

## Balloon Train

Have the girls stand in a line like they would for the bunny hop. Each girl has a balloon, and the balloon is placed between their chest and the back of the girl in front of them. The object of this game is to have the train move around the room without any of the balloons falling to the ground. (No fair using the arms or hands, either!) If a balloon falls, the girls must get the balloon back up to the original position without letting any more balloons fall.

## Balls

You need a basin of water and as many ping pong balls as you have (at least 2 per person) have participants call out the various tasks they must complete in a day (no doubling up) For each task, pop a ball in the water. When all the balls are in the water ask for a volunteer to come out to the front and try to hold all the balls under water with one hand, unless superhuman, no can do. Get the volunteer to try with two hands, more than likely still no success, so call for another volunteer and the two will probably need both hands to hold the balls under water. The moral – some tasks are too large for one and we need help, or many hands make less work!!!!

## Blind Girl's Line Up

Instruct the girls that everyone has lost their voice, they have no writing equipment, no sign-language skills, etc. The object of this activity is for the girls to line up according to:

(Choose one at a time)

Age

Height

Date of Birth in year

Alphabetically

Alphabetically by middle name

Etc.

To make things interesting, blindfold each of the girls before telling them how they are to line up.

## Build a Tower

Divide the group into teams. Give every group a stack of newspapers. Instruct them to build the tallest, free-standing tower they possibly can.

## Computer

In a small area, which becomes the computer, place about 30 like items that are numbered. (ie. Disks) A team comes out and surrounds the items. They then count in order, and the girls must tap that numbered item. The team cannot go into the area (computer), but they may reach in and tap the item then move their hand out of the area. The object of this game is to do it over and over while trying to decrease the time it takes to touch all 30. Once they reach 30, they then have to move back to the starting area, which is a space away from the "computer".

# Egg Drop Auction

## Step 1.

Collect together an assortment of (clean) trash. The amount of stuff will vary depending on the number of people and teams. A typical lot of trash for about 3 or four teams might include:

- used toilet role with a little tissue let on it
- plastic bag or two
- elastic bands
- used paper cup (or two)
- some sticky tape (not too much)
- string
- some tissue paper
- a small box or two... empty cereal box, empty food
- package
- wooden chopsticks
- something disgusting
- a few useless things, etc.

Teams can be as small as two or as big as ten. Something in between is best. You really need at least 3 teams to make it fun.

Prepare and display this assortment on a large table.

## Step 2.

Divide your people into groups of about 3 - 5 people. These are your teams.

Explain to them that they have a task. It is: To construct an egg catcher that will catch a raw egg dropped from 20 feet in the air. Their egg catcher must be free standing (they can't hold it).

They will be responsible for positioning the egg catcher - you will only drop the egg. To make the egg catcher they can use any or all of the materials they buy from you at auction. But ONLY the materials that they have bought at auction. Nothing else.

Give each team the same amount of monopoly money (I use special egg money but this is a luxury).

About \$125 Egg dollars usually does the trick.

Explain to your teams that you will show them some items and that these items will be auctioned off after their first team meeting. They can buy any or all of the items in a competitive auction (items go to the highest bidder). How they bid; who bids; what they make; how they make it is up to them. The auctioneers decision on bids is final.

Have them view (but not touch) the items on display and then go away and discuss their plans, strategies. Go around and gently remind them of the task.

## Egg Drop Auction Continued

After the discussions begins to die. Bring them back and auction off the items. Go wild; go crazy; tell jokes; exaggerate the value of items. If you think it will sell well, start with a high price, if you think it will not sell at all put two items together as one lot. If someone nods or winks take it as a bid.

Raise the bids quickly ... you get the idea .... it takes a little practice and you may need to think about it but you should get the hang of it pretty quickly. Make the auction fast paced and fun. Sometimes people from the same team bid against each other they get so carried away. All sorts of things happen.

As you sell take the money. Give them the items. Some things may have a reserve price and be removed from the sale if not sold.

After everything is sold have them go away and build their egg catcher. USING ONLY the materials they have bought at auction. No borrowing, stealing ifs or buts.

(Option) After the catchers are made you can gather each team for a proud group photo.

### Step 3

Now you need a location such as a stair well, window, balcony or such about 20 feet above the ground. Hold a raw egg in position. Have the first team position their egg catcher. On their signal drop the egg.

If their egg catcher catches the egg without the egg breaking they have "won" - succeeded.

If not; they have not.

### Notes and advice:

- Put some paper on the ground to facilitate cleaning.
- Have an extra egg (or two). The first teams often do not position the egg catcher exactly right and so I give them a second go at the end (as I do with any other team that fails because of poor positioning - as long as I have eggs).
- Have some small prizes (key rings, for example) for the winning team ... and then give one to everyone ... because everyone is a winner.
- You can make the dropping more exotic by: painting the eggs gluing string to the egg and burning the string using your imagination.

## Eeps Oops

The girls stand in a circle, and one person starts by calling out someone's name and tossing an object to her. (SUGGESTION: a Nerf ball or wadded up paper ball work best because they are soft). The girl that catches the ball then calls out another girl's name and throws the ball to her. This continues until everyone has had the ball thrown to them. No person may receive the ball more than once. The leader is the last person to have the ball thrown to them. The object of this game is to see how long it takes to throw the ball to everyone in the circle. You repeat the same order until you can do it quickly. ALWAYS follow the same order!

VARIATIONS: After everyone is comfortable with doing it this way, you can then omit calling the names before throwing, as everyone should remember the order. You can then make a different sound for each person instead of names. Add more balls to the game, following the same throwing order. (I've done this with some of my math classes that I have taught, and the kids LOVED it!)

# Gilligan's Island

## Materials:

- 1 sheet of standard size poster board per team

Break class into teams of 8-10 members.

## Objective:

To get students to feel comfortable in working in close proximity with each other. (Communication principal - The closer proximity that people or groups of people can work together the more efficient and accurate is the exchange of information. The closer you are to someone the more likely you are to pay attention to that person and pick up non-verbal communication.)

## Purpose:

To get all team members on the island (poster) at one time. "On" means that no part of any team members body may be touching the floor which surrounds the island. "On" also means that no props, such as chairs, ladders, etc., may be used.

## Solution:

The easiest way to do this is for 4-6 people to form the base and the remaining 4-6 sit on the shoulders of those people.

## Keep the Ball Up

Using a beachball, have Scouts start hitting it around and trying to keep it off the ground. Then challenge them to keep it in the air for 20 hits, or 30 hits, etc. Encourage them to develop some strategy (such as establishing "zones", or an order, etc.) to try to keep the ball up for as many hits as possible.

The previous games were contributed by: Rosemary Speers; Cadette Leader and Campus Scout; Huron Valley Girl Scout Council

## Leggo Buildings

Divide the group into teams. Give each team a box of Leggo building blocks and a picture of a building. Instruct each team to build the building. However, the way they are to do it is, one person will be the actual building engineer while the others are the ones who tell her how to do it. The building engineer is not allowed to see the picture of the building, and the others are to keep their backs to her while they give her instructions.

## Loop-de-loop

Have the Scouts stand in a circle and hold hands. Start one hula hoop (or innertube, long loop of fabric, etc.) hanging over one pair of joined hands. Each person in the circle must pass the hoop/loop over him/herself and on to the next person - WITHOUT letting go of hands. I generally do this with 2 or 3 loop/hoops going at the same time in different directions.

## Minefield

Have group discuss things that are detrimental to functioning as a group. For each characteristic/action, throw an object into the playing space, the "minefield." Have group choose partners. One partner is blindfolded at one end of field. The non-blindfolded partners stand at the opposite end of the field and try to talk their partners through the minefield without running into any of the obstacles.

## Oath / Law Puzzle

I'm Den leader for 14 wolf cubs and used a jigsaw puzzle type game to help them learn the scout promise and the law of the pack. I wrote out the Promise and law on pieces of two foot by two foot 1/4 inch masonite.

I then used a jigsaw to cut out each word so when I was done each word was a separate piece of the puzzle. They took turns in groups of four putting the puzzles together. The groups were timed to see which group was the fastest to assemble the puzzles. Not only did this help them learn the promise and the law, It also forced them to work as a team if they wanted to be the winners. I was able to make two puzzles of each in about an hour for under \$5.00. The puzzles are also good to use at the beginning of meetings, as boys arrive, to keep them busy until everyone is there.

Robert Getz

# Personal Brochure

## Objectives:

- Disclosure
- Expression
- Communication as to why they are part of the group and what they are looking forward to
- Creativity

## Materials:

- 8 ½" x 11" paper for everyone
- Crayons
- Markers
- Pencils
- Magazines
- Glue
- Scissors

**Group Size:** Any size

## Directions:

Each group member is to create a "brochure" in full color about themselves. Ask them to fold their paper into thirds, creating six panels like a travel brochure. Ask them to represent the following in a creative way on each of the six panels:

- Panel 1: Their name and a symbol that represents them. (This is to be their logo.)
- Panel 2: 10 quick facts about themselves. (sites and attractions)
- Panel 3: Why or how they are involved in this group. (The hard sell)
- Panel 4: Their goals for this group. (at least 3 – the highlights)
- Panel 5: Three tips on how they like to be treated. (travel tips)
- Panel 6: The one way you can get their attention. (how to make a reservation)

## Photo Scavenger Hunt

This is a fabulous event that relies on communication, teamwork and creativity. It also allows participants to discover points of interest in the area covered by the hunt. Each team gets a 'hunt booklet', a Polaroid camera, and a pack of film. The booklet contains a list of about 30- 40 tasks that can be completed in exchange for (play) money. Teams can also answer questions and take 'physical or mental challenges' to get 'bonus dollars.' Lots of fun twists!

# Play Ball

## Objectives:

- To encourage a large group team spirit.
- To learn that not all team members are at the same stage at the same time.
- To practice problem solving as a team.

## Procedure:

### Part 1: The Warm-Up

A good size for this activity is 10-15 students. The students stand, make an ellipse or circle (this activity requires a cleared area), and raise one hand. One person is picked to be the "quarterback". The quarterback accepts a ball from you and throws it to any other member in the circle. This second person puts his hand down to catch the ball and keeps it down, indicating that he/she has been thrown the ball. The second person throws to a third and so forth until all members have caught and thrown the ball. The last person to be thrown the ball throws the ball back to the quarterback. This process is repeated in the same order, with everyone throwing to the same person as they did in the first round.

### Part 2: Crazy Eight

This time you will introduce (handing off to the quarterback each time) eight balls one at a time with a few seconds between each introduction. The object of this activity is to pass all eight balls in the correct order (same order as in part 1) originating and ending with the quarterback in the least amount of time. Let students do this activity until they feel successful.

### Part 3: The Challenge Problem

Challenge students to use their problem-solving and team skills to solve the following problem: All members of the circle must "touch" one ball starting and ending with the quarterback with the following restrictions: No one person may "hold" the ball (hold is defined as being more than the time it takes to quickly receive and pass the ball). So one person may not carry the ball around the circle, letting each person touch it. The same order must be followed as in the previous activities.

Give students a reasonable time goal (for a group of 10-15, under 10 seconds is reasonable). Back off and let them brainstorm on ways to do this. Let them try it a few times until they are satisfied with their time. Then tell your students that a group of 17 teachers did this problem in 2.4 seconds (without cheating)! They may want a few minutes to devise another solution to beat or match this time.

## Discussion Questions:

After Part 2 of this activity, ask the students to reflect back on the activity and mentally answer the following:

- "When were you most connected (tuned in) to this activity, at the beginning, middle, or end?"
- "Describe this connection."
- "How important were your fellow team mates during the activity?"

## Play Ball Continued

During the problem solving activity, remove yourself from the process and observe the interactions. When finished with the activity, ask students to discuss the team skills which were used to solve the problem. You may want to comment on some of the things that you observed from the sidelines.

## Materials:

Eight (soft) balls of different sizes and types (ie. nerf football, basketball, baseball, koosh ball, etc.)

## Poison Peanut Butter

Draw two lines to represent the edges of the poison peanut butter. Hand group bandannas. Group needs to get everyone safely across using only the bandannas as safety zones. Variations include using too few bandannas for a continuous chain across or stating that once a bandanna has been placed on the ground, it cannot be moved. In the second case, be sure there are enough bandannas to make it across if placed strategically. (must plan ahead)

## Spot

Each person has a spot, or cut-out, and it is placed on the floor. Each person must have each of their feet on a spot. The leader calls “change”, and removes one spot from the floor. When the “change” signal is given, everyone changes spots – moves their feet to a different spot. As the spots disappear from the floor, everyone has to become creative and work as a team to see that every person still is able to have their feet on spots.

# Swamp, The

## Objective:

For the team to go from one end to another end of a swamp using 3 boards and 7 scattered islands. You cannot put two boards together end to end because they would then be unsupported (sink in the swamp).

## Materials:

- Three boards of equal length (8 ft. suggested)
- "islands" are chalk drawn with a diameter of 1.5-2 ft. (If done inside, tape islands down - they cannot move.)

**Suggested team size:** 15 members If you have two teams, let them both go at once.

## Team building key points:

- Don't stop when stumped - look for alternate methods of solution from previously solved problems.
- It's okay to go and ask or look to other people for help.

## Options:

- Teacher/leader/trainer is "swamp monster" and can give attributes to team members, such as:
- Touch a person and they may no longer speak - good to do with a member that is doing all the thinking and talking.
- Touch a person and they have to close their eyes - may want to do with the best problem solvers. If they can't see the layout, they will have difficulty solving the problem.
- Touch a person and they become lame - emphasizes dependence on others and for the "others" how it feels to carry the weight of weaker members.
- If a student has seen this problem before, make them both blind and mute.

The purpose of these options are to prevent the "super leaders" and independent members from dominating the activity and forcing them to work as a group.

## Set up and distances:

The following islands are more than 8 ft apart:

- 1 to 3
- 3 to 5
- 4 to 5
- 5 to 7

## Tank

Divide the girls into pairs. One person is the tank and the other is the guide. The tank is blindfolded, and the guide has to tell the tank how to move. The object is for the team to get the tank to find the bombs on the floor and throw them at other tanks. If a tank hits another tank with the bomb, the team is out until only one team is left.

## Three Balls

Have group pass 3 balls/objects through the group consecutively in the shortest possible time. Choose your words carefully and remember them exactly so that the instructions can be repeated when asked. (different ways to do things, cooperation)

## Tin Foil People

Divide the group into small teams. Give each team some tin foil, and instruct them to create statues of people. Then have them arrange their people into groupings with a theme. (ie. Friendship circle, etc.)

# Traffic Jam

by Chris Roland and Lenny Diamond

## Themes:

Team building, problem solving, planning, seeing the big picture, frustration at being out of the loop.

**Learning Environments:** Indoors or outdoors

## Equipment/Materials:

One (1) square (carpet, felt, piece of paper, etc.) per person plus one.

Squares are placed in a straight line approximately 18 inches apart as illustrated below with extra square in the middle.

## Group Task:

Teammates A, B, C, D must switch places with teammates W, X, Y, Z (see Result) according to the rules below.

## Set-up:

Person: A B C D W X Y Z

Square: 1 2 3 4 5 6 7 8 9

Letters = People

Numbers = Squares, with Square 5 left "empty"

## Desired Result:

Person: W X Y Z A B C D

Square: 1 2 3 4 5 6 7 8 9

## Rules:

- One person at a time moves forward one square.
- Move only forward into an empty square in front of you or around someone going in the opposite direction to an empty square behind that person.
- The group must start over when: Anyone moves around someone going in the same direction. You can no longer move forward legally and have not completed exchanging places. Anyone on your team moves backwards.

## Traditional Solution:

### Suggestion:

To visualize the solution on a sheet of paper, draw lines with corresponding numbers representing the squares. Place pennies marked A, B, C, D and dimes, marked W, X, Y, Z. on the lines and move them according to the solution sequence below.

1. D 4 moves to 5 13. B 3 moves to 5
2. W 6 moves to 4 14. A 1 moves to 3
3. X 7 moves to 6 15. W 2 moves to 1
4. D 5 moves to 7 16. X 4 moves to 2
5. C 3 moves to 5 17. Y 6 moves to 4
6. B 2 moves to 3 18. Z 8 moves to 6
7. W 4 moves to 2 19. C 7 moves to 8
8. X 6 moves to 4 20. B 5 moves to 7
9. Y 8 moves to 6 21. A 3 moves to 5
10. Z 9 moves to 8 22. Y 4 moves to 3
11. D 7 moves to 9 23. Z 6 moves to 4
12. C 5 moves to 7 24. A 5 moves to 6

## Wallet Introductions

**Objectives:** To find out some unique information from people through the contents of their purse or wallet.

**Groups:** Any size

**Materials:** Materials found in the purses and wallets of individuals

### **Directions:**

As people to take out three things from their wallet/purse that represents something they value. Have each person share these things. For a more challenging version, ask them to find something that has their full, legal name on it, the oldest coin they have, something that has expired, a dated picture, and something you would not think to find in a wallet/purse.

# Web, The

## **Purpose:**

To teach students to depend on others to solve a problem. It involves using physical trust, group problem solving skills, long-range planning.

## **Materials:**

- String (heavy - will not break easily).
- A circle for the center.

## **Rules:**

Each team member must go through the web - which means:

- They cannot go around the trees.
- They cannot go under the web (between the web and the ground).
- They cannot go over the web.
- They cannot go between the web and the tree.

## **Additional rules:**

- A team must use all sections once before they can be reused.
- Sections that are not large enough for any of the bodies on a team to go through are exempted spaces.
- When passing through the web you cannot touch the string (the spider will be alerted).

## **Possible strategies:**

The most difficult people to get through the Web are the first and the last person, so they should be selected with respect to their size and the size the sections closest to the ground. Heavier people might be "passed" in the middle so that there are people on both sides to send and receive.