

GROUP JUGGLE

Purpose/Goal of Activity: Ice breaker/get acquainted activity that focuses on communication, teamwork, and problem solving. Goal of activity is to group juggle is to set a group goal of the number of items the group can manage successfully.

Group Size Recommended: 15 - 25

Age Group: Ages 9 and up

Supplies: Variety of objects such as koosh balls, fox tails, cat/dog toys, tennis balls, etc. Should keep on hand a bag of approximately 25 objects.

Instructions for Activity:

1. Form a large circle
2. Go around the circle and each person tell their name, what they do and one thing they hope to gain from today's training/experience.
3. Everyone hold up right hand with palm facing the center of the circle so that everyone can see who has not had the ball yet.
4. Using a small koosh ball, toss the ball around the circle. It is helpful each person tosses to someone that is not right next to you on either side.
5. Before the ball is tossed, say the name of the person to whom you are tossing. Be sure to remember who you toss the ball to and who tossed you the ball.
6. After receiving and tossing the ball on to another participant, put hand down.
7. Continue the tossing until everyone has received the ball.
8. The last person will throw the ball back to the person who started the activity to complete the pattern.
9. After the pattern has been completed, ask the question, "does everyone remember who threw the ball to them and to whom they threw the ball?"
10. Repeat the same pattern again and continue to say the person's name, attempting to complete the pattern quicker.

11. ,Ask the group to set a goal of the number of objects they feel they can successfully get rotating in the circle using their established pattern. Once they reach a concensus, begin the Group Juggle again and add objects every 3 to 4 tosses.
12. Groups will vary as to their skills. If groups do well, they may want to continue to see how far above their goal they can go. Others will become frustrated and want to quit. Either situation is okay. Structure your debriefing questions to fit the situation.

Sequencing - list questions for Debriefing:

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|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "What?" | How many objects did we end up with?
Which of the objects was most difficult/easiest to catch?
Why?
What was the thing about the activity that made it difficult?
How did you adjust your strategy to make the activity work? |
| "So What?" | Why were we so successful/unsuccessful in meeting our goal?
How could we improve upon what we did to be more successful? |
| "Now What?" | How are the objects in the circle like the people/students we work with?
How is this activity like the way we work with those people/students?
How is this activity like the things we deal with in our lives? |

HUMAN SCRABBLE

Purpose/Goal of Activity: This activity is used to illustrate how some people are left out of participation, through no choice of their own. The goal of Human Scrabble is to teach participants the importance of inclusion and making everyone feel a part of the group.

Group Size Recommended: 15-30

Age Group: 12 and up

Supplies:

1. Index Cards. Write one letter of the alphabet on each card. Be sure to have one "Q" and one "U" in the set. You can duplicate popular letters such as vowels and consonants such as "R", "S", and "T".
(Note: Masters of letters, 4 to a page, are included which can be duplicated. It is best to run on card stock and for longer wear, laminate!)

Instructions for Activity:

1. The object of this game is for individuals to mix and mingle and put their card together with as many other individuals to create words.
2. As words are made, each participant will keep track of their own points. For each letter in the word they create with other individuals, each person who contributes gets that number of points. For example, if three participants have the letters "D", "O", and "G", they would each get 3 points for spelling the word DOG.
3. To create a situation where a few people will have difficulty creating words, take out the "U" and leave in "X" and "Z".
4. Allow only 2 minutes for the activity.
5. At the end of the 2 minutes, have participants add up their points.

Sequencing - list questions for Debriefing:

- "What?"
- If you achieved 20 or more points, stand up. Keep increasing number until only 2-3 people are standing? Then ask each person still stand how many points they accumulated.
 - For those still standing, what was your letter?
 - What happened as you moved around the room?
 - Identify people with the fewest point using the same stand up method above. Why was it difficult for you to get points?
- "So What?"
- How did those who got lots of points feel when they saw the letter they were given? What about those with few points?
 - How did people respond to those with the "Q" or the "Z"?
- "Now What?"
- How does this activity relate to real life? (Inclusion, Exclusion)
 - What are situations that you've been in where this type of thing happens?
 - How can we make sure that exclusion doesn't happen in school, clubs, etc?

A KNOT BETWEEN US

This activity requires teamwork and communication to untie a series of knots in the Raccoon Circles.

Equipment needed: lengths of Raccoon Circles to have 1 for every 2 people in your group. (Raccoon circles are 10 ft. lengths of flat webbing - can substitute large rope cut into 10 ft. lengths)

Have participants form a circle. Tie **loose knots** in each Raccoon Circle. Place a Raccoon Circle between each pair of people, having the participants hold the ends of the ropes. **DO NOT** close the circle! Leave one opening between two participants.

Without letting go of the rope at any time, participants are instructed to work together as a team to untie the knots in all of the ropes so that the ropes and people form one continuous line.

LEGO MAN

Purpose/Goal of Activity: The purpose of this activity is to enhance communication skills and observe leadership styles within a group through a problem solving activity.

Group Size Recommended: 4 to 8 groups of up to 4 people per group

Age Group: 9 and up

Supplies:
* 1200 piece Lego kit
* 9 small paper bags

Instructions for Activity:

1. Preparation: Construct a small Lego Man out of approximately 25 pieces, mixing the colors and shape to make a colorful design. Assemble the exact same pieces in 8 different bags so that each group has identical resources as the completed Lego Man.
2. Divide participants into groups and place each group at a work station. Provide one bag of Legos to each group. Instruct the group to keep their sack closed until instructions are given.
3. Place the complete Lego Man at the front of the room and show him to the entire group. Tell the groups that they have 2 minutes to work together to assemble their Legos in the exact same way as Lego Man is assembled. Lego Man will be placed out of sight (behind the podium, in a box, etc) and only one member of each team may come and look at Lego Man to see how he is assembled. No one is allowed to touch Lego Man. Only visual observation may be used. Team members return to their group (no yelling from the front of the room back to their group!) and explain how the assembly should be done. Teams may send a representative to look at Lego Man as many times as they wish, as long as only one team member at a time is there at the observation site.

Sequencing - Questions for Debriefing:

- "What?"
- How did the groups select their runner to look at the Lego Man?
 - How did the groups go about assembling their Lego Man?
 - How did each person participate?
 - How did the runners convey their observation to the rest of the group?
 - Did any teams accomplish their task in the allotted time frame?
 - If so, why? If not, why not?
- "So What?"
- How did other group members feel when the runner came back and didn't share information?
 - What was frustrating about this activity?
 - Why was it difficult/easy to communicate the steps in putting Lego Man together?
- "Now What?"
- What are other situations that happen in your life where you have to rely on others to communicate information to you?
 - How do you make sure that you understand them completely?
 - What can you do as the person with the information to get your message across to others?

PUTTING IT ALL TOGETHER

Purpose/Goal of Activity: The purpose of this activity is to help individuals and teams understand different aspects of team dynamics and learning how to be effective at problem solving.

Group Size Recommended: 4 to 8 groups of up to 8 participants per group

Age Group: 9 and up

Supplies:

- 8 - 100 piece puzzles prepared in the following manner:
- * One without a box lid (picture of the puzzle)
- * One with wrong box lid
- * One with no edge pieces
- * One with all pieces spray painted black
- * Two puzzles with pieces mixed (trade approximately 25 pieces)
- * One with approximately 25 missing pieces
- * One complete puzzle

Instructions for Activity:

1. Divide participants into groups and place each group at a work table.
2. Give each group a puzzle. Instruct the groups to work together as a team to put the puzzle together as quickly as possible.
3. If time allows, permit groups to complete puzzles. If several groups finish, you may want to stop them and complete the activity with discussion topics below. The painted puzzle rarely finishes!

Sequencing - Questions for Debriefing:

"What?" Were there problems with the puzzles? Ask each group individually.
How did each group proceed with the obstacle they were presented with?

"So What?"

Did your group become frustrated?

How did you adapt to the challenge of your puzzle?

What were the comments/feelings that emerged as groups realized that things were wrong with their puzzle?

"Now What?"

How does their situation relate to team dynamics or teamwork?

How do you adjust (coping skills) to situations when you think you have all you need to complete a project and realize that you are missing things?

How can we avoid situations like this?

WING IT

Purpose/Goal of Activity:	The purpose of this activity is to help participants see the advantages of cooperation and teamwork. The effects of competition on team dynamics will be evaluated as well. Goal Setting will also be addressed.
Group Size Recommended:	4 to 8 groups of up to 8 people per group
Age Group:	9 and up
Supplies:	8 - 12 inch threaded rods 60 - wing nuts (this allows for a few extra) you can have up to 7 wing nuts per threaded rod. Adjust number of wing nuts to have an equal number of pieces and group members. Count the threaded rod as one of the pieces.

Instructions for Activity:

1. Divide participants into groups and scatter the groups around room to allow plenty of space.
2. Each group will receive one threaded rod and enough wing nuts for each team member to have one item each (the threaded rod counts as an item).
3. Instruct the teams to remove the wing nuts from the rod and wait for further instructions.
4. Once step 3 is completed, inform the group that they have one minute to plan their strategy to get all of the wing nuts on the threaded rod and off the other end. Then begin timing this one minute period, allowing them time to plan.
5. Do not interject any instructions that will cause members to believe they are engaged in competition with other teams.
6. Once the one minute planning time is expired, tell the groups they can begin.
7. After all groups have finished, follow with discussion.

Sequencing - Questions for Debriefing:

- "What?"
- What was discussed during the planning?
 - What leadership styles emerged during the planning?
 - How did the other team members react to this leader?
 - Did everyone participate?
 - Was competition assumed? What actions of group members indicated competition?
- "So What?"
- Why was competition assumed?
 - How did competition change the task?
 - What should have been the focus of each group? (Completing the task as quickly as they could - not measuring against other groups)
- "Now What?"
- What situations have you been in where competition caused problems among members of the group?
 - How did you refocus the group and avoid competition?
 - Is competition necessary in everything we do? If so, why? If not, why not?