

Entrance Activity 1 (to accommodate staggered group collection)

- Bobs the Weasel

- Introduce ourselves
- Introduce and explain the activity to participants.
- As others join the circle, have them introduce themselves to the person on their left. The person on their left will explain the game as well.
- Once all 40 have joined we will continue a round or two then stop the game.
- We will then split them up into the 3 sub groups using a deck of cards, by suit.
- Matthew – Spades. Chelsea – Clubs. Max - Diamonds

Entrance Activity 2 (to accommodate staggered group collection)

- Grandma's Undies

- Introduce ourselves
- Introduce and explain the activity to participants
- As others join the circle, have them introduce themselves to the person on their left. The person on their left will explain the game as well.
- Once all 40 have joined we will continue a round or two then stop the game.
- We will then split them up into the 3 sub groups using a deck of cards, by suit.
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To Begin – 5 Minutes

- Introduce yourself – My name is Matt Grady and this workshop is an introduction to group development activities with intention. Our group will be engaging in activities designed to focus on Trust and Sense of belonging. I myself, a student from Georgia College & State University's Outdoor Education Program will model and discuss basic and advanced facilitation strategies in a few different program activities to share with yall.
- As I mentioned earlier we will be focusing on Trust and Sense of Belonging as our primary outcome. What is a primary outcome you ask? It is going to be what everything and anything is going to be focused on today. So, can I get everyone to repeat after me? I (insert name here) will be focused on Trust and Sense of belonging throughout the entirety of the time that I am here with Matt.
- 18 of us – doing different activities – designed to share with other groups – 36 energizers, 36 main events, each of us will use 3 different debrief structures, 6 content areas related to group effectiveness – including diversity, cooperation, communication, trust/belonging, problem solving/decision making, and leadership.
- Short handout to take home
- Program Activities Manual will be posted to the Congress website sometime in January
- Lets get started.
- Our focus area is Ask them **Trust and Sense of Belonging.**

Energizer 1 – Morning – 10 Minutes

Sticky Buddies

- So we are going to start off with an Energizer/Acclimatizer. Why do you think we would do this?
- An energizer is supposed to get participants up and going and amped for the rest of the program. And an acclimatizer is supposed to get participants acquainted and more comfortable working with each other for the duration of the program.
- We are going to start off with the energizer Sticky Buddies.
- I choose this activity because it demonstrates trust between partners. Partners have to stay aware of each others every move
- Purpose of this activity is to trust/rely on each other.
- Establish partners. Demonstrate a Sticky Buddy
- Masking tape around waist. Don't break it.
- Starting on ground move from Point A to B...then sit back down..?
 - Variations
 - Race
 - Tripod
- Any thoughts on how to better play this game? Variations...etc..

Energizer 2 – Morning – 10 Minutes

Sticky Buddies

- So we are going to start off with an Energizer/Acclimatizer. Why do you think we would do this?
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- Any thoughts on how to better play this game? Variations...etc..

Energizer 3 – Afternoon – 10 Minutes.

Circle Up

- So we are going to start off with an Energizer/Acclimatizer. Why do you think we would do this?
- An energizer is supposed to get participants up and going and amped for the rest of the program. And an acclimatizer is supposed to get participants acquainted and more comfortable working with each other for the duration of the program.
- We are going to start off with the energizer Circle Up.
- I choose this activity because it demonstrates Sense of belonging within a group.
- Purpose of this activity is demonstrating Sense of belonging.
- Stand in Circle. Ask participants to remember who's on there left and right.
- Whenever someone yells "circle up" the challenge is to re-establish this circle exactly how it was.
- Once re-established participants yell "We're all here"

Energizer 4 – Afternoon – 10 Minutes.

Circle Up

- So we are going to start off with an Energizer/Acclimatizer. Why do you think we would do this?
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- Once re-established participants yell "We're all here"

Main Event 1 – Morning – 40 Minutes

Key Punch

- First I am going to start out with a Frontload specifically a Functional Behavioral Frontload. Which is essentially a pre-brief. You are getting your participants thinking about the primary outcome before the activity. It strengthens those connections that happen during the activity.
- So what types of groups require participants to play specific roles?
- Sweet, I just gave you guys a handrail. I put the idea of Sense of Belonging in your heads.
- Now can I get everyone to close their eyes and think of a time when they played a specific role within a group? What made you feel like you belonged in that group? What would have happened within that group if you hadn't have played your part?
- Now the topic of Sense of Belonging is in your head. Functional Behavioral Frontload complete.
- Directions – The name of this game is Key Punch, I choose it because every person plays a very specific role within the group and without playing your role the group would not be able to complete the activity.
- Round 1 – Timed – Send one participant down at a time punch their key run back. Repeat
- Round 2 – Timed – Break into 4 groups. Each group is assigned number 1 – 5, 5 – 10,..etc.
- Round 3 – Timed – Send whole group down. **1 person at a time in the ring.** but everyone should be pointing out to next person up where the following number is.

Interventions should be used to strengthen the experience or to ensure emotional, social, intellectual, or physical safety. Interventions are all about what is observed. So the facilitator needs to be paying close attention to the activity.

Use Content Focus Intervention – After the group has worked through the process I will intervene into the activity to change/help/make the activity easier. Also to bring about what I see to make easier. And to ask for ways to make easier.

Main Event 2 – Morning – 40 Minutes.

Key Punch

- First I am going to start out with a Frontload specifically a Frontload on Past Lessons. Which is essentially a pre-brief. You are getting your participants thinking about the primary outcome before the activity. It strengthens those connections that happen during the activity.
- So, can I get a few participants to volunteer and tell where Trust/SOB was necessary in the past energizer?
- Now I want every single one of you to close your eyes and imagine a time when Trust/SOB was necessary whether that be within a friendship, etc... can I get a few participants to tell us what they imagined?... (to those same people) Why was Trust/SOB necessary in those situations? What would this situation look like without Trust/SOB? Now the topic is in you guy's heads, and I have frontloaded on a past lesson.
- Directions – The name of this game is Key Punch, I choose it because every person plays a very specific role within the group and without playing your role the group would not be able to complete the activity.
- Round 1 – Timed – Send one participant down at a time punch their key run back. Repeat
- Round 2 – Timed – Break into 4 groups. Each group is assigned number 1 – 5, 5 – 10,..etc.
- Round 3 – Timed – Send whole group down. **1 person at a time in the ring.** but everyone should be pointing out to next person up where the following number is.

Main Event 3 – Afternoon – 40 Minutes

Blind Trust (Minefield)

- First I am going to start with a Co-Created Metaphor. Where I introduce the activity, establish partners, introduce the metaphor, then we do the activity.
- Explain activity and rules
- “You are going on a journey, and like any journey it requires attention to detail, a well planned route, attention to the rules, and trusting your partners.” What are your thoughts on how this journey is like trusting each other within this group? Basically I am asking what yall know or have learned about trust, and building trust within groups.
- Finally I will check in with yall along your journey to see how the process is going.
- Start Activity.

A PFI – Is used to focus the participants on the here and now moment of what is going on within their activity. You Stop participants in the middle of the activity gather them around and have a “fishbowl” experience. To talk out their processes. They are to here/learn from other participants on what processes are working and what processes are not working. And then implement them within their group.

Use Process Focus Intervention – After the first groups of participants have gone midway through the minefield. Stop/gather around for process intervention.

Have the groups talk about the process, how they are trusting their communicator to guide them through the field without leading them astray. Focusing on the here and now moment.

Main Event 4 – Afternoon – 40 Minutes.

Blind Trust (Minefield)

- First I am going to start with a Facilitator Generated Metaphor. Where I introduce the activity, establish partners, introduce the metaphor, then we do the activity.
- Explain activity and rules
- “You are going on a journey, and like any journey it requires attention to detail, a well planned route, attention to the rules, and trusting your partners.” This journey cannot be successfully completed without trusting your partner. Consider me your travel agent, I am going to give you and your partner 5ish minutes to strategize ways to cross the field. I will check back in with groups in 5 minutes 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 conditions.
- Start Activity.

Debrief 1 – Morning – Key Punch – 5 – 10ish Minutes.

Experiential Cycle.

- A debrief follows after every activity. A debrief is used to get participants talking about what they just experienced. We are going to focus/use the Experiential Cycle.
- The Experiential Cycle Follows a: What, So What, and Now What type of questioning. Which relates to you having an experience, you Generalize the experience, you Reflect the experience, and then you Apply what you learned within the experience to future experiences.
- **What:** What happened during this activity. Can you explain your specific role you played within the group?
- **So What:** So, Within groups everyone plays a specific role. If you had to explain to someone what Sense of Belonging was, what would you tell them based on what you learned in this activity? Basically what is your def. of SOB
- **Now What:** Now how are you going to take what you learned today about SOB and apply it to future groups you work with?

Experiential Learning Cycle

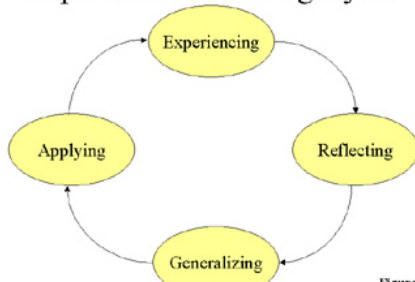


Figure 1

Debrief 2 – Morning – Key Punch – 5 – 10ish Minutes

- A debrief is used to get participants talking about what they just experienced.
- We are going to focus on the 5 questions debrief.

5 Questions

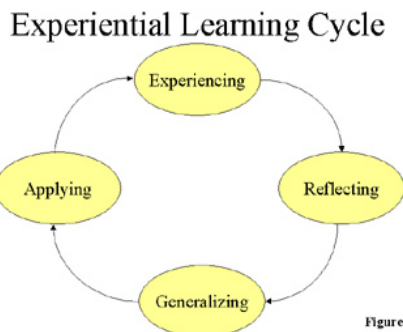
- This debriefing demands GREAT group observation skills!
- It runs through description of the activity. Next, go to interpretation of the activity and then goes to transferring context. Now see if there is new interpretation
 - Did you notice? Description
 - Why did that happen? Interpretation
 - Does this happen in...? “often in groups” Transfer context
 - Why do you think this happened in...? Interpretation
 - How can these insights be used to...? Application

Debrief 3 – Afternoon – Blind Trust (Minefield) – 5 – 10ish Minutes Cumulative Debrief

- A debrief is used to get participants talking about what they just experienced.
- We are going to focus on the Cumulative questions debrief.
- Cognitive Questions-Facts, situations & experiences “Relive the experience.
- Convergent Questions-Synthesize observed, given or remembered information. Bring in your understanding of what cooperation is. Give them different take on what came out of the experience
- Divergent Questions-Creativity, imagination & open-ended thinking. Take the conversation out to other conversations.
- Evaluative Questions-Choosing or judging on the basis of values, needs, or norms. Choosing or judging of n the basis of values, needs, or norms
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- Cognitive: *How did you and your partner build trust in this activity?*
- Convergent: *What were the successes and challenges in this activity?*
- Divergent: *When working with new members in a group what kind of issues arise when building?*
- Evaluative: *What did you learn about yourself?*

**Debrief 4 – Afternoon – Blind Trust (Minefield) – 5 – 10ish Minutes
Experiential Cycle.**

- A debrief follows after every activity. We are going to focus/use the Experiential Cycle.
- The Experiential Cycle Follows a: What, So What, and Now What type of questioning. Which relates to you having an experience, you Generalize the experience, you Reflect the experience, and then you Apply what you learned within the experience to future experiences.
- **What:** What happened during this activity. Can you explain your specific role you played between you and your partner?
- **So What:** So, Within your pairs each of you played a specific role. If you had to explain to someone how to build trust, what would you tell them based on what you learned in this activity? Basically what is your idea of building trust?
- **Now What:** Now how are you going to take what you learned today about building trust and apply it to future groups you work with?



Hip Pocket Activities

Sit Circle

My body lies over the ocean... my body lies over the sea...

Hip Pocket Activities

Dinosaur Shakes

Hip Pocket Activities

Community Celebration

Hip Pocket Activities





