

A What?

(MNG pg. 73)

Type of Activity: Ice Breaker, Energizer

Short Description: Have group stand in a circle, facing the center. Facilitator starts the game by passing a ball (any other object) to the person on their right. As they pass it they say, "This is a banana" (even though it obviously isn't). Person receiving the ball inquires, "A what?" Person who passed the object repeats, "A banana". Person who has received the object now repeats this whole sequence with the person on their right, and so on around the circle. Once the "banana" gets going, the facilitator starts a "pineapple" (or another kind of fruit around the opposite direction). By the time the two balls collide somewhere in the circle, who'll be able to say for sure what's what?

Variations: Add more balls to the fruit bowl. (Pomegranate, plum, peach...)

Equipment: Four or five balls of varying size. Nerf balls work nicely.

Processing: Ability to laugh at yourself.

Acid River (Meuse, River Crossing)

(CC2 pg. 87, ETR pg. 148, T&T pg. 156)

Type of Activity: Low Ropes Initiative

Short Description: The group needs to cross the area using the boards and blocks without touching the ground. The cement blocks are placed in the ground in such a way that the boards do not reach to go directly across the river, thus the group has to problem solve and find a method that does allow crossing the river on the boards.

Variations: If ground is touched: a) assign a handicap to the person who touched the ground (handicaps can include loss of sight, loss of speech, loss of ability to use an arm or a leg), b) assign a handicap randomly to someone in the group each time the ground is touched, c) group begins again, d) be creative and come up with other penalties. Other variations include subtracting a board part way through.

Safety Issues & Spotting: Watch for swinging boards. Throwing or tossing boards is prohibited.

Equipment: On Huckleberry Island at Amigo, part of new course at CF. Eight cinder blocks; 3 - 2 x 6 boards 8' long, 2 logs/ropes to designate the edges of the "river", blindfolds.

Processing: Problem solving methods, create a plan first vs. creating a plan along the way, willingness to give and receive help. leadership styles, team effort vs. several people doing all the work.

Is there only one solution to this problem? Team ideas vs. one leader and the rest following their lead.

How does the way your group worked together on this activity impact ownership in the accomplishment? Discerning when accomplishing task most important and when ownership most important.

Depending on handicaps used might discuss feelings related to handicaps and how treated once handicapped?

Adjective Name Game

Type of Activity: Get-Acquainted

Short Description: Each person selects a positive adjective beginning with letter or sound of their first name. As you go around circle and have folks introduce themselves, they say the adjective followed by their name. To help the group get to know each other as you go around the circle each person needs to repeat all the adjective/name combinations of those who have already introduced themselves and then say their own adjective and name.

Ah, So, Ko, No

Type of Activity: Concentration

Short Description: Group stands in circle. One person starts by making a sound and the action that goes with it, the person to whom the action is passed chooses a sound/action and so on. Group gets a rhythm going so you cannot hesitate long when the action is passed to you. If anyone messes up 3 times, they are placed outside the circle (known as DH's - "designated hecklers") where they do their best to mess others in the group up without touching them.

Sounds and Motions: **Āh** - flat hand with palm down across gut, fingers pointing in either direction; **Sō** - flat hand with palm down high on chest, fingers pointing in either direction; **Kō** - arms extended with hands palm to palm and fingers pointing at a certain person; **Nō** - fist into palm of other hand and a guttural "no" is spoken in rejection of any of the above commands as they come to you if you so choose

Processing: What enhances or diminishes concentration levels?

Is concentration a gift shared by all?

Perseverance vs. contentedness to become a DH. How hard were you willing to work at this to keep yourself in the game?

Alaska Pipeline (Marble Tubes)

(T&T pg. 258-259)

Type of Activity: Portable Initiative

Short Description: Object is to transport the "oil" (ball/marble) from the "oil field" (starting point) to the "refinery" 30-40' away (tin can representing the ending point) touching only the "pipeline" (pieces of PVC pipe). If the oil touches the ground/floor or someone, the group must start over because the oil has become contaminated. Creates interesting dynamics to divide group in two and use both kinds of pipelines (closed, open).

Variations: Use of various environmental analogies (impact of oil spill, transportation of food issues - average item travels 1300 miles before reaching our homes, struggles for migrating birds - each piece of PVC an important link in their flight - rest spots, habitats, food, water. Another variation is to add a new rule every time the marble/ball falls out or is touched.

Equipment: 16 - PVC tube pieces 14" in length (1" closed is suitable for use with marble, 2" cut in 1/2 lengthwise works well for use with a golf ball), marbles or golf balls, 16 oz. tin can

Processing: Problem solving, acceptance of others ideas, honesty.

Are skills needed to accomplish the goal the same with both pipelines?

If blame placed on one individual for oil spills how does this effect the team, the person?

Did either team sense that the other team had the easier task? If so, did this help or hinder your success as a team?

Honesty - if no one saw the ball touch you or the floor, was it a touch?

All Aboard

(SB pg. 106, CC pg. 66-67, T&T pg. 70)

Type of Activity: Low Ropes Initiative or Portable Initiative

Short Description: Get entire group on platform with no part of any body touching the ground.

Variations: Can have time limit to accomplish task or time limit to stay on platform.

Safety Issues & Spotting: Do not let them stack bodies on platform or put people on shoulders (can say everyone must have at least 1 foot on platform); watch for swaying and toppling. Role of facilitator is to nix ideas if safety is jeopardized.

Equipment: 1 ½' x 1 ½', 2' x 2', or 2 ½' x 2 ½' portable platforms, or mounted platform on Huckleberry Island. Note: 2' x 2' platform needed for group of 12-15 people.

Processing: Team effort, group and individual commitment, problem-solving, leadership, compassion for teammates, effects of individual sabotage on team morale.

Alligator Swamp

Type of Activity: Low Ropes Initiative

Short Description: All the participants must get across the swamp or pond while moving from tire to tire and utilizing the 2 x 6 board (branch) between tires. No more than two people (frogs) may occupy a tire (lily pad) at one time. If a frog or an end of the board touch the swamp at any time a penalty is assessed. Once across the swamp frogs regain full use of all body parts, but are unable to go back to help others.

Variations: Randomly give handicaps, have the frogs travel across the swamp to pick up something and then travel back to starting point.

Safety and Spotting Issues: Watch for swinging board, watch for end of board popping up when other end is stepped onto.

Equipment: On Huckleberry Island at Amigo (8 old car tires, a 2 x 6 board 7' long, log for starting point and ending point.

Processing: Problem solving methods - create a plan first vs. creating a plan along the way, willingness to give and receive help.

Is there only one way to accomplish goal?

Team ideas vs. one leader and the rest following their lead. How does this impact ownership in the accomplishment? Discerning when accomplishing task most important and when ownership most important.

Depending on handicaps used might discuss feelings related to handicaps and how treated once handicapped.

Leadership styles, team effort vs. several people doing all the work, self vs. team. Was the focus on getting the team across the swamp or did team members focus on self?

Honesty - what defines a "touch" that results in a handicap?

Almost Infinite Circle

(SB pg. 131)

Type of Activity: Get-Acquainted or Portable Initiative

Short Description: In partners - Person "A" puts one wrist through each loop on their rope.

Person "B" puts a loop over one wrist, passes free end of rope on inside of partner's rope and then puts the free loop over the other wrist, so that the two people are now linked together. Partners are to become free from each other without untying their ropes and without taking the loop off of their wrists.

Safety Issues & Spotting: Caution about getting tangled up and falling. Keep knots loose on wrists.

Equipment: A 4' piece of rope for each person, with a loop tied off at each end.

Solution: 1) make a bight (⇒) in center of your rope, 2) put the bight under one of your partner's wrist loops so that the bight is moving up toward their finger tips, 3) pass the bight over their finger tips and pull it down across the back of their hand, 4) gently pull free.

Processing: Problem-solving, perseverance and frustration tolerance. Number of solutions?

How do you handle problems that seem to have no solution? (Give up, walk away from it for awhile, keep working even though frustrated, look at it from a different perspective)

Almost Infinite Knot (see Tie a Knot)

All Screwed Up (Wing It)

(CC2 pg. 88-89, T&T pg. 204)

Type of Activity: Portable Initiative

Short Description: Each group of 5-6 participants are given a threaded rod and a nut per person.

Object is to see how fast the group you can thread all of their nuts the full length of the rod. All begin with their nut in hand and on the "go" signal they thread their nut onto the rod, down the rod and remove it. When all nuts are removed from the rod the watch stops. Allow for time to create a strategy before beginning. Repeat several times to improve time and strategy.

Variations: Combine with Micro Challenge to test gross and fine motor skills (this self-control scenario tests skills similar to a Nordic biathlons (cross-country skiing and rifle shooting). The Micro Challenge is this - as soon as the group finishes with the above task give each team a 4' section of size 30 crochet cord and each person on the team a #18 tapestry needle. The task is for each person to thread their needle onto the cord and have the group tie an overhand knot in the cord. Stop the watch when the knot is tied.

Safety Issues & Spotting: Make sure rod is well threaded and does not have any burrs. Do not allow lubricant to be used on the rod.

Equipment: One 6' length of 5/8" diameter threaded rod for every 4-6 participants, one nut to fit the rod for every participant

Processing: Problem-solving; defining roles.

Ants on a Log (see TP Shuffle)

Balancing Log

(SB pg. 107)

Type of Activity: Low Ropes Initiative

Short Description: Starting at end on ground, have the entire group get on the log one at a time and balance both ends off the ground.

Variations: Can have half the group go and other half spot and then reverse; set an amount of time group must stay balanced.

Safety Issues & Spotting: When reach end of log participants must sit; do not cross legs under the log (could get pinned if the log swings down); if the balancing log is wet it gets very slippery; make sure everyone is steady on dismounting – dismount slowly and carefully. Lock up log when not in use with anchor at one end.

Equipment: A log balanced at center point.

Processing: Teamwork; commitment to a task; problem-solving.

Balloon Balance

Type of Activity: Portable Initiative

Short Description: Object: balance a body on the balloons for 10 seconds.

Safety Issues & Spotting: Support all parts of the person's body if they are lowered onto the balloons.

Equipment: 15 - 12" Balloons

Processing: Problem-solving; teamwork; being in the spotlight vs. supporting roles; decision-making

Birthday (Chronological) Line Up

(SB pg. 163)

Type of Activity: Get-Acquainted or Organizing Group

Short Description: The group must line up in order by birth date without speaking.

Variations: Can do it blindfolded by height.

Processing: How much do we rely on verbal communication?

How effective are other methods of communication?

What are important elements in verbal communication?

Blast Off

Type of Activity: Time Filler

Short Description: Great activity to use when a group is walking out to the co-op course. As they are walking the task is for the group to count to 10 or 20 with everyone saying at least one number and no two people saying any number at the same time. Cannot plan it out ahead of time who is going to say what numbers.

Blind Polygon (Blind Square)

(CC pg. 86, CC2 pg. 81, RC2004 #24)

Type of Activity: Initiative

Short Description: Group is blindfolded and holding on to a rope (ends tied together). The group starts in a circle and is given a shape they must try to create with the rope. Trick is learning how to communicate effectively given their blindness. No one may let go of the rope for

more than 5 seconds. Once they think their polygon is created they may take their blindfolds off and check. Easy polygon – square; very difficult - 5 pointed star.

Variations: The rope is on ground some distance away and group must find it before making their shape. May assign only certain people who can talk; the people who can talk may change randomly; certain people may be given handicaps. If no rope is available have members of the group hold hands and form the polygon.

Safety Issues & Spotting: Make sure there are no obstacles to run into in, large enough area for group to spread out.

Equipment: Rope, blindfolds

Processing: Problem-solving; listening skills; participation - engaging vs. disengaging.
Is this an activity where a designated leader is helpful?

Blind Task

Type of Activity: Trust

Short Description: 3 People: 1 uses hands, 1 voice, and 1 sight. The person with sight is given a task that the group is to accomplish. The sighted person needs to find ways to communicate to the person with a voice who is blindfolded, who in turn communicates to the person who is able to “do” the task using their hands, who is also blindfolded.

Safety Issues & Spotting: Care for those who are blindfolded.

Equipment: Blindfolds and task props

Processing: Communication skills; trust issues; frustration tolerance.

Bottoms Up

(SB pg. 159, CC2 pg. 39)

Type of Activity: Ice-Breaker

Short Description: Partners sit on ground facing- each other, with knees bent, and soles of feet together with feet/legs held 1' or more off the ground. Attempt to push against your partner's feet (while putting all your weight on your arms) until both posteriors are off the ground.

Safety Issues & Spotting: Allow adequate spacing between sets of pairs.

Processing: Importance of being able to laugh at ourselves; problem-solving; dealing with problems that are more difficult to solve than first perceived.

Bull Ring (Toxic Waste)

(T&T pg. 79-80)

Type of Activity: Portable Initiative

Short Description: Each person in the group is holding onto one end of a thin rope (and must remain holding on to the **end** of their rope), the other end of everyone's rope is tied to a ring. The ring has been slipped down over a 5" tube and is resting on the floor. On the top of the tube is a tennis ball. The task is for the team to work together to lift the tennis ball off of the tube and transport it to a resting spot on a tube some distance away. If at any time the tennis ball touches the ground the group must start over.

Variations: Put the second tube close to a wall or other obstacle that the group must maneuver around. Incorporate environmental issues into the activity (ex. transportation of toxic waste). Replace the ball with a marker taped to the ring and assign the group a task such as coloring in a geometric form, or writing something.

Equipment: 2" ring with 12-14 strings attached, one tennis ball, 2-5" tall by 1" wide tubes

Processing: Teamwork; perspective; ownership; dealing with individuals who sabotage the success of the team.

Have participants observe their fingertips – how many folks have string marks on their fingertips? What does this say about their perceived role in this activity?

Bus, The (Which Side of the Road Are You On?)

(RC1 #19, RC2004 # 20)

Type of Activity: Get-Acquainted

Short Description: Group stands between parallel lines. At each stop have all of them get off the bus to the left or right according to their preference. Have different interests, activities, or events at each stop. As they choose a side, they discover a commonality with those who join them.

Cats		Dogs
Loud		Quiet
Running		Walking
Save Money		Spend Money
Canoeing		Driving a Jet Ski
Vanilla Ice Cream		Chocolate Ice Cream
Morning Person	Late Night Person	

Equipment: 2 pieces of webbing, 2 ropes or anything that allows you to create 2 parallel lines.

Carabiner Walk

(CC pg. 78)

Type of Activity: Get-Acquainted

Short Description: Each member of the group has a rope tied around their waist (secured with square knot and overhand knots to finish the ends). Participants line up in several lines standing front to back and clip a carabiner through their rope and the rope of the person in front of them. They are taken through a predetermined route; can go over or under objects.

Variations: Have participants form a line and have them clip into the person next to them, with first person and last person clipping together to form a circle. Can have group rotate in a clockwise or counterclockwise rotation while moving to destination.

Safety Issues & Spotting: Watch speed so people are not in danger of tripping.

Equipment: A rope 9' in length for each person and a carabiner for each person.

Processing: Frustration tolerance; cooperation; communication. Ability to express needs and frustrations.

Caving Rescue (The Maze)

(ETR pg. 100, CC2 pg. 103)

Type of Activity: Initiative

Short Description: Set up obstacles. Group goes into "cave" no more than 4 ft. high and finds ore worth \$5,000,000 (stump or other 20# object) The "lights go out" (all are blindfolded).

Once blindfolded explain that they must retrace their steps to “get out of the cave” safely, taking their treasure with them.

Variations: Create an environmental story line. Video tape team finding their way out of cave to use during processing.

Safety Issues & Spotting: Group will need to move slowly, taking their time retracing steps. Be sure that all obstacles that have been used are free of sharp corners. Watch carefully and intervene when necessary.

Equipment: Blindfolds, ropes, string, small stump (ore), 2 carabiners, 2 helmets, maybe some items unnecessary for the task, tables and chairs to create cave.

Processing: Clear communication; frustration tolerance.

Who provided leadership? safety? who cared for others?

What attitudes came to the surface?

Chinese Initiative

(ETR pg. 103)

Type of Activity: Ice-Breaker

Short Description: A Version of “Freeze Tag”. A “responsible person” is designated who pursues and tags others. When tagged you become frozen. They can be unfrozen when another unfrozen person crawls between their legs. When all are frozen the game is over.

Variations: Choose more than one “responsible person”.

Safety Issues & Spotting: **No diving** between legs or tagging people on the head. Discuss difference between a tag and a slap or punch. Playing area free of obstacles.

Processing: Cooperation; creativity; attitudes; dynamic of the “big picture”.

Circle Sit (see Lap Game, The)

Circle the Circle

(SB pg. 60)

Type of Activity: Ice-Breaker or Initiative

Short Description: Group holds hands in a circle and passes a hula-hoop around circle without breaking their hand-grip.

Variations: Use as a timed event; use a webbing tied in middle forming 2 circles - send both circles around the same way or have each circle go opposite directions cross in middle and keep going. Use two hoops and send in opposite directions.

Safety Issues & Spotting: Care is needed if using a hula hoop to prevent getting “bonked” by it.

Equipment: Hula hoop, bicycle inner tube or webbing (about 16')

Processing: Cooperation; what we gain by observing what works or doesn't work for others.

If use two hoops and send in opposite direction - pose the question as to who “won”? (All - because all were working to accomplish the task)

Clam Free

(MNG pg. 113)

Type of Activity: Ice Breaker, Energizer

Short Description: Object of the game is for the “nuclear reactor” (NR) to contaminate all the

clams. A person is designated as the NR and the rest of the group is clams. Contamination happens when the NR tags a clam with the ball he/she is holding. Contaminated clams become "frozen" in place, but there is hope. Frozen clams can be thawed out if two clams surround it and link elbows in a clam-like alliance and shout out, "Clam free". Clams tagged by the NR while trying to thaw out a teammate become frozen in place. Designate an appropriate size playing area free of obstacles.

Variations: Allow clams that have been thawed out to join hands with other freed clams, making them immune from further contamination. If four or more hand-holding immune clams manage to surround the NR and shout, "Clam free", the NR is shut down and the game comes to an end.

Safety Issues & Spotting: Have participants be aware of their surroundings to avoid collisions.

Equipment: A 6" Nerf ball, cones to mark boundaries.

Processing: Teamwork, caring for others.

Clock, The (Clock Work)

(SB pg. 116, CC pg. 21, ETR pg. 127)

Type of Activity: Ice-Breaker or Initiative

Short Description: Group holds hands in a circle. Markers are placed on the inside of the group designating 3:00, 6:00, 9:00 and 12:00. Goal is to see how quickly the group can rotate clockwise 360° in one direction and then return 360° (going back in time) back to the start, but they must maintain their handhold. Note: expect time to be approx. 1 second/person.

Variations: See if the group can complete the 360° faster going to right or to left.

Safety Issues & Spotting: Be careful not to trample people and not to over squeeze on hand holds. Make sure playing area is free of obstacles.

Equipment: Cones or other markers, timer

Processing: Accepting responsibility vs. blame game; cooperation; problem-solving; did group struggle to maintain hand holds?

Clothes Line, The

(RC2004 # 11)

Type of Activity: Portable Initiative

Short Description: Challenge is to have the entire group cross over the line without touching it. Participants will cross the line one at a time and may ask for assistance from other members of the team. First person can cross over the line at any point they choose, but each person after them can only cross the line to the right of this spot. Anyone touching the line is allowed to try again, however the clothes pin is still moved to the right after their first attempt.

Variation: Wait to explain to the group that they must all pass over the line to the right of the person in front of them until after the first person crosses the line. Have the whole group start over if one person touches the line.

Safety Issues & Spotting: Have spotters ready to assist anyone who jumps over the rope. Check for exposed tree roots or uneven ground.

Equipment: A pet stake anchor, a tree, 30' of 1/8" nylon rope anchored to the pet stake and a point on the tree 3-5' off of the ground, and a clothes pin. Anchor the pet stake about 15-20' from the tree.

Processing: Accepting responsibility, ownership, everyone's effort is of equal value even if the task

varies, impacts of risk-taking, impulsiveness and carelessness on the team

Collection of Knots (see Knots on a Rope)

Community Juggling (Group Juggling)

Crossed or Uncrossed (Magic Sticks 2) (SB pg. 55, ETR pg. 96)

Type of Activity: Energizer, Brain Teaser, Ice-Breaker

Short Description: Task is to discover the obvious. Have group sit in a circle (in chairs preferably). Leader begins by passing the two sticks and saying "I'm passing these to you crossed" or "uncrossed" as they hand them to the person seated next to them. Each time the sticks are passed the passee will state "I am passing these to you crossed" or "uncrossed" and the leader will either confirm or disagree with the statement. Solution has nothing to do with how you pass the sticks and whether or not you cross them, it is whether the person who passes the sticks has their legs crossed or uncrossed.

Equipment: Two sticks or pencils

Processing: Frustration tolerance; observation skills.

How does it feel to not know the solution?

How do you deal with frustration of not being able to figure out the solution?

How does this compare to parents or employers who aren't consistent, rules seem to always change or are difficult to discern?

Cross the Line (Their Ain't No Flies on Us!) (RC2004 #23)

Type of Activity: Portable Initiative

Short Description: Divide the group in two and have half the group stand on each side of the rope stretched out on the ground. Have each person stand across from someone on the other team. Explain to the group that this will be a timed event, and that their goal is to get the person across from them onto their side of the line before time expires (can be 5 seconds or up to 3 minutes).

Variations: Can have each group start 10' back from the rope and alternately state, "Their ain't no flies on us, there might be flies on some of you (point at other team) guys, but their ain't no flies on us." After the first team finishes this bold statement they all take a step toward the rope (centerline), then the second team responds. Repeat until both teams have come together on their respective side of the rope, then facilitator explains what the task is.

Safety Issues & Spotting: Beware that tugging doesn't turn violent.

Equipment: A 30' section of rope.

Processing: Cooperation vs. competition, dealing with conflict, compromise.

What mindset did you bring to the line? Competition? Negotiation? Compromise? (we live in a competitive, win at all cost society, how as Christians can we live out a different model?)

What attitude do we bring to situations of conflict? Win/win, win/lose, or lose/lose.

Discuss ways of resolving differences between people.

Cyclops Tag

Type of Activity: Energizer/Get Acquainted

Short Description: Partner, cover one eye with a open hand, with other hand make an eyepiece (monocular) & put up to eye, pursue partner. When close enough to tag partner, remove eyepiece to tag partner. Every time you tag your partner, switch roles.

Variations: If folks are violating speed limit have them become chicken's tag where hands used to make motions like a chicken

Safety Issues & Spotting: Set "speed limit" like walking only.

Equipment: None, unless to put up cones to define perimeter of playing area.

Processing: Perspective; persistence; consequences of rule breaking.

Dizzy Izzy Tag (see Mall Tag)

Egg Sucking Mammal (Triangle Tag)

(SB pg. 155, MNG pg. 43)

Type of Activity: Ice-Breaker

Short Description: Divide group into 4s. Three members of each group hold hands forming a ∇ and designate one person to be the egg. Fourth person runs, twists, turns and tries to get around the ∇ or reach over the ∇ to tag the egg while the group tries to keep the egg from being tagged by maneuvering their bodies and/or extending their arms to block the tag. If group lets go of hands or if the mammal tags the egg, the mammal wins, and the life is zapped out of the egg. Change roles each time after the mammal zaps the life out of the egg.

Variation: Use story line of ∇ representing a reptile family (parents and egg), person outside of ∇ is a mammal trying to eat egg. Can also venture to say that it is because of these ESM's that the dinosaurs became extinct.

Safety Issues & Spotting: No diving across the circle or into the circle through the legs of the mammals. No touches below the waste or on the head.

Processing: Cooperation, caring for others, accepting others.

How does it feel to be the "ESM"?

Did you feel excluded?

Have you ever felt like an outsider at school? church? playground?

Elbow Tag

(MNG pg. 121, ETR pg. 105)

Type of Activity: Ice-Breaker

Short Description: Group members are paired up, partners hook elbows, whole group stands in a circle with 3' separating each pair. Designate one pair to step out of the circle. One member of this pair is "it" and the other person will become the person being chased. When the person being chased is tagged they roles reverse. Or to avoid being tagged, the one being chased can go link elbows with one end of another pair at any time. The person on the other side of the pair then becomes the pursued.

Variations: Have two people who are it and two who are pursuing.

Safety Issues & Spotting: Be careful of collisions when multiple people being pursued. Define tag

vs. a slap.

Electric Box, The

(RC 2004 #12)

Type of Activity: Portable Initiative

Short Description: The Electric Box is simply a raccoon circle opening through which the entire team must pass. The unusual feature of this box is that it starts as a vertical rectangle, and ends up as a horizontal rectangle. Every time that someone passes through the box it changes shape. This is a great "Who Moved My Cheese" activity. Decide as a group what the consequence will be if someone touches the "box" as they pass through. Team members take turns assisting with creating the shape of the box.

Equipment: One 15' piece of webbing with ends tied together (raccoon circle)

Processing: Change, asking for help, letting go of control.

What aspects of change make it hard to embrace? (unknown, vulnerability with control lost)

Electric Fence

(SB pg. 136, CC pg. 70-71)

Type of Activity: Low Ropes Initiative or Portable Initiative

Short Description: Task is to pass the whole group over an "electric fence" using only themselves and a conductive beam. The "electric force field" extends from the fence to the ground, preventing anyone from passing under the fence. If a participant touches the fence he/she is zapped and must make another attempt at crossing the fence. Likewise anyone touching the person who contacts the fence or is touching the beam that comes in contact with the fence also gets shocked and must again cross the fence. "Ironwood trees" supporting the fence cannot be touched.

Safety Issues & Spotting: Proper spotting at all times is necessary, should have done other trust activities where proper spotting techniques were taught. No throwing bodies over the fence. Last person cannot perform a head first dive into a shoulder roll. Trust dive using spotters is permissible although often results in many spotters being zapped.

Equipment: Nylon rope suspended 3-5' off the ground (vary height with varying age groups), three trees or poles to attach rope to, 6-8' pole, log or 2x4.

Processing: Problem-solving; trust; cooperation.

Do we all prefer the same method for getting over the fence?

Ability to share what we feel comfortable with.

Is there one right way to get over the fence or is respecting wishes of those being passed over the fence an important aspect of solving this initiative?

Electric Fence - Modified

Type of Activity: Low Ropes Initiative

Short Description: Everyone in the group must get through the electric fence without touching the lines or the trees supporting the lines. Have group set consequences for "touches" before starting and have them discuss who will be responsible for calling the "touches".

Variations: Participants may also be challenged by requiring them to get a pan of water through,

with 4 persons in their group always touching the pan. Can also set rule that all people must be passed through the fence, rather than getting through on their own. Can give some members of the group handicaps before they start.

Safety Issues & Spotting: Should have done some other trust activities building up to this where they have been taught proper spotting techniques.

Equipment: On Huckleberry Island at Amigo

Processing: Problem-solving, cooperation, communication, varying strategies for accomplishing the task.

What is our tendency – to ask for help in getting through the fence or trying it on our own?

How did handicaps change the dynamics of the task?

How did it feel to be handicapped?

Everybody Up

(SB pg. 100, CC2 pg. 39)

Type of Activity: Ice-Breaker, Initiative, Trust

Short Description: Pairs sit on the floor with toes touching, knees bent, and holding hands. They are to pull each other in an attempt to get up at the same time.

Variations: Can do back to back. Increase number in each group every time they accomplish the goal. See if the whole group can find to a way to pull/push each other up at the same time.

Safety Issues & Spotting: Make sure no obstacles are in the way. When back to back care should be taken to avoid strained shoulders.

Equipment: None

Processing: Problem-solving, cooperation, frustration tolerance, perseverance, commitment to the task, resistance to change.

Do all pairs experience same struggles in accomplishing the task?

As you begin to work with a larger number, does the method of accomplishing the task remain the same?

Was changing strategies readily accepted by all group members?

Everybody's It (Everybody's Responsible) (SB pg. 153, MNG pg. 159, ETR pg. 103)

Type of Activity: Ice-Breaker (large group), Initiative

Short Description: Everyone tries to tag everyone else while avoiding being tagged. When tagged the person is out. Simultaneous tags put both people out.

Safety Issues & Spotting: Clear playing area of all obstacles. Possibly set a "speed limit" especially with younger groups to reduce number of collisions.

Equipment: Cones or other boundary markers

Processing: Did you feel like everyone was out to get you or were you out to get everyone?

Playing offensively vs. defensively? How is this similar to how you live your life?

Every Picture Tells A Story (see Zoom)

Giants, Elves, and Wizards

(MNG pg. 167-169)

Type of Activity: Mixer/Ice Breaker

Short Description: A game with three characters – giants (who stand tall, stretch their arms high overhead and in a gruff voice bellow “giants”), wizards (who stand with hunch-backs with arms extended toward opponent in their best “spell-casting” fashion and in a weird, rattling voice shout “wizards”), and elves (who squat down, draw in their shoulders to look as small as possible and squeak out “elves”). The group is divided into two teams and each team for each round chooses one of the three characters that they want to be (also have them choose a back-up each time to minimize time spent in a huddle choosing another character). Explain to the group that none of the three characters has more power than any other, but this is the status they live by – the giants can overpower the elves, elves are too quick for the wizards, and the wizards outsmart the giants. Have them practice acting out each of the three roles and make sure they are clear as to the order of status in their kingdom. Once both teams have chosen a character (& a back-up) they come to the centerline. Here they begin a four-part chant started by the facilitator, in which everyone says, “Giants, elves, wizards” (and they act each of these out as they say them). On the fourth count each team shouts the name of the character they have chosen, while taking the appropriate stance. If you end with giants and elves, the giants begin running after the elves, who flee for their goal line (safety zone). Or you may have wizards chasing giants or elves chasing wizards. Any player that gets tagged before reaching the safety of their goal line becomes part of the other team. If both teams make the same character, restart the four-part chant and have them use their back-up. Play as many rounds as you desire or until one team is engulfed by the other.

Variations: Play 3-D by forming three teams and having a triangle at the center instead of having a centerline – this version great for high school age groups. Can change the characters to “bears”, “fish” and “mosquitoes”. Have the participants create the stances for each character. This second version is great for use in teaching students about food chains. Can also have the group come up with three characters that form a food chain.

Equipment: Three pieces of webbing (1 for centerline and the 2 others for endlines).

Safety Issues & Spotting: Watch for collisions when folks run the wrong way. Define “tagging” vs. “pushing, shoving or tackling”.

Processing: What is your perception of a game where the playing field is leveled by having all roles being equal?

What was your mindset as you approached the centerline each time?

Offensive or defensive in thinking?

What helped you to focus on what you needed to think about each round?

How are these tactics helpful in our daily lives?

Giant’s Toothpick (King’s Finger, Tire Changer, Pole & Tire) (CC2 pg. 115, ETR pg. 146)

Type of Activity: Low Ropes Initiative

Short Description: The object is for the group to work together in removing the tire (lifesaver) from the vertical log (toothpick), putting the lifesaver on the toothpick or both. Instructors use discretion and care with regard to the problem solving process.

Variations: Create story line to go with it.

Safety Issues & Spotting: Spotting- required. Stop the process if someone who is being climbed on is in obvious pain. When removing the tire, it should not be allowed to drop in an uncontrolled fashion. Do not allow persons to sit on top of pole or slide down the pole.

Equipment: Telephone pole secured 4-6 feet into the ground, old car tire. On Huckleberry Island at Amigo, part of old course at CF.

Processing: Problem-solving, cooperation, leadership styles.

Is the method used by your group the only solution for solving this initiative?

How did the group choose the strategy used?

Gotcha'!

Type of Activity: Ice Breaker, Energizer

Short Description: Group stands in a circle. Each person makes a "thumbs up" sign with right hand and holds left hand with palm up. Both arms are extended out to the side. When the leader says "got ya" each person tries to catch the thumb of the person standing to their left and not get their own thumb caught. Each round those who got caught become "DH's" (designated hecklers) and they try to distract those who remain in the game. Each round the circle gets smaller.

Variations: Work the word into casual conversation.

Processing: Offensively or defensively minded?

Are you a risk-taker or do you play it safe?

Grand Prix

(RC1, #3)

Type of Activity: Motivation, Energizer

Short Description: Spread several raccoon circles (webbing with ends tied in a knot) and 5-10 participants for each circle. Each person holds the webbing with both hands. Then the groups race to get the knot passed around the group while only using their hands.

Variations: Races can consist of 1 lap, multiple laps, one lap right followed by one lap left.

Equipment: Enough pieces of nylon webbing cut into 15' lengths so that each group has one piece.

Processing: Problem-solving ways to improve technique; cooperation.

Gridlock (see Path of Life)

Group Hug (Spirals)

Type of Activity: Closing

Short Description: Everyone holds hands in a circle. Break the circle one place and have one end beginning walking and winding to create a tight spiral facing inward. When whole group becomes coiled all give a gentle hug, then, still holding hands, leader ducks out through rows of coil and all follow until completely unwound.

Safety Issues & Spotting: Care for each other stressed.

Group Juggling (Community Juggling) (SB pg. 112, CC2 pg. 84, MNG pg. 61, T&T pg. 89-90)

Type of Activity: Get-Acquainted, Ice-Breaker, Portable Initiative

Short Description: Group stands in circle and tosses a bean bag across the circle so that each person gets it only once. (Encourage throwing to someone across the circle, not allowed to toss to the person next to them.) Once the pattern is established more balls are added. See how many the group can keep up in the air at once.

Variations: Once have multiple items going, several objects aimed to distract the group can be added to the mix. Use as a lead in to the initiative Warp Speed.

Safety Issues & Spotting: (Encourage group to set the rules) No hard throws.

Equipment: 8-10 bean bags or other soft throwable objects

Processing: (Process some of these things as you go) Are "drops" a major catastrophe?

What things caused the group to struggle? (lack of focus-easy to get caught up watching others, lack of communication-verbal and eye contact)

What impact did the "distractible" items have on the group? (created laughter, group lost focus) In what ways are the "distractible" items like our lives? (deal with stress differently, just when you feel like you know the routine things change)

How do we deal with change? (get angry, adjust, laughter)

Discuss appropriate ways to deal with anger?

Temptation to catch bean bags that aren't coming- how is this like life? (take on what isn't ours to take on, over active sense of responsibility, may struggle with setting appropriate boundaries, control issues)

Group Jump Rope (Turnstile, Group Skip) (SB pg. 156, RC1 #24, ETR pg. 111, T&T pg. 91)

Type of Activity: Mixer, Portable Initiative

Short Description: Group must travel underneath the swinging rope until all are other side. If there is an infraction can continue from there or have the whole group start again.

Variations: Direction of travel, # of jumps as they pass through, # going through at one time, # of swings between travelers, blindfold some participants...

Safety issues & Spotting: Playing area free of obstacles. If someone really feels uncomfortable with jumping the rope, consider having them involved by helping to swing one end of rope.

Equipment: Long, heavy-weight rope, or 1" webbing

Processing: Problem-solving; risk-taking.

Do all participants have same comfort level with jumping a rope?

How can the group help care for each other?

Does the pressure for success mount as you get toward the end of each round?

Do our personality styles come out in this activity?

Hands Down (Magic Sticks 1)

(SB pg. 53)

Type of Activity: Ice Breaker, Brain Teaser, Energizer

Short Description: (Do not introduce activity by naming it.) Arrange the items on ground in some order supposedly to indicate a number. Group members try to guess which number is indicated.

Solution: Both hands of leader are discretely placed on the ground near the objects or on their lap (if kneeling) with the number of fingers extended being the actual indicator of the number the leader is trying to get the group to guess.

Variations: Can have those who catch on, set up the objects.

Equipment: Five pencils or carabiners or twigs

Processing: Frustration-tolerance, perspective, observation,

Looking beyond the obvious when presented with a problem - don't develop tunnel vision.

Generally we see what we want to see or what has been shown to us – how do we learn to think outside the box?

Happy Landings (Missionary, Mine Field)

Help Me (see Tension Traverse)

Hog Call

(SB pg. 98)

Type of Activity: Ice-Breaker (with large group), Get Acquainted

Short Description: Secretly give each person the identity of an animal. Blindfold everyone and mix them up on the playing field. Everyone must make the sound of their animal and find the other person making the same sound.

Safety Issues & Spotting: Make sure the playing area is clear of obstructions. Have sighted people around borders to keep people from wandering off. Teach the bumper position.

Equipment: Blindfolds (optional)

Processing: Listening skills, ability to laugh at self.

Hole in One (see Porthole)

Human Knot (Knots)

(SB pg. 117, T&T pg. 107-108)

Type of Activity: Portable Initiative

Short Description: Group stands in a tight circle. Have everyone reach out their right hand and grab the right hand of someone across from them. (Keep thumbs up when clasping hands) Then do the same with left hand. Should not grab hands of the same person and try not to grab hands of people next to you. The task now becomes untangling the knot(s) and forming a circle or 2 without letting go of handgrips.

Variations: If the group has been struggling for awhile or if running short of time offer the group "knot 1st aid". Sometimes in the mass of knots a "cure" is needed for a particular handhold. Have the group decide among themselves which knot most needs 1st aid – have the two people involved in the knot separate hands and regrip.

Safety Issues & Spotting: Watch for pulling or people getting in strained positions.

Processing: Frustration-tolerance, commitment to the task, teamwork vs. individualism

Did all of you actively engage in solving the task or did you rely on several people to find the solution?

Human Ladder (Living Ladder)

(SB pg. 113, T&T pg. 117)

Type of Activity: Trust, Portable Initiative

Short Description: Participants are paired and given a dowel rod. These pairs stand close together to form a ladder with the rungs. One person is designated to climb the horizontal ladder. As the climber progresses forward and rungs become empty, those pairs leave their spot (when assured that the climber won't retreat) and add on to the other end of the ladder. Can choose to have climber go a certain distance or climb for a certain amount of time.

Variations: Those holding the rungs can vary the height of the rungs, and may create a ladder that turns a corner.

Safety Issues and Spotting: Make sure your dowels are strong enough. Choose a light and agile person to be the first climber. Important for rungs to remain secure when a climber is on them. Holders should keep both hands securely on the rung at all times, and keep their backs straight. Maximum height should be shoulder height - when at this level it is important that rung holders do NOT place the dowel rod on their shoulders. Climbers should spread their weight over several dowels at a time and pairs holding the dowels need to remain close together. At start and finish the rungs need to be held within a foot of the ground.

Equipment: 6 - 8 1/2" smooth hardwood dowel rods 3' in length.

Processing: Cooperation, accepting responsibility, expressing what you need, caring for others.

Which role did you enjoy more - climbing or holding a rung?

Do you enjoy lead roles or support roles?

Do you prefer trusting or being trusted?

What were you feeling the first time a climber used the rung you were holding?

Did you gain confidence in this role after several climbers? What gave you confidence as a climber?

Human Spring (Spring Board)

(MNG pg. 17)

Type of Activity: Trust

Short Description: Stand across from a partner, starting 2' apart and fall toward each other keeping your body stiff and elbows bent slightly. When contact is made with your partner's hands extend your arms and gently push each other back up into a standing position. Gradually move farther apart.

Variations: see Pendulum

Safety Issues & Spotting: Importance of keeping body stiff and being matched with a partner similar to same weight and height.

Processing: Consider doing this activity as a progression leading to the 2 Person Trust Fall.

What is your comfort level with falling forward?

Do you feel the same comfort level when doing the 2 Person Trust Fall where you fall backward?

What are important aspects of building trust?

Making adjustments when we bring different gifts to an activity (arms length, strength).

Can this activity be done with people who are of different size and weight?

In working with others how do we compensate for each other?

Hunker Hawser (Rope Jousting)

(CC pg. 103, CC2 pg. 72, NGB pg. 31)

Type of Activity: Game, Energizer

Short Description: Place the two stumps 30' apart, have a participant stand on each stump, and give each person one end of the 50' rope. When given the command to start the object becomes trying to get your opponent off their stump or causing them to lose their hold on the rope. The game becomes a balance of "pulling" and "releasing".

Variations: Can eliminate stumps and have foot movement as the criteria for a win/lose situation. Can increase commitment to staying on the stump by placing the stumps in a muddy area, where access to stumps is made via a plank.

Safety Issues & Spotting: Best played in a grassy or muddy area to ensure soft landings. Clear jousting area of protruding objects. Important that rope be user friendly. If concerned about risks of falling off of the stumps can also choose to set up a circle made of webbing for each participant that they cannot exit.

Equipment: Two sturdy boxes approximately 10" high and 12" across. One 50' rope that is "friendly" to hands when tugged on.

Processing: Risk-taking, offensively or defensively minded, commitment to the task, perseverance.
What strategy did you use? Why?
Can the same strategy be used in all situations?

I Scream (see Look Up, Look Down)

Impulse

(SB pg. 35, CC pg. 22, CC2 pg. 69)

Type of Activity: IceBreaker or Initiative

Short Description: Group holds hands and stands in a circle with arms neither too extended nor too loose and hanging straight down. Object is to see how long it takes to send a "wave" around the circle. The "wave" is created with a moderate whipping of the person's arm next to you, once they receive the wave they pass it on.

Variations: Send the "wave" counterclockwise and clockwise around the circle to see which way is quicker; send a "wave" both directions at the same time; send the "wave" with eyes closed. Send a "pulse" (hand squeeze) instead of a "wave".

Safety Issues & Spotting: Be careful to avoid shoulder injuries if the waves become too hard.

Processing: Cooperation, commitment to the task, dealing with sabotage, caring for each other.

Inch Worm Races

(CC2 pg. 38-39)

Type of Activity: Energizer, Ice Breaker

Short Description: Partners sit on each other's feet with knees bent and hold hands, then race (by rocking back and forth and moving feet as you go) across the floor to the finish line (20-30' away)

Processing: Ability to laugh at yourself, improving technique through trying different strategies.
Once the race starts is changing strategy and technique possible?
How do our varying personalities surface in the varying strategies?
All for fun or all about winning?

Inside Out II

(RC1 #10)

Type of Activity: Portable Initiative

Short Description: With Raccoon Circle on the floor and group standing inside of it, the group must get out by going underneath without using their hands, shoulders, or arms. In introducing this activity stress the importance of group problem-solving (allowing each to have a voice and a role in the completion of the task). Encourage the group to "plan their work" and then "work their plan".

Variations: Once finished have group work their way back into the circle (outside in)

Equipment: Raccoon Circle (12-15' piece of webbing tied to form a circle with a water knot)

Processing: Commitment to task, frustration-tolerance, problem-solving.

Were you able to "plan your work" and then "work your plan"?

When group deviated from the plan were all members of the group OK with that?

Who made the decisions to depart from the plan?

Introducing!

Type of Activity: Get-Acquainted

Short Description: Pair off and have the partners ask each other questions to find out as much as possible about each other. After a few minutes they will introduce each other to the group.

Variations: Give each person a certain amount of time to ask questions or find out information and then switch. Or have each person talk about themselves while the other just listens.

King's Finger (see Giant's Toothpick)

Knots (see Human Knot)

Knots on a Rope (Collection of Knots)

(T&T pg. 67)

Type of Activity: Portable Initiative

Short Description: Participants are asked to pick up the rope lying on the ground, and without letting go of the rope they are to accomplish the task of untying the knots without letting go of the rope. Can allow folks to slide their hand along the rope without crossing over knots, or have them keep their hand at the same spot for the duration of the activity. Stating that "your right hand must stay in the spot where it first touches the rope" opens the door for creative cheaters who then choose to not touch the rope with their right hand. ☺

Variations: Participants are asked to pick up a long rope and without letting go of the rope, to tie a knot between each member of the group.

Safety Issues & Spotting: Make sure the group does not tighten a knot that still has a person inside it. Care for each other as you maneuver to untie the knots.

Equipment: A 3/8" rope 30' long (need approximately 2 ½ - 3' per person).

Processing: Problem-solving, communication.

Even though all connected to the same rope, were all involved in solving the problem?

Land Skis (Trolleys)

(SB pg. 118-119, CC pg. 82, T&T pg. 77-78)

Type of Activity: Initiative

Short Description: Object is to have the entire group move a set distance using the skis provided, and they are prohibited from touching the ground with any body part once they have started the task.

Variations: If anyone touches the ground give a penalty - go back to the start, add time to final time. Can do as a race. Have object the group must go over or around. Portable sets are great for allowing group to start working in pairs to accomplish the task and then increasing the size of the group as you go, culminating in having the whole group work together.

Safety Issues & Spotting: Be careful of how group uses the ropes attached to 4 X 4s. Watch carefully if have an obstacle to go over for falls.

Equipment: 1-2 sets of skis (4"x4"x8' with 3½'ropes tied on everyone 18" (pre-drill so that knot is hidden in hole 2" deep) Indoor/portable set can be created using 2"x4" boards 3' long with eyebolts at each end, carpet on the bottom of the boards and two 3 ½' ropes per board - 1 foot in from each end. Eyebolts allow for connecting pairs together with carabiners.

****NOTE:** portable set allows for lots of great variations and wonderful aspects to process.

Processing: Teamwork, commitment to the task and sabotage, problem-solving, leadership, defining roles, accepting responsibility.

Problem-solving (value of breaking problems down into small tasks can be discussed if using a set of skis that link together with carabiners).

Communication (the caboose can seldom see the engine, when combining teams with the portable set often need to deal with compromising method to be used).

Leadership & defining roles (we all offer differing skills and gifts - where best utilized?)

Accepting responsibility (if blame others, what does this do to the team?)

Lap Game, The (Circle Sit)

(NGB pg. 171)

Type of Activity: Trust Initiative

Short Description: Group forms a close circle all facing one way and at signal all sit on the lap of the person behind them.

Variations: After sit down, stand back up; after sit down, walk forward or sideways.

Safety Issues & Spotting: Participants need to be close together before sitting or they may land on each other.

Processing: Cooperation; fears; trusting what we cannot see.

Levitation

(CC2 pg. 53, ETR pg. 137)

Type of Activity: Trust

Short Description: One person lies down on the ground. Others gather around and on signal gently and slowly lift the person up 5-6' and then slowly lower them back down.

Variations: Person being lifted can close eyes if chooses.

Safety Issues & Spotting: Person being lifted must keep body stiff and straight, cross arms over chest. Lifters should lift with legs, not backs. Protect head, neck, and back of person being lifted.

Processing: Preference of lifting or being lifted?

Cooperation, trust – letting go of control.

Life Raft

(T&T p. 111-112)

Type of Activity: Portable Initiative

Short Description: Your peaceful afternoon aboard your yacht has turned to near disaster and you have become stranded on the yacht's life raft and must problem-solve to retrieve your supplies that have washed ashore on four nearby islands, you may also want to find safety on the islands before another storm hits. Life raft is made of four portable Land Ski boards linked together with carabiners to create a square (this square must remain intact). Four additional Land Ski boards are needed – placing one parallel to each of the four boards creating the square. Four circles called “islands” are located a short distance away with “supplies” (food, communication equipment, clothing & 1st aid supplies and, shelter) on them. Use props to indicate the various “supplies”. A 10-20' rope is also placed between the life raft and one of the islands as an indicator of “dangerous currents” and it cannot be crossed. As the facilitator be careful not to say too much – it is not necessary for all group members to end up on the raft.

Variations: Can name that another storm lurks in the distance forcing the group to accomplish the task quickly (although seldom productive to have a group rush the decision-making process). Can also choose to have additional items on the islands: ultralight plane, shark-proof cage, rubber raft, and a weather station or other items of your choosing.

Safety Issues & Spotting: Beware that the carpeted Land Ski boards have a tendency to slip on smooth surfaces.

Equipment: Eight Portable Land Ski boards (2"x4" boards in 3' sections with eyebolts in the ends, 2- 3 ½' ropes attached 1' from each end and carpet on the bottom), 4 circles (hula hoops or webbing), “supplies” (actual props or cardboard with type of supply written on it), 10-20' rope

Processing: Decision-making process, is there only one solution? Leadership styles and group problem-solving.

Did you have a plan before leaving the life raft?

Were all members of the group involved in carrying out the plan?

How is involvement linked to ownership?

How is involvement linked to comfort zones, fears and confidence?

If you were to do this again, are there things you would do differently?

Lily Pads

(ETR pg. 122)

Type of Activity: Initiative

Short Description: Group starts on an “island” (all aboard platform, raccoon circle) and must move across a “body of water” by standing only on “lily pads” (bandannas, 8" x 8" cloth, rubber or plywood disks) A “lily pad” may only be moved when unoccupied. No one can fully get across to the other “island” until the whole group has started across. Expect struggle and success.

Variations: Vary number of bandannas (subtract one or more as the group starts across the river).

Safety Issues & Spotting: Beware of swinging arms & legs when in close proximity to others.

Equipment: One “lily pad” for every two people (or less as 4-5 people can stand on one “lily pad”).

Processing: Group problem-solving, communication, frustration-tolerance, perseverance, leadership,

accepting responsibility.

Were all involved in decision-making process?

What individual gifts surfaced while doing this activity?

Were these used for the benefit of the team?

Living Ladder (see Human Ladder)

Look Up, Look Down (I Scream)

Type of Activity: Energizer, Time Filler

Short Description: Have group members stand in a circle. Tell the group to “look down”. While looking down each person chooses someone with whom they will attempt to make eye contact with when they look up (select this person by discretely looking at their shoes). When the facilitator says “look up” everyone looks at the person they had silently chosen and if two people are making eye contact they scream. Repeat process numerous times.

Magic Carpet

(T&T pg. 125)

Type of Activity: Portable Initiative

Short description: Group is asked to stand on the “magic carpet” and the task they are given is to turn the carpet over without anyone touching the ground.

Variations: Allow participants to touch the carpet with only their feet (note that this will increase the amount of time required for completing the task). Allow participants to touch the floor with any body parts except their feet. If working with a large group may choose to put out 2 or 3 carpets close together and see if they choose to share resources.

Safety Issues & Spotting: Participants must all maintain contact with the carpet (no one can be held by other people).

Equipment: Varying sized “magic carpets” (tablecloths, shower curtain, blanket, piece of fabric) are needed for different size groups. Group of 10-12 needs approximately a 4' x 5' piece.

Processing: Creativity, active or passive participation by group members?

Use image of the carpet being energy required to “turn over a new leaf”.

What does this require?

Magic Sticks 1 (see Hands Down)

Magic Sticks 2 (see Crossed or Uncrossed)

Mall Tag (Dizzy Izzy Tag)

(SB pg. 155, ETR pg. 105)

Type of Activity: Energizer, Mixer

Short Description: Set boundaries and have everyone find a partner. In the mall you are only allowed to WALK. One member of each pair is designated as being “it”, the other person takes their place somewhere in the “mall”. Once the game is started all those who are “it”

pursue and try to tag their partner, when they are able to do so the roles switch. But before the new "it" begins their pursuit they must spin around in a complete circle 4 times.

Safety Issues & Spotting: Only walking is permitted.

Equipment: Boundary lines or cones to establish boundaries.

Marble Tubes (see Alaska Pipeline)

Maze (see Caving Rescue)

Meat Grinder

(CC pg. 84)

Type of Activity: Initiative

Short Description: Team members go over the spool one at a time. Once over, members cannot go back around to help. Strategy is needed to determine what order should be used that best utilizes the gifts of the team. Cannot use trees to help, but team members can hold the spool still to keep it from rotating.

Variations: Give some members of the group a handicap.

Safety Issues & Spotting: ****SAFETY A MUST ON THIS ELEMENT**** First person cannot go over headfirst; and last person must go headfirst. No one can stand on the spool. As the facilitator begin on far side of the spool in case there is a need for assisting with spotting to avoid injury to first several persons coming over the spool. Go back to other side when down to last 2-3 people. No running or diving. Make sure that folks are moved through the "meat grinder" slowly to prevent back injuries! What proper spotting, this element can be a great group activity!

Equipment: Large spool (kind telephone cable comes on) painted and suspended 3' - 4' off the ground on a 2 ½" - 3" diameter steel pipe between 2 trees. The spool needs to spin freely. Part of old course at Camp Friedenswald

Processing: Cooperation, role defining, caring for safety of others, trust, risk-taking.

Which part of this activity did you most enjoy? least enjoy? Why?

Who did the group rely on to accomplish the task?

How did having some members of the team with handicaps effect the team?

Were differing strategies used in accomplishing the task?

Did you feel cared for when you went "through the meat grinder"?

Were you able to express your needs and fears before doing the task?

Meuse (see Acid River)

Missionary (Mine Field, Happy Landings)

(CC pg. 90, SB pg. 24)

Type of Activity: Initiative

Short Description: Divide the group in half. One group is the cannibals trying to stop the missionaries from going through their land. Other half are the missionaries. One missionary is blindfolded and the rest direct him/her through "cannibal country". Cannibals are stationary throughout the playing area, except that they may take **one** step at any **one** time.

Time the event and add time for each time the missionary is touched by a cannibal. Switch roles. Allow several people from each team to go through "cannibal country".

Variations: Can choose to have more than one missionary being guided across the area at the same time. The mine field version is much more military minded. Tennis balls are spread across the playing area and must be avoided. With this version "heat seeking missiles" can be released 1 minute after the "sidewinder" (blindfolded person being guided from the sidelines, if they come in contact with a mine they must stop and swing their arms in 15 full circle rotations) has started their trek across the "mine field. If the "HSM" collides with a mine they must stop and do 10 toe touches before proceeding.

Safety Issues & Spotting: Caring for those who are blindfolded.

Equipment: Blindfold(s), boundaries, tennis balls (if playing mine field version) - need 50-200 depending on size of playing area.

Processing: Trust, listening skills, caring for others.

Which role did you most enjoy?

Did you listen carefully to those instructing you or did you try to do it on your own?

What were the results?

Monster

(SB pg. 133)

Type of Activity: Initiative

Short Description: Group must form a "monster" and travel 30', with a limited number of body parts being in contact with the ground. May have duplications of the same body part touching the ground, but the group must remain in contact with each other as they cross the 30' area, and no props may be used. Preferred number per group is seven with four contact points. Or can determine number of contact points by taking the number of people in the group and dividing that number by two and rounding up to the nearest whole number.

Safety Issues & Spotting: Caring for each other a MUST! Do not time this event. Beware that if the group is divided into teams, tendency for competition to arise between teams and this increases the likelihood of injury.

Processing: Teamwork, strategy, leadership, creativity, perspective.

How did your team determine what 4 points of contact to use?

Once you chose your initial "solution", did you deviate from that? Did this method really work for your group? If not, why did you stay with this "solution"?

Why do we refuse to change method even when the results are not what we want?

Were you able to think creatively (outside of the box)? with perspective?

Mnemonic Device (see Name Game / Moniker)

Ms. McGillicutty

(ETR pg. 97)

Type of Activity: Brain Teaser, Time Filler

Short Description: Facilitator describes Ms. M's likes and dislikes "she likes _____ but not

Variations: Rather than having people announce the answer have them join in with examples of her likes and dislikes.

Processing: Frustration-tolerance.

What feelings come to the surface when not able to solve the problem?

Name Game / Moniker (Mnemonic Device)

(ETR pg. 98)

Type of Activity: Ice breaker, Get-Acquainted

Short Description: Group in Circle, every one picks an adjective to go with their name (doesn't need to start with letter of their first name) then go around the circle having each person introduce himself and everyone who has been introduced before them. Start with the person to the left of the facilitator (or facilitator) and go clockwise around the circle ending with the person to the facilitator's right introducing everyone (or have the facilitator introduce everyone)

Variations: If it isn't a group that know each other allow others in the group to volunteer to name everyone around the circle.

Processing: Attitudes about memory.

Is remembering names a gift we all possess?

What helps you remember names?

Name Game with Stretch Wave

Type of Activity: Get Acquainted, Warm-up

Short Description: For this name game, have the group stand in a circle. As each person introduces themselves, they also demonstrate a particular stretching exercise. This is then repeated by the person next to them and it goes all the way around the circle in a "wave" fashion with each person holding that stretch until the wave returns to the person who introduced it. As they return to a standing position, so does everyone else, again in wave fashion. Then the next person gives their introduction and stretch and so on until all are introduced.

Variations: Can have each person in "the wave" extend a greeting to the person who has just introduced themselves as they begin the stretch. Can skip returning to the standing position between stretches and simply have the next person introduce themselves as they lead the group in a stretching exercise. Can skip the "wave" part and simply have person introducing themselves lead a stretch and while stretching have share something about themselves.

Name Twist

Type of Activity: Get Acquainted, Mixer, and Dividing group into smaller but equal groups

Short Description: Have everyone in the group choose a partner (can be someone they don't know if game is intended to be a get-acquainted activity). Leader now names two things (such as sunrise/sunset, winter/summer, cat/dog, walking/running or any two things that are related yet somewhat opposite). Each pair now discusses briefly which word best describes them – but they need to come to a conclusion in which they don't choose the same word. Now have all the sunrise folks gather on half the room and the sunset folks on the other half of the room. If you need the group into four small groups do another round. This time have the sunset/winter, sunrise/winter, sunset/summer and sunset/winter folks go to the four corners

of the room. If need the group into 8 groups, play another round, and so on. Or if playing with no desire to end with a certain number of groups play as many rounds as you desire.

Nitro Crossing

(CC pg. 77-78, CC2 pg. 104, SB pg. 139)

Type of Activity: Low Ropes Initiative

Short Description: Object is to transport a group and a container or "nitro" (water) across an open area using a rope swing. The first task in all variations is to find a way to get the rope (as trip lines or platforms should be 7-8' from the rope).

Variations: MANY! 1) If allowing a knot in the rope only an overhand knot at the very bottom of the rope is advised (knots will weaken the rope - a rope with a weak spot 5' off the ground creates safety issues). 2) Can choose not to transport "nitro" and simply focus on getting the group across. 3) Determine penalty for touches of ground/trip wire being knocked off - have group decide on number of "wonderful things" (opportunities to try again) that will be permitted, have individual start over, have the whole group start over if a "wonderful thing" happens... 4) See CC pg. 78 for diagram and distances when using trip lines. With this variation group all begins on one side behind the trip line. Goal is to get entire group and the "nitro" to the other side without touching the chasm in between and without spilling any of the "nitro". 5) Have four platforms (2 on each side of the chasm somewhat equal distance apart: 6-7' and platforms should be 7-8' from the rope swing) with equal number of people on each. Depending on group size can require all to end up simply on a different platform from where they started or have them end up on a different platform and with different people. 6) Can have group all begin on one side behind a trip line and have them all cross the chasm and end up inside a webbing circle. If someone lands outside of the circle assess a penalty (see #3).

Safety Issues & Spotting: Watch for collisions when landing in tight quarters. Watch for collisions with the support trees. If transporting "nitro", do so with care.

Equipment: Construction information found in Cowstails and Cobras. Other optional items needed - #10 tin can, 4- 3'x3' platforms, 4-4"x4" stakes driven in the ground to support trip wires (wooden pole), 2 wooden poles (trip wires), circle made of webbing. Set up on Huckleberry Island and in Activity Center at Amigo, part of new course at Camp Friedenswald.

Processing: Creativity (in getting the rope, movement of members with varying abilities)

Accepting others (caring for each other throughout activity and discerning gifts and abilities)

Was there pressure for everyone to use the same method for crossing even though the abilities of the group were varied?

What were fears faced in accomplishing this task?

How were "wonderful things" viewed by the group?

Did this activity bring out a sense of individualism or a sense of team cohesion?

#10 Tin Shoe (see Poison Yogurt)

Path of Life (Gridlock)

(T&T pg. 103-104)

Type of Activity: Portable Initiative or Low Ropes Initiative

Short Description: Goal is for participants to discover the "correct path" (a path chosen by the

facilitator) across the stumps. Moves may be forward, to the side or diagonal. First person chooses a starting point and may continue as long as they receive an affirmative signal (verbal yes or affirmative noise) from the facilitator, indicating that they are "on the path". Once they take a wrong step (get a negative signal, the next person repeats the part of the path that is known, if they can remember it, or asks for assistance from the rest of the group and tries to advance further on the path. The initiative is completed when all of the participants walk the "path of life."

Safety Issues & Spotting: If using tree cookies make sure they are stable and in good condition.

Equipment: Tree cookies arranged in a 6' X 6' square or a tarp with a grid of tape lines every foot.

Processing: Asking and receiving help, memory, teamwork vs. trying to do it on your own.

Pendulum

Type of Activity: Trust

Short Description: Like Willow in the Wind, except that you fall forward and backward, each time being returned to a standing position by the spotters. Always start with a series of commands - "ready to fall, ready to catch, falling & catching" and verbalize which direction you are falling first. "Pendulum" swings back and forth several times, if they stop the "pendulum" can direct the spotters to move to create a bigger "swing". Switch roles. Express to the group before starting the importance of caring for each other and dynamics of building trust.

Safety Issues & Concerns: Person who is the "pendulum" should fold arms across their chest.

Spotter in front should make contact with the "pendulum" up near their shoulders. "Pendulum" should always be the one determining how far they will fall - the control should be theirs, but they need to verbalize what they feel comfortable with. Spotters should **never** move between swings allowing the "pendulum" to fall further than expected, this breaks the trust level. When "pendulum" stops they can ask the spotters to move farther from them.

Variations: "Pendulum" can choose to close their eyes during this activity.

Processing: Trust, communication, asking for what we need.

People to People

(MNG pg. 165)

Type of Activity: Mixer, Energizer

Short Description: Group begins in a circle. Leader may call hand to hand or back to back, or any other creative and **appropriate** body part, when these directives are given everyone is to find a partner and match body part to body part. When people to people is called everyone must find a new partner and stand shoulder to shoulder.

Variations: If "people to people mix of #" is called group members must try to find that number of people and form a group standing shoulder to shoulder. Then the leader can give these larger groups directives such as hip to hip, knee to knee and so on. Another variation is to do a people to people "challenge". When this is called they find a new partner and stand shoulder to shoulder as before, but in the challenge rounds, directives such as hand to hand or back to back are given and with these two directives the "challenge" must be performed. If performing back to back you lean against each others backs (can choose to link arms if desire - although for folks with shoulder problems it isn't advised) and lower yourselves to the

ground and then return to a standing position in the same fashion (must push against each other and trust each other). If performing the hand to hand challenge you hold hands with your partner, put your feet together, and both lean backwards lowering yourselves to the ground, and then pull yourselves back to a standing position. **Note:** advise only using the hand to hand and back to back positions at the “challenge” level. Can choose to combine the “mix” option and “challenge” option, resulting in larger groups performing the challenge.

Safety Issues & Spotting: Speed isn't key, safety is – care for partner. People with bad shoulders should discern if able to do this activity. Watch for banging heads when doing b-b with 5 or more trying to perform the task together.

Pizza Tossing (Tossing the Pizza)

(RC2004 #4)

Type of Activity: Portable Initiative

Short Description: Begin with a group of 5-8 participants holding onto a Raccoon Circle, with palms up and arms fully extended in front of their body. Task is to toss the “pizza dough” (Raccoon Circle) into the air, at least to the height of their heads, and then for everyone in the group to catch the “dough” as it drops back down (without moving their feet).

Variations: Challenge group to make three consecutive tosses without anyone dropping it. Ultimate challenge for pizza chefs is to spin (having the knot come back down at least one person to the right or left of where it started is a successful spin) their pizza dough in the air.

Equipment: One 15' length of webbing with the ends tied together (Raccoon Circle).

Processing: Problem-solving, accepting responsibility, learning from experience, communication, cooperation.

What caused the most frustration for the group in accomplishing this task?

Poison Yogurt (#10 Tin Shoe)

(CC pg. 86-87, CC2 pg. 82)

Type of Activity: Portable initiative

Short Description: Object is to have the group work together to cross a 30' area of “poison yogurt” without touching the yogurt, and using only the props given. Some of the props are “poison-resistant” (cans and poles) and others are not (boards). Penalties for infractions can be determined by the facilitator or the group (ie. person who touches poison starts over, whole group starts over, certain # of touches permitted, 15 seconds added to their time...). If an attempt to throw a can back results in it landing in the “poison”, remember that it can only be retrieved with “poison-resistant props”. If the group comes up with the idea of putting their feet in the cans to move across the “poison”, this is permitted, but don't introduce it as an option.

Variations: Can use two All Aboard Platforms and have the 30' area of “poison yogurt” in between. Can have them switch places on the platforms or all move from one to the other.

Safety Issues & Spotting: Play on a soft (grassy) surface, as falls off the boards are not uncommon.

Equipment: 5 #10 tin cans, 3 – 2"x6"x8' boards, 2 – 6' poles, 2 ropes or webbings to mark the edges of the “poison yogurt”

Processing: Problem-solving, cooperation, and commitment to the task, variable solutions to the task.

Ability to think outside of the box, keep options open – valuable asset in problem-solving.
Did your group create a plan and then carry it out or create a plan as you went?
How creative were you in your problem-solving?
Did all members of the group feel comfortable with this strategy?

Pole and Tire (see Giant's Toothpick)

Porthole (Hole in One) (CC pg. 85, CC2 pg. 103, ETR pg. 118)

Type of Activity: Low Ropes Initiative

Short Description: Group goal is to get from one side of a suspended tire to the other by going through it. Cannot use the tree, ropes holding the tire, or the outside edges of the tire to aid process of getting through. People who have gone through cannot come around to help.

Variations: Don't let group touch the tire at all.

Safety Issues & Spotting: First person cannot go headfirst and last person cannot go feet first. Make sure the feet of the person being passed through the tire are back on the ground before spotters on the upper part of the body let go.

Equipment: Tractor tire suspended between two trees by two ropes anchored into the tire with eyebolts on each side of the tire. Distance of the tire off the ground should be determined by age groups using the course. Huckleberry Island at Amigo - 2 tires of differing height and size. At Camp Friedenswald - small tire on the old course and a bigger/higher tire on the new course.

Processing: Cooperation, trust, problem-solving.

How do we handle problems – try to do things on our own or ask for help?

How does it feel to put our safety into the hands of someone else?

Did the group do a good job of utilizing the gifts of the group?

Pru (NGB pg. 133)

Type of Activity: Mixer

Short Description: The Prui (pronounced PROO-ee) is a gentle creature that grows (in the dark).

In this activity the group mills around with their eyes closed and every time that you bump into someone you shake their hand and inquire, "Pru?" If they respond, "Pru", this is an indication that you have not found the Prui and the search must continue. Once the game has started the facilitator taps someone on the shoulder and designates them "the Prui". The Prui is a seeing, smiling mute who continues to mingle among the group. But when someone bumps into the Prui and gets no response, they should inquire a second time to make sure, and if again no response, they have indeed found the Prui. Upon finding the Prui, you become part of the Prui – open your eyes and remaining holding the hand of the Prui. When someone now bumps into the growing Prui, they are greeted with a hand shake and silence. You can only shake hands with the Prui and the ends, so if you bump into folks whose hands are joined, blindly

work your way to one end and join it. When everyone has become part of the Prui the activity is over.

Safety Issues & Spotting: Mill around carefully.

Equipment: Blindfolds (optional)

Processing: Ability to laugh at yourself, listening skills.

Describe feelings experienced in this activity.

Punctured Drum

(SB pg. 125, CC pg. 68)

Type of Activity: Portable Initiative

Short Description: Participants are given a 55 gallon drum with multiple puncture holes in the sides of it and 2 one gallon buckets. The task is to fill the drum to overflowing! The distance the drum is placed from the water source influences the level of difficulty. Participants can only use body parts to plug the holes.

Variations: Alter number of buckets used to fill the container. Plug some of the holes with cork if working with a small group.

Safety Issues & Spotting: Be aware of sharp edges on puncture holes. If #10 cans are used in place of 1 gallon buckets, be aware of sharp edges on the cans. Avoid having wet bodies running across a slippery surface with buckets of water.

Equipment: A 55 gallon drum (preferably plastic) with 120 holes drilled in the side, 2 one gallon buckets, and a fast-running water source (or a nearby lake works great).

Processing: Cooperation, commitment to the task, problem-solving, sabotage, frustration tolerance.

Did your group choose to begin filling the drum immediately or did you create a plan first?

What were obstacles you faced in accomplishing your task?

PVC KITS (Teamply Tubes)

Type of Activity: Portable Initiative

Short Description: Group is given a "kit" of PVC pieces and as a group their task is to create something using every piece in the kit. Can give group the directive of seeing how tall of a structure they can build, or build a functional bridge, or other creative things the facilitator chooses. (works well to have multiple groups of 3-4 working together, each with their own kit)

Variations: Can do this as a timed activity, although recognize that timing the event stifles creativity and short circuits time for group processing/creating a plan.

Safety Issues & Spotting:

Equipment: PVC KIT - 40 plus pieces of ½" PVC pipe and connectors, don't necessarily cut matching sized pieces (makes construction of structure too simple).

Processing: Cooperation, creativity, creating a plan or planning as you go, utilizing the gifts of the group, one persons creation or a team creation.

What were the parameters you used to determine if you met the goal?

What were the defining limits on how tall your structure could be?

Quick Line Up

Type of Activity: Mixer, Energizer

Short Description: Divide group into four equal groups and have each group line up along one side of a square, with everyone facing the center. Leader goes into the center of the square and becomes the “spinner”, facing one of the four teams. Crucial things for everyone to note: order in which their team is lined up, who they are standing next to in line, and where their team is lined up in relation to the spinner. A team will either be facing the spinner’s front, right side, left side or back. Once everyone has figured out where they are, the spinner spins around and comes to a stop (facing another team) and calls “Quick line up!” On this signal the four teams move and realign themselves back to their original spot in line with team members and the spinner, when the task is accomplished all members of a team join hands and repeat, “Quick line up!” Continue with additional rounds.

Safety Issues & Spotting: Move with care as you run to new spot.

Equipment: Four ropes designating the sides of the square (optional).

Processing: Memory, perception, problem-solving.

What were keys elements in finding your new spot?

To whom did you look to find your answer? Follow your neighbor, discern on your own where to go, align yourself with the leader?

Rain

(MNG pg. 149)

Type of Activity: Closing, Warm-down

Short Description: Have the group sit in a circle, facing the center. Close eyes and listen carefully, for the rainstorm to begin. The rainstorm will be in four stages, each started by the leader and then repeated by the person on the leader’s right. Each time you hear the person on your left begin with a part of the rainstorm you repeat what they are doing – so that each part of the storm moves around the circle in a wave. Four stages are palm rubbing, snapping fingers, hand clapping and then thigh slapping. Once storm has built to a “downpour” (all slapping thighs), the storm begins to subside just as it grew, but with the reverse order. Once everyone is back to rubbing their palms together, the leader begins the final round by taking the hand of the person to their right – when the storm is completely gone the whole group will be united hand in hand and can open their eyes.

Variations: Can do with eyes open. Can also add a fifth stage of storm – foot stomping.

Processing: Listening skills, being fully present.

River Crossing (see Acid River)

Rope Jousting (see Hunker Hawser)

Sharebag

(ETR pg. 126)

Type of Activity: Closing

Short Description: Each member of the group starts with bag of 5 traits. They may switch traits with peers until they have the traits they would desire to have. Share the five traits you ended up with.

Safety Issues & Spotting: Emotional safety

Equipment: Small brown paper bags with five traits in them - one per person.

Processing: Asking for what you need, vulnerability in sharing feelings, working together to each end up with the traits desired, communication.

Sherpa Walk

(SB pg. 89)

Type of Activity: Trust

Short Description: Blinded group is led to safety from one area to another without verbal instruction. Story line can be a tale of mountain climbing when a blizzard hits, blinding the group, need to find sherpas to lead them to safety. Group is all blindfolded. Tap two folks on the shoulders who will take off their blindfolds and become the "sherpas" leading the group to safety. Explain to the blindfolded folks that while you are finding sherpas (training the sherpas during the next 3-5 minutes) that they should use this time to arrange themselves for sightless travel. Explain the route to the sherpas and when you return to the group explain to them that although you found sherpas they do not speak the same language as the rest of the group and additionally the sherpas have leprosy so they cannot touch you. The sherpas must come up with a plan for safely leading the group to the end of the course.

Variations: Can choose to have folks who are blindfolded holding onto a rope.

Safety Issues & Spotting: Vary the route and have group go over, under, or around obstacles but look out for branches, etc. that could cause injury. Spot along the sides so that person does not run into things. Teach the bumper position. Be aware of the leaders going to fast for blinded followers.

Equipment: Rope, blindfolds, pre-determined route with various obstacles.

Processing: Leadership/followers, trust, dealing with "handicaps".

What were the challenges faced by the group? individuals within the group?

Ship Wreck

(ETR pg. 128)

Type of Activity: Portable Initiative, Game

Short Description: Groups of 4-8 hold on to edge of their ship as they move the length of the field. When you yell "shark" they must all board the ship (drop the hoop or webbing and get inside it) before a "shark" tags them. Have 1 or 2 persons moving throughout the field acting as sharks. If tagged by a shark you must return to the "harbor" (end of the field) and get a new ship and begin again. There are "safe harbors" at each end of the field, ships travel between them for the duration of the game. Facilitator has the freedom to "sink" ships at any time when they are on the "water" (ground) - this simply means that they can take a ship from a group and then these folks must run and find a new ship before a shark tags them. Diminishing numbers of ships requires much cooperation and teamwork to keep everyone safe and onboard a ship.

Safety Issues & Spotting: Make sure the ship is on the ground before group members try to get

onboard – this minimizes people getting tangled and twisted in the ship. Encourage group care when quarters get tight on the ships.

Equipment: Webbing circle or hula-hoop for each group of 4-5 persons, cones or ropes for marking the "harbors".

Processing: Cooperation, caring for each other, attention-seeking.

Slo Mo

(SB p. 94)

Type of Activity: Ice Breaker, Warm-up

Short Description: Partners face each other standing toe to toe and palm to palm. Each tries to get the other to move their feet, only palms are touching and **all** movements need to be in **slow motion**. This seemingly competitive game, can also become one of cooperation and compassion, and often ends with both parties winning (losing), as they simultaneously fall off balance.

Variations: May want to do this activity following Stand Off or Squat Thrust.

Safety Issues & Spotting: Remember all movements are to be in slow motion.

Processing: Competition or cooperation, caring for each other, offensively or defensively minded.

Smaug's Jewels

(NGB pg. 61, ETR pg. 104)

Type of Activity: Portable initiative for younger groups, Ice Breaker

Short Description: Goal is snatch the treasure and avoid the touch of the dragon. One person is chosen as Smaug and this person stands guard over his/her treasure (a bandana placed between their feet). Everyone else forms a circle around Smaug and tries to snatch the treasure without being tagged. Fancy footwork and good roars by the dragon are keys to keeping the treasure safe. Anyone who is touched by Smaug is instantly frozen in place and remains that way until the end of that round (but rounds seldom last longer than 30-45 seconds). The person who snatches the treasure becomes the next dragon. Creativity and cooperation come into play as strategies are tried and tested.

Variations: The history of this game is that Smaug is the dragon in "The Hobbit" and when Bilbo Baggins comes to raid his gold and jewels Smaug says to Bilbo, "My armour is like tenfold shields, my teeth are swords, my claws spears, the shock of my tail is a thunderbolt, my wings a hurricane, and my breath death!"

Safety Issues & Spotting: Watch for heads making contact with knees when attempting to snatch the jewels.

Equipment: Bandana for every group of 8-10.

Processing: Risk-taking. Strategies used – team vs. individual.

Each wanting the get the jewels for themselves, but working together increases probability of getting the jewels.

Snort

Type of Activity: Ice Breaker, Time Filler

Short Description: **Pass the "snort" around the circle.** To Snort: cover teeth and lips and "snort"

while maintaining composure- must keep your hands away from your face. One person begins by snorting to the person on their left or right. Anyone can choose to reverse the snort by simply passing it back to the person who "passed" it to you. Become a DH (designated heckler) if your teeth ever show. DH's can not touch other members of the group, but their goal is to try and get others to laugh in a manner that causes them to also show their pearly whites and results in them joining the rank as DH. Continue until only one "snorter" remains.

Variation: As game progresses tell remaining players that they can no longer press lips together to keep from bearing teeth.

Spider's Web (Surfing the Web) (CC2 pg. 106, ETR pg. 133, T&T pg. 169)

Type of Activity: Low Ropes Initiative, Trust (High Level)

Short Description: For the group to **safely** go from one side of web to the other through the openings without touching the web. Holes close once used (modify this depending on the number of people in the group).

Variations: May or may not allow anyone to go under the web. Have group set most of the guidelines - how many "touches" (times when person being passed through or spotter comes in contact with the web) they will allow the entire group, what the penalty will be if they exceed the touches allowed, what defines a touch, who will call the touches. If a large enough group can split in half and start on opposite sides helping each other.

Safety Issues & Spotting: No one can go over the web. Spotting is crucial on this element and participants need to feel comfortable with touch and being lifted off the ground. At the start, as the facilitator, stand on the side opposite the group to be of assistance if emergency spotting is needed. When the group is down to the last 2-3 people, move to the side they are on to assist if a need arises.

Equipment: A "web" created out of string hung between two trees. Set up on Huckleberry Island at Amigo Centre and on old course at Camp Friedenswald.

Processing: Trust, willingness to give and receive help, caring for others, and saying what we need.
Honesty - defining touches (sin) - who makes the call?
Impulsiveness - moving ahead without a plan.
How did the group decide who would go over first? last?
Why were these decisions made?
Engagement level of participants, who took leadership?
Did all members have a voice in this activity?

Spirals (see Group Hug)

Spring Board (see Human Spring)

Squash Balls (CC2 pg. 84-85)

Type of Activity: Portable Initiative

Short Description: Task is for individuals, partners, or the entire group to cross a 25' area by walking on tennis balls. If anyone touches the ground they must return to the start.

Variations: May offer the use of a 6' pole per pair, but the use of this pole can also become a safety issue, so not advised with younger groups.

Safety Issues & Spotting: Must be on a **hard** surface.

Equipment: Tennis balls (lots of them), boundaries

Processing: Competition vs. cooperation, honesty, self-centeredness, communication, verbalizing what we need, impulsiveness.

Was mindset one of getting the team across the area or getting yourself across the area?

How important was teamwork in accomplishing the task?

Honesty - if no one saw you touch the floor was it a "touch"?

Squat Thrust

(SB pg. 94)

Type of Activity: Ice Breaker, Warm-up

Short Description: Partners face each other, take a squatting position several feet from each other balancing on ball of your feet, and making contact with each other's hands (palm to palm). Each person attempts to make the other person shift his/her feet and fall off balance. Contact does not have to be maintained with the hands, but contact can only be made hand to hand.

Variations: See Stand Off and Slo Mo

Safety Issues & Spotting: Make sure each pair has adequate space, so that when they fall off balance there aren't collisions with other people.

Processing: Competition vs. cooperation, ability to laugh at yourself, offensively or defensively minded.

Stand Off

(NGB pg. 35)

Type of Activity: Ice Breaker, Warm-up

Short Description: Two players stand face to face one arm length away from each other. Each person stands with their feet side by side and their arms bent and the palms of their hands facing their partner. Object is to get your partner to move their feet, but you may only make contact with each other via the palms of your hands. Faking contact is allowed.

Variations: Can play for points, in which each round ends when one player scores two points. Points are scored only if you are able to get your partner to lose their balance while you maintain your balance. If both players lose their balance no points are scored and you try again.

Safety Issues & Spotting: Allow adequate space between pairs.

Processing: Risk-taking, offense vs. defense.

Discuss strategies used, were you offensively or defensively minded?

Were you the risk-taker or did you wait for your partner to take the risks?

Stepping Stones

Type of Activity: Portable Initiative

Short Description: Group is divided into small teams of 5-6 people. Each small group is given 3

carpet squares and given the task of crossing an area 40-50' wide as quickly as possible. The catch is that they can only step on the carpet squares. If someone touches the floor/ground, the group must start over.

Variations: To increase level of difficulty name that the carpet squares defy gravity and thus you must stay in contact with them at all times or they fly away (forever). Eliminate the time factor. Increase number in each group.

Safety Issues and Spotting: Watch for carpet squares slipping on a smooth surface.

Equipment: Three carpet squares (2'x2') per group of 5-6 people.

Processing: Efficiency, cooperation, communication.

Even if activity is timed, does it make sense to take time to create a plan or does trial and error work just as well?

Stretch It (see Too Hot Salsa)

Stumped Again (Stump Jumping)

(T&T pg. 167)

Type of Activity: Low Ropes Initiative

Short Description: Participants must each stand on a tree cookie with no extra cookies in the circle. Without 2 people touching any tree cookie at the same time, the group must move all the way around the circle.

Variations: Add a cookie or two to the middle of the circle and have the group create a new pattern for moving around the circle.

Safety Issues & Spotting: Tree cookies need to be placed on a level area to prevent tipping. Cookies are slippery when wet.

Equipment: Tree cookies in a circle, spaced approximately 1' apart.

Processing: Cooperation, communication, creativity, caring for others.

Surfing the Web (see Spider's Web)

Team Balance

(RC1 #16)

Type of Activity: Portable Initiative, Trust

Short Description: Have each member of the group stand around a circle made of webbing (ends tied together with a water knot), holding onto the webbing with their hands about shoulder width apart (feet should also be positioned shoulder width apart to give you a good solid base). Pull gently to make a tight, complete circle. Now you are ready for the balancing attempts. Have everyone in the group lean back slightly. Group should be able to balance the circle with everyone leaning out. Then try bending at the knees and slowly lower themselves down to a seated position and back up.

Variations: Third challenge is to have the group close their eyes and go down to the seated position

and up again with facilitator giving directions. Level four challenge is to do all this without anyone giving directions.

Safety Issues & Spotting: This activity is not for folks with knee problems.

Equipment: Raccoon circle, or with larger groups several Raccoon circles tied together.

Processing: Trust, cooperation, communication, facing fears.

Teamplay Tubes (see PVC Kits)

Tension Traverse (Help Me)

(CC pg. 33, CC2 pg. 109, ETR pg. 124)

Type of Activity: Low Ropes Initiative

Short Description: Individuals cross a cable with the help of a rope attached to the tree at the starting end. The catch is that the spotters cannot touch the person on the cable unless they ask for assistance, but spotters must be ready at ALL times to offer assistance as soon as it is requested.

Variations: Set it up as a group problem but only one can be on the cable at a time.

Safety Issues & Spotting: Two spotters behind the person on the cable on both sides of cable with one pair always between the climber and the tree.

Equipment: Cable suspended between two trees about 1 foot off of the ground and a rope long enough to reach the length of the cable attached to one of the trees 10' from the ground.

Processing: Asking for help – what keeps us from doing so? Balance between perseverance and stubbornness? Being a spotter vs. being the one on the cable – which role do you prefer?

Their Ain't No Flies on Us (see Cross the Line)

Through the Woods (Zipper)

Type of Activity: Trust Initiative

Short Description: Two equal lines of people, all standing with arms outstretched at shoulder height in front of them, arms should create a “zipper” (alternating with arms of person standing across from them). Choose one person to take a stroll through the woods. This person begins at one end of the “woods”, notifies the group as to the speed they will travel through the woods, and then proceeds. The “zipper” creates a “wave” as the arms are lifted overhead just before the person gets to you and then returned to outstretched position after the person passes by.

Variations: Person going through the gauntlet can choose to run, walk, jog, go backwards, or even close their eyes.

Safety Issues & Spotting: Make sure that the “wave” does hit people. Make sure the ground in the woods is a safe place to walk.

Processing: Trust, cooperation, communication – stating what your intent is before proceeding.

Does the type of stroll you take through the woods say something about your personality?

Tie a Knot (Almost Infinite Knot)

(ETR pg. 115)

Type of Activity: Portable Initiative

Short Description: Each individual is given a 4' section of rope. Told that the task is pick up the ends of the rope (one in each hand) and tie an overhand knot in the rope without letting go the rope. The rope cannot be pre-positioned to create a knot. At the start no part of the rope can be crossing another section of the rope.

Equipment: One 4' piece of rope for every member of the group.

Solution: Lay rope across your knees with the ends down near your ankles and on the inside of your leg. With one hand reach down behind the section of rope laying across your lap and grab the opposite end of the rope, but do not pull(L hand, R end). Take other hand down along the palm side of the hand holding onto the rope and grasp the other end of the rope. Pull ends of the rope in opposite directions... and your knot will form.

Processing: Problem-solving, frustration-tolerance, impulsiveness, sharing ideas with other and observing what others are doing.
Is looking to others for ideas cheating?

Tire Changer (see Giant's Toothpick)

Toe Fencing

(MNG, pg. 13)

Type of Activity: Ice Breaker, Warm-up

Short Description: Partners face each other holding hands and attempt to tap the top of their partner's foot 3 times before their partner can tap the top of their foot three times. Switch partner's

Safety Issues & Spotting: Make sure each pair has enough room to move without running into anyone or anything. Not toe "smashing" or "shin kicking", game should be one of finesse. ☺

Processing: This is a game where you cannot win if you choose to stay on defense the whole time.
Was your strategy one of offense or defense?
Nothing risked, nothing gained.
Was your strategy the same every round?

Too Hot Salsa (Stretch it)

(T&T pg. 163)

Type of Activity: Portable Initiative

Short Description: Move the can of "hot salsa" onto the bucket without touching it. Each individual is given one of the ropes tied onto the tube and participants must remain at the end of the rope. Group needs to problem-solve how to stretch the tube enough by pulling on their ropes to slip the tube over the can of salsa and then carefully release the tension and carry the salsa to its destination.

Variations: Can increase the level of difficulty by filling the can $\frac{3}{4}$ full with "salsa" (water). Can also blindfold some members of the team from the start or blind members along the way who "got splashed with hot salsa" (may be the person who is talking too much).

Safety Issues & Spotting: Consider putting a loop at the end of each rope to ensure that ropes do not slip out of people's hands.

Equipment: Inner tube for a wheelbarrow tire with 8-12 sturdy nylon ropes (15' long) tied onto it(spaced evenly around the tube), #10 tin can, 5 gallon bucket, and blindfolds.

Processing: Cooperation, perspective, leadership, commitment to the task, frustration-tolerance.
Strategy, how many ideas were offered, how many of those ideas were tried?

Tossing the Pizza (see Pizza Tossing)

Touch My Can

(SB pg. 108)

Type of Activity: Mixer, Energizer, Portable Initiative

Short Description: The entire group must touch the can (including the fact that one person needs to touch the can with their nose) touching nose to can, but no members of the group can be touching each other.

Variations: Have the group travel a certain distance with the can.

Safety Issues & Spotting:

Equipment: An empty clean pop can with tape over the opening.

Processing: Cooperation, leadership, ownership.

In choosing a strategy for accomplishing the task who took leadership?

How many ideas were tried, did all members feel like they had a voice?

Toxic Waste (see Bull Ring)

TP Shuffle (Ants on a Log)

(CC2 pg. 112)

Type of Activity: Initiative

Short Description: Group stands on a log. The half on one end must pass the half on the other end without anyone touching the ground.

Variations: Set up some type of penalty for any touches - the group starts over, the person who touches starts over, add time to an overall time, etc. Instead of switching ends can have the group get in order by birthday (month and day).

Safety Issues & Spotting: Log is slippery when wet. Care for each other as you move. Leaping or jumping over people is not permitted.

Equipment: Telephone pole 20' long. Amigo Centre and Camp Friedenswald have this element.

Processing: Cooperation, willingness to give and receive help, commitment to the task, frustration-tolerance, impulsiveness.

When finished with your task did you consider yourself done?

What different methods were used to accomplish the task?

Traffic Circle

(RC1 #23)

Type of Activity: Mixer, Portable Initiative

Short Description: Group of 6-10 stands in circle around a 2 ½' ring (small hula hoop). Each

member of the group and their partner (person standing on opposite side of the circle) must switch places as quickly as possible. To do so they must pass through the ring at the same time and touch one body part (foot, nose, hand...) in the ring without touching their partner and end up where partner was standing.

Variations: Time the group and see if they can improve their time with various attempts and varying strategies.

Equipment: Small hula hoop per group of 6-10 people.

Processing: Cooperation, communication.

What strategies were used?

Were all ideas that were shared tried? Why or why not?

Traffic Jam

(SB pg. 122, CC pg. 87, ETR pg. 111)

Type of Activity: Initiative

Short Description: Begin by arranging the squares in a line on the floor one foot apart. Place half the group on one end facing the open square in the middle and the other half of the group on the other end also facing the open square in the middle. The task is for the two teams to switch places one move at a time.

Legal Moves: 1) Moving into an empty space in front of you. 2) May move around a person from the other team onto an open square.

Illegal Moves: 1) Cannot move backwards. 2) Cannot pass a teammate. 3) Cannot switch places with someone else.

Variations: Allow no talking while group accomplishes the task. Have the group hold their breath while they accomplish the task (can be done).

Equipment: 8"x8" squares of carpet or paper (need one more square than # of people in group)

Processing: Leadership styles, frustration-tolerance.

When is it important to step back from a problem to solve it?

Does this activity help us understand that at times it is helpful to designate a leader and have everyone else be followers?

How did you select a leader?

Is there only one solution to this problem?

Triangle Tag (see Egg Sucking Mammal)

Triangular Tension Traverse

(ETR pg. 143)

Type of Activity: Low Ropes Initiative

Short Description: Group attempts to traverse a triangular series of cable while using rope for balance. Larger groups can have two people start from opposite directions and attempt to pass each other along the way.

Variations: Tension Traverse

Safety Issues & Spotting: Four spotters per person on the cable.

Equipment: Cables suspended 1' off the ground between a three trees that form a triangle. Two

heavy ropes attached 10' high on two of the trees, need to be long enough to allow participants to negotiate around the triangle.

Processing: Risk-taking, skill improvement, learning through observation, perseverance.

What prompted some of you to want to go first? last?

What advantages were there to going first? (no expectations of how far you should go) last? (observe tactics that worked for others).

What were the differing ways people dealt with stress? (got quiet, talked a lot, laughed uncontrollably, blamed others for struggles, got very serious)

What did you enjoy more spotting or doing the task? Why?

Trolleys (see Land Skis)

Trust Circle (see Willow in the Wind)

Trust Fall, 2 person

(CC2 pg. 51)

Type of Activity: Trust

Short Description: Partners are needed for this trust initiative in which one person is the catcher, the other the faller. "Faller" stands straight and stiff, feet together, arms crossing over chest and hands gripping onto the sleeves of their shirt near the shoulder. "Catcher" stands behind faller in "ready" position (knees bent, feet shoulder width apart with one foot ahead of the other and weight on the balls of their feet, arms bent with elbows pointing downward and fingertips up, palms against partners shoulder blades or a maximum of 6" from their shoulders, eyes focused on their partner). After going through the commands("ready to fall", "ready to catch", "falling", "catching") the faller falls back into catcher's hands (but not until they hear their partner say "catching"). Catcher gently pushes faller back up into standing position. Can increase free fall (before contact made with spotter's hands) to 6" and increase how far the faller is lowered backward, as faller and catcher feel comfortable.

Variations: Faller can close eyes if chooses. Can use 2 catchers for one faller if wish (have each spot one shoulder of faller).

Safety Issues & Spotting: Demonstrate body positions of both faller and catcher. Go over the commands. If faller gets too low for catcher to stand them back up, have catcher lower their partner to ground rather than try to push them back up and potentially strain a back.

Processing: Trust, communication, verbalizing what we need, risk-taking, caring for others.

How much effort goes into gaining someone's trust?

What does it take to shatter trust?

Trust Fall from Platform

(CC pg. 27-28, CC2 pg. 53-54)

Type of Activity: Trust

Short Description: Faller stands on platform keeping body stiff and straight and with arms folded over chest (begin by extending arms in front of body, crossing arms near wrists and clasping hands palm to palm with fingers interlocking. drop arms down and draw hands up, place on sternum - this is to prevent folks from panicking and hitting their catcher's in the face with

flailing arms) Rest of group forms 2 parallel lines an arm's width apart. Catcher's arms should extend out in front of them (slightly bent at the elbows and held about waist high), alternate with the person opposite them (i.e. in zipper fashion). After giving commands ("ready to fall", "ready to catch", "falling", "catching") the faller falls back into the arms of the catchers.

Variations: Faller can close eyes if chooses. May have platforms of different heights to choose from. Can choose to fall face first.

Safety Issues & Spotting: Faller's body must stay **stiff** and **straight**. If faller curls into a fetal position they become a lead weight for the few whose arms they will land in. Position some of your stronger spotters in the area of the zipper where the faller's torso will land. Catchers should be in modified ready position. All should remove watches and rings. Make sure zipper of catcher's stays straight in line with faller. Make sure the zipper is long enough to support the head & neck of faller.

Equipment: Platform 3'x3' built 4-5 feet off ground.

Processing: Trust, communication, verbalizing what we need, risk-taking, caring for others.

What dynamics change when falling from a height in comparison with the 2-person trust fall?

What feelings emerge while spotting?

What feelings emerge while wrestling with whether or not you will take a turn being the faller?

What feelings emerge while standing on the platform preparing for the fall?

What feelings emerge the moment when you begin falling? when the group catches you?

How does it feel to be totally dependent on someone else for your safety?

Trust Walk

Type of Activity: Trust

Short Description: Partners take turns leading each other around. Partner being led has eyes closed or blindfold on.

Variations: Rather than doing activity with partners - all participants are blindfolded and asked to hold onto a rope. Facilitator is the leader. Can also turn the walk into a jog or run.

Safety Issues & Spotting: Teach bumper position. Stress seriousness of keeping each other safe.

Equipment: blindfolds (optional)

Processing: Trust, communication, verbalizing what we need, risk-taking, caring for others.

What feelings emerge when being led by someone else?

What fears surface during this experience?

In what ways did you feel cared for while blinded?

Turnstile (see Group Jump Rope)

2B of Knot 2B

(RC1 #8, T&T pg. 60-62)

Type of Activity: Consensus Building, Portable Initiative

Short Description: Five ropes are intertwined and placed on the floor ahead of time. When the

group is introduced to this activity they are told that their task is to decide as a whole group which rope loop is holding all the other loops together. They may not touch the ropes.

Variations: Vary the number of ropes used. Add an additional knot in one of the ropes. Use a rope that has the ends spliced together, creating a seamless rope loop.

Equipment: Four ropes or webbings 7 - 15' in length, held together by a fifth rope ring. Belts and shoelaces can also work. Consider the following color and pattern changes in ropes to increase the challenge: 1) 5 solid color ropes, all different colors, 2) 5 striped ropes, all different, 3) 5 solid color ropes all the same color, 4) 5 striped ropes all the same pattern.

Processing: Problem-solving, consensus building, decision-making.

Problem-solving methods: have group work in pairs to analyze a single rope, have each pair double check the work of another pair, have group use process of elimination to rule out the incorrect ropes, if repeating activity with increasing level of difficulties - how can group use skills learned in previous rounds to come up with a solution?

Was this activity one that you experienced as being more difficult than first anticipated?

Were you able to judge for yourself which loop held the others together?

Were you willing to bet your next paycheck on your choice?

Unique Circle

Type of Activity: Opening, Get-Acquainted

Short Description: Have group stand in a circle, give them the following three commands: close **your eyes, raise your hand, turn and face the person next to you. Have them open their eyes and process the activity.**

Processing: Right and wrong answers, communication, perceptions.

Importance of specific directions if you want a specific result.

Which hand were you expected to raise? (no right answer)

Which way did you choose to turn?

Was it the right way or the wrong way? (right - both directions were right)

Too often we see the "right" way as the way we do it, or the way it has always been done.

Wall, The

(CC pg. 71-72, CC2 pg. 113-115)

Type of Activity: Low Ropes Initiative, Closing

Short Description: Object is to get the entire group up and over the 12' wall. No aids or props are allowed to be used in getting over the wall.

Guidelines:

1. Neither the vertical cracks between boards, nor the sides of the wall, nor the support trees may be used when climbing.
2. Must start with all group members on the ground. As folks are assisted over the wall they may remain on the platform on the backside of the wall to help pull others up.
3. A maximum of 3 spotters are allowed on the platform, and they must come down (the ladder) in the order that they went up. In other words, when a person is assisted over the wall raising the number to 4 on the platform, the one who has been there the longest must come down.

4. Every time a person descends the ladder two spotters are needed to prevent injury. When coming down the ladder, please come down one rung at a time. Jumping off the ladder or the platform is prohibited.
5. Keys to helping others over the wall - a) grab hold of body parts (but be sensitive to where grabbing) not clothing that may rip (such as sleeves, belt loops, belt) - not looking to have this experience become someone's most embarrassing moment - OK to grab clothing that is secure , b) have the climber **hook their elbows** over the wall before trying to swing their legs up and over, c) keep climber close to the wall, d) spotter below must remain in spotting position until the person is completely over the wall (no premature celebrations), e) folks on the platform can lean over the wall to grasp onto climber, but **must** keep their feet on the floor of the platform.
6. Spotters: as a person is lifted have the whole group move in close to the climber in a half circle and stand with arms raised overhead. Those able to reach the climber should help keep them steady as they are lifted.
7. Lifters: a) keep climber close to the wall, b) lift properly to protect your own back, c) watch for dirt falling off of the climber's shoes.
8. Climber: a) communicate what you need from the group, acknowledge fears, b) let folks up on the platform know which leg you intend to swing up so that they can be ready to grab onto you, c) hook elbows over the edge when up at the top of the wall, d) stay close to the wall, stay balanced - don't allow your body to drift to either side while being lifted.
9. Once folks have climbed the wall and returned back to the ground, they are no longer able to help lift, but are expected to help with spotting.
10. Wait until those who are spotting the person coming down the ladder have returned before lifting the next climber.

Variations: Blindfold several climbers.

Safety Issues & Concerns: Always inspect the wall before beginning. Make sure that the ladder is secure and in good condition. Follow guidelines listed. Be **very attentive** to climbers needs - watch for safety being compromised, and needs going unexpressed. Spotting of folks coming down the ladder is crucial - this is where injuries often occur. Also make sure spotters form a half circle around climber - mishaps most often occur when the climber becomes off balance and falls to one side or the other before able to reach the hands of spotters.

Equipment: A 12' high wall 10-12' wide made from treated 2x8's or 2x10's, a spotting platform on the back of the wall with a railing around the outside, a ladder for descending. Part of course on Huckleberry Island at Amigo and part of new course at Friedenswald.

Processing: Good element to finish with because of the level of teamwork and trust needed. Communication, verbalizing needs, cooperation, trust, caring for others, close personal contact.

What emotions did you experience during this activity?

What did you learn about others in the group and about yourself during this activity?

Warp Speed

(CC2 pg. 83)

Type of Activity: Portable Initiative, Get-Acquainted

Short Description: Group tosses a ball across the circle to establish a pattern (cannot toss the

ball to someone standing beside you when establishing the pattern) that remains constant (will always throw to the same person and receive from the same person you did in establishing the pattern). Then attempt to see how quickly they can get the ball through the pattern. Have the group share ideas that might help them cut down on their time. As various methods are tried the group is likely to cut their time in half. Continue to challenge them to find ways to reduce their time. Frame instructions so that the rules only apply in establishing the pattern, as they begin to think outside of the box allow them to try just about any idea that the group feels good about trying. Really creative groups can accomplish this task in less than 2 seconds.

Variations: When establishing the pattern have each person say their name as they receive the ball to help them get to know each other (or help the facilitator get to know the names of group members). Can also have person that receives the ball thank personally the person who tossed it to them – this is also a way of reinforcing names of group members. If group struggling to think outside of the box can choose to stop the activity and come back to it later as more ideas come to mind.

Equipment: Tennis ball, timer

Processing: Cooperation, Name Game, Creativity, Concentration, Change and Commitment to the task.

Were all ideas shared, by individuals in the group, tried? If not, why not? How will you know whether or not something works unless you try it?

Were there points of struggle as the group attempted to reduce the time required for completing the task? Importance of “thinking outside to the box” – tendency of getting stuck in patterns that aren’t changing the result.

Can you think of areas in your life where your stuck in a pattern “of this is how I’ve always done it?” If we keep on “doing what we’re doing, we’re going to keep on getting what we’re getting.”

Who was doing most of the idea sharing in the group? Are most of these folks extroverts? Consider implications of idea sharing that is missed if brainstorming is cut off after first 20 minutes – will your group ever hear from the introverts?

Wave, The

(CC2 pg. 65)

Type of Activity: Ice-Breaker

Short Description: Group sits in chairs in a circle along with one empty chair, one person stands in middle of circle. At signal, person in the middle tries to sit in the empty chair as the group shifts to fill the empty chair. Switch if middle person finds a seat.

Variations: Person in middle or in circle can call switch to change direction of circle.

Safety Issues & Spotting: Look out for fingers getting pinched between chairs or chairs shifting so people land on ground.

Equipment: 1 less chair than number of people in the group

Processing:

Which Side of the Road Are You On? (see Bus, The)

Whoosh Ball

Type of Activity: Energizer, Mixer

Short Description: *The group is standing in a circle. The facilitator pulls and imaginary ball out* way around the circle, once it gets all the way around any motion can again be used. "Zap"= when receive the ball rather than passing on to your neighbor, you can zap the ball across the circle by extending hands together toward the recipient and making eye contact with them. "Boing"= before passing on the ball choose to have group imitate you in up to 3 actions while saying "boing" (ie. a squat thrust, jumping jack, toe touch, etc.), then "whoosh" the ball to your neighbor. "Freak"= when the ball comes to you if you yell "freak" and everyone moves (walks) to a new place in the circle, once everyone back in place begin passing the ball again. "Superfreak"= when ball comes to you, if you yell "superfreak", everyone again moves to a new place in the circle. But this time as they move they all imitate the "superfreak" who is doing some action as they move (ie. the moonwalk, dribbling a basketball, pretending to be a sprinkler, etc.).

Safety Issues & Spotting: Watch for flying appendages as you move during "superfreak".

Equipment: Imaginary ball of any size.

Processing: Ability to laugh at yourself, concentration, memory.

Wild Woosey

(CC pg. 35, CC2, pg. 110)

Type of Activity: Low Ropes Initiative, Trust

Short Description: Two individuals cross an open area on 2 tautly strung cables that get wider apart the further they go. They must stay in physical contact with each other (palm to palm) as they move. Don't initially give too much instruction about how to move, except safety concerns (no interlocking of fingers!) Consider have each pair practice various techniques on the ground first. Do not allow partners to move forward if supported by spotters. Activity is all about trusting your partner and leaning in against them keeping you body in a straight line. Also if additional hints are needed have group consider various kinds of roof structures - which are the strongest? (those with high peaks, and likewise partners with arms extended high overhead creating an A-frame)

Variations: Have the partners set a goal for how far they want to go.

Safety Issues & Spotting: Before each pair begins to move on the cables, they need to have 2 spotters positioned behind each person and one spotter between the cables underneath the pair to keep them from falling to the ground if they come off the cables. As the pair moves along on the cables additional spotters are needed between the cables. Those spotting position for those between the cables is to bend forward at the waist with knees bent, hands on knees and head tucked down, creating a flat place for folks on the cable to land and also protect the safety of the spotters back and head. Make sure both people are down on the ground and steady before spotters' jobs are done.

Equipment: Two lengths of 3/8" cable attached at one end to a single tree 2' off the ground with

eyebolts that go through the tree. The other end of the cables should be attached to two trees that are 8-12' apart about 30-40' feet from the first tree, again using eyebolts.

Processing: Trust, laughing at yourself, dealing with stress, problem-solving, asking for what you need.

In this activity lack of trust in your partner is easily detectable. What are they? (keeping your body weight on your own feet, the "butt fudge" – bending at the waist that results in your posterior protruding)

What were the various ways different individuals dealt with stress in this activity? (laughter, complete silence, sarcasm, blaming others or equipment for struggles they are experiencing)

What role did you enjoy most? (being in the spotlight on the cables or spotting)

What does this say about our personality and the roles we prefer in life?

What are the advantages of going first in this activity vs. going last? (first – no expectations of how far to go, try a method that seems to make sense to them, last- pressure or challenge of seeing how far able to go, opportunity to observe various methods and discern techniques that worked well)

Willow in the Wind (Trust Circle)

(CC2 p.52, MNG pg. 67)

Type of Activity: Trust

Short Description: "Willow" (faller) stands in a circle of "trees" (catchers). Faller stands with feet together, arms crossed over chest, hands grasping onto shirt, and body is rigid. Catchers in ready position (elbows bent with palms of hands in facing toward the willow). After series of commands("ready to fall", "ready to catch", "falling", "catching") the faller falls back or forward into the catchers' hands, (faller must keep their body stiff and feet in one spot) and is passed around the circle or pushed back and forth across the circle.

Variations: Faller can close eyes if chooses.

Safety Issues & Spotting: Catchers should not push the faller or get them going too fast. Watch out for negative comments or joking/sarcasm related to care of the faller.

Processing: Trust, caring for others, facing fears, verbalizing needs, accepting responsibility. What emotions did you experience as the faller?

Wing It (see All Screwed Up)

Yeah, But

(SB, p. 91)

Type of Activity: Trust

Short Description: In a large open indoor area, one person who is blindfolded begins jogging at a steady pace they feel comfortable with towards the opposite wall until told to stop by their partner. Blindfolded person should run with arms out in front of them in "bumper position" (elbows bent, palms facing where running) to protect themselves.

Variations: Vary speed as runner feels comfort level increasing.

Safety Issues & Spotting: Have people lined up along sides to make sure that those going off course do not hit the walls or other obstacles. No fooling around by spotters. Have spotters keep quiet so that the runner can hear their partner.

Equipment: Blindfolds (optional)

Processing: Trust, caring for others, accepting responsibility, risk-taking.

Yurt Circle

(CC pg. 21, CC2 pg. 73, MNG pg. 123)

Type of Activity: Trust, Energizer, Ice Breaker

Short Description: Group holds hands in a circle and the circle is expanded outward until everyone feels some pull on their arms from the people on both sides of them. Number off around the circle with 1's and 2's. Encourage the group to move slowly and deliberately, on designated signal, alternating with the 1's leaning forward while the 2's lean back at the same time.

Variations: After some practice, see if they can switch who is leaning forwards and backwards on command. See Team Balance for a similar activity using webbing.

Safety Issues & Spotting: *Care for each other, no yanking on arms.*

Processing: Trust, caring for each other, laughing at yourself.

Zig Zag

(SB pg. 124)

Type of Activity: Low Ropes Initiative

Short Description: Have a group of people move across a designated area without touching the ground, with the boards they are using or with any part of their body. The area to cross has 5 slotted posts spaced varying distances apart and 2 boards (2x6's) that are cut to fit the varying spots. (See Silver Bullets for diagram and dimensions needed)

Safety Issues & Spotting: This is a very DIFFICULT element. Much upper body strength and balance is needed to accomplish the task.

Equipment: 2X6 boards (one-7'6" long, one 7'9" long) and slotted ends of telephone poles buried in the ground with only top 6" exposed

Processing: Cooperation, commitment to the task, frustration-tolerance, problem-solving, maximizing strengths of group members.

Zip, You're Zapped

Type of Activity: Brain Teaser, Time Filler

Short Description: The group must figure out why you choose which victim to "zap."

Solution: The person zapped is the first (or second) person to speak.

Processing: Frustration-tolerance, problem-solving, careful observation.

Zipper (see Through the Woods)

Zoom ("Every Picture Tells a Story")

Type of Activity: Ice Breaker, Portable Initiative

Short Description: (Do not give name of activity in introducing it. Important for the facilitator not to say too much in introducing activity.) Each person is given a card that they look at carefully, but are not allowed show to anyone else. They explain what is on their card to others in the group. Encourage sharing with a lot of people. If group is struggling after 10 minutes or so encourage them to begin listening for common themes as they share about their picture. Group goal is to figure out

what the relationship is between the cards. Eventually they will discover that it is a zoom-in picture with each card is zoomed in just a bit more than the previous one.

Equipment: The "Zoom" packet of 32 cards with picture on each. (Depending on # of people in the group you can choose to omit cards from either end of sequence or carefully pull cards out from throughout the sequence so there is still overlapping items within the pictures.

Processing: Seeing the big picture, thinking outside of the box, listening skills.

All connected, all a part of the story, our stories are all different, yet all woven together.