

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

Thanks for joining the workshop. Let me know if you have questions (email below).

Part 1 (2/16/23)

Fill The Space (found in *No Props*, from Collard)

This one works well with 12 to 24 people. Use Fill the Space for some active movement, to teach variations (Levels) in speed, moving in space and to practice some social skills (e.g., eye contact, shaking hands). The space you use should not be too big - just big enough for your group to move around with openings big enough to pass people safely. Stand scattered around the space then ask people to simply walk (Level 1) around the space looking and moving towards open spaces in the area (thus avoiding people). VARIATION: Ask people to make eye contact with each other as they pass by (if it's socially appropriate). Stop the group - everyone stops moving. Same activity but ask everyone to increase their speed just a little bit (Level 2), being mindful not to bump into anyone else. Stop everyone. Practice Level 3, increasing speed just a little bit (maybe this is the 'Mall Walk' speed). When moving around at Level 3, ask them to go down to Level 1, then up to Level 2, then to 3 and back to 1. You can then use this training and practice to indicate desired speed for other activities. FASTER: If you want to train Level 4 and Level 5 speeds, use a larger space. These faster speeds might be good for activities where those speed are appropriate.

Purposeful Programming: What changes take place within the group (and/or within us) as speeds increase or decrease. What speed do we want to work at right now? (Can change with context.) Explore how participants are considering others as they move through space - or is their focus only on themselves?

Eye Contact Partner Tag (from, *The Empty Bag*, Hammond and Cavert)

This one works well with 12 to 24 people. Pair up players – it is (might be) important to pair up players of approximately the same height (jump in to play if there is an odd number). During Eye Contact Partner Tag, the only person a player will be tagging is their original partner. To make a tag the player designated as "IT" must make eye contact with their partner. Fair Play Rules: Eyes must stay open (except for the occasional blink); players must be looking at other player's cranium area during the game (or at least trying to); players may not look into the same persons eyes for more than two seconds. When a tag is made (eye contact with a partner) the new It must spin around (carefully) two times before going off to find their partner for the tag back. Boundaries do not have to be very big - it's all about strategy. Play can stay fun for about three or four minutes. If possible, and desirable, change up partners (same height, or not?) and play another game.

Purposeful Programming: Talk about strategies and struggles. 'Helping' behaviors can also show up - 'letting' partners tag you. Explore why this might happen? And asking for help can take place. Perceptions - What was your first perception of the activity? Did it change and what influenced the changes? Did you win? What expectations were set for winning?

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

Significant Digits

This one works well with 12 to 50 people. Participants pair up - one group of three will work. Each person in the pair puts their hands behind their back and sets a number from 1 to 10 using their available digits. Then, on "1, 2, 3" each person brings out their fingers. For example, Tom brings out six digits and Sally brings out four digits. Tom shares with Sally what significance the number four (Sally's number) has to him (e.g., Tom was born in April) and Sally shares with Tom what significance the number six (Tom's number) has to her (e.g., she has six fish). After they share, both go off to find a new partner. (The easy way to find a partner is to raise a hand and look for someone else doing the same thing.) The same process is repeated with new partners.

Purposeful Programming: There can be more meaningful connections - what is "meaningful" to each of us? Some deeper (longer) thinking goes into connecting numbers with experience. Participants can work through discomfort while thinking about the connection to the numbers and even feel 'pressure' related to taking so long (e.g., awkward silence).

Digital Connections

This one plays well with 12 to 24 people. Scatter around the area and ask everyone to have a different number represented on each hand - from zero digits showing to five. Have everyone do this part before giving the objective. Once everyone has two different (digit) numbers ready, challenge everyone to keep these two numbers throughout the activity (don't change digit numbers). The Objective: Get everyone connected through matching numbers of digits. "Like dominos connected by like number of pips," connect like number digits. Facilitator Note: Encourage your group to figure out how to connect all people, both hands with digits. This is not exactly like dominos, so there can be some creative solutions (without changing digits during the challenge). And there are times when all digits cannot be connected - explore this reality with the group. "If we did everything we could think of, what reality are we left with?"

Purposeful Programming: What behaviors (things you could see and hear) did you notice during the activity? Explore the behaviors related to inclusion - What does it take from us to include everyone? Explore mental models going into the activity - What did people believe to be true, what changed and why? Did anyone 'walk away' from the activity still believing the group was not successful? How does a group manage these post-activity perceptions.

Verbal Number Exchange:

Find all the details here: <https://www.fundoing.com/blog/verbal-number-exchange-no-props>

Variation: Verbal Name Exchange (same method of play - instead of exchanging numbers with five different people, exchange names. After everyone stops, line up in alphabetical order to see if anyone is missing!

Purposeful Programming: What were the expectations people had about the success (or the end) of the activity? Explore empathy for falling short of expectations. What expectations were stated at the beginning of activity for the ending of the activity? Explore the pros and cons of false expectations.

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

Part 2 (2/17/23)

My Baggage Lies Over the Ocean (from, *The Empty Bag*, Hammond and Cavert)

You'll need enough room to create one big circle with your group. Plays well with 10 to 25 (or more) for 6 to 8 minutes.

Process: This is a nice warm-up that includes the vocal cords – yes, this one's a singer. The song is sung to the tune of, "My Bonnie Lies over the Ocean." Just replace the words with the ones below. So, go ahead and practice.

My Baggage Lies over the Ocean,
My Baggage Lies over the Sea,
My Baggage Lies over the Ocean,
Oh, bring back my Baggage to me!
Bring Back, Bring Back,
Oh, Bring Back my Baggage to me to me.
Bring Back, Bring Back,
Oh, Bring Back my Baggage to me to me.

When the group has the words and the tune down, up the challenge. Singing the song again and have them clap on every "B" sound – mostly "Baggage" and several "Bring Backs." The group might want to try this a couple times before practicing the next challenge. Perform a dip at the knees or stand back up on every other "B" sound – dipping on the first "Baggage" standing back up on the second "Baggage." Then dip at the next "Baggage" standing back up at the next and so on through the song. It works out to everyone standing back up on the last "Baggage." The triple challenge is to put the clapping and the dip/stand together. If the group is still having fun, give it another try a bit faster.

Variations: If you dare, alternate Claps and Dips. Will they end up standing or dipped?

Purposeful Programming: Explore the fear around doing something uncomfortable - singing. What is our philosophy around 'trying' something we're apprehensive about - when are we more likely to try and when are we less likely? Mistakes - What is our self-talk? How do others treat, or view, us when mistakes are made? (See 6-Count Purposeful programming for more purpose.)

6-Count & Double Jump 6 Count

FUNdoing Blog Links w/videos:

<https://www.fundoing.com/blog/april-challenge-week-experiential-learning>

Purposeful Programming: When are we more likely to stick with something? When are we more likely to quit something? What is your philosophy around quitting or 'giving up' and is there a difference? What criteria do we have about sticking with something? (See My Baggage... - above - for more purpose.)

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

1, 2, 3

No props needed for this one. Plays well with eight to 50 players (players will pair up). Okay, pair up players. (If there is an odd number, you can play - having a group of three will not work for this one)

Challenge 1: Each pair counts "1, 2, 3" - each player alternating numbers. This is to be done in a smooth rhythm, without pauses or counting past 3. Play for 30 seconds. Jump in and ask if anyone made a mistake - raise a hand. *"Not as easy as you thought - why do you think that is?"*

Challenge 2: Change the number 1 to a physical clap - so it's, Clap, then say "2" & "3" like in Challenge 1. Again, smooth rhythm, doing or saying the correct thing at the right time. Play for 30 seconds. Jump in *"How many of you made a mistake? Why did we make more mistakes this time? It has to do with a little brain science. Anyone know?"* See if anyone want to share a possible 'why' it was harder.

Challenge 3: Change the 2 to a physical jump (up in the air one time). So, it's Clap, Jump, and say "3." Play for 30 seconds. Jump in again, *"How many of you made a mistake? Any guesses as to why?"* Players are alternating physical actions and saying the numbers which takes both sides of the brain so there is a lag in order to engage the side needed for saying or doing.

Challenge 4: Number 3 changes to throwing both hands into the air. Play for 30 seconds. Jump in and ask about mistakes and *"With what we know about the brain, why was this last challenge easier than the previous two?"* Participant were only accessing the physical action side of the brain so 'thinking' stayed in one place. (If there is time dig a little deeper using the Purposeful Programming suggestions below.)

Possibility: After each challenge, change partners. Change actions to anything appropriate for the group.

Purposeful Programming: Explore perceptions and expectations - if something appears to be easy and then we find out it's not, how is this internalized? We're working both sides of the brain when switching between talking and doing - what level of empathy do we have for ourselves and others when more time is needed to process something? Mistakes - What is our self-talk? How do others treat, or view us when mistakes are made?

Statue Tag (found in, *Portable Teambuilding Activities*, by Cavert)

No props needed for this one. Plays well with 10 to 25 people. Create a moderate sized boundary that will give each person in your group their own personal place to stand where they cannot reach out and touch anyone near them.

This is a tag game. To be 'safe' from being tagged a person must strike a creative (Greek) "Statue" pose and close their eyes - when doing so, a player cannot be tagged. If an 'in-pose' player happens to open their eyes, they must take at least three steps in any direction with their eyes open before they can strike another eyes-closed pose to be safe from a tag. Or, after eyes are open, players are free to

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

roam around the playing area freely looking around - while doing so they are vulnerable to being tagged.

Taggers are allowed to tag any player with their eyes open. Tagger(s) can walk freely about (with eyes open) the boundary area waiting make a tag, or they can strike a pose (stealth mode) but are allowed to peek without being required to move (this is a taggers Special Power – laying in waiting to pounce). Again, a non-It player can only be tagged when their eyes are open.

Before beginning the game, secretly choose (in a creative way) one tagger for every 12 players (e.g., 16 players, choose two taggers). Here's one way: Have everyone close their eyes and put up a thumb if they are willing to be the first It(s). Then, you the facilitator, squeeze a thumb to let the person know they are It. (Don't be surprised if the game ends with more than one or two taggers or even no taggers at all.) After picking the taggers, countdown the start "5, 4, 3, 2, 1, Game On" so everyone has time to get set for the way they want to start the game.

A two-minute game is a good timeline. Then, discuss the experience (suggestions below), then try another two-minute game to see if anything changes for people (e.g., do they change a strategy or take more risks?).

Purposeful Programming: Experiential Blindness - How do we step into something that is unclear or new to us? Explore how we perceive success - is 'doing your best' success enough for us? Resources - what resources did we have and how did we use them? Empathy - "If anyone let their partner tag them - make eye contact - why do we think this happened?" What are the factors that lead to helping others? What are the pros and cons of helping?

Jump In, Jump Out (Turn Version - Floyd H. Original version in, *The Leader's Handbook*, 2nd ed., by Michaelis & O'Connell called The Arrow Game.)

Circle up players so they have about three or four feet between them. Simply ask them to do what you say. Here are the initial commands: "Jump In" means make a SMALL jump forward into the circle; "Jump Out" - means make a SMALL jump backwards away from the center of the circle: "Jump Left" - means make a SMALL jump to the left; "Jump Right" - means make a SMALL jump to the right.

After everyone understands, start the game. Round 1: Begin with some time between calls and then decrease the time between calls as you go (play for about a minute - it can get tiring). Mistakes will be made with laughing and pauses - all that happens is part of the process. Round 2: Have everyone take one step in towards the center - people are now closer together. The 'risk' of bumping into each other is a little greater. Play (for about a minute) just like Round 1. After stopping check in with the group to discuss possible learnings. Round 3: Add two new commands - "Jump Left" - meaning a 90-degree turn to the left and "Jump Right" - meaning a SMALL jump 90-degrees to the right. Do a jump left and right practices. Then, start as you did the first two rounds with the first four commands, then add a "Jump Left, Jump Right, Jump Right, Jump IN...." - there will be confusion (in most cases), because in this 'turn' orientation jumping IN can mean different things to group members.

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

When (you and) the group recognizes this conflict, stop and work through how they will proceed with the two new commands in play. Basically, you want them to come to consensus as to how they will move in relation to the commands at any given time. Allow the group to practice (if needed) and work things out before going back to the 'game' of commands in sequence.

Purposeful Programming: What happens in our lives when we 'bump into' people (metaphorical considerations). What are some of our personal factors that lead to us making mistakes? When we encounter different points of view how do we handle them as a group and how do we come to consensus so we can move on and/or move forward? Mistakes - What is our self-talk? How do others treat, or view us when mistakes are made?

Virtual Group Juggle (from, *The Empty Bag*, Hammond and Cavert. Learned from Sam Sikes.)

You'll need a nice open space for your group to form a circle. Plays well with 12 to 16 players for 20 to 25 minutes.

Ask the group to form a circle with about three feet between players. Ask each player to hold up one hand. Establish a pattern by taking turns at pointing and saying "you" to someone across the circle - everyone points and says "You" only once. After a player has pointed, they put their hand down - the last player pointed to will point to the first player that pointed. Have the group practice this "You Pattern" until they have it down pat.

Now you are going to ask the group to establish a "Fruit and Vegetable Pattern." It can be the same as the first pattern or it can be a new pattern to make it a bit more challenging. If you want to make a new pattern, it's the same process as making the first pattern. Have players hold up one hand. Have one player start by pointing to someone across the circle saying a fruit or vegetable (make sure you remind the players to remember the fruit or vegetable that was passed to them and the one they passed). After pointing the player puts down his hand. Ask players not to repeat any fruits and/or vegetables - 16 players 16 different fruits or vegetables. Have the group practice this one several times so they can get it into memory (using their first pattern or using the new one if you added the challenge). For a different practice experience, ask everyone to close their eyes and repeat the fruit and vegetable pattern - they will be a bit surprised, but will soon realize it's doable.

The interesting aspect of this activity is that it combines the use of all three major learning styles into one activity. The "You Pattern" requires visual recognition and the "Fruit and Vegetable Pattern" requires the auditory recognition (as you proved by having the group close their eyes). What remains is the kinesthetic learning style. Here's where the activity gets interesting.

Practice the "You Pattern" once again. Along with this pattern the players will be moving to the spot of the person they are passing the "You" to. For example, if I'm passing my "You" to Scott, I point at Scott and say, "You" - then I walk towards him. Scott needs to move from his spot, in the direction of the person he points to in the "You Pattern," before I reach Scott's spot - which then becomes my new place in the circle. Scott is on his way to his new place in the circle after his "You" player vacates her spot. The most challenging part of this activity for the players seems to be remembering that they

ACTIVITIES without Stuff | NCCPS 2023 Workshop with Chris Cavert

only move from their spot during the “You Pattern,” because, after sufficient practice moving during the “You Pattern” they are going to add their “Fruit and Vegetable Pattern.”

As the “You Pattern” is going on (with “Yous” and movements) a designated player (chosen before starting the official game, is going to start out the “Fruit and Vegetable Pattern” by calling out her food real loud, “Apple!” The next player, remembering that an apple was passed to him, calls out his, “Tomato!” and the pattern continues – at the same time the “You Pattern” is going on. If the “Fruit and Vegetable Pattern” dies out, any player can start it up again calling out their food.

One measure of success is getting through the “Fruit and Vegetable Pattern” twice without a break in the flow (but you and the group can set whatever success means to them).

Don’t be apprehensive about stopping and regrouping. Find out from the group where the challenges are, practice what is needed, then give it another try. It is rare for groups just breeze right through this one. However, when they get it, it sure is rewarding.

Note: If you see fit, you might need to remind the group that this activity is not being timed – you’ll see why.

Purposeful Programming: Discuss the practice of skills development/training. Explore the different ways people approach complex tasks. How fast or slow do we need to go to keep everyone on the team performing at the same level? How do we express what we need from our group? And do/can we express what we need with our group? (Writing Exercise: "If you did trust everyone in your group, what would you ask of them?")