

AHH, THAT FRESH GAME SMELL!

ACCT 2023 Workshop Presentation by Trevor Dunlap & Chris Cavert
Trevor@Nuhop.org | chris@onteambuilding.com

Obstacle Quote Cards: Relate the Meaning

Original Game/Source Material: Designed and presented by Chris Cavert. FUNdoing Blog ([Get Your Cards Download Here](#))

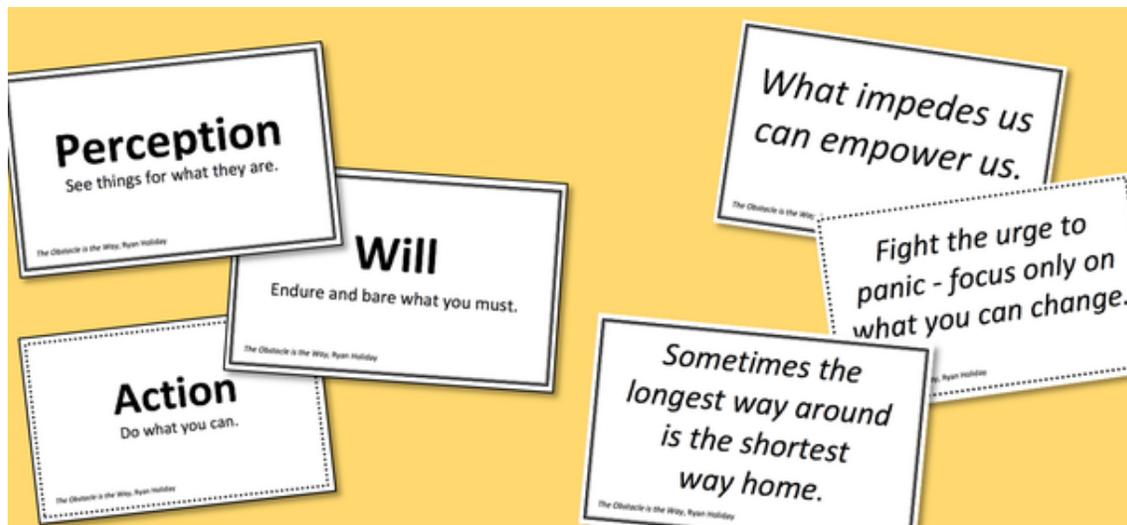
[If the link does not work, go to: [FUNdoing.com/blog](https://www.funblog.com/blog), Search: Obstacle Cards]

Activity Objective: Discuss with others how to consider obstacles through the use of related quotes.

Facilitated Objective: Explore the idea of mind-set and how much 'control' we have over our experiential reactions to difficult situations. Discuss challenges within pairs. Share opinions (and values) related to challenging topics.

Needs (Props): One set of Obstacle Cards for up to 24 participants.

Numbers: 8 to 24 participants with one set of Obstacle Cards



Set-Up:

- For Relate the Meaning, take out the Critical Step cards (Perception, Action & Will) and the Concept Cards (Obstacle Mindset, Force of Purpose & Steel Yourself). [For more about using these cards, go to the FUNdoing Blog post link above.]
- Shuffle up the remaining 24 Quote Cards a bit just to spice it up.

Procedure:

- Distribute the Obstacle Cards around your group - have participants help hand them out. Each person will get one card. Set aside any extras.
- It's okay for participants to look at their card.
- Ask everyone to stand back-to-back with someone in the room. (One group of three is acceptable if there is an odd number of participants.)
- Tell them this: "The next time I say face-to-face, please turn around and face your partner. Then, take turns reading your quote to your partner."
- "After each quote is read, share with your partner what you believe the meaning of the quote to be. In other words, what does your quote mean to you?"
- "If a story comes to mind about an obstacle or challenge you faced in relation to your quote, share it with your partner if you are okay telling the story."
- Tell everyone that when they are done sharing with a partner, both participants have shared, have them exchange cards and then look around for someone else to talk to about their new quote.
- Let them know that if they get a card they had before, they can share the same information or consider a different meaning for the quote and a different story.
- This one plays well for about 8 to 10 minutes. (Don't hesitate to go longer if the group still looks engaged.)

Facilitator Notes:

- If you want, take a quote for yourself and jump into the discussions.
- If you choose to observe, step into listen to some of the conversations - ask questions if it feels right to you.
- It's okay if you see people walking around by themselves - not pairing up. They could be thinking about their quote or just not into talking to anyone at the moment.

Variations:

- Before handing out the Obstacle Cards, have everyone stand back-to-back. Then, give each pair a card. When they turn face-to-face the pair discusses what they believe the card means and then share examples of how this wisdom can help them.
- As above, give one Obstacle Card to each pair. Then, give everyone in the group the same 'Obstacle' or 'Challenge' to consider. For example, when working with a group of high school students, have them apply their quotes to getting homework done or making new friends or their experiences with a challenging teacher.

Possible Reflection Questions:

- Since they are doing some reflecting throughout the process of this activity, you could stop the action every few minutes and ask them to share any interesting insights they had or heard in the last three minutes. Then, send them back into the interaction.

Here are a few other ideas for using the Obstacle Cards (more at the FUNdoing Blog post):

- Frontloading with all the quotes face up on the floor and having participants choose a quote that draws them in - then share out why.

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- Mid-Processing - when your group seems to be at an impasse, take a break, scatter all the quotes down and ask, "*What wisdom do we need right now to help us move forward?*"
- At the end of an activity, scatter the cards out face up and ask: "*What words of wisdom did we follow? What words of wisdom did we miss?*"

Formula



Original Game/Source Material: 'Formation' (Card Game) by Tabor Games – Portland, OR

Activity Objective: Teams work together to form into groups based on 'Formulas'.

Facilitated Objective: Group Members will work across groupings to collaborate as they form and reform to complete the task.

Needs (Props): Formation © Card Deck (<https://taborgames.com/products/formation>)

Numbers: Up to 75 players per Formation © Card Deck

Set-Up:

- Open the card deck and have them ready to hand out. The cards have the following characteristics.
 - **Colors** (yellow, burnt orange, orange, pink, lavender, purple, black, gray, copper, teal green, hunter green, green, brown, light blue, dark blue)
 - **Shapes** (circle, diamond, star, water droplet, heart, x, crescent moon, pentagon, hexagon, arrow, lighting bolt, square, plus sign, octagon, triangle)
 - **Words** (Switch, Collect, Steal, Defend, Replace)

Below is an illustration of the yellow cards:



Procedure:

- Distribute the Formation Cards around your group - have participants help hand them out. Each person will get one card.
- It's okay for participants to look at their card.
- Share with the participants that you are going to ask them to order themselves based on a formula.
 - A formula is a series of numbers that they will have to order themselves.
- Don't give them criteria for what is the correct answer but allow them to create a solution for the given formula. Give them 30 seconds to complete the task.
- Start with a simple formula of 2, 3, 4
 - See what happens.
 - Ask what solutions participants came up with and have groups share.
 - Stop - Ask who made it into a formula? Who did not?
- Share the next formula:
 - 2, 3, 2
- Share another formula:
 - 3, 2, 4, 2
- Now that there is a baseline, shake up the process adding the rules that:
 - Evens must have the same attribute.
 - Odds must have different attributes.
- Share the next formulas (one at a time):
 - 3, 2, 4
 - 2, 2, 4, 3
 - 2, 3, 5, 2, 3

Facilitator Notes:

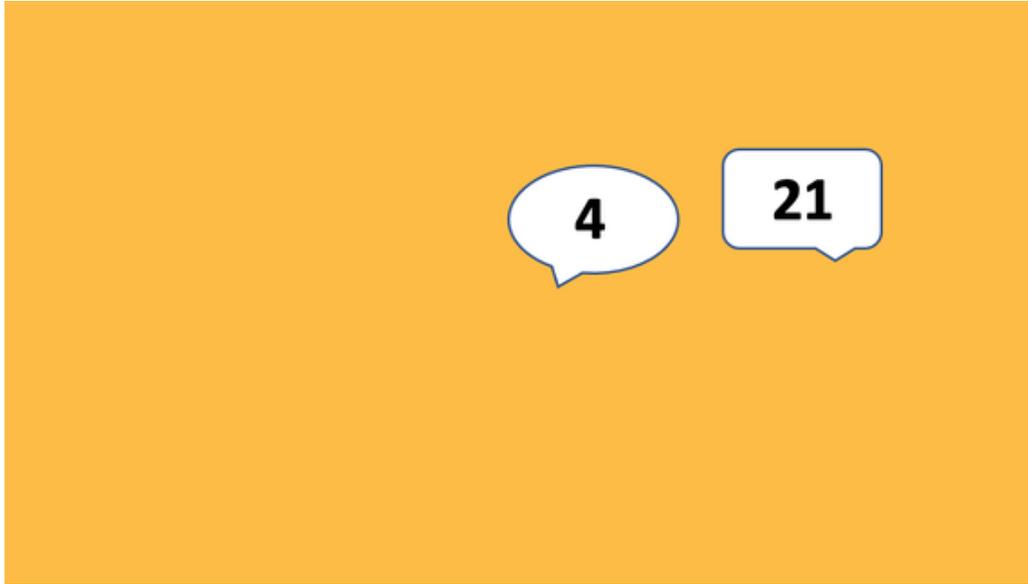
- As the process progresses, notice the behaviors of people excluded from a group.
- Keep the process moving quickly so groups can form and reform.
- You can add questions for the group to answer or contemplate between rounds as a frontloading exercise.

Variations:

- To add complexity to the exercise, using a formula asking that all participants become part of a group as described in the formula. Meaning no participant may be excluded in order for everyone to be successful.
 - The solution to this scenario is that groups may need to form as you would experience in a scrabble game.
- Create a puzzle where the groups must solve the last part of the formula and then form into groups based on that solution:
 - 1, 3, 5, ____ solution is 7
 - 1, 2, 3, 5, ____ solution is 8

Possible Reflection Questions:

- In what ways did you interpret the formulas?
 - How does this tie into perspective?
- Did you encounter any disagreement with your definitions of categories?
- How did you get into a group?
- What did it feel like when you were part of a group?
- What did it feel like when you weren't part of a group?
- What was your mode of operation when getting into a group?
 - Were you assertive or passive?
 - Is this your typical way of operating?
- Did you challenge yourself to try a different mode of engagement in the process?
- In what ways did you help others?
- How did you help yourself?



Verbal Number Exchange

Original Game/Source Material: Developed by Chris Cavert.

First shared at: <https://www.fundoing.com/blog/verbal-number-exchange-no-props>

Activity Objective: After (only) verbally sharing the numbers assigned in the game, the group will be able to circle up in numerical order without any numbers missing.

Facilitated Objective: Focusing behaviors, active listening, problem-solving and developing empathy.

Needs (Props): No props needed.

Numbers: Plays well with 18 to 26 people.

Set-Up:

- Circle up players - you, the facilitator, join the circle formation.

Procedure:

- Ask participants to count off around the circle - starting with the person on your left, ending with the person on your right. Then practice counting around at least one more time asking everyone to emphasize (articulate strongly) their number.
- Give them this challenge:
- *This is a two-step process. Step 1: Everyone in this group is required to exchange numbers **with at least five different people** in the group. Here's an example - If I'm number 7 and I pair up with number 18, I give them my 7, they give me their 18 - I am now number 18. Then I find another person to exchange numbers with - I will give them my 18.*
- *After exchanging with five different people, stop moving right where you are - do not form a circle. Once you've stopped moving you are still allowed to exchange numbers with people if they are still working.*
- After everyone has stopped moving, share Step 2:

- Now that you've all exchanged with five different people - right!? - I'd like you to circle up in numerical order starting with number 1 to my left and ending with the highest number to my right. Use the number you have to get into order - no matter what happens when you circle up, do not change your number. Ready? Go!
- Wait for everyone to find a place in the circle - the lowest number stands to the left of you and highest number will be to your right.
- Once everyone has decided where they are positioned, work through some discussion (see Reflection Notes below).
- After some reflection, provide another opportunity for the group to repeat the process. If they were 100% successful, tell them about the 'Spiller Rule' which states, "Once is luck, twice is skill." Meaning, to claim you have the skills in a given task, you must be able to successfully complete the task twice in a row."
- Go through the activity in the same way as the first time and then reflect on the results.

Facilitator Notes:

- If you get questions, be sure to avoid solving problems - encourage them to decide how they can work together to find answers.
- You might find it interesting to explore the reasons why the group ended up with missing numbers. Causes may be difficult to prove, so speculation is the only course. How does 'speculation' show itself within a group and what do we do about it?

Variations:

- Verbal Alpha Exchange - After circling your group of 18 to 26 participants, each person chooses a word in alphabetical order. The person to your left chooses a word that starts with "A" (*Abalone*), the next person chooses a word that starts with "B" (*Banter*), the next person a "C" (*Cosmic*), word and so on. Then everyone mingles to exchange words (exchanging with five different people, then stopping). After everyone stops moving they circle up in alphabetical order based on the word they now possess - calling them out in order.
- Verbal Name Exchange - After circling up everyone in the circle shares their name once (or go around again with 'gusto'). Then exchange, circle up and reveal.

Reflection Note:

After developing Verbal Number Exchange, and presenting it for the first time, I (Chris) witnessed a good percentage of participants who shared the same numbers (multiple 4s and 12s for example). During the action in Part 2 there was some confusion from some of the participants (because they shared the same number with others). During this confusion I was hearing people deflect responsibility, sharing why it wasn't their fault because "someone else" gave them the number they had. (Something to talk about - who's responsible?)

During the group reflection (after they settled into a more calm affect - there was a perceptible level of, I'll use the word, shame, around sharing numbers with others), I just asked my group, "What happened?" One of the main 'problems' ended up being the interpretation of the directions. It (among other things) showed that people don't always do the wrong thing on purpose, they've simply decoded information differently and then acted on their understanding. (Of course, there was ample opportunity to ask questions *about* the task before they began - but, everyone 'thought' they knew what to do.)

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Now, for me, this was only my first time trying Verbal Number Exchange. Some groups might be able to breeze right through this one - on both attempts. Uncover why they were successful, then move on to the next challenge for more practice. However, other groups, like mine, will run into 'problems' to solve - helping them to get better at working together.

Up Stream (a.k.a., What's Missing)

Original Game/Source Material: Up Stream is a non-verbal version of 'What's Missing' found at the FUNdoing Blog:

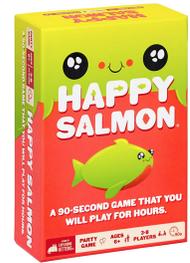
<https://www.fundoing.com/blog/whats-missing>

Activity Objective: Discover, through non-verbal communication, what is missing from a set of cards.

Facilitated Objective: Behaviors related to challenging situations, engagement when faced with obstacles, exploring self-talk, and recognizing effort.

Needs (Props): The card game: Happy Salmon.

Numbers: Less challenging - 8 to 10 in a group. More challenging - 11 to 14 in a group.



NOTE: The following description is for a group of 8 to 10 participants. (See Variations below to set up for a group of 11 to 14.)

Set-Up:

- You'll need to make some Happy Salmon 'sets' - each group of 8 to 10 participants will be working with one set.
- A set for each group will have 12 cards. Two of the cards will be set aside - set them image side down on a table nearby or maybe put them in a sealed envelope.
- Below is an example of a 12 set. Notice the combinations to make a set. There are three of each color, three of each shape and then three actions in each color-shape combo. So, if two cards are taken out, the gaps can be identified. In other words, it's not a random collection of cards.



Procedure:

- Take the 10 cards remaining from a set and give one to each participant. Throughout the activity, participants may not reveal the image on their card - don't tell or show anyone what's on your card.
- If there are less than 10 participants in the group some members will need to work with two cards.
- **The Objective:** Determine the action, color and shape of the two cards pulled from the set without verbal communication.
- When everyone agrees (in a non-verbal way) that they have identified the action, color and shape of the missing cards the removed cards can be revealed. (I, Chris, like the envelope version - "and the winner is."

Facilitator Notes:

- Up Stream is NOT EASY. We recommend you use this with groups that have good verbal communication behaviors and a fair level of frustration tolerance.

Variations:

- Add in 4 'Switch It Up' cards to the set to play with 11 to 14 participants.



Possible Reflection Questions:

- Rate from 1 to 5 (5 is 'very much so' and 1 is 'not so much') using a hand vote, how challenging did you find this activity to be? Those of you who rated it a 4 or 5, how did you engage with the activity? Was it in a way that you normally engage in something challenging or did you make an effort to engage in another way? Why did you make this choice of engagement?
- What obstacles did you face during the activity? How did you personally approach these obstacles?
- What were some of the comments you made to yourself - in your head, your self-talk - during the activity? How did these comments influence your engagement in the activity?

- Rate from 1 to 5 (as defined above), your personal level of effort you put into the activity? What factors contributed to your choice of effort? Look around and consider what efforts you observed from others in your group? What Rating would you give them (keep this information to yourself)? How did other people's efforts influence your level of effort? What does effort have to do with group (or team) unity? What does effort have to do with group or team compatibility?

Cat in the Bag (Team Otrio)

Original Game/Source Material: Presented by Trevor Dunlap. Otrio is a Trademark of Spin Master, Ltd. E: brady@otrio.com

Activity Objective: Participants work together collaboratively to achieve a Cat

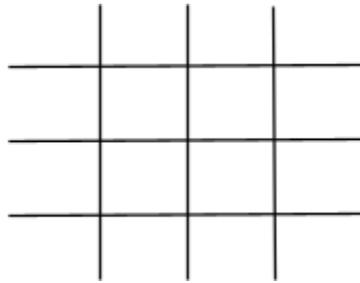
Facilitated Objective: Collaboration, Cooperation and Compromising

Needs (Props): Masking Tape or Webbing OR a Tarp with a Grid, as well as PVC Pipe Hoops

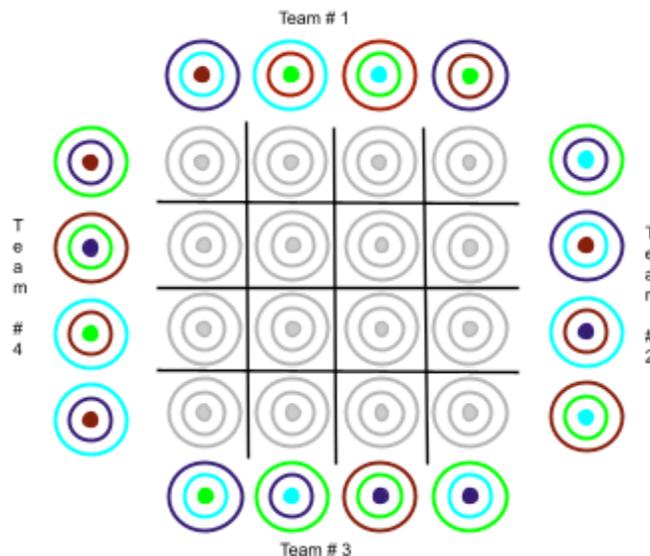
Numbers: Four groups of up to 3 participants.

Set-Up:

- Using either tape or webbing set up a large sized 4 x 4 tic tac toe board on the floor or ground as illustrated below:

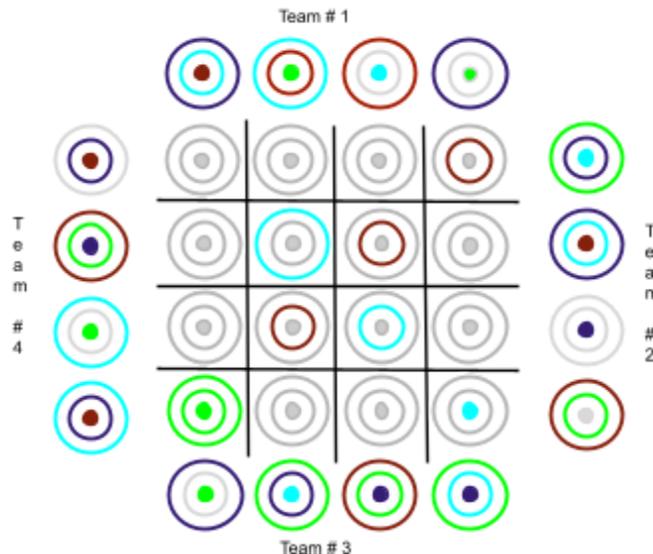


- Place hoop materials on opposite sides of the tic tac toe board as illustrated below:



Procedure:

- As people enter the playing area, instruct them that they will be placed into four different teams that will be responsible for a different set of materials.
- Group participants and guide each team to their side of the playing area.
- Share with the players that when the game begins, they will only be allowed to manipulate their 12 game pieces. When a piece is played, it cannot be moved.
- Invite participants to work with the other teams to strategically place their pieces within the tic tac toe grid.
- Instruct participants that the goal of the exercise is for the teams to work together to get a Cat as in traditional tic tac toe. A Cat is when no one team can achieve three in a row.
 - Three in a row is defined as three different ring sizes configured as to line up three pieces of the same color, by similar size, in ascending or descending order or within the same space as three concentric pieces as illustrated below:



- Notice in the illustration above, each of the factors would be considered a win in the original version of the game:
 - The three blue pieces played in the grid are in descending order from left to right.
 - The three greens are concentric circles in one location on the Tic Tac Toe grid.
 - The three red pieces are the same size and make a line of three like traditional Tic Tac Toe.
- Instruct participants that the goal is for none of the above scenarios to occur and for the teams to work together to create a board with no pieces that are:
 - Three in a row by similar size
 - In ascending or descending order

- Or within the same space as three concentric pieces
- Ask for clarity questions and allow the strategy to begin.

Facilitator Notes:

- Sometimes it is helpful to use visuals to help participants understand what a three in a row looks like with the additional complexity of the different sized circles is effective. These can be pre made and laminated for each team.
- Take time to show these models with the manipulatives prior to play.

Variations:

- The original game of Otrio is set up as a competitive game where each person or team is trying to get three in a row as described in the procedure above.
- A variation is to ask teams to play a competitive round first to get a baseline understanding of the original structure of this game. This is played in a 3 x 3 grid. Then advance to the Cat in the Bag version.
- Another variation is to ask teams to play where they each have all of one color on their side versus managing multiple colors as illustrated in the procedure above. This is easier to manage as participants are used to seeing things in a linear fashion of all one color, all one size, all one shape, etc.

Possible Reflection Questions:

- How did you manage strategic thinking within your small team as well as the larger group?
- How did you come to consensus during game play?
- What blind spots did your team have during this exercise?
- What models of collaboration amongst teams were useful as you completed the task?

Stepping Ropes (a.k.a., Knot for Everyone)

Original Game/Source Material: designed by Chris Cavert. A variation of Stepping Stones, *Quicksilver* (1995) Rohnke & Butler.

Activity Objective: Move the entire group across the designated space using only the Stepping Ropes provided.

Facilitated Objective: Practice behaviors related to problem-solving, resource management, innovation and helping.

Needs (Props): Two long activity ropes for the border lines (or webbing or painters tape), 4.5-foot or 5-foot lengths of $\frac{3}{8}$ -inch or $\frac{1}{2}$ -inch rope. The number of ropes will depend on the number of people in the group (see the details below). You'll need about 10 for 12 players.

Numbers: 7 to 14 in a group. Multiple groups can play at the same time.

Set-Up:

- Prior to leading this activity, print copies of the Stepping Ropes Information Card (found below). Each group in play will need the half-page that includes the 'Knotting Rules' and the 'Journey of the Stepping Ropes.'
- Mark out a 'Space' the group(s) will cross. You can use a long activity rope, webbing lengths or masking tape (if you're indoors). Here is the measure: When you know how many people will be in a group (let's say 12 in a group), place your starting border down and then walk off 12 giant steps to the other side and lay out the finish border. (If you want to make it a bit more challenging, add a few more giant steps.)
- Have at least 10 sections of 4.5 to 5-foot rope lengths available for each group of 7 to 14 players. Have them easily accessible.
- If you have more than 14 players divide the big group into smaller groups of 7 to 14 in a group.

Procedure:

- Provide each group with the Stepping Ropes Information Card. Then read the Knotting Rules and show them an example of the three types of knotted ropes. (The set below is an example for a group of 12.)



- Once they understand how to create (or 'knot') their set of ropes have them do so. (You may need to help clarify the knotting process.)

- When each group has their knotted ropes, read the 'Journey of the Stepping Ropes.' Hidden in the riddle are the 'rules' of the crossing.
- Be careful not to give away the answers to the riddle. Tell them you will let them know if they are violating a Journey rule.
- Give the group(s) 4 minutes to formulate a plan of action before you let them start the Journey.

Ex: 10 plyrs/14 knots, 11 plyrs/15 knots, 12 plyrs/16 knots; 13 plyrs/18 knots, 14 plyrs/19 knots.

Facilitator Notes:

- Part of this challenge is discovery - trial and error. Avoid solving problems. Ask questions.

Translation: Journey of the Stepping Ropes

To cross the open Space, Stepping Ropes you'll need.

(Literal - a group needs knotted Stepping Ropes to cross the Space.)

Every foot you place, next a Knot to Proceed.

(When players step on a Stepping Rope, they need to place their foot next to a knot.)

A Rope takes only One from Each, into the Space in Order.

(Only one foot per player can be on a Stepping Rope, Keep track of the order each Player entered the Space.)

Reverse it when you exit, so you can cross the Border.

(When exiting the Space, the last person in is the first person out and then the group continues in reverse order - the first person in is the last person out.)

Touch the Space without a Rope, to the Start return.

(If a Player touches the Space - ground or floor - between the Borders without a Rope in between the touch, this Player must return to the beginning of the Journey.)

Moving, there's always Hope. Without Help you'll Learn.

(Literal - If they keep moving they'll get there and without help it's going to take longer.)

Variations:

- Provide a 'Wild' rope. Once it is placed on the ground and activated (someone steps on it), it can be used by any number of players - as long as it stays activated. A player may not have more than one foot on the Wild rope and this Wild rope may not be moved once it's placed on the ground - the initial spot where it is placed is where the Wild rope stays.

Possible Reflection Questions:

- How did your group go about sharing ideas? What did this process look and sound like?
- How did you group decide on what idea to implement? Did everyone agree to the idea? How did you know everyone agreed?
- How did the limited planning time influence the planning time?

Knoting Rules:

- You can make 4 knots for every 3 Players. Remaining Players: 3 knots for 2 Players remaining or 2 knots for 1 Player remaining. Example: 14 Players - 16 knots for 12 Players and 3 knots for the remaining 2 Players.
- Stepping Ropes Rules: You are only making ropes with 1, 2 or 3 knots in them. You can't have more 3s than 2s. You can't have more 1s than 3s.

Journey of the Stepping Ropes

To cross the open Space, Stepping Ropes you'll need.

Every foot you place, next a Knot to Proceed.

A Rope takes only One from Each, into the Space in Order.

Reverse it when you exit, so you can cross the Border.

Touch the Space without a Rope, to the Start return.

Moving, there's always Hope. Without Help you'll Learn.

Knoting Rules

- You can make 4 knots for every 3 Players. Remaining Players: 3 knots for 2 Players remaining or 2 knots for 1 Player remaining. Example: 14 Players - 16 knots for 12 Players and 3 knots for the remaining 2 Players.
- Making Stepping Ropes: You are only making ropes with 1, 2 or 3 knots in them. You can't have more 3s than 2s. You can't have more 1s than 3s.

Journey of the Stepping Ropes

To cross the open Space, Stepping Ropes you'll need.

Every foot you place, next a Knot to Proceed.

A Rope takes only One from Each, into the Space in Order.

Reverse it when you exit, so you can cross the Border.

Touch the Space without a Rope, to the Start return.

Moving, there's always Hope. Without Help you'll Learn.