

# Purposeful Program Design: Knowing Why You Are Team Building



Workshop presented by Dr. Chris Cavert  
Pune & Bangalore India, December 2019

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This workshop was about exploring the "*What*" and the "*Why*" of adventure education and team building using adventure-based activities. Activities and tools used to teach and practice purposeful programming for team building focused programs were shared during this workshop.

## **Purposeful Program Design tools included in this Workshop Included:**

- Using a "Decoding Sheet" to breaking down a new activity so you are ready to lead it.
- Learning how to use the, "Activity Determination Scale" for activity progressions.
- Planning with the, "F.U.N." design for programming activities on macro and micro levels.

## **Activity Tools in this Workshop Included:**

- Understanding activity objectives and facilitated objectives.
- How activities relate to concepts and behaviors in group work.
- Programming activities in an order that will address program objectives and group needs.
- Adjusting activities to the needs of your group.

When you know the *why* behind the *what*, you become a purposeful programmer and your outcomes will show it. Your groups will walk away from their experience with more than they expected!

**The time we spent together during this workshop** was about learning lots of activities and some of the tools you can use to program team building activities like these, and others. Experiential participation in the activities and using the programming tools lead to a better understanding of both.

**Purposeful Program Design Tools for India 2019 Workshops** (A PDF copy of all the following tools can be found, for a limited time, at the [FUNdoing.com/resources](http://FUNdoing.com/resources) page where this Summary of Activities document is found. If the documents are no longer available at this site, please contact Chris for copies - email below.)

Decoding Sheet: This form is used to record extensive details about an activity learned from a workshop, book, video or by word-of-mouth. It helps a team builder organize the specifics of an activity in a way that he/she can lead it confidently.

Activity Determination Scale: This form helps new team building programmers determine, in most cases, where an activity would fit into a 'less-to-more-challenging' team building progression of activities.

F.U.N. Programming Template: This form helps team building programmers, at all experience levels, organize their thoughts, outcomes and activities into an initial sequence of events and helps to capture finer details of a team building program design.

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## Community & Team Building Activities Used During the Workshop

**Hello Mingle** Connect To: Meeting others; Learning names - choosing to learn names; Exercising your choice to mingle, or not;

**Process:** Simply ask everyone to mingle around the room/space and say hello to others in the group. If it feels right to add some context, let everyone know they have every right to mingle around and NOT say hello to anyone (or, they could even go take care of themselves - e.g., take a quick bathroom break or finish up their coffee). You could also add a challenge, depending on the group make up: "Only introduce yourself and say hello to people you don't know." You could even share the objective of the interaction - "Interact respectfully within the group in a way that is comfortable for you right now."

**Back-to-Back, Questions** Connect To: Getting to know others - small group, pairs, interaction; Sharing voice; Begin talking/thinking about the 'topic/concept' of the day;

Workshop Participants: Along with some simple ice breakers, the questions we used during the workshop were mainly about education:

- Describe the qualities you like in an educator - think of a favorite educator in your life, what did you like about them?
- Describe the type of educator you are.
- If you had the power to change anything about education today, what would it be?

You can use any kind of questions with your group relating to why they are with you in the program. Get them talking about what you are going to be talking about.

**Process:** No equipment needed. Works well with 12 to 100 (or more, as long as everyone can hear you). This activity involves pairing up participants and having them answer a question (if they choose) and then changing partners to answer another question. Back-to-Back is also a great way to organize your group into pairs and get everyone's attention (we can categorize this one as an 'attention seeker'), so you can give them information. In most cases, once players are back-to-back with each other, they stop talking (again, in most cases - you might have to remind some groups you are after their attention).

To get started, simply ask everyone to stand back-to-back with someone. Also include, "If you are looking for a partner, please raise up a hand and look for someone else doing the same thing - then get together." And, "If you are not up for talking just yet, you have every right not to partner up with another person at this time. If you aren't up for talking, you can mingle around the crowd and listen into conversations in order to get to know some of the people in the group. However, please do not interrupt any conversations. Pairs, if someone is listening in, let this be okay. Please understand that this person has chosen not to conversate at this time so there is no need to invite them into the conversation."

When everyone is back-to-back (and ready to listen), let them know that after every time back-to-back is called they are invited to find someone new to stand with (back-to-back). Once everyone is ready, and quiet, you will be giving them a question to discuss. Answer time will not be very long, one or two minutes, depending on the question, so be sure they budget enough time for

## Purposeful Program Design: Knowing Why You Are Team Building

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each person answering. After you share the question, call out, "face-to-face" which means pairs are now free to turn around to face his/her partner and answer the question given. When the answer time is up call, "back-to-back" again - pairs are asked to finish up with their current partner as quickly as possible, then go stand back-to-back with a new partner (or, it is perfectly okay to stay with this partner if needed).

Usually, five or six questions (paired exchanges) is a good time-frame to work with. If the group is 'into' the process or you have more topic-related questions you want to cover, add a few more. Time-wise, 10 to 15 minutes for this one is good. Simple questions like, "What did you have for breakfast today?" only need a minute to answer. Other questions like, "What is your favorite quality in a leader and why is it your favorite" will benefit from two minutes of answering time. Keep the answering time short so pairs are less likely to run out of things to say on the topic.

Reference: Learned from Jim Cain, in, *The More The Merrier*, by Sikes, Evans & Cavert

**1, 2, 3 Connect To:** New Challenge - how do we engage, Making Mistakes is Okay - move on and get better; Supporting Each Other; Getting Better through Practice.

**Process:** No props needed for this one. Plays well with eight to 50 players (players will pair up). Okay, pair up players. (If there is an odd number, you can play.) Challenge 1: Each pair counts "1, 2, 3" - each player alternating numbers. This is to be done in a smooth rhythm, without pauses or counting past 3. Challenge 2: Change the number 1 to a physical clap - so it's, Clap, "2, 3." Again, smooth rhythm, doing or saying the correct thing at the right time. Challenge 3: Change the 2 to a physical jump (up in the air one time). So, it's Clap, Jump, "3." (Players are alternating physical actions and saying the numbers.) Again, avoiding 'mistakes.' Challenge 4: Number 3 is change to both hands up in the air and a "Wooo" sound.

**Possibility:** After each challenge, change partners. Change actions to anything appropriate for the group.

**Eye Contact Partner Tag Connect To:** Warm Up, Individual Challenge - creating a strategy for success, Work through Frustration, Experience the different between obstacles and resources.

**Process:** No props needed for this one. Plays well with 8 to 50 players (players will pair up). Pair up players that are approximately the same height as one another - this usually works out. Set up a boundary area of play that will accommodate the number of players you have - so they can comfortably move around, but not run too fast into open spaces.

One person in each pair will volunteer to be "IT" first and close his/her eyes for the count of five. This gives their partners the opportunity to move around the boundaries and 'hide'. After the count of five, the IT players attempt to tag their partner, **only by making eye contact**. If they can do this, without touching their partner, the IT is transferred to this person who then closes his/her eyes for five seconds before going off to tag his/her partner.

**Fair-Play Rules:** If a person is not IT they can move around the boundary area, but they must keep their eyes open and make eye (or cranial) contact with other people in the group, while trying to avoid their partners gaze.

Resource: *The EMPTY Bag*, by Hammond & Cavert

## Purposeful Program Design: Knowing Why You Are Team Building

Presented by Dr. Chris Cavert, Pune & Bangalore India, December 2019

**Statue Tag** Connect To: Choice - stay 'safe' or take a risk; Risk taking; Willingness to play and have fun; Strategizing - do you have a strategy;

**Process:** No props needed for this one. Plays well with 10 to 25 people. Create a moderate sized boundary that will give each person in your group their own personal place to stand where they cannot reach out and touch anyone near them.

This is a tag game. To be 'safe' from being tagged a person must strike a creative "Statue" pose and close his/her eyes - when doing so, a player cannot be tagged. If an 'in-pose' player happens to open her/his eyes, she/he must take at least three steps in any direction before she/he can strike another eyes-closed pose to be safe from a tag. Or, after eyes are open, players are free to roam around the playing area freely looking around.

Taggers are allowed to tag any player with her/his eyes open. Tagger(s) can walk freely about (with eyes open) the boundary area waiting make a tag, or she/he can strike a pose (stealth mode) but is allowed to peek without being required to move – laying in waiting to pounce. Again, a player can only be tagged when her/his eyes are open.

Before beginning the game, secretly choose (in a creative way) one tagger for every 12 players (e.g., 16 players, choose two taggers. Here's one way: Have everyone close her/his eyes and put up a thumb if they are willing to be IT at first. Then squeeze a thumb to let the know they are IT. (Don't be surprised if the game ends with more than two taggers or even no taggers at all.) After picking the taggers, countdown the start "5, 4, 3, 2, 1, Game On" so everyone has time to get set for the way they want to start the game.

Resource: *Portable Teambuilding Activities*, Cavert & *The EMPTY Bag*, Hammond & Cavert

**Quick Card Line Up** Connect To: A fun warm up; Working together in small teams; Competing in a respectful way; Focusing on a task; Helping your teammates be successful; Having fun together.

Workshop Participants: After playing Quick Line Up, we used the cards to get into Base Groups. The cards were organized in a way so that when you got together with similar cards (e.g., same suit and the same colored back) you were in (approximately) equal sized groupings.

**Process:** You'll need one standard deck of playing cards for up to 52 participants. If you have more people in the group, use more decks - be sure all decks used have a different back design on them. This one plays well for about 15 to 20 minutes.

Before starting, you need to prep the cards. All the Aces will be at the top of the deck (no matter how many decks you use), then all the twos, then three, then fours and so on - the Kings will be at the bottom of the deck. Then, call the players in near you and then deal out one card to each person in the group. This might take a little while, but it can be done quickly and it's a nice way to say, "Hi" to everyone in your group. (By looking at the cards you have left over, you can determine how many people are in the group and how many smaller groupings you want to make.)

Once everyone has a card ask them to exchange cards with others (this is called the Blind Shuffle - with eyes open), holding cards face down so players cannot see the values, until you say, "Stop!" (exchanging for about 15 seconds). Remind them not to look at the value of their card until you tell them to do so.

Again, before everyone looks at his/her card, tell them what's going to happen. When you say, "GO!" (the time will start - this is a timed activity). Then, everyone can look at his/her card. The objective is for everyone to get into his/her appropriate line - straight line. Lines are same suit - clubs,

## Purposeful Program Design: Knowing Why You Are Team Building

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spades, hearts or diamonds (and like back design, if playing with multiple decks) in 'rank' order from the Ace (calling this a '1') to however many cards of that suit (and like back) are in play. Time will stop when everyone is in his/her line - pretty much, when players stop moving. Then, before giving the official time, you are going to ask, "Check to see if everyone in your line is in the correct order." If anyone has to move to get into their correct spot, add five seconds to the time - two players move, add 10 seconds. Okay, you can then share the overall time and then challenge to group to improve upon the time. Start with another blind shuffle and say "Stop!" Then, another round, "GO!" Three or four Rounds to get really fast works well.

Example: To make this easy to imagine, let's say we have 60 people in our group. I want to set the cards up, so I have six groups of 10 lining up (lines of 10 to 13 players make it interesting - so, you want to preset your cards to have groups of 10 to 13 players in the end). I will use two decks of playing cards, one has red backs, the other has blue backs. I'm going to take out the clubs from both decks - leaving me with 72 cards. Now, from 72 cards, I take out all the face cards. This leaves me with the 60 cards I need. I hand them all out, one card per person, have the group do a blind shuffle, then, "Stop!" - make sure everyone has one card. Then, "GO!" Players look at their card and get into lines.

Resource: Unknown at this time.

**Chiji Line Up & Biggest to Smallest** (Sequence of two activities) Connect To: Sharing voice - what 'are' the cards?; Sharing resources - the only way to solve the lineup is to share what you have; Consensus building - does everyone agree; Collaboration - how did you reach the objective together?; Compromise with integrity - are you 'really' okay with the decision being made; Evaluating observable behaviors - what do you do with this evaluation;

Workshop Participants: We did these two activities within our Base Groups using the FUNdoing Image Cards.

**Process**: You'll need a deck of image cards (this activity was first written up for Chiji Cards - but any image cards can work) - enough so that everyone can hold a card. And, you'll be playing three Rounds where everyone will have a new card each round. For example, if there are 12 people in your group, you will want at least 36 different image cards to choose from. Just for the heck of it, shuffle up your image cards before playing.

Sitting or standing around comfortably, deal out an image card to each person in the group - ask everyone NOT to look at his/her image until instructed to do so. After everyone has a card, set the remaining cards off to the side (facilitators can play too - a nice way to interact - but, no solving problems for your group). The objective will be to lineup the cards in the order specified in each Round - you can allow players to set their cards down on the ground/table or make them stay in possession of their image card, requiring them to move themselves, and card, into the correct order. One of the main facilitated objectives of this activity, is to simply get the group(s) to work together and agree to a particular order the cards belong - agree on something.

Round 1: Have participants look at their card, then get into alphabetical order based on the NAME of the image on the card (the card image has to be named - who names it might be part of the challenge). After they complete the task, take a little time to process (see below for an idea and you can use the 'Connect To' ideas above as well).

Round 2: Collect the cards from Round 1, set them aside, then deal everyone a new image card - again, ask them not to look at the pictures yet. When ready, have the group look at the images

## Purposeful Program Design: Knowing Why You Are Team Building

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and then line up alphabetically by the name of the image on the card, WITHOUT TALKING. It's often very interesting to discuss the differences between the first two Rounds during process. One lesson to explore here is about when people see things, things that might not be okay with the person seeing, what is done?

**Round 3:** Collect the cards from Round 2, set them aside. Deal everyone a new image card - don't look at the pictures yet. When ready, look at the images and then line them up by the SIZE the image would be in reality. This round often takes a bit longer based on the (respectful) debating and negotiating of certain images.

**Processing Idea:** After each round, discuss/process along the lines of what behaviors led to their success - lining up the cards in order - as a group. (I, Chris, often use this activity at the beginning of a program, so I choose to keep the processing 'simple' at first, identifying what is working right away and then building on this over time.)

**Resource:** *The Chiji Guidebook*, Cavert & Simpson.

**What Matters** Connect To: Consensus-building; Sharing voice - what is true for you; Exploring compromise - what can you let go of and still agree to be a part of What Matters;

**Process:** You'll need a set of image cards, about 50, for each group of 6 to 12 participants. Have each group in play (you could create multiple groups depending on your context) sit around in a comfortable circle and scatter about all the image cards, image side up, inside the center of the circle.

**Round 1:** Have each person in the group choose an image card that represents something that really matters to her/him when she/he is part of a group - a family group, work group, school group, a team member, etc. Participants can pick up their card when it's their turn to share - no need to pick it up right away, another person in the group might choose the same card.

Take turns sharing (this turn-taking does not need to go around the circle in order) 'What Matters' to each person - not everyone is required to share if they are not ready to talk. This first Round is about letting everyone hear what's important to each person that shares. There could be some common themes that will help with Round 2.

**Round 2:** In this Round, the group is tasked to choose three or four images from the cards that will represent a consensus over What Matters to everyone - what can they all agree to do or support as they work together during the program ahead. The group is starting to form some norms or expectations for working together. Once the cards and expectations have been chosen, keep these cards available throughout the program - use/show the cards themselves, or write down the expectations on an index card to bring out and read during processing moments. (Some of you will recognize this as a norm-setting/initiating activity.)

**Resource:** *The Chiji Guidebook*, Cavert & Simpson.

**6-Count Arms** (Individual & Group) Connect To: Trial and error; Success and failure; The value of practice; Fixed or Growth mindset - willingness to try;

**Process:** No props needed. You'll want enough room for players to move their arms up and down freely out to their sides. Plays well with 2 to 100 (or more) for 10 to 15 minutes. Ask everyone to start with their arms down at their sides.

**Individual 6-Count:** First, everyone counts to 6, in any language they would like to use - "One, Two, Three, Four, Five, Six." Good. Now using the left arm you're going to count and add some movement. On "One", a straight left arm goes up, out to the side and stops straight up overhead in the air. On "Two" back down to the side the same way. On "Three" the arm goes straight back up

## Purposeful Program Design: Knowing Why You Are Team Building

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overhead. On “Four” is back down to the side. On “Five” straight up again, “Six” back down to the side. Good.

Now some practice with the right arm. Again, counting and adding movement. On “One” a straight right arm moves up the side stopping straight up overhead (like the left arm). On “Two” the right arm moves down **but only half way**, stopping when it is parallel to the ground. On “Three” the arm goes all the way back down to the side. At “Four” the arm goes all the way back up again, on “Five” down parallel to the ground, and on “Six” it’s back down to the side.

You might like to practice each arm one more time. The ultimate challenge is to put both arm movements together at the same time! Try this a few times starting out slow and building up speed. After some laughs stop the action. Let them know they can practice later on their own if they want to master it.

**Synchronized 6-Count:** If you think your large group is ready for another challenge split them up into smaller groups of three to five players. Have the small groups develop a system to perform the arm motions together as a group. Leave this WIDE open to the creative process - there is no correct way to do this.

After a few minutes of practicing, have each group, if they so choose, perform their routine in front of the rest of the group. Remember, laughing with and not at.

Variations: Before the group is split into smaller teams to work on the actions together we might choose to use this experience to emphasize a bit of our role as facilitators. There might be times when we will provide some information that might assist the group or participants. For example, when doing 6-Count, on number “One” both hands are up on number “Six” both hands are down – this “guide” might move someone closer to their goal (they still have to do the work but there is some information). Also, if you separate out and teach them the “windmill” movement in the middle on “Three” and “Four” they can add to their base of knowledge to become even closer to success – almost 80% if they put the learning together. This little object lesson might come in handy down the road.

Resource: *Executive Marbles and Other Team Building Activities*, Sam Sikes

### What's Missing (using Qwirkle Rummy Cards)

See this Blog Post for all the details: <http://www.fundoing.com/blog/whats-missing-revisited-new-prop>  
(FREE SET: If you want me to send you a free print-n-play set of 'Color Shape' cards that you can use for this activity, please email me your request - my email is at the bottom of this page.)



## Purposeful Program Design: Knowing Why You Are Team Building

Presented by Dr. Chris Cavert, Pune & Bangalore India, December 2019

**Out of the Box** (a.k.a., Corporate Box) Connect To: Resource management; Collaboration - how can we use our resources; Small & Large group planning efforts - exploring competitive and cooperative planning efforts; Process improvement - what influences improvement;

**Process:** You'll need a long activity rope, about 100 feet, to make a rectangle shape - about 30 feet along the two sides and 20 feet at the two ends. You'll also need game spots (or small boards) - one spot for each player and then one more for every small group. Finally, you need a timing device. This one plays well with 12 to 24 participants. (If you have more people, you just need more spots and a bigger rectangle.)

Split your whole group into smaller teams of two or three people. Groups of two will need three game spots. Groups of three need four game spots. Set up the small teams at each side of the rectangle - there needs to be at least one team at each of the sides.

The objective of the activity is for everyone in the whole group (all the members of the small teams) to cross the rectangle. Each team entering the side they are on, exiting the opposite side parallel to them - as safely and quickly as possible (the facilitator will time the crossing - first person in, time starts, last person out, time stops). When inside the rectangle, a player's foot must be touching a game spot. If a player's foot touches inside the rectangle, without any part of his/her foot touching a spot, this person and his/her team must return to their starting side to begin the cross again.

Provide multiple attempts to cross, allowing for process improvement - a better time. You can limit planning time before each attempt or let them plan as long as they need (always good things to talk about). Ultimately, if the small teams share resources, they will get their best time.

Resource: Learned from Sam Sikes, found in *The POSSIBLESbag Activity Manual*, by Cavert

**Finding Your Path** (Avoid & Spell) Connect To: Communication behaviors - exploring effective communication; Dealing with distractions - other voices in the way; Patience within distractions; Success & Failure issues - is it okay to fail and why;

**Process:** You'll need a boundary area rope - at least 50 feet, and a large set of letter tiles (Jumbo Bananagrams is a good set - about 150 letters. Or make your own letter tiles with big index cards). With one rope and 150 letters, you are good with a group of 12 to 24 participants. Set down the rope in a square shape and then set out all the letter tiles inside the rope square - set out the letter tiles so that there are no clear straight paths to walk across the square. (This will make sense with more information shared below.) If you know the activity, Mine Field or Obstacle Field, this is the playing area you are creating. You also need an index card and a pen for each small group.

**Avoid the Letters:** This one works best with a number of smaller group of four in play at the same time. However, it can be done if you need to make one, or more, groups of three. Once the small groups are formed, each small group will divide themselves into crossers and distractors. With a group of four, there are two crossers and two distractors. With a group of three, there are two crosser and one distractor. The distractor(s) will get the index card and pen.

The activity is played in a series of Rounds - each person will be crossing the lettered square one time trying to avoid stepping on any of the letters. Every touch of a letter will result in points given to the distractor(s). Lowest score at the end of four (or three) Rounds wins the game. Here's how it's played.

The first pair of crossers sets up - the player crossing the square will start on one side of the square, standing outside the square - this is the 'Active Crosser' (AC). His/her partner will be standing on the opposite side of the square directly across from him/her - this person is the Director. The AC

## Purposeful Program Design: Knowing Why You Are Team Building

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will cross the square and must exit the side of the square directly across from him/her - where the Director is standing. The AC and the Director will need to make eye contact with each other as much as possible. When ready, the Director starts giving directions to the AC guiding him/her into and across the square without touching any of the letters inside the square. The AC must look at his/her directing partner at all times - making eye contact as much as possible or at least looking at the Directors cranial location of his/her body.

Now, while the crossing is going on, the Distractors are verbally challenging the AC to make mistakes - they want to get the AC to touch the letters inside the square or get the AC to look down at the letters. Distractors are required to stay outside the square. If the AC steps on a letter, the Distractor with the index card writes down the letter that was touched. If the Distractors see the AC look down, they write down 10, for 10 points scored. After the AC steps out of the square the Distractors add up their points for the Round. Letters are scored in sequence: A=1, B=2, C=3, D=4.....X=24, Y=25, Z=26. After this first score is totaled, the first Distractors now become the crossing team and the first crossing team will be the Distractors. Within a group of four, this process happens four times in total. With a group of three, there is only one Distractor during each crossing - each person takes a turn at each role - playing the best game they can in each role.

**Spell Your Word:** In this version of Find Your Path, before anyone crosses, each player writes his/her name on the index card (e.g., names down the left side or maybe across the top) and then a 5-Letter word next to his/her name - this is done before anyone looks at the letter field set up to cross. Then, the activity is played like the Avoid the Letters process, except, each person will need to spell out his/her word. The crosser will still need to enter one side of the square and exit the opposite side, no matter where his/her letters are situated. The Director for the AC can move around to any side of the square during the crossing. Again, the AC must exit the side opposite of where he/she starts. Scoring happens in the same way as Avoid the Letters.

Resource: *Team Building with Letter Tiles/Jumbo Bananagrams*, released in 2020

**Find the Pen** Connect To: Taking a risk - you might be the last one left in the circle; Exploring the concept of social cues; Reconsidering assumptions; 'Not' Helping - you will be asked to not help - How will, not helping, be for you?

**Process:** For this one, you need a long activity rope and a small pen - the best pen to use is one that is a close match in color to the color of the rope. Plays well with 30 to 60 players.

Create a large circle (or rectangle, depending on your space) with the activity rope - the space must be large enough to hold all the participants standing inside. Then, gather everyone together, asking them to stand around the outside of the rope. From here give them the briefing.

Find the Pen is played in three Rounds. In each round, the task is to find the pen that will be somewhere inside the rope circle. During each round, participants are not allowed to help each other find the pen. Once someone finds the pen, he or she simply steps outside of the rope boundary and watches quietly from the sideline. The Round ends when everyone is standing outside of the rope.

Before I invite everyone into the rope circle for the first round, I choose to give everyone some information about the activity. I tell them, "In each round, someone will be the last person in the circle. Everyone in the group will know you are the last person. If you are not interested in taking this risk today, you have every right to stand outside the rope during any or all rounds. And, even if

## Purposeful Program Design: Knowing Why You Are Team Building

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you choose not to start inside the circle, you are still not allowed to help anyone find the pen." With that said, I invite participants to enter the circle and find some personal space.

**Round 1:** When the players are in the circle, I ask them to close their eyes. When all eyes are closed I move around the inside of the rope area, talking a little to everyone so they can 'hear me moving around' - at some point I place the pen down on the floor/ground near the center of the rope circle. I then move around, and talk, a little more. I ask everyone to open his/her eyes and remind them to step out of the rope area after finding the pen and to NOT help anyone. Easy round. I do check in with everyone to see how they are doing and invite any insights they have.

**Round 2:** I invite the players ready for the next round back into the circle. I remind them that the rules are the same. I ask them to close their eyes. This is where the pen that is close to the color of the rope comes into play. I move around, talking again to let everyone hear me, and then place the pen up against the rope, still inside the circle, to 'hide' it a bit - if the colors are close (or exact) the pen is a little camouflaged. I ask everyone to open his/her eyes and, again, remind them to step out of the rope area after finding the pen and to NOT help anyone. I check in and invite any comments or reflections.

**Round 3:** I invite the players ready for the third and final round back into the circle. I remind them that the rules are the same. I ask them to close their eyes. Again, I walk around, talking a bit so they can hear me. This time I place the pen on my body somewhere (often clipped to my shirt) with some part of the pen showing. I ask everyone to open his/her eyes and remind them to step out after finding the pen and NOT help. This round usually lasts a bit longer and often finds a handful of players wandering around the circle looking down at the ground. Eventually, all find the pen and step out.

Initially, after this final round, I check in to see if everyone is emotionally okay or if we need to air out some emotions. Then, we can go into some processing of the experience. (See 'Connect To' ideas above.)

Resource: I learned this one from Chris Ortiz. It's called, Little Green Straw, found in, *The Hundredth Monkey*, by Nate Folan - who learned it from Ryan who got it from....Thanks for keeping this one alive everyone. (I, Chris, more often than not, will use a pen for this one, hence the name change.)

**Word Clumps - 3, 4, 5, 6** (Connect To: Being proactive or reactive; Sharing resources - letting other help; Helping relationships; Social awareness [SEL] - is everyone included; Self-talk - are you in a creative space, or not; What are you saying to yourself; Mental models & Phantom rules;

Workshop Participants: We played this one to emphasize inclusion and social awareness (building on SEL). Was our awareness for our own well-being and/or the well-being of everyone?

**Process:** You'll need enough letter tiles so everyone in the group can hold one tile. This activity will work the best with larger groups, 24 to 60 participants is ideal. (Playing with less can be done, each Round is over pretty quick so there is less emotional tension.)

Before playing, set out all the letter tiles (e.g., Jumbo Bananagrams) out on the floor (or on tables if you have them) - scatter them about, letter-side down. When your group is ready, ask everyone to pick up one letter tile from the pool - it's okay if they look at it once it's picked up.

Word Clumps is played in several Rounds. A Round is over when everyone agrees the Round is over. The facilitator asks, "Are you done with this Round. If there is agreement, or maybe, no one says otherwise, the Round is over. (The idea is, you want to get someone to say otherwise and get everyone to complete the goal.)

## Purposeful Program Design: Knowing Why You Are Team Building

Presented by Dr. Chris Cavert, Pune & Bangalore India, December 2019

In each Round, the goal is the same: Be a part of a word. In each Round, the length of the word required is different. At the end of each Round (when the Round is over), the same two questions are asked, "How many people were part of a word? Raise your hand." and "How many people were not part of a word? Raise your hand." When all Rounds are completed, provide some processing time for the group - use the Connect To ideas for starting points.

**Round 1:** The required length of the word is three letters long. Transition Process: When the Round is over, and after the two questions are asked, direct everyone to shuffle their letter tile with other players - everyone walks around exchanging letter tiles with others - until "Stop!" is called by the facilitator. Everyone should have at least one letter tile in his/her hand before starting the next Round.

**Round 2:** The required length of the word is four letters long. Play and then go through the Transition Process.

**Round 3:** The required length of the word is five letters long. Play and then go through the Transition Process.

**Round 4:** If a shift in cooperative engagement (see below) has not occurred, and you have the time, attempt one more Round. The required length of the word is six letters long. Play and then go through the Transition Process.

Cooperative Engagement - one of the main facilitated objectives of Word Clumps is to get the whole group working together in order to get everyone to meet the 'goal' - be a part of a word in each Round. There is no rule that prevents participants from exchanging their letter or picking up a second letter (in order to make all the letters in play divisible by the length of the word required in each Round. We're looking for problem solving behaviors, social awareness and inclusion.

Resource: *Crowd Words*, by Broda & Dunlap

**Get Your Word** Connect To: Understanding and following complex directions; Obtaining resources - how do you get what you need; Helping each other; Problem solving skills; Mental Models & Phantom Rules;

**Process:** You'll need enough letter tiles so everyone in the group can hold one tile. This activity will work the best with larger groups, 24 to 60 participants is ideal. (There might not be enough letters in play with smaller groups - unless the group makes the shift to exchanging letter tiles with the pool.)

Before playing, set out all the letter tiles (e.g., Jumbo Bananagrams) out on the floor (or on tables if you have them) - scatter them about, letter-side up. Ask everyone in the group to first, think of a 5-letter word - it could be related to a program theme, a team quality or a descriptive word related to each person. Then, pick up the letter tile that starts their word. If they cannot find the letter tile that starts their word (all have been picked up), this player must choose another 5-letter word - one that starts with a letter still available. When everyone has his/her first letter, you're ready to play.

The objective of the activity is for everyone to spell out his/her chosen word. Letters to each word must be collected in order. However, other letters can be traded between the letters needed. For example, if a player has the word BRAVE - she starts with the 'B' tile. She is looking for someone in the group holding an 'R'. When she finds a person with an 'R' willing to trade her for her 'B', then the trade can be made - then she needs to find an 'A'. If this simple trade cannot be made, the 'B' holder

## Purposeful Program Design: Knowing Why You Are Team Building

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will have to figure out how to make the trade(s) she needs to get her 'R' (or next letter). So, other letters can be in her possession before she acquires the next letter she needs. This will involve some creative problem solving.

Additional Rules of Play:

Players can only have one letter in their possession at a time.

A player can only trade the letters needed for his/her word with other players in the game.

When a player obtains the final letter of his/her word, he/she raises that letter and says, "I got my word",

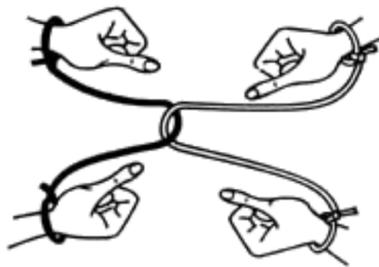
After spelling out their word, participants can then decide how they will continue to interact in the activity. One of the main facilitated objectives of this activity is for the participants to recognize their resources and figure out how to use the resources available to solve the problems they encounter - limited letters, assistance from others. For instance, there is no rule that prevents players from going to the letter pool and exchange their letter. And, what do participants do after they get their word?

Resource: *Team Building with Letter Tiles/Jumbo Bananagrams*, released in 2020

**Escape Ropes** (a.k.a., Handcuffs Puzzle) Connect To: Small-group (pairs) problem-solving; Exploring possible solutions; Learning from/with others; Exploring other possibilities - when what you're doing isn't working.

**Process:** You'll need one length of string/parachute cord, about 5-feet long, for every participant. At each end of the string, tie an overhand knot on a bight to create loops large enough for hands to go through.

Participants are paired up and then connect themselves together as shown in the picture below. The objective for each pair is to un-link themselves without untying any of the knots or taking any part of the ropes off of the wrists - the loops cannot be removed from any wrist.



Escape Ropes is commonly done as a "think-out-of-the-box" demonstration - looking beyond the impossible to the possible. I like to use it as an object lesson of my role as a facilitator - I'm there with the group to assist them with their adventure. I might provide some information along the way to help them discover options they might not see at the time - options that might become noticeable once the participants see what is available to them. At that point I would bring the middle of one of the bracelets near the opening of the loop where a hand went through. By bringing one player's bracelet through the loop of the other player's bracelet, unlinking becomes effortless.

Resource: Search 'Handcuff Puzzle' on the internet.

## Purposeful Program Design: Knowing Why You Are Team Building

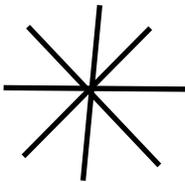
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**Human Knot** Connect To: Problem-solving, Attention - how are you helping even if you can't do anything, or are done doing; Perspective on the problem - where are you in the problem, what do you see.

**Process:** Check out this blog post - substitute short rope sections for the noodles (if you don't have noodles). <http://www.fundoing.com/blog/noodle-knot-into-one-circle>

**Exchanging Knots** Connect To: Problem-solving; What motivates actions; Sharing ideas; Willingness to do what it takes to get out of a problem;

**Process:** You'll need one short length of rope (about 5 feet) for every two players. You'll want at least two groups of six to eight players to make this interesting - even numbers of players work out best.



**Process:** Set out at least two asterisk shaped rope lines as shown in the picture (if you have more players, make more asterisks) - three ropes for six people, four ropes for eight players. Have a different player grab the end of each rope line. The first objective, with each small group holding the ropes up about waist level, is for each group to make a tangled knot with the ropes - basically, where all the ropes are crossing. Players must keep hold of the end they are grabbing as the tangle is made. Encourage players to go over, under, through openings, around, whatever it takes. Give them about two or three minutes to make a knot.

Then ask each group to set their tangled knot down on the ground and rotate over to another knot - groups exchange with the same number of players. The next objective is to un-tangle this new knot. Once un-tangled, have each group make another knot. Now that they know what's up, notice the enthusiasm that takes over. Where does it come from we wonder? Rotate again to untangle another knot. Where is the motivation?

Resource: Learned from Mike Spiller, found in, The POSSIBLESbag Activity Manual, Cavert

**Shakes/Bumps, Winks/Blinks & Belly Laughs** Connect To: Taking a risk - not know what you're getting into, but taking a risk; Do you go out and find or stay put and be found; Have some fun;

**Process:** Ask all players to pick a number (keep it in their head) from one to five. Get into like-numbered groups only communicating through handshakes (e.g., no talking or holding up numbers with your fingers). Whatever number a player chose will shake hands with other players equal to that number - if handshakes match with other players stay together with these like shakers. If handshakes don't match move on to find other players "like you." After a couple minutes stop the activity and find out where each numbered group is - "Where are the ones?" They give a holler. "Twos?" They give a holler, and so on.

## **Purposeful Program Design: Knowing Why You Are Team Building**

Presented by Dr. Chris Cavert, Pune & Bangalore India, December 2019

Now, ask players to choose a different number from one to five. Find those “like you” by either winking or blinking your number to another player. Stay together with those like you. After two minutes check in and holler.

For the third round, choose a different number from one to five that you have not chosen yet. Find players like you using belly laughs – if I’m a four I give out four big laughs, “Ha, Ha, Ha, Ha!” With feeling. At the end of the third round each group is asked to “show themselves” by giving out their number of belly laughs together. This is a nice energetic way to move into a break.

Resource: Found in, *The More The Merrier*, by Sikes, Evans & Cavert)