

CRAZY EIGHTS

The original thinking related to this activity was posted on the FUNdoing blog, July 23rd, 2014.

FACILITATED OBJECTIVES:

Explore behaviors related to keeping self and others safe, planning a task and understanding one's role, what levels of responsibility are part of the task, communicating with neighbors, and trusting each other. Explore concepts of integrity, responsibility, cooperation, and collaboration.

NEEDS & NUMBERS:

You'll need a game spot for each participant and one timing device. (Consider this. Even a half sheet of paper can be a game spot.) If you attempt LEVEL 3, you might consider providing blindfolds.

The sighted Levels can be played with 12 to 50 (or more). The unsighted Level plays well with 12 to 24 participants.

TIME:

15 to 20 minutes. (If you go for a few sighted tries to a few unsighted tires, you'll need about 30 minutes.)

PROCEDURE:

Give each participant in your group a game spot and then ask everyone to find their own personal space within the activity area you have provided – you can have boundaries marking the area or specify the “general area” of play. Keep in mind, the more space you provide for your group the more running there will be – and faster speeds. Once everyone has found a place to stand have each person put their game spot under their feet (i.e., stand on the game spot).

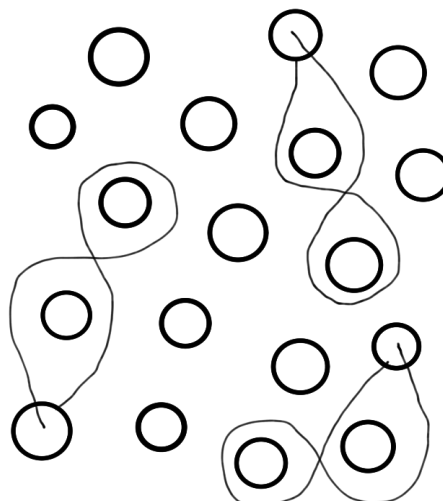
LEVEL 1: Here's the straightforward challenge. When you say “GO!” (time will start), each participant is required to circumnavig-eight two spots in a figure eight pattern (see examples in the diagram), and then return to his/her original spot. When everyone is

Communication/Cooperation

Activity Objective

For time, the group is challenged (at three possible difficulty levels) to collectively move around game spots in a figure eight pattern.

Crazy Eights
Example spot set-up and traveling paths.



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back on his/her spot the time stops. If you stay at this level for a few tries you can let your participants keep the same spots to travel around or require them pick a pair of new spots to eight around.

LEVEL 2: The challenge here is the same as Level 1. Each participant moves in a figure eight pattern around two spots (not including the one being stood upon). However, in this challenge, two (or more) participants may not circle around the same second spot. Let me explain. Everyone will pass to the left or right of the first spot of the pair they chose. Then, circle around the second spot they chose on their way back to their original spot. With this in mind (again), no two participants may travel around the same second spot. After everyone is back to his/her starting game spot, and time stops, ask if anyone discovered someone else circling around their second spot. If this did happen a 5-second consequence is added to the overall time.

Try a few rounds at this level for the best possible time. Maybe the participants get to keep their same two spots (after working out and confusion with their neighbors), or you require everyone to choose two different spots.

LEVEL 3: For this level you could require blindfolds, or simply (as I do) require that anyone not standing on a game spot must have his/her eyes closed. The challenge at this level can have any of the same requirements as the Level 1 or Level 2 challenges, but when participants leave their game spots they are required to close their eyes (or cover their eyes with a blindfold). With this factor in place the unsighted participants will need to be guided by a sighted participants standing on game spots. After everyone travels in his/her figure eight pattern the clock stops. Try a few rounds at this level for the best possible time.

SAFETY:

At the first two levels the biggest concern will be bodies crashing into each other. As I noted above, if the game spots are further apart the risk of abrupt impact increases. If the spots are really close together (a very interesting dynamic by the way), the intimacy factor increases. More often than not I find a nice “medium” spacing. Whatever formation I require of my groups I always provide a heads up on the possible risks. Then, when they are moving, I always call out any safety cues (e.g., “watch for others”) that will help increase their awareness.

For Level 3, I teach everyone about the “bumpers up” position (hands up and out in front of the chest), so they know how to move through the crowd while unsighted. During this level the movement is usually slow and controlled (you can get energetic travelers), but I still call out appropriate safety cues to increase awareness.

FACILITATION:

This activity is about the participants communicating with the others around them so problems (like crashing into each other) can be avoided – creating an efficient and safe plan. As your participants move through the levels their connection with others becomes more specific (e.g., at Level 2, “What game spot are you traveling around?”).

On several occasions with adult groups it was appropriate to label any collisions (or touches) “lost time accidents.” This added a process goal (contacts during the task) to the product goal (the best time). Lots of good stuff to talk about.

OBSERVATIONS/QUESTIONS:

- Did you feel unsafe at any time during this activity? Explain any situation that felt unsafe to you. What types of personal safety are there? What is most important to you about personal safety? If you felt unsafe during the activity what did you do about it?
- How many of you had some sort of plan during the activity? What did you do with this plan? (Shared it? Kept it to yourself? You had one but it changed? Discarded your plan for someone else’s plan?) How did your plan work? Did your plans change? Why?
- What would you say your role was during the activity? How many different roles turned up during the activity? Which ones were useful? Which ones were not useful?
- What does “responsibility” mean to you? In what ways were you responsible during the activity? In what ways might you have been irresponsible? What irresponsible behaviors did you notice during the activity? How did these behaviors impact the activity? What are some of the responsible behaviors you want to keep as we move forward together? What irresponsible behaviors do you want to eliminate?
- What did the communication look and sound like during the activity? Which communication behaviors were helpful? Which communication behaviors were not as helpful? What does “good” communication look and sound like?
- How was “trust” a part of this activity? Without sharing any names, whom do you trust in this group? Now, can you share (without using names) what these people do to gain your trust? What sorts of things prevent you from trusting certain people? Why will trusting each other be important to us?
- What does it mean to have “integrity”? How did we show integrity during this activity? How do you gain integrity? What is important about integrity?
- What’s the difference between cooperation and collaboration? Do you think you were more cooperative or collaborative during the last activity? Remember a time when you worked with a group that was really collaborative. What made it collaborative for you? What did this experience look like and sound like? What sorts of roles did people have in this collaborative experience? What was important about these particular roles? What fires you up to be a collaborative contributor to a task? How can we be more collaborative? What do we need to do?

VARIATIONS:

- Add a few more spots than participants. This variation provides more travel options.
- Give each participant an object (e.g., a small tossable) that must be placed on the second spot. Any spot with two objects on it incurs the 5-second penalty. (For this variation, participants put one foot on their original game spot when they return.)

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- Stipulation: “You cannot circle around your second game spot if the participant from that game spot is circling around your game spot.” (What?) Basically, don’t allow two participants to work together to circle each other’s game spots.
- Use different locomotor movement during the figure eight travels.

PHYSICAL EDUCATION GRADE LEVEL OUTCOMES:

(www.shapeamerica.org/standards/pe/)

- Middle School: S4.M5 – Cooperates with multiple classmates on problem-solving initiatives. S5.M6 – Demonstrates respect for self and others.
- High School: S4.H3 – Uses communication skills and strategies that promote team/group dynamics; S4.H5 – Applies best practice for participating safely in physical activity.

21st CENTURY LEARNING:

(www.p21.org)

- Critical Thinking and Problem Solving: Analyze and evaluate major alternative points of view; Reflect critically on learning experiences.
- Communication and Collaboration: Communicate effectively in diverse environments; Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Social and Cross-Cultural Skills: Know when it is appropriate to listen and when to speak.
- Leadership and Responsibility: Act responsibly with the interest of the larger community in mind.

ADDITIONAL IDEAS: