

## Classics

### Key Punch

Goal - As a group you must cross the starting line, touch each number once in order and return across the line. You may not change the position of the starting line, the circle or the numbers. You have twenty minutes or five trials (whichever comes first) after the rules are explained to get your best trial.

Parameters:

- Only one person from your group may be inside the circle at a time
- Each number must be touched in order
- The same person may not touch two numbers that are in sequence

Evaluation:

- Your performance will be evaluated on the speed of each trial and the quality of your performance
- Quality will be judged by the number of errors you make
- Each error you report counts 5 seconds against your trial time
- Each error that you do not report but that is observed by a teacher, coach or administrator counts 10 seconds against your total time

Warning - There may be outside factors that make your job more difficult - plan accordingly!

### Hoola Hoop Pass

Parameters

- The whole group stands in a circle and links hands
- A hoola hoop is inserted into the circle at one spot
- The task is to pass the hoola hoop around the whole circle without breaking the hands

Debrief possibilities

- Patience
- Waiting your turn
- Problem solving
- Holding hands

For extra challenge add a second hoop or other object to pass in the opposite direction!

### Nuclear Fence

Set up: stretch a bungee rope at approximately crotch height between two trees.

Objective:

- To get your group over the nuclear fence.

Parameters:

- The group must travel en masse – in other words there must be a constant physical connection between all participants. If this connection breaks down at any juncture, the group must restart.
- If anyone touches the cord, the trees or breaks the 'force field' under the cord, the same consequence is experienced.

- Participants may not jump, lunge, roll or throw themselves or others.

#### Safety considerations

- Provide adequate spotting (by instructors) of first and last participants.
- Emphasize that this is a group challenge and you mean it when you say there isn't any jumping.
- If participants engage in any lifting, be sure they lift with their legs, not their backs and provide adequate spotting.

#### Running an effective cool down

##### WHAT?

What happened? What did we see, hear, feel? Don't put a value on any thing yet, just collect information. If possible highlight examples of behavior that illustrate an abstract concept. If students are having a hard time talking about what they felt ask them about what they saw others do or feel.

##### SO WHAT?

What is the meaning of what we observed? Does it have value? What were the causes and effects? Why does it matter?

##### NOW WHAT?

What can we take from this. Generalize this experience to make it more applicable somewhere else. Where do we go from here to the next activity, week, year etc. Keep track of concrete Now What's and look back on them at a later time. Try to be specific, Now What's that start with "just do this" probably have a core truth but are too general to be useful, probe deeper.

#### Group Juggle

##### Parameters:

- Ball starts and ends with facilitator
- Everyone must get the ball once (but only once)
- Say the name of the person you are throwing to
- Thank the person you are getting the ball from

##### Round 1

Try to get one ball around the circle successfully  
Celebrate!

##### Round 2

Try to get one ball around the circle in the same pattern as in round 1  
Celebrate!

##### Round 3

Introduce 4 balls, send them around the circle one right after the other. Chaos ensues. Debrief, make a plan to make it happen, try again.

##### Round 4 (Super advanced)

Challenge the group to see how fast they can get one ball around the circle in the same pattern as round 1.

##### Debrief possibilities

- Following rules
  - Being polite
  - Managing things that are confusing
  - Taking care of one person's part
- Making fun of mistakes vs. supporting people

### **Plus / Delta & Dimensions of Success**

Here are two tools that I use to evaluate success.

One is the Dimensions of Success (graphic organizer enclosed). I use this to check progress on important goals (not on all goals). Have the student put their goal in the center box. Now consider each of the three categories or components of success. Did the student have positive results, did they have a process they could use again and are they making positive relationships with teachers / students? Put things students want to keep doing inside the triangle and opportunities to improve outside.

The other tool is the Plus / Delta model (graphic organizer enclosed). I use this at the end of any major project or task. Make a list of things that went well that you want to keep doing (plusses) in one column. In the other, list opportunities for change. You can make multiple lists for the same project from the student, teacher or team member perspectives.

### **Fears in a Hat**

Warm up: Acknowledge to the participants that they are embarking on something that they have prepared for but can't know everything about. There is much they know and much they don't know – that's okay. Further acknowledge that it's hard sometimes to ask questions in a large group. Sometimes you don't know what questions to ask but it's good to hear an answer.

Ask students to think of things they don't know about, are worried about, are scared about, aren't sure about or wish they knew about. What would make them feel more comfortable if they were sure of?

Activity: Distribute cards and a pencil to each student. Have them write down questions, comments, concerns, fears and unknowns. Fold up the cards and put them in a hat you pass around.

Collect the hat and sift through the cards. Select a card at random, read the question out loud (rephrase it if necessary). If something is really inappropriate on the card set it aside or restate what is being asked in a more appropriate way. Ask for input about what students think about the question and end by addressing it yourself.

Cool Down: Ask students how they feel now about having heard some questions and answers. Thank students for honestly and openly sharing.

Ask students to brainstorm ways we can help each other when we have issues or questions or concerns come up in the following weeks and months.

**Networking Bingo**

*The Task:* To get Bingo either vertically, horizontally or diagonally.

*Parameters:* You must collect signatures in the boxes to get Bingo. Each person may only sign three boxes.

*To win:* When you have a Bingo shout “Bingo!” really loud and give yourself a pat on the back.

Find someone who:

Speaks more than two languages	Has camped in White Mountains	Has been higher than 15,000' (not in an airplane)	Has done dorm duty	Has camped with students
Can tell you a clean joke	Has been asked the question, “So what does your program really do?”	Has held a fund raiser	Has lived in NH over five years	Has lived in a foreign country
Knows what the ACCT is	Has lived for more than a month without electricity	Loves working with kids outside the classroom	Has successfully treated injury or illness in the field	Has been sick from drinking untreated water
Has spoken in front of a group of more than 75 people	Knows more about climbing shoes than lesson plans	Knows more about lesson plans than climbing shoes	Can tell you the difference between a GriGri and an ATC	Knows who Kurt Hahn, Michael Gass or Paul Petzoldt is
Has taught kids to overcome challenges	Has spoken with alumni about their program	Has explained their program to confused parents	Has been on a blind trust walk	Has been on a blind date