BONUS MATERIAL

CUP IT UP: Team Building with Cups
By, Chris Cavert & Barry Thompson

Processing Questions

Thank you for picking up your BONUS DOWNLOAD!

Below you will find a list of processing questions for each of the activities included in the book CUP IT UP. (NOTE: As mentioned in the book, these questions, if reviewed before presenting an activity, can also point you to possible concepts and behaviors that might come up during the group experiences.)

Download these questions to your mobile device, or print out a copy, for easy access any time you lead one of the engaging cup activities.

Each list of processing questions is divided into sections based on the Facilitated Objectives included with each activity in the book - the facilitated objectives are the numbered items on each list of questions. Of course, these objectives and questions are there to get you started. Feel free to elaborate and expand on these stepping-off points.

All in Build

Processing Questions:

1. Planning and implementation of the plan:
   A. How would you describe a smooth productive planning session?
   B. Share a story about a productive planning session you have been a part of in the past.
   C. How would you compare your recent planning session for this activity to a past planning session - whether it was a positive or negative experience in the past?
   D. If you did have a plan in place for this last activity, how was its overall implementation?
   E. What went "according to plan" and what did not?
   F. What was missing from the implementation of the plan?
   G. What do you want to remember for the next planning session?

2. Exploring leadership behaviors:
   A. Describe the leadership behaviors you noticed during the activity.
   B. Which ones did you like and which ones would you like to see changed?
   C. What are some of the positive and negative aspects of leadership you've experienced in the past?

3. Defining roles and responsibilities:
   A. What role(s) did you play during the activity?
   B. Were you "assigned" this role, or is it one that you chose?
   C. Did you "like" the role you had? Why? Why Not?
   D. Did your role change during the activity? Why did this happened?

4. Being chosen for a task or choosing for yourself:
   A. What other roles were present during the activity?
   B. Were they helpful or unhelpful roles?
   C. What roles, the good and not-so-good, were missing?

5. The importance of focus:
    A. How many of you found yourself being distracted during the activity - being drawn away from the specific task at hand?
    B. Why do you think this happened to you?
    C. What helps you keep your focus during an important task?
    D. What tools/behaviors can we use to help us keep focus?

6. The details surrounding project management:
    A. How would you define "project management?"
    B. What "parts" are involved in project management?
    C. What parts did you manage during this last activity?
    D. How were these parts related to your success?
    E. What parts were missing and how did they impact your success?

7. Working on behaviors related to crisis management:
    A. Did you (or the group) find yourself in crisis during the activity?
    B. What did this crisis look like and sound like?
    C. What did you do (the behaviors that showed up for you) specifically when you found yourself in crisis?
    D. Looking back on the crisis moment(s), is there anything you would do differently?
    E. Are there any other choices you would have made?

8. Exploring and practicing goal-setting
    A. When you were asked to set some goals for yourself or as a group, what did you notice about the process?
    B. Is setting goals useful for you? Why or why not?
    C. Give an example of when goal setting has been useful to you?
    D. Share a story about a goal setting experience you've had the past - how did it turn out?
    E. What do we know about goal setting?
    F. What do we want to remember about goal setting in the future?

Ball, Cup, Bandana Flip (a.k.a., Flipping Out)

Processing Questions:

1. Exploring behaviors related to communication:
   A. Describe the communication in your small group as it related problem solving?
   B. What did you hear? What did you not hear?
   C. Was the communication working? Explain?
   D. Could your communication have been better? How so?

2. Implementation of the plan and adapting to changes:
   A. Describe the plan of action you developed during your practice session.
   B. What, if anything, did you have to change about your plan once you got started flipping?
   C. During the course of flipping what adjustments did you need to make in relation to your partner's course of action?
   D. If they changed the plan on you, how did you react?

3. Collaboration and cooperation (and distinguishing between the two):
   A. What do you know about the difference between collaboration and cooperation?
   B. Looking back on the activity were you collaborating or cooperating (or both)?
   C. During the activity, were you comparing and sharing ideas?
   D. Did you agree with the ideas, or disagree? How did you share your opinion?
   E. How were disagreements handled?

4. Persistence:
   A. At any point during the activity did you feel like giving up?
   B. What do you believe is important about persistence?
   C. When might persistence be a bad thing?

5. Overcoming failure:
    A. What (if anything) did you "fail" at during your process?
    B. How does/did this information inform your work together as a group?
    C. Did you try different ideas during your practice session?
    D. Was it easier when there were 2 or 4 people around the bandana?
    E. After hearing all the scores, what did you learn about your overall process?
    F. What did/can you do with this learning?

6. Celebrating success:
    A. If you were given $100 for each successful flip, how would this change the activity for your group?
    B. If each successful flip added a can of food to the local food pantry, how would this change the activity for your group?
    C. Speaking for yourself, do repetitive tasks tend to gain value or lose value over time?
    D. What types of repetitive tasks gain value for you over time?
    E. What types of tasks lose value for you over time? Why do you think that is?
    F. Were you successful?
    G. How do/did you measure your success?
    H. Why might it be important to celebrate success?
    I. What is a negative outcome of over-celebrating?

Compound Effect

Processing Questions:

1. Working with limited resources:
    A. What was it like working around other tower builders to accomplish your task?
    B. Define the boundaries that you created to achieve your task.
    C. What was it like sharing ideas and team strategy?
    D. What was it like to work with limited resources?
    E. What were the resources during the task? How well did you utilize your resources? What could have been better?

2. Effective communication behaviors:
    A. Describe what your communication was like with your team. What worked and what did not work?
    B. What did you observe about the interactions with your partner? What did you see? What did you hear?

3. Defining and developing boundaries:
    A. What boundaries did you set with your partner?
    B. What boundaries did you set with your team?
    C. For example, did you just stick to one tower or just work on any tower?

4. Implementation of plans:
    A. Did you come up with a plan or just wing it?
    B. If there was a plan, where did the ideas come from?
    C. When the group was ready to begin the activity, did you know your role and responsibility in the plan?
    D. If you didn't really know what was going on, did you say anything? Why do you think people might not speak up if they don't know what's going on?

E. Once you got started with the plan, did it change over time? If so, why did it have to change?

F. How do you believe you handle change, in general? Do you handle it well? Not so well? Does it depend? On what?

5. Building trust:

A. Did you find yourself trusting others around the tower you were working on? Why or why not?

B. What does it take for others to gain/earn your trust?

C. What do you do to earn other people's trust?

Cup Networking

Processing Questions:

1. Discovering commonalities:
    A. Did anyone notice cups with similar questions?
    B. What does that tell you about your group?
    C. What is good about sharing commonalities with each other?
    D. What is good about having differences among each other?

2. Building relationships.
    A. How does sharing differences build relationships in your group?
    B. What did you discover that most drew you to your group?
    C. How comfortable were you contributing a question to the cup?
    D. Did it seem easier for some than others? Why do you think that is?
    E. Did you ask for ideas? Are you comfortable asking for help?

3. Building trust:
    A. How did trust play into this activity?
    B. What question or questions did not get answered? Did you trust that others were being truthful, that someone actually did what was written?
    C. Did you think that any of the questions were too specific? How did you react to this?

4. Finding the fun:
    A. What, if anything, made this activity fun for you?
    B. Thinking back on the questions you encountered, which questions were the most fun for you?
    C. What question did you see/hear that you wanted to know more about?
    D. In general, what makes something fun for you - what are your "fun factors"?
    E. When is the last time you had a lot of fun? What were you doing?

Cup Switch

Processing Questions:

1. Planning, overall and in the moment:
    A. What were some of the initial reactions to the activity after you heard the rules?
    B. How did these reactions contribute to the choices you made going into the activity?

2. Brainstorming and sharing ideas:
    A. How many of you had an idea about how to proceed with the challenge? Let's see a show of hands.
    B. How many of you had the opportunity to shared your idea?
    C. How many of you did not have/take the chance to share your idea?
    D. What process could this group develop to make sure everyone had the opportunity to share their thoughts and ideas about something you were going to do together?

3. Leadership dynamics towards planning:
    A. What did the planning look and sound like in the beginning?
    B. Did everyone understand the plan before you started the activity How do you know?
    C. Did the plan change during the activity? If so, in what way(s)?
    D. Why do you think plans change over the course of a task?
    E. Can anyone share an example of a plan changing at another point in your life, and why do you think it changed?

4. Understanding roles and responsibilities:
    A. What roles and responsibilities did you discover to be necessary to your success?
    B. What role did you play during the activity? Was it assigned to you or did you choose the role? What is your preferred choice - someone choosing for you, or choosing the role you want to take?

C. Did your role change during the activity? If so, why did it change?

5. Communication behaviors:
   A. What did the communication sound like and look like during the activity?
   B. What was working well for you in the area of communication?
   C. What one thing could be better about the way you communicated with each other?

Line 'Em Up

Processing Questions:

1. Preparation and planning:
    A. After understanding the objective, what type of planning took place?
    B. What did you notice about working on the plan in small teams?
    C. What could have been different about the planning process?
    D. After making a plan, did you stick with it? Why or Why Not?
    E. What ideas were shared about preparing the cups?
    F. If you had an idea about preparing the cups did you have/take the opportunity to share it during any of the rounds? Why or Why Not?

2. Recognizing and delegating roles and responsibilities:
    A. What roles did you notice being played out during the activity?
    B. What role did you play? Were you assigned this role, did you ask for this role, or did you "take" this role?
    C. Did your role change at any time during the activity? Why or Why Not?
    D. Was there a role that was not taken by anyone during the activity that might have led you to more success? If so, share you're thinking about what was missing.

3. Goal setting, collaboration (sharing information):
    A. How would you describe collaboration?
    B. Describe a time in your life when you were in a collaborative environment - what behaviors did you notice?
    C. Describe a time in your life when you were in an environment that was not collaborative - what behaviors did you notice?
    D. Describe any points during the activity when you were being collaborative?
    E. Were there other opportunities to be collaborative during the activity that were not taken? If so, explain what you observed.
    F. How might these collaborative opportunities have helped?

G. Describe what you remember about any of the collaborative opportunities that took place - or could have taken place.
H. What is your overall opinion at this time about goal setting?
I. What is the difference between a process oriented goal and a product oriented goal?
J. What goal(s) did you set during the activity?
K. Share your opinion about how goal setting helped or did not help during the activity?
L. Describe other situations you might find yourself in where goal setting would help you accomplish something?

4. Competition:
    A. Do you think competition played any part in the activity?
    B. Describe any of the competitive behaviors you noticed during the activity?
    C. What influence did these behaviors have on the activity?
    D. What competitive behaviors do you believe are productive and which ones are unproductive? Why do you think so?

Material Movers

Processing Questions:

1. Planning:
   A. What did your planning look like and sound like before you started the activity?
   B. Did everyone have the opportunity to share her or his voice during the planning stage?
   C. What are some aspects of your planning sessions that you believe could have been better?

2. Foresight - anticipating challenges ahead:
   A. What do you know about the idea of foresight?
   B. What challenges were you able to foresee in the activity?
   C. What helped you to foresee these events?
   D. What challenges were you unable to foresee?
   E. What prevented you from anticipating these events?
   F. Describe how you handled the unforeseen events?

3. Goal setting:
   A. What roles and responsibilities did you determine to be necessary before you began the activity?
   B. What helped you to recognize the roles and responsibilities needed?
   C. What new roles and responsibilities needed to be filled during the activity - after you got started?
   D. Did anyone see a role that needed to be filled? If so, what did you do about it?
   E. Looking back over your process, would you eliminate and/or add any roles and responsibilities that might help you reach a higher level of success (i.e., less loss)?

F. What was your overall "loss" goal for the activity? How did you come up with this percentage/number?
G. Did everyone agree with the goal? How do you know?
H. Did everyone have/take the opportunity to share their thoughts about the goal? How do you know? If not, what prevented you from sharing your opinion about the goal?
I. What behaviors from the group would allow you to feel more comfortable sharing your ideas and opinions in the future?

4. Resource management:
   A. How did you "label" your materials? Easy to use? Difficult to use? What did this depend upon?
   B. What challenges did you encounter?
   C. How did you decide to manage the challenges?
   D. At this point, can you see other ways to manage the challenges you encountered?

5. Linear communication - issues and solutions, cooperation and collaboration:
   A. How would you define "linear" communication?
   B. What are some of the challenges you encountered with linear communication?
   C. What could you do in the future to work around linear communication challenges?
   D. How would you define cooperation?
   E. Was there cooperation going on during the activity?
   F. What did the cooperation look like? What did it sound like?
   G. What is collaboration?
   H. Did any collaboration take place during the activity? What did it look like? What did it sound like?
   I. What would you say (or know) about the difference between cooperation and collaboration? How can you use this information?

6. Working through mishaps and failure:
    A. Did you encounter any "failure" during the activity?
    B. What did you consider a failure before or during the process?
    C. How did you react or respond to the failure?
    D. Does failure motivate you or stop you?
    E. What are the ways we can view failure?
    F. How can we define failure?
    G. Who would be willing to share a story about how failure motivated you?

Ping Pong Cup Stack

Processing Questions:
1. Understanding roles and responsibilities:
    A. What were the responsibilities of each role?
    B. Which of the roles did you find most challenging?
    C. Were there any other roles established during the activity and why?
    D. Did the roles change at any time? How did they change?
    E. How did you adapt to any role changes?

2. Persistence:
    A. How do you define persistence?
    B. During the activity, when did you need to be persistent?
    C. What is important about persistence?
    D. What motivates someone to be persistent?

3. Adaptability:
    A. Did you find it necessary to adapt during the activity?
    B. Explain the reasons why you found it necessary to adapt?
    C. Why is it important to adapt to certain situations?

4. Supporting and encouraging teammates:
    A. What did you notice about the language being used during the activity?
    B. What type of language was used when those "less skilled" took longer to catch the ball?
    C. What about the "more skilled players" - what words were used when communicating with them?
    D. How can the language we use affect the skills and behaviors of others?

Ping Pong Pin Ball

Processing Questions:

1. Sharing ideas:
    A. When you first got started, how did you share ideas about the task? What did this process sound like?
    B. Were all ideas shared and heard?
    C. If you had an idea that wasn't heard, what did you do about it?
    D. If you heard an idea from someone that wasn't heard by the rest of the group what did you do?
    E. What are some good ways to share ideas?
    F. How can we make sure everyone has the opportunity to share their ideas in the future?

2. Planning and practice:
    A. Describe what you remember about how you planned to put together your slalom course? For example, did you talk a lot about your course, did you just jump in and put something together to try out, or was it a little bit of both?
    B. What behaviors did you notice during the planning? For example, did anyone go off and plan by themselves or was there someone wanting to invite others in on the planning process? What does that say about your group?
    C. Who was in charge of the planning session when you finally set your course on the table? For example, was it just one person or a number of people?
    D. In what way(s) did you contribute to the planning session?
    E. What was good about the planning session?
    F. Did the plan turn out to be the same as the actual attempt? If not, what was different about it?

3. Strategizing, failure and success:
   A. What strategies did it take for you to control the ball as a team?
   B. Were you able to develop your strategies before you started practicing or did you find that your strategies changed after some practice?
   C. With each round did the strategy change and to what degree?
   D. Once you started your race attempts for time, did you stick with the strategies you practiced or did they continue to change? Why do you think this happened for you?
   E. Describe the failures you encountered during the races?
   F. What did you do as a group to try to prevent these failures in later races?
   G. How did you react to the failures you encountered during practice?
   H. How did you react to the failures you encountered during the timed races?
   I. How do certain reactions to failure affect future experiences?
   J. Did the number of practice attempts increase or decrease your success level? Why do you think this happens?
   K. Which skills needed for this task were you most comfortable with?
   L. Which skills needed for this task were you uncomfortable with?
   M. How did your comfort level for each skill contribute to your success or failure during the activity?

Reverse Pyramid Build

Processing Questions:

1. Small group interaction:
   A. Rate, on a scale of one to five by holding up your fingers on one hand, how well your group worked together. Five is "the best group work ever" and a one is, "we need lots of improvement." If you didn't give your group a five, what would it take from the group to raise your rating one point?
   B. What is your comfort level working with groups? Do you prefer to work in groups or on your own? Why do you think that is for you?
   C. What is the most challenging thing for you to overcome when working with a group?

2. Communication behaviors:
   A. What did the communication sound like and look like during the activity?
   B. If you could change one thing about the way you communicated with each other during the activity what would it be?

3. Identifying, delegating, and taking on different roles and responsibilities:
   A. What roles and responsibilities did your process include? How did these roles and responsibilities get delegated?
   B. During your process did you find/discover the need for any additional roles and responsibilities?
   C. Did any of the roles and responsibilities change after you started your process? Why did this happen?

4. Encountering and managing failure:
   A. What did you find yourself focusing on more - your successes or your failures?
   B. What did you find yourselves doing after the cup collapses?
   C. What choices do you have after a "failure"?

5. Perseverance:
    A. What does perseverance mean to you?
    B. At any point during the activity did you find yourself persevering? Which part(s) and why did you feel the need to persevere through the particular part(s)?
    C. What are the positive aspects of perseverance?
    D. What might be some negative aspects of perseverance?

6. Consensus building:
    A. What does it mean to reach consensus about a task or part of a task before starting?
    B. Did you ever reach a consensus during the activity? If you can remember, share what this looked like and sounded like.
    C. Why might reaching consensus be important to a group?
    D. When might consensus be a detriment to a group?

Team Waterwheel

Processing Questions:

1. Measuring progress:
    A. How did you measure progress - by stacking the cups or the number of items placed in the bucket? Or was there some other way?
    B. Are there other variables you noticed that helped measure progress? How does measuring progress help with task completion?
    C. If the goal was stacked cups, is there anything you would have done differently?
    D. If the goal was collecting items, is there anything you would have done differently?

2. Working and collaborating with others:
    A. What do you remember about the planning phase of this activity?
    B. Did you have a particular plan in place before starting your waterwheel? Did it change during the activity?
    C. Would you say you were all collaborating, all cooperating, or a combination of both, during the activity?
    D. What are the differences between collaboration and cooperation? Why might these differences be important?
    E. What was it like for the group when the waterwheel broke? How did this setback affect the task? What did you do after the setback?

3. The value of roles and responsibilities:
    A. What was your role in comparison to other roles in the group?
    B. Did you feel your role was as important as others?
    C. Were there too many people doing the same thing? Why do you think so?
    D. Could you have been more efficient by reassigning roles during the activity? Explain what you are thinking.

4. Establishing goals when you don't have all the data:
    A. Was the goal you set at the beginning of the activity the same as the end result?
    B. What influenced your goal setting at the beginning when you didn't have any data to work with?
    C. What led to any differences in your results compared to your goal?
    D. How were goals adjusted during the activity?
    E. Why did you adjust your goals?

5. Discovering limits for the most effective processes:
    A. What limits did you discover during this task? How did these limits influence the behaviors during the task?
    B. How do you decide when you have reached a "limit"?
    C. How are limits related to success and failure?
    D. How can you use this information?

What Fills Your Cup

Processing Questions:

1. Sharing information about yourself:
   A. What sorts of things fill our cups?
   B. What common "fillers" do we share as a group (e.g., parents, pets, friends, teachers, faith)?
   C. Did anyone have a hard time thinking of things that fill your cup?
   D. Why do you think people have a hard time thinking of fillers?
   E. If a particular person fills your cup, do they know it? How do you think they would feel if they knew they were important to you?

2. Active listening:
   A. What were the challenges you had during the activity?
   B. What strategies did you have to help you remember someone's information - about what filled their cup?
   C. When your cup was returned to you how accurate was the information you heard from the person returning it? What caused the information to change? Does this happen at other times in your life? What's important to remember about this?

3. Getting to know others in the group:
   A. Would anyone be willing to share one of the symbols they added to their cup? What does this represent to you?
   B. What is difficult about getting to know someone? How do you overcome this - what are some of your strategies?

Cup Ups

Processing Questions:

1. Offering appropriate feedback:
   A. Is it easy or challenging to give feedback to someone? Why is this the case for you?
   B. What do you know about feedback? Is it a good thing or a bad thing for you? What does it depend upon?
   C. If the people in your life would be open to more feedback from you, how would this change your life?
   D. If YOU would be open to more feedback, how would this change your life?

2. Responding to feedback:
   A. Does anything on your cup surprise you? Why?
   B. What did you notice about your feelings while you were reading the comments?
   C. What good feelings did you recognize while you were reading the comments? What comments were related to these feelings?
   D. What negative feelings did you recognize? What comments were related to these feelings? Where do you think you get these feeling from - how did they originate?

3. Considering positive behaviors:
   A. What positive behaviors, things you can see and hear, do you believe are good to have when you're working within a group?
   B. When these positive behaviors are present in a group, what is it like working together?
   C. What is it like working within a group that is missing these positive behaviors?

4. Sharing opinions and values:
   A. Share some of the experiences you've had sharing your opinion about something?
   B. How do you know when it's appropriate to share your opinion? How do you know when it's right to share your opinion?
   C. How do you know when it's not appropriate to share your opinion?
   D. What choices do you have when it comes to sharing your opinion?