

## New State FFA Officer Arsenal

### Speech and Workshop Activities Resource for State Officers

*Looking for a great activity to allow your audience to learn your intended objectives? Look no further! Take a moment and browse through this resource of activities, find your favorites and try them out in your next speech or workshop.*

#### Brainteasers

##### Minute Mysteries

Nothing gets your brain turning like a really good mystery. You are going to have a chance now to solve a mystery. I will read the mystery only once. You may ask me only yes or no questions about the mystery. I may answer a question with "it doesn't matter" if it doesn't matter to the mystery.

##### Gone Hunting

Two colleagues went out hunting. One was the father of the other one's son. How is this possible?

Answer – The two hunters are husband and wife.

##### The Man in the Mask

A young woman was afraid to go home because of the man in the mask. What is the situation?  
Answer – The man is a catcher on a baseball team. The woman is a base runner.

##### Reading, Right?

A man and a woman are quietly reading together. The woman gets up and turns out the light. The man continues to read. How is this possible?

Answer – The man is blind and reading in Braille.

##### Algebra in the a.m.

Copy the following onto a transparency and have students try to find the flaw in the equation. It is supposed to prove algebraically that we can all be any age we want to be:

$a$  = future age you want to be  
 $n$  = the age you are now  
 $d$  = difference between the two ages

$$\begin{aligned} a &= n + d \\ a(a - n) &= (n + d)(a - n) \\ a^2 - an &= an + ad - n^2 - nd \\ a^2 - an - ad &= an - n^2 - nd \end{aligned}$$



$$a(a - n - d) = n(a - n - d)$$

$$a = n$$

Activities – Brainteasers

### Different Parts, Same Whole

Your audience has more in common than they think. Emphasize the point at the start of any session with this number trick.

- 1) Ask each member of your class to write down a three-digit number. The only rules are the first and last numbers can't be zero, and they can't be the same.
- 2) Ask participants to reverse the order of their numbers (792 becomes 297) and then subtract the smaller number from the larger.
- 3) If the result is 99, add a zero in the hundreds place (example 099.)
- 4) Finally ask the participants to add that number to the same number with its digits reversed.

Participants will be amazed to see they all have the same answer – 1089.

Example:

$$\begin{array}{r} 942 \\ -249 \\ \hline 693 \\ +369 \\ \hline 1089 \end{array}$$

### Emphasize That That, Not This That

Transfer this list of sentences to a transparency and see if your participants can punctuate the sentences to make sense. Have participants try to read the sentences aloud and put pauses and inflections that make the sentence understandable to the group.

1) "He said that that that that that woman should have been which."  
*Answer - "He said that that, 'that' that that woman said should have been 'which.'"*

2) "It was and I said not but."  
*Answer - "It was 'and' I said, not 'but'."*

3) "Esau Wood saw a saw saw wood as no other wood saw Wood saw would saw wood. Of all the wood saws Wood ever saw wood Wood never saw a wood saw that would saw wood as the wood saw Wood saw saw wood would saw wood and I never saw a wood saw that would saw wood as the wood saw Wood saw would saw until I saw Wood saw wood with the wood saw Esau Wood saw saw wood."

### Puzzlers



To celebrate her tenth birthday Anne drove a nail into the trunk of an oak tree. Assuming that the tree grew three inches each year, how much higher would the nail be when Anne is 25 years old?

*Answer – Not at all higher, trees grow from the top*

I have some pet fowl. They are all ducks but two, all geese but two and all chickens but two. How many pet fowls do I have?

*Answer – Three*

If it's not the day after Monday or the day before Thursday, and it isn't Sunday tomorrow nor was it Sunday yesterday, and the day after tomorrow isn't Saturday, and the day before yesterday wasn't Wednesday, what day is it, according to the description?

*Answer - Sunday*

What is it that you throw out when you need it and take in when you don't?

*Answer – An anchor*

## **Speech and Workshop Communication Activities**

### **Back Drawings**

The next activity will test your team's ability to work together to share information quickly and accurately. When I say, "Quick Draw!" your team will form a single file line, all facing the front of the room. The person at the end of the line will draw a picture on the back of the person ahead of him/her, using his/her finger as the paintbrush. This person will draw the same picture on the back on the next person and so on and so on. The first person to draw will high-tail it to the front of the line and will be the last person to "feel" the drawing. "Mum" is the word for this activity. The artist can only draw the image one time for his/her canvas. What questions do you have? Quick Draw!

### *Processing*

Ask the team's lead artists to describe their team's accuracy. How did the picture change from start to finish? What factors contributed to the changes? Compare what you just experienced to working in teams.

### **Spider Web**

As a team, you will serve as both loom and rug in this next experience. It will look like this: When I say, "Dream Weaver" your team will sit in a circle. The person holding the ball of yarn will begin by saying his/her name and a passion. While holding on to the end of the yarn, the person will toss the ball to a teammate. Each person in the team will have the opportunity to share and while doing so; your team will weave a creation. After you have created your web, reverse the pattern by tossing the yarn back to the person before you and introduce them to the group again by name and passion. What questions do you have? "Dream Weaver!"



### *Transition*

Now that you have had the chance to meet your team members, let's learn more about them and what they bring to your team.

### **1-2-3-4**

This next experience will really test you. In fact, you will need balance, great communication and patience. When I say, "1-2-3-4" you will begin to hop around the room on one foot. You will form a group of three with other people who are hopping on the same foot. So, if you are hopping on your right foot, you will be on the look out for two other people hopping on their right foot.

When you have your group, stand in a circle with your fist in the center. You will shake your fist and chant "1-2-3-4" as a group. On "four," you will put out any number of fingers from zero to five. Other than chanting "1-2-3-4," there is no talking. Your group wants to have 11 total fingers out. Keep trying until you can accomplish your goal. Remember, "mums" the word other than chanting.

When you have achieved your goal, try to get 23 fingers while shaking two fists and putting out any number from zero to ten. What questions do you have? "1-2-3-4!"

### *Processing*

What challenges did you face as a group working toward your goal? What strategies did you use to overcome your challenges? What role did communication play in your success or challenge with this experience? How can you use the skills you practiced in this experience to improve your team?

### **Spaghetti Conversation**

How many of you have seen improvisational comedy? We will have a short round of our own. We need two players. *Seat the volunteers in chairs facing each other.*

Now, we need four words. Shout out what you have in mind. Any words will do. *The words should be unrelated. Examples may be possum, cola, dinner, baseball. Choose the words from those shouted by the group. Write them on a tear sheet. Thank the group for their contribution.*

Players, the four words offered by your friends are the only words you can use to have a conversation. Since you can only use the words on the tear sheet, employ other methods to get your point across.

You will have 45 seconds to discuss your scene. Your scenario is that a police officer has stopped one of you for speeding. *Other scenarios can be that you are driving your wife to the hospital to have a baby, or you are a reporter on the scene of a breaking news story.*

*At the end of 45 seconds*

Players, begin when I say, "Action!"



### *Processing*

What did you notice about the conversation? What communication techniques did the players use? (tone, emphasis, body-posture, etc.) What role do these techniques play in our conversations?

### **Magic Numbers**

*Assume the characteristics of a famous magician to introduce Magic Numbers.*

In your pairs, select one person to be Houdini and the other Copperfield, as in David Copperfield. Houdini's, you will be the first to test the magical powers of the Copperfield's. You will need a piece of magic paper, a magic pencil and a magic calculator (math geniuses can skip the calculator).

Copperfield's, you will need your best verbal communication skills and the directions sheet to work your magic.

Your goal is to help the Houdini's find the magic number combination by following some simple steps.— Here's the catch: You cannot repeat directions, you cannot show the Houdini's the direction sheet and you cannot assist with mathematical operations.

What questions do you have? "Go!"

#### *Information for directions sheet*

1) Take your house number (or Box number or Road number) and double it. Then add five to the number.

*(Example – house number 9 – doubled is 18 – add five is 23)*

2) Multiply that number by half of one hundred (in other words – 50.)

*(Example:  $23 \times 50 = 1150$ )*

3) Add your age.

*(Example:  $1150 + 55 = 1205$ )*

4) Now add the number of days in a year (in other words – 365.)

*(Example:  $1205 + 365 = 1570$ )*

5) Then subtract 615.

*(Example:  $1570 - 615 = 955$ )*

The last two digits will be your age (55) and the first numeral is your house number (9).— This problem works with larger house numbers as well. It's simply a matter of arithmetic.

### *Processing*

Tell us about your results. What challenges did you face as the person giving directions? What challenges did you face as the person searching for the magic number? What role did clarity play in your success? What role does clarity play in communication? How can we enhance clarity?



### 3-D Mine Field

Mark off a large area (at least 8 x 10 feet) with rope or tape. Scatter items inside the area. Examples of items include: Tennis balls, beach balls, paper plates, paper cups, balloons.

In your pairs, select one person to be the guide and one to be the explorer. Explorers, your goal is to make it from the starting point to the other side of the field without touching any of the hazards. You will be blindfolded. Guides, your goal will be to help your explorer navigate the field, avoiding the hazards and keeping them safe. You will stand along the side of the field providing only verbal cues.

When I say, "Off and away!" the explorers will start. If an explorer touches any of the items in the minefield, they have to start over.

When you have successfully accomplished your goal, you can switch roles. What questions do you have? Off and away?"

#### Processing

What techniques worked for you? What did not work? What role did the following play in the experience: Trust, risk taking, clarity and problem solving? What skills from this experience can you identify as important to your success as a leader?

### Picture Not So Perfect

They say a picture is worth a thousand words. In our next challenge, we will find out if that is really the case. Every person in your group will be the artist, complete with brushes and canvas (markers and paper).

One person will draw a card that describes the details of a scene. He or she will describe the scene as he or she sees it in his or her mind. The rest of the group will draw a picture matching the description. The catch: Oen the card there will be a list of words that she cannot use in the description.

After a few minutes, I will call time and your group can compare your creations with the description on the card. Then, another person can draw a card and describe a different scene. This will continue until I say, "Wrap it up!"

What questions do you ~~have~~ have? "Draw away!"

**Picture 1:** A waterfall flowing between two mountains and a rainbow connecting the two mountains, with a bright sun in the sky.

**Don't use the words:**

Waterfall                  Mountains                  Colors                  Rainbow                  Sun

**Picture 2:** An island in the middle of the ocean with two palm trees on it, with coconuts under the trees and a sailboat in the water in the distance.

**Don't use the words:**



Island                      Sailboat                      Coconuts                      Ocean                      Palm Trees

**Picture 3:** An airplane in the sky that is flying in front of a football stadium, pulling a banner that says “Happy Birthday Joe.”

**Don't use the words:**

Airplane                      Happy Birthday                      Stadium                      Football                      Banner

**Picture 4:** A person in a green baseball hat waiting at a bus stop. There is a stop sign in the background and a garbage can under the stop sign.

**Don't use the words:**

Bus                      Garbage                      Hat                      Stop                      Green

**Picture 5:** A dog is at the bottom of a tree barking at a cat that is stuck in the tree. The tree is in front of a house with a bike sitting in the driveway.

**Don't use the words:**

Dog                      Tree                      Bike                      Cat                      House

### *Processing*

For those of you that gave descriptions, what was most challenging about your role? For the artists, what skills did you use to create your picture? What made it challenging? What role did descriptive words play in your accuracy?

### *Speech and Workshop Contests/Stunts*

### **Looping the Loop**

We are going to make a Mobius strip. Make the strip into a loop and twist it once, joining the two ends carefully with the tape. You have created a Mobius strip; a one-sided geometrical figure discovered in the 1800s by a famous German mathematician named Mobius. Draw a continuous line down the center of the strip and you will mark the entire strip on both sides without ever lifting your pencil. You should end up where you began. This proves that the figure has only one side.

Cut along your center dividing line all the way around, the loop becomes suddenly twice as big, but it is no longer a Mobius strip. It has two sides again. Finally, cut this longer, thinner loop of paper right down the middle all the way around. What do you get? Not a longer loop this time, but two linked loops.

### **The Dollar Bill Jump**

Claim this dollar by jumping over it! In a few minutes I will take two volunteers to jump over this dollar bill. To win you must stand next to the long side of the bill, lean over, grab your toes and jump completely over the bill. The entire heel must land on the other side of the dollar bill. You must not let go of your toes as any time, before, during or after the jump. Who has a question before I take volunteers?

### **Plastic Wrap**

When I say “wrap” Group 1 will make a tight group, shoulder to shoulder on the right side of the front of the room and Group 2 will make a tight group, shoulder to shoulder on the left side of



the front of the room. It is important that you make a tight group because I am going to secure your group with saran wrap. It is also very important that once your group is secured that everyone is very quiet for the next set of directions. Wrap.

Thank you for your cooperation. You are now ready to race to the other side of the room. When I say "Race" each group will try to beat the other to the other side of the room. To win you must keep your saran wrap intact. You may not remove it, rip it, the saran wrap must be intact when you reach the other side of the room. What clarifications can I make? Race.

What were some of the challenges that your group faced as they raced? What worked well? What didn't work well? What did you learn as you worked together?

### **Photo Finish**

Sometimes it isn't how you race but how you finish. For our next activity the most important thing is how you finish. Each group is going to race from the beginning to end of the track. I have a stopwatch and times of both teams will be recorded. But ten seconds will be added for each person that does not cross the finish line with the rest of the team. If you do not want to be penalized your entire team must cross the finish line at the same time. Remember for each person that does not cross the finish line with the rest of the team ten seconds will be added to your time. Who has a question? Ready set go.

### **Gutterball**

You will need a 1-ft to 3-ft piece of wooden or plastic quarter-round for each participant. This is available at most lumber or hardware stores. Ask everyone to stand in a circle, then give each person a gutter. If you want to emphasize partnerships, you may want to give one piece of gutter to each pair of two people.

The group must use the gutters to transport a ball (marble or golf ball) from the first person to the next all the way around the circle and back to the first person. No gutter can be skipped. If the ball falls, the group must start over again.

After they have completed the circle, have the group try to move a distance. (Example: from one room to another, across an outside area, etc.) Put some obstacles in their way; steps, furniture, rocks, trees, bushes, etc. Everyone must be involved and have the ball travel over their gutter before anyone's gutter can be repeated.

## **Speech and Workshop Self Esteem Building Activities**

### **New Newspaper**

Extra, extra read all about... you. That isn't what we usually hear is it? Today the special feature is you. You have three minutes to take these newspaper articles and magazines to create a front-page article for a newspaper that is running a special feature on your life. Collect information that includes every aspect of your life and be ready to share your special feature.



**Purpose:** A good self-disclosure activity that can also build self-esteem.

### **Adverts**

Materials: Paper, scissors, glue, advertisements, cardstock or poster board.

We are surrounded by advertisements everyday. We see advertisements for cars, clothes, food, and almost everything else while we surf the Internet, listen to the radio, watch TV, or sit on a bench waiting for the bus. All of them are trying to get us to notice the product and find out more. We are surrounded by advertisements everyday and today is no exception. Through out the room there are advertisements scattered on tables, chairs, the floor, etc. Your job is to find advertisements that are meaningful to you and to create an advertisement that will make your teammates want to find out more about you.

**Purpose:** Getting acquainted

### **Human Machines**

Builders. Today you are all going to be builders of machines. Not only builders of machines but also designers, developers, and parts of machines. When I say, "Build!" you team will begin to build a human machine. Each team must create a working machine with moving parts that will be recognizable by the other teams. Every member of the team must be involved and the strengths of your team must be represented in your machine. What clarifications can I make? Build!

**Purpose:** A good team builder and helps to identify strengths brought to the group.

## **Speech and Workshop Mixers or Openers**

### **Boggle Mixer**

Claim your paper for your team by writing taking turns writing your names on the left side of the tear sheet in a vertical list. (Pause) -With all the names in front of you for everyone to see, it is the creative goal of your team to generate as many words from the letters in your names as possible. Any combination can be used as long as the letters are contiguous in one direction (either up or down the tear sheet). Remember you will receive points for every letter you use in your words. If you have a three-letter word you will receive three points, if you have a four-letter word you will receive four points. What questions are there? You have three minutes to create your words, starting now.

**Purpose:** Creativity

### **Career Guess**

What are you going to do with your life? That can be a pretty heavy question for high school students and for some college students. Sometimes it is easier to figure out what every one else should do with their lives. Our focus will be directed towards solving that question. Everyone has a tear sheet with his or her name on it. I challenge you to think deeply about the people you



have met and write what you believe they should do with their lives. Direct your focus towards their strengths you have noticed and what your peers enjoy and write their occupation on their sheet. (Pause) You have figured out what everyone else should do with his or her lives. What made it easy...or difficult? Now take your marker to your own tear sheet and write what your best guess at your own occupation.

### Connect a Name

When I say, "Connect!" you need to connect with ten other members. Connect! We are all connected by our common love for our organization (or whatever it takes to make the connection with the audience). Let's take that a step further and show that we are connected. In your connection group, the person with the smallest shoe size is your scribe. Scribes grab a marker and tear sheet and say to the marker "Don't fail me now!" Scribes, write your name very clearly in upper case letters in the middle of your tear sheet. Your connection groups task is now to connect every members name to another.

### For Example:

KYLE  
E  
EVA  
I J  
NELLIE  
L  
LANCE

### License Plate Nametags

"Tough times never last". This license plate cover by itself doesn't communicate a lot to the people who see it. But "Tough times never last" on the license plate cover of a brand new luxury Lexus says a lot. Today, you have the chance to share a message that is significant to you. Using your creativity mind you can change the cardstock on your tables into a message for all who see it. Remember, to make them authentic you should use all capital letters and numbers. You can decide whether you want to include state, county or...expiration date for increased authenticity. This is a license plate for you.

### The Whopper

Tell the truth. Think about three things that are true about you.

Tell a lie. Think of a big whopper of a lie.

When I say "Whopper!" you have three minutes to write down three true things and one lie. At the end of the three minutes you will share your four things with your group and the group will try to guess which one is the lie. Whopper!

### Frustration

Group A (2 or more people) goes outside and selects a story about a counselor or advisor and comes back to the room. Group B tries to guess the story by asking yes or no questions such as "Is this person a male or female?" "Did this happen last night?" What really happens is this: When Group A goes outside you instruct them to answer yes or no based, not on any story, but



on the first letter of the first word of the question they are asked. If it is a vowel, say 'yes'. If it is a consonant, say 'no'. Group B makes up the story without realizing it. The results are very funny to watch. For variation, if the first letter of the question is a Y, have Group A answer 'maybe', then watch the frustration.

*Group A is going to share a story about someone that we all know. But they can only answer "yes" or "no" questions. To be recognized by Group A please raise your hand and be acknowledged by them.*

### **Comic Strip Mixer**

This one takes a little work, but is a lot of fun and requires participants to communicate effectively. Take a Sunday paper comic strip (one that has 8 or more frames in it) and cut it into individual frames. Use as many strips as you need so that each participant has one frame. If you have 30 participants, you will need to use four comic strips with eight frames each so that everyone has one.

To begin the activity, attach one frame to each person's back. Participants need to arrange themselves in the correct order of their comic strip. The first group that gets their comic strip in order is the winner. This will take a while, as a lot of communication is needed to accomplish the feat.

Note: If you have frames left over, don't leave them out-add them to a participant's back so they can find the complete comic strip.

### **Marshmallow Catch**

Can you catch a marshmallow? Can you catch a marshmallow in your mouth? Can you catch a marshmallow in your mouth if someone else throws it to you? Can you catch a marshmallow in your mouth if someone else throws it to you by swinging the marshmallow on a string from ~~their~~ his or her mouth? In each group, you will need a thrower and a catcher. When I say "string", the catcher will cut a four-foot piece of string. The thrower will tie one marshmallow on EACH end of a four-foot piece of string. String.

*(Pause)*

For the rest of the activity everyone needs to lace ~~their~~ his or her hands like this behind your back. When I say "marshmallow", and not until I say "marshmallow", all throwers put one marshmallow in your mouth. Throwers you can use all your skills but not your hands, to get the marshmallow to your catcher's mouth. All catchers get ready to catch the other marshmallow but you cannot use your hands either. What questions are there? Marshmallow.

### **Squeeze Play**

Select the person in your group with the most air, they may blow up your groups balloon and tie it. When I say, "Break!" Stand back to back with your partner and place the balloon between your backs. You may be thinking to yourself, "What have I gotten myself into?" but that is



normal. So cast all fears aside and get ready to break that balloon after hearing the two simple rules of this game. First Rule- You must keep your back to your partner. If the balloon falls you and your partner must find a way to pick it up without facing each other.—\_ Second Rule- You may not use your arms or your hands. Who can repeat the two simple rules for me? (have a participant repeat the rules for the group) You know the rules.—\_“Break!”

### **Tongue Tied**

Toy Boat. Repeat after me, “Toy. Boat.” Repeat after me down low, “Toy. Boat.” Repeat after me up high, “Toy. Boat.” Repeat after me slowly, “Toooy. Boooooaat.” Repeat after me very slowly, “Tooooooy. Boooooooooaat.”

Today is your lucky day if you can repeat the words “toy” and “boat” ten times in 5 minutes you will win 5 dollars. Who has a question before I take volunteers?

### **Rubber Band Relay**

Take your rubber band in both hands and place it around your head so that it crosses the tip of your nose. When I say, “Go” use your facial muscles to work the rubber band down to your neck. You may only use your facial muscles. Put your hands behind your back if you think you will be tempted to use them.—\_

### **Singing and Sorting**

Everyone has a song to sing.—\_ Today you are going to sing your song to find your group.—\_ When I say “sing” sing the song you have been given until you find everyone else in your group. You may not talk, gesture or show anyone your paper. Who has a question? Sing.

### **Petals Around the Rose**

Materials: dice

In our next activity there is a pattern for you to figure out. It may be difficult but if you take time to stop and smell the roses you should be able to get it. For the first three rolls of these dice I will tell you how many roses and petals there are.—\_ Then it will be up to you to figure out how many roses and petals are in all the rolls of the dice after that. What questions do you have?

### **Black Magic**

The leader must have an assistant who understands how to play the game.

- 1) After the assistant has left the room, students select an item in the room.
- 2) The assistant returns.
- 3) The leader then names off several objects. When finished, the assistant tells the group the selected item.



4) He/she will know the correct object because it will always be the one named after something that is black. As participants think they have figured out the puzzle, allow them to leave the room.

*-Assistant's name- is a mind reader.—\_May I have a volunteer to pick any item in this room? Thank you –volunteer-. The volunteer has chosen the –object—\_. If there are any doubters in the room you may try to prove me wrong. As our mind reader enters please do not give them any clues and we will see if they can guess what item –volunteer's name- has chosen.*

### **The Candy Store Game**

Using your favorite candy (M&Ms, Skittles, jJellybeans, etc.) ask students to take the amount of candy they want, but they cannot eat the candy.—\_For each piece of candy taken, the participant must state one positive fact about himself or herself.

*Take as much candy as you want but please do not eat it until I give you permission. Does everyone have as much candy as they want? Count the pieces. Keep that number in mind because in two minutes we are all going to share that number of positive things about ourselves. I took three Skittles, I am going to share three things.*

### **Who Am I?**

Think of a famous person, living or dead, that most people would recognize. Write the name of that person on your label. When I say "Investigate" put your label on someone else's back.—\_ After you have given your label away and you have someone else's label on your back you can ask other's questions to find out whose label you have. You may only ask two yes or no questions of each person. Any questions? Investigate.

## **Speech and Workshop Problem Solving Activities**

### **Initial Proverbs**

*Create a list of proverbs; samples are below. List the proverbs by writing only the beginning letter of each word. You can do this activity on handouts or provide the information on an overhead or tear sheets. This is a great activity to use to end breaks.*

Examples:

L \_\_\_ b \_\_\_ y \_\_\_ l \_\_\_ (look before you leap)

E \_\_\_ d \_\_\_ h \_\_\_ h \_\_\_ d \_\_\_ (every dog has his day)

P \_\_\_ g \_\_\_ b \_\_\_ a f \_\_\_ (pride goes before a fall)

In the center of the table, you will find your team's first challenge for this session. Fill in the blanks to find words of wisdom from the past.

*Transition*

Now that your team is warmed up, let's explore some other important ideas.

### **Runaway Chain Train**

*Runaway Train is a good way to end up in a circle formation for the next game.*



When you hear, “Chain Train!” your team should form a train by standing in a single file line, hands on the waist of the person in front of you. The engine of your train will attempt to connect with the caboose of other trains while you chug around the room. When all teams are connected into one large train, the engine will try to connect with the caboose. What questions do you have? “Chain Train!”

### *Processing*

What happened as the experience went on? What was the strategy of your team? Compare what happened in this experience to solving a problem on a team.

### **Co-Op Pencil Golf**

The next experience will bring your team together and then test your memory. In a moment, your team will receive a tear sheet and markers. Your goal is to use those materials to create a nine-hole golf course. When your group is finished, you will have the chance to “golf” the course.

You will choose your club (ok, really a marker), close your eyes and attempt to draw a line from one hole to the next. Your teammates can help you. What questions do you have? Go to it!

### *Processing*

What strategy did you use to be successful? What made the challenge difficult? How did you overcome the difficult aspects of the experience? How does this relate to the work you do on teams?

### **The Great Escape**

*Assume the characteristics of a reporter to share the set-up for this experience—\_Write the obstacles on a tear sheet.*

This just in...Your group is trapped in a hut in the middle of a large forest. Food is getting scarce and to stay in the forest would probably mean they would perish. To reach safety, your group will need to overcome the obstacles listed on the tear sheet.

- 1) Break out of a thick walled hut.
- 2) A twenty-foot high smooth barricade.
- 3) Negotiate an intense barbed wire fence, part of which is electrified.
- 4) Cross a treacherous murky river.
- 5) Travel through an entangled deep tropical forest.
- 6) A malarial swamp.

As a group, you must decide what three things would be most useful to your escape. The items cannot include a helicopter or other escape means. You will not have anything else other than your intellect.



### *Processing*

What items did your group choose? How were they used with the obstacles? What challenges did your group face in deciding on the items? How did the strategies you used to reach your decision compare to those you use in solving problems in teams?

### **Off Balance**

Working in your pairs, your goal is to both be off balance, but totally supporting each other the whole time. It will look like this: stand facing each other, firmly grasping each other's hands or wrists, whichever feels more comfortable. You will lean your weight backwards, so that if it weren't for your partner supporting you, you'd fall over. Once you have mastered a center of balance, you can try other things like leaning backwards balanced on one leg, pivoting around close to the ground, etc. What questions do you have? Go to it!

*After a few minutes, call time and introduce the next phase.*

Still working in your pair, stand back-to-back, lean into each other, so once again you are off balance and supporting each other's weight. Continue to be off-balance, but totally supporting each other. What questions do you have? Go to it!

### *Processing*

What made this experience challenging? What role did trust play in your success? How is trust formed in a team? How does trust relate to resolving conflict?

### **Group Jump Rope**

Are you ready for an amazing challenge? Your team will work together to jump rope as a group. Sound great? Here's how it will work: Your team will set a goal of how many jumps the group will make. Two people will hold the rope while the rest will jump all at the same time. What questions do you have? Go to it!

### *Processing*

What made this experience challenging? What was your strategy? How did your strategy change as you went? Were you able to reach your goal?

### **Awards and Trophies**

In a moment, you will have the chance to make a trophy or certificate for a member of your team. You will draw the name of a team member. Using the materials provided, you will make an award that represents a specific positive or special characteristic of that person. Later, we will have a ceremony where you will present the award to your teammate.

### *Transition*

We have had the opportunity to work together and it is great to let everyone know how much we appreciate his or her unique contribution.

## **Speech and Workshop Teamwork Activities**

### **Roll Playing**

This will be a test of your group's ability to keep it together while rolling for your goal. If you are up for the challenge, yell, "We're in!"



When I say, “Rock and Roll” your group will sit in a circle, hips touching, with your feet extended into the center. A basketball will be placed in the lap of one of your team members—Your challenge: To move the ball as quickly as possible from lap to lap without using your hands. What questions do you have? “Rock and Roll!”

*After a few minutes, stop the action and add some variations.*

Now that you have mastered the first challenge, let’s kick it up a notch. If you are up for the challenge, yell, “We’re in!”

Each team member now has a quota of one reverse. What does that mean? At least one time during the round, each person must yell, “reverse” when the ball is on his or her lap and send the ball in the other direction.

*In future rounds, you may add other signals such as stop, go, slow motion, etc. You might also add more balls (softballs, tennis, golf, ping pong, etc.)*

### **Processing**

You were faced with a very interesting challenge. How did you group attempt to create a plan of action for the experience? How did you plan change as you were given different tasks? What role did cooperation play in your success?

### **Skin the Snake**

This challenge will have your team stretching and working to accomplish what seems like a very simple task.

When I say, “Team!” your group will form a single file line facing forward. You will take your right hand and put it back between your legs, taking the left hand of the person behind you—

When everyone is set, the last person in line will lie down while still holding the hand of the person in front of him or her. Each person in line then steps backward, while carefully walking over (not on) the person lying down, still holding hands, until the process has all group members lying down—

You will then reverse the process and the last to lie down is the first to get up. The first person walks forward until all group members, with hands joined, are off the floor.

What questions do you have? “Team!”

### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

### **Pass the Ball Relay**

This is a competitive relay race that will require your team to work together to beat the clock.



When I say, “Go!” your team will sit in a line side-by-side facing the other team. The first player in line will extend his or her legs, keeping their ankles together. A ball will be placed on his or her ankles. As a team, you must transfer the balls from person to person, using only your legs. If you drop the ball, you must start back at the beginning. The first team successful in getting the ball to the end and back again is the winner. What questions do you have? “Go!”

#### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

#### **Volkswagen**

*Create a tape outline of a Volkswagen Beetle on the floor. Make certain the shape is small enough so that nobody can lie down inside the shape and be completely inside the car.*

One of the college activities that was popular in the 60’s and 70’s was to see how many people could fit into a Volkswagen Beetle and get the doors closed. We are going to do the same thing, just a flatter version.

On the floor, you notice an outline of a Beetle. Your team’s challenge: To see how many people can get inside the Beetle without any body parts being outside the markings. You will begin when you hear, “Bug!” What questions do you have? “Bug!”

#### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

#### **Rope Confusion**

We all know that teamwork can at times be confusing and challenging. This next challenge will test our ability to work together. If you are up for the challenge, say, “Count me in!”

On the floor you see a rope. Reach down with one hand and pick up the rope. Your challenge is to work as a team to untangle the rope without removing your hands. What questions do you have? “Go!”

#### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

#### **Keep Your Eye on the Ball**

The next experience will test your focus. When I say, “Ping-Pong” your group will form a line behind the mark on the floor. Your goal is to hit this ping-pong ball off the top of the soda bottle. You must use the proper technique, which is to use your middle finger and thumb in a flicking motion, while walking by the ball at a fast pace. Sound simple? Let’s see!

**Purpose:** What happened on your first few tries? How did your approach change over time? What role did focus play in accomplishing your goal?



## **Stairway of Words**

*When creating the letter cards, avoid X, Z and other letters that may be too difficult.*

This event is a competitive event that will require some serious word work and teamwork. In a moment, your group will receive a letter of the alphabet. Your goal is to build a stairway of words using the letter. An example is on this tear sheet. The group with the most words will win. What questions do you have? Send a representative to get your team's letter.

Example:

A  
An  
Ate  
Able  
Actor  
Abated  
Abandon

### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

## **One Minute Walk**

*Mark a starting and finish line about 50-100 yards apart. An open gym or outdoor area works well.*

This is a one-minute event where your goal is to walk from the starting point to the finish line. You will begin when you hear, "Go!" You should also know that once you hear, "Go!" you cannot turn around, stop or change pace until the minute is up. You must keep walking forward at the same pace until time is called. If you reach the finish line before the minute is over, keep walking. The winner is the person closest to the finish line, whether past it or not. What questions do you have? "Go!"

### *Processing*

What was your strategy to achieve your goal? What were the results of your efforts? What would you do differently?

## **Four Squares**

*Lay out a course in a large unobstructed area. The course should be divided into four square areas.*

Your group will occupy one of the squares in this area. Working with your team, your goal is to keep this ball in the air by batting it to another quadrant without it touching the ground. Each team is allowed to hit the ball no more than three times after it arrives. A fourth hit receives a negative score. No one individual may hit the ball twice in a row. If the ball goes out of bounds, the team that hit it will lose points. What questions do you have? Go to it!



### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

### **Balloon Towers**

*An alternative to balloons and tape is tinker toys.*

Your goal is to build the tallest tower possible from your team's supply of balloons and tape. The catch? You can only use one hand; the other should be behind your back at all times. Infractions result in your team giving up supplies. This is a timed event; you have 15 minutes. Listen for reports on the amount of time remaining.

### *Processing*

What specific elements of teamwork did you use to complete the challenge? What role do those elements play the day-to-day decisions you make on teams?

### **Create-A-Game**

*The materials for the groups can include: Balls, tape, paper, dice, marbles, paper cups, paper plates, rubber bands, index cards, markers, etc. Not every sack needs to have the same materials. If time allows, have the group's trade games and play the games.*

Working together as a team, you will create a game that demonstrates teamwork. Your team will receive a collection of supplies and you will have 15 minutes to create your game. What questions do you have? Go to it!

### *Processing*

What criteria did your group set for the game? What skills did you want the participants to gain or practice?

### **Create –A-Skit**

*The materials for the groups can include: Balls, tape, paper, dice, marbles, paper cups, paper plates, rubber bands, index cards, markers, etc. Not every sack needs to have the same materials.*

Working together as a team, you will create a 5-minute skit that demonstrates some aspect of teamwork. Your team will receive a collection of supplies and you will have 20 minutes to create your skit. You will perform your skit for all the groups. What questions do you have? Go to it!

### *Processing*

What skills did you want the people watching your skit to understand or consider? How did your group determine what aspect you would feature? What overall message did you want the people watching your skit to take away?

