

THE TEAM BUILDING *Activity Book*

3



30 *more* EASY-TO-TEACH
TEAM BUILDING ACTIVITIES



Venture Team Building

The Team Building Activity Book: 3

**30 *MORE* EASY-TO-TEACH
TEAM BUILDING ACTIVITIES**



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INDEX CARD APPRECIATIONS

ACTIVITY NOTES

Overview

In this activity, participants reflect on the participation and contribution of other participants.

Resources:

- Index cards and pencils/pens (1 for each participant).

Space Required: Can be indoors or outdoors.

Group Size: Small to large.

Total Time: 25 minutes

- 5 minutes for the introduction and resource dispersal
- 15 minutes for the activity
- 5 minutes for debrief

Prerequisite: None

Set Up

- This is a closing activity.

Running the Activity

- Ask the participants to sit in a circle.
- Handout one index card and a pen/pencil to each participant.
- Have each participant write their own name at the top of the index card.
- Then, have everyone hand their card to the right, or left, but pick a direction and stick with it.
- Ask the participants to write down something they appreciated about the person whose card they are holding. Essentially, write down some feedback, but keep it brief.
- It could be something they did for that particular participant. Or it could be something that they brought to the day's activities, such as: humor, empathy, honest feedback, etc.
- The more specific the feedback the better ("you're humor during the ball toss exercise really diffused a difficult conflict and helped us move forward")
- Set a time for each round – say 1 minute – then ask them to pass to the right again. Try not to let the process be freestyle where they pass when they feel like it. Two things will happen: 1) some participants will write quickly or not give the exercise enough thought; 2) participants who move slower will end up with four or five cards backed up and feel the pressure.
- Try to have each person write on only one line. Use the front and back of the card – which works best for groups up to 12 or 15.

- For larger groups, hand out a sheet of paper on a clipboard for each participant.
- Once the card returns to the original owner, have them spend a few minutes reading all of the comments and then move to the debrief.

Suggested Learning Outcomes

- Feedback
- Appreciation
- Closing Activity

Activity Guidance and Notes

This activity presents a great opportunity to have participants give individual feedback to other participants. This is particularly effective when you have spent at least four hours and used experiential exercises where the group needed to work together to be successful. You can also frontload the activity by letting the participants know that, at the end of the day, they will be giving individual feedback to all of the other participants. This helps them be successful in giving quality feedback, but it also improves the effectiveness of the day as participants are looking outward and noticing what is working and not working in their group. This should be used as a closing activity.

Review

Suggested questions to ask:

- How did it feel to give feedback to other participants?
- How did it feel to receive feedback from the other participants?
- What surprised you about the appreciation/feedback you received?
- Did knowing ahead of time that this activity would happen help you notice the contributions of others? How so?
- Write down one person who you will give an in-person appreciation to when you return to the office/home.

CUT THE CARD

ACTIVITY NOTES

Overview

This activity illustrates how the same instructions can produce wildly different results.

Resources:

- One index card or 8 1/2 by 11 piece of paper per participant.

Space Required: Can be indoors or outdoors.

Group Size: Small to large. There is no size restriction. The only restriction is the amount of resources available.

Total Time: 15 minutes

- 5 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: None

Set Up

- Participants can stand or sit in any configuration. Give each participant an index card or 8 1/2 by 11 piece of paper. Scissors are optional.

Running the Activity

- Participants will be led in several rounds by the facilitator. Although the instructions are the same for everyone, the end results will vary.
- Round 1: Have each participant fold their piece of paper in half.
- Round 2: Ask them to tear off the top right corner.
- Round 3: Ask them fold the paper in half again.
- Round 4: Ask them to tear off the bottom left-hand corner.
- Round 5: Ask them to fold it in half again.
- Round 6: Ask them to tear off the top left corner.
- You can be creative in what you ask them to tear off. It can be a corner or a side of the paper.
- Finally, ask them all to open their paper up to its original flat size and hold it up for everyone to see.
- The designs will vary based on how each participant carried out your instructions.

Suggested Learning Outcomes

- Problem Solving
- Creativity
- Being open-minded
- Creating clarity

Activity Guidance and Notes

Participants may ask you questions to try to determine exactly “how” you want them to fold the paper. For example, do you want them to fold it horizontally or vertically? Just reiterate your original instructions. How they carry out your instructions is personal to each participant. There is no wrong answer.

This activity is designed to illustrate how participants can be rigid in their thinking. It is a good way to start a training and a framework to talk about how people see situations differently and to be open to new ideas.

Review

Suggested questions to ask:

- What assumptions did you make about this activity?
- Did you complete the activity with, or without, copying a colleague’s move?
- Did you assume that all of the papers would look the same?
- Did you feel there was a “right” way to complete the activity?
- Where do assumptions and constrictions reduce creativity in the workplace?
- How would being more open-minded to new ideas improve your effectiveness and happiness in the workplace?

EVERYONE IS A TEACHER

ACTIVITY NOTES

Overview

In this activity, participants will share a skills or hobby with another participant.

Resources:

- Enough space for all participants to stand and move freely.

Space Required: Small to large. Can be indoors or outdoors.

Group Size: Unlimited. Participants share in pairs.

Total Time: 20 minutes

- 5 minutes for the introduction and card dispersal
- 10 minutes for the activity
- 5 minutes to review and debrief

Prerequisite: None

Set Up

- Participants need to have space to stand in pairs.

Running the Activity

- Explain the activity: Ask participants to find a partner.
- The objective is to share a skill or hobby that you have and teach it to another participant.
- For instance, your hobby might be golf. Teach a golf swing to another person including the stance, where to focus your eyes, importance of hip swing, etc. (without a golf club).
- A second instance would be someone who enjoys cycling. Teach the rhythm of pedal rotation, toe/heel orientation, how you should lean on the handlebars.
- Each person teaches the other their hobby/skill. Facilitating from the front, give three to five minutes for Person A to teach Person B then switch.
- Or, give them a cumulative time if the group is large and you do not want to interrupt the process.

Rules

- All participants should present one hobby/skill they would like to teach their partner.

Suggested Learning Outcomes

- Energizer
- Networking
- Collaboration

Activity Guidance and Notes

This activity presents a great opportunity to have participants get to know each other. It works in many different size rooms indoors and outdoors as well. It is scalable to small and large groups and requires only enough space for pairs of people to stand and move.

Review

Suggested questions to ask:

- What skill/hobby did you learn from your partner?
- Were you surprised by your partners' skill/hobby? Why?
- Would you be able to teach someone else what you learned based on your experience?
- What criteria did you use to decide what skill/hobby to share with your partner?
- What did you notice about other partnerships in the room? Did you learn an additional skill/hobby by watching another group?

IT'S IN THE CARDS

ACTIVITY NOTES

Overview

In this activity, participants will use oversized playing cards for a variety of get-to-know-you activities.

Resources:

- A deck/decks of over-sized playing cards. There should be enough so each participant has one card. Regular playing cards can be used but are more difficult to see.

Space Required: Small to large. Can be indoors or outdoors.

Group Size: Unlimited. Participants play as individuals.

Total Time: 20 minutes

- 5 minutes for the introduction and card dispersal
- 10 minutes for the activity
- 5 minutes to review and debrief

Prerequisite: None

Set Up

- Participants need to have space to stand in groups in a room.

Running the Activity

- Explain the activity: Each participant should receive one playing card.
- Explain that the participants will be asked to group themselves by a few different categories.
- Introduce the categories one at a time. Once the whole group has completed that grouping, introduce a new category. They are progressively harder.
- Category #1: Have all participants group themselves by the color of their card. You should have two groups – red and black.
- Category #2: Ask the participants to group themselves by suit.
- Category #3: Ask the participants to group themselves by the number on their face card.
- Category #4: Attempt this sort if you feel like you have the time (at least 10 minutes for this category). Ask the participants to group themselves so that their cards together add to 21. An ace can either be a 1 or 11.

Rules

- All participants should have one card and cannot trade it.

Suggested Learning Outcomes

- Energizer
- Networking
- Problem-Solving
- Collaboration

Activity Guidance and Notes

This activity presents a great opportunity to have participants get to know each other. It works in many different size rooms indoors and outdoors as well. It is scalable to small and large groups and requires only a single playing card for each participant. In a very large room, card sort #4 will be difficult. Make sure you have the space and time for each of the categories.

Review

Suggested questions to ask:

- How did you feel when the activity started?
- How did you feel about switching groups with each category?
- Did you meet and interact with people you might not have?
- What was difficult about finding a group totaling 21?
- What did you notice about other participants that were moved into, or out of, groups?
- What opportunity do you have to see yourself are part of more than one group in your workplace?

HOW WE SEE THINGS

ACTIVITY NOTES

Overview

In this activity, participants get an opportunity to reflect on how they see things.

Resources:

- Paper and pencils/pens for each participant.
- For small groups, 1 photo per person and individual seating.
- For large groups, 1 photo per 4 to 6 participants and group seating.

Space Required: Can be indoors or outdoors.

Group Size: Small to large.

Total Time: 40 minutes

- 5 minutes for the introduction and card dispersal
- 15 minutes for the activity – Part 1
- 5 minutes for the activity – Part 2
- 15 minutes to review and debrief

Prerequisite: None

Set Up

- Participants need to have space to comfortably sit and write, a paper and pen/pencil.

Running the Activity

- Explain the activity: Give each individual, or each group, a photo or postcard face down.
- Have them turn the card over and, without consulting anyone else, write eight short sentences/statements about what they see on the card (15 minutes)
- Then, talk about the following three categories: 1) Objective statements (OS)– a fact about the photo (the woman is wearing a red dress); 2) Judgment (J) – a value given by you to the actions in the photo (the woman's red dress is too short); and 3) Conclusions (C) – something inferred by the photo (the woman must be hot in that long-sleeved dress).
- Have the participants assign a J (judgment), C (conclusion) or OS (objective statement) by each of their eight statements.
- For a small group, share one individual at a time addressing their choices and the debrief questions below. For a large group, have participants share in groups of two or three followed by a shorter large group debrief.

Suggested Learning Outcomes

- Values
- Judgments
- Assumptions
- Conflict Management
- Cultural Diversity

Activity Guidance and Notes

This activity presents a great opportunity to have participants get to know each other on a deeper level. It works in many different size rooms, and outdoors as well. It is scalable to small and large groups and requires only enough space for participants to sit, write and share. Because of the level of disclosure and emotional trust required, this is not suggested as an opening activity but sequenced later in a training program once trust has been established.

Review

Suggested questions to ask:

- What objective statements did you make about your photo?
- What conclusions and judgments did you make about your photo?
- What do you think led you your conclusions and judgments?
- Which of the three statements was most natural for you?
- Of the eight statements, how many were OS, J and C?
- What can be gained/lost by making conclusions and judgments vs. objective statements?
- Have you ever made a statement that you thought was objective and was received as a judgment/conclusion?
- Did anything from your background, your experience or your culture lead you to a conclusion/judgment?

STOMP

ACTIVITY NOTES

Overview

In this activity, participants work together to send a message using their feet.

Resources:

- No resources needed.

Space Required: Can be indoors or outdoors.

Group Size: Small to large, but it is better to have groups no larger than 30.

Total Time: 20 minutes

- 5 minutes for the introduction and card dispersal
- 10 minutes for the activity
- 5 minutes to review and debrief

Prerequisite: None

Set Up

- Participants should stand shoulder-to-shoulder in a circle.

Running the Activity

- Have participants stand near shoulder-to-shoulder in a circle with their feet shoulder width apart – facilitator included.
- Then, instead of having their two feet next to each consecutively, have them step to the right with their right foot. It should rest inbetween the two feet of the person on their right.
- For comfort, some participants may want to step infront of, or behind, the person on their right. They may also want to put a hand on the shoulders of the participant next to them for stability.
- Now, all participants should have two other feet between theirs – one from the person on the left and one from the person on the right.
- Tell the participants that you want to send a message around the group **IN THE ORDER OF THE FEET AS THEY APPEAR IN THE CIRCLE!**
- They will send the message by stomping the feet in the order as they appear.
- As the facilitator, you start the message by stomping your foot. You can go in either direction (left or right).
- Going to the right...you pick up your left foot slightly and stomp. The next foot to stomp should be the one directly to the right of yours. Remember to stomp in the order of the feet, not the people.

- It helps greatly if you look at your feet while doing the activity. If the activity stalls, restart it at the beginning.
- Once you have gone in one direction, try it in the other direction. Or you can try it for a better time.

Suggested Learning Outcomes

- Energizer
- Collaboration
- Problem Solving
- Communication

Activity Guidance and Notes

While this activity requires no movement other than stomping your foot, it can be tiring. Have participants put a hand on the shoulder of the next person to create stability. Also, if you are not done with the activity but participants look uncomfortable, take a break and have them walk around for a minute. Then resume the activity. If they struggle to stomp in the order of the feet, have them stare at their feet, count or tap the shoulder of the person whose turn it is next. This should be a fun energizer, not a frustrating experience.

Review

Suggested questions to ask:

- What did it take to be successful?
- How did you react to it being your turn?
- Did you have difficulty recognizing your own foot? And why?
- What types of communication helped ensure that the group would be successful?
- Did you consider changing where you were in the circle to be more comfortable?
- How important is self-care?
- How did it feel when the group was successful?

BITE THE BAG

ACTIVITY NOTES

Overview

In this activity, participants use their problem-solving skills and flexibility to bite a brown paper bag.

Resources:

- Brown paper bag(s) and scissors.

Space Required: Can be indoors or outdoors.

Group Size: Small to large, but it is better to have groups no larger than 10. If larger than 10, create smaller groups – each with their own paper bag.

Total Time: 30 minutes

- 5 minutes for the introduction
- 15 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: None

Set Up

- Participants should stand in a circle.

Running the Activity

- Objective: To be the last person to “bite” and pick up the bag with their teeth.
- Rules: Participants’ feet must remain on the ground and they can only contact the bag with their teeth.
- Put a new paper bag, fully opened, on the floor in the center of the group circle.
- One at a time, participants will approach the bag and bend over to bite and lift the bag with their teeth.
- After each participant, cut off the portion of the bag that was contacted by a participant’s mouth.
- The bag will get smaller each time increasing the difficulty.
- The last person to “bite the bag” wins.

Suggested Learning Outcomes

- Problem Solving
- Flexibility
- Creativity

Activity Guidance and Notes

This activity is fun and different. It also requires some physical flexibility and problem-solving skills. Make sure you cut off any portion of the bag contacted by a previous participants' mouth. The participants may not make contact with the bag with anything other than their teeth and they may not touch the floor with anything other than their feet.

Review

Suggested questions to ask:

- What assumptions did you make about this activity?
- What assumptions did you make about the ability of others in the group?
- What surprised you?
- How does this activity teach you about perceived limitations?
- How do react when given a task that in which you have no experience?
- How can understanding the limits of your abilities be valuable?

SILENT OPERA

ACTIVITY NOTES

Overview

In this activity, a group of silent participants will be giving instructions to a “caller”, who will be giving instructions to a blindfolded participant.

Resources:

- An open field or ballroom
- Multiple soft objects
- A chair for the caller
- Blindfold
- Rope, or taped, line for the silent participants

Space Required: Can be indoors or outdoors.

Group Size: Groups of 4 to 20 participants.

Total Time: 45 minutes

- 10 minutes to describe activity, select participants for all three roles and allow pre-planning
- 20 minutes for the activity
- 15 minutes to review and debrief

Prerequisite: None

Set Up

- There are three participant areas. From left to right: 1) The start line for silent participants; 2) the center of the field/room with a seated caller facing the silent participants; 3) the field of soft objects to be retrieved by the blindfolded participant.

Running the Activity

- Objective: For the blindfolded participant to retrieve the soft objects from the playing field in the shortest time possible.

Rules:

- The silent participants may not use their voices to communicate and must stay behind the start line. Their job is to describe to the “caller” where the objects are for the blindfolded participant. They may jump up and down, use hand signals, grunt, etc.
- The “caller” is facing the silent participants and has his back to the blindfolded participant. His job is to describe for the blindfolded participant where to go.
- The blindfolded participant can talk to the caller, but will not be able to see the objects. Their job is to retrieve as many as possible in the shortest amount of time.

Suggested Learning Outcomes

- Problem Solving
- Creativity
- Communication
- Distractions

Activity Guidance and Notes

Safety first! Make sure the field/room is clear of any objects that can harm the blindfolded participant. Disperse only soft objects that the blindfolded participant cannot be harmed if they step on them. Watch for twisted ankles. The facilitator should also walk alongside this participant at all times.

Set the “caller” in the middle of the room and ask that they keep their back to the playing field. Remind the silent participants that they should not use their voices. Run the activity for time (20 minutes) or until you feel like the participants are no longer engaged.

Review

Suggested questions to ask:

- Silent participants – what were some of the ways that you communicated without speaking? What were some of the challenges? Were you able to communicate effectively?
- Caller – What were some of the challenges of communicating with two groups at one time? Did you feel like the communication was effective? What were some of the distractions?
- Blindfolded participant – Did you feel like you received good instructions? How did you feel about the activity? How does being blindfolded in this activity remind you of workplace communication?
- For everyone – How do distractions lessen the effectiveness of communication and create chaos?
- Did you establish a leader? If so, how did that happen?

DID YOU NOTICE?

ACTIVITY NOTES

Overview:

In this activity, participants will be challenged to use active listening and awareness skills.

Resources:

- None

Space Required: Can be indoors or outdoors.

Group Size: Any size group

Total Time: 25 minutes

- 5 minutes to describe activity and get participants into pairs
- 10 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: None

Set Up

- Have participants break off into pairs. They can either sit or stand facing each other – sitting is preferred.

Running the Activity

- Objective: For participants to sharpen their listening and awareness skills.
- Have each pairing decide who is Partner A and Partner B.
- Round 1: Facing each other, they will each spend two minutes discussing a topic given by the facilitator.
- Partner A will speak first and Partner B's job is to listen as fully and completely as they can.
- The facilitator should use a topic that is relevant and interesting to your group.
- Call time after the first two minutes and instruct Partner B to speak.
- Round 2: Now, participants should spend 1 minute each reiterating what they heard the other person say. Partner B should start and say everything they remember being said by Partner A.
- Then switch and have Partner A say everything they remember being said by Partner B.

- Round 3: Then, ask the participants to move their chairs so they are facing away from their partner.
- Have each partner spend 1 minute describing the other person without looking at them. What they are wearing, the color of their eyes, etc.

Suggested Learning Outcomes:

- Active Listening
- Awareness
- Body Language
- Distractions
- Communication

Activity Guidance and Notes:

Having an interesting and relevant topic is key to a good discussion. Also, if you have a larger room, move the pairings away from each other so it is less distracting. Make sure you call time between each round so that one partner does not dominate the conversation. This is likely to happen if you have a pairing of an introvert and extrovert. This activity helps illustrate that listening happens with your ears and your eyes. Words are a small part of communication. Tone and body language reveal much more information.

Review:

Suggested questions to ask:

- How do you define active listening?
- What aspects of active listening were difficult for you?
- Did you find yourself focusing on a particular part of a conversation? If so, why?
- When you were asked to describe your partner, how successful were you?
- Do you think you paid more attention to words, tone or body language when listening?
- What message do you get when a person's words seem incongruent with their body language?

SEEING RED

ACTIVITY NOTES

Overview: In this activity, participants will be challenged to become aware of the power of focus.

Resources:

- None

Space Required: Can be indoors or outdoors.

Group Size: Any size group

Total Time: 15 minutes

- 3 minutes to describe activity
- 4 minutes for the activity
- 8 minutes to review and debrief

Prerequisite: None

Set Up:

- Participants can stand or sit. Look around your environment before you start the activity and notice what colors are prevalent. Is there a lot of blue? It could be in the carpet, walls or ceiling or in the clothing of the participants, their shoes, glasses, etc. Pick two colors that appear the most in your environment. Let's say, blue and red.

Running the Activity:

- Objective: For participants to create an awareness about the power of focusing.
- Tell the participants that they will have five minutes to look around the room and memorize everything that they see that is BLUE.
- Items could be on people or as part of their environment.
- They can walk around if they like, but they cannot write down the items, take photos, etc. They need to just remember everything that is BLUE so they can name them later.
- Then have the participants get into a partnership – sitting or standing does not matter.
- Have each pairing decide who is Partner A and Partner B.
- Now have everyone close their eyes and have Partner A start sharing (1 minute) everything in the room that is RED.

- Call time after one minute. With everyone's eyes still closed, have Partner B describe everything that is GREEN.
- Then, have them open their eyes and see if there are many more objects, in RED and GREEN, than they remembered.

Suggested Learning Outcomes

- Focus
- Active Listening
- Awareness
- Distractions
- Communication

Activity Guidance and Notes:

This activity is interesting because participants will be so frustrated by not being able to describe Blue items. If you have ever decided to buy a new car, say a Jeep, then you might have had the experience of suddenly seeing Jeeps wherever you go. They were probably there all along, but it is a matter of focus. Focus on one thing can happen on projects. However, it also happens in conversations where we hear and see what is comfortable for us – what we are looking for. It can happen with siblings who come out of the same conversation with a very different experience of the same situation.

Review:

Suggested questions to ask:

- How many Blue items do you think you could have described?
- How hard was it to describe Red or Green items when you were focused on Blue?
- How was the exercise for you? Frustrating? Illuminating?
- Have you ever focused on something to the exclusion of seeing everything else that is happening? What occurs when this happens?
- How could being more aware and open-minded be beneficial?

EVEREST

ACTIVITY NOTES

Overview: Using the materials provided, each team must construct a source of shelter. During the challenge, each of the team members (except for one group leader) will be blindfolded. The group leader (who is not blindfolded), is not permitted to physically touch the construction. The shelter must be large enough for two team members to fit inside. The team must rely on their communication skills to overcome their physical restrictions to build the shelter.

This is an excellent activity for developing communication skills, problem solving, time management, and creative thinking.

Equipment Required: You may use a variety of supplies for construction materials. Some suggestions:

- multiple (flattened) cardboard boxes per team
- cardstock paper
- plastic or cloth tablecloths
- aluminum foil
- duct tape or masking tape
- rubber bands.

Other Essential Resources: bandanas (blindfolds), box fan(s), extension cord if needed.

Space Required: Medium. Indoors or outdoors.

Group Size: 4 to 5 People.

Total Time: 45 minutes

- 5 minutes to brief and distribute materials
- 5 minutes for the teams to brainstorm
- 30 minutes to complete the build
- 5 minutes to review

Running the Activity

- Before the start of the activity, risk assess the area and remove any potential hazards.
- Divide the group into teams of 4-5 people.
- 3. Explain the following scenario to the group: You and each of your team members are mountain climbers traveling to the summit of Mount Everest! A treacherous storm is approaching, and each team must construct a shelter to house at least two of your team

members. Teams may only use the provided materials. Each team must elect a group leader to guide the trek. The group leader's hands are severely frostbitten, so they cannot physically aid in the construction of the shelter, they may only direct. On the other hand, whiteout conditions are blinding the rest of the team members, so they are unable to see the construction of the shelter and will be blindfolded. Each team will have 5 minutes to practice and 30 minutes to construct the shelter. When time is up, we will see which shelter can withstand the "winds of the storm". At this point I will power on the box fans and challenge each team's work.

- Distribute materials to each team.
- Give the teams 5 minutes to brainstorm, elect a group leader, and blindfold the rest of the team.
- Allow the teams to construct the shelter for 30 minutes. Let the teams know how much time is remaining (when they have 15 minutes remaining, 5 minutes remaining, and a two-minute warning).
- At the end of the 30 minutes, power up the electric fan to see which shelter can withstand the winds of the storm.
- Debrief the challenge.

Suggested Learning Outcomes:

- problem solving
- team communication
- creative thinking
- cooperation
- leadership
- time Management
- trust

Useful Tips: To make this activity less challenging, you may let each team start with two group leaders who are not blindfolded. You may also let the teams start with one group leader and allow them to elect a second group leader at the half-way point. The addition of a second group leader will allow a second team member to gain leadership experience.

Suggested Review Questions:

- What did you find most difficult about this challenge?
- Did you come up with a strategy before starting the challenge?
- Did your strategy work? If not, why not? How did you respond to this?
- How did you feel being blindfolded?
- How did the group leader feel not being able to physically help?

- Did you miscommunicate at any point during the challenge?
- How did you get back on track?
- Overall how well do you feel you worked as a team? What did you do well? What could you improve?
- Did you delegate based on strengths and weaknesses?
- Looking back on the challenge, what is one thing you can take away from it?

TEAM DRAWING

ACTIVITY NOTES

Overview: In this activity, participants will need to work together to complete a drawing.

Resources:

- Strings or cords (6 to 8 participants strings per device)
- Oversized marker
- Heavy tape

Space Required: Can be indoors or outdoors.

Group Size: 6 people maximum on each device

Total Time: 35 minutes

- 5 minutes to describe activity
- 20 minutes for the activity, including planning time
- 10 minutes to review and debrief

Prerequisite: None

Set Up:

- The device can be built with longer strings so that you can lengthen, or shorten, the play area. Attach the strings/cords with heavy tape to the marker making sure the strings pull in the intended direction. You can do this activity outdoors or in a ballroom over rounds. To avoid staining a conference tablecloth, you might want to use disposable tablecloths.

Running the Activity:

- Objective: For participants to recreate a given drawing by working together to move an oversized marker hanging from a pre-built device.
- The device can have up to 8 strings/cords that octopus out from the middle. At the center of the device is an oversized marker hanging vertically.
- When participants pull their string, they will move the marker in their direction, leaving a mark on the paper below.
- Make sure to tape down your paper with masking tape so that it does not move while they are pulling the marker across it.
- Give each table/team a simple drawing to recreate. Or, give the team an object (giraffe) and they can create their own version. If you are using a team-created object, they

should pre-draw on a piece of paper the prototype of what they will attempt with the marker.

- All team members should have their hand on a string/cord and they should be no closer than 3 feet from the center. Do now allow the participants to simply hold the string near the center (close to the marker).
- You can offer a planning stage separate from the implementation as an option.

Suggested Learning Outcomes:

- Planning
- Collaboration
- Active Listening
- Communication
- Conflict Resolution

Activity Guidance and Notes:

This is a great experiential activity for a ballroom/conference room setting. Team drawing requires all the participants to communicate, have clarity on their vision and collaborate – or it will look like scribble. If they struggle initially, they may want a clear piece of paper to restart. That is up to you. You can do it in rounds as a process improvement exercise. Do not allow team members to be downsized (kicked off their string). If you find that one participant is dominating the movements or conversation, you may want to make them silent or blindfold them so that others will step forward into leadership. If you use a permanent marker, make sure you protect tables, tablecloths, carpeting, etc.

Review:

Suggested questions to ask:

- What did your team agree to in the planning stage?
- What suggestions were made? Implemented?
- Were there ideas that were dismissed or unrecognized?
- How did leadership develop?
- What was the most challenging aspect of working together?
- Were you successful...and how are you defining success?
- What did you feel you contributed to the team?
- If you could start over again, and do one thing differently, what would that be?

GREETINGS

ACTIVITY NOTES

Overview

In this activity, participants will greet each other displaying different levels of emotions.

Resources:

- None

Space Required: Can be indoors or outdoors.

Group Size: No maximum or minimum

Total Time: 12 minutes

- 1 minute to describe each level of the activity (3 total)
- Three or four 3-minute activity periods

Prerequisite: None

Set Up

- None

Running the Activity

- Objective: To get participants moving – both physically and emotionally.
- Have everyone stand in an open area.
- Introduce the concept – participants are going to meet and greet five new people in each round.
- Round 1: Greet 5 people as you would at a networking event/business meeting. This would be a general handshake and introduction. Very professional.
- Round 2: Greet 5 people as if they are someone you know. This will be a little warmer. Perhaps more information and questions about family instead of work.
- Round 3: Greet 5 people as if they are a long-lost friend. This should have a lot of energy. People hugging, yelling, high fiving, etc.

Suggested Learning Outcomes

- Icebreaker
- Networking

Activity Guidance and Notes

This is a great icebreaker. You can make up any scenarios you like, but make sure to sequence them so the participants are ready for the level of interaction. If you used the “long-

lost friend” scenario first...it would fall flat. Usually three to five greetings maximize the energy. Any more than that can start to reduce their energy and become repetitive.

Review

Suggested questions to ask:

- How were the three scenarios different?
- What did you notice about your body language and energy in each?
- How different were your questions and responses in each scenario?
- Even in a professional environment, how would a greeting be changed by bringing a little more energy to the interaction?
- What keeps us from connecting with new people?

TEAM ROPES

ACTIVITY NOTES

Overview

In this activity, participants will work together to untie a series of knots in a rope while being attached to it.

Resources:

- One team rope per 10 people

Space Required: Can be indoors or outdoors.

Group Size: No maximum or minimum

Total Time: 35 minutes

- 3 minutes to describe the activity
- 5 minutes planning time
- 17 minutes for implementation
- 10-minute debrief

Prerequisite: None

Set Up

- Lay out one rope per 10 people. Attach 10 pieces of rope, or bungee, in equal intervals down the rope. The objective is to have 10 people attached to the rope in equal distances from each other. If you like...add a small carabiner to the end of each attachment so participants can attach to their pants waistline or pant loop. Tie a knot in the long rope between each pair of people. There should be 10 knots in the rope.

Running the Activity

- Objective: To have participants work together to untie knots – while attached to the rope.
- Give everyone the object and let them plan for 5 minutes. They will need to be attached to the rope and untie the knots between each participant without letting go.
- Start the implementation time – 17 minutes.
- Participants will need to open the knot between them and find a way to crawl through it. To untie each knot...the entire group will have to pass through the open knot.
- The activity is over when all of the knots have been untied or time runs out.

Suggested Learning Outcomes

- Collaboration
- Planning

- Role
- Leadership
- Conflict Resolution

Review

Suggested questions to ask:

- How did you use your planning time?
- When you started the implementation time did you feel ready? What could you have done differently?
- How did leadership develop? What could have helped enhance your leader's success?
- Where you successful? How did you define success?
- Did you create clarity about the task? If so, how? If not, how did that affect your outcome and enjoyment of the activity?
- How can you use the experience of this activity to enhance your work environment?

PEOPLE POST IT

ACTIVITY NOTES

Overview

In this activity, participants will work together to tape a suspended participant to the wall with duct tape.

Resources:

- Two rolls of ducts tape
- Scissors
- A chair or small step ladder per group

Space Required: Can be indoors or outdoors but you need a wall – preferably brick.

Group Size: 6 people per group. No maximum.

Total Time: 50 minutes

- 5 minutes to describe the activity
- 8 minutes planning time
- 27 minutes for implementation
- 10 minutes to debrief

Prerequisite: None

Set Up

- Give each group 2 rolls of duct tape and two pairs of scissors
- Start the activity near a wall – preferably brick.

Running the Activity

- Objective: To work together to tape a suspended participant to the wall with duct tape.
- Warning: This is not for all groups and all settings. Know your group. In the end, each group will have duct taped an individual to a wall. The participant will have been standing on a box or small step ladder. When the box/ladder is removed...the participant should stick to the wall.
- Your pre-brief should be very focused around safety – physical and emotional. Make sure that the person who volunteers (and it should be a genuine volunteer) understands what will be happening. Also, make sure no one is claustrophobic. Make sure that all participants know that they can be cut down at any minute.
- DO NOT TAPE THEIR ARMS TO THE WALL!
- Only their torso and legs should be taped...and in an appropriate manner. Never tape their arms, neck, face, mouth, etc.
- Make sure they are not having any breathing difficulties. The warnings sound ominous. Done right it is a fun and engaging activity.

Suggested Learning Outcomes

- Planning
- Collaboration
- Leadership
- Resource Utilization
- Clarity
- Communication

Activity Guidance and Notes

Use your common sense in facilitating this activity. Make sure everyone is physically and emotionally safe and truly opting in to be the taped person. This activity requires planning, collaboration and communication. It also requires the group, more than most activities, to create clarity with the volunteer who can opt out at any time. To be successful, the group really needs to stay emotionally connected while completing the task. Make sure you have spotters around the taped person when the box/chair is removed to make sure they do not fall.

Review

Suggested questions to ask:

- How did you use your planning time?
- When you started the implementation time did you feel ready? What could you have done differently?
- How did you decide on who was going to be taped? Did they feel any pressure at the start, middle or end?
- Where you successful? How did you define success?
- Where you as successful at the relationship aspects and as you were the task?
- If you were the taped person, who was the experience? What could the group have done differently to make it a better experience?

CANDY SORT

ACTIVITY NOTES

Overview

In this activity, participants will compete to sort colored candy with a straw.

Resources:

- One straw per participant
- Flat colored candies – M&Ms work best.
- Bowls – starting and ending

Space Required: Can be indoors or outdoors but you need a table. Chocolate candies will melt in the sun.

Group Size: Flexible. Depends on how many candies you use.

Total Time: 20 minutes

- 2 minutes to describe the activity
- 3 minutes planning time
- 10 minutes for implementation
- 5 minutes to debrief

Prerequisite: None

Set Up

- For each group, mix flat colored candies into bag/bowls.
- Put out one straw per person.
- Have a starting area and smaller bowls at the finish line for each colored candy

Running the Activity

- This can be a collaborative or a fun competitive activity. It fits great into a Team Olympics challenge.
- Objective: To have teams work together to sort colored candies as quickly as possible.
- If you are using a competitive format, make sure you have the same amount of candies per team. They should also have the same amount of colors, but the numbers within a particular color does not have to be exact.
- Team members will use the straw to “suck up” one piece of candy at a time. They will move the candy to the sorting bowl at the end of the straw.
- Team members cannot touch the candy with anything other than the end of the straw. The candy must be moved using suction, through the straw. No other resources are available to the group.
- Starts teams at one end. They will need bowls to drop the sorted candies into at the other end of the table. Have as many bowls as you have colors.

- If you use this outdoors, be aware that chocolate candies will melt.
- Start all groups at once for a competitive format.

Suggested Learning Outcomes

- Planning
- Collaboration
- Strategy
- Engagement
- Fun

Activity Guidance and Notes

This is a fun activity that usually has high engagement. Make sure you have clean straws (1 per person) and enough bowls for the start and end areas. This activity works for small and large groups. It works well with just two people where other activities require larger groups. Make sure no one uses any additional resources. If you turn around for too long...some may have been eaten.

Review

Suggested questions to ask:

- How well did you use your planning time?
- Like any project, was it different than you expected when you reached implementation?
- There is some negativity associated with being competitive. What are the positive aspects?
- How important is humor and fun in bringing a group together?
- Were you successful...and how do you gauge success?

BLINDFOLDED EGG CARRY

ACTIVITY NOTES

Overview

In this activity, pairs of participants will work together to transport a raw egg on a spoon.

Resources:

- One spoon per participant pair
- One egg per participant pair
- One blindfold per participant pair
- Materials to create an obstacle course – string, rope, PVC pipes, chairs, etc.

Space Required: Can be indoors or outdoors. But, if you run it indoors either boil the eggs or put down something to cover the carpeting/floor.

Group Size: Flexible. You can have small groups of 2 or run it with larger teams in sub groups.

Total Time: 20 minutes

- 2 minutes to describe the activity
- 3 minutes planning time
- 10 minutes for implementation
- 5 minutes to debrief

Prerequisite: None

Set Up

- Give each pair of participants: one egg (better if it's raw), one spoon, one blindfold.
- Create an obstacle course. Use whatever materials you have including trees, chairs, ropes. Make sure it is safe for a blindfolded person.
- Create a start and end line.

Running the Activity

- Objective: For each pair of participants to traverse the obstacle course with a raw egg on a spoon. One person will be blindfolded holding the egg and the other will be guiding them.
- The blindfolded person is the only person who can transport the egg. They can only touch the spoon.
- The guide can only give information and cannot touch the spoon, egg or the person transporting it except at the start line.
- To make the channel more difficult, have the blindfolded person also wear heavy gloves.
- If the egg is dropped it can be messy. You can also hard boil the eggs if you are concerned about participants dropping raw egg onto their shoes or the flooring.

- If you have larger teams...break them into pairs. Or, run this as a small group competitive activity.
- When the pairs maneuver their way to the end of the obstacle course, have an ending bucket or plate and have the sighted person lower into the bucket.

Suggested Learning Outcomes

- Communication
- Planning
- Risk Awareness
- Strategy
- Engagement

Activity Guidance and Notes

This activity can heighten the need to pay attention while slowing the pace. It works well to focus participants as the need to take care of the person being guided, and the raw egg being carried, can split attention. It is also worth examining how much pressure each person feels in their role. The “carrier” may feel unsure but pressured. Create an obstacle course that challenges the pairs, but that is safe. Make sure there are no holes or rocks along the path. Also, look for overhead obstructions (low hanging tree branches).

Review

Suggested questions to ask:

- Why did you choose the role you assumed?
- Did you plan? What was included and how effective was it during the implementation period?
- How did the risk of dropping a raw egg affect your speed? Would it be different if the egg had been hard boiled?
- As the guide, were you more concerned about the “carrier’s” safety or the egg’s safety? What were some of the actions that you took to ensure both?
- How do you manage the need for safety and everyday distractions that make it more difficult?

BALLOON TROLLEY

ACTIVITY NOTES

Overview

In this activity, participants will move in a line connected only by balloons. This can either be a single-group activity for time or can be run competitively.

Resources:

- Regular sized party balloons. There should be one balloon per participant and a bag of extras in case some pop. First explain the activity before giving participants the balloons.

Space Required: Small to large. Can be indoors or outdoors, but can be difficult on a very windy day.

Group Size: Unlimited. Participants can be divided into smaller groups of 4 to 6 or groups as large as 10 to 15. Difficulty increases with group size.

Total Time: 30 minutes

- 5 minutes to brief and setup
- 5 minutes planning period
- 10 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: Participants should be stable enough to walk slightly awkwardly in a line.

Set Up

- For each group: 1 balloon per participant except for the first person in line.

Running the Activity

- Explain the activity: Divide participants in small groups of 4 to 6 or large groups of 10 to 15.
- Explain that the group's objective is to move in a line from A to B, or across an obstacle course, while staying connected as a group.
- Each member of the group, except for the first person, will blow up a balloon.
- The balloon will be placed between themselves and the participant in front of them. They will stay connected to the participants in front and behind them by applying pressure to the balloon with their bodies.
- Once the balloons are put in place at the start line, the participants may not touch the balloons with their hands, arms, elbows. They may use their torso, legs, face, neck to keep the balloon in place.
- Planning: Give all groups 5 minutes to plan.
- Once all balloons are in place, and all participants are connected, start the activity.

- If any balloons drop, or are touched illegally by a participant, the entire group must go back to the start line.
- Use this activity with a single group as a process improvement opportunity. Or, use this activity with multiple groups simultaneously as a competitive activity.
- Play for time (10 minutes) or competitively for laps.
- Once the activity is completed, debrief participants.

Rules

- Groups may only use the given resources.
- Participants may not touch the balloons with their arms, elbows, hands once the balloons are in place.
- If a balloon is touched illegally, or the group becomes disconnected, have them return to the start line.

Suggested Learning Outcomes

- Communication
- Problem-solving
- Planning
- Valuing differences
- Creative thinking
- Continuous improvement
- Leadership

Activity Guidance and Notes

This activity presents an opportunity to ensure that all participants can work seamlessly together. It can be used with a single group or as a competition. To be successful, participants will need to check-in with each other and work as a team. Individual preferences will need to be secondary to what is necessary to make sure everyone can be a part of the success.

Review

Suggested questions to ask:

- How well did you communicate within your group during the activity?
- Did you discuss each participant's role during the planning phase?
- How well did you work as a team?
- Where you aware of what other participants needed to be a successful part of the team?
- If you had challenges, what were they and what did you shift?
- Were the concerns and idea of all participants acknowledged during the planning phase?
- Did anyone take on a leadership role during the activity? How effective was it to have someone leading?
- What did you learn about yourself, and your style, during the activity?
- What would you do differently next time?

CROSS COMMUNICATION

ACTIVITY NOTES

Overview

In this activity, participants are tasked with communicating clearly while passing three pieces of information: their name, a color and an animal name.

Resources:

- No resources are needed for this activity.

Space Required: Can be indoors or outdoors and in any space where you can fit your group in a standing circle.

Group Size: This is best played with a group of 20 or less.

Total Time: 30 minutes

- 5 minutes to brief the activity
- 15 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: None. This is a great way to break the ice and start a group day.

Running the Activity

- Explain the activity: The group should stand facing inward in a circle that includes the facilitator.
- Explain that this is a communication activity that will require focus and clarity.
- The facilitator will start the activity by looking at a participant across the group and saying their own name "Bob". They should pass that communication to the participant with a hand gesture. It is best to point with an open hand.
- That participant then looks across the group to someone who has not yet received a communication and says their own name "Sarah". They may not pass the communication around the circle to their right or left, but it should go "across" the group until each person has introduced themselves and the communication is returned to the facilitator.
- One way to make sure that no one goes twice is to have the participants hold their hand in the air until they have been chosen.
- In this way, each participant is "giving" and "getting" the communication from one person. Now, have them practice a few times before introducing a "color" pattern.
- Each person should think of a unique color. Color names should not be repeated during the activity. And it is first-come, first-served.
- THEY MAY NOT PASS THE "COLOR" PATTERN TO THE SAME PEOPLE AS THE "NAME" PATTERN.

- Now, practice the “color” pattern only before introducing them together. The facilitator will launch both, just seconds apart. Point to the “name” pattern participant and say your name. Wait a few seconds and point to the “color” pattern participant and say your “color”. Both patterns should be working at the same time. You will hear names and colors. In the end, both patterns should return to the facilitator.
- Mistakes will happen. If one patterns stalls out, just stop the activity and restart -- always with the name first. Challenge the group with a third “animal” pattern. Always work the pattern individually, then add: name, color, animal. The same rules apply, participants must pick a third person for their “animal” pattern.
- After 15 minutes or if the task is complete...stop the activity.

Suggested Learning Outcomes

- Communication
- Problem-solving
- Continuous Improvement
- Creative thinking

Review

Suggested questions to ask:

- How well did you communicate within your group during the challenge?
- What challenges were unique to this activity?
- How did this challenge remind you of communication issues in the workplace?
- What gets in the way of clarity during chaos?
- What opportunities for continuous improvement did you try and how did they work out?
- How did the group, and did you, react when communications were missed and the pattern stopped?
- Does multitasking get in the way of focusing on a single communication? If so, how?
- Whose responsibility is it to make communicate is clearly sent and received?
- In a virtual workplace, how can you ensure your message has been received?

DEFINING OUR WORLD

ACTIVITY NOTES

Overview

In this activity, participants are tasked with writing down 10 words associated with a particular topic.

Resources:

- Pen and paper for each participant.

Space Required: Can be indoors or outdoors and in any space where you can fit small groups sitting or standing in a circle.

Group Size: Unlimited total size. Small groups between 4 to 6 or 8 to 10.

Total Time: 30 minutes

- 5 minutes to brief the activity
- 15 minutes for the activity
- 10 minutes to review and debrief

Prerequisite: None.

Running the Activity

- Explain the activity: The facilitator should pick a topic, such as learning, love, etc. Consult the participants by offering a few choices and having them vote.
- Then, have each participant write down the top 10 words they associate with that topic, without consulting anyone else.
- Typical words for “learning” might be: books, education, experience, growth, teacher.
- Once complete, have participants form small groups of 4 to 6 or larger groups of 8 to 10. Each person should share their 10 words with the group. As they do, each person should note which words they share in common.
- At the end of the sharing session, have the group count to see if any individual word appeared on all of the participant’s lists.
- After 15 minutes, check with the groups for completion and move to the debrief.
- It is rare that even one word is shared by a 10-person or less group.

Suggested Learning Outcomes

- Communication
- Commonalities
- Clarity
- Assumption Busting

Review

Suggested questions to ask:

- How many groups had at least one word that was shared by every participant? Two, three, more?
- What did you assume when you were asked to write 10 words associated with the topic?
- Were you surprised by how many, or how few, you had in common with your group?
- Since we use words to communicate, what does this exercise tell you about how people are taking in information?
- What assumptions do we make when we communicate?
- Have you ever had a situation where your words were interpreted differently than intended? What did you do to create clarity?
- How did this challenge remind you of communication issues in the workplace?
- What can you do to make sure your communications are received as intended?

THUMB WARS

ACTIVITY NOTES

Overview

In this activity, participants will challenge other participant's in an elimination-style thumb wars competition.

Resources:

- None

Space Required: Small to large. Can be indoors or outdoors.

Group Size: Unlimited. Participants play as individuals.

Total Time: 15 minutes

- 10 minutes for the activity
- 5 minutes to review and debrief

Prerequisite: None

Set Up

- Have each participant find a partner.

Running the Activity

- Explain the activity: Each participant should find 1 partner. If necessary, a single group of 3 is possible.
- Demonstrate with a partner how the activity works.
- Grasp hands with another participant. Your fingers should be clenched and curled back toward your own palm. Only your thumbs should be free and pointing toward the ceiling.
- The object of the activity is to pin the other person's thumb with your thumb.
- Now demonstrate the beginning of the activity by saying, "1, 2, 3, 4 I declare a thumb war." At that point, you should let your demonstration partner pin your thumb and declare them the victor.
- Explain that if your partner had won the "thumb war" you would then be eliminated, but would become a part of the winner's cheering/support team.
- Have winner's only find another winning partner. Make sure everyone is ready to go and say, "1, 2, 3, 4 I declare a thumb war".
- Now the non-winner and their support team join the winner's team. You will start to have larger groups behind/supporting winners.
- Continue until you have one winner.

Rules

- All players should start at the same time.
- Non-winners become a part of the winner's support team.
- Continue until you have one winner.

Suggested Learning Outcomes

- Energizer
- Competition
- Support
- Networking

Activity Guidance and Notes

This activity presents a great opportunity to have participants get to know each other. It works in many different size rooms indoors and outdoors as well. It is scalable to small and large groups and requires no materials.

Review

Suggested questions to ask:

- How did you feel when you won/lost?
- How much energy did you put into supporting your winner? Why?
- How long did it take to feel competitive?
- How did you define success?
- Were you successful (a winner) even if you were in a supporting role?
- How much did humor factor into this activity?
- Is humor underrated in the workplace?

DISC JUNCTION

ACTIVITY NOTES

Overview

In this activity, participants are grouped according to their DISC style and are tasked with moving themselves to the opposite side of the box, using limited resources.

Resources:

- 1 long piece of rope, at least 20m long. Alternatively, you can use duct tape.
- 12 pieces of carpet squares, or pieces of loose paper
- 2 short pieces of rope, about 2m long each
- Stopwatch/timer

Space Required: Large. Can be indoors or outdoors.

Group Size: Up to 20. For larger groups, split them up and run the activity each for smaller group.

Total Time: 60 minutes

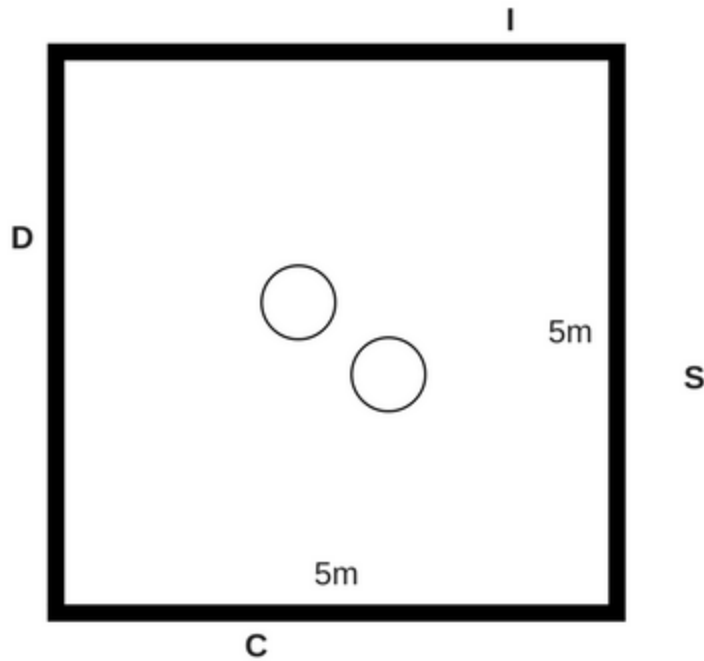
- 10 minutes to brief and setup
- 30 minutes for the activity
- 20 minutes to review and debrief

Prerequisite: Participants should know their primary DISC style.

Set Up

- Using the long rope or duct tape, mark out a large square on the ground.
- For each of the short rope, take both ends and tie them together to form a loop.
- Each DISC style team will receive 4 carpet squares or pieces of paper.
- Each DISC style team should ideally have a maximum of 5 persons. If the teams are not balanced, you can use the secondary styles of participants to get a more even split.

Set Up For DISC Junction



Running the Activity

- Explain the activity: Divide participants according to their primary DISC style. Each group must move, as a team, from their side of the junction to the opposite side, using only the carpet squares/pieces of paper they are given. E.g. D must switch positions with S, and I must switch positions with C. The two rings in the middle can be used by the teams during their journey to cross the junction.
- Teams are given 2 minutes of planning time before the activity starts.
- Once the planning time is over, facilitators can begin the activity and start the timer. Teams are given up to 15 minutes to complete the crossing.
- If you have more time, you can give the teams more attempts to improve their crossing times.
- Once the activity is completed, debrief participants.

Rules

- Other than the carpet squares and 2 rings, participants cannot touch the ground at any time during the cross. If they do, the team has to re-start the crossing from the behind their start line.
- Only 3 feet can be on one carpet square/paper at any one time.
- If you lose contact with a carpet square/paper, you lose it for the rest of the game.
- Carpet squares/papers cannot be thrown.
- No jumping or 'skiing' across the ground on a carpet square/paper.
- The ring, if used by any team, must always be occupied by 2 people.

Suggested DISC Learning Outcomes

- Problem-solving
- Teamwork
- Communication
- Creative thinking
- Learning the different preferences of each DISC style

Activity Guidance and Notes

This activity gets participants to work together to solve a problem. Each DISC style group will tend to behave in ways that are most natural to them so each team will have a different approach to the challenge. This presents an opportunity to highlight the strengths and areas for growth for each style.

The secret to successfully completing this challenge is if all the 4 groups band together their resources to get everyone to cross the junction. They can do this by creating a diagonal line across the junction and shifting that line so that each group can change positions as quickly as position. However, this hardly happens as most teams tend to adopt a competitive mindset instead of a collaborative one.

Variations

- Create a rectangular junction instead of a square one
- Give each team less carpet squares/paper to make it more difficult
- Mix up the DISC styles in each team
- To make it more challenging, only allow participants to talk during the planning time and not while doing the crossing.

Suggested questions to ask:

- How did your team use the planning time?
- How well did you communicate within your group during the challenge? What observations do you have about people of your DISC style?
- How did you feel about working with people of the same DISC style? Was it challenging or easy?
- If your team lost a resource, how did you deal with it and change your approach?
- When listening to the sharing from the other groups, what did you learn about their DISC style?
- What do you think your team did particularly well during the challenge?
- (If activity is done more than once) How did your team approach the 2nd/3rd round? What did you do differently?
- Did you watch and see what other teams were doing? What did you learn from watching them?
- What contributions do each DISC style bring to the organization?
- What did you learn from the challenge?

DISC ROPE TANGLE

ACTIVITY NOTES

Overview

In this activity, participants have to untangle a mass of ropes without letting go of their end of the rope.

Resources:

- Pieces of rope, about 2m long each. There should be one piece per participant.

Space Required: Large. Can be indoors or outdoors.

Group Size: Up to 40. Participants should be divided into smaller groups of 6 to 8 people.

Total Time: 50 minutes

- 10 minutes to brief and setup
- 20 minutes for the activity
- 20 minutes to review and debrief

Prerequisite: Participants should know their primary DISC style.

Set Up

- For each small group: lay 4 ropes on the ground, creating an asterisk

Running the Activity

- Explain the activity: Divide participants in groups of 6 to 8, with a mix of DISC styles in each group. Each group then forms a circle around each group of rope. Once the group is in place, everyone takes one end of a rope. If there are not enough people in the group, one person can hold two ends. Participants cannot let go of their end of the rope.
- Once teams are ready, they are given 3 minutes to make the largest tangle of ropes in the middle of their group.
- After 3 minutes, the facilitator ends the activity. Participants then lower their rope tangle to the ground and let go of the rope.
- Instruct participants to move to a different rope tangle (one done by another team). Their task is now to untangle the mess as quickly as they can. Each participant takes one end of a rope, and cannot let go of it during the activity.
- Once teams are ready, teams can begin untangling the rope. The team that can untangle their mess the quickest wins!
- Once the activity is completed, debrief participants.

Rules

- Participants cannot let go of their end of the rope during the activity.

Suggested DISC Learning Outcomes

- Problem-solving
- Teamwork
- Communication
- Creative thinking
- Learning the different preferences of each DISC style

Activity Guidance and Notes

This activity presents an opportunity to see the different DISC styles in action. Participants can see how different DISC styles interact when faced with a problem and limitations on how to solve it. The success of a team depends on their ability to communicate, be flexible and work together to reach a goal.

You may want to use some of the lessons and insight shared in [The Chameleon](#) to help frame the discussion on flexibility within the DISC styles.

Review

Suggested questions to ask:

- How well did you communicate within your group during the challenge?
- What do you think your team did particularly well during the challenge?
- Describe how people of different DISC styles behaved during the activity.
- How did it feel when you had to untangle a “mess” made by someone else?
- Did anyone take on a leadership role during the activity? How effective was it to have someone leading?
- What contributions do each DISC style bring problem-solving?
- What did you learn from the challenge?

DISC Scavenger Hunt

ACTIVITY NOTES

Overview

In this activity, participants are grouped according to their DISC style and are tasked to select from items in the office/room that best fits their style.

Resources:

Items typically found in an office, such as:

- Pens
- Pencils
- Notebooks
- Rulers
- Staplers
- Paper
- Files
- Coffee mugs
- Employee handbook
- Name tags

The more variety in the items, the better.

Space Required: Medium. Ideally indoors.

Group Size: Up to 24

Total Time: 30 minutes

- 5 minutes to brief and setup
- 10 minutes for the activity
- 15 minutes to review and debrief

Prerequisite: Participants should know their primary DISC style.

Running the Activity

- Explain the activity: Divide participants according to their primary DISC style. Each group must then select items from the office/room that they feel best fits their DISC style. They have 10 minutes to select their items.
- Once the 10 minutes is up, the group has to appoint a spokesperson to represent them. The spokesperson will share with everyone the items they chose and why they chose them.

- Once the presentations are completed, the facilitator can do a debrief.

Suggested DISC Learning Outcomes

- Knowledge about different DISC styles
- Communication
- Creative thinking

Activity Guidance and Notes

This activity challenges participants to reflect on their primary DISC style and think about their behavior preferences, how they act in normal circumstances and when under pressure, and what motivates them. Within each group, they have to learn to communicate with each other and come to an agreement on which items best relate to their DISC style.

The sharing by each sub-group allows the others to learn more about the differences between the styles and realize how people are motivated in different ways and react differently even when in the same situation.

Review

Suggested questions to ask:

- How did you find the activity? How easy or difficult was it to select items that fit your DISC style?
- How well did you communicate within your group during the challenge? What observations do you have about people of your DISC style?
- When listening to the sharing from the other groups, what did you learn about their DISC style?
- After learning from the other groups, how can you change the way you interact with team members who have a different DISC style?
- What did you learn from the challenge?

IN ANOTHER'S SHOES

ACTIVITY NOTES

Overview

In this activity, participants of different DISC styles are paired up. Each person is given 3-4 QuikDISC cards that are not their primary DISC style. They are then provided with a scenario and have to behave according to the QuikDISC cards they have.

Resources:

QuikDISC Cards, which is a DISC-based card game. They can be purchased [here](#).

Space Required: Small. Ideally indoors.

Group Size: Up to 20, should be an even number so that participants can be paired up.

Total Time: 50 minutes

- 10 minutes to brief and setup
- 15 minutes for the activity
- 25 minutes to review and debrief

Prerequisite: Participants should know their primary DISC style.

Running the Activity

- Explain the activity: Pair up participants of different DISC styles. Each person then receives 3-4 QuikDiSC cards that are not their primary style. Each person can show their partner the cards they have.
- Provide the group with a business scenario and instruct them to behave according to the cards they have. They are given 15 minutes to role play the scenario.
- Once 15 minutes are up, the facilitator can do a debrief.
- If you have more time, you can do more scenarios, with participants given different QuikDiSC cards each round.

Suggested DISC Learning Outcomes

- Knowledge about different DISC styles
- Communication
- Understanding others

Activity Guidance and Notes

This activity requires participants to step out of the comfort zone of their primary DISC style. It

puts them in the shoes of other people and allows them to get insight on why people might behave ways different from them.

This activity also highlights that people are at their best when they know their strengths and how to use them in a given situation. Knowing your primary DISC style allows you to leverage on your strengths.

You may want to use some of the lessons and insight shared in [The Chameleon](#) to help frame the discussion on how to use the strengths of each DISC style for personal and career development.

Review

Suggested questions to ask:

- How did you find the activity? How easy or difficult was it to behave out of your comfort zone?
- What did you learn from having to behave a different way?
- What did you enjoy (or not enjoy) about behaving in a different style?
- When listening to the sharing from the other participants, what did you learn about their DISC style?
- What contributions do each DISC style bring to the organization?
- What did you learn from the challenge?

STRENGTH AND WEAKNESS

ACTIVITY NOTES

Overview

In this activity, participants are tasked to choose a description -- one that relates to them and their DISC style. They then share with everyone how that quality has been a strength, weakness or both in their professional lives.

Resources:

QuikDISC Cards, which is a DISC-based card game. They can be purchased [here](#). Alternatively, you can create your own set of cards with short one-word descriptions of each of the DISC styles.

Another option is to create the list of descriptions in a grid-format in PowerPoint so that everyone can see all the words available.

Space Required: Small. Ideally indoors.

Group Size: Up to 12. If it is a larger group, you can split them into smaller teams.

Total Time: 40 - 60 minutes

- 5 minutes to brief and setup
- 35 - 55 minutes for the activity, review and debrief (depending on the number of participants)

Prerequisite: Participants should know their primary DISC style.

Running the Activity

- Explain the activity: Provide participants with the cards or show the full list of descriptions on a presentation slide. Instruct them to select one description that they identify with. Ask them to think of how that quality has been a strength and/or weakness in their career. Give them up to 10 minutes for this.
- Once everyone is ready, participants take turns to share which quality they chose and whether it has been as strength or weakness.
- If you have more time, you can ask participants to select another quality that they do not identify with. Then ask them to share when they have observed someone else in the team display that quality as a strength or as a weakness.

Suggested DISC Learning Outcomes

- Knowledge about different DISC styles

- Communication
- Trust-building
- Understanding others

Activity Guidance and Notes

This activity works particularly well when participants already know each other. For deep sharing to occur, a high level of trust is required as some people may not be comfortable speaking about weaknesses in their personality and behavior. As a facilitator, it is your role to help create a safe environment.

This activity highlights how there is no “ideal” personality -- what is a strength in one situation can be a weakness in another. The exercise encourages participants to be aware of this so that they can be flexible in different situations.

You may want to use some of the lessons and insight shared in [The Chameleon](#) to help frame the discussion on how flexibility can lead to personal growth for each of the DISC styles.

Review

Suggested questions to ask:

- How easy or difficult was it to select one quality that resonates with you/your DISC style?
- What did you learn about yourself while reflecting about the quality you chose?
- How can you behave differently to minimize your weakness?
- When listening to the sharing from the other participants, what did you learn about their DISC style?
- What contributions do each DISC style bring to the organization?
- What did you learn from the activity?

THE PERFECT DAY

ACTIVITY NOTES

Overview

In this activity, participants are grouped according to their DISC style and are tasked to describe what a perfect day for their DISC style would be like.

Resources:

Each small group should have:

- Markers
- Flipchart paper

Space Required: Medium. Ideally indoors.

Group Size: Up to 30

Total Time: 60 minutes

- 5 minutes to brief and setup
- 15 minutes for the activity
- 40 minutes to review and debrief

Prerequisite: Participants should know their primary DISC style.

Running the Activity

- Explain the activity: Divide participants according to their primary DISC style. Each group must then create a poster that describes/illustrates what their perfect day would look like. They have 15 minutes to create their poster
- Once the 15 minutes is up, the group has to share their poster with everyone and describe the different elements of their perfect day.
- Once the presentations are completed, the facilitator can do a debrief.

Suggested DISC Learning Outcomes

- Knowledge about different DISC styles
- Communication
- Creative thinking

Activity Guidance and Notes

This activity requires participants to think about their natural behavior tendencies and how

they prefer to act under normal circumstances. The elements of each perfect day will reflect the preferences of each DISC style.

Each poster will be different, and the differences provide opportunities for discussion and reflection. What do the different styles need in the workplace in order to be at their best? How can we adapt to the preferences of someone of a different style? How can we better communicate and collaborate by leveraging on the strengths of each style?

You may want to use some of the lessons and insight shared in [The Chameleon](#) to help frame the discussion on flexibility within the DISC styles.

Review

Suggested questions to ask:

- How did you find the activity? How easy or difficult was it to imagine your perfect day?
- How well did you communicate within your group during the challenge? What observations do you have about people of your DISC style?
- How can others learn to better relate to your DISC style?
- When listening to the sharing from the other groups, what did you learn about their DISC style?
- After learning from the other groups, how can you change the way you interact with team members who have a different DISC style?
- What contributions do each DISC style bring to the organization?
- What did you learn from the challenge?

DISC ROLE PLAY

ACTIVITY NOTES

Overview

In this activity, participants role play DISC-based scenarios.

Resources:

- Paper, markers, flip chart (optional). Pre-set scenarios.

Space Required: Can be indoors or outdoors

Group Size: Small to large. Participants work in pairs and triads.

Total Time: 30 minutes

- 5 minutes for the introduction and group formation
- 3 to 5 minutes per activity round, with mini debrief
- 5-minute small group debrief
- 5-minute large group debrief

Prerequisite: None

Set Up

- Participants should sit in pairs or triads

Running the Activity

- Have participants sit in pairs or triads facing each other.
- Each group will receive a role-playing scenario sheet.
- The first pair will act out the scenario and give each other feedback at the end. In triads, have the two act out the role play with the third person acting as observer and providing feedback.
- Each person in the role play will be assuming one style of the DISC model and will reactive and respond in the scenario as a person who embodies that style. For instance, a role play could include a new car buyer and a car salesman. The new buyer could be an “C”/Conscientious/Owl. The salesperson would be selling from the standpoint of an “I”/Interactive/Parrot.
- In this scenario, the Parrot salesperson could be trying to sell the Dove on the speed of the car and unique features while the Owl cares most about the gas mileage.
- The participants can assume a role using their natural style. If the participants have learned about their opposite styles they can assume a different/stretch style for a challenge. So, an Owl participant could try being the Parrot salesperson.

- Optimally, you should have enough time for each participant to role play a comfortable and stretch style and to have received feedback. Each round is a conversation of about 3 to five minutes.
- Bring the small groups back together for a large group learning share.

Scenarios

- Manager and employee discussing a raise/promotion
- New car salesperson and new car buyer
- Two friends trying to pick a movie or social event
- Two committee members discussing technology choices
- Two family members deciding on a vacation spot

Suggested Learning Outcomes

- Style Refinement
- Valuing Differences
- Communication

Activity Guidance and Notes

This activity gives the participants a chance to see and hear styles in action from the role play and observer standpoint.

Review

Suggested questions to ask:

- How was it to negotiate from your personal style?
- What were some of the difficulties in assuming the role of a stretch/different style?
- Were you able to see more clearly styles in action as the observer?
- What did you learn from the activity?
- What will you change when dealing with other styles?
- What can you do to bridge the gap between styles and improve communication?

DISC ANIMAL CARDS

ACTIVITY NOTES

Overview

In this activity, participants will trade for an animal cards that best represents their personality.

Resources:

- One set of laminated cards, each featuring an animal name. These are the size of business cards and should have the name of small, large and exotic animals on them.

Space Required: This can be indoors or outdoors and is best played on a table or flat surface.

Group Size: Unlimited.

Total Time: 20 minutes (small group), 30 minutes (large group)

- 5 minutes to brief and setup
- 5 minutes card trading
- 10 minutes to review and debrief

Prerequisite: This exercise can be used prior to participants knowing their DISC style.

Set Up

- Each participant will initially receive one card. There should be enough cards to have an additional 25 cards on the table.

Running the Activity

- Explain the activity: Each person will randomly receive a card with a printed animal name.
- An additional 25 animal cards will be placed on a nearby table face up.
- Card Selection (5 minutes): Each participant should finish with only one card. They can either keep their initial card, trade cards with other participants or trade their card with one on the table.
- Their chosen card should be one that they feel represents their personality/behavioral style. For example, a person who chooses the “Lion” card might say it represents their focus, fearlessness and ability to work in a team (lion pride).
- After 5 minutes, the facilitator checks in with all participants to make sure they have completed the activity.
- Once the activity is completed, debrief participants by having them share the traits they feel they have in common with the animal they chose.
- For small groups, stands or sit in a circle and have each participant share.
- For larger groups, have participants share in pairs or triads.

Rules

- Each participant should finish with only one card.

Suggested DISC Learning Outcomes

- Communication
- Problem-solving
- Initial Group Interaction
- Learning the different preferences of each DISC style

Activity Guidance and Notes

This activity presents an opportunity to see the different DISC styles in action. This activity is best used **before** introducing the DISC assessment results. Participants can see how different DISC styles interact naturally. The activity highlights the preferences of different DISC styles, communication styles and level of comfort with group interaction.

You may want to use some of the lessons and insight shared in [The Chameleon](#) to help frame the discussion on flexibility within the DISC styles.

Review

Suggested questions to ask:

- What were your thoughts when you received your initial card?
- Did you seek out a particular animal, or an animal with a particular trait? What was it?
- Describe your comfort/discomfort with the trading process.
- Why did you choose your card? What traits do you believe you share in common with the animal you chose?
- Did anyone question your choice? If so, how did you respond?
- Was anyone handed a card by another participant who decided your card for you? If so, how did you react, and did you keep it?
- What do you think your card choice tells others about you?
- What did you learn about another participant through their card choice?
- Is it possible to have several participants choose the same card for different reasons? If so, what does that tell you about style?

For questions about activities in this book, please contact us at Venture Team Building
E-mail: web@ventureteambuilding.co.uk
Website: www.ventureteambuilding.co.uk

About Venture Team Building

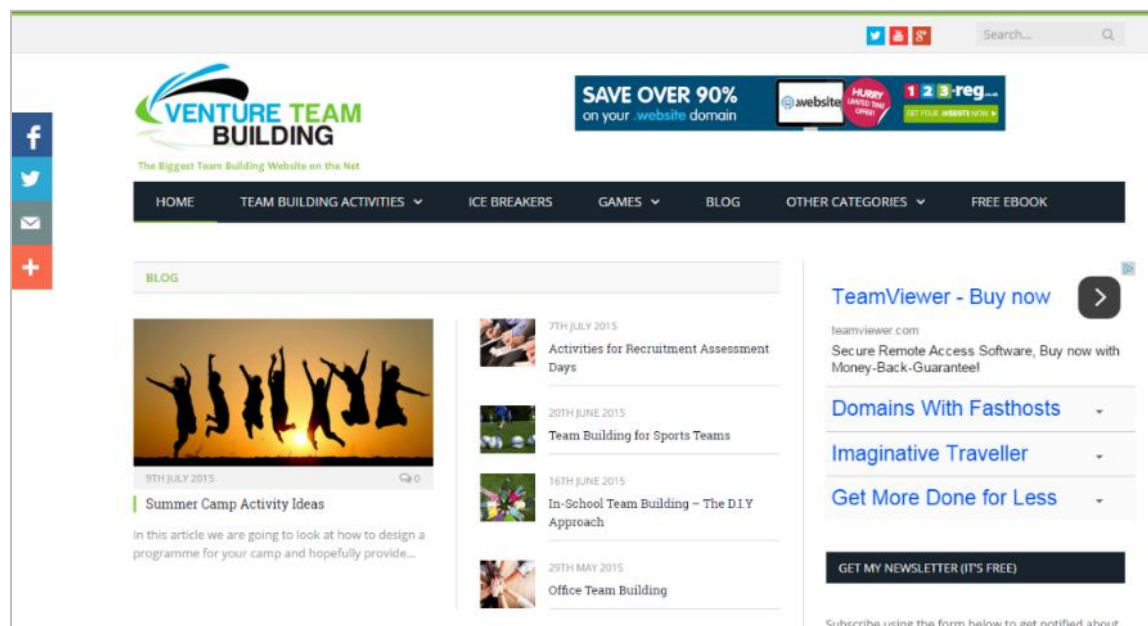
Venture Team Building was created to provide resources for anyone interested in providing experiential learning and team building activities. The site currently has over seventy team challenges, fifty ice breakers and over a hundred games ideas to try.

Venture Team Building, a Take Flight Learning company, is the optimal online presence for all of your training resource needs. Take Flight Learning developed an Ecosystem of Learning which also includes it's award-winning team building division, Team Builders Plus.

Currently the website has the largest collection of team building challenges on the internet, helping teachers, managers, instructors and facilitators from all over the world provide activities to just about anyone.

What you can find on the website:

- Downloadable training tools, exercises and content
- How to video tutorials
- Web-exclusive offers
- Training tips, articles and news





Team Builders *Plus*

a *Take Flight Learning* company

TEAM BUILDERS PLUS - ABOUT US

If the DIY resources at Venture Team Building are not what you need, the professional facilitators at Team Builders Plus, the leading team building provider, are available to facilitate your next team building event. Whether you are looking to make a positive impact on your community by building bikes or filling wagons with toys or you want to blast off into the far reaches of deep space to learn the importance of communication, collaboration and teamwork, the skilled team at Team Builders Plus offers a wide variety of programs.

Team Builders Plus set out in 1991 with a passion for developing individuals and teams in a way that was interactive, memorable, and created sustained personal, professional, and organizational success. As one of the first team building companies in the United States, Team Builders Plus paved the way for how companies now engage in team events.

By 1994, Team Builders Plus added DISC styles training, 360-degree feedback assessment, and executive coaching to a growing list of services. Over the years, Team Builders Plus continued to create innovative team building programs and in 2007, Team Builders Plus acquired Teambuilding, Inc. to become the largest team building company in the US. Team Builders Plus led the way in evolving team building from basic “low ropes” outdoor exercises to a wide range of exercises including building bikes for at-risk children, leading technology-driven treasure hunts, creating and facilitating web-based team surveys and delivering team development sessions designed specifically for senior teams.

Team Builders Plus has worked with hundreds of small and medium sized companies, numerous government agencies and more than two-thirds of the current Fortune 100 list. Team Builders Plus is proud to have repeatedly been recognized as one of the Fastest Growing Companies & Best Places to Work (by the Philadelphia Business Journal), one of the Fastest Growing Privately Held Companies in the U.S. (by Inc. magazine), the New Jersey Business of the Year (by NJ Biz magazine) and in 2018, was awarded the When Work Works Award from the Society for Human Resource Management (SHRM).

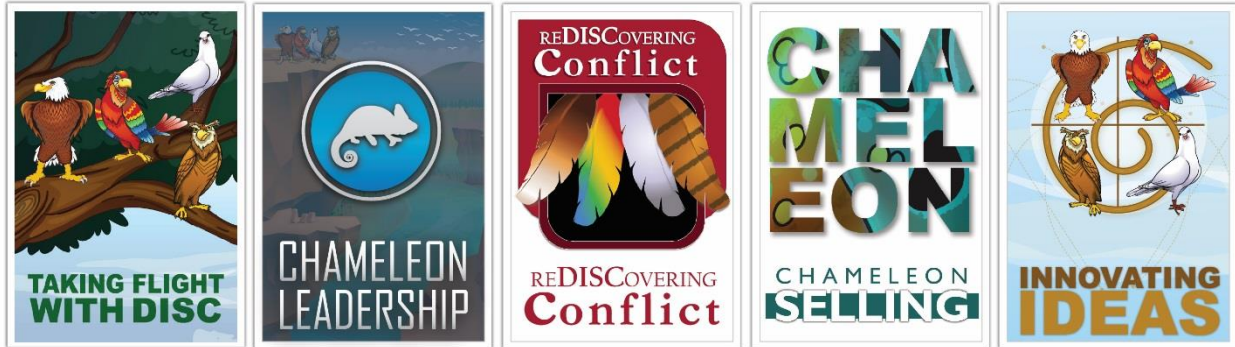
What do all these awards mean for you? It means you're in good hands. Team Builders Plus not only knows how to drive success, but also how to create a winning culture. You can also reach out to the professional training division of Team Builders Plus- Take Flight Learning.

Contact us at **1-888-672-1120** and check us out at **teambuildersplus.com**.



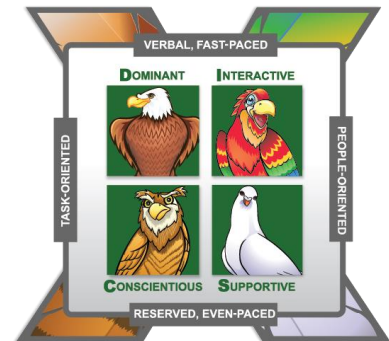
Take Flight Learning

Professional Training Division of Team Builders Plus



Your personality drives everything you do and how you interact with others. At Take Flight Learning, the Professional Training Division of Team Builders Plus, we've developed an Ecosystem of Learning centered around a multi-pronged approach to the personality styles training world in a unique, memorable way. We work with teams and individuals to learn how to understand themselves, read the personality styles of others, and become flexible to build strong relationships... and it involves birds.

Unlike the traditional personality styles training where individuals get a list of letters, colors, or words that stand for different characteristics, we use symbolism that makes it brain friendly and sticky – because if it isn't memorable, how can you be expected to use it? Based on the DISC Model, we've reimagined the styles using the Dominant Eagle, Interactive Parrot, Supportive Dove, and Conscientious Owl. They are visual, symbolic images, and most importantly, people don't forget them. This is what takes it from a personality assessment, to an impactful experience that will shape behavior for life.



Named the Best Personality Styles Training Program in the U.S. by CV Magazine, **Taking Flight with DISC** is the foundational program in the Ecosystem of Learning that will infuse self-awareness and awareness of others into every aspect of your team's dynamics. Teams will learn how their style impacts the way they engage in conflict, their leadership development skills, how they drive innovation, and how to gain the knowledge to become more productive salespeople through a series of trainings rooted in the DISC Model. After leading thousands of training programs, working with over two thirds of The Fortune 100 Companies, and certifying 300+ trainers internationally, Take Flight Learning has the knowledge to transform high-performance teams and drive success.

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