

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## 1) Have You Ever

Karl Rohnke, *The Bottomless Bag Again*.

### FACILITATED OBJECTIVES:

- Physical movement to warm-up the body.
- Create awareness around safety related issues.
- Learn some of the experiential commonalities within the group.
- Learn about Challenge-by-Choice.
- Have an opportunity to share voice.
- Explore the concept of "risk" when working together. What kinds of risk do we experience?

### NEEDS & NUMBERS:

- One game spot for every participant, including the facilitator.
- 18 to 28 participants.

**TIME:** 15 to 25 minutes

**PROCEDURE:** For each of the Rounds in this activity, the group is asked to stand in one circle facing towards the center of the circle - each participant is about one-arm's length from each other. Everyone, including the facilitator is standing on a game spot.

Before the questions begin, share a little about the philosophy of, Challenge-by-Choice (don't spend too long - get to the experience of choice). It could go something like this, "*During this activity you will be invited to move from the spot you are standing on. So, even if you have done the question asked, you have every right to stay where you are. You will also have the opportunity to ask a question, or two, at some point during the activity. Again, you can choose to share a question or not - it's totally up to you.*" (Of course, you can add whatever it is you like to this briefing. And, I do recommend keeping this philosophical introduction short. Again, get to playing and experiencing so you can refer back to the choices made.)

Round 1: The facilitator will start the activity asking the questions. (This is a good one for the facilitator to play - s/he can monitor the group easily while playing.) All questions start with, "*Have you ever...?*" The facilitator will tell the group, "If you are asking the question, it must be something you have done. For example, I can say, '*Have you ever been to Colorado?*' *If you have been to Colorado, you are invited to move to a different spot in the circle - of course, you also have every right to stay where you are. Please be mindful of others when moving. When the movement stops, I will ask, 'Please raise your hand if you have been to Colorado.'* This gives you the opportunity to see who has something in common with you.

## Ice-Breaker

Activity Objective  
Discover commonalities within the group.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

*Here again, you can choose to raise your hand and reveal this fact about you, and you have every right not to raise your hand. So, let's try it out. Have you ever been to Colorado?"*

During this round I ask about five or six questions to get the group into the spirit of the activity. When I need to reemphasize challenge-by-choice and safety concerns, I do so.

Round 2: After everyone understands the activity, I now invite participants to ask the questions. I also tend to add that, *"This is a family-friendly program, please choose questions that are G-rated."* At this point, I often take a few moments to let my group know that sometimes they will not have a variety of choices during the program - *"Sometimes you will be asked to do something specific and not make a different choice."* Maybe a question: *"What sorts of things in your life are very specific where you don't have a choice?"* (This is a nice opportunity to slip in a "processing" topic to get that ball rolling too.)

During this round, I tend to vary the length of time spent here. If the group is having fun with this, I'll go up to 10 or 12 questions. If I'm limited on time, I might only go up to six questions before going into the final round. Again, I always reemphasize challenge-by-choice and safety when needed - *"How do we want to be together?"*. Remember, some of my facilitated objectives (above) are about learning some things that will be relevant during the program. Take the opportunity to start making these connections.

Okay, time for a "change"!

Round 3: When introducing this round, I first ask about the safety concerns anyone experienced so far, any close calls, and if anyone made a particular choice based on any safety concerns. Then, I pick up my spot and walk into the center of the circle and explain the new rule of the activity. *"In this round, the person on this center spot will ask the question. After the question, the person on this center spot will want to find a different spot within the circle. So, tell me, what concerns, or safety issue, can you predict when playing with this new rule?"* Here, we talk about change, safety predictions (educated guessing) and choice - *"How will this new rule influence our choices this time?" "How does change influence our choices?" "What kinds of choices do you think we'll be making during this round?"*

Time constraints and/or energy levels will influence how long this plays out. I always try to stop the activity while the energy is still good - so, they have that, *"Let's do more..."* attitude.

Before Moving On: When the activity is over, I'll spend some time making connects between, *Have you ever...?* and the program ahead. I've included some of my questions below. And, I am always aware that brevity is my friend. We make *some* connections and move on.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

**SAFETY:** Emphasize to the group that safety awareness should be our first priority. When moving around together, keep it slow and controlled. Be mindful of others moving to the same spot(s) to which you are moving. It's better to give up a spot than it is to get hurt (right?).  
*"Nothing we're doing today is worth any injury."*

**FACILITATION:** As noted above, I like to participate in this one with the group. I believe it helps build some connection with the group and I also get to make commonality connects so participants know I also have things in common with them.

Using this as my first activity, I will be constantly sharing my expectations around safety awareness. I will say something like, *"One of my roles during the program is to keep an eye open for safety concerns. My hope is that you all can recognize safety related issues before I do - that would be great. But, if you can't, then I will step in to help."* One of my facilitated objectives is to get my group to be aware of safety issues and make good choices related to them.

## OBSERVATIONS/QUESTIONS:

- What choices did you make during the activity? Why did you make those choices?
- What safety concerns did you have before and/or during the activity? What did you do with those concerns?
- You experienced "change" during the activity. Did anything come to mind for you as the changes were being presented?
- Which Round of play did you like the best? What made that Round the best for you?
- What influenced your choices during the activity? What things, do you believe, are going to influence your choices during the program today?
- What will you do to keep yourself safe today? What will you do and say to keep the group safe today?
- When we experience change during the day, how will we react or respond to it? What will we do to support each other during changes?

## VARIATIONS:

- Ask, "Have you never...?" questions.
- Ask, "Would you like to...?" questions.
- Allow the choice to ask any one of the three questions?
- Participants move in pairs. Establish pairs in the group. Pairs of participants stand next to each other in the circle. When a, "Have you ever...?" question is asked, partners check in with each other, if they have both done the question, they move together to find another place (two open spots) in the circle.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## 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:

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## 3) Pressure Play Too

A version of this activity is found in the book, *Portable Teambuilding Activities*.

### FACILITATED OBJECTIVES:

- Use effective communication skills to organize and follow through on plans.
- Practice critical thinking/problem solving behaviors - identify and solve one problem at a time.
- Get comfortable asking questions - "confirming" and "clarifying" questions (to start).
- Recognize mental models and phantom rules in order to explore alternatives to solving the identified problems.

### NEEDS & NUMBERS:

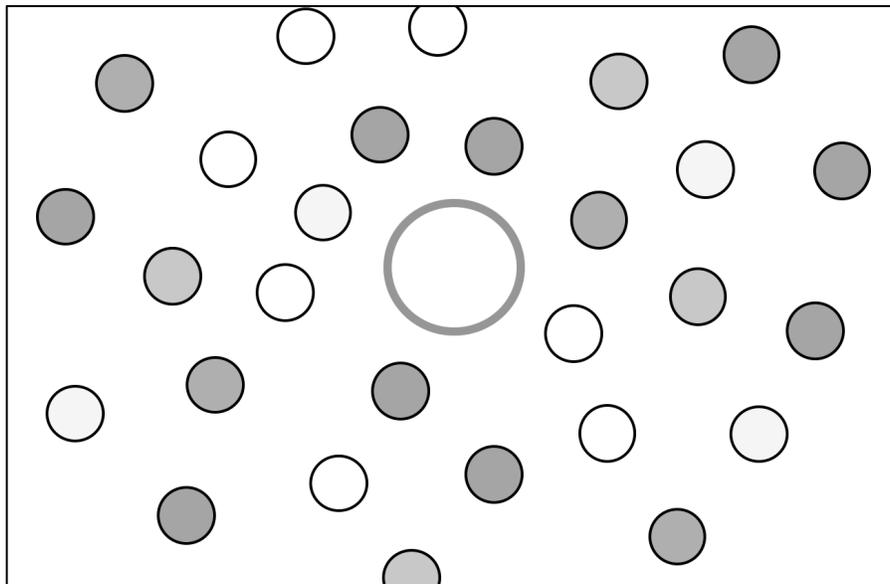
- One game spot for every participant. One deck of standard playing cards (the size of the deck will vary the challenge). One hula-hoop or small webbing circle (one Raccoon circle if you have one of these). One timing device.
- 18 to 28 players (You can play with up to 56 players using a full deck.)

**TIME:** 30 to 40 minutes

## Problem-Solving

### Activity Objective

Participants work together to move through the cards sets as quickly as possible.



# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

**PROCEDURE:** Before your group arrives, you need to prep your playing cards and set out the game spots. For the playing cards, order them from Aces to Kings - it doesn't matter how you order the suits. All the aces will be on top of your deck (dealt out first), followed by all the twos, then all the threes and so on. The final four cards in the deck will be the kings.

Then, set out your spots, something like the diagram above. You need one spot for each participant in your group. And, I (Chris) like to set out a few extras. The large circle in the center of the diagram is a hula-hoop or webbing circle - if you have either of these. (And, if you don't have a hula-hoop or webbing circle, set down four game spots in the center of your playing area in the shape of a four-leaf clover. Okay! You're ready to play.

When your group is ready, ask for four volunteers to stand in the center of your playing area - one foot from each volunteer goes into the hula-hoop (or, steps on one of the four-leaf clover spots). Then, deal out the cards (Aces first, then twos, then three and so on), to all the remaining players in the group - one card each to each person. Ask the players not to look at the face of their card until you direct them to do so.

With four participants in the center area without cards, here's what happens before each timed attempt of this activity:

- Ask the players with a card to walk around throughout the group and exchange cards with five different people - this is called the "Blind Shuffle". The players in the center do not get cards - yet.
- After five exchanges, a player must find a nearby game spot and stand on it - they no longer move from this spot (until the fun starts).
- Players are allowed to exchange cards with others after they have found a spot - they can exchange more than five times but must find a spot to stand on after five exchanges. (This is a bit confusing for some people, so reiterate if needed.)
- Players are asked not to look at the face values of their cards until they are instructed to do so.
- As the Blind Shuffle is taking place, ask the players in the center (the ones without cards), to decide what suit of cards they each will represent - Clubs, Spades, Hearts, or Diamonds. Each center player will represent a different suit.
- Once everyone with a card is standing on a game spot (still, no looking at cards), the players in the center hoop each call out what suit they will represent.
- When the facilitator says, "GO" he/she will start a stopwatch. At this time all players can look at the card they are holding and show it to anyone in the group. Cards can no longer be exchanged at this point.
- The players in the center (again, the ones without cards) will each go out into the crowd and move to the Ace of the suit they represent. When they find this card (and the person attached to it) they take it from the person and then stand on his/her spot.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

- **IMPORTANT RULE:** Participants can only move if they DO NOT have a card in their hand. In other words, if you have a card in your hand, you CANT move.
- The players that were holding the Aces go off to find the twos of their suit and take it from the people holding them. These cardless players go off to find the threes of their suit and so on until the highest number is reached.
- The players that were holding the highest number of their suit move to the middle of the playing area and place a foot into the hula-hoop (or on one of the four-leaf clover spots).
- When there are four feet inside the hoop (players without cards), the time stops.

Before revealing the overall time, consider taking a moment to talk about the group process. (You could use one or more of the suggested questions below.) Then, reveal the time. When there is *time* for another round, you can say, "*Do you think you can improve upon your time, or do you think this is the best you can do?*" If they want to try for a better time, follow the exact same steps as above - you already have four participants in the center without cards ready to go.

**SAFETY:** As with all our activities, emphasize to the group that safety should be our first priority. When moving around together, keep it slow and controlled. Be mindful of others when moving around the spots - know where you are going and who's in your path.

**FACILITATION:** Your group is free to plan their process before each round if they ask you for time. Keep an open mind with possible processes. If they are playing, "by the rules" let them run with their ideas. Three or four rounds have led to some great discussions.

This is another one of those activities with mental models and phantom rules (we love to practice the lessons we're learning). You've set the spots out, but it doesn't mean they have to stay that way. Also, you've asked the group not to look at the face of the cards, "until instructed to do so", but you never said they couldn't "tell" someone what they are holding (after the first round, once they know the card they end up with).

One of the most brilliant solutions I've seen is when suits of cards, and the people who have them, cluster together (after the first round), to do the blind shuffle and then go stand on spots near each other - or, even move spots into a group to distinguish themselves from other suits.

## **OBSERVATIONS/QUESTIONS:**

- Explain how you all got organized for this task? How was your "communication" during this process? What was good about the way you communicated? What could have been better about the way you communicated?
- What were the "problems" you encountered during the challenge - call them out? Explain how you managed these problems? Which problems did not get managed?

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

- Why do you think this happened? What are some good ways to tackle problems? What are some poor ways to tackle problems? How do we want to be with problems?
- Who knows any of the "critical thinking" habits/skills? (Example: Analyzing, Applying Standards, Discriminating, Information Seeking, Logical Reasoning, Predicting, Transforming Knowledge.) When did you use any of these skills during the activity? Did they help in any way? How could these "skills/habits" help us in the future?
- Who can recall some of the questions that came up during the activity - tell us what they were? What is a clarifying question? How does it help us? What is a confirming type of question? How does it help us? How about a fact-finding question - what does this do for us? How do we know what kind of question to ask when we need information? (It's not always easy!) *"When we ask the right kinds of questions, it might be easier for us to move forward - we can practice this as we work together."*
- Identify some of the mental models we encounter during the activity? Which ones did we keep, and which ones did we discard? The mental models we kept, how did they help us? Or, not help us?
- Did anyone recognize any phantom rules we were working under - what were they? Did we do anything about these rules? If we didn't, how did they influence the activity? If you have the chance to go back in time (just a little ways), what phantom rules would you change - what new rule would you put in its place?

## VARIATIONS:

- If you have 18 to 20 players, use only two suits. If you have 21 to 24 players, use three suits. If you have over 25 to 28 players, go ahead and use all four suits.
- Play without spots. The center players start by each putting one foot in the middle - all four players, without cards, are touching the toes of one foot in the center.
- I Wonder (because I don't know yet): Could players be dealt two cards? Will it work?

## ADDITIONAL IDEAS:

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## 4) Corner-to-Corner

Created by, Frank Fry and his students. This activity has since been published in the book, *Portable Teambuilding Activities*, by Cavert & Friends.

### Problem-Solving

#### Activity Objective

ALL sub-groups in play, must move through and exit the playing area utilizing the resources available.

#### **FACILITATED OBJECTIVES:**

- Explore and practice behaviors related to effective communication.
- Utilize collaborative planning strategies - especially, planning "with the end in mind" (Covey, 7 Habits of Highly Effective People).
- Defining and practicing helping behaviors (providing, asking for, and accepting).
- Gain information about resource awareness and management.
- Awareness of failing forward (learning from mistakes).
- Define the concept of community - how will their community "be" together.

#### **NEEDS & NUMBERS:**

- At least one game spot for each participant and a few extras (see set-up diagrams related to group size). One long activity rope (at least 50 feet) for the boundary line (see set-up diagrams).
- 18 to 28 participants (You can play with as few as 12 participants, no more than 28 using a square shape made from a 50-foot activity rope.)

**TIME:** 30 to 40 minutes

**SET-UP:** See the diagrams below for the specific set-up for your size group. Set the boundary area up before your group arrives.

**PROCEDURE:** Divide your larger group into four (or three, see diagrams based on numbers in the group) equal (or close to) numbered teams, or sub-groups (4 to 7 players/team). Have each team stand at a different corner just outside the square (or triangle). The challenge for each team is to enter from their corner and exit the corner diagonal from their starting point (using a square). Participants enter the square by stepping on the game spot closest to their starting corner and must exit the square from the spot marker closest to the exit corner.

Here are the travel plans. A participant must have at least a part of one foot on a spot at all times while traveling through the square (or triangle) (i.e., no jumping). It is okay to be in contact with the ground near the spot as long as some part of the foot is touching the spot. The spots and rope must stay in their original positions (unintentional movement will take place - this is okay). Once a spot is occupied (activated) and then left empty (nothing touching it) the spot is removed from the square. During the process if a player loses all contact with a spot (i.e. touches completely off the spot inside or outside of the square), he/she must return to his/her starting corner – stepping out the nearest side of the square.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

**SAFETY:** Since there is the requirement of no jumping during this activity, it is relatively safe. However, do keep an eye out for the participants that might have missed (or forgotten) this particular instruction. For example, you see someone eying a far-off spot in a crouched position. You'll want to stop and remind them of the rule.

**FACILITATION:** In my experience with this activity most groups often end up starting over - to plan and redo - because too many spots were removed leaving participants unable to safely move ahead (yes, if the group gets stuck let them re-start if they would like to give it another try). This experience, by design, emphasizes the behavior of how one person's actions affect others. (Hint: The smoothest solution is for each team to enter the square and proceed to the left along the side spots until they meet up with the next team. Then everyone – possibly holding hands – moves around in a sorta-circle together, being careful not to leave any spots unoccupied, until they can exit their assigned corner.)

I am very diligent with pulling out spots that are stepped on and then left unoccupied. The lessons from this activity tend to be a bit more powerful after one or two failures. Be careful when going in to pick up a spot, some participants like to attempt a quick step onto those unoccupied spots to save them, which could catch one of your fingers. If a foot does get in there, I politely say that the spot I'm after is no longer a resource. When their foot is safely retracted I remove the spot.

For this activity I purposefully do not permit physical help (e.g., holding someone's balance) from people outside of the boundary/rope area. All (safe) help is allowed within the boundary area. If "helping" is the priority work-on for the group, you might consider allowing help from anywhere around the activity.

## **OBSERVATIONS/QUESTIONS:**

- When you were divided into smaller groups what did the communication sound like? Describe the challenges you faced when trying to communicate with others. What are some ways to fix these challenges in the future?
- Describe what you remember about the planning process during any of the activities? Did everyone feel involved? How were players involved: What did this look like? What did this sound like?
- How did the planning sessions change over time? Did the group reach consensus on any of the tasks at hand? How do you know?
- What resources were available to you during the activity? How were your resources managed? What does it mean to "manage" resources? When did you fail to utilize your resources in the best way possible? How do you want to avoid this "failure" in the future?
- Did the groups stay "together" or were they "divided?" Why and how does that happen? Did this change over time? How did this influence the process and/or outcome?

# These 5 Activities for Anything

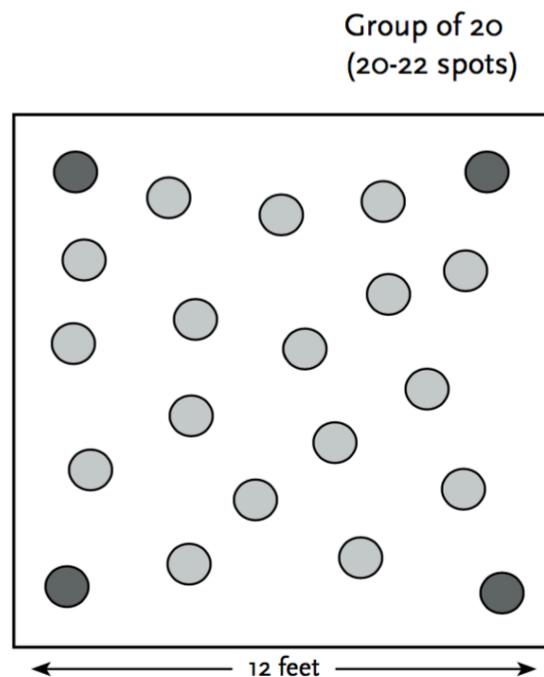
2019 ACCT workshop, presented by Dr. Chris Cavert

- How did the actions of others affect the process? How did your actions affect the process?
- Was it okay for group members to make mistakes during the activities? How did the group treat mistakes? Were you able to “fix” the mistakes?
- Describe the ideal community you would like to be a part of? What one thing could we add to our community to make it better? What thing could we do or say to make it better?
- What feelings did you experience during the activities? How did you handle them? How did the group handle them?
- How would you grade your success on each of the activities? What would it take, in your opinion, to get a better grade?
- Did your group “performance” get better over time? How? Why? Why not?
- What will you remember about any one or all of these activities.

## VARIATIONS:

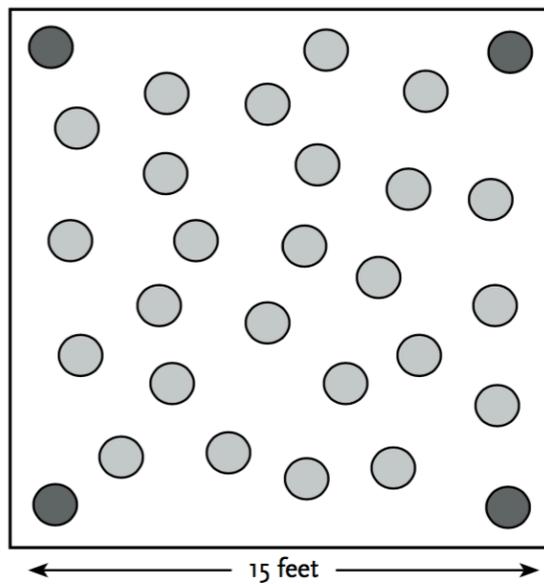
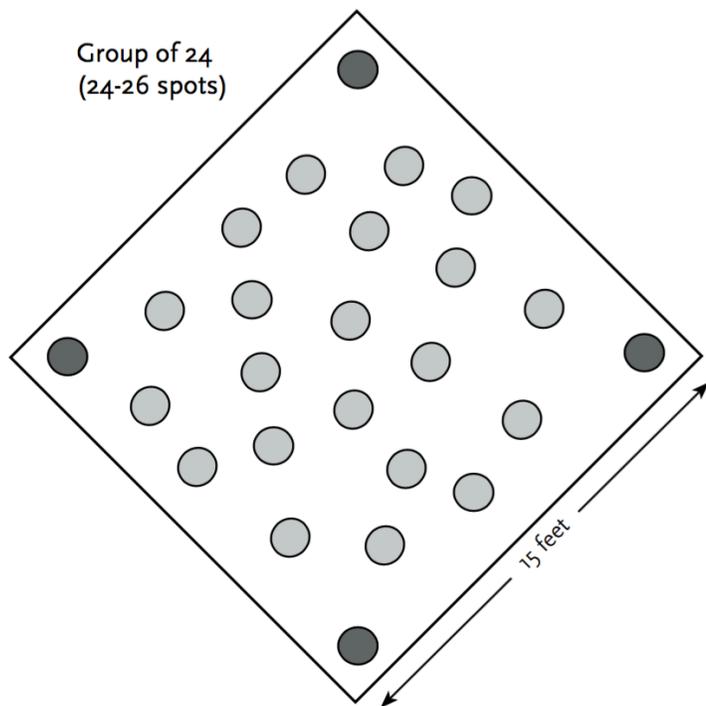
- When someone touches completely off of a game spot, that person's group, or all groups must go back to their starting corners. Be careful with this one - use it with a group ready to take responsibility for everyone's mistakes - they will completely support all members of the group, no matter what.

## ADDITIONAL IDEAS:



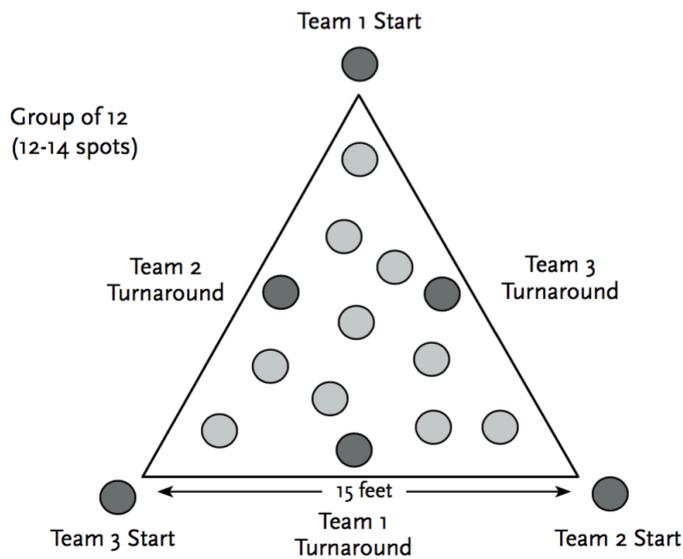
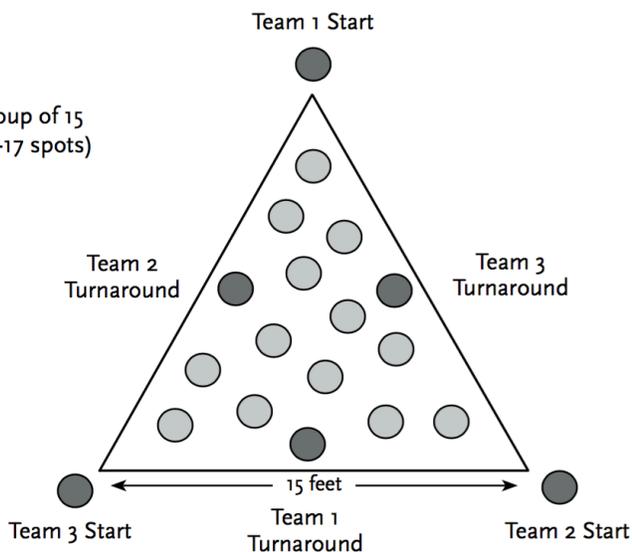
# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert



Group of 28  
(28-30 spots)

Group of 15  
(15-17 spots)



# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## 5) Four of a Kind

This is the playing card version of, Word Building in, *50 More Ways to use Your Noodle*, by Sikes & Cavert.

### FACILITATED OBJECTIVES:

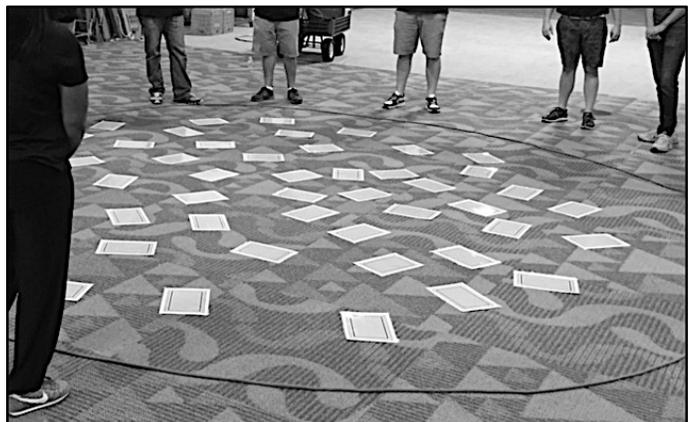
- Sharing ideas and formulating plans - inception and evolution of plans.
- Recognize and practice helping behaviors.
- Identifying and solving challenges (problems).

### NEEDS & NUMBERS:

- One deck of playing cards - the bigger the better (the group in the picture below is using SUPER Jumbo Cards). One 50-foot activity rope. Six to ten game spots (depending on the size of your group). One timing device.
- 18 to 28 participants.

**TIME:** 30 to 40 minutes

**PROCEDURE:** Make a big circle with the 50-foot activity rope and place it on the ground. Set out all the cards face down inside this circle (see picture). Now, divide your group into teams of two or three players (you could go with up to four per team if needed). Give each team a game spot and ask them to place it down on the ground/floor about eight feet from the outside of the circle of cards.



Have each team gather by their game spot while you give them the directions. **The objective of the activity is for each team to have four cards of the same rank at their spot** (four-of-a-kind). This will be a timed activity. The time starts when the first player breaks the plane of the rope circle and stops when all teams have four-of-a-kind. Please be sure to remind the teams that they are all one "group" working together in small "teams" to achieve the objective (four-of-a-kind at each spot) as quickly and safely as possible.

**(NOTE:** I worked with an adult group once where one of the participants did not know what was on the faces of a deck of cards - true story. So, don't assume participants will know what four-of-a-kind means. You may need to explain. Now, if using playing cards is a bad idea for your group make up some letter cards so the teams can obtain four-of-a-kind in letters.)

## Problem-Solving

### Activity Objective

All sub-groups in play are challenged to collect four cards of the same rank as quickly and safely as possible - the activity is over when all sub-groups have four-of-a-kind.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## RULES:

- Only one player from each team can enter into the circle of cards at a time (e.g., if there are six teams, up to six people can be in the circle).
- After entering the rope circle, you are only allowed to pick up/touch one card.
- If you choose to take this card from the circle, no one is allowed to look at the card until it is out of the circle.
- You are not allowed to go into the circle of cards two, or more, times in a row - someone from your team must go in and out of the circle before you can go back in. (Or, the rule could be: All players on a team must take turns going into the card circle - meaning, all players from a team must go into the circle once before someone can go in a second time and so forth. This will depend on what you think the group needs to work on.)
- If your team decides to keep the card taken from the circle it must be placed on the ground/floor and must be touching the game spot or be touching a card that's touching the spot.
- If your team decides not to keep the card it is brought back into the circle of cards (at any time) and placed face down inside the circle. In other words, if you don't want the card it goes back into the circle.
- If any of the rules are broken (monitored by the facilitator), a "FOUL!" will be called. Your group is allowed five fouls. On the fifth foul the round stops, and you must start over after the cards are all reset.
- OPTIONAL RULE: Each team may have up to five cards in their area - touching the spot. Once a sixth card is brought to their area someone in the team must bring a card back when going into the circle.

Allow enough time to play at least three rounds in order to pull out all the good learnings from this one.

**SAFETY:** When playing indoors on a carpeted or tiled floor, the playing cards can be very slippery if stepped on. This reminder is the last thing I say to my group before they get started. So, slow and steady when inside the circle of cards. And, be mindful of the people inside the circle as well - if we are super focused on picking up a specific card, we might not see another participant "headed" our way!

**FACILITATION:** The overarching facilitated objective for me (Chris) with Four-of-a-Kind, is bringing about "helping" behaviors (and a good discussion about helping). In the first round or two (or three!!), the team that finds their four-of-a-kind first, celebrates "their" WIN! ("We won!") So, I need to remind them that, "The activity isn't over until everyone has four-or-a-kind." Eventually, this is one of the challenges (problems) they solve - "We can still play and help other teams out." (Still following all the rules.)

About fouls. I am very diligent about calling fouls. Breaking the rules is a challenge (problem) I want them to solve. "Helping" each other remember is another way to practice helping.

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

**So, speaking of assumptions**, here's one I made that lead to a variation of Four-of-a-Kind that I now use on a regular basis (if you have time to read on). When I worked for a program in Texas, I saw they had a couple decks of SUPER JUMBO cards so I grabbed a deck for Four-of-a-Kind. As I was setting down the cards my group was taking a short break. By habit I was counting the cards as I set them out. 49, 50, 51, 52, 53, 54, 55, 56. Rats.

My mind started going to the place where I was wondering what idiot....but, I thought, let's see what happens. When I presented the rules to the group I did say, "*There are more than 52 cards here and I don't know if there is a complete deck - please keep this in mind.*" Well, of course one of the teams was after a set of four that was missing a card. At first, it was an issue, then it became an opportunity for the group. Good stuff.

## **OBSERVATIONS/QUESTIONS:**

- How did your plan get started after you received all the rules for the activity? What are the things that influence the formulation of a plan?
- What was the initial plan your group made before your first attempt at the activity? Were you able to follow that plan? What, if anything, changed about your plan as you were working the activity?
- How did the planning session evolve over the different rounds of the activity? What influenced your planning after you made one (two) attempts?
- Who had ideas about a plan that didn't get implemented? Why do you think this happens?
- How many of you "helped" during the activity? In what way do you believe you helped?
- What are the different aspects of help and helping? (Or, what is involved in the relationship of helping?) (Offering, Accepting, Asking.)
- Did anyone try to help but your help wasn't accepted or heard? Why does this happen?
- How many of you jumped right in to help without offering help? Why do you think this happens?
- Did anyone ask for help? How did your request turn out? What help did you get? If you didn't get the help you asked for, what did you do?
- Some will say, helping is a relationship. How would you describe helping as a relationship?
- How do we want our helping relationships to look as we work together?
- Looking back over the activity, what problems/challenges did you identify as you worked the activity? When did you identify a problem - before, during or after a round?
- Once you identified a problem, what did you do about it? What if, let's say, someone identified (saw) a problem but didn't say anything, why do you think this happens?
- What would be a good process for you, as a team, to solve problems that you can identify?

# These 5 Activities for Anything

2019 ACCT workshop, presented by Dr. Chris Cavert

## VARIATIONS:

- Use letter cards (or, Jumbo Bananagrams) instead of playing cards. For the first round spell a four-letter word, the second round a five-letter word, the third round and six-letter word. (And, maybe the word must fit into a particular topic?)
- Could a variation be intentionally taking out two cards of two different ranks and letting the group know, "*This is not a full deck, two cards are missing - these resources were needed somewhere else* (or, used up)." This will add another facet to consider and plan for.

## ADDITIONAL IDEAS: