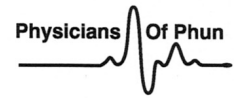




Building a Team that Can Climb! Getting to Know You Games & Activities



Swedish "Meet" Balls

Formation: Small circles of 6-8 participants
Equipment needed: 1 throwable object per group
Activity time: 5-7 minutes

How to play:

This is a great introductory game that helps participants learn each others' names and share things about themselves in a fun way. With each small circle having a ball, the first round starts by having the person holding the ball say his name and then throw the ball to anyone in the circle. When that second person catches the ball, he says his name and then throws the ball to someone else. This continues for a short time giving the participants a chance to learn each others' names. For the second round, the person who starts with the ball throws it to anyone in the circle. When this second person catches the ball he does not shout out his own name; instead, the entire group shouts his name. The third round involves sharing. Tell the group members that in this round, before anyone can toss the ball to another person, he must share one fact about himself with the group. Inform them that to create a little interest, you will randomly blow the whistle and whoever has the ball when the whistle blows will have to share things about themselves for 30 seconds. You will be surprised by how much you can find out about your group members doing this activity!

Index Intro

Formation: Scattered
Equipment needed: Index Intro Cards
Activity time: 3-5 minutes

How to play:

As participants enter the room, give each one a prepared Index Intro Card. Each card contains a different question, often starting with either "who," "what," "when," "where," or "how," or a statement to complete. The cards cover a variety of topics, such as:

- Who is your favorite movie star?
- What is your favorite subject?
- When are you happiest?
- Where do you think you will be in 10 years?
- How would your parents describe you?

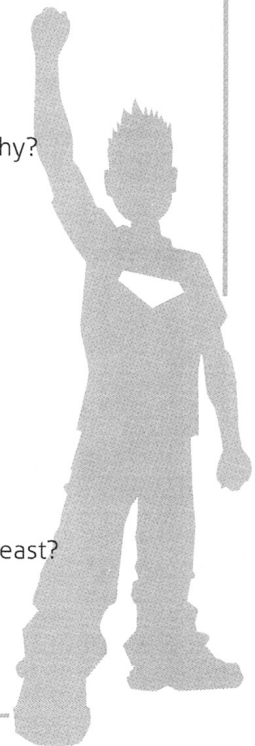
To begin, instruct participants to mingle. At a given signal, participants pair-up to ask and answer each other's questions. After answering the questions, participants exchange cards. As soon as participants receive new cards, they hold them above their heads and shout, "I've got a question! I've got a question!" until they find a new partner. Repeat this process until participants have had a chance to meet five to ten individuals.



Eric Bostick's Dream Mountain Team Building Activity Index Intro Questions

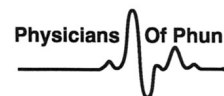


If you could be any instrument, what instrument would you be and why?
What is your favorite movie of all time?
What would you do if you won the lottery?
Everyone has hobbies, what's yours and how did you get interested in it?
What's your idea of a perfect Saturday?
What is your favorite sport and sports team?
If you could be granted 3 wishes, what would they be?
What are you most proud of?
What is your all-time favorite movie?
Something I learned recently was . . .
If you could meet anyone in the world, who would it be and why?
If you could trade places with anyone in the world who would it be and why?
Who is your hero / heroine and why?
Who has been most influential in your life and why?
What major goal are you working on right now?
How would your parents have described you as a child (age 6-12)
What was your favorite toy as a child? Favorite toy now?
What do you look for most in a friend?
What would you want to accomplish by the time you are sixty-five?
Fill in this statement: My favorite place . . .
Fill in this statement: I wish . . .
What has been the greatest learning experience of your life?
If you could be talented in something you are not talented in now, what would it be? Why?
If you could live anywhere in the world, where would it be? Why?
What do you think of reality TV?
The best thing that could happen to me is . . .
3 adjectives that describe me are . . .
If I could be a car, I'd be a(n) . . . because . . .
An area of my life I need to give attention to is . . .
What would you like to do better?
What just wears you out?
If you could get rid of any electronic device which one would it be and why?
Of all the things you do in your spare time, which one do you like doing the most? The least?
What is your favorite book?
Name something you hate to do. What do you hate about it?
Fill in this statement: I am concerned about . . . why?





Building a Team that Can Climb! Getting to Know You Games & Activities



Letter Commonalties

Formation: Scattered
Equipment needed: None
Activity time: 1-3 minutes

How to play:

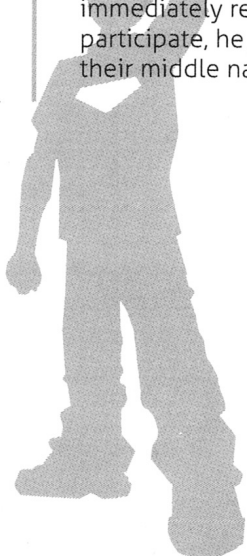
Group all participants into pairs. Ask each pair to choose one letter of the alphabet. Next instruct the pairs to think of three things that they both have in common that start with the letter they chose. Do a go-around to share all the pairs' commonalties.

Instant Replay

Formation: Large circle
Equipment needed: None
Activity time: 5-7 minutes

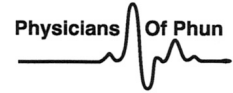
How to play:

Have your group circle up with about three feet between each participant. Each player in the group will step forward into the circle one at a time and give her name and perform an action that shows what she likes to do. Sheri may step forward and say, "Sheri," and act out skiing. As soon as she has finished, she steps back into the large circle and immediately everyone takes one step into the circle, shouts out the participant's name and repeats the action that was done. Upon completing the action, all participants step back (recreating the large circle) and the next person steps into the circle stating his name and acting out what he likes to do. The above actions are repeated for all participants. The action should be quick, so have all participants know what they will do before the activity starts. If someone is shy and doesn't want to do his own action, just have him say, "Pass," when it is his turn. Everyone else should immediately repeat, "Pass," and then the next person begins. Even though the student didn't want to participate, he just did! To extend the activity, you could do a second round in which participants use their middle name and act out something different.





Building a Team that Can Climb! Getting to Know You Games & Activities



Opposites

Formation: Scattered
Equipment needed: Opposites list
Activity time: 5-7 minutes

How to play:

The object of this game is for participants to choose and explain why they identify more closely with one item over another. To start, have participants stand in front of the leader. The leader reads off one of the "opposites" questions and then designates which side of the room represents each opposite. Allow participants time to think about with which they identify most, and instruct them to move to the side of the room that represents their choice. Once the group has separated itself into the two designated areas, have the participants select a partner from that same area and share why they are most like that item.

Example questions might include:

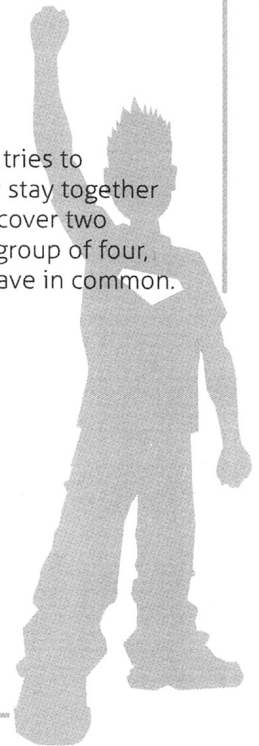
- Are you more like a sunset or a sunrise?
- Are you more like a rose or a daisy?
- Are you more like McDonald's/TGIF or a gourmet restaurant?

2, 4, 8, - 3, 2, 1

Formation: Pairs
Equipment needed: None
Activity time: 3-5 minutes

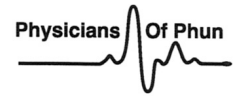
How to play:

Begin by having all participants pair up with someone they don't know well. The pair then tries to discover three things that they have in common. After discovering these three things, they stay together and find two more people forming a new group of four. This group of four then tries to discover two things they all have in common. After achieving this, the group of four then finds another group of four, forming a new group of eight. Next, these eight people try to discover one thing they all have in common. It's a great activity for helping participants learn about the commonalities they all share.





Building a Team that Can Climb! Getting to Know You Games & Activities



4

Formation: Pairs
Equipment needed: None
Activity time: 3-5 minutes

How to play:

This activity is "4-sure" going to help participants get to know each other better! Start by having everyone get into pairs. Explain that you will ask a question and that each person is required to share four answers to that question with her partner. Sample questions might include:

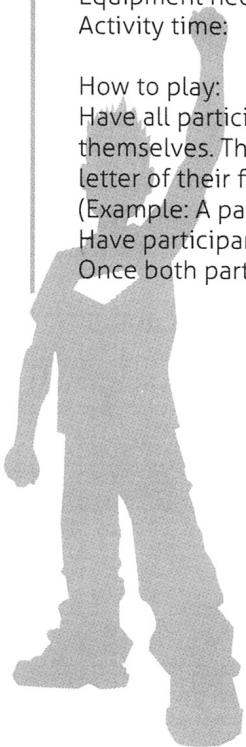
Four TV shows I love to watch are ...
Four of my favorite songs are ...
Four movies I would watch over and over would be ...
Four places I have been on vacation are ...
Four websites I visit regularly are ...
Four of my favorite foods are ...

Initial Contact

Formation: Scattered
Equipment needed: None
Activity time: 3-5 minutes

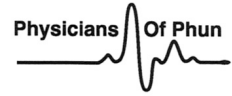
How to play:

Have all participants come up with two things that they would be willing to share with others about themselves. The stipulation is that one of the things they are going to share must start with the first letter of their first name and the second thing they share must start with the first letter of their last name (Example: A participant named John Smith might say: "Hi, I'm John Smith, and I like Jell-O and summer!"). Have participants mingle, pair up with another participant and share the two things they came up with. Once both participants have shared, they separate, mingle again, and partner up with a different person.





Aiming for the Top Goal Setting



3, 2, 1, Ups

Formation: Small groups of 6-8
Equipment needed: About 5-10 soft objects (that can be thrown) for each small group
Activity time: 5-7 minutes

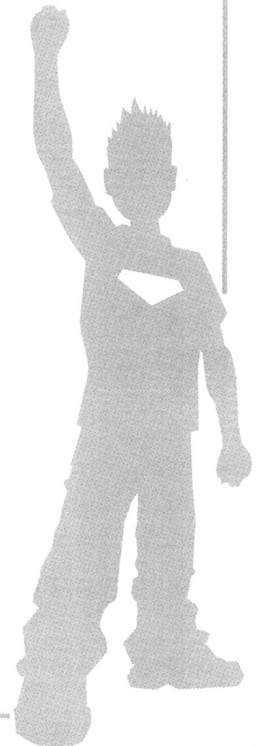
How to play:

Each group starts this activity with one soft object that can be thrown. One person is chosen to be the leader, and his job is simply to give the command: "3, 2, 1, Ups!" On the word "ups," whoever is holding the soft object throws the ball a minimum of five feet into the air. The game requires someone else in the group to catch it. If the group is successful in tossing and catching the one item without it touching the ground, they repeat the process. If they are successful two times in a row, then they add a second object. This time on the "ups" command, both items are tossed into the air with members of the group trying to catch both objects (without either object touching the ground). To add a third object (and then a fourth and a fifth, etc.) the group must make two successful catches in a row with all the objects earned this far.

Once verbal and visual instructions have been given on how to play, but before the groups begin, have the groups set a goal for the number of objects they believe they will be able to attain.

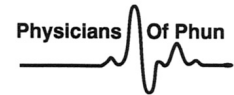
Debriefing questions:

How did you decide how many items you would attempt to get?
What strategies did your group use to succeed?
How is this scenario a lot like life?





Aiming for the Top Goal Setting



Group Juggling

Formation: Small circles of 10-12 students
Equipment needed: 3 tennis balls (or koosh balls, nerf balls, etc.) per group/circle
Activity time: 7-10 minutes

How to play:

Begin by having all participants in each group stand in a circle. Instruct them that to juggle, you need to establish a pattern. Have one person start the pattern by tossing the ball to someone across the circle from him. This person then throws the ball to someone across the circle from him who has not yet received the ball. Be sure to encourage students to remember who they chose to throw it to! Continue this process until everyone has received the ball one time. The last person to receive the ball will throw it back to the very first person that tossed the ball to close the pattern. Ask participants to point at the person they threw the ball to and check if they remember. Have them go through the pattern a couple of times to reinforce who they throw to. Once the pattern is established and the group members know who they throw to each time – challenge them to actually juggle using three balls (i.e. have three balls following the pattern at once). Allow groups to practice this for several minutes and then stop all participating groups. At this point, challenge each group by asking them to determine how many drops they will allow while juggling the balls around their group to complete three full cycles (three times through with all three balls at once). Each group must come to a consensus as to the number of drops they will allow. Once the group has reached a consensus, participants attempt to achieve this goal. Give them as many attempts as you see fit for them to accomplish their goal.

Debriefing questions:

How was consensus achieved in your group?

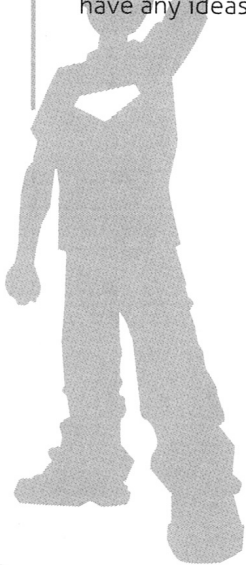
How were suggestions given by group members throughout the process received?

What happened to your group if you exceeded your number of drops? (What reactions occurred?)

Why is setting goals important to success?

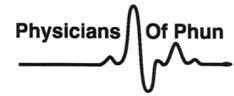
Can you be successful even if you don't meet your goal? Explain your answer.

What are some things you juggle in your own life? How well are you juggling these things, and do you have any ideas on how to help yourself improve?





Aiming for the Top Goal Setting



Heads and Hands

Number of Players: Groups with at least 6 players in each
Equipment Needed: Beach balls
Activity Time: 10-12 minutes

How to play:

The object of this challenging activity is for your team to get as many points as possible in a three-minute time period. Start by having one group member selected to be the "counter." Next, explain that on the signal to begin, a beach ball will be hit into the air by hand and each group must try to keep its ball in the air as long as possible using either their hands or heads. A point will be awarded each time there is a "header" (the ball is hit with the head). If the ball hits the floor or is hit more than two times in a row by the same person, the counting ends for that round. The group begins a new round starting at zero. Before beginning the activity, have each group set a goal of the number of hits the participants believe their group will be able to achieve in the time allotted. After each three-minute round, stop all activity and provide one minute for groups to strategize in an effort to better their top point total and move toward reaching their goal. You really have to use your head to score big in this activity!

Debriefing questions:

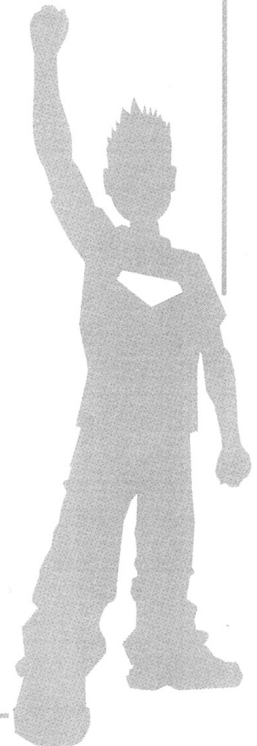
Did you meet your goal? If not, was your goal achievable?

Why is it important to have goals?

How does setting goals help lead to success?

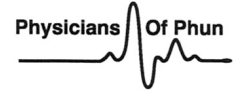
How effectively did your group use the planning time? Did the group come up with a plan (or at least some type of consensus) to reach its goal?

What can you personally take away from this activity that will help you in the future?





A Day in the Life Time Management



Patterns

Formation: Groups of 4 (group size can vary up or down)
Equipment needed: Stopwatch, 1- Numbers Pattern Sheet per group
Activity time: 3-5 minutes

How to play:

Provide each group with a Numbers Pattern Sheet. Explain that, as a group, they will have 45 seconds to touch as many numbers in sequential order as possible. All the Numbers Pattern Sheets should be face-down so that every group starts at the same time. On the command, "Go!" each group may turn over its Numbers Pattern Sheet and begin touching numbers (in sequential order) as quickly as possible. After 45 seconds have everyone stop. Now explain that all groups will be provided one minute to problem-solve, strategize and practice in an effort to go beyond the number they just got to. When that one minute is up, have all groups once again place the Numbers Pattern Sheet face-down. Once again, on your "Go!" command, all groups may turn their sheets over and begin touching numbers. Will the groups go beyond their previous number?

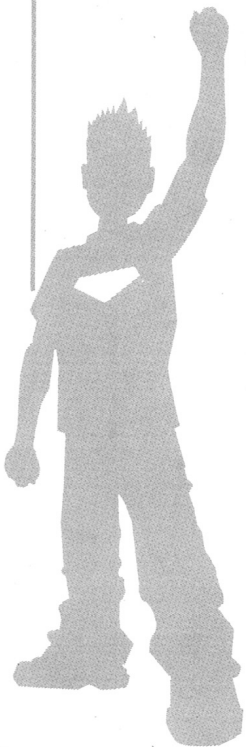
Debriefing questions:

Did you notice anything about the circle of numbers?

What are the patterns or habits in your life that are working for you? What patterns or habits are keeping you from success?

What consequences might result if you don't change the patterns and habits that aren't working for you?

What great rewards could be realized if you do create successful habits?





Number Pattern

