

PDF PACK

Distancing Activities Workshop PDF Resources

Community Building Activities While Safely Distancing

Dr. Chris Cavert

These are the 'pull-out' PDF safely distancing activities from Dr. Chris Cavert's publications (with a few exceptions). Most of the activities in this 'Pack' were demonstrated during the live workshops.

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Community Building Activities While Safely Distancing

PDF Activity Pack

Dr. Chris Cavert

Connection Activities

Are You More Like...?

(In Part 1 Video)

Possible Objectives: Decision Making, Accepting Diversity, Listening, Compromising...

Needs: You will need a line on the floor for this one - circular or straight. You could use masking tape or an activity rope of some sort if you have one.

Procedure: Clear the center of the room as much as possible (you will find as you read on that I like to “clear the center of the room” a lot—gets the oxygen moving). If the straight line is easiest for you, just place some masking tape down the center of the floor. I’ll use the circle formation here in my description.

Ask your students to stand around the outside of the circle. You will ask them to decide on one of two choices from each question you are going to ask. If they are more like the first choice, step into the circle. If they are more like the second choice, stay to the outside of the circle. Leave a little time between each question to give the students a chance to see who is standing with them. I will play this one too, just stepping in and out as I read.

That’s the simple gist. I like to use this activity as my introduction to the process of active learning—getting up and moving around. I keep it simple the first time with just a little processing after. Down the road I can use this activity again to bring out more personal perspectives on the questions.

Note: I have had a great deal of fun with this activity. I try to encourage my students to think more about the characteristics of the choices. I will often hear, “But I don’t like either.” You might help them a bit by describing some of the characteristics of the items. This might help them “get out of the box” so to speak.

The list below is not in any sort of order. You can pick and choose the questions that will serve your purpose at the time. You might want to add questions of your own.

Are You More Like...

- chocolate or strawberries?
- a carpet or a wood floor?
- a hard cover or paperback book?
- skim milk or 2%?
- a chair or a couch?
- apples or oranges?
- pants or shorts?
- a bath or a shower?
- jeans or khakis?
- glass or plastic?
- a bunk bed or a twin bed?
- a bus or a plane?

--ARE YOU MORE LIKE...?-----

a bracelet or a necklace?
 solids or stripes?
 sandals or shoes?
 shade or sun?
 cursive or printing?
 buttered or plain popcorn?
 potato chips or pretzels?
 a run or a walk?
 soda or water?
 panic or relaxed?
 gel or paste?
 a weekday or a weekend?
 Chic Filet® or McDonalds®?
 long hair or short hair?
 fact or fiction?
 Air mail or E-mail?
 peanut or plain?
 a cat or a dog?
 salted or unsalted?
 the escalator or the stairs?
 a chocolate or oatmeal cookie?
 Cheerios® or corn flakes?
 math or art?
 country or rock music?
 the ocean or a river?
 a pen or a pencil?
 fish or steak?
 a desk top or lap top computer?
 7UP® or Sprite®?
 diet or regular?
 pasta or rice?
 cheese or pepperoni?
 hamburgers or hot dogs?
 an amusement park or a water park?
 Army or Navy?
 fruit or vegetable?
 television or radio?
 a CD or a cassette?

Observations/Questions:

- Who can think of another pair to choose from?
- Did anyone have trouble deciding? Why?
- How many of you might have made a choice based on what one of your friend decided?
- Did anyone not want to step into the center even if you were more like the first choice? Why?
- Was there ever just one person in the center? ...on the outside? What was that like?
- Is it hard to make choices sometimes? What makes it difficult?
- What sorts of choices might we be making in our classroom?
- Will we all make the same choices? Why not?
- What might be some negative aspects of being different?
- What are some skills we might need to practice to work through our differences in this class?
- What might be some positive aspects of being willing to be different?

(OTHERS)

-
-

Variations:

- If you want to add a choice for undecideds or the “would rather hear finger nails dragged across the chalkboard than pick one of the two,” then have these students put one foot into the circle and leave one foot outside the circle. Do the same students “sit on the fence”? Why?

Other Ideas:

Distancing Notes: Keep an eye on spacing as players move from one side of the center line to another and while grouping up to talk with each other.

If you are concerned with proximity issues, just have players raise a hand for one preference and keep hands down for the other.

30 Seconds & the Big Question →

Jim Cain

(In Part 1 Video)

Possible Objectives: Verbal Communication, Sharing, Decision Making, Listening...

Needs: Each student will need a 3" x 5" blank note card and a pencil. If you plan to use the questions included with this activity, then make a copy for yourself. This way you can check off the questions you ask and return to the unasked portion at another time.

Procedure: Clear a big open space in your room.

30 Seconds →

Partner up—a group of three will work fine also if you need to make one. (You could play as well, just carry the questions around with you.) Ask the students to formally introduce themselves to their partner. Now, ask the students a question from the question sheets (see pgs. 12-15). The pairs have 30 seconds total to share their answers with each other. If you want to give them a 15 second warning as a switch cue you can. After 30 seconds, call “change.” Each student has to find a different partner to stand with. Repeat the process: formal introduction, question, 30 seconds. “Change.” Continue the process as long as the energy is good.

30 Seconds provides an opportunity for interaction with many students in the class. The children can learn a bit more about each other and practice those communication skills.

The Big Question

Either of these two games can be played separately, but I like to use them one after the other. During **30 Seconds** the students are asked questions. Using these questions as a model the students tend to present more interesting questions for **The Big Question**. If **The Big Question** is played by itself, some groups struggle to come up with questions because they are not really sure what sort of things they could ask. Anyway, on with the game.

Give each student a blank 3" x 5" note card. Ask each student to write on the card a question they might ask:

(choose any one of these ideas or make up another)

- someone when they first meet.
- their favorite actress or actor.
- someone in their classroom.
- a friend.
- their parents.
- the President.

When everyone has a question, pair up. Have them politely introduce themselves. Give the pairs 30 seconds to ask and answer their two questions. After 30 seconds ask the students to exchange cards with their present partner, then find a different partner. Repeat the process: introduction, 30 seconds for questions, exchange cards, change partners. Continue the game as long as the energy is good.

If I have the time I like to collect all the cards. At random, I'll pick a card and ask the question to the entire class to find out some of the answers that were given and maybe even come up with a few more.

Mr. Cain shared one of the most interesting ponderables so far: "Where does the white go after the snow melts?"

Observations/Questions:

- Was the activity easy or hard for you? Explain?
- Was 30 seconds too long or too short?
- Did you learn anything new about your classmates? Did any of their responses surprise you? Why?
- Who remembers their original question? Did you get a satisfactory answer?
- Did you learn anything new from the questions that were traded to you?
- What is the importance of asking questions?
- Is it hard or difficult for you to ask questions?
- What prevents you from asking questions?
- How can we encourage each other to ask questions in this class?

(OTHERS)

- **Distancing Notes:** Use concentric circles to keep players safely spaced - a circle of spots on the inside, players facing out and a circle of spots on the outside, players facing in - directly across from a player on the inside circle. All spots are 6 feet (2 m) from each other in all directions. (See Part 1 video)

Variations:

- As you play **30 Seconds** pass the sheet of questions to different students. When the question asker says "change," she passes the paper to someone else.
- For **The Big Question**, have the students write questions on a class review topic so they can study while they play.

Other Ideas:

- For 1,001 questions to help open your students' minds and generate creative thinking and problem-solving, buy a copy of Larry Eckert's "If Anybody Asks Me..." (see References).

"30 Seconds" Questions

1. If it weren't for school, what do you think you would you be doing? Why?
2. Describe how you know you are in a good school.
3. What is the most valuable way you can help your school? Why?
4. In what way do you hope this will be a better year? How can you help make it happen?
5. How would it be to have year-round school? Why?
6. How much authority should students have in setting school policies? Why?
7. Your school has a suggestion box. What idea(s) would you write to make your school a better place? Why?
8. How would you feel about being MC of a program in front of all the students and teachers? Why?
9. What's your opinion about male cheerleaders in high school? Why, or why not?
10. What school subject would you rather study without a textbook? Why?
11. All the students stand, clap and cheer one day when you enter the room. How would you feel? Why?
12. Who gets more respect at your school - females or males? How can you tell?
13. Should high school students be required to do community service before they graduate? Why, or why not?
14. Should PE be a requirement in school? Why, or why not?
15. When is it appropriate to share your homework? Why?
16. Some public schools run male-only and female-only classes. If you had the chance, would you go to a school like this? Why, or why not?
17. How do students at your school treat other students who are 'different'? Do you approve of this treatment? Why, or why not?
18. Do you see high school graduation more as the 'end' or the 'beginning' for you? In what way?
19. A student can legally drop out of high school any time after 16 years of age. Is this law reasonable, or should every student be required to complete 12 grades? Why?
20. If you were on your school's Student Council, how motivational do you think you could be to the rest of the students? Why?
21. Would you rather attend a large school with hundreds of students, or a smaller school of about two hundred? Why?

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"30 Seconds" Questions

22. The Board of Education in your town asks your opinion about making the school day longer for all students. What would you tell them? Why?
23. When your teacher and parents disagree on something, who do you usually tend to side with? Why?
24. Other than actually being ill, what would be a reason important enough for you to call in 'sick' to school? Has this ever happened?
25. Considering your worst memory of school so far, how well could you live through that if it happened again? Why?
26. Should school officials be able to check out student lockers? Why, or why not? If so, under what conditions?
27. Should a very above-average student be allowed to move ahead a grade or two? Why, or why not?
28. You are an exceptionally gifted student. Assuming it was your own choice, would you want to move ahead a grade or two? Why, or why not?
29. Your school asks for suggestions on how to make the library more valuable to students. What suggestion would you give? Why?
30. Most students do not like school-prepared lunches. What ideas would you have for making lunches more popular, affordable, and at the same time, still as nutritious as possible?
31. What is the most effective technique you use in studying for a test?
32. How much of a friend do you think teachers should be with their students? Why?
33. Do teachers in your school handle discipline problems well, or could it be done more effectively? How?
34. If you were a teacher, how would you keep students your age interested in learning?
35. As a school principal, you become aware that several students are getting permanent tattoos, resulting in a great deal of extra attention from their peers. What would your reaction be? Why?
36. What is the worst test you have ever had in school? What made it that way?
37. What type of student in your school seems to get the most respect from peers? How can you tell?
38. If your school could win the state championship in one sport, which sport would you want it to be? Why?
39. Should there be any consequences for a student found smoking at school? Why, or why not?

"30 Seconds" Questions

40. Many schools have a "no hat" policy in their buildings. Is this a good policy, or not? Why?
41. At school, what is the most comfortable room for you to be in? Why?
42. While you are at school, what is your greatest worry or concern? Why?
43. You hear that your school staff is considering requiring all students to wear uniforms. They say it will help build unity and cut down on discipline problems. What would you say? Why?
44. What are some good things about going to a new school?
45. What style of clothing would not be "cool" at your school? Why not?
46. Which school subject seems the most pointless to you? In what ways?
47. Which school subject seems the most valuable to you? In what ways?
48. If you could make one change in your school's dress code, what would that change be? Why?
49. If you wrote the school policy, would there be any consequences for students not attending classes? If so, what would you recommend? Why?
50. Your principal wants your input on the school's attendance policy. How would you make it fair and appropriate for all students?
51. Should students be allowed to retake a test as many times as necessary in order to finally pass it? Why, or why not?
52. How many people know your locker combination? How safe do you feel with that?
53. Does a teacher have any responsibility to students who fail their test? If so, what are those responsibilities?
54. How much homework is too much? How can you tell?
55. A new school will be grouping their students for classes by ability level in each subject rather than by age. If you had a choice, would you go to this school? Why, or why not?
56. What can someone in your school do to become popular? Why is that effective?
57. Are there any advantages for students who go to an all-boys' or an all-girls' school? Why, or why not? If so, what are some?
58. What new student activities could your school include to make it a more interesting place? Why?
59. In your school, are girls given the opportunity to be seen as equally smart as boys? Why, or why not?

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"30 Seconds" Questions

60. A girl at your school wants to go out for wrestling. How do you think most other students will react to the news? Why?
61. In your school, is it important for students to be aware of cultural and ethnic differences? Why, or why not?
62. Should high schools require a class on effective parenting techniques before graduation? Why, or why not?
63. Large class size is a problem in many schools. What would you say is the perfect number of students for a class? Why?
64. What would you do if you got to school and realized that the very important take-home math test was left at home? Why?
65. Many people think history is an important subject to study. Would you agree? Why, or why not?
66. What is the best meal that your school serves? Which meal could definitely NOT be called their best? Why?
67. How do you know when you are sitting in the wrong place in the lunch room?
68. Do students in your classes treat each other with enough respect? How can you tell?
69. At the beginning of a new class, when you are allowed to sit in the desk of your choice, which desk are you most likely to take? Why?
70. At school, one group hangs together and tells each other all the secrets they have heard; another group gets together but, generally, keeps their secrets private and unmentioned. Which group would you feel most comfortable around? Why?
71. Suppose your school allowed you one day off to either follow a worker of your choice while they performed their job, or to visit a college campus of your choice. Which would you choose? Why? What would you hope to learn?
72. A new student, who cannot speak a word of English, joins your class. What would your behavior, or reaction be to this person? Why?
73. Is your school doing everything possible to prepare you for life after graduation? If not, what more would you suggest?
74. A certain movie would be perfect to explain the subject your class is studying in school; however, it has an 'R' rating. Should it be allowed in class? Why, or why not?

Chosen

Frank Aycox



Possible Objectives: Risk Taking, Observation Skills, Patience, Consensus Building...

Needs: No props needed. Area enough for a large circle. The class could be sitting in a circle of desks or sitting on the floor. (Sitting on the floor is better for this observation-type game.)

Procedure: After setting up your circle choose someone from the group that would be willing to be the first “It.” You can choose this person before or after you explain the activity. Either choice promotes “Its” own level of risk. “It” observes all the players seated in the circle and asks some of them to stand. Those players selected to stand must have something in common that distinguishes them from those remaining seated. (But, don’t tell just yet.) “It” also stands if she has the chosen trait. When seated players want to make a guess, they must raise their hand and be chosen by “It.” The first player to answer correctly is the new “It.” Mr. Aycox promotes this game as, “an excellent choice for helping students to become more comfortable looking at one another. It promotes an opportunity for students to actually look at peers without being critical.” He also says that the more you play this game and the more the students get to know each other, the more sophisticated the trait selections become.

NOTE: This activity is especially challenging when your students wear uniforms. External traits are quickly used up. With this in mind, it might be good to present other activities before this one that will allow your students to get to know about each other; get to know likes and dislikes and the like. Then play **Chosen**, where players choose internal traits - a bit more challenging.

Observations/Questions:

- What was it like to be the first “It”?
- Was anyone reluctant to be the first “It”? Why?
- What might be some reasons we become reluctant to take risks?
- What kinds of risks might we be taking in this classroom?
- In what ways can we support each other as we take such risks?
- How did you feel when you were asked to stand?
- How did your feelings change as your classmates were observing you?
- Who was willing to make a guess? Who was not?
- How did the group react to the guesses?
- Did those reactions affect anyone?
- Who was involved in the activity? Who was not? Why? Why not?
- Who had ice cream this week?

(OTHERS)

-
-

--CHOSEN-----

Variations:

- Instead of ending after the first correct guess, have “It” choose each person willing to make a guess, and then ask for a consensus to see if the group can agree on a like trait—it might not be the same one “It” chose. (So, is there a right or wrong here?)
- If you are working with a smaller group (time factor), “It” could even ask the standing players what they think the trait might be.

Other Ideas:

Distancing Notes: Set out game spots at your safe distance in a circle and have a spot in the middle of the circle for the chooser to stand. If you have more than 16 players, consider making multiple circles of play - no less than eight in a circle.

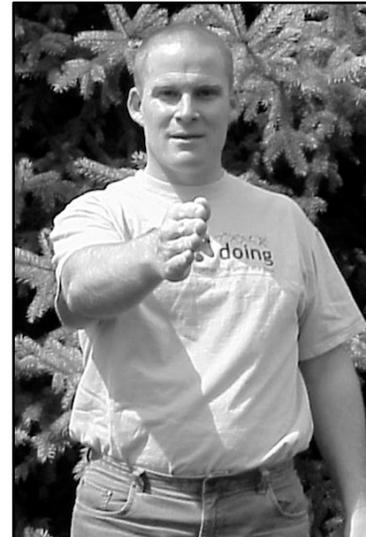
Peter, Paul & Mary (In Part 2 Video)

Found in The EMPTY Bag by Hammond & Cavert

This is a non-elimentation Name Game played just like Ah-So-Ko found in FUNN Stuff, Vol. 1, by Karl Rohnke.

Needs & Numbers: You'll need room enough to circle up your group. Works well with 8 to 16 per group – multiple groups can play – for 15 to 20 minutes.

(Yes! This is Chris, a short time after shaving his head for the first time.)



Process: You can have your group sitting or standing in a circle. Players use three motions in order (as shown above).

- First Motion: An open hand on the head fingers pointing to the left or the right – depending on the arm used.
- Second Motion: Use either arm with the hand on the chest, fingers pointing to the left or right (depending on what arm is used of course).
- Third Motion: Arm out, hand open, fingers pointing.

The motions always follow this order - after the third motion (are and fingers pointing out), the player being pointed at performs the first motion and so on.

After making a motion the player doing so must say the name of the person he/she is pointing to (the direction the fingers are pointing). This pointed-at person then makes the next motion saying the name of the person he/she is

pointing to. This next player points to anyone in the circle, using the third motion, and says the persons name – the one she/he is pointing at (let's say, Jenny). Jenny then continues the game using the first motion again - hand over head.

If a mistake of any kind is made, e.g., an incorrect motion or an incorrect name, the player making the mistake first, takes a bow (acknowledging an honest mistake), then walks across the circle, while the group appluades, and finds a new place in the circle to stand. After arriving at his/her new spot in the circle, he/she starts the game again using the first motion.

Fun factor: This game is meant to be played with gusto! Speed increases the opportunity to move to other places in the circle to learn more names (Okay, speed increases the mistake factor.)

Distancing Notes: Pods of 8 to 10 players will be best for this one so they can hear each other call out names. Game spots are set down in a circle at your safe distance apart. Also, monitor safe distancing movement when a player is moving across the circle to a new spot while other players shift spots in the circle. (In Part 2 Video)

THAT PERSON OVER THERE

Intention: Meet others, learn names, concentration, recognition of others

Action: Players meet and greet others and point out to a player they are meeting a previous player they have met.

Prep: None (In Part 3 Video)

Script: *During this mingling activity you will be meeting and greeting (shaking hands with) other players. To find someone who is ready to meet you, raise your hand in the air – look for someone else doing the same and mingle over to him or her for the meet. Shake hands (if appropriate), exchange names and then commit to memory this first player that you met. Then move off to find another person to greet (raise your hand), share names, shake hands and then each of you will point out the last person (or that first person) you met and share his or her name with the player you are with. You do this by saying, “That person over there is _____.” Now, each of you is going to remember each other before going off to find someone else to greet. You will always point out the last person you met to the next person you meet – you only need to point out one person to your newly met partner. However, for the extra challenge, point out as many people as you can remember meeting during the activity to your new partner. Let me give you a visual example (go around to a few players demonstrating the action). Are there any questions? Okay, let’s mingle...*

Facilitator Notes: The energy lasts a pretty long time on this one, but don’t take it into lunch. Get in there and play as much as you can to build rapport with the group. Give the group a count down from 5 to end the mingle.

Discussion/Questions: What was the most challenging part of the activity? How did you remember names? Did you implement any strategies? Did you ever ask for help during the activity? What did you do when you forgot the name of the last person you met? Would you change anything about that behavior if you could? Did you take on the extra challenge? Why or why not? Do you remember anyone you did not know before?

Variation: If you are using name tags, have players fill out a tag with their name on it at the onset of the program - but ask them not to put it on just yet. Go into the activity and after players meet and greet they exchange tags. Every player will always point out “that person

PLACEMENT – Beginning

MOVEMENT – Medium, walking around

AREA – Indoors or Outdoors, medium open area.

TIME – 10 to 15 minutes

GROUP SIZE – The More The Merrier

PROPS – None

Quick Tip:

ENCOURAGE PLAYERS TO LOOK EACH OTHER IN THE EYE AND SPEAK THEIR NAME BACK TO EACH OTHER (IF APPROPRIATE). THIS MIGHT ENCOURAGE REMEMBRANCE – IT’S ALSO A GREAT SOCIAL SKILL (IN MOST CULTURES).

over there” whose name is on the tag (this is a little different than the original version above). At the end of the activity everyone is asked to stand to the right of the person on the tag they are holding. After everyone is in a circle (or two or three circles), players return the tag to the “right” -ful owner. BE WARNED, this variation does not always proceed without a hitch. Some players end up with a tag and the wrong face to go with it. Use this as a possible “object” lesson for exchanging information and the importance of good communication.

ORIGIN – Chris Cavert

REFERENCE – Hammond & Cavert, *The EMPTY Bag*

Distancing Notes: This one we done use spots, so be on the lookout for distancing issues. Use a sound (e.g., Cowbell or Horn) to remind about spacing. (In Part 3 Video)

Clothing Connections

Learning names is important but if you, like me, struggle then nicknames or simply connecting whatever is written on the person’s clothing is a good start until you have the names down. I have frequently asked “Abercrombie” to please stand next to “No Fear” or “Princess.” It is not a long-term solution, but it is more personal than pointing, and usually raises a smile.

Anthony Warner, Camp Director, Ingleside, Illinois

That Person Over There (In Part 3 Video)

Found in, *The EMPTY Bag* by Hammond & Cavert

Needs & Numbers: You'll need some ample space to mingle around. Works well with 10 to 25 players for 12 to 15 minutes.

Process: Gather your group together in a large circle. When you say "GO" (or any other Word Of The Day) each player introduces her- or himself to another player in the group. (Players can find each other by raising a hand, looking for someone else doing the same thing, then get together. If a group of three needs to be created, perfectly okay.)

After players pair up, they shake hands (or fist bump or....), then share their first names – make sure you emphasize that they should REALLY learn the person's name because they will need to teach it to someone else. (See the Variations below for a more challenging version - add personal facts to the exchange.)

Then, each player goes off to find another person they haven't met yet. (Again, raise a hand and look for someone else doing the same, then get together.) The new pair greet with a handshake (or other socially acceptable connection), introducing themselves first ("Hello, my name is Chris."), then one at a time each player points out the last person they met – the last person they shook hands with. The pairs may need to move around to find that person. "That person over there, the one with the blue shirt on, that's Jennifer."

After both players point out their, "That person over there" person, they go off to find another player they have not met yet - introducing themselves first, and then pointing out the last person they met. Continue as long as the energy is good - in our experience, about three or four minutes.

After the activity, we like to gather the group back into a circle to practice names. Chris will walk around the outside of the circle (behind players)

putting his hand over someone's head. When this is done, all the others players in the group will call out this person's name if they know it. (And, the hope is, if someone does not know the person's name they will take in the practice.)

Variations:

If participants already know each other well, using only names might be boring, so add more info. After pairs exchange names, they also share three facts about themselves. After the exchange, each person goes off to pass on, "That person over there is..." info to his/her next partner. For example, "Hello (to his/her new partner), my name is Chris, that person over there (pointing that person out) is Jennifer. She has a dog-walking business, she loves chocolate, and she loves to work in her garden.

If (only if, you want to add a prop) you are using name tags, have players fill out a tag with their name on it but don't put it on yet. Go into the activity and after you meet someone exchange tags. Every player will always point out "That person over there" whose name is on the tag. At the end of the activity everyone is asked to stand to the right of the person on the tag they are holding. After everyone is in a circle (or more than one circle), players return the tag to the "right" ful owner.

Distancing Notes: We done have spots for spacing on this one. You may need to monitor the group and remind them of spacing guidelines - use a sound for a reminder so you don't wear out your voice.

Birthday Line-Up (and More) (In Part 2 Video)

(I first saw this written up in the first Silver Bullets, 1984, by Karl Rohnke - called Chronological Line Up)

Needs & Numbers: You'll need enough space to create a large circle with your group. Works well with 10 to 25 players for 15 to 20 minutes.

Process: Ask everyone in your group to form a circle - about a one-arm length from each other (everybody holds out their left arm aiming at another person's right shoulder while moving into a circle).

Once this initial circle is formed, the challenge is to, WITHOUT TALKING or removing anything from pockets (no pens, driver license, etc.), rearrange the circle into Birthday order – month and day only.

When all movement has stopped, and everyone is back into a circle, ask everyone in the group to give you a thumbs up if they believe they are standing in the correct place. When ready, find the person closest to January first. Then, have each person shout out their birthday month and day only, in order.

At any time during the sharing, participants can move to a different part of the circle if they need to - still, they are not allowed to speak until it's their turn to call out their birthday. (Because, we know it's okay to misunderstand during communication efforts.)

Solving a problem while silent is a pretty good challenge. Maybe try a few line ups (into a circle), with everyone free to speak before taking away their voices. Here are some suggestions:

- Alphabetical Order by First, Middle or Last Name
- What's your favorite animal? Line up by smallest to largest animal (If the group is 'game' play like Hog Call and use only sounds to line up by animal size.)
- Numerical order by the sum of your telephone number, including your area code but not country code.
- Number of miles to where you live (an educated guess if needed) from where you are standing.
- By the color of your hair - lightest to darkest.
- By the length of hair - shortest to longest.

Variation:

If (and when) your group is comfortable making contact with each other. Add some dynamics to the task. Once circled, ask everyone to hook elbows with the people to either side. Then, after a line up is called, there must never be a complete break in the circle during the process. This means that if a player needs to move to a different position she must first connect together the players to her left and her right. The moving player must then stay in contact with the circle during her movement to the new position. If the circle is broken at any time all players are asked to, “Freeze!” until the circle is repaired, then the action can continue. If the circle breaks much too often you might stop the group to find out why this is happening and how they can prevent it from happening again – issues of following the rules can be discussed. Celebrate their success when completed.

Distancing Notes: Use spots set out at your distancing requirements. When moving, players should be watching and spacing themselves as they travel to an open spot. An outside circle of spots can be the line up area and an inner circle of spots can be the transition spots - move to the outside circle through the open spots in the inside circle.

SEE YA (In Part 3 Video)

Intention: Getting to know others, learning names, have fun, being crazy!

Action: Individual players, from small groups, will be moving around from circle to circle after fitting into a certain criteria.

Prep: You are going to need one webbing circle (a 15 to 20 foot piece of tubular webbing tied at the ends), for every 4 to 5 players. Set out the open circles in a random fashion throughout the playing area at least 10 feet from any other circle.

Script: *First we're going to need 4 or 5 players standing in each circle. When you have the correct number please take some time to introduce yourself and share a little bit about the day you had yesterday... Okay, it looks like we're ready to play. Look around your small group, count how many people are in your circle. It will be important to remember how many people (4 or 5) go with the circle you're standing in – you will always want no more and no less in your circle. Great! Now, before we start moving around I need to teach you a couple skills. After you hear me say, "READY" we are all going to say together, "SEE YA!" Let's practice, "Ready?" "See Ya!" Let's try it one more time with gusto!!! "READY?" "SEE YA!" Good. The second skill: when someone leaves your group you will want to attract another person to your circle – so you have the right number of players in your circle. When someone leaves your group, the remaining players will all raise their hands up into the air and yell, "OVER HERE, OVER HERE..." until a new player joins the group – you continue to yell "OVER HERE..." until you get a new player. Let's put the two skills together: "READY?" "SEE YA!" "OVER HERE, OVER HERE..." wonderful.*

Now for some action. I will be calling out a quality. The person, in each small group, most like this quality will be the "chosen one" – don't do anything just yet. I will ask for your attention so I can first give you a topic of discussion (more on this in a moment). After I give you all a discussion topic and the chosen one is determined, I'm going to say, "READY." Then what happens? Yes, we say "SEE YA!" After See Ya, the chosen one is going to leave the group he or she is in and find a different group to join – looking for another group saying "Over here, over here..." After each group acquires a new player introduce each other to this new person and make them feel welcome. Then discuss the topic question until I ask for your attention again.

PLACEMENT – Middle and End (see Variation for an ending)

MOVEMENT – Medium to High, walking with some possible running

AREA – Indoors or Outdoors, with a large open area

TIME – 20 to 25 minutes

GROUP SIZE – 40 to 120

PROPS – Webbing Circles

Let me give you an example. After I get your attention I might say, the chosen one will be the player with the longest hair. After each group has a chosen one (I'm not going to give you too much time on this), I will say, "Your topic is, discuss your favorite place to hang out" – keep this question in mind. Then I will say, "READY?" You say, "SEE YA!" The chosen one goes off to a new group while the rest of you say, "Over here, over here," until someone else joins your group. Each group then discusses the given topic. Are there any questions. Let's try a sample round... Ready?

Facilitator Notes: See Ya is a bit complex, but it's lots of fun. Keep the energy up as you go through the introduction and the skill development. We've included a sample list of discussion topics and qualities below.

The one situation you might encounter is that the only group left is the group the player came from. If the player needs some assistance asking someone to switch with them, help out. However, encourage players to help each other out if they see someone in need. The idea is that everyone who leaves a group must join a new group.

Make sure you give enough time for each group to discuss the topic in question. Watch and listen for a lull in the energy, give a 15 second warning, and then ask for the group's attention for the next quality and discussion topic. Approximately 5 or 6 rounds keeps the energy alive. However, if the energy is good, throw in a few more.

Here are some discussion topics:

- Where is one of your favorite places to vacation?
- Share any 15 seconds of fame you have had in your life.
- Share an award you would like to receive in your lifetime?
- What was the last book you read and how was it?
- What was the last movie you saw and how was it?
- Where is your favorite place to dine out?
- What was the craziest thing you ever ate?
- What is the best gift you have ever received?

Here are some qualities:

oldest player, the youngest, darkest eyes, longest nails, most accessories, closest birthday to today, most pets in their lifetime, who lives the furthest away from here, tallest, largest shoe size, smallest shoe size, dirtiest nails, most siblings, add up the digits in your phone number – largest number (If there is a tie, play Rock Paper Scissors for the one who moves.)

Safety Notes: Let the players know that there is no need to run; there will be a place for everyone. However, be mindful of the possibility of nervous running – wanting to “find a place!”

Discussion/Questions: What was it like being singled out? What feelings did you have around this? How did you feel when you went off to find another group? What was it like leaving something you were comfortable with and searching for something new? Did you feel welcomed into your new group? What did they do to make you welcome? Did anyone feel a little crazy? Is this okay? When is it okay and not okay? Do you remember anything interesting you found out about another person?

Variation: As an Ending activity, have the chosen one stay with the circle (remembering the number of players for that circle), and welcome new players to join the group. This is a nice closing mixer for players to connect with a variety of others before they leave. Ask the players to discuss things related to the program day – “What was your favorite part of the day?” “What was your most challenging part of the day?” “What will you remember most about this day?”

ORIGIN – Chris Cavert (non-competitive variation)

REFERENCE – McGill, *No Supplies Required (Get Lost)*

Distancing Notes: Set out a webbing or rope circle for three to four players so they can be 6-feet (2 m) apart while standing around the circle. Or, set out game spots for each sub-group at a safe distance.

Players will be moving - NOT FAST - so remind them to be mindful of each other as they move around each other and the sub-group players. (In the Part 3 Video)

Community Building Activities While Safely Distancing
PDF Activity Pack

Dr. Chris Cavert

Object Lessons

MY BAGGAGE LIES OVER THE OCEAN

(In Part 1
Video)

Intention: Mental, physical warm-up and vocal, coordination, fun

Action: Players get to sing, clap, and dip, to a popular traveling song.

Prep: None, unless you feel the need. You might want to practice this one before getting up in front of a group who will be following your every movement.

Script: *We're going to take a little time to warm up our vocal cords, our bodies, and our minds – we're going to multi-task. First, I would like to teach you (or remind you of) a song – the tune and most of the words are identical to "My Bonnie Lies over the Ocean." Our little song is called, "My BAGGAGE lies over the ocean." Jump in and sing along when you pick up the tune...(see words below). Let's try it... Good job!*

Now, we're going to sing the song again, but this time I would like you to clap every time you say the letter B. In other words, you want to clap once every time you say a B word – like baggage, bring, or back. Let's give it a try, nice and slow... Nice job!

We're not done yet. This time, we're going to sing, clap, and also on every B in the song you will either dip down – bending a bit at the knees like this (demonstrate), or stand back up. For example, on the first "baggage" you will dip down (and clap of course). On the next baggage you will stand back up. The next B you will dip, the following B you stand. So, clapping and dip or stand on each B. Any questions? Let's give it a try... What an effort. Let's pick up the speed for one more round.

Facilitator Notes: Have your group stand in a circle if it makes sense to do so. Otherwise have them stand somewhere where they can see and hear you.

The words go with the song, "My Bonnie lies over the ocean." If you do not know the tune you can call one of us up and we would be happy to sing it to you over the phone! Sam even recorded himself with his computer and then sent the tune to Singapore by e-mail.

PLACEMENT – Middle
MOVEMENT – Low, some arm and leg movement
AREA – Indoors or Outdoors, with a medium open area
TIME – 5 to 7 minutes
GROUP SIZE – The More The Merrier
PROPS – None

My Baggage

My Baggage lies over the ocean,
 My Baggage lies over the sea,
 My Baggage lies over the ocean,
 So, bring back my Baggage to me.

Bring back, bring back,
 Oh, bring back my Baggage to me, to me.
 Bring back, bring back,
 Oh, bring back my Baggage to me.

As the group is first learning the steps, sing nice and slow. After they have gone through the singing, clapping, and dipping, try one or two more rounds a bit faster. If you want to give them an “educational hint” – tell them that standing straight up is the last position.

Quick Tip:

YOU WILL WANT TO PRACTICE THIS ONE BEFORE PERFORMING IT IN FRONT OF YOUR GROUP.

Discussion/Questions: How did you do? Did you throw in the towel or did you stick with it? Why? What were your thoughts around this challenging activity? Is it common for you to think about such things when you take on something difficult or new? What might be another way to look at new challenges? How would a little more practice affect your performance? Did watching someone else help or not? If they made a mistake, how did you react? What was your laughter related to? Nervousness, embarrassment, challenging, fun?

Variations: We’re sure there are other songs you could use with this same concept – but we can’t think of any at the moment? Let us know if you come up with another.

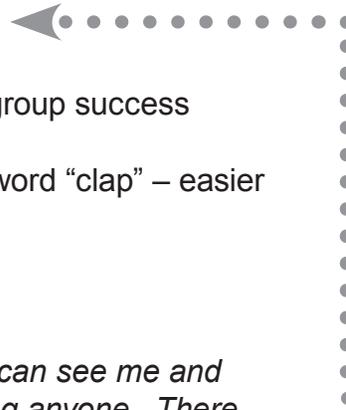
ORIGIN – Slight variation of a classic, contributed by Chris Cavert
REFERENCE – Hammond & Cavert, *The EMPTY Bag*

Distancing Notes: Set players up in front of you, so they can see you, at your safe distance requirements. Players stay at these positions, so there is no proximity issues.

One consideration - if you have a large group, you may need to project your voice in some way for everyone to hear if you are wearing a mask.

If you have a smaller group (up to 16,) set out spots in a safe distanced circle - players should be able to hear you in this circle size (about a 32-foot diameter)

1, 2, 3, CLAP



Intention: Mental challenge, listening, laughs, group success

Action: Players are challenged to clap, on the word “clap” – easier said

Prep: None

Script: *Please find a place to stand where you can see me and put your arms out in front of you without touching anyone. There are only two rules in this quick mental challenge. The first is, you must keep your eyes open and looking at me throughout the activity (blinking is acceptable), the second rule is that you will clap your hands together when I say the word, “clap.” Again, rule two, you clap when I say the word, “clap.” Any questions about the rules?*

Okay, put your arms out straight in front of you with your hands open, palms facing each other about 10 to 12 inches apart and parallel to the ground (this is different than your standard clapping position – hands perpendicular to the ground). Are you ready? Okay, 1, 2, 3, (you clap – then say), clap. Oh, boy. Let’s try that again...

Facilitator Notes: Present this one in a spirit of fun. The concept relates to, “do what I say, not what I do.” What happens, more often than not, is that the players clap when you clap, not when you say, “clap.” With a large group it will take a few (maybe more than a few) times for everyone to clap on the word clap. This is why we put 1, 2, 3, Clap as a beginning, middle, & ending activity. Throw this one in-between any activity to challenge the group. It’s often a fun attention getter as well. If you (the facilitator) stick your hands out in the challenge clap position (palms parallel to the ground) the group will see you and slowly follow suit – you don’t even have to say anything, they know what’s about to happen. Then give them a countdown to, “clap.”

We usually don’t try more than three times at any one point, just to keep the interest alive for the next time. When the entire group “gets it” don’t forget to celebrate – make sure you provide enough opportunity for them to succeed. If the group doesn’t get it, always remember to praise the effort and be ready for the next time.

Safety Notes: Common awareness. Also, keep an ear open for any negative comments towards other players. Keep the environment supportive at all times – don’t ignore the comments. Acknowledge

PLACEMENT – Beginning, Middle, or End

MOVEMENT – Low

AREA – Indoors or Outdoors

TIME – 2 minutes or less

GROUP SIZE – The More The Merrier

PROPS – None

them openly and ask for alternative ways to support each other.

Discussion/Questions: (We usually don't go to a discussion on this one, but if you did...) Is it okay to make a mistake in this group? How do you view mistakes? How can we benefit from mistake? How can we create an environment that feels safe enough to make mistakes?

Variation(s): You could move this into a small group listening initiative. Ask the participants to form groups of 4 to 5 players. Have the small groups form circles with the players putting their hands into the center of the circle with the edges of their fingers touching the players to their right and to their left – a birds-eye-view would look like a wagon wheel. In this formation the players will not be looking at the facilitator (rule 1) but listening instead for the word, “clap” – where by the group claps together. It usually never fails. Some players will still clap when they hear the sound of the clap. How will the groups support each other? How will they communicate? How will they perform? It's also interesting to observe what happens to the groups when you wait for a while (30 seconds or so) before you say, “clap.” What happens to the comfort level?

Quick Tip:

BE CAREFUL, NOT TO MAKE ANY NEGATIVE COMMENTS ABOUT THE OVERALL PERFORMANCE OF THE GROUP – THEY KNOW HOW THEY DID. HOWEVER, WE HAVE BEEN KNOWN TO THROW OUT A FEW FACIAL EXPRESSIONS FROM TIME-TO-TIME.

ORIGIN – Classic contributed by Chris Cavert

REFERENCE – Unknown

Distancing Notes: All players are out in front of you. Set them up so they are safely distanced and you're good to go. There is no moving in this one, other than clapping.

● The DaKINE GAME

(pronounced “dah” and “Kine”—like Kind with a silent “d”)

Shared by Mike Spiller

Activity Objective: Participants carry and pass along imaginary objects to other players.

Facilitated Objective: engagement (comfort levels), playfulness, creativity, innovation (versus replication), and self-talk

Needs & Numbers: A list of ideas/things for participants to act out. This plays well with at least 15 and up to 40 players (40 is the largest group I’ve tried it with).

Time: 10 to 15 minutes

Procedure

Mike Spiller shared this warm-up with me after returning from a workshop in Hawaii. DaKine, according to Mike, roughly, means “thing-a-ma-bob” or a “what-cha-ma-call-it”—something you can’t remember the exact word for.

Have participants stand in a circle formation. Explain that, during this activity, participants will take turns delivering (an invisible) something to someone across the circle.

Begin by asking the participant next to you to dribble a basketball over to the other side of the circle and hand it off to someone who will dribble it back across the circle to someone else. Then, after the basketball gets started, ask the participant on your other side to deliver a ballroom dance to someone across the circle—watching out for the basketball. After the first two deliveries are started, walk around the back of the circle and delegate more actions/deliveries. Be sure not to have more than one action for every two players so that each action has a potential recipient. Allow players to “set down” what they have in the middle of the circle and “pick up” something else to deliver. This allows for some choice and creative exploration.

Close the activity after a few minutes by walking around and asking individual players to stay where they are—they don’t need to deliver what they have—they can keep it! Or, stop every-

one at the same time with a “Take it home!”—meaning all deliverers take what they have to their own spot in the circle. Basically, just keep an eye on the energy level and close when it feels right.



WARNING

Depending on your group, you might have to “movie rate” the deliverables (e.g., G Rated). Also, some deliveries might be very personal. Be watchful and ready to address the needs that arise.

Examples of “Things” to Exchange Between Players

- Hula-Hoop – players act out the hip-hula while moving to the next player
- Pizza Maker – players act out tossing pizza dough up in the air while moving
- The Juggler – players act like they are juggling 3 clubs in the air as they move
- Ball & Chain – players slide foot as if dragging a heavy weight
- Crying Baby – players arm cradle a baby and make crying noises while moving
- Balancing Broom – players hold one hand out moving as if balancing a broom
- Waltzing Matilda – players waltz (or dance) up to another player and pass it on
- Basketball Player – players dribble an invisible ball and then bounce pass it on
- Ice Skater – players lean a bit forward, hands behind their backs and skate
- Tightrope Walker – players move heel-toe with arms out to the sides
- Sweeper – players use a push broom to sweep across the floor
- Paddling the River – players use a canoe paddle to move to the next player

Safety

I have not experienced any physical or emotional safety issues facilitating the DaKine Game.

Facilitation

As you can imagine, it gets quite lively out there in the circle. Be mindful as to how many actions/deliveries a group can handle. Give people permission to change any action passed to them if they don't feel comfortable performing it. I suggest the fallback “carry-on-luggage-roller-bag” if someone is not comfortable accepting something else.

If I sense I have a reluctant group, I will be the first one to cross the circle with something fun—looking to pass on my item to someone that looks willing (my personal favorite is juggling pins). Then, as the game continues, if others are not taking the initiative to bring something across the circle, I go across with something else (my second favorite is a hula-hoop). This warm-up is engaging when I can get at least a third of the group moving across circle.

Observations/Questions

- What were some of the things you noticed outside yourself during the activity?
- What were some of the things you noticed inside yourself during the activity?
- Did you feel “silly” during the activity? Why? Why not?
- Did you start a delivery? Where did your idea come from?
- Were there any “personal” deliveries? What meanings did they have?
- What can we learn about “deliveries” from this activity?
- Did you set down a delivery in the center of the circle and pick up a new one? Why did you choose to do this?
- Have there been any “deliveries” made to you in your life that you have been able to set down and walk away from? If so, and you are willing, share what it was and what it was like for you?

Variations

Mike shares, “Sometimes before playing we ask the kids to give us some examples of things they see every day and then we select a few to start the activity—usually about six actions.”

He also suggested, “Write what it is to be acted out on index cards, and let selected players read the cards and then begin delivering—actions are not read to the group. Sometimes the actions get really mixed up as they are passed from player to player. At the end of a few minutes, stop the action and ask what was being delivered around the group.” Like the game Telephone the actions might have morphed into something not found on any of the cards.

More examples include: a block of ice, a hot potato, a row boat, a person standing on your shoulders, a straight jacket, a flashlight, a corndog, a kite, a leaf blower (sounds go well with this one too).

Let the players choose, from the beginning, what they want to deliver to the other side of the circle—suggestions don't need to be provided.

Additional Ideas:

Distancing Notes: A circle of 16 is about as big as you want to go - set out spots 6-feet (2 m) apart. Players will be moving across the circle, so limit the movement to 2 or 3 players going across the center at a time to limit the proximity issues.

SIX-COUNT TO COMPETENCE

(In Part 2
Video)

Intention: An icebreaker, a stretch for the mind and muscles, problem solving, learning strategies, creativity

Action: Participants learn a routine to move their arms in different directions while counting to six.

Prep: The only real preparation you must do before this activity is practice going through the movements. Be sure you can do them slowly and quickly without thinking too carefully about the movements.

Script: *Does anyone know how to do a Six-count? It goes 1, 2, 3, 4, 5, 6. (Just say this without movements.) Let's do it together: 1, 2, 3, ...*

Put movement to the count this time by raising your left hand above your head and down to your side. Your hand should go up on 1, 3, and 5 and down on 2, 4, and 6. Let's do it. Left hand, 1, 2, 3, ... Let's do it again, only louder. 1, 2, 3, ...

Give your left arm a rest and let's give a movement to your right arm. It goes up on 1, straight out to the side on 2, down on 3, up on 4, straight out to the side on 5, down on 6. It makes the shape of a triangle. Let's do it with the right arm only. 1, 2, 3, ... Let's do it again, only louder. 1, 2, 3, ...

Now, as if you hadn't guessed, we will put both the arm actions together with the count. Your left arm still goes up and down while your right arm still goes up, out, and down. Let's do it. 1, 2, 3, ... (Don't expect many people to get it right.)

It looks like it's going to be one of those days! What would you need to do to get the movements right? (Expect a few humorous and a few serious answers to your question.) Well let's find out.

Please gather into small groups of six to eight people and spend the next six minutes working together to do the Six-count without mistakes. If possible, do it until you are competent with the task. Do whatever you need to do to learn the routine so that you could show everyone if you needed to.

(During the six minutes walk around encouraging the small groups. When the time is over, ask for volunteer groups to demonstrate their Six-count. Depending on your available time and the overall size of

PLACEMENT – Beginning
MOVEMENT – Medium
AREA – Medium
TIME – 10 minutes
GROUP SIZE – The More The Merrier
PROPS – None

the group, only a few groups may be able to demonstrate.)

Facilitator Notes: This is a good activity to follow physical stretching. The Six-count actually stretches the brain and the voice. Don't take much time with the activity. Keep it moving and stay in control of the group. I have noticed that it helps the group hear instructions better after the Six-count possibly because it gets everyone focused on accomplishing the same task at the same time.

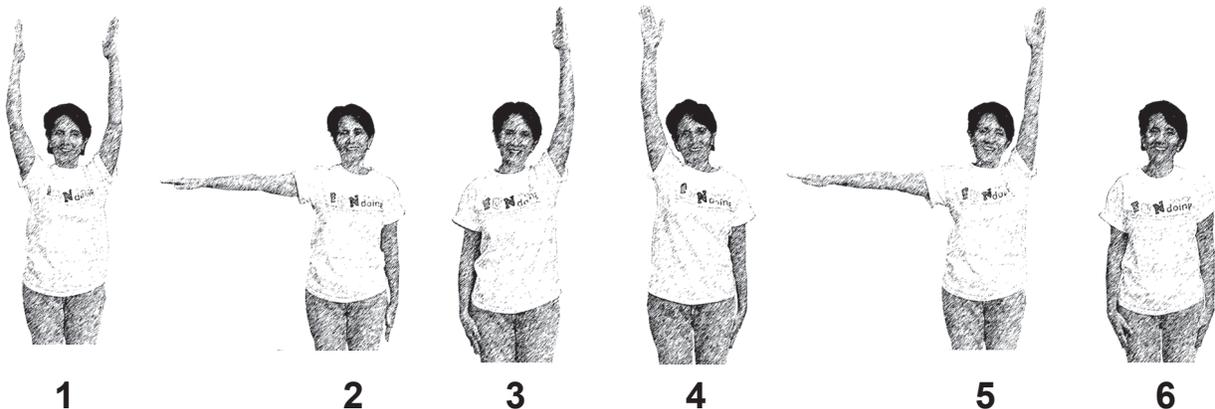
People will often take great pride in their Six-count accomplishment. You may discover that every group wants to demonstrate their skills at the end. Quite often groups develop creative methods for doing the Six-count such as going very slowly or dividing the movements among the group members.

Discussion/Questions: What were some strategies your group used to learn the Six-count? What made the activity difficult? How did you overcome the difficulties? What was the difference between how you practiced and how you performed in front of the group? In what ways is the Six-count like other things you do? What lessons could you learn from an activity like this?

Variations: There are many tasks that fall into the category of the "rub your belly and pat your head" variety. For example, point your index fingers at each other and make one finger draw a circle one direction while the other finger draws a circle in the opposite direction (as if the paper you were drawing on was between your fingers). Any of these coordination challenges may be substituted for the Six-count.

ORIGIN – Sam Sikes

REFERENCE – Sikes, *Executive Marbles*



Distancing Notes: All players have their own personal space - not moving.

DO WHAT I DO (In Part 3 Video)

Intention: Physical and vocal warm-up, stretching, retinal configuration check

Action: Players follow the exact motions of the facilitator.

Prep: None

Script: *Please find a place in front of me where you can see my movements. Make sure you have enough room around you to move your body freely without touching anyone else. Simply, as a warm-up and some easy stretching, I'm going to ask you just to copy the same movements I perform. Just pretend you are looking into a mirror. I plan to move slow and steady – I will not try and lose anyone. Feel free to express yourself vocally if the spirit moves you. Are there any questions?*

Facilitator Notes: Okay, we have to tell you the whole truth here. Yes, this one can be a warm-up and a stretching activity (that's what you'll write in your lesson plan). But, the true story is that it sets up the fun ending activity called, Do What I Did. And yes, it is a bit contrived, but sometimes we just can't help it! Have fun!

You will want to be a bit elevated (physically) for this one so every player can see you. If you stand on a chair make sure it is steady and it can hold you. Movements can include arm motions, touching parts of our cranium, moving legs and upper bodies, and a combination of upper and lower body movements. And of course, include some good old vocal warm-ups.

Safety Notes: Keep the movement slow and smooth. Be aware of your population when choosing movements.

Discussion/Questions: (We usually don't spend the time here.)

Variations: If you are working with a smaller group you can have participants be the leaders.

ORIGIN – Improv classic learned from William Hazel, contributed by Chris Cavert

REFERENCE – Unknown

Distancing Notes: All players are stationary in their own space.

PLACEMENT – Beginning

MOVEMENT – Low

AREA – Indoors or Outdoors, each player has their own personal space.

TIME – 4 to 6 minutes

GROUP SIZE – The More The Merrier

PROPS – None

Quick Tip:

PARTICIPANTS CAN MIRROR YOUR MOVEMENTS – THEY DON'T NEED TO MOVE THE IDENTICAL BODY PART. IN FACT, YOU CAN TELL THEM TO PRETEND THEY ARE LOOKING IN A MIRROR.

DO WHAT I DID (In Part 3 Video)

Intention: Thinking exercise, closing

Action: Players follow the leader one movement behind.

Script: *Everyone gather around in front here, standing where you can see me. Give yourself a little room to move your arms and legs around freely. Remember, way back at the beginning of the program, I challenged you to do what I do – you repeated exactly what I was doing. Okay, since we’ve been together and have experienced all sorts of challenges, I have one more for you. This time you are going to do what I “DID.” That means, you don’t do the same thing I’m doing, you perform the movement I did before the one I’m doing. For example, we will all start with our arms and hands down to our sides (let them move through this with you). If I raise my hands up into the air, you keep your arms to your side. Then, when I bring my hands and arms down and cross them in front of my chest you put your arms and hands up – doing what I did before I crossed my arms. If I put my arms down to my sides, you cross your arms in front of your chest. Questions? You are a sharp crowd.*

Let’s begin again with our arms to our sides. Remember, keep in mind what I’m doing as you perform the last thing that I did – I’m sure it’s crystal clear?? I’ll help out at first if you need it.

Thanks so much for all the fun!!!

Facilitator Notes: Usually I only use this one if I have done, Do What I Do at the beginning of a program – there’s some common knowledge that ties into the beginning of their day which then brings them to a final challenge.

Quick Tip:

DON’T PLAY TOO LONG, REMEMBER IT’S THE END OF A PROGRAM.

Perform simple motions with your arms, legs, and upper body. Leave an ample amount of time for players to “catch up” if they need to – their neighbors will help them out. This one is a lot harder than you might think.

There is a bit of a trick here – but it’s for the laughs. As I get closer to the end of the activity, I thank them for joining us and having such a wonderful time. I also take a moment to thank those people that invited me to play – all the while the group is doing what I “did” – the game goes on. Then, the second last action that I do is clap my hands. The group will be doing the action before I started clapping my hands. Then I start my bows and the group starts clapping while

I bow – yes, a bit contrived, but as I said, it does produce a good laugh in most people.

Safety Notes: Perform moves that are conducive to the population you are working with. Slow and steady will keep everyone healthy.

Discussion/Questions: None needed

Variation: Another activity that is similar is called Responsive Reading. The facilitator reads a passage of a book or poem and the group repeats what was said. That in itself is not very fun, but when you select a passage full of tongue twisting terminology, everyone is in for a treat. Dr. Seuss books, especially *Fox In Socks*, work very well. Even simple tongue twister are lots of fun.

ORIGIN – Classic improve game from William Hazel, contributed by Chris Cavert
REFERENCE – Unknown

Distancing Notes: All participants are in from of you, no locomotor movement is necessary.

I never teach my pupils, I only attempt to provide the conditions in which they can learn best.

– Albert Einstein

OLYMPIC ROCK PAPER SCISSORS

Intention: Fun, introductions, breaking the ice

Action: Players follow the rules of Rock Paper Scissors (see page 277) in a fast-paced tournament.

Prep: Divide the room into three areas. You can label each area if you wish or simply tell your group that they are the Gold, Silver, and Bronze areas.

Script: *Welcome everyone to the Olympic Rock Paper Scissors competition. We are about to get started, but I need to go over the official rules first. Everyone will begin in the Silver area.*

Rules of Engagement: *You will walk up to any person who is not currently occupied with another competitor. Briefly introduce yourself and shake hands. Stand back-to-back and chant, "Rock paper scissors, rock paper scissors!" As soon as you finish saying the last "scissors," both of you should turn and show your choice of the Rock, Paper, or Scissors hand signal. Rock beats Scissors, Scissors beats Paper, and Paper beats Rock. If there is a tie, turn back-to-back and start again.*

The player who wins advances to the gold area and the player who loses moves to the bronze area. Both players should engage another player in their area and play again as soon as they can. For two players in the bronze area, the winner advances to the silver area and the loser stays in the bronze area. In other words, the winners advance to the next level if there is one and the losers fall back to a lower level if there is one.

In the event a pair of players in the gold or silver area tie the game three times in a row, both players move to the bronze area.

The contest will end in five minutes... Go!

Facilitator Notes: It is fun to watch players, especially adults, play a familiar game with several other people. Each person tends to develop his own strategy. For example some people play as many games as they can. Other people make a conscious effort to select who they will play.

One common dynamic is the furious pace of play in the bronze area and the slower pace in the gold area. After all, once you are in the gold area there is not as much motivation to play and potentially

PLACEMENT – Beginning
MOVEMENT – Medium
AREA – Indoors, Outdoors
TIME – 5 minutes
GROUP SIZE – The More The Merrier
PROPS – Area signs, boundary markers

Quick Tip:

IF YOU USE MASKING TAPE TO MARK BOUNDARIES, THE BLUE MASKING TAPE COSTS A LITTLE MORE, BUT IT IS EASIER TO REMOVE AND IT LOOKS "COOL!"

lose. To overcome this logical strategy, simply promise a special bonus to the area with the fewest people at the end of the game. If you make this kind of promise, be prepared to give something to everyone. Chocolate anyone?

Discussion/Questions: How many people did you meet and play? What strategy worked for you? Was it fun? What is the value of having fun?

Variations: Instead of an Olympic theme you can choose another. A nature theme might be Bear Fish Mosquito. The bear eats the fish, the fish eats the mosquito and the mosquito eats the bear. You can have fun with the hand or body signals for each of the characters and the areas can simply be labeled 1, 2, and 3.

ORIGIN – Mike Spiller, contributed by Sam Sikes
REFERENCE – Sikes, *Executive Marbles (Cycles)*



Distancing Notes: Players will be free to move around during this one. Monitor spacing with a sound (e.g., cow bell) to keep players aware of spacing.

Community Building Activities While Safely Distancing
PDF Activity Pack
Dr. Chris Cavert

Problem-Solving Activities

We're a... They're a... (In Part 3 Video)

Found in, *The Empty Bag* by Hammond & Cavert

Needs & Numbers: You'll need a nice open space for this one. Plays well with 12 to 24 players for 20 to 30 minutes. No equipment needed.



Process: We're A...They're A... is a great lead-in to Speed Rabbit and other Worldly Things found below (but you can use it as a stand alone as well).

You'll find it best to split your group into small teams of three players (it's okay to have a group of four players, if needed, as long as they create 3-person caricatures during practice - all four players in the group know all the parts).

This one plays somewhat like charades. You'll give all the groups three to five minutes to create one or two (the second is a back-up) three-person life size caricature of something – common caricatures have included a grove of trees swaying in the wind, an elephant with big ears, two lumber jacks cutting down a tree, an outhouse roof over a sitter, tall grass blowing in the wind, a jump-roper (see picture above) and so on. Distance the groups away from each other so they do not overhear the creative discussions. And, tell the groups to practice in stealth mode so other groups don't guess too early.

After the allotted time for caricature creation, the game can begin. One at a time the groups will display their caricature to the rest of the players. The first player to guess what the caricature is wins a point for his/her team – the facilitator gets to be the judge so she will need to know what the group is going to present before they do so.

After the first round give the players another two minutes to create another caricature for the second round. The energy is usually pretty good for three or four rounds.

If you plan to go into Speed Rabbit and Other Worldly Things, after the last round decide as a group what three caricatures they want to use choosing from all the prior options from the charades games.

Variations: Another one of Chris' (prop-needed) variations is doing this creative activity with Foam Noodles included in the caricature – great visuals!

Distancing Notes: Players will be working together in small groups of 3 or 4. Walk around and monitor distancing with verbal reminders to groups or with a sound (e.g., cow bell).

Speed Rabbit and Other Worldly Things (In Part 3 Video)

(This one is from the book, *More New Games*, from the New Games Foundation - called Elephant, Palm Tree, Monkey. It was reprinted in, *The EMPTY Bag* by Hammond & Cavert to go along with the activity, We're a... They're a...)

NOTE: In most cases, we play Speed Rabbit after, We're a... They're a... (above) so we could use the caricatures created their, in this game. However, Speed Rabbit has traditionally been played on it's own, mostly as a fun energizer.

Needs & Numbers: You'll need a mid-size open area. Plays well with 12 to 26 for 15 to 25 minutes.

Process: Have the group form a good size circle around you (the facilitator starts in the middle). Ask everyone to stand next to their small group (of three) from We're a... They're a....

Together, with the group, decide on two or three caricatures from We're a... They're a..., they want to use during this game of Speed Rabbit. Then, practice all the caricatures chosen. The groups of three who created the caricatures can demo the moves, then the other groups of three (from We're a... They're a...) can practice as well.

To start the game, you (the facilitator) while (still) standing inside the circle, point to someone and call out one of the caricatures chosen, like "Lumberjacks!" and then start counting to 5 (or to 10 if you want to make it a bit easier). As you are counting, one one thousand, two one thousand, three one thousand.... the player you point at brings his arms up representing the tree and the two players to either side of the tree start chopping motions at the trees legs.

How about another caricature - the famous "elephant" pose. You point to someone and say, "Elephant!" The person pointed at holds out an extended arm underneath her chin and then wraps the other arm up around the first and pinches her nose with her fingers to form the trunk of the elephant. The two players on either side use their arms to form a "C" placing them near the head of the player pointed at to represents the ears of the elephant. NOTE: All players must know all the caricature motions because anyone in the circle could be the center of one of the creations.



How about a phone booth caricature.

If a player does not make the appropriate part of the caricature, within the count of 5 (or whatever number), then this person takes the place of the player in the middle. This new player now points at someone and calls out one of the three caricatures chosen for the game and starts counting. Play continues in this manner. If someone makes a mistake he/she takes the place of the person in the middle.

As a facilitator you might want to do a few practice rounds staying in the middle so the group understands how to play before letting them know when the practice is over and the counting begins. When the energy starts to fade with one person in the center, you (the facilitator) can jump back into the circle and start pointing - now there are two players in the middle to pay attention to. (This usually increases the energy and interaction.)

Speed Rabbit tends to be a fun experience for everyone even when people have to take a turn in the middle. Making 'mistakes' is part of the learning process. Jump in the middle, play the game, then get back to being a part of the circle so you can practice.

Distancing Notes: Place out game spots 6-feet (2 m) apart in a circle - big enough for 10 to 16 players. When a player needs to go into the middle, this player steps out into the circle first, then the center player goes around to take the open spot.

If there are multiple players in the center of the circle, monitor spacing with a sound (e.g., cow bell).

Encyclopedia Speed Rabbita

by Andrew Jillings

Target Group—any

Group Size—15 on up

Time—10 minutes till you are done

Space—any

Activity Level—moderate

Ever since playing Speed Rabbit with Karl Rohnke some ten years ago, it has remained my favorite game. For those unfamiliar with this chaos fest, it is best described by Karl himself on page 63 of *Cowstails and Cobras II*.

...Ask the game initiator to stand in the center of the circle. His/her job is to point to a person in the circle and say either: 1. Elephant, 2. Rabbit, or 3. Cow. The signified individual and the two people to that person's immediate right and left, must perform a ritualized and symbolic pantomime sequence before the center person can count to ten. If the sequence is not done correctly or in

time, then the offending person (one of the three) must take the place of the initiator in the circle. If the sequence is performed correctly, the initiator points to another person until someone eventually makes a mistake or doesn't complete the sequence within the allotted time—count 1–10.

The animal sequences are as follows and, of course, can be (should be) amended, or added to, as play continues.

Elephant—The person pointed to: 1. Extends his/her right arm forward, palm down, hand lightly cupped. 2. Brings the left hand under the arm



and up to pinch the nose. 3. Flaps the right arm up and down, as in flapping their trunk. 4. The two players to the right and left of the flapping trunk must flap their "ears" by waving their hands next to their ears.

All this happens simultaneously before the count reaches ten.

Rabbit—1. Center person hops up and down. 2. Person to the right stomps his/her foot—person to left stomps his/her foot.

Cow—1. Center person interlaces fingers of both hands and presses both palms out away from his/her body, resulting in both thumbs pointing to the ground. 2. Side people must grab a thumb and mime a milking motion.

The idea of collecting together some Speed Rabbit characters came to me recently when I was in the midst of explaining the game to a group of 8–10-year-olds. I had gotten so used to explaining the same three animals every time I played that by the time I got to my third favorite, dog, I realized the way I'd done dog (having the sides peeing on the center hydrant) may not be the best idea. (Hi, Mom, guess what we did at Big Brother/Big Sister today? A weird foreign man taught us how to pee on each other. It was great!) It was at that moment that I got one of those tremendous mind blocks, where I probably couldn't even remember my name, let alone a third Speed Rabbit animal. Professional pride forbids me from repeating what happened after that.

Anyway, I squeezed out an email to the AEE newsgroup/listserves thingy and pretty soon collected these responses. If you have some of your own that you would like to contribute, please email me (ajilling@hamilton.edu) and I will be happy to add to the list.

Alligator

Middle person: Slaps hands together with arms fully extended in front of her to form a mouth.

Side people: Stand behind middle person, hold on to waist in a line and wag the tail.

Alligator, v.2 (profile)

Middle person: Turns left, bends at waist making arms swimming.

Side people: Left side turns left, bends at waist and makes jaws with arms. Right side turns right to make swimming tail with hands clasped and arms out straight moving them from side to side.

Angel

Middle person: Folds hands in prayer.

Side people: Combine to create a halo of fingers over middle.

All sing, "AAAAAH!" in angelic falsetto.

Clint Eastwood

Middle person: Squints, looks tough, with hands on hips.

Side people: Point (imaginary) guns and yell, "Make my day!"

Couch Potato

One side person gets on all fours like a couch, person in middle "sits" on her with the remote, second side person forms a TV box with arms.

Cow

Middle person: Interlocks fingers together and turns them upside down, thumbs pointing down like an udder.

Side people: Each milk a thumb.

Dog

Middle person: Hands on hips to make a fire hydrant.

Side people: Lift their legs on hydrant.

Elephant

Middle person: Extends arms in front like a trunk (a few variations of what constitutes a trunk exist), and makes an elephant noise.

Side people: Make big ears with their arms.

Elvis

Middle person: Strikes an Elvis pose and says, "Uh-huh uh-huh."

Side people: Screaming fans!

Fish

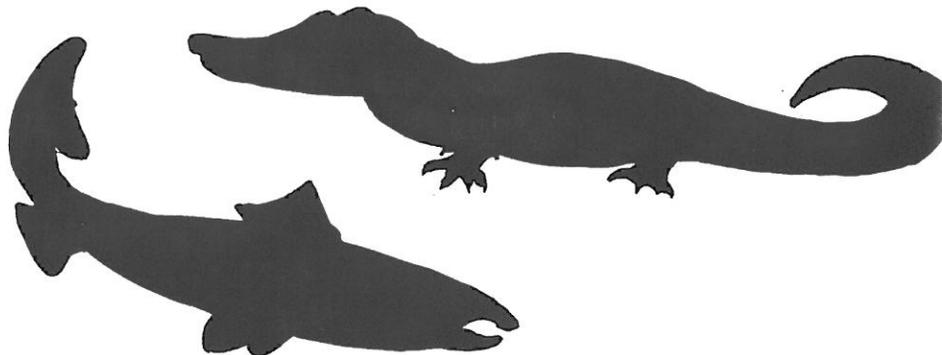
Middle person: Extends hands above head like diving, and then flops around.

Side people: Reel fish in.

Flight Attendant

Middle person: Pulls down oxygen mask.

Side people: Fingers point away to the emergency exits.



Fourth of July

Middle person: "Explodes" like a firework upwards, both hands over head, fingers out, with a loud "boom!"

Side people: Explode down and away from Middle, arms and fingers outstretched, also "boom!"—a good hip swing adds much fun.

Giraffe

Middle person: Arms together straight over head.

Side people: Make circles with their hands in front of middle person at two different heights (spots).

Hippo

Middle person: Makes big chomping jaws with arms.

Side people: Shake hips.

Horse

Middle person: Neighs as best he can.

Side people: Do their best Monty Python gallop on their legs.

Jello

Middle person: Arms above head and wobbles.

Side people: Hold hands around the Middle to make a bowl.

John Travolta

Middle person: Does the pointer-finger-up-down part (and you know what I'm talking about).

Side people: Do the hand-roll thing (hands round and round each other vertically).

All three sing, "Stayin' alive, stayin' alive, ah ah ah ah..."

Monkey

Middle person: Covers eyes (see no evil).

Side people: Right covers ears (hear no evil), and left covers mouth (speak no evil).

Monkey, v.2

Middle person: Scratches both armpits.

Side people: Pick fleas off Middle's head (and eat them with great joy).

Moose

Middle person: Makes fists with both hands and puts them together like holding a baseball bat, then puts fists to nose.

Side people: Hold arms up facing middle to form antlers.

Ostrich

Middle person: Sticks head in the hole.

Side people: Hold each other's elbows in front of Middle to make a hole in the sand.

Palm Tree

Middle person: Puts arms up similar to Rabbit.

Side people: Do a hula dance.

Rabbit

Middle person: Raises both arms high overhead to make ears.

Side people: Thump feet.

Salmon

Middle person: Flaps hands next to face (gills).

Side people: Leap up frantically over (imaginary) waterfalls.

Seal

Middle person: Points nose to the sky and makes seal noises.

Side people: Use their outer hands to clap in front of the seal.

Skunk

Middle person: Turns sideways and bends over.

Side people: Right side holds nose. Left side fans hands and makes spraying sound.

Spirit of '76

Middle person: Holds the flag.

Side people: Right side plays the drum. Left side plays the flute.

All three march in unison.

Shark

Middle person: Holds arms bent (elbows towards the front) in front of face and opens and closes like a shark's mouth.

Side people: Each put one hand up over the head of the Middle to make shark's fin (fingers pointing up).



Andrew Jillings has been an Associate Trainer for Project Adventure since 1992, mostly doing customized skills refreshers. Since August of last year he has been co-ordinator of Adventure Programming at Hamilton College, with a ropes course, an Outing Club and a freshling wilderness orientation program to call his own. He is English. He enjoys whitewater kayaking, mountain biking and the books of Patrick O'Brian. Karl Rohnke and Andrew built the mud traverse at the Iron Rail in Hamilton, MA, and he's never forgiven Karl.

Propless Group Juggle (In Part 1 Video)

(A variation of Group Juggle from Karl Rohnke - *Silver Bullets*. This one is called Human Warp is found in, *The EMPTY Bag* by Hammond & Cavert)

Needs & Numbers: You'll need enough room for your group to create a comfortable circle. Plays well with 10 to 25 players for 15 to 20 minutes. (If you want to time the attempts, you will also need a timing device.)

Process: Here is a fun prop-less way to present the traditional Group Juggle activity. Circle up everyone - a one-arm length apart. Ask the group to establish an "order" to pass a single clap around through the group. We help this process by first asking someone (player 1) to start out by pointing to someone across the circle from her/him (player 2) – not at someone next to them. Player 2 points to a different player (player 3). Player 3 points to a player 4 and so on until the last player pointed to points at player 1 – each player points to one player and each player is only pointed at once.

After this "order" has been created, challenge the group to pass a single clap through the order as fast as they can (you might like to use a stopwatch if this helps to motivate the group. If you ask a group member to time the activity would this one still be a prop-less? Hey, *you* didn't have to bring anything!).

Here is where the facilitator comes in. You can use this activity as a way to talk about, "outside assessment." Many situations in the "real world" are monitored by an outside influence like a boss, the customer, or a parent. So, in this case the facilitator will be regulating the claps. The guidelines that will be monitored are:

- 1) No two players can clap at the same time, and
- 2) Each player must perform one clap

In other words, the claps must be none-simultaneous and performed in sequence through the established order. For example, if there are 20 players

in your group you need to hear 20 different claps – each player making a single clap keeping with the established order.

Stick with this one as long as the energy is good. You could then move into the infamous, *Warp Speed* - how fast can this *really* be done. Challenge the group to some unbelievably low time, say 5 seconds. If they were to think “outside-of-the-box” as we say, they might achieve the time by moving and standing next to the player they are passing their clap to, still keeping the same “order,” thus more able to coordinate claps. And, if the circle was even smaller...?

Note: Use your best judgment as to when and how to present the challenges here.

Variations:

- Take out the claps. Each participant says her/his own name while pointing to the next person in the order. (More challenging than it sounds.)
- Use a sound. Each participant makes a vocal sound while pointing to the next person in the order. (Participants repeat the same sound when it's their turn to go again.)

Distancing Notes: Players are set up standing on a circle of game spots safely distanced - no movement is required.

Don't Touch Me!! 1.0 (In Part 1 Video)

(From, *Feeding the Zircon Gorilla*, by Sam Sikes. Sam notes that he "detailed the instructions some more" after reading about the idea in Karl Rohnke's *Bag of Tricks* publication #50.)

Needs & Numbers: Works well with 6 to 16 participants for about 20 to 30 minutes (with processing). You need a game spot for all players and one extra spot (or hula-hoop or cone for the center of the circle).

Objective: The objective of this game is for everyone to touch the spot (whatever object you placed in the middle - game spot, hula-hoop, rubber chicken) and switch places with his/her partner as fast as possible without touching anyone.

Facilitated Objectives (Stuff You Can Learn About):

- Shifting Paradigms,
- Brainstorming,
- Continuous Improvement,
- Integrity,
- Cooperation,
- Communication,
- Benchmarking

Preparation: Locate an open area large enough for a loose circle of players. You'll need at least six players for this one. Place your spot (or hoop or cone) on the ground in the center of the circle of participants - each standing on a game spot.

Instructions: Each participant picks a partner from across the circle. Each person will need a partner. If there is an odd number of players, you (the facilitator) can jump in to play or, if needed, a group of three can figure out how to manage the crossing between them.

Again, the objective of this game is for everyone to touch the spot and switch places with his/her partner as fast as possible without touching anyone. Also, while players are in motion, they need to repeatedly say, "Don't touch me!" (like they mean it!) until they have reached their partner's spot.

The facilitator will be timing the group for the overall time it takes them to accomplish the task. There will be a time penalty of one second added to the overall time each time someone touches someone else during the crossing. After all the switching, the facilitator will ask how many people touched someone else in order to determine how many seconds to add. (This is where the 'integrity' comes in. And, if I bump into Sue, is that one touch or two? You can let the group decide this fate.)

Okay. Ready to play? Say this, "As soon as someone says 'START!' I will start the time. I will stop the time when everyone has reached his/her new spot - after touching the center object - and someone from the group says, 'STOP!'"

Review - The rules are, everyone has to touch the spot (object in the center), switch places with his/her partner while saying, "Don't touch me!" because each time someone is touched it adds a second to the group's overall time.

Facilitator's Notes: Questions from the group usually come from everyone eventually. You can answer most questions by restating the parameters of the task (a strategy that suggests the group has all the information they are going to get). "The rules are, everyone has to touch the spot (object in the center), switch places with his/her partner while saying, 'Don't touch me!' because each time someone is touched it adds a second to the group's overall time."

Let the group try to decrease their time until they are satisfied (how does this look and sound). If their best time is fairly long (6 to 10 seconds, relatively speaking), gently state a shorter time achieved by a previous group (hopefully you have a lower time in the books - you don't want to make something up??) and see if they want to try again. (Another strategy applied

to motivate performance - or, imply the group is not good enough?? They could take it this way. It's good to know what the group needs to learn and grow.) According to Sam, a benchmark of 1.45 seconds is a good time.

A common process groups go through in getting from 12-15 seconds to 1.45 seconds involves a few distinct discoveries: Make a smaller circle - move the circle of game spots; The center spot (object) can be moved and/or picked up; Players can stand next to their partners - nothing states the group cannot rearrange the circle; How is, "change places with your partner" defined? Is there another way to define this rule?

Distancing Notes: Players will be set up on a circle of spots at a safe distance. And, there will be some movement across and around the circle of spots. So, monitor spacing with a sound (e.g., cow bell, horn) to make players aware of expectations.

These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

(In Part 1 Video)

2) Don't Touch Me, 2.0

Don't Touch Me (1.0) is found in *Quicksilver*, by Rohnke & Butler. I learned the 2.0 version from my friends at GroupDynamix.com

FACILITATED OBJECTIVES:

- Planning behaviors and development of a group plan.
- Explore leadership behaviors.
- Explore "mental models" and "phantom rules".
- Consider and begin "innovation" by redefining the words being used.

NEEDS & NUMBERS:

- One game spot for each participant, plus one more for the center spot. One timing device.
- 18 to 28 participants.

TIME: 20 to 30 minutes

PROCEDURE:

Circle up all participants. There should be about one arm's length between each person. Ask everyone to stand on his/her game spot. The extra game spot is placed in the center of the circle.

The Challenge: Everyone in the group is challenged to meet the three requirements as quickly, and safely, as possible.

The Requirements:

1. Make contact with the open game spot.
2. Switch positions with someone across from you.
3. Say the words, "Don't touch me!"

After stating the Challenge and Requirements, tell the group to let you know when they are ready to make an official timed attempt. As the facilitator, you can be the official timer or have the group assign one of its members this responsibility. Also, if you decide to (or need to) set a "time budget" for the activity, let your group know the amount of time they have for the challenge - to get the best time possible.

Problem-Solving

Activity Objective

Everyone in the group is challenged to meet the three requirements of the activity as quickly as possible.

These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

At this point, the group is free to ask you questions (of which you decide what and how to answer), plan and practice their ideas. After a timed attempt, before revealing the group time, ask, one by one, if each requirement was met. If all requirements were met, share the group time. If one or more requirements were not met, void the time. Allow for as many timed attempts as *time* permits.

SAFETY: Ask the everyone to be mindful when moving quickly around each other. Emphasize, quickly AND safely. ("*Nothing we're doing today is worth any injury.*") Be sure to pay attention to the ideas that surface during planning and check in with the group over any plans that might need more safety consideration (i.e., Use good judgement - don't let them do anything that appears to you to be unsafe.)

FACILITATION: The growth/learning potential of this activity is in the "words" of the requirements. To achieve a super-fast time (like, 2 seconds, super-fast), the group (or someone in the group) will have to recognize another way to define Requirements 1 & 2.

More often than not, groups define contact as "touching". And, switching positions as switching "places". These are *ways* to define the Requirements, but not the only ways. For the super-fast time, the group can make *eye contact* with the game spot and switch a body *position* with someone across from them. For example, someone across from me has his thumb up, and I have my thumb down, we switch thumb *positions* with each other.

One other growth potential is related to the initial circle formation. There is no requirement that the group must stay in a circle. Plans could include different group formations - even though moving spots will not lead to the super-fast level, it can lead to better times during the initial stage of the activity.

Depending on where you choose to place this activity into your program sequence, you can consider taking on the "teacher as educator" role and provide some prompting along the way. You could present "help" in the form of "mid-processing" by asking questions related to mental models or phantom rules. Tipping point questions might be something like, "*How have you defined the requirements? Is there any other way to define the requirements?*"

Not everyone agrees to this idea of facilitated help. However, if I (Chris) use, Don't Touch Me, 2.0 right away in my sequence, and I want my group to "see" possibilities (or the "doors") available to them, in the short time that I have, giving a little nudge might be a viable option. Later on, the hope is that they will be able to recognize they are stuck in a mental model or phantom rule and redefine on their own.

On another note. There is also the program option of letting the group be excited about their best time without making the mental model shifts - redefining the requirements. The energy they are expressing could be just what you need to go into the next activity.

These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

OBSERVATIONS/QUESTIONS:

- How would you rate the planning portion of the activity on a scale of 1 to 5 (5 being the best planning session you've ever been in)?
- If your rating was not a 5, what would the group need to do to raise your number by one?
- Based on what you know about leadership, was there leadership during the activity? What leadership behaviors did you see during the activity? What leadership behaviors were missing?
- How do you prefer to be led? What would you ask a leader to do for you?
- What do you know about "mental models"? Are there other terms that you know of for a mental model? What mental models did you have during the activity? What mental models held you back? Which mental models helped you?
- What do you know about the idea of phantom rules? What phantom rules did you have for yourselves during the activity? Where do phantom rules come from? How do we recognize phantom rules?
- How can we help each other consider mental models and phantom rules as we work together? How will we remind ourselves to consider other mental models and avoid phantom rules?
- What do you know about innovation? How does someone innovate? Is innovation important to you at this point in your life? How might innovation help you?
- Describe any innovations you had during the activity? Did they help or hinder you?
- How might innovation be important to us as we work together?

VARIATIONS:

- Use a different (center) object to "connect" with, like a soft tossable or rubber chicken. Using something tossable often influences an idea to pass the object around so everyone can make contact with (touch) it. A reasonable distraction.
- Don't provide game spots to stand on. The game spots often entrench the mental model of the shape the group starts in. Without the spots to "hold them back", a group is more apt to try different formations right away.

ADDITIONAL IDEAS:

Distancing Notes: No movement is actually required, but it may take the group a while to figure this out. So, there will be some moving around between spots. Use a sound (e.g., cow bell) to keep players aware of spacing expectations.

Also, add the rule: The 'cone' (center object used) must stay where it is - it can't be picked up. This rule is used when you are minimizing hand contact with props.

Line up According to Your Number (In Part 2 Video)

(Shared by Neil Mercer, found in, *The EMPTY Bag*, by Hammond & Cavert)

Needs & Numbers: You need a mid-size open area for this one. Plays well with 12 to 25 (or more) for 15 to 18 minutes.

Process: The challenge in this activity is in “the eye of the beholder” since it’s very, as Neil puts it, “*ambiguous and open ended*.” The risk here, with a group, is the level of “letting go” and even being silly. It’s a nice way to see where the players are at with each other – what their level of “play-ability” is. We have also used this one to decide where we want to take the group next in relation to complexity of challenge. In simple terms, this activity is about (the main facilitated objective), making a decision (or two). If the group, as a whole, struggles with making a decision and spends a lot of time looking ‘outside’ the group for answers (e.g., asking questions of someone to help them solve the problem), then a less complex task is ahead. If the group is able to make decisions quickly with no help from the outside, they are most likely ready for a more complex task. (These decisions are based on the social skills and behaviors within the group.)

With that said, all you tell your group is:

“Line up according to your number.”

What Number? How to line up? The conundrum begins. Short (generally) and sweet. A variety of possibilities can ensue. You might get those, “What are you talking about” looks, you might see complete engagement, you might see a little of both.

If you are compelled to answer questions, here are some we have offered in the past:

- “You have all the information you need within your group.”
- “You can decide to make this fun if you want to?”
- “I’ll leave that up to you to decide.”

- "I'm useless when it comes to lining up and numbers!"
- "What sorts of lines can you think of?"
- "What sorts of numbers are there?"

Facilitation Notes: The responses we choose to provide are all the sorts of information players just love to hear from us - we're not being helpful. Of course, this is one approach to take. Being more 'helpful' can be another.

You can try this one two or three times in a row or use this one at different times during a program to see how the group responds to it and how it evolves. Simply ask: "What's your second number?" Or, "What's another one of your numbers?"

I (Chris) have been a part of several 'moments' during this activity, being accused of all sorts of crimes! Be ready to respond (be mindful of your 'reactions') and stop the action if needed to sort out the issue(s). This challenge is simple to some and not so much for others. This one has taught me (and reminded me), you never know!

Distancing Notes: If you use a circle of spots, safely spaced, players can manage their movement from spot to spot. If you don't use spots you will want to monitor spacing with a sound (e.g., cow bell) to keep players aware of expectations.

(In Part 3 Video)

WORD CIRCLE PUZZLES*

Thanks to Chip Schlegel

Activity Objective: Arrange given words into a valid circle of connections.

Facilitated Objective: communication, commitment (over-commitment), failing forward (trial and error), resilience, active engagement, helping (using “Help” Cards), and resource management

Needs & Numbers: You need index cards (any size) and markers to make the Word Circle Puzzle cards (instructions follow). Each player should have at least one card, so you might need more than one set of cards. The puzzles work well with 2 to 40 players.

Time: 10 to 30 minutes (depending on puzzle length)

Puzzles

The basic idea of Word Circle Puzzles is to take a group of single words and link each word with another word so they form a common (or, not-so-common) phrase, word, or other proper arrangement. For example, a common phrase using two words might be “board game” or “finger food.” Common words from two single words might be “infuse” or “weekend.” Examples of card-to-card arrangements include:

- compound words (e.g., catwalk)
- commonly known expressions (e.g., peace out)
- words that commonly occur in sequence (e.g., back stage)
- proper nouns (e.g., Kingpin, Wallace—names can be legal combinations)
- word combinations without the punctuation (e.g., top-secret)

The challenge of Word Circle Puzzles is to connect a group of single words into a continuous circle. Any two adjacent words in the circle combine to form either one single word, a two-word phrase, or another arrangement noted above (reading the circle clockwise—to the right).

For example, take 6 word cards: power, chain, man, plant, mail, and food. The physical arrangement of the cards would be: man, power, plant, food, chain, mail (see picture). In this arrangement, the words create the following combinations:

manpower, power plant, plant food, food chain, chain mail, mailman

To play, create sets of Word Circle Puzzle cards. Some word sets, in the correct answer order, are provided to get you started. Simply write the words on index cards—one word to each card. Or, create card templates on the computer, type in the puzzle words, one to a card, print out the set, cut, and play. Laminate them for long-lasting fun.

* Chip Schlegel introduced Word Circles as a teambuilding activity during a workshop at the National Challenge Course Practitioners Symposium (see www.leahy-inc.com for more about this great gathering). Groups worked together in a variety of ways to solve a word puzzle that culminated into a word circle with no beginning and no end. (The Word Circle Puzzle Starter Kit, including 12 presentation ideas and 18 original puzzles, is available at www.training-wheels.com. See the FUNdoing.com blog for lots of free word sets).

SOMETHING TO CONSIDER

Word Circle Puzzles are biased in connection to who developed the particular puzzle. Sixth graders may not know word combinations adults might know. An east-coaster might not know combinations developed by a west-coaster. A Canadian might not know combinations created by an American. A creative way around this is to divide larger groups into smaller groups that each make up their own puzzle for the whole group to solve. It takes more time, but the process is valuable.



You and your groups can create your own puzzles—another community building activity in and of itself. Just make a list of words that connect together as described earlier.

Word Circle Puzzles

5 Card Puzzle: there, for, ever, more, over (connects to there)

6 Card Puzzle: back, band, age, class, work, force (connects to back)

7 Card Puzzle: shade, tree, frog, kick, turn, off, night (connects to shade)

12 Card Puzzle: bear, cub, scout, group, think, back, hook, shot, put, forward, pass, over (connects to bear)

13 Card Puzzle: fall, line, cut, glass, ceiling, fan, club, house, call, sign, over, act, out (connects to fall)

14 Card Puzzle: ice, hockey, stick, ball, bearing, wall, clock, radio, station, wagon, wheel, chair, lift, off (connects to ice)

15 Card Puzzle: lot, us, age, bracket, creep, feed, stock, pile, driver, ant, acid, test, copy, machine, dry (connects to lot)

16 Card Puzzle: straw, vote, down, hill, top, hat, trick, out, side, dish, pan, fry, cook, up, stream, bed (connects to straw)

17 Card Puzzle: team, spirit, level, best, man, hole, out, crop, up, scale, down, town, ship, load, line, drive, home (connects to team)

22 Card Puzzle: lock, in, flight, deck, chair, lift, off, spring, training, camp, fire, alarm, clock, wise, crack, down, town, house, guest, room, key, pad (connects to lock)

24 Card Puzzle: food, bank, run, dry, clean, cut, short, order, form, at, best, man, date, book, lung, power, pack, rat, race, me, an, on, guard, dog (connects to food)

Procedure

There are a number of suggested setup procedures to choose from, depending on your programming needs. Keep in mind the presentations here are only a few of the many ways to use Word Circle Puzzles.

Presentation Idea 1: Hand out 1 or 2 words of the puzzle to each player, making sure each player has at least one word. Tell them each word has another word that follows it. In the end they will have a circle of words with no beginning and no end, and no words left over. (See what they do with these directions.)

Presentation Idea 2: Simply give one person in the group all the word cards for the puzzle (maybe someone you want to observe taking on a leadership role; however, this doesn't guarantee this person will lead). Be sure the group understands how Word Circle Puzzles work, and then see what happens.

Presentation Idea 3: Hand each person in the group a word from the puzzle. If you have extras, give out a second word to some of the players. Tell the players they each must have at least one word card in their possession at all times, and they can give away any additional word cards.

Presentation Idea 4: (Make sure your group understands how Word Circle Puzzles works before trying this idea.) Hand out 1 or 2 word cards to each player making sure each player has at least one word. Ask the group to solve the puzzle without talking. As in Idea 3 each player must have at least one word card in his or her possession at all times—additional cards can be given away.

Presentation Idea 5: When you have more word cards than people (no more than 4 extra cards), make sure every player receives a card. Then, place the extra cards on the floor/table, word side down (or you, as the facilitator, can hold on to them). The group can look at any of the extra cards when everyone in the group, by consensus, agrees. Each card may be looked at one time (or more, depending on your group's needs) for 5 seconds.

NOTE

The challenge level of each Word Circle Puzzle is speculative. Here's how I gauge it at this time. The more "word combination distracters" (WCDs) a puzzle includes, the longer it takes to solve it—making it, timewise, more challenging. A WCD is a combination of two words within the puzzle that work together but are not part of the solution. (The WCD dynamic is interesting to observe. Some players do not like to give up a "safe connection.") So, whether the puzzle has more or less words does not necessarily indicate its challenge level. In most cases, however, the longer puzzles usually have more distracters.

Safety

There doesn't seem to be any safety issues with Word Circle Puzzles; however, frustration can be a factor. Be sure your group is ready for the challenge level you present.

Facilitation

The Word Circle Puzzle kit I created also contains "help" cards—"Tell Us One Combina-

tion” and “One Minute with a Dictionary.” I often give these to a group at the start of the challenge (depending on how much help I think they might need), and let them know they can use them at any time without penalty. Interestingly enough, most groups choose not to use them, even when they are stuck. When talking about this during the reflection process, it usually comes down to wanting to solve the challenge “on their own,” they didn’t want help, or they felt it would be cheating. Digging into this, we often find out that help can be a good thing. Sometimes, I remind groups that they have help cards; with other groups, I don’t bring it up again after I hand them out.

Observations/Questions

Instead of specific questions, due to the variety of presentation ideas, here are a number of conceptual areas you could expect to emerge from Word Circle Puzzles:

- The roles players took as they played
- Forms of communication that were used during the activity
- The understanding of the activity and how it changed over time
- Consensus/flexibility with the word combinations
- The energy level of the activity
- Collaboration—asking/giving help
- What success and failure looked/felt like
- Frustration
- Progression of challenge
- Time constraints

Additional Ideas:

Distancing Notes: Using spots, spaced out safely in a circle, works the best to keep players at a safe distance. When moving around spots, players coordinate with each other before moving to they stay safely distanced.

If you don’t use game spots, monitor player movement and let them know (e.g., ring a cow bell) when they are getting to close to one another.

(In the Part 2 Video)

TRAFFIC JAM: PUZZLING NORMS ○

Shared by Tom Leahy.

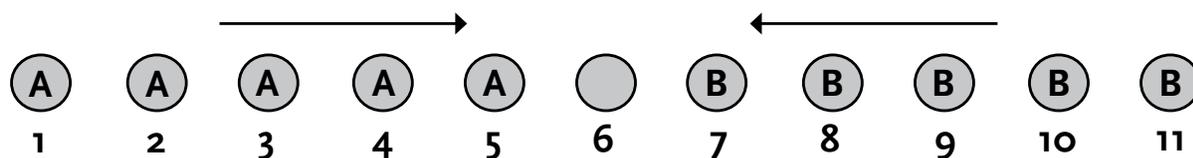
The original Traffic Jam is in Karl Rohnke's Silver Bullets.

Activity Objective: The group is challenged to solve a life-size puzzle while, at the same time, discovering the rules/norms of the puzzle.

Facilitated Objectives: communication, cooperation, leadership (collaborative), planning and implementation, active engagement, critical thinking, failing forward (trial and error), hidden agendas, resilience (what is it and why is it important), and resource management

Needs & Numbers: A spot marker (e.g., rope ring, poly spot) for each player—plus one extra. A noise maker is also needed—a buzzer or cowbell is fun, a Smart Phone application, or your own vocal cords to “BUZZ” or “Rrrrrr.” This activity works well with groups of 8 to 12. With larger groups, create smaller sub-groups, each with a facilitator.

Time: 30 to 40 minutes (longer if success is a factor)



Procedure

Set out all the spot markers, plus the one extra, in a row as shown in the diagram above. Divide the group evenly into sub-groups “A” and “B”—with an odd number of players, one sub-group can have an extra player. Have sub-group players stand on their game spots. As shown in the diagram, the extra spot is initially open, dividing the two sub-groups, and the arrows point in the direction of movement for each team. The arrows also indicate which direction the players in each subgroup should be facing during the activity.



The objective is straightforward—sub-groups “A” and “B” need to exchange places in the line of spots leaving an empty spot between the two sub-groups in the end. Each player does not have to be standing in the same segment of the line to be successful. For example, the first player from sub-group “A” will finish up at the end of the line on the “B” side. Movement guidelines follow:

Legal Moves:

Players may move into an empty space in front of them.

If two players are face-to-face, one of them may move around the other if there is an empty spot directly behind the person he or she is facing.

Illegal Moves:

Players may not move backwards.

If a player is facing someone's back, the player may not move around this person.

Only one person is allowed to move at a time.

Tom's Notable Variation

Tom simply asks his sub-groups, after setting them up as shown in the diagram, to exchange sides. He tells them, "There are rules [norms] for your movement which you have to discover." He then uses a loud buzzer to indicate a wrong action. If players do something that does not adhere to the rules, they get "BUZZED." Legal moves do not get buzzed (a "Cheering" sound could be used when a good move is made).

This is a simple twist, and yet, a major challenge. Tom's facilitated objective is related to hidden agendas and group norms. In a wide variety of situations, we are often left to our own devices to discover agendas and norms within the social communities of which we are a part—whether we like it or not (e.g., a school community, classroom setting). With this facilitated objective, I wrap up by asking my groups what rules (agendas or norms) they discovered during the activity that contributed to their success. There are times when I require everyone in the group to be able to solve the puzzle. I tell the group, "After you complete the challenge, I will randomly choose someone from the group to walk everyone through the puzzle without any mistakes." A couple of systematic solutions follow.

Karl's Activity Solution

Notice the numbers under each spot on the diagram—these numbers are the key. "When the first person moves, notice whether she moves into an odd or even space. If she moves into an odd space, she and her teammates only move into odd-numbered spaces until each member reaches their final destination. The other team then only moves into even spaces until each member is in his or her final spot" (Rohnke, 2010).

Activity Solution (source unknown)

I have yet to work with a group that has discovered Karl's odd/even system; however, some groups have found the following pattern. Each team, in turn, takes one additional move until they take the same number of moves as there are players in their sub-group—one group will make this equal number twice. Then, the number of moves diminish by one each time until the exchange is complete. So, with a group of eight players, four in each sub-group: Sub-Group A – 1 move; Sub-Group B – 2 moves; A – 3 moves, B – 4 moves; A – 4 moves; B – 4 moves; A – 3 moves; B – 2 moves; A – 1 move. (Try this with nine circles on a piece of paper, using coins for movers.)

Safety

I have yet to see any physical safety issues with Traffic Jam. I suppose if someone let themselves get very frustrated?

Facilitation

Discovering the solution as a group can take some time even if the group is given all the movement rules up front. So, without the rules, it can really take a while to reach success. Be sure you have time for this. Even if your group does not reach the solution, there can still be a powerful discussion about the concept of hidden agendas and norm discovery.

Decide beforehand whether or not you are going to allow the group to use outside resources (e.g., paper and pen, smartphone app). So, add (or keep out) a rule if needed.

Observations/Questions

- What does anyone need to share right now before we take a closer look at the process that took place? What do you need to get off your mind?
- What would you say was the most dominant feeling that presented itself during the activity? Why do you think this? How did this feeling affect the process?
- Who can describe the stages your group went through during the process, including the behaviors observed during each stage?
- Were you successful? What did you have to go through to achieve this success? Is it necessary to go through all of these stages to reach success? Why or Why not?
- Was there a point during the process where you noticed a “breakthrough”? What did this look like? What led to the breakthrough?
- Knowing what you know now (hindsight), what would you have done differently? How can you use this information for the future?
- Is there anything in your life experiences that have been similar to the activity in which you just participated? What do you remember learning from that experience? How can you use this information?

Variations

To encourage eye-to-eye communication during the activity (versus the linear-communication model), set up the spots in a semi-circle.

Additional Ideas:

Distancing Notes: You’ll be using spots, safely distanced for this one. Just monitor the movements (usually only one player moves at a time).

CUP SWITCH (In the Part 2 Video, a.k.a., Tube Switch)

This activity first appeared at Chris' FUNdoing.com blog site as Tube Switch (November 24th, 2014). After substituting the equipment with cups we have a more complex version of the original idea.

Activity Objective: Match all the numbered cups with the numbered spots - only two cups can be moved at the same time.

Facilitated Objective:

1. Planning, overall and in the moment.
2. Brainstorming and sharing ideas.
3. Leadership dynamics towards planning.
4. Understanding roles and responsibilities.
5. Communication behaviors.



Needs Per Group:

- 12 to 24 numbered or lettered cups
- 12 to 24 numbered spots or numbered index cards
- 1 50-foot activity rope
- 1 timing device



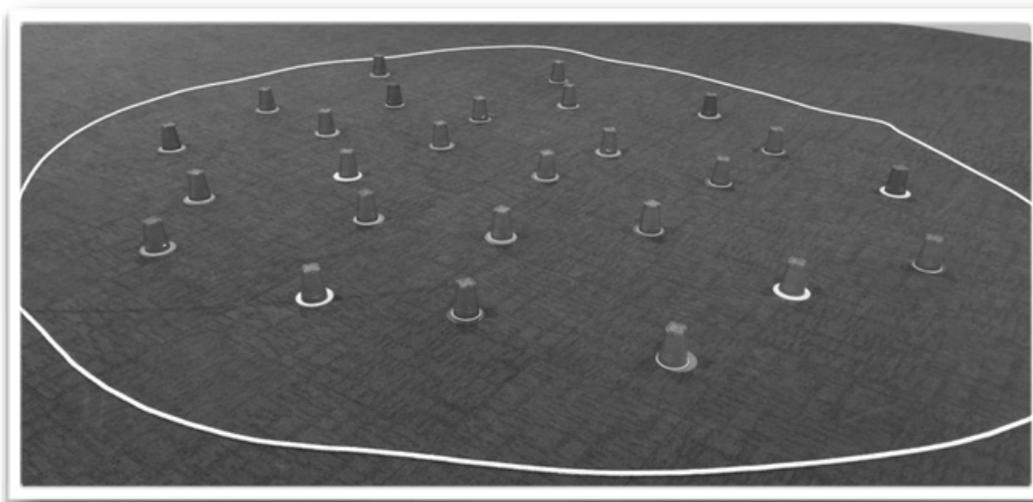
Cups are numbered or lettered on the bottom (see picture) - we like to make our numbers or letters as large as possible. A black or silver permanent marker, or a combination of both, leave good visible numbers or letters.

If you have the fancy numbered poly spots (like the ones in the picture above), they work great. Spots could also be numbered index cards or small paper plates, or even half sheets of paper. Be sure the numbers are smaller than the open end of the cups you are using - when you place a cup over a number (in the closed position) you do not want to see any part of the number on the spot.

Numbers: Four to 16 players. Multiple groups can play this one at the same time. Provide the same window of time for all groups (e.g., 20 minutes) to record their best time. If you have a larger group (12 to 16), consider splitting them up into smaller groups of equal numbers (or maybe not equal numbers depending on your objectives).

Time: 20 to 30 minutes.

Procedure: (For this description, imagine we are working with one group of 12 players using 20 numbered cups and 20 numbered poly spots - like the picture below.) Lay out your rope in a large circle (or other geometric shape) formation. Randomly set down your numbered spots (numbers up) so they are spaced out within the circle. Place a numbered cup, in the closed position, over each of the spots. **Be sure the number on the bottom of the cup does not match the number on the spot.**



When all the numbers on the spots are covered with cups bring your group over to the activity area and have them stand around the outside of the rope circle. Here is what we (generally) tell our groups.

Working together, your objective is to cover each numbered spot, there is one under each cup, with its matching numbered cup as quickly and safely as possible. If any of the following parameters are violated the attempt in progress stops and time is set to zero - another attempt can be made once the cups are reset.

If you are providing only verbal directions to the group, share the Cup Switch Guidelines below. If you want to forego giving all the directions verbally, print the Guidelines below and give them to your group. After you share the overall objective with them they can read the rest of the guidelines and then answer their own questions (with a little help from you if needed).

As always, feel free to adjust what you need to make the activity fit within your objectives.

Cup Switch Guidelines

1. A cup may only be picked up by a person inside the cup area.
2. When the first person steps into the cup area, the time will start.
3. No more than two people can step inside the cup area at any time.
4. Each person in the cup area is allowed to pick up and set down ONE cup - the cup you pick up is the cup you set down.
5. Picking up a cup is the ONLY way the number on a spot can be revealed.
6. The numbered spots must stay in their original location (i.e., no moving the numbers).
7. Cups must be placed back down on a numbered spot, completely covering the number on the spot.
8. After placing a cup, the person must exit the cup area - both feet stepping completely outside of the cup area.
9. When each cup is covering its matching number someone in your group must tell the timer, "We're Done!" At this point the time stops.
10. Before the official time is given, all matches will be verified.

To verify the matches, we ask all the players to step inside the cup area and slide the cups to the side of the numbered spots and then step out of the area. After a quick scan, we can share the overall time or, if there is a mismatch, call the attempt “invalid”.

When we have the time, and the group is willing and able, we ask them if they could do better (e.g., faster time, better process, whatever they want to improve upon). If so, ask the group to move off to the side away from the cup area (the objective here is to prevent participants from seeing the new setup) in order to plan for their next attempt. When the group is off planning, reset the cup area.

We have found (so far) the fastest process is to quickly collect all the cups into one stack. Then, we move about a third of the numbered spots around after which we place a cup over each numbered spot - be sure the cup number does not match the spot number. When the cup area is reset we invite the group back over to stand outside the geometric shape.

If the motivation is there, three or four rounds allows for opportunities to improve.

Safety: We have yet to see any major safety issues with this one. The one thing we do tell the group is to be careful when exiting the cup area. If someone is moving out quickly there is a chance of colliding with another person.

Facilitation: More often than not, after we present the directions to the activity, we hand someone in the group a copy of the Cup Switch Guidelines so they can refer to them when they have questions.

As for the “timer” - the person who will be timing each Cup Switch attempt - you can volunteer your services to be the timer or have someone in the group be the timer. Decide what will be the most appropriate for the group in relation to their program objectives.

As the facilitator, you will also need to make the choice to be the referee or allow the group to call their own parameter violations - whatever fits the best with the group's objectives. As noted, any Guideline violations result in a restart.

Depending on the group and who is calling the violations, there could be several resets of the cup area. So, be sure to get a good night's rest and eat a healthy breakfast before the program.

Observations/Questions:

1. Planning, overall and in the moment:
 - A. What were some of the initial reactions to the activity after you heard the rules?
 - B. How did these reactions contribute to the choices you made going into the activity?

2. Brainstorming and sharing ideas:
 - A. How many of you had an idea about how to proceed with the challenge? Let's see a show of hands.
 - B. How many of you had the opportunity to shared your idea?
 - C. How many of you did not have/take the chance to share your idea?
 - D. What process could this group develop to make sure everyone had the opportunity to share their thoughts and ideas about something you were going to do together?

3. Leadership dynamics towards planning:
 - A. What did the planning look and sound like in the beginning?
 - B. Did everyone understand the plan before you started the activity
How do you know?
 - C. Did the plan change during the activity? If so, in what way(s)?
 - D. Why do you think plans change over the course of a task?
 - E. Can anyone share an example of a plan changing at another point in your life, and why do you think it changed?

4. Understanding roles and responsibilities:
 - A. What roles and responsibilities did you discover to be necessary to your success?
 - B. What role did you play during the activity? Was it assigned to you or did you choose the role? What is your preferred choice - someone choosing for you, or choosing the role you want to take?
 - C. Did your role change during the activity? If so, why did it change?

5. Communication behaviors:
 - A. What did the communication sound like and look like during the activity?
 - B. What was working well for you in the area of communication?
 - C. What one thing could be better about the way you communicated with each other?

Variations:

- Change Guideline #7 - this is a more challenging version of Cup Switch. Require participants to place cups on the numbered spots open end down. It will now be more challenging to remember which spots are covered by the matching cup. Here's how we reword Guideline #7: "All cups must be placed back on the numbered spots open end down, completely covering the number on the spot".
- Place the numbered spots inside the rope circle so that even numbers are located on one side/half of the circle and odd numbers on the other half/side of the circle. We don't make the split obvious with a space down the middle dividing the two sides, but you could. In this way, the group has an opportunity to discover that evens and odds are grouped together narrowing down the search area when looking for a particular number.
- For a greater challenge, require participant pairs inside the cup area to pick up the cups **at the same time** (Thanks Ben V.) The Guidelines do not require this specific action, so if a pair inside the cup area chooses (figures out) the

strategy where one cup is lifted first, revealing the number, the partner can then pick up the matching cup of the number revealed and move the match to cover the number. When both cups are required to be picked up at the same time, more memorization of numbers is required, making this variation a greater challenge.

- Set up and play this one on a tabletop - one table for each group/team that is in play. This is a good set up for larger sized groups (more than 16 players). Each table set up can have six to 10 players around it. Tables, since they are higher off the floor, make the activity more accessible to different ability levels (and, age ranges).



Distancing Notes: This one is set up so each player is on a spot. When two players go into the circle, be sure to monitor spacing - and the group can help with this because they can be watching the two players inside the circle.

●—TARGET DILEMMA (In Part 3 Video)

Activity Objective: The group scores as many points as possible with the resources provided.

Facilitated Objective: cooperation, planning and implementation, brainstorming, active engagement, critical thinking, peer pressure, goal setting, community, challenge with choice, confidence, strategizing, phantom rules (false beliefs), resource management, and task pressure

Needs & Numbers: You will need four 15-foot lengths of tubular webbing or rope (different colors are nice but not necessary) and some safe tossable objects (rollable objects offer a greater level of challenge). Start with the same number of tossables as there are players and adjust as needed (see Variations). Play in an open space of at least 20 x 50 feet for 10 to 14 players—multiple groups can play if you have the space and equipment.

Time: 20 to 30 minutes

Procedure

Set out one piece of webbing in a straight line to be the toss/throw line (T-line). Tie the 3 other webbing lengths into individual circles and place them at increasing distances from the T-line (see photo). Base the distance of the webbing circles on the challenge level of the group. The T-line and circles cannot be moved once the activity begins.

Tossing an object into the closest circle (circle #1) is worth one point, the second circle (#2) is worth five points, the third (#3) ten points. The objective is to gain as many points as possible.

Explain that each tossable can only be thrown one time, and each throw must originate from behind the T-line. Every player in the group is allowed to touch only one tossable one time. For example, if Barry picks up a tossable and accidentally drops it, he cannot touch it again or any other tossable for that matter.

It's up to the players to decide how they want to achieve the highest point total possible for the activity within the guidelines. Be sure to let them try this one a few times for the best possible score. (As far as I know, 10 times the number of tossables would achieve the highest possible points.)

Safety

There could be emotional safety issues around the pressure to succeed with “everyone” watching. As always, be mindful of participants and address needs as they arise. I don't program activities with a lot of “standing around”—this aspect of Target Dilemma can place self-imposed pressure on some throwers.



Facilitation

The dynamics of this straight-forward activity make it interesting. It is usually assumed that everyone has to throw a tossable because there are the same number of tossables as people. Watch players as they set up a throwing order, deciding who goes first, second, and so on up to the last thrower. Then, there are the paradigm shifts within a group: Does everyone need to stay behind the T-line? Could someone catch a tossable near the 10-point circle and set it down inside the circle (this will eliminate the highest possible score, but it might produce a better score)? Could someone (or two people) blow a tossable into one of the circles? There are a wide range of possibilities

Observations/Questions

- How did your group decide the tossing order for the activity? Were there volunteers? Why did people choose to (or not to) volunteer?
- Who didn't volunteer? How did these people know it was their turn to throw? What prevents people from volunteering for things?
- What were the limits/limitations of the activity? Who set the limitations? What limitations did you set for yourself?
- Did you feel supported during your turn? How did the group contribute to your feelings? What did you learn from your "throwing" experience?
- Over the different attempts at achieving the highest possible score, what did you learn?
- Was this activity fair for everyone? Why? Why not? What could have made it fair?
- What do you know about your group that you didn't know before? What do you know about yourself that you didn't know before or had forgotten about yourself?
- (Used with Variation below: Did everyone get a chance to toss? Did any of the tossers decline any more tossing attempts after the initial round? Why? If you were not a tosser, what did you do? What possible roles could you have taken on during the activity?)

Variations

Provide less tossable objects than group members—9 tossables for 12 players. If the group does not make any significant paradigm shifts, it is interesting to watch (and talk about) how players "got out of" throwing an object.

Provide a variety of objects that present different levels of throwing (and rolling) challenges.

Don't include the stipulation, "The T-line and circles cannot be moved once the activity begins." See if the group makes a shift in thinking—stacking all the webbing circles on top of each other close to the tossing line would lead to more possible points per toss.

Additional Ideas:

Distancing Notes: There will be free movement during this one. So, monitor spacing using a sound (e.g., cow bell) to keep player aware.)

● KNOT AROUND HERE (In Part 2 Video)

Activity Objective: Players move a knot tied in an activity rope 360 degrees around a circle without using their hands.

Facilitated Objective: communication, cooperation, planning and implementation, brainstorming, empathy, active engagement, helping (providing, asking for and accepting), peer pressure, commitment (over-commitment), voice (asking for needs), community, risk (what risk is involved), self-talk (what people say in their heads and not to others), and creativity

Needs & Numbers: You need 40 to 60 feet of activity rope or webbing for a group of 10 to 20 participants and a timing device. Optional needs include a few webbing circles or hula-hoops (see Variations).

Time: 20 to 30 minutes

Procedure

Tie the ends of your rope (or webbing) together, making a large rope circle (use a fisherman's knot for rope or a water knot for webbing).

Have your group circle up. Set up the rope circle so each participant is holding the rope in front of them with everyone equidistant from each other. Then ask players to step forward, bring the rope up over their heads, down behind their backs, and rest it behind them about belt level or at the small of the back. The group then backs up enough to pull the rope circle tight. **WARNING:** Caution your group about tugging and pulling on the rope, as this could cause unnecessary complications. Once the rope is set behind the players, they are in position for the following challenges, depending on the objectives you are working toward and the time available.

Challenge One: Challenge the players to see how many different (safe) ways they can move the activity rope around the circle without using hands or arms. Say something like, "Find as many ways as you can to move the knot 360 degrees around the group (or 180 degrees,

if time is short)." Or give them a time limit, "...within the next 15 minutes." If cultivating innovative behaviors is a group goal, push the bounds of creativity by giving them 30 minutes to find as many ways as possible to move the knot. Usually, there is a flurry of work for the first 15 minutes with a number of obvious options, then a bit of a lull, followed by a surge of creative ideas.

The process can end after this first challenge with a good



debrief about innovative behaviors. Or, after having explored a number of ways to move the knot around, ask players to choose, by consensus, one option and use it to move the knot around as quickly as possible. Tell them they have 3 opportunities to produce the fastest possible time.

Challenge Two: Ask your group to specifically “roll” the rope around the circle, moving the knot 360 degrees as quickly and safely as possible. Rolling involves each person turning in place (or as in place as possible), causing the rope to move like a chain moves around a sprocket. Provide multiple opportunities to produce the best possible time.

Safety

Overall, both challenges are relatively safe as long as participants are careful about how they manipulate the rope (or webbing). Some younger participants have a tendency to “tug-of-war” the rope, creating some safety issues. I am mindful to correct this behavior or remove the rope and move on to another activity. Again, as with all activities, the right group the right time.

Facilitation

What I like about the timed dynamic of Challenge Two is the concept of voice, especially during the rolling movement. For some, spinning around quickly is not comfortable and for most of us unstable. When time is a factor, participants may step out of the activity (exercising choice) rather than speak up for what they need (e.g., “Please keep it slow so I can keep up without losing my lunch.”) The challenge is “quickly and safely,” not lightning fast. (I don’t program this activity after a meal!) The question is, “Will people ask for what they need?”

Keep an eye out for those pushing themselves into an uncomfortable place. This behavior could lead to safety issues. If needed, stop your group for a “mid-view” talk in order to explore what is happening. As always, safety first!

Observations/Questions

- How many ways did you use to move the knot around? Where did these ideas originate?
- Let’s look at each movement idea and explore the dynamics. What behaviors took place during each movement? Did everyone “buy in” to each? Why or why not?
- Was there a movement idea out there that wasn’t shared? Why?
- Was there an idea shared with which people were not comfortable? What happened? Why did you go along with an idea that made you uncomfortable?
- What were some “key moments” of this activity? What made them “key moments?”
- Was there any particular movement that caused any physical discomfort? What did you do about this—what behaviors took place? Why did these behaviors take place? What other possible behavior choices could have taken place?
- When you encounter something uncomfortable in your everyday life, how do you respond? Does this behavior serve you or hinder you? How can you use this information?
- In retrospect, what behaviors would lead to the greatest possible success for everyone in this group if you were to try Knot Around Here one more time?

Variations

Use a number of webbing lengths to make the circle you need, and designate which of the knots is the one to watch. You might tie a bandana over one of the knots for easy tracking.

Provide 15-foot pieces of tubular webbing tied at the ends using a water knot or hula-hoops for every other person to stand in. Players standing in one of these small circles can make any movements while in the circle but may not move out of the circle. Note: When playing Knot Around Here without restrictions, players tend to move (or wander) in the direction they are turning, thus moving the proximity of the circled rope. This is not a problem, just another dynamic.

Additional Ideas

The knots suggested for tying the circle are demonstrated on YouTube™ or Google Video—simply type in the knot for which you are looking.

Distancing Notes: Players will be set up in their own areas (e.g., hula hoop), so spacing should not be an issue. If you don't use an 'area-object' (hula hoop or other prop), monitor the player's drift potential. Stop the activity if players are closing in on each other and re-set the positions.

● **FASTBALL** (In the Part 1 Video)

Activity Objective: Players are challenged to move a safe tossable object to each person as quickly as possible.

Facilitated Objective: cooperation, communication, brainstorming, problem solving, goal setting, failing forward (trial & error), and phantom rules (false beliefs)

Needs & Numbers: One timing device and one safe tossable object is needed for a group of 8 to 24 players. If game spots (like rope rings or poly spots) are available, have one for each player. However, spots are not required.

Time: 15 to 30 minutes (depending on the level of paradigm shift thinking)

Procedure

Circle up your group of players for directions (Note: A circle formation is not required for the activity, but don't reveal this fact). Explain that everyone will stand on his or her spot. If physical game spots are not being used, simply tell everyone that “where you are standing when you catch the tossable object is your spot”—and say no more. (Note: This “spot” concept is an important factor for this activity.)

Once participants are standing on/in their spots, toss the object to someone in the group. Inform the group that this will be a timed activity. The time starts when the first toss is made and stops when everyone is standing in the spot of the player each participant tossed the object to (e.g., if you toss to Peter, you need to end up standing in the spot Peter was standing on when he caught the object).

The Rules (these should be simply stated):

1. Every player must toss AND catch the object at least once.
2. After tossing the object you must occupy the spot of the person you tossed it to.
3. No two people can occupy the same spot.
4. (Optional) Tosses can be made to anyone other than the players standing to either side of you.

● **NOTE** ●

This activity has turned out to be an interesting discovery. At first the solution seems to be quite straightforward. However, its simplicity “is an outward semblance that misrepresents” (disguises) the true nature of the activity.



SPOILER ALERT

(If you want to try this one first, do not read on.) You might be asking, “What’s the big deal? Seems like a pretty easy task.” Here’s the rub—if players choose to move to the spot of the players to which they have tossed **immediately**, the activity will not end; it becomes a perpetual loop. Think about it. No spot can be occupied by more than one player, so movement would have to be continuous. Now, look at rule three. It says, “After tossing...” but it does not specify precisely when. So, to complete the activity, following the rules (as far as I have determined to this point), all tosses should be made first AND THEN everyone moves to his or her designated spot and time stops! Hmm, interesting. Have a go. See what you think.

Safety

I have not observed any physical safety issues during this activity as the solution does not require fast movements. However, I have seen some groups get rather frustrated. Be sure to monitor the communication so that you can step in if emotional safety is being compromised.

Facilitation

Some groups may have a few questions before they get started. Most can be answered by referring back to the directions. The answer to questions like, “Do we have to stay in a circle formation?” depend on the situation. I answer based on the amount of time I have for the activity—less restrictions to an activity tend to extend its time to completion.

When I throw the object in to start the game, it is sometimes a random choice; other times, I choose someone who might benefit from a leadership experience. However, this does not guarantee this person assumes the leadership role.

Observations/Questions

- What was your initial reaction to the activity after it was presented? Did this reaction change over time? Why?
- How were you limited during this activity? Who gave you those limits? (Note: Limits other than the rules for the activity could be explored as “phantom rules.” Who sets these rules?)
- Think back to any of the planning sessions you had, what did they sound like? Look like? How were ideas shared during the planning session(s)? How could the planning session(s) have been more effective?
- What were some of the challenges you encountered during the activity? What were some of the surprises you encountered? Describe what happened within the group when the challenges and surprises were encountered.
- Did anyone foresee the solution to this challenge? If so, why was this foresight not shared (or heard)? And if it was heard, why was it not considered?
- Did anyone feel “tricked” at any time during the activity? Explain how you believe you were tricked? Where do you think this feeling comes from? How might this feeling help you? How might this feeling hinder you?
- Are we able to foresee the outcomes of all that we plan? (Of course not.) What are some behaviors you would like to consider keeping when unforeseeable instances occur? And, what behaviors would you like to avoid during such instances?

Variation

Hand everyone a spot. After the directions are given, have the group decide what configuration they want to make. A circle is still a possibility but not a requirement. I have seen two lines facing each other, which avoids possible complications of rule two as tosses are made across to the other line. A scattered formation is also interesting—no one is directly to the right or left if set up with this in mind.

Fastball can also be a good group goal-setting activity. There have been instances where I impose a goal of a very low time as a way to (hopefully) get the participants to make a shift in thinking.

Additional Ideas:

Distancing Notes: This is set up with game spots at a safe distance between players, but there will be some movement from spot to spot. Remind players of the expectations and use a sound, if needed, to manage awareness - especially if multiple groups are playing at once.

● PRESSURE COOKER

Shared by Neil Mercer

Activity Objective: Each participant in the group touches all the available numbers in order based on where each person begins.

Facilitated Objective: brainstorming, cooperation, communication, planning and implementation, critical thinking, leadership, followership, practice/rehearsal, task pressures, and strategizing

Needs & Numbers: You'll need a set of numbered index cards or flat spots—at least one number per player and a timing device. If movement needs to be limited, use boundary markers. This plays well with 10 to 20 people. Multiple groups can play simultaneously, each competing for their own best time.

Time: 20 to 30 minutes (depending on the number of attempts)

Procedure

This activity can be performed either in a classroom setting or outside. Set up a bounded area big enough for your group members to move around comfortably (at least in the beginning). Randomly place, within the confines of the area, a set of numbers from 1 to the number of participants in the group. Assign each participant a number that relates to one of the numbers in the area and ask him or her to put one foot on that number.

Challenge players to move through the entire set of numbers while staying within the boundary area. Each person in the group, starting from his or her initial number, must move through all the numbers in sequential order—touching each number along the way—until everyone is back to his or her original number. For example, in a group of 12, someone will be starting on number eight, then move to number 9, then 10, 11, and 12, then transition to number

1, then 2, 3, 4, 5, 6, 7, back to 8. Everyone starts moving on “GO!” The timer stops when the last person returns to his or her original number.

Depending on the time available and the group's energy, allow a certain number of attempts for the best possible time. Neil gives this possible scenario as well: Avoid suggesting a planning time. Simply tell the group they have 3 attempts within 20 minutes to achieve the fastest time. This often creates a sense of urgency resulting in minimal planning. However, in most cases, it's proper planning that leads to better times—it's the going-slow-to-go-fast idea.



Safety

I have yet to observe any safety issues with this one. I tend to keep the numbers relatively

close to one another (about 3 to 4 feet). A greater distance apart could increase the potential for greater speed.

Facilitation

I've seen a number of strategies that lead to success. One strategy (not often realized) is to move the numbers (the directions don't prohibit this) and then complete the task. When groups come up with this easy and quick solution, I then challenge them to complete the task without moving the numbers. If you don't have time for your group to explore multiple strategies, your initial directions should include that the numbers cannot be moved.

Observations/Questions

- In looking back at all the tries during the activity, how would you rate your success as a group? What do you “believe” about success?
- What did the planning look like for the activity? Did everyone feel included? When did you plan? When didn't you plan?
- How were ideas shared in the group? Was there any leadership calling for ideas or was the leadership simply giving ideas? What's the difference?
- Did you consider how your strategy affected other group members? How did your actions affect others?
- Does anyone have any ideas—that didn't get shared or heard—that might have made the time faster? (This type of question provides some space for the quiet voices to be heard.)
- How did the group work around the “touch” issue (see variations below)? Was there a group plan or was everyone on his or her own?
- What tools and/or skills did you learn and/or use during the activity that could be useful to you in the future?

Variation

The smaller the playing space, the more challenging it seems to be.

Adding a few extra numbers can increase the time involved and effect strategies.

Players are not allowed to touch other players during the activity—each touch results in a 5-second time addition. (Good discussion about integrity with this variation.)

Could a group perform this one with the numbers down? Initially, players look at their number (turning it over to look), then place the number face down again. With this initial knowledge, players help each other get through the numbers. Possible?

Can the players pick up the numbers and pass numbers in order? How would that be allowed in the directions you give? (Or, the directions you don't give?)

Additional Ideas:

Distancing Notes: There can be a lot of proximity issues with this one if playing with a large group. Be sure to provide a lot of spacing between the numbered spots to spread players out more. If ‘closeness’ issues are a concern, or become a concern, avoid or stop this one and do something else.

● PRESSURE PLAY TOO (In the Part 3 Video)

Activity Objective: The group is challenged to move through several card sequences at the same time, starting and ending at a central “home” position.

Facilitated Objective: brainstorming, cooperation, communication, planning and implementation, critical thinking, leadership, and followership. Explore concepts of helping, practice/rehearsal and strategy/strategizing

Needs & Numbers: Each player needs one spot marker. You also need a timing device and one deck of playing cards (card size can impact the challenge level of the activity). Mark a “home” area with a large webbing/rope circle or floor tape (the basketball jump circle in a gym works). This plays well with at least 20 participants and can be played with up to 56 with one deck of cards; however, consider that more players increase the waiting-time per player in each round.

Time: 20 to 40 minutes (depending on the number of rounds played)

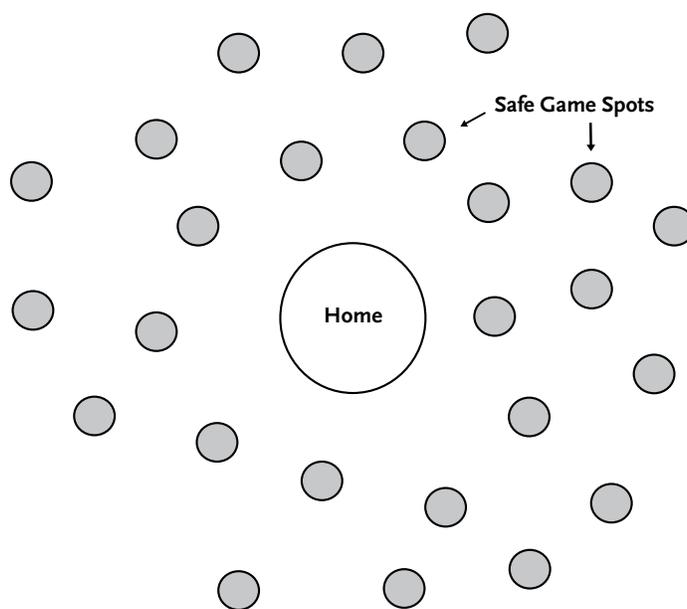
Procedure

About the cards: Before the activity, arrange the deck of cards face-down so that all numbers or letters are together (e.g., all the Aces on top, then all 2s, all 3s, and so on).

Begin the activity by establishing a home area that can accommodate at least 4 players, with room to move. Next, place the game spots. Gather the group at the home spot and give each player a game spot. Ask players to spread out from home and find a place for their spot—indicate the minimum and maximum distance they should go from the home area. Have them space the spots at least 5 feet apart (distance may vary based on your facilitated objectives). Adjust spots as needed, asking permission to do so from the placers (see diagram). Keep in mind that the further the spots are from the home area, the more time the activity will take. Once spots are set, ask everyone to return to the home area.

Give out a card, starting with the aces at the top of the deck, to all but 4 people in the group—players can look at their card. Four people will not be holding a card at the onset of the activity.

Now have players do the blind shuffle. This is where participants walk around and exchange cards with one another, without looking at the faces of any cards, until I say, “STOP!” Before starting explain that



they are not to look at the face of any card before, during, or after the shuffle. The players without cards are included—exchanging one card between the person with and the person without a card. (If anyone accidentally looks at his or her card, do a few more exchanges to mix things up, and remind participants to not look at their cards until instructed to do so.)

Once shuffled, ask the 4 participants without a card to step into the home area. Assign (or allow them to choose) a different suit—Clubs, Spades, Hearts, or Diamonds—to each of the 4 of them. Then explain that the players with cards in hand will go out into the playing area and stand on a game spot—one person per spot. (Participants are not allowed to look at their cards until you say “GO!”). Any person holding a card during the activity must be standing on a game spot. Any person without a card can move freely within the playing area once the time starts.

On “Go,” time starts, and the cards can be revealed. At this point, the 4 players in the home area will each go (i.e., moving safely) to the person holding the Ace of their chosen suit. They will take this person's card and stand on this person's spot. The person now without a card goes to the 2 of his or her respective suit to take the card and stand on the 2 spot. The person who was holding the 2 now moves to the person holding the 3, takes the card and the spot, and so on until the person that was holding the highest card is without a card. This last person now moves safely (emphasize safely!) back to the home area. The card exchanging of all suits is happening simultaneously. When all four participants without a card have safely returned to the home area, time stops. This first round establishes a base-line from which the group can gauge future attempts at the activity.

Give the group planning time before each round, allowing them to look at cards while they plan. When players are ready to attempt another round, ask them to do a blind shuffle (cards faces down) until you say, “STOP!” After each round, gather everyone back to the home area to discuss (e.g., debrief, review, process) what took place during the activity and how they plan to attempt the next round. Three or four rounds usually produces plenty of discussable results.

Safety

Point out that there will be some fast locomotor movements, and ask players to be mindful of their surroundings and use a speed that keeps everyone safe.

Facilitation

Depending on the size of your group, you might need only 3 suits from the deck (when dealing out the 3 suits leave three players without a card—but you knew that right!). With younger participants, you might only use 2 suits. The more movement there is, the more complex the activity. So, consider the objectives of your group and decide how many movers should be in the playing area at one time.

There was no direction that stipulated the game spots could not be moved. If you don't want the spots moved, be sure to add the rule. On this note, there was also no limit to verbal communication during a blind shuffle. Potentially, players could say what is on their card as it is passed to the next person. With this information the plan and the ultimate process might become more efficient.

Observations/Questions:

- How do you think the planning went for the initial round of the activity? Did you get to share your idea? Why? Why not?
- On a scale of 1 to 5, how would you rank your initial plan (1 being, didn't go well at all)? What did you discover about the plan after you gave it a try?
- What did you do during the activity to be helpful—to your group or to a particular person? Did your helpfulness turn out the way you intended?
- Did anyone offer to help you during the activity? Did you accept the help? How did that go for you? If you decided not to use the help, how did that turn out for you?
- What were the different roles people played during the activity? What were some of the positive and negative influences of each of these roles during the activity?
- What influenced any changes in plans over the different rounds? Who supported the changes? Who did not support the changes? How could you tell someone didn't support plan changes? How does this information help you move into the future?
- Do you believe this activity was a success for you? How do each of you measure success? If there are different ways of measuring success, how do you know you are successful?
- Now that we're done with the activity, let's take some time to share more ideas about how the challenge could be attempted. What are some ways you could be sure to share more ideas during planning stages in the future? What are the positive and negative aspects of sharing a lot of ideas before getting started?

Variations

Use different sized decks of cards, mixing together suits of different sized cards (e.g., mini cards, standard size, and jumbo cards).

Play without talking.

Players in the playing area (outside of the home area) without a card, must close their eyes. If your group attempts this unsighted variation, consider keeping the spots closer to home (or it could take a really long time).

Use different sets of cards that have a known progression. I'm sure there is some wonderful academic content that would work here (e.g., planets, life cycles, food chains).

Consider setting up the deck so that one or two suits have more cards than the other suits. This can simulate life experiences where some finish first and others are still working. What happens within the group when this takes place? (This might work best when you know exactly how many participants you will have in your group.)

If you want to add a fitness related component to your team building, players will experience longer cardio bouts of exercise with spots further apart.

Distancing Notes: Be sure to provide more spacing between spots during set up for this one since there will be some players moving around between other standing players. Monitor spacing while there is movement and if this is uncomfortable with the players, avoid this one.

Leadership Walk (In the Part 2 Video)

(This is a variation of Sherpa Walk from Karl Rohnke - *Silver Bullets*)

Needs & Numbers: You'll need an interesting area to take an adventure walk – wooded path, nature trail, hallways with stairs, combination of indoor and outdoor walk, etc. If no human contact is a consideration, some facilitators like to use an activity rope (or two) as a tether for participants to hold on to instead of placing hands on shoulders. Plays well with 8 to 24 players for 20 to 30 minutes.

Process: First you might need to split your group into two smaller groups if you have more than 16 participants. Also, if you create two groups you will need a facilitator with each group (it is advisable to have a facilitator present with each group you form).

When the group is (or groups are) ready have them choose, by consensus and agreement (also by the ones chosen) two players to be the leaders of the first leg of the Leadership Walk. When the leaders are chosen they step out of the group. The part of the group being lead will get into a single-file line, place their right hands in the shoulders of the players in front of them and then close their eyes.

One of the challenges for the group members will be to keep their eyes closed until the “destination” is reach. (However, if anyone, at any time, needs to open his/her eyes, he/she can do so.)

When the group is ready for the adventure (eyes closed), the leaders use their “communication” skills (talking and touching shoulders are allowed – you can tell them this or not) to lead the group on the Walk. The facilitator with the group will visually (e.g., pointing) show the leaders what path they want them to take – this will depend on “where” the group is at in their development together. Keep in mind, the more interesting the walk the better the experience. However, you also want to keep it safe so the trust level is

going up not down. Remember, the facilitator (that's you) is ultimately responsible for the group!

Back to the walk. After a several minutes (e.g., 4 or 5), verbally stop the group and ask the players being lead to open their eyes. At this point you can open a feedback session about how the leaders did during the walk. (You might need to do some skill building around feedback before this activity if needed.) The idea is to provide information about leadership – what is needed and what is helpful. The ultimate goal (as you know) is to use this information in the future – which is coming right up. When the discussion is concluded the group chooses two more leaders for the next leg of the walk. And so the process repeats.

Allow an opportunity for each player to be a leader if they choose (of course) – one player might need to go a second time with a partner if there is an odd number of players in the group.

Facilitation Notes: One of the facilitated objectives for Leadership Walk is to find out what leadership qualities are important to group members - this should be picked up through the feedback conversations.

Variations:

- We have also done this activity with all the players closing their eyes, right hand on shoulders. The leadership here is the player in front. The facilitator uses physical contact with the first leader to direct the path. After a minute or so, rotate the last player in line up to the front (this rotation seems to be the most interesting because the back player always seems to know what the leader should be doing!?).

Distancing Notes: When walking in a group, have players hold on to a rope with 'loop' handles tied into the rope at least 6-feet (2 m) apart.

When 'blind' walking in pairs, be sure to monitor spacing between partners with verbal reminders or a sound (e.g., cow bell).

Community Building Activities While Safely Distancing

PDF Activity Pack

Dr. Chris Cavert

Processing Activities

Virtual Postcards (In Part 1 Video)

(Adapted from, *Quicksilver* by Rohnke & Butler, know as Picture Postcards)

Needs & Numbers: No equipment needed, you just need “sitting around” space. Works well with 6 to 12 participants in a group for 15 to 25 minutes. If you have more than 12 participants, consider dividing your group into smaller discussion groups in order to decrease the overall (focus) time of the experience.

Process: At the end of the program day ask each participant to create a virtual postcard in his/her head:

- Choose an image (or images) from the day's program that will be the picture(s) for the front of the postcard, something that each person would like to show someone else (some people like to do those split postcards with multiple pictures - perfectly okay. Limit this to three pictures for the sake of sharing time).
- On the back (virtually) write out who you are going to send it to in the address section.
- Finally, (virtually) write out what you want to say to this person with the space available (there is about a 3-inch by 4-inch space on a postcard).

After giving the group some contemplation time, go around and have participants (those willing) verbally share their postcard with the group - start with the picture (image) from the day, then who it's being sent to and then the message that's included.

Variations: There is a similar activity in, *Reflective Learning** where the participants review the day with the facilitator as if they were watching a film. Then, from that film they each choose a picture they would like to “cut out,” frame, and hang on their wall. They also are asked to share what this picture will remind them of. (*Reflective Learning* has a number of other no-prop types of debriefing activities.)

**Reflective Learning: Theory and Practice* (2000), Sugerman, Doherty, Garvey & Gass

Distancing Notes: Set up players on safely distanced spots in small discussion pods for processing discussions. If you are working with one group of up to 12 players, you can stand or sit on a circle of spots, safely spaced, and be able to have a processing discussion - players should be able to hear each other.



#1 Picture Processing (In the Part 3 Video)

The Traditional Use of Chiji Cards

Developed by Buzz Bocher, Dan Miller & Steven Simpson

The original way to use Chiji Cards is as a processing or debriefing tool immediately following an initiative or other experiential activity. The strengths of this original use are 1) it is easy for a facilitator to use, and 2) it involves a sharing circle so that every participant is gently invited to speak up.

Common rules of a sharing circle (form a circle and have each person share a thought):

- When it's a person's turn to speak, everyone else is quiet and gives that person full attention.
- "Pass" is an acceptable answer, although people are encouraged to speak if they have something that they feel comfortable telling everyone else.

Summary: Each participant chooses and shares one card that represents some aspect of the activity just completed. Picture Processing is designed so that every person makes at least one contribution to the facilitated discussion.

Needs & Numbers: One Chiji Deck is needed for a group of up to 15 participants, along with a comfortable and quiet area for discussion. If there are more than 15 participants, consider dividing the group in half and conducting concurrent sessions. Give each subgroup a complete deck of Chiji Cards or randomly split a single deck and give each subgroup half.

Time Line: 15 to 20 minutes—allow about 1 minute per participant.

Directions: Spread the cards, picture side up, and have the group sit around the cards so everyone can see them. Give the following instructions:

Each person pick a card that, for some reason, describes your feelings about the last activity. Choose carefully because, in about 60 seconds, I am going to ask you to name your card and explain why you chose that card. The feelings can be about you individually, the group, or the activity that we just finished. They can be about old feelings that this activity reminded you of. Take your choice seriously and give it a little thought. By the way, two or more people can choose the same card. If you and another person want to use the same card, move so you are sitting next to each other.

After all participants have picked their cards, group members take turns naming and explaining their chosen cards. Offer the opportunity to pass if someone is not ready or simply does not want to share his or her card with the group. Usually each person simply explains the metaphor derived from his or her card. If appropriate, ask pertinent follow-up questions. If you know the individuals in the group fairly well, try to steer them away from clichéd answers. For example, you might say something like, “Tom, you are always cheerful. I’m coming back to you in a minute or two, and I want more than ‘I picked the sun card because I was cheerful during the last activity.’ What else does the sun symbolize for you and this group?”

Follow-Up: In the above directions, participants were asked to choose a card that described their feelings. Obviously feelings are only one of many topics to process with the cards. The following are samples of other directions:

Choose a card that best represents a positive attribute that showed up during the activity.

Choose a card (or two) that best represents an attribute that did not show up during the activity—an attribute that would have been useful to the group had it shown up.

Choose a card that best represents the lesson of the last activity.

Choose a card that best summarizes the day [closing a day].

Choose a card that best represents something you learned today that you would like to use in the future [closing a day].

Variations: One of the potential weaknesses of the traditional use of Chiji Cards is that a dozen or more people answer the same question. The responses sometimes become redundant. Two ways to remedy this problem follow:

Variation 1/Pair Ups: Have people in the group pair up and decide together on a card they both can relate to. Give pairs time to discuss the card they chose. Then, when each pair seems ready, have one person from the pair summarize their thoughts about the card with the whole group. This variation has two benefits: 1) if the group is large, it reduces the number of responses by half, and 2) the discussions that take place within the pairings as they decide which card to choose often enhance the quality of the answers.

Variation 2/Quartering: Not everyone has to answer the same question within a single sharing circle. Depending on the size of the group, divide the circle into halves, thirds, or quarters. Then have each group respond to a different directive using the following instructions:

Group 1, each person pick the card that best describes your feelings about the activity just completed. Each person in Group 2, pick a card that represents your individual contribution to the task. Group 3, choose the card that..., and Group 4, pick the card that....

As you move around the circle to let people explain their cards, restate the question for that section. It has been our experience to have someone say, “I liked Section 2’s question better than mine, so I answered that one instead.” In most cases, this deviation from the stated instructions should be welcomed. If Section 2’s question allows a person to say something that he or she needs to say, the sharing circle is working.

Distancing Notes: Monitor spacing if mingling while sharing or set up small discussion pods with safely spaced game spots.

See Ya! Processing (In Part 3 Video)

(This is a way to use the activity See Ya! as a processing tool.)

Needs & Numbers: Ideally it is helpful to have a game spot for every participant - if there is an empty spot it need to be filled. However, small groups can stand around cones, a webbing circle or a chair. You can use this technique with any size group as long as you have the space.

Process: Please see the full description of See Ya! in the Connections section of this PDF Pack.

Instead of asking 'get-to-know-you' types of questions, often done in the beginning of a program, here are some questions you can ask at the close of a program to get people talking about the take-aways of the day and the memories they made. After players change to new groups, ask another question.

- What thoughts did you have about this program before we got started?
- What did you hope to get out of the program and did this happen?
- Share something fun about the day with your group.
- What will you remember the most from the program?
- What is something you're going to tell your family about today when you get home?
- What is something you wish you would have tried today?
- Share something you did that you didn't think you would do today?
- If you could change one thing you did today, what would it be?
- What is something that happened today that built trust in the group?
- What is something that happened today that lower the trust in the group?
- Share a positive leadership quality you observed today?
- Share a positive leadership quality you observed today?
- If you had one 'do-over' for the day, what would it be?
- What would you tell tomorrow's group about what to expect?

Distancing Notes: Spots are used to safely distance. Monitor movement when players are moving to a new group.

Where Do You Stand? (In the Part 3 Video)

(This is a processing version of, *Are You More Like...?* See the directions in the Connections section of this PDF Pack for more specifics if needed.)

Needs & Numbers: You'll need enough play area for everyone to have his or her own personal space. You will also want a long activity rope for the 'Center' line. Works well with any number of players for 15 to 20 minutes as long as you have the room.

Process: Set down the activity rope straight out in front of where you plan to stand - perpendicular to you. (If you don't have a rope, simply let everyone know there is an imaginary line in front of you splitting the area in half - a left side and a non-left side.)

As in, *Are You More Like...?* You are going to ask a paired set of questions participants choose between. For example, "If you are more like chocolate stand to the right of the line, if you are more like vanilla, stand to the left of the line?" Then, to make a little more connection can say, "Look who is standing with you.....and who is not." If you want to deepen the connections even more, you can say, "Get together with one or two others and share with these people why you are more like the choice you made." (How deep you go will depend on program objective.)

NOTE: I (Chris) also spend a little time discussion with my groups that our choices here are not about opposition, or opposing others. Our choices are about preference, difference of opinion and diversity. Working to understand where others 'stand' will build empathy and may even help us learn new information that could/might change our minds and behaviors.

Okay. Back to the game.

In this processing version of *Are You More Like...?* You will simply be providing processing-related pairings and then taking the connections as deep as you want to go.

Levels of Depth

Level 1: Have them make a choice and move to a side. (Nothing else said.)

Level 2: Once at a side, say, "Look around, notice who is standing with you and notice who is not." (Simply notice, nothing else.)

Level 3: Say, "Get together with one or two other people near you and share why you made your choice."

Level 4: Publish Thoughts: "Who is willing to share your reasoning behind your choice with the group?" (Choose some participants willing to share.)

Here are some examples:

Stand to the right if you were challenged during the activity/day...

Stand to the left if you were not challenged by the activity/day.

Stand to the right if you have a higher trust level with the group...

Stand to the left if your trust level is about the same or lower than when we started the day.

Stand to the right if you enjoyed the activity/day...

Stand to the left if you did not enjoy the activity/day.

Stand to the right if you wouldn't change a thing about the activity/day...

Stand to the left if there is something you would have liked to change.

Stand to the right if you thought the communication within the group was really good during the activity/day...

Stand to the left if you thought the communication could have been much better.

Stand to the right if you had the opportunity to help someone during the activity/day...

Stand to the left if you didn't get the chance to help anyone during the activity/day.

Variation:

If you don't have a lot of room for safe movement. Simple have one answer raise a hand and the other keep hands down. For example, "Raise a hand if you thought the communication within the group was good and keep your hands down if you thought the communication could have been better." Then, be sure to say, "Look around to find out who is 'standing' with you and who is not." (Remembering, this is not about opposition, it's about difference or diversity - however you want to talk about it.)

Take a Stand. Where do you stand? - What do this phrases mean? This is a good conversation to have.

Distancing Notes: Players are standing out in front of you - safely spaced. Then, monitor player movement when they're switching sides.

Listen/Talk Circles (In the Part 2 Video)

(This idea originated from, *"The Book on Raccoon Circles"* by Smith & Cain)

Needs & Numbers: You'll need one or more lengths of tubular webbing (most commonly called, Raccoon Circles - they are about 15-feet long) or a long activity rope. Plays well with 8 to 16 participants.

Process: During any sharing session that is appropriate, place a webbing/rope circle on the ground within the center of the group. The "inside" of the circle is the place for talking, while the "outside" of the circle is a place for listening and contemplation.

After an activity, the rope circle is placed on the ground and everyone is asked to stand around the rope. Members of the group are invited to go into the circle when they have something to say, and then step out of the circle after they have shared their thoughts. As stated, when standing at the outside portion of the circle participants are listening to each other (listening is also allowed while standing inside of the circle too) and for formulating other thoughts. When all players are standing outside of the circle this is the indication that participants are done sharing their thoughts - the experience can be concluded.

Facilitation Notes: As the facilitator, you can manage how turns to speak are taken. It could start with the first person to step into the circle and then move around to the left. Any process can work.

What's nice about this is the choice factor. The facilitator does not have to continuously ask, "Does anyone have something to add?" "Who would like to share their thoughts?" "Anything else?" When someone has something to say, he/she steps in, waits his/her turn, speaks, then steps out. No inquiry needed. When the inside of the circle is empty, it's time to move on.

Distancing Notes: Players are safely spaced around a circle. Then, they are only asked to step, one step, into the circle and then step back. So, spacing issues should not occur.

● LINER QUOTES (In the Part 1 Video)

Activity Objective: Choose a quote that best relates to the current concept.

Facilitated Objective: trust, communication, empathy, voice, community, challenge with choice, risk, fear, and rapport

Needs & Numbers: A set of 35 to 50 Liner Quote Cards with a purposeful array of lyrical quotes (see examples). The initial set that I created has quotes on each half of an 8 ½ x 11 sheet of paper—two quotes per page. To spice it up a bit, I also used different borders and fonts. I’ve laminated my cards for long-term use. One set of cards works well with a group of 2 to 25 participants.

Time: 20 to 30 minutes (depending on the number of players)

Procedure

Liner Quotes were born, at least in my world, when it dawned on me that certain musical lyrics would be great for frontloading and debriefing concepts. So, over the past few years, I’ve listened to music a bit differently. Take a look at the liner quotes provided in this activity. If they fit your style, feel free to add them to your collection—then complete your set with additional quotes from your favorite songs. There are about 50 cards in my first set, but I learned from experience not to overwhelm participants with too many choices. The group was more interested in discovering all the quotes than they were at choosing a quote that reminded them of something from our last activity. Minimizing the choices seemed to lend more focus to the task.

Here are a Few Ways to Use the Quotes

● Ice-Breaker

Scatter the cards, quotes up, on the floor in the center of your circle of participants. Ask each person to choose a quote that reflects a certain value or belief the person holds. Ask participants to mingle around the room sharing their quotes and the meanings they have with one person at a time.

● Previewing a Program

Scatter the cards, quotes up, in the center of your circle of participants. Ask them to choose, by consensus, a quote (or two) that will remind them of an underlying principle or concept throughout their program together. This quote could become the “group motto” or “purpose statement” that will frame the group’s actions.



- **Previewing an Activity**

Scatter the cards, quotes up, on the floor in the center of your circle of participants. Ask each person to choose a quote he or she believes will be something important to remember as the group moves forward into the next part of the program or the next activity.

- **Mid-Viewing**

There might be a time when your group could use a viewing break during an activity (e.g., when they are struggling to move forward). Scatter the cards, quotes up, and look for some inspiration for the group.

- **Reviewing/Debriefing**

Scatter the cards, quotes up, on the floor in the center of your circle of participants. Ask each person to choose a quote that reflects something they were reminded of or found important during the activity. In turn, have participants share their quotes and the meaning behind them.

- **Blind Find Reviewing/Debriefing**

Scatter the cards, quotes DOWN, on the floor in the center of your circle of participants. Ask each person to choose a card randomly (or, one that is intuitively “speaking” to them). With this selection, each participant is asked to interpret the meaning of the quote in relation to the activity just completed and a relevant learning. In turn, have participants share quotes and their interpretations. If a participant is struggling to interpret his or her quote, open it up to the group for possible meaning.

Liner Quotes examples:

“A simple reaching out might build a bridge that lasts.” *Through Your Hands*, Don Henley

“When you’re tired of the same old story, turn some pages.” *Keep on Rollin*, REO Speedwagon

“I’ve got to give it all, to get it all to go.” *Do Ya*, ELO (electric light orchestra)

“All we need is the truth.” *Prayers for the Truth*, Bill Miller

“It’s not having what you want, it’s wanting what you have.” *Soak up the Sun*, Sheryl Crow

“To be yourself is all that you can do.” *Be Yourself*, Audioslave

“You are not alone.” *You Are Not Alone*, Eagles

“Feel the rain on your skin, no one else can feel it for you.” *Unwritten*, Natasha Bedingfield

“No one else can speak the words on your lips.” *Unwritten*, Natasha Bedingfield

“Treat yourself in words unspoken.” *Unwritten*, Natasha Bedingfield

“Today is where your book begins—the rest is still unwritten.” *Unwritten*, Natasha Bedingfield

Safety

No real physical safety considerations with using Liner Quotes. The one thing that I do keep in mind is the possibility of an emotional reaction (e.g., a hurtful memory connection) to one of the lines on a card. Be ready to either work through the reaction if appropriate or provide the participant an opportunity to connect with you (or someone else) later if needed.

Observations/Questions

Because the Liner Quote cards are more for prompting thoughts and reflection over other activities, I don't tend to process the use of the cards.

Variations

If you are working with a group over a longer period of time, ask participants to bring in Liner Quotes from some of their favorite songs. Take some time to find out what the quotes mean to the participants sharing them.

Additional Ideas:

Distancing Notes: Monitor spacing while players are choosing a card - use a sound (e.g., cow bell) or vocal reminders since this will be quite roaming. Then have players sit with their 'discussion' small groups, safely spaced, to talk about their cards.