Expanding Horizons Through Group Development

Activity Handbook

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Table of Contents

Note: Scroll over hyperlinked page numbers to navigate directly to the topic. Scroll over first level topic headings to navigate back to the Table of Contents.

Participant Handout 4

- Group Development Activities 4
- Facilitating Group Development Activities 4
- Maximizing Transfer of Learning 4
- Basics about Facilitating Group Development Activities 5
- Matching Activities to Outcomes 6
- Debriefing Group Development Activities 6
- Two Question Structures 7
- Pre-brief Introductions 8
- Interventions 10
- Conclusion 10

Respecting Diversity 11

- Take A Walk In My Shoes 11
- Elbow Tag 12
- Clothes Pin Ninja 12
- PVC Structure 12
- Tangrams 12
- Rejection 13

Trust & Sense of Belonging 15

- Five Handshakes in Five Minutes 15
- Wind in the Willow 15
- Key Punch 17
- Who Will You Choose? 18
- Lean On Me 18
- Pipes of Support 18
- Webs of Trust 19

Effective Communication 20

- Silent Animals 20
- Group Juggle 20
- Team Pictures 20
- Communication Crane 20
- Interactive Video 21
- Body English 21
- Communication Breakdown 21
- Dream Catcher (Vertical Spider's Web) 21
- Wacky Walkers 21
- Team Train 22
- Pathfinder Walkie No Talkie 22
- Communication Breakdown Minefield 22

Cooperation 23

- Infinite Circle 23
- Zoom 23

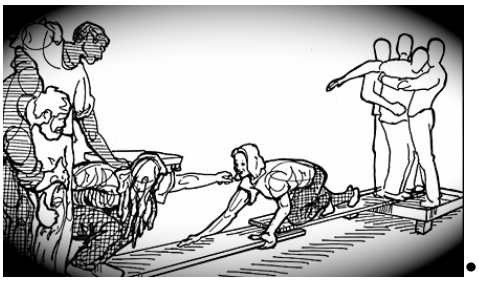
Magic Orb 24
Mute Line Up 25
Number Line Up 25
Operation Shoe Cooperation 25
Group Vibes 26
Cooperation Clock 26
Group Effectiveness 28
Medieval Roles 28
People Puzzle 28
New World 28
Build it Up 28
Zip Zap 29
Human Machine 29
Think Tank 29
Knee Tag 30
You Can Share My Chair 31
Problem Solving & Decision Making 33
Back-to-Back, Face-to-Face 33
Back-to-Back Ubuntu Cards 33
Zoom/Re-zoom 34
Workshop Closure Activities 36
Train-the Trainer Soul Train 36
Spiral 36
Rain Storm 36
Activity Topics 37
Communication 37
Diversity 40
Trust and Sense of Belonging 43
Group Effectiveness 45
Problem Solving & Decision Making 47
Collaboration and Cooperation 51

Participant Handout

National 4-H Congress: Passport to Excellence
Expanding Horizons Through Group Involvement

This workshop is an introduction to group development activities with intention. Each group will engage in activities designed to focus one aspect of group effectiveness. Students in Georgia College & State University's Outdoor Education Program will model and discuss basic and advanced facilitation strategies used across 72 different program activities to share with others at the conference and at home. Program activities will be posted on the 4-H Congress website sometime in January.

Group Development Activities



Experiential educators use group development activities to help individuals and groups grow. They are often referred to as initiative tasks and sometimes include low challenge course activities. The role of the facilitator is to empower the group to learn, grow, and change through purposeful reflection on experience. Group development activities can be powerfully engaging and holistic learning experiences. Well-chosen and delivered with intention activities incorporate:

- Novelty: Activities create a unique context and uncertain outcomes. They are used to level the playing field by placing participants in situations in which no group member is an expert. Even a well known activity can be made novel by changing the name, rules, or props.
- Dramatic excitement: Activities focus attention and engage the mind. They create interest and increase one's ability to learn. In the moment the activity challenges participants' perceptions of themselves, others, and the way participants interact with the purpose of the activity.
- Structure and sequence: Activities are used to meet the needs of the group. Activities are custom tailored to the group and the challenges sequentially increased as participants become ready to explore the purpose of the program.
- Consequence: Activities are used to promote realism. The hope is that participants will learn something about themselves and others that will provide insight for future use. Natural consequences embedded in group development activities provide opportunities for facilitators to process the experience.

Facilitating Group Development Activities

"What we call leadership consists mainly of knowing how to follow. The wise leader stays in the background and facilitates other people's process."

John Heider

Fa·cil·i·ta·tion means to make things easy – to assist, help, or aid. In the case of facilitating group development activities, the facilitator's role is essentially to guide the process of discovery; to go with the flow and move with the lessons the group is learning. Facilitators understand that it is about the group and strive to create a positive atmosphere in which group members feel valued, respected, and supported. FUNN (Functional Understanding Not Necessary) often is a condition of participation. Group development activities challenge the group to perform because no one really knows how a group of people will engage, even if they know each other. Also, good old fashion FUN is essential because there is great take-away power in the ability to play, no matter the age or type of group.

Maximizing Transfer of Learning

We can define facilitation as techniques that are used to support group development experiences based on an accurate assessment of the group's

needs. Transfer of learning is a key concept that results in applying learning from an activity to the group's and group members' ability to use the learning in subsequent experiences or contexts like school or work. The central purposes of facilitation are to enhance learning and to assist participants to create meaning – in other words to create "light bulbs" moments of insight. From a basic facilitation point of view, an activity that inherently addresses an outcome may be conducted just as it is written. Most experienced facilitators believe that changing the name of the activity and changing the activity itself (the rules or the process) is a good way to focus the group's attention on a topic or purpose. Changes like this are referred to as matching the structure of an activity to the desired outcome. There are also ways to strengthen connections between an activity and participant learning by using introductions and interventions that set the stage for learning or provide opportunities to insert additional information or take advantage of a teachable moment.

Basics about Facilitating Group Development Activities

"A gem can not be polished without friction, nor a [person/group] perfected without trials"

Confucius

There is no recipe for facilitating group development activities because every group is *differently* comprised of individuals who bring *different* and unique perspectives to an experience. Even the same group may act *differently* at *different* times for *different* reasons. It is hard work that is based on the idea that people learn and change more from the process of working through problems and finding solutions then they do by being given answers and solutions. There are some cornerstones that most experienced facilitators believe are helpful[1].

- Circles are a symbol of wholeness in which everyone can see everyone else on an equal footing with equal responsibility for input or opinion.

- Simple intros or filler activities that get the group interacting, performing, and sharing in a intriguing way often create opportunities for the facilitator to observe group dynamics and interpersonal behavior.
- Back pocket activities help the facilitator to be ready to deal with changes in direction and learning opportunities. In other words, be prepared for the unexpected.
- Take time to build relationships and trust between group members and take advantage of teachable moments.
- Know the group. Who they are is simple. WHO they are is much more useful information.
- During discussions encourage group members to take responsibility for learning by allowing participants to pass unless speaking up is negotiated in advance.
- Gradually introduce strategies for encouraging everyone to speak like popcorn (anyone, in any order), whip (everyone speaks around the circle), and paired or triad discussion and report out.
- Build a sense of belonging in a group (a.k.a. trust) by building bonds and empathy for each other. Strive for healthy trust, not contrived, coercive behavior.
- Create an environment in which group members feel responsible for each other's success – we sink or swim together.
- Create an environment where it is safe and appropriate for participants to ask for and receive help from each other.
- Leave your ego at home. It is not about you. The job of a facilitator is to create an emotionally, physically, socially, and intellectually safe environment for group members to explore and create meaning.
- Include ways for involving reluctant group members. Sometimes a direct invitation to speak or an invitation for the group to respond to something you saw during the activity helps. Use techniques like thumb meters or rank a response based on image or taste (apples, oranges, lemons, or prunes). Don't forget to ask why.

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[1] Stanchfield, J. (2007). *Tips & Tools: The Art of Experiential Group Facilitation.* Oklahoma City, OK: Wood "N" Barnes Publishing.

- Remember that a good group development activity hits its mark – if you want to focus on communication, respect, or decision-making – make sure the activity requires effective communication to be successful, or will provide opportunities to discuss how respect for diversity in the group produced missed opportunities for success, or how decision-making processes well implemented could have saved time, frustration, or the alienation of group members.
- Keep your eyes and ears open. The best activities challenge participants and the best take-ways are often not apparent to group members while they are focused on a task.

The closer an activity matches desired outcomes, the more likely it is that participants will focus their thinking throughout the activity. There are also ways to strengthen connections between an activity and participant learning by using introductions and interventions that set the stage for learning or provide opportunities to insert additional information or take advantage of a teachable moment.

Matching Activities to Outcomes

When selecting an activity the facilitator thinks about activities that inherently are like the purpose of the activity. For example the Spider's Web is a classic group development activity. Normally the group has to get its members safely from one side of the web to the other without touching the web and using one opening per person. The group may have to start again if the web is touched and only once a person has been passed to the other side of the web may they assist someone being passed through a hole. Look at this activity sketch and ask yourself how does it require effective communication, or respect, or decision-making. If experiencing the activity is a strong match; then it might be a good activity to use to help the group explore one of these topics. In this case, the activity structurally matches all three outcomes to some degree because:

- Effective communication is a process in which the sender sends a message and a receiver accurately receives the message – the message travels from one place to another, as does the group, to successfully accomplish this task. If there are barriers preventing the message from being sent or received accurately, communication may not be effective. Groups are messy, so it is likely that this activity will demand effective communication in order for the group to accomplish the task.
- Respect includes respecting diverse needs in a group and in this activity some holes are smaller than others and some are higher then others. Safe passage to the other side may be a concern for some group members who may be concerned about their body size or being safely lifted by others given the rule for not touching the web. Individual member needs suggests that this activity will demand respect for diversity in order for the group to accomplish the task.
- Group decision-making is a process in which the selection of a course of action among several alternative strategies is evaluated to produce a final choice. This activity demands attention to several details including the order in which group members are passed through the hole, how they are passed in a safe manner without touching the web, and what holes are selected by whom. The entire group will have to make good decisions throughout the activity.

Debriefing Group Development Activities

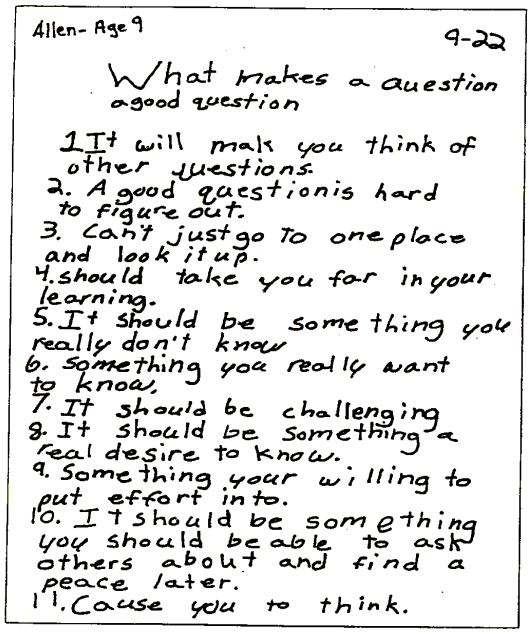
Debriefing is work; it is like putting a puzzle together. It is an intentional review at the completion of an activity – usually a challenging activity that is intended to focus the group's attention on something important. Debriefs capitalize on the experiences of participants, using observations and teachable moments to create commitment for action. They can be a short general summary of what happened, what does it mean, and what now with the aim of linking the activity with actions and applications to the next activity or real settings. Debriefing is a process by which the facilitator asks a series of

progressive questions that encourages participants to reflect on what happened, what does it mean, and how can the group or group members use what they learning in subsequent activities or apply learning to new real-world situations. Managing group interactions during discussions requires the facilitator to set and model good listening skills, respect diverse perspectives, and help the group interpret outcomes. Questions and the discussion that results from good questioning are at the heart of any debriefing process.

Two Question Structures

Discussion may take place in a debrief, between participants during an activity, or as a component of a pre-brief to the next activity. In addition to knowing something about the purpose of the activity (like what is good problem solving or how leadership within a group impacts success), facilitators observe groups and their members carefully so that they can direct questions and observations to the group that are relevant and will foster insight. There are a number of questioning models that experienced facilitators have found successful. Two examples of questioning structures follow:

The Experiential Cycle is considered one of the easiest question models to use. Here is an example.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What makes a question agood question

1 It will make you think of other questions.
2. A good questionis hard to figure out.
3. Can't justgo to one place and look it up.
4. should take you far in your learning.
5. It should be something you really don't know
6. Something you really want to know.
7. It should be challenging
8. It should be Something a real desire to know.
9. Something your willing to put effort into.
10. It should be something you should be able to ask others about and find a peace later.
11. Cause you to think.

1. What happened (specifics of the activity)? "Let's review what happened during this activity. Take a few moments to think about the activity from beginning to end. Focus your thinking on how the group communicated (decision-making, respect, leadership, etc.). Consider successful and challenging moments that you observed or had during the activity."
After waiting a few moments (which can be difficult), ask for examples. Use probes like "say more" and "what was happening at the time" or "can you give me an example of that point" to encourage description. Be sure to thank a speaker and ask if anyone has anything to add before moving on to another participant or question.
2. What does it mean (take-aways from the specifics)?
"Considering the points that have been made so far, what are the most important insights for the group to keep in mind?"
Sometimes it helps to ask two or three participants to form a discussion group. This strategy helps take the focus off one person's opinion. Be prepared to assist by offering suggestions about wording or merging insights into a list of endpoints. This helps to get the information down to a working set of conclusions that the group can agree to and does not put more or less emphasis on any one participant's opinion. Keep track of endpoints so that you can summarize them for the group or offer your observations for discussion to expand the list.
3. What now (applications to future activities or a real-world situations)?
"As we move on to the next activity (or back at school or in committee work), there will be opportunities to practice good group communication. The next activity, I hope, will challenge all of you to use what you have learned from this activity. So lets take some time to discuss what happens next – what will you do differently and how will you hold yourselves accountable?"
Sometimes it is effective to carry an imaginary pack filled with take-aways to the next activity or back to school, or to ask someone in the group to put the list in their pocket. These techniques help to enhance accountability within the group.

Open to Outcomes: 5 Questions[2] incorporates a different approach. Every strategy assumes that the facilitator

[2] Jacobson, M & Ruddy, M. (2004). *Open to Outcome: A practical guide for facilitating & teaching experiential reflection*. Oklahoma City, OK: Wood 'N' Barnes Pub.

offers good observation skills to the process, knows what they are looking for, and is invested in helping the group and its members create meaning for themselves. This model uses the facilitator's observation of group performance to engage the group in a process that includes each component of the experiential cycle for each observation.

1. What did you notice .....?
- Did anyone notice any frustration (or challenges, lack of participation in the process, etc.) during this activity? (All you need is a nod to ask for more information).
2. Why did that happen?
3. Does this happen in other situations .....?
4. Why does that happen .....?
5. How can you use this to .....?

The way an observation is approached will inform the direction and focus of the debrief. Consider three "handrail" questions for starting a debrief discussion using this structure: Do you know how much time it took to complete the activity?, Was the problem solved to your satisfaction? How many different strategies were used to solve the problem? Did you notice anything that someone did to help solve the problem? Each question focuses the group on the topic so that a deeper conversation can follow. Facilitators guide participants by using prompts like: "say more", "can you give us an example", or "can you describe what happened".

Pre-brief Introductions

A pre-brief introduction at the start of an activity sets the group up to focus on the purpose of the activity in advance. Most facilitators would agree that "telling" participants what to do is not as effective as engaging their curiosity about an activity and creating energy for doing the activity. Telling is mostly limited to an introduction that includes a description of the activity, rules, and safety considerations. Two types of pre-brief introductions often used by facilitators of group development activities (and other activities) are:

1. The facilitator introduces the activity to the group setting it up as a story or a challenge that is related the purpose of the activity.
2. The facilitator co-creates the introduction with the group based on the purpose of the activity.

Sometimes the purpose of an activity is about something that has happened in a prior activity or is related to a real situation in the life of the group or its members. Sometimes the purpose is about the program's focus or a goal the group has set for themselves. The more engaging the introduction, the more likely participants will keep it in mind.

Functional behavior: "Think of a person you like to work with to accomplish something that is important? (pause) Think about why you like to work with this person? (pause). If you are comfortable sharing, what makes this person a good person to work with? OK, this is what I heard (share the list with the group). During this activity, keep in mind these behaviors."
Past experience: Have you ever been in a group that has a difficult time making a decision or getting things accomplished? (pause – then ask for a nod, a thumbs up, or a funny action if the answer is yes) Think about why this was the case? (pause). If you are comfortable sharing, what made the situation difficult? OK, this is what I heard (share the list with the group) During this activity, keep in mind these things about good decision making."

Frontloaded introductions take place "up front". This means frontloading the intended learning before the activity by "loading" key learning points in advance. Participants are "loaded" to think about the outcome throughout the activity. After explaining the activity, the facilitator might ask a question that focuses on revisiting goals the group set for themselves in a past experience: "One more thing, what were the commitments that the group made about respecting each other after the last activity?" This is a commitment-driven frontload that emphasizes how the group decided to do things differently. It places new, agreed upon behavior at the forefront of their

minds. Examples of other types of frontloads and some language for using them are:
The average person can juggle five to nine things in their mind at once, so it is important not to use too much frontloading and to use this strategy only if the group is ready to do so. Frontloading does not take the place of a debrief; rather it enhances the debrief at the end of the activity or a series of activities that provide the group with increasingly challenging experiences.

Metaphorical introductions create a visual image of the activity that connects the activity to group's or group members' reality. People often use metaphors to describe things. For example one might say: "that test was a walk in the park" or "that was a half-baked idea" or "those words were music to my ears" or "life is a bowl of cherries". Life is not really a bowl of cherries however the image and our experience of cherries conjures a reaction that may be relevant to life – cherries may be sweet or tart, they have pits, and they make good juice. Ideas don't get baked in an oven; however they do get baked in our minds and, just like a pie, a half-baked idea is often a bad one.

Think of a metaphorical introduction as a multi-strand rope. The strands of rope run parallel to each other. One strand is the activity and the other is the metaphor. Thinking metaphorically might be introduced to the group by asking: "What is being at the 4-H Congress most like: Christmas, Thanksgiving, or your birthday?" The facilitator may ask for random volunteers to explain why they chose a response. An exercise like this helps a group to learn how to think metaphorically before a metaphorical introduction to an activity. Substitute the 4-H experience for a group development activity and the responses that might be given for an intended topic or outcome. Introducing the activity by offering a metaphor that has a name and a strong match to the intended outcome not only intrigues a group; it provides a foundation for the debrief. A co-created metaphorical introduction strengthens the connections to an activity by asking the group to identify and discuss them.

The team wall is an activity that challenges the group to get all its members up and over the wall. Rules are that there are no props allowed, no more than 2-3 participants may remain on the platform to assist the next person's ascent (two feet on the platform at all times), and participants must ascend and descend the platform in the same order they went over the wall. Participants who have exited the platform may return to the front of the wall to provide safety spotting to remaining group members – without touching them (except if someone is falling). This implies that participants are trained in spotting structures and their purposes because this activity requires knowledge of specific spotting procedures on the ground and in the air. It requires decision-making in the planning phase, respect for the capabilities and concerns of group members, and very effective communication.

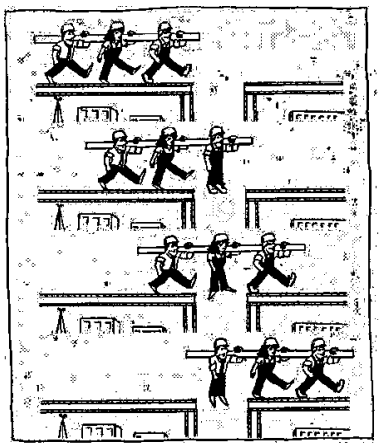
A facilitator created metaphorical introduction might start by gathering around the wall and, after giving the participants some time to look at the wall on both sides, describing the challenge, rules, and safety considerations are explained to the group. The facilitator might introduce the metaphor by saying: "You are going on a journey and like any journey it requires attention to detail, a well planned route, attention to the rules of the road, focus, and that everyone on the journey is taken care of. This journey cannot be successfully completed without making good decisions. Consider me your travel agent; I will check in with you about five minutes before you leave on the journey to see how you are doing." At the check in, the facilitator checks the plan, answers questions and, as appropriate, asks questions in the language of the metaphor that will strengthen connections to the purpose of the activity and emphasizes safety considerations.

A co-created metaphorical introduction for the same activity begins in the same way. After looking at the wall and describing the challenge, rules, and safety considerations, the facilitator might say "You are going on a

journey and like any journey it requires attention to detail, a well planned route, attention to the rules of the road, focus, and that everyone on the journey is taken care of. What are your thoughts about how this journey is like good decision making (may say in school or at home or in this group?" The facilitator is asking the group what they know or have learned about good decision-making and focusing their attention on what they have to keep in mind as they travel to their destination. Questions are asked, in the language of the metaphor, to challenge the group to think carefully about the purpose of the activity. Finally: Consider me your travel agent; I will check in with you in about five minutes before you leave on the journey to see how you are doing." As in the facilitator created metaphor, the facilitator checks the plan, answers questions and, as appropriate, asks questions in the language of the metaphor that will strengthen connections to the purpose of the activity and emphasizes safety considerations.

Interventions

Facilitators need to be good observers of the group experience. Egos and personal agendas are left at the door, unless of course there is a good reason to engage the group during the activity. Most experienced facilitators use interventions sparingly to avoid interrupting the group experience; however sometimes an intervention or "stepping in" can strengthen the experience or may be necessary to ensure emotional, social, intellectual or physical safety. It is important to avoid "rescuing" a group by interfering with their experience. Interventions that take away the group's responsibility for being accountable for itself or providing information that lessens the power of the activity to create real meaning should be avoided. It is also important to be consistent with the language of a frontloaded or metaphorical introduction when intervening. Facilitators often ask the group to pause for a moment and then circle up so it is clear that they are stepping out of the activity before resuming it again. Facilitators should take ownership for the intervention by speaking in "I" and being clear about what was observed or said. Interventions provide opportunities for the facilitator to process the experience in the moment. Some examples of interventions include:



- Managing group member behavior or group dynamics often by asking if anyone noticed something. An example would be to state: "I noticed that some of you are trying to say something or I am wondering if anyone is feeling uncomfortable with X or I just want to remind you that one of the expectations you agreed to before we started this activity was that "put downs" would be replaced by "put ups".
- Refocus the group on the purpose of the activity, the metaphor, the rules, or safety considerations by saying: "I just want to remind you that …". Better to step in then watch an accident waiting to happen occur.
- Seeking information about the process the group is using by saying: "I am wondering if you can describe the process you are using to accomplish this task"
- Providing information about the purpose of the activity by saying: "Did you know that a common myth is that we communicate primarily through words? How are other forms of communication like body language or the amount of time the group has spent on this activity affecting things?"
- Change the activity or add new information that will increase the challenge by adding a new rule, condition (can't talk or can only say yes), adding or taking away a prop, or changing roles.

Conclusion

Basic facilitation strategies are normally used with new groups and at the beginning of a program of group development activities when the group is first getting to know each other or team building is a new experience. More advanced strategies are most often used when significant learning is expected and the group is ready to get down to business. In the end – enjoy! Be yourself, be prepared, and let the group know you are in this for them. Make room for the giggles.

Respecting Diversity

Gentry Pruett	Respecting Diversity
Can You Dance Like Me? (Interactive Video)	Frank, L. (2004). Journey toward the caring classroom. (1st ed., p. 49). Bethany, OK: Wood 'N' Barnes Publishing.

1. Props: N/A
2. Description: Similar to the game Telephone, participants line up facing forward with enough space that they can just reach the shoulders of the person in front of them. Once lined up, the person at the back of the line creates a dance and shows it to the person in front of them. The dance then moves forward in the line as the next participant turns around to receive the dance. Once the dance has reached the front of the line, ask the participants from the front and the back of the line to step to the side and have a dance off to see how much the original message got broken down.

Parts of a Whole (Human Machines)	Frank, L. (2004). Journey toward the caring classroom. (1st ed., p. 197). Bethany, OK: Wood 'N' Barnes Publishing.

1. Props: N/A
2. Description: Divide participants up according to season in which they were born. Give participants the challenge to get in the formation of anything they want. Allow participants about five minutes to get in formation and then go around to each group to allow them to share. **Safety Concern:** Do not allow participants to be lifted off the ground.

Take A Walk In My Shoes	My Own Activity

1. Props: The shoes participants wear plus a few activity specific shoes or unique shoes.
2. Description: Participants place their right shoe in the middle of the circle and then chose a shoe other than their own. Get the group to make three to four groups based on characteristics of their shoes. Give the participants the challenge to come up with a skit based on different scenarios (e.g. the first day of school, one shoe is in distress the other shoes are rescuing it). Be sure to allow the participants to get a new shoe each time and also find new groups. In the end, circle up the group and have the participants tell the story of the shoe they have, return it to the owner, and allow the owner to tell the actual story of their shoe.
3. Facilitation Strategies Used:
   a. Metaphor: Talk about how you selected some of your friends and challenge the participants to break free from their usual selection process.
   b. Metaphor: Talk about how you can tell a lot about a person from their shoes, like what they do for a living, what their hobbies may be, what sports they play or where they have been.

K'Nex the Puzzle Pieces (Communication Breakdown)	**Reference APA style from book**

1. Props: four to seven sets of K'nex pieces. Legos will work too.
2. Description: Split participants up into teams of three. Build a small model to serve as the key to the puzzle. One person to see the model, one person who cannot talk to communicate what the person sees to the builder. The builder is the only person in the group who can touch the pieces and the seer is the only participant who can see the key to the puzzle. Allow for a few rounds so participants can switch roles up. Allow for the final round to be a dream team configuration where the group assigns roles based on previous performance.
3. Facilitation Strategies Used:
   a. Process intervention: Communicator is no longer allowed to point.
   b. Frontload: In this next activity think about what you bring to the table and how it's valuable to the members of your group.

c. Frontload: In this next activity think about a time that you couldn't relate to someone because they were so different from you for example, their point of view was so different you could find any common ground.

Joey Van Frayen	**Respecting Diversity**
Elbow Tag	Holden Leadership Center. (n.d.). *University of Oregon*. Retrieved December 5, 2013, from http://leadership.uoregon.edu/upload/files/tip_sheets/elbow_tag.pdf
1. Props: none 2. Description: One person volunteers to be the tagger and they run around trying to tag all the other participants. Once you are tagged, you link arms with the person who tagged you and continue to tag everyone until there is no one left.	
Clothes Pin Ninja	International Association of Teamwork Facilitators. (n.d.). *'International Association of Teamwork Facilitators'*. Retrieved December 5, 2013, from http://www.teachmeteamwork.com/teachmeteamwork/2007/03/team_building_g_2.html
1. Props: clothes pins 2. Description: one person who volunteers to be the ninja stands in the middle of everyone else who circles around them. They have 15-30 clothes pins pinned them and try to gently tag the others with a noodle as they try to unpin them silently without being touched.	
PVC Structure	**Reference APA style from book**
1. Props: pvc pipes, elbows, connectors and caps 2. Description: participants are given the pvc pipes and told to create a free standing structure using every piece given while plugging every hole. 3. Facilitation Strategies Used: a. Content frontload b. Content intervention c. Metaphorical frontload	
Tangrams	**Reference APA style from book**
1. Props: 4 sets of tangrams 2. Description: participants are given the tangram pieces that create 4 separate squares. They are challenged to build those 4 separate squares based on the color of the pieces. Once they have completed that, they are then instructed to build a tangram 4 times the size of the original squares where no two of the same color pieces are touching. 3. Facilitation Strategies Used: a. Handrail frontload b. Content frontload c. Process intervention	

Hailey McCommons	**Respecting Diversity**
Colors of the Hoop (Eye Tag)	Hammond, D & Cavert, C. (2003). *The EMPTY bag*. FUNdoing Publications. Retrieved from www.fundoing.com.

1. Props: colorful hula hoop
2. Description: Have everyone gather in a circle and place a multi-colored hula-hoop in the middle of the circle. Have one person that's "it" in the middle. The object is to swap places with someone across from the circle by making eye contact and without the "it" person taking one of the open spots. As you are swapping with someone step in the hula-hoop with one foot and introduce yourself to the person you made eye contact with.

Rejection	Cummings, M. (2007). *Playing with a full deck!*. Kendall Hunt Publishing

1. Props: deck of cards
2. Description: Give each participant a card. Ask them to find a partner with a card that has something in common with their card. (Example: suit, number, color) Have them discuss things such as commonalities/differences with their partners, share a goal for the day, favorite foods, etc. As you are handing out the cards, the participants with red cards receive normal directions for the activity. Participants that are given black cards are given the same instruction and are also told they are not allowed to talk to anyone with a red card.
   **Facilitation note- works better with 10 or more people

A Diversified Hoop (Helium Hula Hoop)	Facilitator. Debrief me Retrieved November 12, 2013 from http://www.facilitutor.com/gameDisplay.php?id=14

1. Props: multi-colored hula hoop, notecards, pen
2. Description: Each participant will have different personality cards and explain that they must all act out these personalities. The object is to lower the hula-hoop from shoulder height to the ground. While lowering the hoop everyone must have one finger touching at all times. Personality cards can include: over encouraging, clumsy, go with the flow, easily distracted, annoyed with someone in the group for no reason, failure is NEVER an option, just wants to go home, pessimist, bubbly, just wants to go home, emotional
   **Facilitation note- have as many personality cards as participants
   Adaptations: split participants into 2 groups
3. Facilitation Strategies Used:
   a. Content frontload, which allows the participant to think about the outcome of the activity. For this activity I defined diversity and the positives and negatives diversity has on groups.
   b. Process intervention, which is used to intervene with the participants to determine their process of how they are accomplishing the goal.
   c. Experiential cycle debrief is asking participants what happened during the activity, generalizing the activity and applying what was learned in the activity to everyday life.
   d. 5 question debrief which is based off of facilitator's observations. Also, when using this debrief it is best to start with a handrail question, such as: Do you know how long it took you to complete the activity, was the problem/activity solved to your satisfaction, or how many strategies were used during this activity?

Got the Whole Word in Your Hands (Bull Ring)	Cain, J. & Jolliff, B. (1998). Teamwork & Teamplay, IA: Kendall/Hunt Publishing Company.

1. Props: bull ring, ball, stand for the ball, hula hoop sections
2. Description: Explain that the object is to get the ball from its current location to a designated end location. The ball must be carried with the ring and if it falls on the ground the group must restart. The participants may only touch the chord to transport the ball.
   Adaptations: choose the distance traveled based on the desired level of difficulty, have participants hold the end of the strings, and some strings could be higher or lower depending on the type of

challenge the participants want or are given

3. Facilitation Strategies Used:
   a. Facilitator metaphor is a metaphor created by the facilitator. When using metaphors the facilitator explains the activity then uses the metaphor to help participants relate to the activity. A metaphor for this activity could be diversity is like a melting pot and each string would represent a different type of diversity ex. Gender, age, religion, race, physical handicaps, culture etc.
   b. Co-creative metaphor is when the facilitator gives the participants choices of metaphors to choose from and decide which one means the most to them. Some examples could be diversity is like a melting pot, a salad, or 4-H. When participants have chosen the metaphor they like best, you can have them explain why and how it could relate to the activity.
   c. Content intervention is used to remind the participants about the primary outcome. In this case, if the participants got off topic the facilitator could intervene by discussing diversity to get the participants focused back on the primary outcome.
   d. Cumulative question debrief has 4 stages: cognitive, convergent, divergent, and evaluative. Topics for discussion could include the facts, observations, problems, and application from the activity.

Trust & Sense of Belonging

Maxwell Wheeler	Trust & Sense of Belonging
Five Handshakes in Five Minutes	Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661

1. Props: N/A
2. Description: Get the group into a circle. Explain that there will be five different handshakes (the logger, the wind-up toy, happy salmon, llama and wild turkey). Ask for a volunteer and demonstrate each handshake to the group. Now, have each member of the group do each handshake with a different person. Before they can begin the handshake they must introduce themselves to each other. After they have gone through all the handshakes see if anyone can remember all five people they met and what handshake they did together.

   Hand shake descriptions:
   The Logger - Make a fist with a thumb sticking up. The second person will the grab the thumb and then do the same. Continue until there is a stack of four hands.
   The Wind-up Toy - Grab each other's forearms. While holding onto the forearm they make a circle with their arms. As the circle goes up they try to stretch as high as possible and when the circle goes down, crouch as low as they can. After three circles bounce away from each other like a hopping wind-up toy.
   The Happy Salmon- Put arms parallel to each other's with their hands extended to the others forearm. Now lightly slap hand against forearm like a fish tail.
   The Llama-They go in for a high five but instead of actually hitting each other's hands they make two llamas with shapes with their hands that meet in the air. The two middle fingers touch the thumb and the index and pinky finger are pointed slightly forward.
   Wild Turkey- One person makes an open hand and the other person makes a fist with the thumb sticking out so that it looks like the head of the turkey. Then, they both gobble like a turkey.

Wind in the Willow	Frank, L. (2004). *Journey towards the caring classroom*. (1st ed., p. 116). Bethany,Ok: Wood 'N' Barnes Publishing & Distribution.

1. Props: N/A
2. Description: Introduce the group to the basic spotting technique and the falling position if not already known. After they have demonstrated the techniques get them to stand in a circle shoulder to shoulder. Ask for a volunteer to stand in the center in the falling position. After the person in the middle has gone through the proper commands: "spotters ready?", "ready to spot", "falling?", "fall away" then, they may fall in any direction. If you want to make it more interesting allow the faller to close their eyes while in the middle if they choose.

Teddy Bear Collective (Space Invader)	Folan, N. (2012). *The hundredth monkey: Activities*

	that inspire playful learning. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661

1. Props: Hula hoops, soft foam balls, buckets, cones
2. Description: Set up the hula hoops in a 'Z' formation to make a field that resembles a maze. The buckets will have the soft foam ball in them and will be placed at one end of the field. At the opposite end of the field place two cones to identify a starting line. There will be two people per bucket. In that pair one person should be blindfolded or have their eyes closed. Their partner is there to be their eyes; they can see the field and the other participants. The partner has to instruct the blinded member on where to throw the balls. The two partners are trying to hit each person crossing to get them to join their team. All other group members will be placed behind the starting line at the other end of the field. Their goal is to make it across the field without getting hit by a ball. If they are hit then they must join the throwers. As each person attempts to cross the field they can only take one step every three seconds. There is a four second interval between each person that enters the field. If someone sidesteps they have to crouch down. In order to stand up again they have to sidestep once more. The activity continues until everyone has joined the throwers.
3. Facilitation Strategies Used:
   a. Co-Created metaphor
   b. Facilitator metaphor
   c. Process intervention
   d. Content intervention

Lean on Me (Ground Wild Woozy)	Frank, L. (2004). *Journey towards the caring classroom*. (1st ed., p. 151). Bethany,Ok: Wood 'N' Barnes Publishing & Distribution.

1. Props: Duct tape
2. Description: Make a 'V' on the ground with duct tape in an angle large enough that the end of the 'V' is over six feet wide. Introduce the "ball and cup" method of connecting hands. If participants do not ball and cup method then they can connect hands by making cups with their hands and NOT interlocking fingers. Then explain the bridge spot and have each person demonstrate. A brief description of the bridge spot in each person should have their knees bent, have a straight back, bend at the hips and place forearms on knees for support. This will create a big surface area to fall onto while the two people are walking. After the two methods of walking and safety are introduced describe the rules which are as follows: You must stay connected to your partner while walking on down the line and bridge spotters must be underneath you each time you begin the walk. The best way to walk down is to lean into each other, keep your butt from sticking out and have a straight back. These three things will allow for the walkers to go further down the line than they may expect. The objectives can change but participants usually tries to go see who can go the furthest. A good way to stop this from happening is have them set their own lengths to something reasonable and then change them as they begin to trust each other more.
3. Facilitation Strategies Used:
   a. Facilitator frontloading
   b. Rules intervention
   c. Process intervention

Matt Grady	**Trust & Sense of Belonging**
Sticky Buddies (Lean and Walk)	**Reference**

1. Props: 2 cones, 10ft rope, and 1" masking tape

2. Description**:** Have participants go back-to-back, wrap tape around their waist, starting in seated position have them travel from point A to point B without breaking the tape. 2 pairs can go at once.
   Adaptions: Make it a race**,** time it, or go side to side

Circle Up	Folan, N. (2012). The hundredth monkey: Activities that inspire playful learning. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661 Folan, N. (2012). The hundredth monkey: Activities that inspire playful learning. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661

1. Props: Smiles! No tangible props. Facilitator may play
2. Description**:** Have participants circle up, greet and remember neighbors to their left and right. Once well acquainted the facilitator at any time can yell "Circle Up," and run to a new location. The participants then must run to the new location and re-establish the circle in that new location.
   Just as participants are about to re-establish the circle turn and face the opposite direction.

Key Punch	*International association of teamwork facilitators* . (2007, June 07). Retrieved from http://www.teachmeteamwork.com/teachmeteamwork/2007/06/teamwork_exerci.html

1. Props: Floor spots with ranging numbers. #'s 1 – 30. 15ft rope tied together in circle.
2. Description: Connect rope like a circle. Spread out the numbers within the Circle. Have participants start on the opposite side of the room. Send one person down at a time to punch their specific number starting at 1 and ending with…
   Rounds should be timed to add competition. Go multiple rounds. Have group set an achievable (timed) goal. Move the numbers around every few rounds.
3. Facilitation Strategies Used:
   a. Functional Behavioral Frontload.
   b. Content Focus Intervention.
   c. Frontload on Past Lessons.

Blind Trust (Minefield)	Rhonke, K. (1991). *The Bottomless Bag Again!?* Dubuque, IA:Kendall/Hunt Publishing Company

1. Props: Blindfolds for participants. Rope to set a large rectangular like boundary. Many obtrusions to set within the rectangle. I.e. Balls, hula-hoops, noodles, etc.
2. Description: Have participants' pair up. One partner applies the blindfold to their eyes and takes to the course. While the other takes the role of communicator and guides their partner through the field without touching any of the obtrusions. Communicator must stay behind the baseline.
   - Check with participants if anyone does not feel comfortable wearing blindfold. They **do not** have to. If this is the case, be respectful and have them close their eyes.
   - Pairs should take a moment before they start to strategize and come up with helpful insights.
3. Facilitation Strategies Used:
   a. Facilitator Generated Metaphor
   b. Process Focus Intervention
   c. Co-Created Metaphor

Chelsea Arnold	**Trust & Sense of Belonging**
Who Will You Choose?	Rhonke, K. (1991). *The Bottomless Bag Again!?* Dubuque, IA: Kendall/Hunt Publishing Company. Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. 719 Cabot Street Beverly, MA 01915: Walch's printing. Retrieved from http://www.pa.org/zencart/index.php?main_page=product_info&products_id=661 Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. 719 Cabot
1. Props: N/A 2. Description: Have 5 to 10 categories prepared beforehand. Some categories I used were, cross your arms and see which arm is on top, in "good news/bad news" scenarios which do you want to hear first, favorite type of drink: water, Coca-Cola, coffee, smoothie, etc. Make the categories silly or odd to get the group to buy-in. In each smaller group that they split up into, have everyone introduce themselves and share where they are from. While they are in their smaller groups have each group perform a handshake. As the energizer progresses, speed up the process of calling out the categories to produce a higher energy level within the group. Handshakes: Square Dancer: Reach out a hand to your partner and shake. Introduce yourselves. Now, hook arms and turn in a circle, skipping. It should resemble a square dance. Cowboy: Reach out a hand to your partner and shake. Introduce yourselves. Now, continue to hold the hand you shook and turn in a circle with the opposite hand in the air over your head making a lasso movement. While doing this you are to say "Yee-Haw" as loud as possible. Lumberjack: One person puts their hand out in a fist with their thumb stick up. The other person makes a fist around their thumb and puts their thumb up. This continues until all 4 hands are connected. Then, you push and pull like you are sawing down a tree and while doing so introduce yourselves.	
Lean On Me	"Back to Back." *Group Activities*. Utah Youth, n.d. Web. 10 Nov. 2013. Retrieved from <http://utahyouth.org/files/uploads/Group%20Activities.pdf>.
1. Props: N/A 2. Description: Get group members to pair off with people close to their own size. Have each pair introduce themselves and where they are from. Each pair is to sit back to back, hold hands and attempt to stand up by leaning against one another. If they are successful in their pairs have them try a group of three, then four, and so on. Be careful though, larger groups have a tendency to fall to one side when trying to stand.	
Pipes of Support	A Place of Our Own: PVC Pipe Structures. (n.d.). A *Place of Our Own: PVC Pipe Structures*. Retrieved November 8, 2013, from http://aplaceofourown.org/activity.php?id=482
1. Props: PVC pipes and connectors 2. Description: Spread all the pieces out on the floor so that every piece can be seen. First, tell the group	

they have to decide on something to build. The structure cannot be any higher than the tallest member in the group. Give them 10 to 15 minutes to build their predetermined structure. Once the group has completed their structure. Have them disassemble it. Now, have each group member select a set of pipes, 2 – 3, depending on how many are in the set. Once each group member has their own pipes, instruct them that only they can touch, move, or add anything onto those pipes, no one else can touch them. Having given the group these instructions have them construct the number 4. After about 5 minutes or so into the group constructing a 4, intervene and have them think about how they can ensure everyone is fully involved at all times during the activity. Have them implement the suggestions that they came up with to get everyone involved.

3. Facilitation Strategies Used:
   a. Content Frontload
   b. Past Experience Frontload
   c. Content intervention

Webs of Trust	Cavert, C. (1999). *Affordable portables: a working book of initiative activities & problems solving elements (2nd ed.).* Oklahoma City, Okla.: Wood 'N' Barnes Publishing

1. Props: A cube made from PVC pipe or similar materials, strings, tape, and O-rings. Inside of the cube take the string and run it across the inside to create something that resembles a 3-dimensional web.
2. Description: Split participants up into pairs or groups of three, depending on how many people are in the group. Each individual group must work together to go through the web. Allow the groups 1 to 2 minutes to take a look at the web from the outside and come up with a plan to get through the web. One person in each group is to go through the web, they cannot touch any of the lines nor the outside edges of the cube. The other member of the group is allowed to move around the outside of the cube and guide the person on the inside through but, they cannot touch the frame, the strings, tape, or connector pieces. They can however touch one another. This rule can be shared with the group or it can be left out for them to figure out on their own. Once they have gone through in pairs or groups of three split them into 2 groups. In the two groups, one third of the group takes the place on the outside of the cube doing the same thing as in the first portion. The other group members must connect hands and work through the web connected with the help of the outside members. In the third portion of the activity, the group should be brought together as a whole. Have the group split once more, place one third of the group on one side of the cube and have the rest stand on the other. Explain to the smallest group that they can now touch the strings in order to help the rest of their group members through the web but, every time someone going through touches the string, someone that is helping on the outside can no longer help. Now, explain to the larger group that they must seek help from the other members of the group to get them through. They must all connect hands and travel through the web without touching any of the strings.
3. Facilitation Strategies Used:
   a. Co-created Metaphor
   b. Facilitator Driven Metaphor
   c. Process Intervention

Effective Communication

Jacob Lawler	Effective Communication
Silent Animals	Adapted from (N.D). *Icebreakers, Team Building Activities, and Energizers.* Retrieved from http://www.lionsclubs.org/EN/common/pdfs/icebreakers.pdf
1. Props: N/A 2. Description: Each of the participants chooses their favorite animal. Then act out the animal and the noises that the animal makes. Then have them get in alphabetical order according to the name of the animal.	
Group Juggle	Frank, L. S. (2004). *Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom.* Oklahoma City, OK: Wood 'N' Barnes Publishing and Distribution.
1. Props: 10 tennis balls 2. Description: Have the entire group stand in a circle. Give them one tennis ball and have them throw and catch it across the circle till each person has thrown and caught the ball once. After they have completed it once without dropping a ball start adding more balls to it each round. Keep the rounds going until they drop one. Have them also set a goal as a group that they believe they can beat. Continue a few more rounds.	
Team Pictures	Adapted from Frank, L. S. (2004). Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom. Oklahoma City, OK: Wood 'N' Barnes Publishing and Distribution.
1. Props: Tarp, rope, 2 beach balls, 2 bags of hula hoop segments, 2 bungee cord hooks, 2 pool noodles, 4 yellow rubber spots, 2 short cones, scotch tape 2. Description: The group splits into two groups. One group is on one side of a tarp and the other is on the other side. The tarp is hung like a curtain. On each side of the tarp the groups have the same objects. One group creates a picture inside a scotch tape rectangle. After creating it the other group wants to re-create the picture through instructions from the first group and asking clarifying questions. Neither groups can look at the other group's image until the curtain falls and they examine if the groups effectively communicated while describing the picture to the other group. 3. Facilitation Strategies Used: a. Front Load Functional Behavior b. Debrief Experiential Cycle c. Co-created metaphor d. Debrief Cumulative Model	
Communication Crane	Hirsch, J. unpublished, Adapted to merge with Bull Ring activity. Cain, R. & Jollif, B. (1998). Teamwork & Teamplay. Dubuque: IA. Retrieved from http://www.kendallhunt.com/store-product.aspx?id=4339
1. Props: 6 2ft sections on 1½ inch PVC, three 1½ inch PVC elbows, 1 1½ inch PVC Tee, 30 5ft sections of rope, 1 10inch, 1 9 inch, 1 8 inch, 1 7 inch, 1 6inch ply wood discs with 2inch whole in center 2. Description: 6 of the 5ft lengths of rope will be girth hitched through the middle of the pieces of	

plywood. Stack then on one of the three PVC posts from largest disc on bottom to smallest disc on top. Have the group work together to move all of the discs one at a time to another post. They cannot stack a larger disc on top of a smaller disc. Also at the end all of the discs should be on another post from largest on bottom to smallest on top.

3. Facilitation Strategies Used:
   a. Front load Past experience
   b. Debrief Five Question Model
   c. Instructor created Metaphor
   d. Debrief Experiential cycle

Colby Lyles	**Effective Communication**
Interactive Video	

1. Props: N/A
2. Description: the participants form a V. The first participant creates a series of dance moves and passes it through the two lines. The last two have a "dance off" which is compared to the original.

Body English	

1. Props: N/A
2. Description: the group split in half and each side must come up with a word to spell only using their bodies. The other group must guess what the other one is spelling.

Communication Breakdown	

1. Props: noodles, rubber chicken, hula-hoop, blindfolds, and miscellaneous items to add to challenge.
2. Description: split the group into 3. The first group could see but not talk and were the only ones to receive and real directions. The next group could talk but not see the third group. The third group was blindfolded and was the only group to handle props. It's a group effort to recreate the pattern designed by the facilitator.
3. Facilitation Strategies Used:
   a. The first program I used a **content frontload**
   b. The first program debrief I used the **experiential cycle**
   c. The second program I used a **previous knowledge frontload**
   d. The second program debrief I used the **5 questions** approach

Dream Catcher (Vertical Spider's Web)	

1. Props: Dream Catcher, blindfolds(optional)
2. Description: the prop is used as a vertical spider's web and the participants must raise and lower it other participants. Add challenge by blindfolding some of the participants.
3. Facilitation Strategies Used:
   a. The third program I used a **facilitator-created metaphorical introduction**
   b. The third program debrief I used the **experiential cycle**
   c. The fourth program I used a **co-created metaphor**
   d. The fourth program debrief I used a **cumulative questions** approach

Taylor Clark	**Effective Communication**
Wacky Walkers	Youth Development Network. (2013). *Icebreakers, warmups, teambuilders and energizers.*

1. Props: A Sheet of paper for every pair
2. Description: Partners must each hold onto their sheet of paper throughout the entire activity. The object of the game is to race to the finish line as fast as possible while steeping over the paper with each step, one foot at a time, without letting go of it. Players that let go of their paper or rip the paper must go

back to the line and start again. Participants must tell their partner their name, hometown, interesting fact and they must come up with one thing that they have in common before they can begin the "race". After the "race" have everyone sit in a circle and instruct participants to tell the facts they learned about their partner.

Team Train	Jones, A. (1999). *Team Building Activities for Every Group*. Richland, WA: Rec Room Publishing. Pg. 74-75

1. Props: N/A
2. Description: Have Participants form a line with sides of feet touching. Have group members get acquainted with the person to their left and right (names). Tell the group they have an area which everyone must get around or across without their feet becoming detached. If their feet become detached the group must begin again. The goal is for the group to see how quickly they can complete the task without detaching their feet.

Pathfinder Walkie No Talkie	Frank, L. (2004). *Journey toward the caring classroom*. (1st ed., pp. 164-166). Bethany, OK: Wood 'N' Barnes Publishing & Distribution.

1. Props: Dream catcher
2. Description: Have participants stand around dream catcher in center of room. Tell participants their goal is to get everyone through the dream catcher one at a time but there is only one path through and it is invisible. Only one person can be on the dream catcher at a time. Participants can only move one square at a time. (No skipping squares). No marking of squares. If someone steps on part of the path they will get a thumbs up and will get another turn. If they don't and get thumbs down they will go to the back of the line. No one in the group is allowed to talk.
3. Facilitation Strategies Used:
   a. Content Frontload on effective communication (1st Session)
   b. Facilitator driven metaphorical introduction focused on effective communication (2nd session)
   c. Process intervention (1st and 2nd session)
   d. 5 Questions Debrief
   e. Experiential learning cycle debrief

Communication Breakdown Minefield	Rohnke, K. (1984). *Silver bullets*. Project Adventure, Inc.

1. Props: Cones, blindfolds, and various random objects: noodles, balls, toys, etc.
2. Description: Split the group into groups of 3. Explain that within each group one member will be the "shower" and they will not be able to talk, one will be the "voice" and they will not be able to see the obstacle field, and on will be the "legs" and they will be blindfolded walking through the minefield. The goal of each small group is to have the "legs" walk through the field of obstacles without hitting any of the obstacles or other participants. To do this the "shower" must nonverbally communicate with the "voice" so that they can tell the "legs" what to do. Have group members decide on their roles and then give the "legs" in each group a blind fold. Have the "voice" stand/sit at the beginning of the obstacle field with their back to it. Have the "eyes" stand in front of the "voice" facing the obstacle field. Once a group has made it through once they can switch roles.
3. Facilitation Strategies Used:
   a. Past lessons front load on effective communication (1st session)
   b. Co-created metaphorical introduction focused on effective communication (2nd session)
   c. Content focused intervention (1st session)
   d. Divergent questions debrief (1st session)
   e. Experiential learning cycle debrief (2nd session)

Cooperation

Wesley Hawkins	Cooperation
Birthday Circle (Birthday Line Up)	*Birthday line up*. (n.d.). Retrieved from http://www.ultimatecampresource.com/site/camp-activity/birthday-line-up.html

1. Props: N/A
2. Description**:** Gather participants in a circle and ask them to get in order of their birthdays according to day and month. Participants can only use non-verbal communication. Once the group think they are in the correct order, have them start with the earliest birthday and state your name, hometown, and favorite hobby. For the *second session*, instead of stating a hobby, have them state an interesting fact about themselves.

Infinite Circle	*Cooperative group games and initiatives: Environmental education lesson*. Retrieved from http://www.campedwards.org/images/COOPERATIVE GROUP GAMES.pdf

1. Props: Hula-Hoop
2. Description: Gather the participants in a circle. Give one of the participants a hula-hoop and ask them to join hands with the person beside them, making sure the hands are in the middle of the hula-hoop. Ask the rest of the group to join hands. The goal is to get the hula-hoop around the circle. When the hula-hoop is on you, state your name, hometown, and if you were a food what would you be and why. **Adaptions:** change food to what type of animal.

Zoom	Banyai, I. (1995). *Zoom*. New York, NY: Penguin group incorporated. Retrieved from http://www.wilderdom.com/games/descriptions/Zoom.html

1. Props: Zoom picture packet
2. Description: Handout the pictures facedown to the group members. Everyone needs at least one picture. Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Encourage participants to study their picture, because they will need to be descriptive in their language. The challenge is for the group to sequence the pictures in the correct order without looking at one another's pictures. Participants may start talking to others to see whether their pictures have anything in common. Some groups will have distinct leaders emerge, while other groups may not. When the group believes they have all the pictures in order, have them lay them out on the floor to be turned over for everyone to see. If there are any mistakes, have the group fix them.
   Adaptions: Use time limit to increase difficulty. You do not have to pass out all the cards. With small groups, you can increase difficulty by passing out more than one card per person. If more people than cards, have them pair up.
3. Facilitation Strategies Used:
   a. Frontload: Objective- focusing on the primary outcome, cooperation, during the activity and what can be learned and/or gained through experience based on cooperation.
   b. Intervention: *First session*: Process focused- How is it going? Do you have a plan? What is the plan? *Second session:* Success/Challenge focused- What are you doing well? Where are you struggling?
   c. Debrief: *First session*: Five Questions Model *Second session*: Experiential Cycle

Cooperation Operation (Spider's Web)	*Spider's web: Project adventure*. (2013). Retrieved from https://www.pa.org/challenge-courses/course-types-and-elements/low-elements/spiders-web/

1. Props: Dream Catcher
2. Description: Gather participants in a circle. The Dream Catcher, renamed Cooperation Operation to fir

primary outcome, is in the circle lying flat on the ground. The goal for the group is to step into the Cooperation Operation and raise it vertically without touching any cords. The next objective is to turn the structure sideways and have the participants go through like you would a low challenge course spiders' web. Once a participant makes it through a hole successfully, mark it off with tape. You may want to keep the middle hole open due to difficulty. Participants can use the wheel barrel technique but may not lift any participant off the floor. Also, no one is to jump or dive through. The last objective is to lower the structure from overhead to the floor. Tell the group there are a maximum number of touches you get before you have to start over. Get the group to come up with the number of touches. **Adaptations:** Have participants walk as a group while in the structure. For a large group, have people on the outside doing the lifting and have others in the middle. For increased difficulty, blindfold participants, either the ones on the inside or out. Make sure you have several larger holes for people of varying body sizes.

3. Facilitation Strategies Used:
   a. Metaphor: Used handrail question to introduce isomorphic connections to primary outcome. Renamed it Cooperation Operation and I explained why. Tried to get the participants to come up with connections to the structure.
   b. Intervention: *First session*: Content- Just wanted to remind you about individual accountability. *Second session*: New rule- Change according to group's needs; Process- How is it going? What plans do you have?
   c. Debrief: *First session*: Cognitive Hierarchy; *Second session*: Chiji Cards

Len Young	**Cooperation**
Magic Orb	Orb. Nelson, K. (2002). TEAM BUILDING ACTIVITIES. Retrieved from http://4h.uwex.edu/clubs/documents/TEAMBUILDING0231.pdf
1. Props: N/A 2. Description: Get everyone circled up and explain that you are holding an invisible magic orb. Next, explain that you will get to play with the orb in any way that you want, and as you pass the orb you must say your name. I will start with the orb and the orb will go until everyone has played with the orb at least once.	
Human Warp (Group Juggle)	Group Juggle. (2013). Icebreakers, Warmups, Energizers, & Deinhibitizers. Retrieved from http://www.wilderdom.com/games/Icebreakers.html
1. Props: N/A 2. Description: Circle participants up in random order. Explain that each participant needs to say their name and point to someone around the circle who has not been pointed at yet till everyone gets pointed at. Next, see if everyone can everyone remember the person who they pointed at and get them to said their name as they point around the circle in the same order. Now, explain that they are going to see how fast they can repeat the names in that same order around the circle.	

Mute Line Up	(2013). Icebreakers, Warmups, Energizers, & Deinhibitizers. Retrieved from http://www.wilderdom.com/games/Icebreakers.html
1. Props: N/A 2. Description: Explain from the beginning that everyone must be silent. That there will be no verbal communication in this activity at all. Next, explain that everyone is going to have to line up in alphabetical order according to first name. Go!	
Number Line Up	Nelson, K. (2002). TEAM BUILDING ACTIVITIES. Retrieved from http://4h.uwex.edu/clubs/documents/TEAMBUILDING0231.pdf
1. Props: N/A 2. Description: Tell the group to line up according to number and that's it. SAY NOTHING ELSE OTHER THAN LINE UP ACCORDING TO NUMBER.	
Operation Shoe Cooperation	Nelson, K. (2002). TEAM BUILDING ACTIVITIES. Retrieved from http://4h.uwex.edu/clubs/documents/TEAMBUILDING0231.pdf
1. Props: Shoes 2. Description: First, get group to circle up. Next, have all participants to take one shoe off. Then get participants to put their shoe into a pile in the middle of the circle. Tell participants to partner up, and get one participant to designate themselves "extractor" and the other "communicator". Next go to shoe pile and mix all the shoes up. Explain that from this point on the "extractor" has to keep his/her eyes shut and will have to go get the correct shoe for their "communicator" partner and themselves. The only way the "extractor" will know exactly where to go and what shoe to pick will be from their "communicator" telling them. Also, the "communicator" is not allowed to put their own shoe on. The extractor has to put all shoes on and tie them. Don't forget to set boundaries. The Goal is to get all shoes on. 3. Facilitation Strategies Used: a. Past experience frontload b. Process focused intervention c. Experiential learning cycle debrief d. Cumulative debrief e. Co-created metaphorical frontload	
Team Crevasse Traverse (Minefield)	(2013). Team Building Exercises. Retrieved from http://www.wilderdom.com/games/descriptions/Minefield.html

1. ops: Shoes
2. Description: First, circle all participants up and get them to take off both shoes. Next, make a barrier and minefield "spread the shoes around the barrier" with the shoes. Explain that you are making a minefield and that the participants will be walking through this blind. Next, explain that all participants need to split into groups of three. Explain that one person is going to be "The Walker" and will be blind walking through a minefield, one person is going to be "The Communicator" and will be helping talk "The Walker" through the minefield, and this person will also be blind, and one person will be the eyes. They will be the eyes for the communicator, but can only talk to the communicator not the walker. The goal is to get your walker through the minefield together.
3. Facilitation Strategies Used:
   a. Content frontload
   b. Seeking specifics intervention
   c. Experiential learning cycle debrief
   d. Five question debrief
   e. Leader created metaphorical frontload

Jaclyn Linville	**Cooperation**
Group Vibes	Rohnke, K. (2010). *Silver Bullets: A revised guide to initiative problems, adventure games, stunts, and trust activities. (2nd ed.). IW: Kendall Hunt Publishing.*
1. Props: N/A 2. Description: Circle group up and hold hands. If you're involved send a *vibe* around the circle by initiating a hand squeeze otherwise choose a participant to do so. Once someone receives a *vibe* tell them to yell out something i.e. where they're from, favorite food, favorite place to relax, a hobby. The goal is to see how fast the *vibe* can be transferred through the group.	
Cooperation Clock	Rohnke, K. (2010). *Silver Bullets: A revised guide to initiative problems, adventure games, stunts, and trust activities. (2nd ed., p. 69). IW: Kendall Hunt Publishing.*
1. Props: 2 Lily pads or markers 2. Description: Set up two parkers opposite from each other (this will mark the 12 and 6 o'clock). Have everyone get into a circle around these markers and hold hands. The goal is to have the group move either clockwise or counterclockwise as fast as they can until they reach their original location.	
Helium Co-op - Build the Hive (Helium Pole and PVC Build)	Cain, J., & Jolliff, B. (1998). *Teamwork & Teamplay*. DUBUQUE:IW, Kendall Hunt Publishing Company
1. Props: Rope (large enough to fit entire group in once rope is in the shape of a circle), marbles, PVC pieces. 2. Description: Circle the rope large enough to fit the entire group in. This will be the "Build Zone" where participants can use both hands freely. In front of the circle place PVC pieces randomly. The goal is to have participants place their fingers under the PVC pieces in pairs and transfer them into the circle. If the piece drops have them start over. If the group is cheating or working too fast, place a marble inside the PVC. They cannot let the marble roll out, if it does have them begin again. Once all desired pieces are in the circle have the entire group build a structure no taller than the tallest person. 3. Facilitation Strategies Used: a. Handrail b. Co-Created Metaphoric Introduction (1st session) & Content Frontload (2nd session) c. Intervention (silence most outspoken members – 1st session, marbles 2nd session)	

d. 5 Question Debrief (1st session) & Experiential Cycle Debrief (2nd session)	
Cooperation Stretch (Bull Ring)	Cain, J., & Jolliff, B. (1998). *Teamwork & Teamplay* (p. 239). DUBUQUE:IW, Kendall Hunt Publishing Company
1. Props: Thick rubber bands with elastic rope tied randomly on, thin rope and chairs for barrier, random objects i.e. bouncy balls, tennis balls, marbles, Legos. Containers (tennis ball container works great!). 2. Description: Set up a barrier with the thin rope around four chairs. Allow the rope to be lowered or heightened. Within the barrier spread the objects and place a container inside. The goal is for the group to stretch the rubber band around the objects by the moving the elastic rope. Once an object is attained have them drop it into the container. 3. Facilitation Strategies Used: a. Direct Frontload (3rd session) & Metaphoric Introduction (4th Session) b. Handrail c. Intervention (lowered barrier 3rd session, had two rubber bands going at once 4th session) d. Experiential Cycle Debrief (4th session) & Cognitive Hierarchy Debrief (3rd session)	

Group Effectiveness

Nathan Oglesbee	**Group Effectiveness**
Medieval Roles	N/A
1. Props: 1 deck of cards (Jumbo-size preferred) 2. Description: Everyone in the group receives one card. Without looking at your own card, mingle with others and introduce yourself to them. Act as if the other person is whatever their card shows (e.g. treat a King or Queen with utmost respect, a 2 or 3 may be a peasant, a 7 or 8 a blacksmith or carpenter, etc.). The activity is designed to get everyone to meet each other in a new, fun way. Also allows the group to start a conversation about various topics relating to group effectiveness.	
People Puzzle	N/A
1. Props: 1 puzzle with large pieces (1 piece for every 1 or 2 people) 2. Description: Give everyone (or pairs) 1 piece of the puzzle. When they find another person or group their piece connects with, everyone introduces themselves. Repeat process until all the pieces are together and everyone has introduced themselves multiple times. The activity is designed as an icebreaker for people to meet everyone in the group. The metaphor of different pieces coming together can also be used to begin to think and talk about effective groups.	
New World	Contra Costa Health Services. (n.d.) *Icebreakers, energizers, and team-building activities.* Retrieved from http://cchealth.org/tobacco/pdf/activities.pdf
1. Props: 1 activity sheet per person (see website, adapt as needed), pens, labelled item (paper, ball, etc.) 2. Description: Group is tasked with deciding 10 of 30 hypothetical people to send to start a New World. Break activities apart into rounds (individual, pairs, and then whole group). When in pairs, ask them to rank according to one sub-component of group effectiveness (i.e. problem-solving or communication). The activity is designed to force groups to think about how they value different aspects of groups. 3. Facilitation Strategies Used: a. Frontload: Think about an effective group you know. What words, phrases, or pictures come to mind? b. Debrief: Experiential Cycle. What happened? So what did you learn? Now what will you do in future? c. Debrief: Cognitive Hierarchy. Facts of activity? Focus on a concept. Think creatively. Make a judgment.	
Build it Up	Sikes, S. (1998). Executive marbles: And other team-building activities. Tulsa, OK: Learning Unlimited Corporation
1. Props: Plastic straws or spaghetti, masking tape, items labelled with group effectiveness terms 2. Description: Shift group into smaller teams. Give each team a box of straws, and a couple rolls of masking tape. The task is to build the tallest free-standing structure they can (that can also support 1-3 of the labelled items). Depending on how teams are working, you can modify rules to increase challenge and the need to use others (e.g. "A new safety code was just passed, and you can now only build with one hand."). Can also ask teams to join back together to see if they can problem-solve to combine their towers. This activity is designed to highlight the need for all aspects of effective groups. 3. Facilitation Strategies Used: a. Metaphorical Introduction: How is building a tower like building a group? What do pieces represent? b. Intervention: Check-in with the teams midway. Have them rate themselves on group effectiveness. c. Debrief: Experiential Cycle (see above). d. Debrief: 5 Questions: Did you notice…? Why did that happen? Does that happen in real life? Why? How can you use that knowledge going forward?	
Morning Closures: Train-the Trainer Soul Train	**Inspiration from: Colby Lyles (GCSU)**
The entire group gets together and forms two parallel lines facing each other. The participants will begin to exit from the back of the line by walking/dancing/skipping/etc. through the middle of the two lines.	

Playing music in the background amps up the energy!	
Afternoon Closures: Spiral and Rain Storm	**Inspiration from: Jude Hirsch (GCSU)**
The entire group forms a circle and holds hand. The leader drops one person's hand and begins to walk along the circle (to the inside – creating a spiral). Eventually that leader will switch directions and lead the group out of the room. Please note that the leader must move very slowly or the outside people will be thrown around as they being to move. This is one to watch safety on.	

Courtney Garwood	**Group Effectiveness**
Zip Zap	Gessford, M., & McGlamery, J. (2010). Focus your locus: Activities that focus the power of individuals and groups. Bethany, OK: Wood 'N' Barnes.
1. Props: N/A 2. Description: Zip Zap is a great low level energizer that can energize all types of groups and requires no props. Everyone needs to be aware of what is going on in order to stay involved. To start off, have your group form a circle. In the middle of the circle, one person will be "it." The person who is "it" will pick out someone and walk directly up to them and "zip" them with their hands clapped together pointing at the person. The person who has been zipped should crouch down very quickly. The two people on either side of the zipped person are quickly involved in the activity and they turn towards the zipped person with their hands clapped together and yell "zap". They will both either end up pointing at the person who was zipped, or if the middle person is crouched down, the person on the other side. The last person to react with the correct move, goes to the middle and becomes "it"	
Human Machine	Original Source Unknown
1. Props: N/A 2. Description: This energizer focuses on each person having a role and working together in order for it to work. You then describe to the group that they will be creating a machine or appliance with their bodies. They will need to have sounds and motions for each machine that they create. Some examples are: a blender, a washing machine, car wash, and a pin ball machine. The group will most likely get creative and want to create a machine of their choosing.	
Think Tank	Original Source unknown; Inspiration from: David Ritter at Calleva Outdoors (www.calleva.org)
1. Props: Magnetic white boards, assortment of foam shapes with magnets. 2. Description: There are three white boards, all with shapes on them. The group will be divided up into two equal teams. Each team will get their own white board and their goal is to recreate the picture that they see on the "Master easel." One person at a time from each group can walk up and look at the master easel. They cannot run or talk in the process, until they get back to their group. When the group believes that they have duplicated the design, all of the team must be back at their home station and they have to yell "DONE". If a team is correct, then they are the winner of that round. There are a couple of different alterations that you can do for the next rounds. One is to stand in the middle and ask each person a question as they are walking back to their home station. This will require much more focus out of that person. Another alteration is to have one person from each team up at the master easel. That person is the only one who can see the picture and must describe it to his or her teammates as they walk up one at a time. 3. Facilitation Strategies Used: a. Facilitator Created Metaphor – Created a metaphor using a team effectiveness chart, and compared each item on that list to each individual shape on the easel. As the shapes form together to create a picture, the picture as a whole represents an effective group. b. Intervention – Used a process focused intervention and after the second round, I did a quick check	

in with the group to see how they were working together as a team during the activity.

c. Debrief – Had a discussion using the team effectiveness chart compared to what happened in the activity. Then used Chiji Cards to show the group a different processing technique. They each chose a card that spoke to them about the experience they just had, shared how it was representative of something they learned about working together in a group, and how they can apply that back to their home 4-H groups.

Team Circles (Saturn Rings and Trust Circles)	Inspiration from Justin McGlamery and Richard Keegan's workshop at the International AEE conference 2013.

1. Props: 30Ft webbing tied into a circle, debriefing props and tools
2. Description: Team circles focuses on how you can work together to highlight both individual goals and group goals. The purpose of this activity is to get everyone to work as an effective team so that both individual and group needs are taken care of. Everyone will pick up a prop on the ground that represents a goal for them. It could be about anything. After everyone has a prop in hand they will sit down around the circle with straight legs out and feet touching webbing. Have them all lie down. They now have the choice to place their object between their head and their hips. Each person has the choice of where they place their object and once they place it, everyone will then stand up inside the circle. They must work together to bring their individual goals back into their circle. Each person must receive help to pick up his or her own goal. They cannot bear weight on the ground outside the circle, and no external props can be used either. If someone does touch, they will have to reset and put the previous goal that they picked up back outside the circle.
3. Facilitation Strategies Used:
   a. Frontloading – To set up the main event, I introduced the idea of frontloading to the group.I asked them questions to get them thinking about team effectiveness.
      Have you ever been a part of a group or a team where you were not working together as effectively as you could have been?
      Think about why that was the case
      If you are comfortable sharing, how did that affect the group as a whole?
      Here is a team effectiveness chart for you to take a look at and keep in mind throughout the activity about what makes an effective group.
   b. Process Focus Intervention – I stopped the group halfway through the activity because they were not fully working together. I asked them how they thought they were working together, and asked them how they can improve
   c. Debrief – The debriefing method used to process this activity was the Experiential Cycle. The questions used are below:
      What happened during this activity? Specifically, how did you all work together?
      Thinking back to team effectiveness, and the chart that you saw before the activity, did the group match what was on the chart?
      How could you continue to improve as a group?
      What are important takeaways for the group to keep in mind after doing that activity?
      As you go back to your home 4-H groups, how can you help the groups that you work with become effective groups?

Dana Ziemba	**Group Effectiveness**
Knee Tag	Inspiration from: University of Colorado CU GOLD Leadership Program

1. Props: N/A
2. Description: Game of tag has multiple different rounds (until we end in two large groups). Each round will last for about 45 seconds. Find a partner – one you don't know. You and your partner are playing

tag. Knees must be together in order to move about our space (for inside purposes/break the silly barrier). One person will be the "Tagger" and one person will be the "Runner". To begin, the tagger will spin around in a circle while the runner starts to run away. Once the Runner is tagged they will spin in a full circle before running after the new runner. Round two = each pair now links arms and finds another pair. Each pair faces off without unlinking arms, you have to work together. Round three = groups of 4. Round four = groups of 8. Final round = two large groups

You Can Share My Chair	Equitas, International Centre for Human Rights Education. (2008). Play it fair: Human rights education toolkit for children. Retrieved from http://teacherstoolkitnwt.com/resources/cooperative-musical-chairs

1. Props: Enough chairs for the group, minus 1 and some way to play music.
2. Description: This activity is similar to Musical Chairs. Each person will start with a chair (set up in a circle with seats facing out). The music will play and players will walk around the chairs. Once the music stops **all** participants must find a chair. Participants must accommodate the player left standing (i.e. share chairs). Pull out a chair each round. Play until there are only 2 or 3 chairs left depending on group size. (The group can also choose their challenge by asking them how if they want to continue until only 1 or 2 chairs are left).

Living the Dream (Modified Spiders Web)	Rohnke, K., Roger, D., Wall, J., Tait, C. (2013). *The Complete Ropes Course Manual*. Dubuque, IA: Kendall Hunt Publishing

1. Props: Dream Catcher / Spiders Web, a long rope, and paper cut outs to distinguish what each hole in the Dream Catcher represents, large piece of butcher paper with the Team Effectiveness scale.
2. Description: This Dream Catcher has multiple different words/phrases that might define highly functioning groups. I would like it if you would use this rope to indicate which words/phrases are most important for highly functioning groups by weaving the rope through the different holes. The rope can be woven through the same hole as many times as the group wants, and doesn't have to go through every hole. (The more times a rope goes through a single hole the more highly valued that word is). The trick is that the rope cannot touch any part of the Dream Catcher (accountability). The Dream Catcher must not touch the ground – not everybody has to hold the Dream Catcher but everybody must have touched the rope at least 1 time. You will have 30 minutes to decide what is most valuable for a highly functioning group and weave your rope through those holes.
3. Facilitation Strategies Used:
   a. Content Frontload – This means that the facilitator will be asking for information about the specific content the activity is supporting before the activity is even explained. In this case it will be about Effective Groups.
      "Have you ever worked in a group that was just awesome? Everybody got along; the task was completed successfully and in a timely manner." "Think of three words or phrases that describe why that particular group worked so well together".
   b. Experiential Cycle Debrief – A series of three questions: "what" – what happened in the actual activity, "so what" – why is that important, and "now what" – what did you learn and how are you going to apply it in the future. Simple and easy to use and easy to remember.

Let's Take Care of That (Toxic Waste)	Frank, L. S. (2004). *Journey Toward the Caring Classroom.* Beverly, MA: Project Adventure, Inc.

1. Props: 2 buckets, bungee cord, long ropes (15), splash balls (20), blindfolds (15)
2. Description: Participants will work together to transport a bucket of oil from one machine to another. You will first need to build a transportation device with the materials provided. Ask if there are any

participants who would like to volunteer to be blindfolded – will need half of the group if possible. The participants who are blindfolded will get to choose their guide. Those who are blindfolded will be maneuvering the transportation device while the guides will be communicating with their partners and all other groups. The goal is to get the oil from one machine to the other without dropping or spilling. If that happens you will need to go back and pick up some more oil.

3. Facilitation Strategies Used:
   a. Facilitator Driven Metaphor –Using a facilitator created metaphor to help introduce the topic of group and task maintenance means the facilitator has already created a metaphor that they think will help you better understand how the activity relates to the outcome of group and task maintenance. The stronger a connection between the metaphor and the activity the easier it is to learn something.
   b. Metaphor - In this activity, it is important that you take care to build your transportation device carefully, make sure you don't spill the oil or damage the carrying device in anyway so that you can complete the task. In this way our machine is much like working together in a group. You must look out for each other and make so that you are able to also work on the task at hand. In this sense working together in a group is much like a well taken care of machine.
   c. Cognitive Hierarchy Debrief – A series of four questions: (1) Cognitive Memory - reporting of facts, situations, and experiences pertaining to the activity. (2) Convergent Questions – Synthesizing what was observed. This requires some reasoning. (3) Divergent Questions – Creativity and imagination for future relevance. (4) Evaluative Questions – Choosing or judging on the basis of personal value.

Problem Solving & Decision Making

Chris Taylor	Problem Solving & Decision Making
Back-to-Back, Face-to-Face	Sikes, F. Evans, F. & Cavert, C, (2007) *The more the merrier: lead playful activities with large groups. why. what. how* (pp.186). DoingWorks publishing. ISBN 978-0-9646541-9-8.

1. Props: N/A
2. Description: Begin by having the get into pairs and face back to back. Once everyone a partner, each participant will choose a number 1-5. On 1-2-3 GO each participant will turn around front-to-front and show each other the number he/she chose on one hand. The participant to add the numbers up first will move on to the next round. The partner who does not add up the numbers first will stand behind his/her original partner and cheer them on during the next round. After each round the partner to add the numbers up first finds another partner who added the numbers up first. This is repeated until there is only one participant left.

Back-to-Back Ubuntu Cards	High five adventures (2013). *Back to back (or face to face).* Retrieved from http://high5adventure.org/ubuntucards/connection/

1. Props: Ubuntu Cards (Available at http://high5adventure.org/store/)
2. Description: Give a card to everyone in the group. Have the group get into pairs. Partners stand back to back while looking at their multi-image side. Partners alternate asking yes/no questions in attempts to figure out what the common image is on the cards. They may not say the names of any of the objects, only descriptive questions (Do you have something red? Do you have an animal?). When the partner pair are sure they of found the match they can guess. Switch cards and switch partners. With larger groups, it can get too loud to hear standing back to back. Have partners face each other, looking at the multi-image side so that their partner cannot see it.

P & D Construction Company (Sharing is Caring/Puzzles)	Frank, L. S. (2004*). Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom*. Oklahoma City, OK: Wood 'N' Barnes Publishing and Distribution.

1. Props: Large Lego pieces
2. Description: Divide the class into groups of four to five. Have each group sit at a separate table or spot within the area. Give each group a handful of Legos. Give them 10-15 minutes to create a sculpture using 15-20 pieces. When each group is finished, give them a few minutes to decide how they will be reassembling their Lego creation blindfolded. When the time is near, ask the groups to destroy their creations and scatter the pieces in a pile. They will then have 10-15 minutes to reassemble the sculpture blindfolded.
   Adaptations: Do not give the groups time to plan for them to recreate their sculptures or reduce the amount time.
3. Facilitation Strategies Used:
   a. Facilitator Driven Metaphor
   b. Co-created Metaphor
   c. Rule change intervention
   d. Experiential Cycle Debrief
      - What?
      - So What?

- Now What?

e. Five Questions Debrief
   - Did you notice? (Description)
   - Why did that happen? (Interpretation)
   - Does this happen in…? (Transfer context)
   - Why do you think this happens in…? (Interpretation)
   - How can these insights be used to…? (Application)

Zoom/Re-zoom	Banyai, I. (1998). *Re-Zoom*. New York, NY: Viking/ Penguin.

1. Props: Zoom/Re-zoom pictures
2. Description: Pass out the pictures to the participants until they have all been handed out. It is okay for them to have multiple photos. Instruct participants not to look at them until they have received all the instructions. Tell the participants that each member of the group has a scene, or several, to a sequence of frames that creates a story. Only the holder of the picture is allowed to see it. They must work together to put the frames in the proper order. Through describing them to each other they must determine the proper order and place them in that order. Once the picture is placed in the sequence it cannot be picked back up and no one can look at the finalized frames until all pictures have been placed in the sequence. They are allowed to trade with other members, but they cannot see each other's pictures until after the trade is made. Once they have committed to the sequence and placed all frames in it, they can turn them all over and look at the end result.
   Adaptations: The facilitator can limit the number of trades allowed in order to avoid pictures being passed around the whole group. As well as not allowing trade backs, or all trades are final.
3. Facilitation Strategies Used:
   a. Functional behavior Frontload
   b. Past behavior Frontload
   c. Rule change/refocus intervention
   d. Experiential Cycle Debrief
      - What?
      - So What?
      - Now What?
   e. Cognitive Hierarchy Debrief
      - Cognitive Questions: facts, situations, and experiences
      - Convergent Questions: synthesize observations and given/remembered information
      - Divergent Questions: creativity, imagination, and open-ended thinking
      - Evaluative Questions: choosing or judging on the basis of values, needs or norms

Russell White	**Problem Solving & Decision Making**
Speed it up (Group Juggle)	**Reference**

1. Props: 5 tennis balls
2. Description: This is a short energizer where the participants stand in a circle facing each other and throw a tennis ball across the circle in an order that includes everyone until it comes back to the start. It is a variation of Group Juggle. The group can start with one ball and set a timed goal for the group that they can work toward. After hitting their target time, the group can work their way up to three and five tennis balls being thrown around the circle.

Line up by… (Lining Up Initiative)	**Reference**

1. Props: Blindfolds
2. Description: This is a classic initiative where students are asked to line up in alphabetical order, birthday, height, or any other characteristic. To incorporate problem solving, the participants can be asked to either close their eyes or put on a blind fold. When asked to line up by birthday or height,

they can also have speech restricted, like not being able to say numbers.

Flip it! (Magic Carpet)	**Reference**

1. Props: Small Tarp
2. Description: This is an initiative that is easier said than done. All the participants stand on a 6x8 tarp, and flip it over without anyone stepping on the ground. In order to make it more challenging and incorporate problem solving, most members can be asked to close their eyes or wear blindfolds. Two or three participants can be left without a blindfold to help the group accomplish the task.
3. Facilitation Strategies Used:
   a. Objective based frontload – Begin the initiative by explaining the task, and how the group will need to work together and plan for the flip together. Highlight the challenges they'll face and how they can work together effectively to make a complicated problem much simpler.
   b. Bind- I mentioned to the groups that I've never seen a group flip a tarp this small, even without blindfolds and I'd be really impressed to see it happen.
   c. Intervention – When the group was struggling, I would intervene and give hints about what could be focused on to make their task easier to handle. For example, if I saw someone clearly confused about what the group was trying to do, I'd stop the group and remind them to incorporate everyone in the decision making process.

Crossing the Gap (Marshmallow Pit/Lava Pit)	**Reference**

1. Props: Blindfolds, Rubber Spots
2. Description: This game is a classic game that goes by many names, such as Marshmallow Pit or Lava Pit. In it, participants begin on one side of a given area. The goal of the initiative is to cross the area without any members touching the ground inside it. They are given spots to put on the ground but only as much as about 1/3 the number of participants. They also shouldn't be able to walk over the area using their amount of spots. Blindfolds can be incorporated to create a problem to solve, though some members should be left without one in order to guide the group and communicate.
3. Facilitation Strategies Used:
   a. Metaphorical Frontload – This initiative is named Crossing the Gap to help create a metaphor for solving a problem. In order to solve a problem, the group begins on the side where there is something that is wrong and needs to be fixed. The other side is where the problem is fixed. Crossing the gap is finding a solution and implementing it. Beginning this initiative highlighting this metaphor opens up the participants mind to the depth of what they're doing and how their group is working together.
   b. Intervention – This is one initiative where an intervention can help the group substantially if they're struggling to find a way to cross the gap with everyone being blindfolded.
   c. Experiential debrief – What? So What? Now What?

Workshop Closure Activities

Train-the Trainer Soul Train	*Soul train*. (2013, November 17). Retrieved from http://en.wikipedia.org/wiki/Soul_Train and adapted for this workshop by Georgia College Outdoor Education Students
Each activity group forms a double line and connects to next group. The group farthest from the exit and beginning with the pair at the end of the group furthest away from the exit begins to move through the entire train. The line continues to bring people through the train until everyone has exited. Music is playing and everyone is dancing as they move through the train to celebration station. Facilitator's are at the front of each group so they can step aside at the exit where they congratulate and say good-bye to the participants in their group.	
Spiral	Ultimate Camp Resource. *Rain storm*. Retrieved from http://www.ultimatecampresource.com/site/camp-activity/rain-storm.html
The group forms a circle around the outside of the room. Facilitators place themselves at the beginning of their group. Everyone joins hands and are instructed to hold them throughout the activity. The leader drops the hand of the person to their right begins to slowly walk to their right staying inside the larger circle. The pattern continues with everyone passing by everyone else until the whole group becomes a moving spiral. At the center of the spiral the leader turns around and leads to the group between the lines to unwind the spiral. Everyone has the opportunity to congratulate and great each other. Once the large circle is formed the leader continues to lead the line to the exit. Facilitators step aside at the exit where they congratulate and say good-bye to the participants in their group.	
Rain Storm	*Rain storm*. (n.d.). Retrieved from http://www.ultimatecampresource.com/site/camp-activity/rain-storm.html
Activity groups are seated in small clusters with their facilitators. The clusters are positioned to form a circle. The activity leader explains to the whole group that they will start an action and hold it until the leader passes them again doing another action for them to begin. The leader passes each group doing a action. Leader walks past the groups doing one of these actions, in an order that sounds like a rain storm coming in and moving out. The action sequence is: rub two fingers together, rub hands together, snap fingers, clap two fingers on palm, clap hands, slap hands on thighs, stomp feet, and repeat the sequence doing the actions in the reverse order.	

Activity Topics

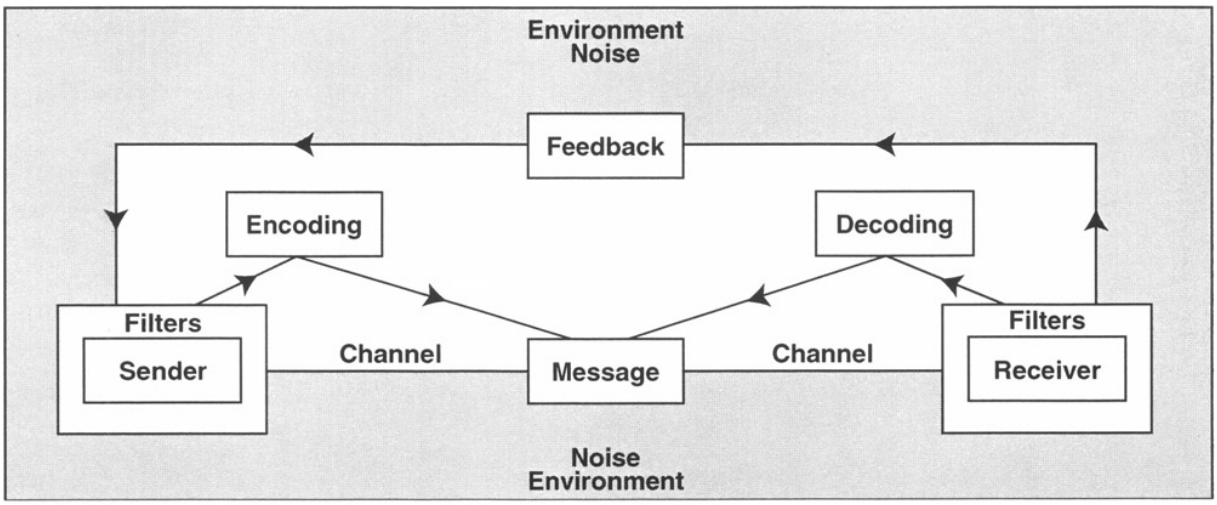
Communication

Colby Lyles, Jake Lawler, Taylor Clark

Communication is the exchange of information through speech, visuals, behaviors, writing, and signals. To do this effectively, one (the sender) must be able to efficiently encode a message, transmit it through a proper channel so that the receiver may decode it and provide feedback. (Eisenson, 1963) To begin with the sender processes an idea which is filtered out into whatever form or channel of communication one desires whether it is verbal, writing, or behaviors. During this process the external element of noise has to be factored in. Noise is the influences that inhibit and interfere with the transition of the message. This includes interruptions in surroundings, other communication, and internal disruptions. The final step is when the receiver filters the message and processes what they have received. What separates effective communication from poor communication is how accurately the message is received. This relies equally on both parties. The message must be encoded in a language in which the receiver can comprehend. Then it must pass through a channel that the recipient will understand. Then when the message has reached the receiver they must be able to decode it for understanding. All the while, noise can influence the interpretation of the information and significantly affect the perception of communication interactions with others. (Faculty of Health, 2013)

Another aspect of effective communication is actively listening. This allows for feedback to occur which is the last step of the communication process. Active listening is when a person sends a message through the communication process and the listener is attentive enough to comprehend, process and paraphrase the message back to the sender. Being an active listener means that you are not only listening to what is being said but you are generating your own thoughts and are able to express them. The sender must send a clear and concise message through a comprehendible channel so that the receiver has the opportunity to give feedback on their understanding of the message.

The following model offered by Dhankar (2010) represents a process of communication:



Source: Lucas, R. W., *Effective Interpersonal Relationships*, Irwin/McGraw-Hill, 1994, p. 16.

"The challenge is to overcome obstacles that sometimes inhibit effective communication such as language barriers, hearing and speech disabilities, background noise, terminology, and customer education and

knowledge" (Dhankar, 2010). The author of the article and model describes this process as overcoming obstacles so that people can communicate effectively with one another. In order to accomplish such, one must understand the noise and be able to adapt so the message is sent clearly.
Mind Tools (2011) offers seven c's of communication:
1. **Clear** – to be clear, you need a goal. Ask yourself "What is the purpose?" Minimize the number of ideas in the message sent. Don't leave room for assumptions.
2. **Concise** – concentrate on your point and keep it brief. Avoid unnecessary sentences or ideas.
3. **Concrete** – present your receiver with a clear picture, have details and vivid facts but not too many.
4. **Correct** – error free communication instills trust in your receiver. False information diminishes your credibility.
5. **Coherent** – must be logical. All the points in the message relate and build on one another. The tone and flow of the channel needs to be direct and relevant.
6. **Complete** – a complete message includes all need information for the receiver to process and take action on.
7. **Courteous** – it is important for the message to be open, honest, and friendly. Avoid hidden insults and ill-mannered tones. Be empathetic and take your receiver's viewpoint into consideration.

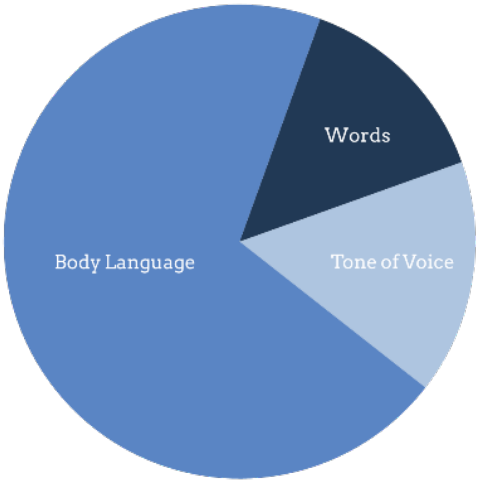
We find ourselves among other people in many situations. People join groups throughout their lives be they social or work related. Researchers have stated that the average person will spend an entire year of their life in group meetings. (Sharpe, 1991) Ultimately, we join these groups so that we can accomplish something that we cannot do on our own. Studies have shown that groups are inherently more effective than individuals at solving a wide range of problems. (Laughlin, Hatch, Silver & Boh, 2006). That being said, what we are able to accomplish as a group depends on the effectiveness of the group. Communication is one of the many factors that impact group effectiveness.

Effective communication can make or break the success of a group. The Merriam-Webster definition of communication is, "the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else". In truly effective group communication every individual would be able to express information, ideas, thoughts, and feelings to the entire group. Ultimately, each individual's ability to communicate determines the overall communication level of a group. There are several factors that may affect group communication both positively and negatively. One of these factors is the actual physical arrangement and location of the group. In groups where all members are working on an equal basis and there is no designated leader a simple circle provides the most effective arrangement for communication.(Sharpe, 1991) The circle allows for maximum eye contact between all group members. Different conditions like loud or otherwise distracting environments may create unnecessary noise that can affect communication negatively. Another factor affecting group communication is group size. A larger group means that there are more resources to pull from and more brainpower, however larger groups make communicating more difficult and conflict is more likely to arise. A group of seven to fifteen allows for conflict to occur, which can be beneficial, but is small enough so that the conflict is easily resolved. (Walsh & Golins, 1976).

The main functions of nonverbal communication are to help a communicator express how they feel about what they are communicating. Nonverbal communication is a primary way we communicate through a variety of aspects that include body language, eye contact, proximity, posture, and para-language. The first type of nonverbal communication is bodily contact; it occurs a lot in greeting and farewells (Hinde, 1972). Body language is a significant part of nonverbal communication. It helps to reinforce what the person is trying to communicate and put a strong emphasis on it. Types of body language include: gestures, posture, head and hand movements, or whole body movements. For example, a person's gestures help represent their emotions and feeling behind what they are communicating. Another form of nonverbal language is eye contact, this helps a communicator give and receive feedback directly by

letting the other person know when they are finished speaking. Proximity is how close or how far the other person is away from the person they are communicating with. There are multiple levels of proximity including intimate, personal, social, and public. They range from close proximity to farther away and they differ a great deal within varying cultures. Finally, para-language helps put emphasis on the wording itself. It involves all parts of the communicator's voice. Tone of voice and emphasis on certain words make up para-language. Nonverbal communication is essential to the entire process of effective communication. (SkillsYouNeed, 2013)

Warren (2008) offers a pie chart that reflects how much meaning is derived from any given message component. He suggests that 7% of meaning is derived from words, 38% from tone of voice, and 55% from body language.
(Warren, 2008)



Effective Communication is a staple to group effectiveness. Every message sent must pass through a channel where it is challenged by both internal and external noise. The effectiveness of the message relies how well the sender encodes it and how well the receiver decodes it. Feedback is one of the most important parts of communication because it allows the receiver to vocalize what they comprehended back to the sender. Communication is a crucial element in life because we find ourselves amongst people all the time whether it be social or work related. As stated earlier there are several different forms of communication including nonverbal. Body language and posture is how we communicate the majority of the time whether we are aware of it or not. With all the communication going on the around us in our lives, we could all benefit from better communication practices.

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Diversity

Gentry Pruett, Joey Van Frayen, Hailey McCommons

Often times we are put off by people who think differently or look differently than us, but more often than not after we get to know them they become our friends and we cannot understand why they seemed so foreign to us in the first place. Small groups almost always contain a diverse collection of individuals and for the group to work at maximum efficiency they have to understand the value of diversity and use it to their advantage. Diversity among group members can result in benefits to be realized by the group, such as 1. increased achievement and productivity, 2. creative problem-solving, 3. growth in cognitive and moral reasoning, and 4. interacting with peers from a variety of cultural backgrounds. Diversity can also cause harmful consequences, such as lower achievement and productivity, closed minded rejection of new information, increased egocentrism, and negative relationships characterized by hostility, rejection, divisiveness, scapegoating, bullying, stereotyping, prejudice, and racism. This is the "dark side of diversity" that rears it's ugly head when the group is not ready to work together and effectively collaborate on the group goal.

Johnson and Johnson (2009) suggests that whether diversity leads to positive or negative outcomes in a group largely depends on the group members abilities and their willingness to understand and appreciate the diversity that exists. The outcomes of diversity depend on your ability to:

- recognize that diversity exists and is a valuable resource;
- build a coherent personal identity that includes:
    - your own cultural/ethnic heritage;
    - a view of yourself as an individual who respects and values differences among individuals;
- understand the internal cognitive barriers (such as stereotyping and prejudice) to building and relationships with diverse peers and working to reduce the barriers
- understand the dynamics of intergroup conflict
- understand the social judgment process and know how to create a process of acceptance while avoiding a process of rejection;
- create a cooperative context in which positive relationships among diverse individuals can be built by: building cooperation as opposed to competitive or individualistic effort, and develop personal relationships.
- manage conflicts in constructive ways such as:
    - intellectual conflicts are part of decision making and learning situations, and
    - conflicts of interest that are resolved by problem solving negotiations and mediation;
- learn and internalize pluralistic, democratic values;

There are three major sources of diversity including demographic characteristics, personality characteristics and abilities and skills. These sources have a huge impact on how people interact with one another. Demographic characteristics include age, gender, social class, language, ethnicity, culture and regional differences. Personality traits include everything that isn't physical based on a person's values and beliefs. For example some people are introverts and others are extroverts, some approach problems randomly and some take a more methodical approach. Also people from the same age group or gender may have some of the same values towards a certain topic but when age groups are values may be viewed differently. Finally individuals differ in the social and technical skills and abilities they may bring to the group.

Managing diversity can be difficult, however it is something that groups must do in order to work at maximum efficiency. Finding effective ways to handle diversity is important for several reasons. Firstly we have to work together. The problems that are faced by each person, community, and country are hard to solve alone due to their scale and scope. Cooperation and joint action is needed from everyone. Second, diversity in most settings is inevitable; therefore all of us need the skills to interact effectively with people from a wide variety of backgrounds in order to be able to be effective group members in different settings. Third, we live in a globalized economy where businesses have branches on several continents. In order for us to think that we're going to be able to find common ground with these people entirely is naïve. We need to have the necessary human skills to work through this diversity and ultimately use it to our benefit.

There are barriers when dealing with diversity such as stereotyping, prejudice, the tendency to blame the victim, and cultural clashes. Stereotypes are not our fault, they are an evolutionary adaptation that helps us recognize patterns in behavior and make quicker decisions and judgments on situations. A stereotype is defined as a belief that associates a whole group of people with certain traits. Stereotypes are formed in two ways. Firstly, they are categorized by sorting single objects into groups rather than thinking of each one as unique. Second, they differentiate between in-groups and out-groups. Stereotypes allow people to make snap decisions about others that can ultimately hurt them. Stereotyping can be a kind of encoding that our brain uses for efficiency that ultimately and unfairly defines individuals because a person holding the stereotype does not take the time to interact with the other individual.

Prejudice, ethnocentrism, racism and discrimination are all things a group faces as more diversity is introduced into their group. Johnson and Johnson (2009) define prejudice as "an unjustified negative attitude toward a person solely based on that individuals membership in a group other than ones own" (p. 453). If one person dislikes another simply because that other person is a member of a different ethnic group, gender, religion, or other group, it may be prejudice. Ethnocentrism is the tendency to regard ones own ethnic group, nation, religion or culture as better or more correct than others. Since we grow up in our own culture we tend to think of our beliefs as supremely right over others. Racism is prejudice directed at people because of their race or ethnicity. Prejudice is an over arching idea in which threats to diversity occur is normally an unfounded negative connotations associated with a group of people.

Blaming a victim is also a barrier that can occur when dealing with diverse groups. Johnson and Johnson (2009) suggest we often blame the victim once we have rationalized to ourselves that there has been no sort of injustice. Blaming the victim typically occurs when one tries to create a cause to the event. The need to understand a cause to an event can often making humans to create a cause and it's rarely their fault. People make casual responses to explain their success and failures and there is a tendency to claim our successes and disregard our failures. Also we tend to claim responsibility for the success of group efforts by thinking "it was all my idea" or "I came up with it first" we often avoid responsibility for group failures by thinking "if other members would have put more effort into the group we could have had a better outcome".

Another common barrier to diversity is culture clash. Johnson and Johnson (2009) claim this conflict is based on fundamental differences found in different cultures. These conflicts tend to happen when members of minority groups question the values of the majority group. When a majority groups values are being questioned they may feel threatened, confused, or enhanced. Sometimes cultural clashes can cause conflicts, however when handled appropriately they can serve as a learning experience.

A group that does not handle diversity well may not achieve the necessary level of cohesion that keeps a group together. The group bond will be weak causing the group to not function as effectively as it could. The low cohesion in the group leads to higher levels of absenteeism and turnover and a lower level of

satisfaction among group members. Turnover tends to be higher in groups composed of members who are more diverse with respect to their ages and years of organizational tenure. Attitude, similarity, is correlated to group cohesion. Some evidence exists that people are attracted to those of similar attitudes and that group member's attitudes become more similar as they interact over time. This suggests that diversity is an initial barrier to success, but ultimately can be beneficial. Diversity among groups can also promote conflict and controversy, which sometimes can be beneficial. When people get into conflicts over whom they are, and the conflict is handled effectively, the people in conflict examine their point of view and who they are and ultimately learn from the other side through compromise.

Effective communication is the most essential yet most complex skill, for dealing with diversity. When we listen effectively and respond in a savvy way we are more likely to not offend a person. We can then work effectively and gain incite from a different point of view. Language sensitivity is having the knowledge of words and expressions that are appropriate and inappropriate for a specific group. This is very important to how we communicate with people who are different than us.

As we see here, there are many forms of diversity that we face in everyday life. They range from the obvious ones such as age and gender to the more complex ones such as personality traits and problem solving strategies. For groups to interact in a successful and collaborative way, we must take these traits into account in order to benefit from everyone's unique skills and abilities.

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Trust and Sense of Belonging

Chelsea Arnold, Matthew Grady, Maxwell-Joseph Wheeler

In the field of outdoor education group development activities are used to help groups achieve a predetermined outcome; trust and sense of belonging. A lot of outdoor educators replace trust with the term sense of belonging and support. Facilitators intending to work with groups on this component of a group's performance should have knowledge of the concepts at hand. In the following sections of this paper some key points of trust and sense of belonging are going to be discussed in hopes of providing others with information needed to effectively facilitate an activity focused on both trust and sense of belonging. First concept of discussion is trust.

Trust

Although the word trust is being used less by the outdoor educators it remains important that we, as facilitators, have an understanding of what it is. Johnson and Johnson (2009) define trust as a perception that choice can lead to gains or losses, that whether you will gain or lose depends on the behavior of the other person, that the loss will be greater than the gain, and that the person will likely behave so that you will gain rather than lose (pp. 124 - 125). According to this definition, trust is different based on the individual and their perception on the others around them. Also, the level of trust in a group is ever changing according to members' willingness and ability to trust one another. A trusting behavior is recognized by one's willingness to risk harmful or beneficial consequences by making oneself vulnerable to other group members and their response to ensure beneficial consequences to other members' risk taking (Johnson & Johnson, 2009 p. 124).

Trust is a complex concept. It has several crucial elements, these include: openness, sharing, acceptance, support, and cooperative intentions. Openness is sharing information, ideas, thoughts, feelings, and reactions in a group. Sharing is proposing materials and resources to others to help the group move toward their goal. Each group member first accepts themselves before they can begin accepting other group members. The ability to recognize one another's strengths and believe that they have the ability to manage a situation is referred to as support in a group. Finally, a group must be willing to cooperate and to expect that others will as well. Without these elements, a group will most likely struggle to develop trust with one another and to transfer what they have learned from the activity forward to other relationships, groups, events, or activities.

In this paragraph the focus is on building trust in a group however, there are ways to destroy and re-establish trust in a group. Group development activities focused on trust can be difficult and trying to assess the level of trust in a group can also be a daunting task. The more members in a group that trust one another, the more effectively they can work together (Johnson & Johnson, 2009, p. 124). In a group where the trust level is low, members may be evasive, deceitful, inconsiderate, and selfish. Trust is important because, without trust there would be no lasting relationships, no cooperation in groups, and there would be no support or sense of belonging.

As mentioned earlier, trust is hard to measure in a group because it is nontangible. Another reason why it is hard to measure is because trust exists in relationships not individuals, it is different from person to person and relationship to relationship. When creating and choosing group development activities on trust and sense of belonging, it is key to recognize that trust is difficult to build, even easier to destroy, and harder to rebuild. Once trust in the group is broken, group members feel they have an excuse not to trust others again. Although the term 'trust' is becoming more and more obsolete, it is still vital to know what trust is, the key elements of trust, and how to build, break, and rebuild it in order to help the group

reach its goal. In order to develop and foster a sense of belonging in a group, the facilitator must have a firm grasp on what trust it because without trust, a sense of belonging is difficult to generate in groups.

Sense of Belonging

Everyone has heard the phrases, *"I don't fit in anywhere", "I feel so unimportant", "I'm not a part of anything"(Hagerty et al.,1992).* These phrases belong to those who are searching for a sense of belonging and can be heard and even seen in group settings. Maslow identified sense of belonging as a basic human need in his hierarchy of basic needs (Ormrod, 2000, pp. 474-475). Humans seek and need attention, status and recognition among each other. Hagerty, Patusky, and Collier define sense of belonging as: *"The experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment."*[3]

As people, want to feel needed and an indispensable part of a group. A ubiquitous concern for humans is the need to establish and maintain connection to others, social institutions, our environment, and self (Hagerty et al., 1992). When others show interest in others ideas and concerns, it helps individuals feel important and cared for. This goes back to what is mentioned on openness and sharing in the section on trust. If members are open with one another and are also sharing willingly, support will begin to begin to develop in the group. Also, a sense of belonging will begin to form because each individual will feel as if their opinions and ideas matter in group discussions.

When facilitating an activity or sequence of activities with the outcome focused on sense of belonging in a group, it is important to know and understand what a sense of belonging is. One focus point for groups is trying to create support amongst the members. We tend to view groups as one entity when in reality a group consists of separate individuals with different personalities, attitudes, beliefs, and comfort zones. Approaching groups as individuals provides the opportunity to establish equality in roles and equality among group members. Equality in roles enables each individual to feel like they are valuable and needed in the group. The feeling of belonging creates a buy-in for the group members. If individuals do not have a role in a group they may feel left out or unimportant, which can destroy the support and sense of belonging that existed.

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[3] System: relationships or organizations. Environment: natural or cultural.

Group Effectiveness

Courtney Garwood, Nate Oglesbee, Dana Ziemba

Key Concepts:

- **Clarity about goals or the task**
  Group goals and the task were very clear or became very clear during the activity. All team members were involved in defining group goals and the task and confusion, uncertainty or conflict was effectively used to promote clarification.
- **Trust and openness in the group**
  The group displayed a high level of openness and trust and was open to dealing with the needs of individuals and the group as a whole. Mutual trust, understanding, and the ability to work through conflict were evident in the group's ability to build healthy working relationships characterized by openness and trust.
- **Sensitivity to and perceptiveness about each other**
  Group members were highly perceptive about each other, used active listening to demonstrate sensitivity to others was deliberate. Members placed at a high level of importance on being sensitive to the needs of others and the group as a whole.
- **Attention to process and the way the group worked together**
  The group was guided and regulated by an agreed upon process. Members were involved in and attentive to process and were willing to regulate their own process and that of others.
- **Problem solving and decision making**
  Group developed and used an agreed upon method for solving problems and making decisions. Group members shared and supported solving problems and making decisions about tasks, process, and individual and group needs.
- **Use of resources**
  The group used resources at its disposal effectively. Members of the group contributed resources and information and ideas were supported with collaborative discussion and negotiation. There was high regard for individual strengths, styles, and needs.
- **Loyalty and sense of belonging**
  There was a high sense of loyalty and belonging in the group demonstrated by group members openly valuing individuals and the group. Members were prepared to work in order to achieve group success. The group celebrated success and embraced challenge as opportunities to create a more effective group.
- **Leadership needs**
  Leadership needs were met creatively and flexibly. Members accepted some responsibility for both task and maintenance functions and there was a high level of shared-situational leadership as the group matured.

Activities:

Sequence and process activities that incorporate develop a "sense of team performance". Activities should build in complexity and challenge. They should be novel twists on known activities that demand renegotiation of roles, processes, or skills needed to work effectively or new activities that the group has not experienced. When addressing a single element of team effectiveness within a program, consider referring to the appropriate Facilitator Primer. Activity books offer team building/performance activities – some good and some not so good. Assess activities carefully. Change the name, change the setup, change the rules, change roles, and props to maximize the focus. Remember to build into the activity strong structural and perceptual components to match elements of team effectiveness. If not all group members have to be involved in completing a task, it may be difficult or unproductive to address team effectiveness. If resources within the group (experience, size, learning style, props, roles, personality, etc.) do not affect outcome, it is difficult to discuss how the group used its resources effectively.

Processing Tips:

- This primary outcome contains elements of other primary outcomes. Therefore, it might be useful to approach team effectiveness, if time permits, by exploring its individual parts first. This may be the case with younger participants for who a complex concept such as this is better grasped by a gestalt approach – looking at the parts before examining the whole.
- On the other hand, some clients may be ready to begin with activities that help them to gain insight into individual and group performance before establishing priorities for examining the parts.
- It is important for facilitators to assess carefully to be able to determine aspects of team effectiveness that might be suitable for processing – listen and look, note specific examples in a particular area of team effectiveness, prioritize, then formulate a strategy for focusing the group on that area. Handrails that are relevant to group members are helpful.
- Begin with the end in mind. Even a fun, energizing ice-breaker can be used to seed the idea of team effectiveness by introducing group reflection using a "thumb meter" followed by a "whip" asking participants to think of a word that describes something the group did well or something the group might do a little better. Put the words in an imaginary pack carried forward to the next activity. After the next activity, the words use the word(s) as a handrail to examine something in detail.
- These are some questions or topics to lead into discussion about elements of team effectiveness. Adapt them to match participant and setting characteristics. Use the language of the client and add specifics related to observations of the group in action. Plan to discuss these overview questions before a program to develop probes that might help facilitators to deepen discussion.
  - How did the group keep itself on track? (process)
  - What discussion skills did you or others use during the activity? (communication)
  - What do you know about the resources in this group? (Resources/diversity)
  - How would you describe the leadership in this group during this activity? (leadership)
  - Did everyone participate in the activity equally? (trust/openness)
  - Did the entire group make decisions? (decision making/problem solving)
  - Was there disagreement or the potential for disagreement during this activity? (goal clarity)
  - Would you advise a friend or family member to join this group? (loyalty/belonging)
- Use techniques for sustaining the discussion like " say more", "can you give an example of when that was happening", "what would you change about that", or "does anyone have a comment about that or another example".
- Be sure to end each topic and/or the entire discussion with application to a relevant context – the next activity or real life circumstance – and develop options for increasing team effectiveness. It often helps to have the group summarize application points or to write them on a portable white board for use in the frontloading the next activity. Encourage the group and individuals to develop ways to monitor themselves that contribute to group effectiveness.

Problem Solving & Decision Making

Chris Taylor, Russ While, Henry Jackson

A simple definition of a problem is something being wrong or unwelcome. A problem is a difference between what is and what is preferred and it exists when someone recognizes the need for change. In order to determine that there is a problem a group needs to recognize and articulate the problem to make it known. After the problem is determined it can be defined. When a problem is defined, a group can begin to work toward a solution. When a group begins to dissect and explore a problem it may happen that the problem they were defining weren't the source, but were symptoms of a larger, more critical problem. Being able to separate symptoms of a problem from the problem itself is the main skill of an effective problem solver (Bannon, 1981).

At first there may seem to be many problems, however one of these problems is the *key* problem. All other problems are related to the key problem or are symptoms that should diminish once the key problem is isolated and solved. The temptation is to largely focus on the smaller problems and solve them first with the hopes that the larger problem will be fixed indirectly. However, these solutions, except when done intentionally, are shortsighted and often increase the severity of the larger problem (Bannon, 1981). It is important to isolate the key problem and fix it, then work up from the source.

Once the Key and symptom problems are designated, the second step is to set objectives. Objectives are closely related to problem solving because they are the measure for which alternative solutions will be gauged (Bannon, 1981). A group must outline their goals and objectives to know how to solve their problem in the most effective manner. An objective not only entails fixing of a variation, it also includes the future and maintenance. Objectives are not merely attempts to catch up with the past, before the problem arose, but are also a means of forecasting and planning for the success to be achieved after the problem has been solved. These objectives are classified as either short-range (interim) or long-range, therefore the intended duration and impact of these objectives must be clear in advance. Interim objectives are intentionally selected as steps leading to a larger objective and are typically defined in greater detail. Problem solvers must be able to state precisely what they wish to achieve. It is extremely important for an effective problem solver to be able to clearly and concisely articulate their planned actions for taking care of a problem (Bannon, 1981).

Once the objectives are outlined, problem solvers should attempt to plan for any roadblocks that may arise. A major block often encountered is a lack of receptivity to change, regardless of how rewarding that change may be. Problem solvers must recognize that most people are more comfortable with familiar situations regardless of how dysfunctional they may be. Mental blocks will also be encountered and can range from approval or disapproval of the proposed solutions, to rigidity when confronted with change. Mental blocks are usually based upon our perceptions, culture, and emotions. In short, these blocks are extensions of our value system. As such blocks are anticipated and planned for, it must be recognized that not all blocks can be circumvented because we do not have control over others (Bannon, 1981).
With the objectives outlined and blocks planned for problem solvers can begin to find solutions. Brainstorming is a method for generating ideas such as suggestions for solutions to problems. This method can be used by one person, but is generally more successful in the small group setting. Unusual approaches, creative solutions, and chance notions are the raw creations of a brainstorming session in which everyone participating is encouraged to build on each other's ideas. An essential understanding of brainstorming is that it is not a method for solving problems, but rather it is a method for generating ideas that are *potential* solutions to the problems encountered (Bannon, 1981).

After potential solutions are generated in brainstorming the appropriate options must be selected and then pursued. This process begins by listing and classifying ideas by the type of solution and effectively combining those which are alike, then eliminating those which do not meet the established objectives and adding any last minute ideas suggested after a brainstorming session. With the list narrowed and edited, viable options can be pursued by eliciting the pro's and con's of each solution as well as the risks associated with the implementation or non-implementation of each option. Solutions that appear viable can next be tested for effectiveness. It may not always be possible to test solutions but it is an effective method for determining a solution's future effectiveness (Bannon, 1981).

Once the most viable solution is determined the decision to implement the strategy is made. If the solution succeeds in solving the key problem and thus the symptom problems then the process was a success. If success is not achieved the process begins again, hopefully with a greater enlightenment towards finding a possible solution to the problem (Bannon, 1981).

Jon Hayes states in his book: The Complete Problem Solver that it is important to visit problems, put a name to the system, and tweak the system in order to become better problem solvers. He also suggests it is important to understand the nature of the gap between what is and what ought to be in order to more efficiently cross it. (Hayes, 1981) We can be more effective leaders if we exercise our ability to better solve problems for team effectiveness. (Nagle, 1974)

Decision Making is important for problem solving. A *decision* is a conclusion or resolution reached after consideration, and *making* is the process of producing the conclusion or resolution. Making a decision is the step after a problem is identified and defined when a potential solution can be put into place. Characteristics of effective group decisions and the methods to arrive at conclusions are discussed in Joining Together (Johnson & Johnson, 2009). Much like problem solving, it is important to research and analyze decision making in order to develop decision making skills in a group.

There are five important characteristics of an effective and well thought out group decision. They may seem to be common sense; however it is extremely important to consider them. In order to make an effective decision the resources of group members are fully utilized. Every possible resource that can be used to help fix the problem should be used. Every talent of anyone in the group should be considered as well. In an effective decision time is well used and the decision is correct or of high quality. The decision must also be implemented fully by all the group members. The problem-solving ability of the group is either improved or not lessened. A decision is effective if each of these five criteria are met (Johnson & Johnson, 2009).

Groups are better at making decisions than individuals because cooperation and collaboration takes place. Groups normally facilitate higher motivation to achieve. They tend to make riskier and more polarized decisions than individuals do. When groups make decisions together, there is more willingness to implement the decision fully. When a group works together on a problem often can inadvertently facilitate changes that can lead to implementation of a solution being taken care of more quickly. Groups typically bring a lot of diversity to the table and resources with that diversity. There are many ways to approach a problem. Some are face-to-face discussion to enhance the quality of reasoning and creativity. A problem that can arise with groups is the group polarization hypothesis which states, groups that take more risks tend to make more risky decisions, while cautious groups tend to make more cautious decisions. There are social forces at work in groups to make that happen, but it’s something that should be considered. Seven decision making processes that groups and leaders may use are summarized (Johnson & Johnson, 2009).

A decision may be decided by the person in charge without any input from the group. This is known as a decision by authority and takes place without group discussion. It is common in many organizations because it is efficient and can take less time to be put into action. It may hinder group effectiveness because the group may not know how to implement the decision or they might not agree with it (Johnson & Johnson, 2009).

Also, a decision may be made by the person who knows the most about a subject or situation. This is known as an expert decision. This process poses some difficulties such as the identification of who the expert is. It may produce a popularity contest that may lead to ineffective decision making (Johnson & Johnson, 2009).

The group may make a decision by taking what everyone knows and finding a middle ground. This is known as decision as averaging individual opinions. Sometimes extreme options may cancel each other out so some group members with less expertise could negate what the expert is advocating on the subject (Johnson & Johnson, 2009).

Fourth is a decision may be made by the person in charge based on group discussion. This process permits the leader to gain additional knowledge on the subject before making the decision. This is known as a decision by authority after group discussion. It is important to consider that some may try to impress the leader and cause their voices to be heard more than others (Johnson & Johnson, 2009).

A decision can be made by a minority of the group that is less than 50% of the member and is designated for their expertise. The minority will take into account special thoughts and needs for the group in order to arrive at a well rounded conclusion. It is important that the designated group do not rush through the decision making process in order to consider all of the aspects of the decision (Johnson & Johnson, 2009).

A decision may be made by a majority vote that is the most common form of decision making in the US. At least 51% of the group decides on a course of action. It may be wrong, however if everyone wants to support the decision it is adopted (Johnson & Johnson, 2009).

The final decision making process is decision by consensus. Everyone agrees on the same course of action. It's similar to the majority vote, except it must be unanimous. In this way, different opinions should are considered through gathering new information, clarifying issues, and motivating the group to find better alternatives. When discussing the decision, members should seek out different opinions, articulate their own ideas clearly, analyze other positions, encourage others to give the best case possible for what they believe, be open to changing their mind, avoid conflict-reducing activities, and keep the goal of reaching the best decision in mind (Johnson & Johnson, 2009).

There are several things that can hinder group decision making. Social loafing is hiding in a crowd or being part of a group but not contributing. Free riding is getting something for nothing or letting others do the work. Inappropriate group size for making a decision may also hinder effective decision making in that, some decisions require a large group while other decisions may only require 2 or 3 people (Johnson & Johnson, 2009).

Johnson and Johnson (2009) have mentioned some of many different processes for group decision making. There are many more that are not mentioned here that may work in group context. The six that Johnson and Johnson (2009) have brought forth are, decision by one in authority, decision by an expert, decision by finding middle group, decision by group discussion, decision my minority, and decision by majority vote. Bannon (1981) succinctly defined good problem solving techniques and processes. It's very simply, finding and identifying key problems, setting objectives relative to group goals, finding and

identifying blocks for the group, brainstorming to develop possible solutions, implement those solutions, and monitor their effectiveness. If this basic outline is followed, groups can begin to tweak their processes and find the best possible solutions for the groups. When groups can work together with effective problem solving and decision making, they can become more effective as a group.

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Collaboration and Cooperation

Wesley Hawkins, Jaclyn Linville, Leonard Young

Experiential education encompasses a multitude of variables that positively affect the way a participant learns and performs. In experiential education participants not only hear what they need to know, but are fully involved in what they are learning. Experiences relate the material to the participant on a personal level, thus creating a relationship to what is learned. Traditional education lacks hands-on experience and does not allow participants to fully engage in what they are learning. In a traditional setting, participants are told what they need to know, known as a teacher centered strategy. There is no collaboration or cooperation necessary. Collaboration and cooperation are essential to many aspects in life. Experiential education highlights the positive aspects of these two ideas. Without cooperation and collaboration, teamwork is ineffective and a group cannot reach its full potential. By working together, individuals will not only realize, but also experience the importance of cooperating and collaborating with others in order to reach a common goal.

> "Cooperative learning is learning with, about, and for others. It is each for all and all for each."
>
> *Anonymous*

According to Panitz (1999), "Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respecting the abilities and contributions of their peers" (p. 3). Collaborative learning is an overarching educational aspect that involves the joint effort of participants (MacGregor & Smith, 1992, p. 2). This relationship strengthens a group by combining a variety of individual skills, abilities and ideas. In order to reach the success collaboration has to offer, participants need to stay open, honest, communicate with each other, and not be fearful of disagreements or debates.

Collaboration involves both discussion and debate within a group context. By doing this, individuals within the group hear different perspectives, ideas, and opinions. Students will be able to work through their differences to reach the greater goal. Collaboration consists of eight aspects: *awareness, motivation, self-synchronisation, participation, mediation, reciprocity, reflection and engagement*. The *Collaboration Life-Cycle* visually depicts these aspects (see figure 1) (Gotta, 2005). Awareness is the first stage where a group realizes they are one unit with a shared goal. Motivation is what influences the participants to reach their goal. Some motivational aspects are planning, incentives, and development. Self-synchronisation is a use of or matching of skills towards the goal. Once everyone is involved, the group moves to the stage of participation. Through participation, arguments may arise which in return calls for participants to negotiate, compromise, clarify, and/or discuss disagreements with one another in the stage of mediation. Reciprocity is the idea that collaboration within a group does not stop at the stage of mediation but instead continues throughout their time spent together. Following reciprocity is the reflection phase. During this phase, individuals and/or the group process the experience. This thought process involves reflecting on what happened, interactions, and how that plays a part in the group. The last stage of the collaboration life-cycle is engagement. Throughout the engagement phase, participants wait for a new experience to apply what they have gained from past collaborations. Often times curiosity and discovery develop in this stage and the decision to embrace an opportunity or stand by arises (Gotta, 2005). Participants can now use what they have experienced effectively (Clinical Trials Administrator, 2009, p. 140).

Mark (2002) explains that multiple people benefit from cooperation, which is the basis for human society (p. 323). Jones (1994) defined cooperative learning as "a small heterogeneously mixed working groups of

learners learning collaborative/social skills while working toward a common academic goal or task." When a group is cooperating they are making efforts and working together in a peaceful manner to reach a common goal. Competition is eliminated and replaced by equality, encouragement, and respect. Cooperation encompasses individual say, share of work, active listening and is a "better bend than break" way of solving a problem (Kunimitsu, 2013). Social cooperation is demanding in the sense that people must exchange their aspiration to achieve personal benefits by committing to the greater good of the group. As for facilitators, it is part of our job to teach people to see beyond their narrow personal benefits and guide them to serve the collective good of others (Gilead, 2009).
Panitz (1999, p. 8) explains the concept from Johnson, Johnson, and Holubec that identifies the following five basic elements necessary for a procedure to be considered cooperative*: positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal/small group skills, and group processing*. Positive interdependence is like a "sink or swim together" philosophy. Meaning that students realize they need each other to achieve a group goal. Teachers may structure positive interdependence by establishing mutual goals, joint rewards, shared resources, and assigned roles. Face-to-face promotive interaction is when participants help, share, and encourage one another to become a better learner. Participants pair up or get into small groups to teach and discuss what they learned to their peers. Individual accountability keeps participants honest by occasionally assessing their performance and providing the results to both the individual and group. Interpersonal and small group skills are extremely important due to the fact that a group cannot function both effectively and efficiently without these social skills. The following are some of the collaborative skills needed: *leadership, decision making, trust building, communication, and conflict-management skills.* Group processing is essential to a group's success. This time allows participants a chance to discuss how things are going within the group. The facilitator uses this time to connect the learning to both the present and future endeavors of the group as well as give constructive feedback.

The use of collaboration and cooperation in an experiential education setting permits students to amplify teamwork and interpersonal skills. When participants work together, the greater understanding is increased (Panitz, 1999, p. 6). By instructing collaborative learning, participants are able to compose their own learning and create the ability to shape personal values, ideas and active communication. Inevitably, participants may encounter varying ideas and opinions and must learn to work with them (Smith & Macgregor, 1992, p. 4).

Cooperation and collaboration approach problem solving and goal achieving in similar aspects, but they do differ as well. Cooperation values equality, teamwork, sharing of roles and limited disagreement. Therefore, cooperation is peaceful and passive (Kunimitsu, 2013; Sarkus, 2013, p. 46). Everyone brings something of value to the table rather than participants using what they bring individually to create something new (Arend, 2009, p. 371). Collaboration involves working together, deep discussion, varying view points and holds more structure (Sarkus, 2013, p. 46). When differing opinions arise, this may lead to disagreements among group members. Participants must then work together through this and sacrifice and/or compromise for the better of the group. Cooperation does not encompass this depth of conversation. Using these two approaches, participants are able to work with one another to reach a common goal efficiently and effectively. Cooperation and collaboration also increase teamwork skills by participants working as a whole incorporating varying skills, abilities, thoughts and ideas (Erwin, 2012). Once the skills of collaboration and cooperation have been accomplished, individuals may apply these in future situations with competence.

There are many activities that inspire and enhance cooperation and collaboration within groups. When considering an activity several areas need to be kept in mind: comfort, age, size, and goal of the group. Almost any group activity can be altered to a desired outcome, but it is important to remember what the activities offer and how they are carried out. For example, is it necessary to have divided teams? Is there

competition? Does this activity fit your desired outcomes naturally or is it forced? Question activities and alter them as desired to fit the desired outcome or goal of the group. Names of activities can be altered to match or "fit" desired outcomes and goals (Johnson & Johnson, p. 161). There are a few examples of activities geared towards cooperation and collaboration in the following paragraph.

Activities that incorporate collaboration and cooperation create an opportunity for groups to interact. These activities also spark the need for cooperation and collaboration within members. Participants will see that when individuals work with a group they can accomplish tasks and goals more efficiently than if they were to attempt these by themselves (Gilead 2009, p. 557).

Getting participants to cooperate or collaborate can be challenging. Before participants start thinking about cooperating, a certain fundamental condition must be met; individual participants must have corresponding interests. This can be accomplished in several ways. One way is by forcibly creating an identity of interest. To do this, the leader must enforce mechanisms that make uncooperative behavior have negative consequences and cooperative behavior hit the maximum benefit. This causes individuals who would usually work for individual gain to cooperate for their own good. The problem with forcibly creating interest is that using negative reinforcement has to be treaded on lightly. If the consequence is too large, the participant could shut down and will not cooperate for the rest of the activity. If the consequence is too small, the participant will not see the need to cooperate. Getting the correct consequence can be difficult and prove as a challenge in means of appropriate intervention. This could mean that, as the leader, you could be the reason for success, not cooperation. Because of this, forcibly creating interest is rarely held as the single way to enforce cooperation (Gilead 2009, p. 556).

Getting participants to have a common interest can also be done is by shaping desires, goals, and interests of participants. To do this, a leader needs to initiate activities that serve the common good of others by cooperating. The group aims at maximizing the success of the cooperation without even knowing it. The biggest obstacle with this model is that individuals sometimes want to act selfishly for private consumption of whatever good might come out of the goal. However, if participants believe that furthering the common good of others will further their own good, the rationale will be to maximize the cooperation within the group by involving group participation. That being said, cooperation should be inevitable. If a leader can make it the norm to support one another, social cooperation can be greatly enhanced (Gilead 2009, p.567).

Another problem faced with getting participants to cooperate or collaborate is partnership. Partnership alone does not enforce cooperation or collaboration, however "shared development objectives and policies, shared ownership… shared responsibilities, and shared implementation strategies" (Manson, p. 443) does. When objectives are decided upon together, a partnership has equal buy-in to the activity. This gives shared ownership, rights, and responsibility enforcing cooperation and collaboration. The result will build mutual trust, which will cause partners to share information and developmental ideas. Through this process, transparency within the partnership will be formed. This will cause the relationship to share rewards equally and cooperation will have maximized the partnership's capacity (Manson, p. 443).

An issue with collaboration is that "The United States macro-culture, through its educational system and popular media, promotes a spirit of individualism, independent risk-taking, and entrepreneurial fortitude" (Johnson & Johnson, p. 161). What is not understood is that reward is scarce and that by pulling together opportunity would increase causing both parties to be successful. Society praises most on individual success which causes separate parties to compete for similar opportunities. The modern school system has a structure of individual work and giving individual grades. We know that

when pulled together, group decisions are usually better for overall success than individual decisions as well as resulting in more accurate assessment.

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