insanity to Continue”.

What Typically Happens: Competition occurs quickly as they empty the center circle- then there is a pause until they realize that they must now “take” from the other hoops. Then the competition gets fierce. At some point they get tired of running and they finally hear the person who has been trying to tell them the EASY way of doing the activity.

Debriefing Questions:

- Did the group see themselves as one team with several groups or as several teams?
- What happened to adherence to the rules once the activity began?
- When some people began to see that “This is Insanity”, how well did the group respond to their message?
- Did the group feel that the cooperative solution was as satisfying as the competitive approach?
- When you first had a chance to strategize, how did you group up?
- What might be some negative effects in this activity of pursuing a competitive rather than a cooperative approach to this activity?
- Even though you may have realized that “this is insanity” early on, why might it have been difficult to get the group to stop and consider an alternative?

16. Trading Places

Placement: Main Activity

Outcomes: Problem solving, Collaboration

Materials Required: Short Rope

Allotted Time: 15-30 Minutes

Description: To be successful in this activity, the group must be able to “think outside the box”. The apparent solution will not provide a time that you will be asking them to produce. It is a good activity with which to explore this dynamic, as well as a good activity to use to see how receptive the group is to different ideas. Often the winning solution is mentioned in some form or fashion very early on, but does not get properly explored.

Activity Setup: You will start the group in a circle, and they will assume it is a rule that they stay in a circle, but it is not. Each pair must touch one foot inside the circle at same time. Only one pair of feet in the circle at a time. Size and location of the center circle may not be altered in any way. Must end up in the “approximate” same spot as their partner. World class time is about 10 seconds (but do not share this until they have made attempts using the circle paradigm). Paradigm bust is the creation of a linear alignment.

Tell them the Guidelines: Begin by having everyone form a rather large circle, with you marking the center of it. Once you have done this, place the center circle in the center of the circle, and move out. This activity is deceptively simple, and involves them changing places, but you must emphasize that they must do that in a particular way. This particular way is that while they are on their way to trade places with their partner, they must step one foot inside the loop simultaneously, while not stepping outside it. In addition, only one pair of feet can be in the circle at a time. Any violation of this invalidates the attempt. The object is for them to make this switch as quickly as possible. They may make as many attempts as they would like. Make sure to record their time each time. Tell them you want them to go as fast as possible. Once they are pretty self-assured that they have gone as fast as they can, ask them if they are interested in what world class time is. Tell them it is around 10 second. This usually sends the group back to the drawing board and looking for a new paradigm. The new paradigm requires them to move from a circular arrangement to a linear arrangement. (see below)

Risk Management: On this activity, people are running at each other fairly quickly. Make sure they have considered if they will pass each other to the left or right to avoid those unpleasant head on collisions. Assess the slipperiness of the surface you are doing the activity on and consider this when deciding how fast you will allow people to move. Do not make the circle in

which they are stepping so small that there is a great risk of ankle to ankle or knee to knee contact as people pass. (On the other hand, if it is too large, the activity loses some of its challenge).

Debriefing Questions:

- When did the group begin to look for a different solution?
- Pay attention to when the first comment appears that suggest another solution. What happens to this suggestion?
- What was the quality like of the attempts? (Remember, when each pair steps inside the circle, their feet must be in the circle but not outside of it or on the rope. Also, the pair must step into the circle at the same time. Switching to the new paradigm makes it relatively easy to deliver a high quality product with a faster time.)

17. Moon Ball

Placement: Main Activity

Outcomes: Planning, Co-ordination, Problem Solving

Materials Required: Baseball

Allotted Time: 15-30 Minutes

Description: In this energetic activity participants must hit a ball a set number of times without letting it touch the ground. The goal for the activity is for participants to design a system and work together to achieve success. Activity Setup: Each team member must hit the ball the same number of times (i.e. each person must hit the ball 2 times, or 4 times, etc.) - Impose a time limit - Participants may use only one hand - Participants may not speak - Get multiple balls going at once

Tell them the Guidelines: Set a challenging goal for times to bounce the ball in the air.(100 is challenging but achievable) Each team member must hit the ball at least once. The ball may not touch the ground at any time – if it does it is a quality error and the group must start over. It is helpful to have the participants call out the numbers as they bounce the ball.

Risk Management: None

What Typically Happens: The group will struggle to come up with a process which will allow them to fulfill all the requirements.

Debriefing Questions:

- How did the framing of the rules influence the decision making of the group?
- What aspects of the process were more helpful in keeping the ball afloat?
- Less helpful?

18. Tennis Ball Transfer

Placements: Main Activity

Outcomes: Problem Solving, Communication, Co-Ordination

Materials Required: TBT Setup

Allotted Time: 15-45 Minutes

Description: To transfer your ball clockwise to the next station and have rings set on the bottom of platform. Once you have achieved the goal, you may remove your ball from the new station and set strings down.

Activity Setup: Everyone needs to be part of the system. System being the string attached to metal ring Can only use the last 6 inches of your string (non-attached end) You cannot touch the ring or the station If the ball drops, you are required to restart You may only touch the ball to restart

Risk Management: Keep an eye on any external objects or obstacles that might get in the way of the group moving from point to point.

Debriefing Questions:

- How did you contribute as an individual to the teams goal?
- How did the team come together to reach their goal?
- Where in real life would you have to apply the same attitude and skillset to aid a team in reaching success?

19. Continuous Improvement

Placement: Main Activity. This can be a great setback activity that drives some useful emotional responses.

Outcomes: Problem solving, Collaboration

Materials Required: 1 traffic cone(with top few inches cut off) 6-8 ropes 1 bucket 1 ball 1 boundary rope blindfolds

Allotted Time: 30-45 Minutes

Description: The objective is to pick the ball up only utilizing the resources provided, carry it to the bucket and drop the ball into the bucket. All people must be connected to the system by either holding on to an active rope or on to another person attached to the system. The only thing that can enter the boundary circle is the ropes. Buckets, cones and boundary circles cannot be moved. If at any time the ball touches the group, or touches a person, or is moved without all persons connected to the system the group must start over. Variations - All participants can initially be blindfolded and slowly be given the opportunity to see and step into the leadership role or 1/2 the participants can be blindfolded (the ones holding the ropes) and the other 1/2 coach from behind each member. Thus allowing mentoring relationships to develop.

Activity Setup: Create a boundary circle of approximately 7 feet in diameter Place cone with ball on top in center of boundary circle Place 6-8 ropes outside of boundary circle Set up bucket 15-50 feet away from boundary circle

Tell them the Guidelines: 6-8 participants must hold one end of each rope--these participants can then be blindfolded. The balancing members of the group are coaches for the blindfolded members. Mentoring relationships can be established.

Risk Management: People are blindfolded so proper spotting is required.

Debriefing Questions:

- This can be a great setback activity which can drive some great emotional responses. How is working with a blindfold here similar to work?
- How do we get the blind folds off our employees?
- What was the role of leadership like? How did your plan develop?
- What is it like to work on a project without clear vision or goals?

20. Willow in the Wind

Placement: Main Activity

Outcomes: Trust, Collaboration

Materials Required: None

Allotted Time: 30-45 Minutes

Description: This is an on the ground trust fall. One person stands in the middle of the circle and falls into the circle. They are then passed from person to person around the circle.

Activity Setup: The group forms a circle shoulder to shoulder facing inward. One group member enters the center of the circle. The outer group closes the gap where the center person came from to form a circle again. The members of the circle now take a small step backwards. The circle members now get into proper spotting position - one foot forward, one foot back and hands up ready to catch the faller. The person in the center stands with their feet together and their body stiff (not rigid). They then fold their arms across their chest. When the center person is ready to fall they say to the group Spotters Ready? - when the group is in good spotting position they respond by saying - Ready! After the center person hears this they then say Falling? and the group responds by saying Fall on ! It is at this point that the center person falls and is passed around the group. After a minute or so the participants may stop on their own accord by letting the group know that they have had enough and standing back up. Risk Management: Watch for gaps or holes in the circle. Watch for groups that shove or throw. No one should ever be dropped.

Debriefing Questions:

- This is a great activity for diagnostics of group trust. Which was more difficult falling or catching and Why?
- How can we start letting go more at work and start developing more trust?
- If shoving occurs ask what that has to do with vulnerability and letting people in close to us?
- What does it take to build trust? What destroys it?

21. Channels

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: Channels

Allotted Time: 30-45 Minutes

Description: Channels is a great activity which can be used in many ways. Some of the issues the group will confront while completing the task are issues around planning, re-planning, execution of a plan, and many others. This is an activity which engages people very quickly, so a leader is often needed early on to help the group decide on one strategy and stick with it until it can be proven to be effective or not. If this leadership is not present, it is not uncommon for groups to go from plan to plan to plan without giving themselves enough time to “move up the learning curve”. Also, since there usually is a lot of input right from the beginning, this can be a useful task to see who gets listened to in the group, and to assess what that person did or who they were so that they were listened to.

Activity Setup: This distance will vary depending on the number of participants you have. You should begin by allowing 2 feet for every participant. Then, divide that number in half and add it on to the total you had initially determined. If you had 12 participants, you would end up with a distance of about 36 feet. ($12 \times 2 = 24$, $24/2 = 12$, $12 + 24 = 36$) Tell the group in the instructions that you reserve the right to move the endpoint. The idea is to set a distance that will require the group to move at least one-half of their people around to the end to complete the channel all the way to the end. Begin by passing out one channel to each participant. Adjust the ending point from your beginning set-up if needed based on your group size. Explain that “The object of this activity is to get the marble into the container at the end. The marbles will begin at the starting cone (move to start cone) and must end up in that container” (point to container). “Making the task a bit more difficult are the following rules” (Read rules). “I reserve the right to move the container to make sure we can get the most out of this activity.” “Are there any questions?” (Answer any questions). “If there are no questions, you may begin.”

Tell Them The Guidelines: The starting point and ending point may not be changed (except by you). The marble must pass through every persons channel at least once. While the marble is in your channel, you may not move your feet. The marble may not be touched with any foreign object or by any body part. The marble must not stop or go backwards once it starts. Once it starts it always must be rolling forward. The container at the end may not be touched or moved. Any violation of any of the above means that the marble must be restarted. Only one channel per person.

Risk Management: Check the ground for trip hazards. Monitor the “exuberance” of the group as they move to put their channels in a new place. Make sure the channels do not inspire the participants to suddenly re-create the set from the movie “Zoro!” (No sword fights)

Debriefing Questions:

- Did anyone take a leadership role in the activity?
- How well did the group do on listening to the ideas which were offered?
- Did everyone feel as if they were listened to?
- How well did each plan get tested? Was it tried enough times?
- Did everyone support the chosen plan, even if they were not the one who came up with it?
- Did the group show a lot of integrity around calling themselves on errors when they occurred, such as the marble being touched, stopping, or going backwards? Did they only call themselves on this when they thought the facilitator was looking? Why is this an important issue?
- What did the group do if they became frustrated?

22. Point Of Contact

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: Tent Pole

Allotted Time: 15-30 Minutes

Description: This activity seems so easy until you try it. Then you realize it calls for a great deal of communication and collaboration. This is a good ice-breaker activity but also delivers a strong message about leadership and followership in that it seems as though the less that more people do the better it turns out.

Tell Them The Guidelines: Have the participants hold out one hand and shape it as shown below. People's fingers may not touch each other. People's finger that they have out must remain parallel to the ground. When they have all done this, you will place the tent pole on the finger they have held out. The object is to lower the tent pole to the ground. Everyone must maintain constant contact with the pole at all times at this point of contact. (Their finger). The pole must remain over their finger, not their palm. The pole must not be held to the finger with anything else

Activity Setup: Lay a fiberglass, "shock-corded" tent pole on the ground. Have participants approach it as shown above. They should be relatively close together, facing one another, with equal numbers on either side. Let them begin as soon as you have read the rules and arranged them. At the beginning of the activity, the pole actually goes up instead of down. The first few times you see someone lose contact with the pole, tell them to start over. On the third attempt or so, do not tell them to start over but keep track of the number of times the point of contact is lost. When they finish that attempt and declare success, ask them about their quality. Usually the group will admit it wasn't very good. Tell them they can continue to try until they can deliver with quality.

Risk Management: There are no real safety concerns with this activity.

Debriefing Questions:

- Why was it hard for the group to call it's own defects?
- Why, do you figure, the pole went up at first, and what did you need to do to correct that?
- What ended up to be the most successful strategy?

23. Bingo

Placement: Main Activity

Outcomes: Creating connections

Materials Required: Bingo sheet, pencils

Allotted Time: 10-20 Minutes

Description: This activity is a traditional bingo game modified slightly to work as an ice-breaker. Participants will connect and share with each other, creating new relationships and connections between individuals. The objective is to complete BINGO by getting signatures on your bingo card. The card itself can be customized so that the theme is consistent with the goals of the team building program. Participants will move throughout the room/activity area and find other participants to sign their bingo sheets. Since the goal is to make as many connections as possible, winning the game means that the participants must complete the entire bingo sheet. (All squares must be signed by another participant.) The number of required completed squares can be modified depending on the goals and time allotment of the activity. Discourage behavior such as standing on chairs and shouting, as the goal of the activity is to move around and meet as many people as possible.

Tell Them The Guidelines: You must make the required number of connections (signed squares) in the allotted time. You cannot stand on your chair or shout. Participants must move around the room and each square must be a new person.

Activity Setup: Hand out BINGO sheets and pencils. Make rules clear to participants. Risk Management: There are no real safety concerns with this activity.

What Typically Happens: Participants move about the room making connections with others until the sheets are all complete. Sometimes extra management is needed to make sure participants are up and moving around.

Debriefing Questions:

- How did it feel to be a participant?
- How did you manage your time while making as many connections as possible?

24. Pass the Key

Placement: Main Activity

Outcomes: Problem Solving, Collaboration

Materials Required: A "key" to be passed from participant to participant.

Allotted Time: 10-20 Minutes

Description: Divide the group into two equally numbered teams. Arrange the teams so they face one another. Team members then join hands. This leaves two “free” hands on each team (the two people at the ends of each line). Give a single key to one of the “end” people on each team. The task is to pass the key from one end to the other without unclasping the hands of the team. The key cannot be passed or kicked along the ground. If the key drops, it must be picked up while all hands remain clasped.

Tell Them The Guidelines: Hands must stay joined throughout the activity. The key must be passed from one end of the team to the other end without unclasping the hands of the team.

Risk Management: There are no real safety concerns with this activity.

What Typically Happens: The process starts out shaky but as the team figures out how to effectively pass the key they will get faster and faster.

Debriefing Questions:

- What was the most difficult aspect of passing the key from person to person?
- What could the key represent back in the “real world?”
- What could have made the process of passing the key easier?

25. Trust Walk

Placement: Main Activity

Outcomes: Building Trust, Collaboration, Communication

Materials Required: There are no materials required for this activity

Allotted Time: 5-15 Minutes

Description: This is another high trust activity. The players form a line and hold hands. Everyone in the group closes his/her eyes except for the first and last person in line. It is the job of these people to keep the entire group “safe” while on the walk. The leader takes the group on a walk, a very slow walk, and the leader’s instruction must be passed down the line. The last person assists the leader by calling out feedback as to what is happening at the end of the line. This activity can be done with dyads where one person acts as the leader and the other the follower with his/her eyes closed. After a time, they two people switch roles. This can be a powerful activity for a group learning about leading and following roles in a group. Just because a person is a follower does not mean s/he is passive and “blindly” follows all of the leader’s instructions. Rather, followers have the duty to take care of themselves and those around them. This point is illustrated by the communication of the person’s needs (I need to slow down... We are in a rough spot, please stop... There is a rock right here, step over it and you are clear... There is a tree to your right, so stay on the “feel” for roots, etc.).

Tell Them The Guidelines: Before initiating this activity, let everyone in the group that if they are uncomfortable with the activity that it is all right to opt out. This is especially true for folks dealing with trust issues or people who have experienced some physical injury and who want to protect it.

Risk Management: Since one person will be blindfolded, keep an eye on groups who are having trouble guiding one another. Typically participants can effectively guide each other without incident but sometimes participants can become careless or confused.

Activity Setup: Split the group into partnerships. Make sure one participant is blindfolded and one is not. Tell the group the guidelines of the activity and create a route for the group to follow.

Debriefing Questions:

- How did it feel to be the person who could not see?
- How did it feel to be the person who was directing?
- Why is trust an important component when working in a team?

26. Ah So Ko

Placement: Main Activity

Outcomes: Communication, Planning

Materials Required: None

Allotted Time: 10-15 Minutes

Description: Ah So Ko is an icebreaker game designed around hand signals and movements. Each person must complete the designated movements in the correct order. If someone incorrectly signals, they are removed from the game until 2-3 people are remaining.

Tell Them the Guidelines: Start with the group standing (or sitting) in a circle. Use hand gestures for the following: Ah (hand under the chin palm facing the floor) So (hand at forehead, in salute fashion), and Ko (arm and hand out in front of you pointing at another player). One person starts with “Ah” (hand to neck). The direction the hand is pointing, that person follows with “So” (hand to forehead). Similar, the direction of the hand signals that person to do “Ko”. And so on... If someone “messes up” or forgets to act they are “outta the game.” At that point, they step out of the circle, and the person to the right has a silent 3 second count to start the game again with “Ah”. Game continues until 2-3 people are left (up to you whether the last 2 compete for AhSoKo champion title!).

Activity Setup: Alternatives Optional ways to continue to involve everyone: The people who get “out” create their “outside” version going on at the same time. Need at least 3 to be “out.” The people who get “out” can become “hecklers” whose job it is to try to get the others to mess up. Rules of being a heckler are, hecklers must stay on the outside of the circle, cannot obstruct vision, physically touch anyone, or be cruel. Include a person in the middle of the circle who is “it.” Give that person half a pool noodle. Whoever is “it” uses the pool noodle to tag whoever's turn it is each round, the person who is tagged is out, rather than whoever messes up...often if a person messes up they will be the one tagged but it keeps participants attentive as they compete with whoever is “it.”

Debriefing Questions:

- How difficult was this at first?
- How did you feel when you were “kicked out” of the game?
- How difficult was it to concentrate as more people joined the heckler group?
- How can we prevent a mindset of winners and losers in this group?

27. Captain of the Ship

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Allotted Time: 10-20 Minutes

Description: Assign one person to be the "Captain." The role of the Captain is call out the actions and dismiss the players who don't do the actions quick enough or who break from character. Once the captain calls an action, each player has 3-4 seconds to start performing the action. If they don't find a group fast enough or perform the right action, they are out of the game. Here is an explanation of each of the actions... Captain's Coming!: Everyone stands at "attention" (in a salute), and they can't move from this position until the caller says, "At Ease!" If they laugh or break from the attention, they are dismissed. To the ship!: Players run to the right. To the shore!: Players run to the left. (for an added bonus be sure to point the right direction the first few times and then begin to point the opposite occasionally. You will be surprised how many go the way you point instead of the right direction) Man Overboard!: One person drops to one knee the other stands behind them, puts a hand on their shoulder. Both scan the ocean for the overboard man Crows Nest!: Three players stand backs to each other and lock arms at the elbows to form the crows nest. Mess Table!: Four players squat in a circle like sitting at table and pretend to eat like they haven't eaten in days. Tell them to make really loud eating sounds like "YUM YUM YUM YUM YUM!" Walk the Plank!: Five people stand in a single file row hands on the shoulders of person in front of them Mermaid!: each player individually thrust out right hip, places right hand on that hip, takes left hand and makes a big exaggerated wave and yells out "howdy sailor!" (this one is basically for your own entertainment as it looks hilarious and it gets the participants laughing)

Risk Management: Ensure participant safety as they are moving and try to slow the pace.

Debriefing Questions:

- How did you solve this?
- What skills did you use?

28. Go!

Placement: Main Activity

Outcomes: Accountability, Communication, Problem Solving

Materials Required: None

Allotted Time: 15-30 Minutes

Description: To create an opportunity to talk about team accountability and communication and paying attention to what's not happening (as opposed to what is happening) by having the group move fluidly as one person leaves a place and another enters their spot.

Tell Them The Guidelines: This is a very difficult game to explain, but I've found that the debrief is very useful in teams where people blame others for their groups failures. Explain to the group that when the game starts you are not allowed to speak at all except to say the word "Go." With the instructor (or odd person out) starting by standing in between 2 of the equally spaced participants. Tell the group that you are making eye contact (ONLY) to get the attention of someone across the circle with the intent of getting them to say "Go" so you may leave your space. When one person says go (only after making eye contact) the instructor can start at a slow pace walking towards the person who told them to go. While the instructor is walking towards the person (we'll call them Person A), Person A must make eye contact with those across the circle with the intent of having one of them tell them to "Go." "When this someone tells Person A to go (we'll call this new participant, Person B), Person A can leave their space and head towards Person B. If timed correctly Person A should be moving out of their spot in time for the Instructor take their spot. This continues when Person B searches for someone to say go and then moves (only when told to) and Person A can take their spot. Enforce these rules: 1. Nothing can be said besides the word "Go." 2. You may not leave your spot unless someone has told you to go, after you've told someone to go. 3. You may only say "Go" if you've made eye contact with the person who needs your help. In the event that a person tries to enter a spot before the spot holder has time to get someone to tell them to go, the game ends and is quickly debriefed in regards to accountability and strategy. Keep trying until the group fully understands how it works and they can move fluidly for a while. Then do a full debrief.

Debriefing Questions: The debrief for this game can come as soon as the group fails for the first time (when a person tries to enter a spot before the person in the spot is told to go).

Accountability: Ask the group about fault. Who's fault is it that the group failed? Is it the person walking that was told to go? Was it the person who couldn't get anyone to tell them to go? Is it the whole group for not making eye contact and telling the person who is stuck with someone heading towards them to go? It's no one or everyone's fault. There is no single blame. Explain that as a team they succeed and fail together and everyone has something they can add to the group for it to be successful. **Strategy:** How is strategy important in this game? What happened

when you walked towards someone that was too close to you? How did you fix this?

Communication: Ask the group about the difficulty of getting a person's attention across the circle. If they could not talk (besides the word "go") how were they able to do their jobs? Seeing what's not happening: Explain how complicated it is to not focus on the person walking and to focus on the person that needs assistance that is stuck in their spot. In this they must focus on what is not happening and leave what is happening alone as it does not involve them.

29. River Crossing

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: 1' x 1' squares of cardboard or foam or rubber baseball bases work well also. (half to two-thirds as many squares as people in the group)

You can also substitute 8.5" x 11" pieces of paper

2 pieces of rope (or masking tape or 4 cones) Several Blindfolds (optional)

Allotted Time: 15-25 Minutes

Description: River Crossing is an activity designed to co-ordinate all individuals around a single task. The object of the activity is to get all members of the group safely across the river. They must go as one big group, not multiple smaller ones. Also stress that everyone must be on the river before anyone can get off the river, forcing the entire group to be engaged at once.

Tell Them The Guidelines: Participants cannot touch the water (floor/grass) and therefore must use rafts (cardboard squares) to cross. The water is filled with piranhas. Therefore if someone loses their balance and touches a hand in the water it gets eaten (put behind the back). Same goes for a foot. If a person completely comes off the raft they are gone and since this is a team exercise everyone must start over. I recommend using this motto with the group, "start as a team end as a team." You can also be creative and add challenges in as the group crosses. For instance you can say a fish jumped up and tail slapped someone in the eyes so now they cannot see (blindfolded). Tell them the river is acidic and when two people share a raft it tipped and now their legs are fused together (tie ankles together). Use these tools to help take away the natural leaders or more outspoken participants and it forces the others to step up and take on more substantial roles. No scooting or sliding on the squares. This can be a safety issue and it emphasizes individual work versus teamwork. Rafts must be in contact with a human at all times or they will be swept away with the current. Once the group has started the process, your role is to take cardboard squares that are "swept away by the current" and to watch for safety issues. Use this to your advantage as well. The participants will invariably slip up and leave some rafts here or there with no one contacting them, those you should steal. When the first group members get to the other side immediately start to encourage them to hurry and get off the river. Nearly every time the first few people will rush off the rafts leaving them unattended for you to steal and stranding some of their team-mates. Work this into your debrief, when working with a team you can't forget about your mates. Just because you have made it to the finish line someone else may not have.

Risk Management: Encourage participants to be safe with their handling of the "rafts."

Activity Setup: Setup a length of space (15-25 ft) to be used as the "river." Mark the boundaries of the river with objects such as cones or ropes. Have an amount of rafts available that will allow the team to cross the river.

Debriefing Questions:

- What happened during the process? What worked?
- What didn't or what hindered the process? What leadership was demonstrated during the process? How so?
- What did you observe? What were the individual roles people played? Were members comfortable with their roles?
- Who knew what the process for crossing was? Who didn't?
- How did you communicate the plans to group members?
- What might the different aspects of the exercise represent in your group: the squares, the river, the loss of squares, the facilitator, etc?

30. Silent Opera

Placement: Main Activity

Outcomes: Problem solving, collaboration, communication

Materials Required: 10 – 20 Various Objects (Dog Toys, Cones, Balls, etc.), 1 Blindfold, 1 Rope,

Allotted Time: 15-25 Minutes

Tell Them The Guidelines: This activity works on alternative methods of communication. Inform the group that the blindfolded member cannot speak, but will need to be told what to do in order to accomplish a given task. The person in the middle can only look at the large group but must tell the blindfolded member what to do. The large group will know the task and must communicate that to the middle person without speaking and without crossing the barrier represented by the rope. Lastly, inform the large group of the task (the more specific the task, the more challenging). Tasks may include: collect as many objects as possible or collect specific objects (by color, shape, type, etc.)

Risk Management: There is no risk management associated with this activity.

Activity Setup: Select one volunteer to be blindfolded (this person will be "the collector") and one volunteer to give vocal instructions. The remaining members of the group are not allowed to speak. Set up the room and position participants according to the diagram below.

Debriefing Questions:

- How did you solve this- what skills did it take?
- What role did clear communication play?

31. Nitro Crossing

Placement: Main Activity

Outcomes: Planning, Communication, Co-Ordination

Materials Required: Nitro Swing, Hoola Hoops (3-5)

Allotted Time: 20-40 Minutes

Description: There are several ways to use this element.

-Dream crossing version of nitro Crossing. The participants have to get everyone from the stick to the platform without touching the ground, using a rope swing. They also need to get a bucket of water ("their dreams") across as well.

-Waterfall. The salmon (students) are spawning and need to get from the stick on the ground to the platform without touching the ground.

-Regular, run of the mill nitro crossing. The ground is nitroglycerin, a pit of lava, etc and the students need to get their team safely from the stick to the platform without touching the ground.

Tell Them The Guidelines:

1. If participant touches ground, consequences happen (the whole group starts over, one participant must go back; whatever you think is appropriate for the group)
2. No jumping from platform
3. Observe basic swing safety, such as no necks in the rope
4. If the water spills a drop, then consequences happen (if you are using the dream crossing idea)

Risk Management: Be sure that all children are paying attention to what is happening. No child should run, jump, leap, dive, or climb onto another (except for possibly standing on a well-placed knee). Children should never grab each other below the waist to help keep them from falling back; this could lead to falling on head or back, unsupported. The chaperone should be spotting the swingers while the instructor watches for other safety considerations.

Activity Setup:

Dream crossing:

The stick represents the present. The ground between is the trouble and turmoil the world is going through. The platform is the future. The participants have to swing across the turmoil to be able to bring to the future their dreams and wishes for the environment. Have each participant pour some water into the bucket while saying a wish or dream they have for the earth or

environment while they try to get through to the future. Tell them they do not want to spill even a drop of the hopes and dreams people have for the world.

Waterfall:

Have you ever seen a salmon swim upstream, or seen a photo of that happening? They swim upstream every year to spawn, to create the next generation of salmon. What dangers do salmon face as they're swimming upstream? Bears, birds of prey, other predators! Your team is a group of salmon that is trying to swim upstream. You must all swing from this stick to the platform without touching the ground. Touching the ground represents being eaten by a bear or bird of prey, which means one person from your team must go back to the start. The task is to get your entire team onto the platform.

Nitro crossing:

There has been a volcano/chemical laboratory explosion and your team must cross the lava/nitroglycerin river by using this rope to get to the platform. Anyone who touching the ground is consumed by the harmful river! Get your team from the stick to the platform without touching the ground.

Debriefing Questions:

- What did you do to get everyone across?
- Why did that work?
- What kind of communication did you use to be successful?
- How did you work together to get across the middle?
- What do you think we could do to actually help your wishes survive till the future?
- How can we work together to help ourselves and the environment get through hard times?
- What are some of the dreams or wishes you had for the earth?

32. Protectors and Destroyers

Placement: Main Activity

Outcomes: Getting to know others, generate energy, increase collaboration.

Materials Required: None

Allotted Time: 10-15 Minutes

Description: This activity allows participants to play at identifying one person who services as a protector and one who serves as a destroyer.

Tell Them The Guidelines:

Have the group make a large circle. Ask them to look around and secretly select someone from the group who they might not know very well, who could serve as their “destroyer”. Do not reveal to anyone who this person is ‘Now say; “When I say go, your job will be to move as far from your destroyer as possible, never stopping, until time is called.” When you say “go”, give the group 3 minutes to accomplish this.

Ask the group to circle back up, and this time, tell the participants to “find another person, and don't tell that person who they are, that can serve as your protector. Your job is to keep the protector between you and the destroyer. You have to keep moving until time is called.” Allow 2-3 minutes.

At the conclusion of this second round, circle the group up and talk about how important it is to form relationships in their organization. Comment that it is human nature to connect with those we know better, and we sometimes think of people we don't know as well as destroyers. So to overcome this, you can intentionally connect with those people that you don't know as well. To do this now, please go over to protector and thank them for protecting you. (Allow a minute or two to do this), now go over to your destroyer and introduce yourself Allow a minute or two for this).

Debriefing Questions:

- ☐ How did it feel to be considered someone's protector?
- ☐ How did it feel to be someone's destroyer?
- ☐ How can we avoid labeling people?

32. Whip Around

Placement: Ending Activity

Outcomes: Reinforcement of what was learned during program.

Materials Required: Scrap Paper (Optional)

Allotted Time: 10-15 Minutes

Description:

1. Question

Pose a prompt that has multiple answers.

- ☐ What did you learn today?
- ☐ What are you taking out of this program that you did not bring in?
- ☐ What was the high point of the day for you?

2. Whip Around

“Whip” around the room, calling on one participant at a time. Have participants share one of their responses. When called on, participants should not repeat a response; they must add something new.

3. Discuss

After completing the whip around, have participants discuss which ideas and themes showed up most in their responses.

Risk Management: None

Activity Setup: Position participants in a circle so every individual can be seen and heard.

33. Circle of Appreciation

Placement: Ending Activity

Outcomes: Reinforcement of what was learned during program.

Materials Required: Rope or Human Circle

Allotted Time: 10-15 Minutes

Description:

Gather the group into a large circle. Explain to the group that this is the ending activity. The goal is for everyone to connect as many people as possible within 60 seconds to let them know something you admire or appreciate about them. Clap your hands and say “Go!”

Risk Management: None

Activity Setup: Position participants in a circle so every individual can be seen and heard.

Appendix A – Determining Program Objectives

1. Interview your client
2. Ask your client what goals they have for your session.
3. In addition, it may be helpful to ask them what they hope is accomplished by the end of the day.
4. Now, begin to pair activities to meet the needs of each objective:

| Objectives | Possible Activities | Possible Key Discussion Points |
|-------------------|----------------------------|---------------------------------------|
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Appendix B – Determining Program Agendas

Working Agenda For: _____

Start Time: _____ End Time: _____

| Time | Activity | Discussion: Key Points |
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What you're holding in your hands is about 30 years expertise about how to structure effect of experiential activities. This book will allow you to take a leap from novice toward developing excellence in facilitation skills.

From understanding how to set up and determine program objectives to creating an effective team building agenda, this book covers it all. Individual experiential initiatives are broken down so that you can understand how to apply each one sequentially. Add this book to your library of experiential learning, and you won't be sorry.



Tim Buividas, Ed.D.

Having co-founded The Corporate Learning Institute in 1992, Tim thrives on working with clients to create performance breakthrough and organizational change across all levels. He is certified in experiential education, Myers Briggs®, DiSC Personal Profile®, Team Dimensions Profile® and Situational Leadership. Tim also is an expert with the Thomas Kilmann Conflict Indicator®, Time Mastery Profile®, Corporate Lifecycles®, Fish Philosophy®, and numerous learning and development models. He utilizes 360° feedback tools and develops surveys. Tim is currently bringing a new team assessment, Team Assess to market.

Tim holds a doctoral degree in Organizational Leadership, and is a graduate of Benedictine University, holding a Master of Science in Management & Organizational Behavior with a focus in organizational development. Find Tim on LinkedIn or at tbuividas@corplearning.com.