

EDUCATION RESOURCE NETWORK

Partnerships for Effective Education

P.O. Box 8068 Fort Collins, CO 80526 (303) 229-1431

ACTIVITY PLAN

TITLE: BILL & TED'S EXCELLENT FIELD GUIDE

SUMMARY:

Small groups explore an ecosystem and record characteristic elements of the area using sampling, artistic representations, and scientific observation. Once the data is collected the small groups discuss how to categorize the information, and then create a "guide" for others to use in the interpretation of that ecosystem. An example of a new guide created from a novice perspective might be "The Rainbow Guide To Plants" in which plants are organized by color and the goal of the guide is to assist in the exploration of different plants, taking into account their different colors.

OBJECTIVES:

1. Participants gain experience in data collection using the scientific method.
2. Participants develop an understanding of individual roles during a team activity.
3. Participants develop inductive thinking and descriptive communication skills.
4. Participants gain comfort and familiarity with a specific ecosystem.

METHODS: cooperative teams, scientific method, inductive thinking

PARTICIPANTS: Any number (teams of 3-4); 5th grade- adult.

MATERIALS:

- Various examples of field guides.
- Collection bags, and marking utensils.
- One notebook & writing utensil for each student.

TIME FRAME: 90-120 minutes for collection; 2-6 hours for representation.

FRAMING:

Review the scientific method as a basis for accurate collection and create a sense of adventure by sharing the development of our modern classification system, describing the biologists, artists, and explorers that "discovered" many new species. Examples of the great voyages in the Age of Discovery (circa 1500's) and of expeditions into continents such as the Lewis & Clark group (circa 1800's) are helpful to stimulate the imagination. It is important to stress that the information about to be collected should be classified into whatever categories the individual teams deem as logical and helpful to others who will journey into this ecosystem with little knowledge of the indigenous species & subtler details of the ecosystem. A brief discussion on possible ways to organize the information is helpful (e.g. alphabetically, size, color, texture, odor, location), as well as, the basic need for an organized system is helpful.

Helpful Trivia:

John Ray (1627?-1705) An English scholar who invented a definition for species which could be applied to both plants and animals; and was based on a spectrum of "forms".

"species" is derived from specimen, which comes from the Latin *specere*, meaning "to look at" or "to see".

Carolus Linnaeus (1707-1778) A Swedish medical student who began the categorization of plants based on sexual orientation (using stamens and pistils). He also created the binomial (genus & species) naming system we use today.

SEQUENCE:

1. Introduce the concept of organization and classification.
2. Divide into appropriate "discovery" teams.
3. Provide collection equipment.
4. Begin exploration & collection activities.
5. Organize collected specimens and observations.
6. Create classification system and "guide" format.
7. Test classification systems by exchanging field guides.
8. Debrief, and recycle process as desired.

CLOSURE:

Have the students present their "guides" to others; and possible see if they are useful by testing their validity and consistency. Discuss the different strategies applied by the teams in their classification schemes: which ones were easy to follow, etc. Finally, see if the students can brainstorm other methods of classification and provide a discussion on what seems to be the basis for the classification system currently used by natural scientists (reproduction)

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ACTIVITY PLAN

TITLE: What's Your Bag?

SUMMARY:

This activity is designed to provide a comfortable climate for sharing interesting facts, hobbies, traits, etc. between group members. It works well as a low-key, mood shift activity to bring about a peaceful atmosphere of support and sharing. The basic concept is for each participant to create a physical representation of herself using cut-outs from magazines, words, pictures, etc. The form of representation can vary from a brown paper lunch sack to a full body silhouette. A nice continuation to reinforce group support of each other is to create opportunities for individuals to place "pump-up" notes in or on each others "name tag".

OBJECTIVES:

1. Participants have a safe, structured opportunity to share important aspects of themselves with the group.
2. Group climate develops as a positive and supportive atmosphere with respect for individual style and preferences.
3. Participants spend focused personal reflection time on their values and interests.
4. Participants benefit from hearing positive impressions from others.

METHODS: Climate development, personal reflection.

PARTICIPANTS: 10-100; elementary- adult.

MATERIALS:

- Variety of crayons, pencils, markers
- Wide variety of magazines

-Vehicle for personal representations: paper sacks, large paper, etc.

TIME FRAME: 45-75 minutes

FRAMING:

Each person has many interests and aspects to their personalities; some are very noticeable and some stay unknown until they are discovered by chance. This activity provides each person in the group an opportunity to share important aspects of themselves to the group in a creative manner. It is not often we get to "show-off" our whole life to those we know, and sometimes when we get the whole picture of ourselves we discover different perspectives on our own lives.

SEQUENCE:

1. Organize the group so that each person can see everyone else (complicated way of saying get the group in a circle).
2. Introduce the activity and using question/answer technique help the group discover reasons for the activity.
3. Describe the expected outcome of each persons' "bag" using several examples to represent diversity (if available).
4. Present resources and time parameter.
5. Provide sufficient time for browsing through magazines, snipping, pasting, etc. Some time counts are helpful in keeping everyone on track.
6. Return to original positions and provide each person "center stage" opportunity to share about himself using his bag.

CLOSURE:

Allow "good" feelings to sink in; hand survey or sample the process and result to reinforce the diversity/similarities in the group. Now is a good time to explain the extended purpose of the activity by introducing the "pump-up" notes. Insure that ground rules of appropriate note giving are understood; and provide a "permanent" place for everyone's bag. Sometime in the future, a reflection back on what the bags say is interesting.

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ACTIVITY PLAN

TITLE: Resource Reporters

SUMMARY:

The group determines what resource each individual has to offer the other members in the group or to fulfill a common goal. Through various stages of investigative conversations in small groups (dyads, quads, etc.), each member will gather specific information on other members of the group. Once information is collected, the group creates a format for sharing the information in a useful manner.

OBJECTIVES:

1. Participants gain experience verbal communication skills: questioning, negotiating, consensus decision making.
2. Participants learn new things about each other and build rapport in a fun, semi-structured climate.
3. Participants gain experience in organized thought processing and focused thinking.
4. Participants build better understanding of the variances of personality and experiences in the group.

METHODS: Cooperative group, inductive thinking, advanced organizers.

PARTICIPANTS: 8-100, elementary-adult.

MATERIALS:

- notebook and writing utensil for each participant
- overhead projector, chalk board, or flip chart to post investigation questions

TIME FRAME: 30-60 minutes

FRAMING:

Establishing individual accountability and a foundation of cooperation is necessary to create a positive climate for interviewing and questioning. Either through an individual assignment or a small group consensus team, facilitate a measurable outcome or "product" for the group to create with the information they collect. One possibility is to create a directory of group members with personal profiles and useful facts. Each consensus team can be responsible for a section of the book, or each individual can produce one page describing another person in the group. With this objective in mind the interview sessions will be more focused, and the information collected will be more sincere.

SEQUENCE:

1. Introduce the purpose of the activity with a discussion on the resource "product" which will be created.
2. Determine what questions/information will be useful for the end product and post them where everyone has access during the interview stage (sometimes it saves time to have this list prepared beforehand).
3. Introduce the interview session with basic instructions:
 - a. Find a partner to interview, record the information in notebooks.
 - b. Define time parameters (depending on the depth of information desired); and create group signal to indicate time limit.
 - c. Begin rotations (suggest 2-3 @ 5 minutes each)
4. Reorganize into random sets of 4-5 participants.
5. Facilitate consensus team approach to create format which would be most interesting and valuable for the group. Structure may include specific roles for group members to spur involvement (i.e. recorder, spokesperson, time keeper, etc.)
6. Facilitate the presentation of the possible formats and the selection of one which will be used by the whole group. Issues may include, artistic talent, descriptive writing, purpose of the product, available resources for production, reproductability, etc.
7. Re-organize to create the final product according to the group decision.

CLOSURE:

The nurturing effects of the activity may suggest a hand survey or brief discussion to evaluate the process and outcome. Depending on the comfort and skill of the group, issues may have developed which require facilitation to resolve. The final closure activity may be a ceremonious presentation of the completed "product" to everyone in the group.

ACTIVITY PLAN

TITLE: SURVIVE! (created by John Foster, 1990)

SUMMARY:

Four teams of traders attempt to earn chips from opposing teams by answering trivia questions. The chips are then spent on items required for survival in the game-- items are isomorphic with elements needed to survive in their "real" lives. Various structural elements of the activity create difficulties for certain teams as they attempt to achieve their goals, creating a rich discussion on stereotyping and cultural differences following the activity.

OBJECTIVES:

1. Participants will gain a personal experience in stereotyping and modify future behavior based on the new awareness gained in the activity.
2. Participants will improve values clarification skills through practice in priorities selection and organization of time to accomplish goals.

METHODS: simulation activity, discussion

PARTICIPANTS: 24-60 (7th-9th grade)

MATERIALS:

- 4 colors of trading chips (10/person)
- Gamecards with score sheets and 2 trivia questions (1/person)
[Each team has a theme for their questions (e.g. sports, history, etc.) represented by 80% of the cards-- this will create a stereotype of that team based on the majority of the cards].
- 4 team identification bands (1/person)
- 6 store locations with signs indicating items sold

TIME FRAME: 90 minutes

FRAMING:

The activity can be used as a metaphor for two main issues in their lives: 1.) School as preparation for life. 2.) School as a microcosm of cultural issues such as cliques or racism (oppression/privilege).

In the framing of the activity either of the above metaphors can be approached depending upon which session is emphasized during the instructions. If the focus is placed on the trading session as a competition for points, the activity will lean towards the difficulties in accumulating knowledge and experience necessary for "success" in life. The introduction should include emphasis on the limited time and resources necessary to "buy" survival in school; and a discussion of priorities and personal choice in where time should be spent.

If the trading session is minimized, with stronger emphasis on the team meetings and the results of the buying session, results will be more suited to discussions of power, stereotyping, and coping strategies for large social injustice. If this focus is desired the introduction should be short and simple, covering basic instructions. Leave the framing of the activity to the built in unfairness of the buying sessions and the stimulation of pride and unity during the team sessions.

SEQUENCE:

1. Orient storekeepers/team leaders to the intended focus and to their duties to insure the outcome of the activity. Provide the necessary stereotyping information and team unity goals at this time.

2. Divide the group into 4 equal teams (Arlocks, Bonways, Clohrays, and Durocks) and provide team identification bands, starter chips, and game cards.

3. The activity cycle begins with a "trading session", with the students in a confined trading area which promotes an exciting, active, noisy background. Students should be instructed to move freely around the group entering into trades with members of any team except their own. A "trade" consists of a Trader asking a Tradee for a trade: "Do you want to trade?". The Tradee responds by asking one of the questions on his/her game card. If the Trader answers correctly, the Tradee gives up one chip and the transaction is completed. No chip is given if the Trader answers incorrectly. Students must trade with a new person for each transaction--no repeat visits or multiple chip transactions are allowed. The cycle should last 4-6 minutes, or until each student has completed about 5 trades.

4. The second session of the cycle is a "buying session", with the students visiting as many of the six "stores" as possible during the 3-5 minutes allowed. The students must line up in an orderly fashion at the store which sells the item they want to buy. A purchase consists of the student and the storekeeper negotiating a fee for the item desired. Each transaction may cost a different number of chips based on the opinion of the storekeeper. Storekeepers influence the outcome of the activity by following the instructions on the "Storekeepers Helper" card. Comments such as "For a Bonway, that will cost 5 chips" or "Since your a Durock, you'll have to pay extra" help students apply reasons to the seemingly random treatment by the storekeepers. The session should end when about two-thirds of the line is served-- some buyers never get served.

5. Each cycle should end with a "team session" when the team members share the results of their trading experience and reactions to the treatment by the storekeepers. The teams should recognize patterns of similarity among their members and develop unity based on the differences between the teams. The Team Leaders should facilitate this process and assist the students in developing a strategy for the next trading and buying sessions in order to "survive".

6. The activity cycle should repeat at least twice, with the decision for another cycle based on the intensity of the reactions by the students. The main concern is to create a reaction to lead into a discussion. If a student can reflect on the feelings of being stereotyped or frustrated, the activity is effective. However, overkill can ruin the activity by over-emphasizing the problem and creating a difficult situation to debrief.

CLOSURE:

The activity creates intense reactions to the roles that each student was "forced" to play; the instructor should reinforce the fact that the roles have nothing to do with the real person who played the role. The feelings created are real-- what can be learned from them, and how this will effect the way each student deals with others are areas to emphasize in the debriefing. Following the closure discussion with an activity which regroups the 4 teams and creates a positive community feeling for everyone is suggested to prevent holdover feelings from the role playing.

Suggestions for debriefing topics/questions:

Stereotyping:

- Did the storekeepers make up the rules or simply follow instructions?
- How much control did you have over your stereotype?
- What strategies were effective in overcoming your stereotype?
- What ways were you stereotyped? Did you stereotype others?
- Did anyone stereotype a team during the trading session based on the questions? (show that only 80% of the team has that theme).

Prioritizing & Values:

- Did anyone get points in all six areas?
- How many did most people get?
- Any repeat purchases?
- Which store was easiest to visit?
- What was your first priority-- was their one?

Bikes Inc. **Facilitation Guide**

Basic premise:

Build the most desirable product for real customers who will judge the prototypes on three criteria: overall appeal, performance, and fit.

How to win:

Success is determined by the team with the best earnings based on operational performance scores, customer satisfaction scores, and expense management the following criteria:

Criteria	Results
Time penalty	50 points per minute above established deadlines
Time bonus	20 points per each five minutes below established deadlines
Product launch	250 points for successful entrant in the market (final judging session)
Cost of construction	Subtract points for each purchase as listed in the parts inventory
Customer satisfaction	100 points for first place in each category
Best in class	500 points for first place, 250 for second place, 150 for third place
Market leader	1000 points for first place, 750 for second place, 500 for third place
Cost of capital investment	Percentage of final point total based on negotiations during lending
Cash	1 chocolate kiss = 10 points

Parts Inventory: Basic cost of complete bike = 150 points

Critical Parts	Cost
Frame	50-100 each
Wheels	20-40 each
Handlebars	20-40 each
Seat	10-30 each
Pedals	10 each
Safety reflectors	10 each

Accessories	Cost
Bell	20
Grips	20
Light	20
Bottle & cage	20
Helmet	35
Pegs	20 each

Consulting Fees: set by each consultant for each situation

Team & Support Roles

Team	Finance	Engineering	Sales & Marketing	Support Roles
1	Jonathan Rende	Dione Hedgpath	Tomer Bogin	Amnon Landan
2	Michi Kossowsky	Shelly Schaffer	Bob Brown	Doug Smith
3	Joe Sexton	Graham Sowden	Dror Garti	Christopher Lochhead
4	Alex Lobba	Sue Barsamian	Paul Seccombe	Zohar Gilad
5	Barry Crist	Edwin Lo	Ariel Cohen	David Murphy
6	Howard Greenfield	Kevin Tumulty	Vincent Rerolle	Jay Larson
7	Patrick Saeger	David Williamson	Charles Schwab	Leilani Gayles
8	Rajesh Radhakrishnan	Barry Mainz	David Fortune	
9	Merav Davidson	Rick Brown	Christopher Morace	
10	John McCracken	Vicki Ryan	Christine Chase	
11	Alan Barber	Dave Peterson	Israel David	
12	Raj Jain	Susan Skaer	Martin Geier	
13	Erez Yaary	Harry Gould	Bernard Ho	
14	Colin Rowland	Bryan LeBlanc	Noam Sharon	

Support Roles

Investment banker: provides additional funding for a percentage of profits

Parts supplier: provides parts for cash

Consultants: provides information, tools, and resources for cash

Safety auditor: provides required inspection for a fee

Event Sequence

Start Time	Step	Details
1:00	Introduction	Establish teams and building locations
1:15	Phase I	Initial design and purchase of parts
1:30	Phase II	Workforce attrition: engineer 1 change teams
1:45	Phase III	Design modification: change handlebars/seat/pedals
2:00	Phase IV	Safety audit: 25 points
2:15	Marketing plan (on the bus)	Organize sales pitch- (Marketing consultant sell give-aways)
2:45	Bike World	Pre-release feedback from customers
3:15	Adjust & test	Beta test and make final adjustments
3:40	Final judging	Customer review and competitive ranking
4:00	Year-end (on the bus)	Determine profitability
4:30	Debrief	Make connections to real world behaviors
		Total time (approx. 3 ½ hours)

Support Role Briefing

Investment banker: provides additional funding for a percentage of profits. You can negotiate a percentage of profits from any team wishing additional working capital. The cost of your capital is fixed in the following ranges, allowing negotiation to occur. Your decision to discount capital should be based on the team's ability to convince you of their likelihood for success. Factors determining their success include knowledge of customer, clarity of design, and plans for use of the capital. For example, a team with a desire to have more cash without specific plans for how it will be spent should be charged a high rate, while a team with specific plans may earn the lower rate in the range.

Cost of Capital:

Phase I	5-10% of profits per 120 points
Phase II	5-10% of profits per 100 points
Phase III	5-10% of profits per 75 points
Phase IV	5-10 % of profits per 50 points
Any time after	5-10% of profits per 25 points

Use the ledger provided to keep track of your lending with each team. Teams may return as often as they like to renegotiate capital with you as their plans and needs change throughout the game.

Supplier: Parts or accessories for cash according to market prices provided. The supplier may run specials at a discount periodically throughout the competition or raise prices if supply and demand indicates an opportunity to profit.

Consultant: provides information and advice for cash. Determine the "going rate" based on supply and demand (rates should rise as time gets shorter). Consultants may actively seek business by soliciting teams by describing their expertise. Consultants may provide additional tools, information, or resources to help in strategy, marketing, or bike construction.

QA/Safety auditor: provides required inspection for a fee. Safety inspections may only occur in Phase IV of the competition. Failed inspections still require the fee to be paid, and a return to the end of the line before an additional inspection can take place. QA advice may be provided for a fee, pay special attention to quality of construction regarding the condition of nuts, screw heads, and paint finishes. Safety includes working brakes, free rotation of wheels (no rubs), tight seat and handle bars, reflectors on front, rear, and wheels, and properly inflated tires.

Tall & Cool

Instructor's Notes

Purpose

To generate a common, immediate, visceral experience in which customer & consumer focus are essential elements of success. This is a loaded analogy that can be debriefed using the Brand Value Propositions if elements of Tall and Cool are discovered and noted during the exercise.

Set-up

Create small groups of 3-5 people and provide each with a full set of construction toys (I like Toobers & Zots best) as “raw materials”. Each set should be completely disassembled and equal in size and array to the others.

Overview

I provide very little detail about the game, preferring to get them started and let assumptions and previous experiences of participants guide their behavior. The real value of the activity is how they choose to interact with the customer/consumer and consciously build a knowledge base about them. Therefore exact details of how you introduce the activity are not important, other than being clear about the task and basic rules. I am careful of specific references to teams and competition so I don't lead the group either to or away from collaborative approaches with the customer. This is an interesting debrief point, but not the main point of the activity.

Example Introduction

Consider this a business simulation in which you are a manufacturing company trying to produce Tall & Cool objects for a customer. Your objective is to design and build as many of these objects as you can—there is an unlimited market for the objects. For the simulation we will have to periods of business, called “quarters” which are fifteen minutes long each. In between the two quarters we will have a “conference” when you can gather to review results and discuss ideas. You have five minutes to get ready before the first quarter officially begins. You may use only the raw materials provided to build your objects.

Role Play Tips

In this activity there are two roles to play, which can be easily covered by one person, but two people makes it very nice during the de-brief discussion so the “facilitator” can question the “customer”. The “consumer” exists as the final buyer of the objects, and is played as a “ghost” role. The Customer must provide consistent information about the Consumer or the teams will begin to create their own data regarding the Consumer and there will be no consistency across the teams.

Process Tips

Do not volunteer information about the Consumer unless you have a natural conversation with a team member who approaches you. There are times when the teams do not approach the Customer at all in the first quarter. This is fine they are unlikely to sell anything and this can be a topic for the “mid-year conference.” Usually someone takes on the Sales & Marketing role for the team and will come ask you questions about what is Tall and what is Cool. Here’s some things to get you started:

1. Objects have to be both Tall & Cool to be purchased. A purchase works when the Customer decides something is Tall & Cool and says, “I’ll buy that.” The object can then be disassembled and recycled for further manufacturing. (I usually cruise past the teams after only 1-2 minutes to see if anyone is making something I think is Cool. If I see something, I buy it, which then establishes what Tall is early in the game. If you wait too long Tall starts off too-Tall and it’s not as much fun to play the game.)
2. Tall is whatever the height of the last object purchased is, only a little bit taller. I liken this to the way the Personal Computers market works... there’s always something faster and consumers want the latest. You wouldn’t find a lot of people interested in buying an 8086 Mega hertz IBM PC today—we’re now in the Giga hertz.
3. Cool is whatever you think (for real) is cool. Be consistent and let the teams help you define exactly what that means. This is the essence of the game, so really make it work for you—it doesn’t have to be pretend or fake. If the teams can determine from you what cool is (you are the ghost for the consumer) it would be just as if they were talking to a consumer. Consumers do not lead companies to clarity, the company leads the consumer to clean, crisp definitions of what they want after hundreds of interviews. Of course they won’t have hundreds of interviews with you, but they can hopefully feed back your words relating to Cool as they ask you about it. From this feedback you can latch onto labels you think best represent what you think Cool is... when you discover one, write it up on a flip chart that everyone can see as public knowledge.

Likewise, the completeness of your definition of Cool will be discovered in pieces as you buy Cool items over time. Try to avoid giving them more than what they ask about unless it’s very natural for you as a consumer being interviewed by a marketer. If they ask you about color, you may not tell them about construction unless they ask about it. Consumers are nice but not necessarily interested in providing personal details about their interests, so exhibiting a little impatience or at least aloofness will help them recognize they need to do the work of defining Cool on your behalf.

4. Cool is unique. I do make sure that I act on this element of Cool every time, right from the start. By making sure Cool is unique, there is a continual marketing drive in the game. It also sets some mystery into play about why I'm buying something each time. It's a basic consumer demand that they should discover or else they will not sell very much, and they will attempt to copy other teams. All interesting debrief points that demonstrate internal focus on selling versus external focus on the needs of a consumer.

Other possible elements of Cool:

Stands on it's own (as if on a table- not something worn or hanging)

Not a representation of something real (like an animal)

Sturdy.

Facilitation Resources

Glass, Michael (1990). "Six stages of Facilitation." The Journal of Experiential Education. Association for Experiential Education; Boulder, CO.

Rohnke, Karl (1989). Quicksilver. Project Adventure.

Finance Role Briefing (provided only to people playing the Finance role)

You will play the role of Chief Financial Officer for your team. In this role you bring the ability to buy parts, tools, and information for your team. You start the competition with \$100 (10 chocolate kisses) and most likely will need to secure additional financing from the Investment Bank. You can secure additional working capital by offering a percentage of your final profits to an investment banker.

The cost of capital increases as the competition continues. Your ability to negotiate a good deal will have a dramatic impact on the overall profitability of your team. You must keep track of your point totals and expenses and provide a “year-end” report describing your team costs, revenues, and final profits.

The winning team is determined by having the most earnings.

Marketing Role Briefing (provided only to people playing the Marketing role)

You will play the role of Chief Marketing Officer for your team. You will guide the design and construction of your prototype and manage customer interactions to determine how to best meet their needs.

The US bicycle market is very fragmented by style and age group with a total annual volume of over 13 million units and a value of over \$6 billion. Recreational bicycling is the third most popular sport in the US behind recreational swimming and recreational walking with over 60 million individuals aged 6 and older participating at least once a year.

Purchasing decisions are generally made by people aged 22-40, with safety as a big determining factor. The biggest spenders in the market are aged 22-28, with average per bike expenditure of \$950. The largest volume of bicycle purchases is for ages 6-15, with average per bike expenditure of \$250, but there are three sub age groups with an inverse relationship in average expenditure and volume. Higher volume in the 6-9 age group, but lower expenditure versus medium volume and expenditure in the 9-12 age group; and lower volume, but higher expenditure in 12-15 age group.

There are four major style categories in the bicycle market:

- 1.) Cruiser
- 2.) BMX
- 3.) Mountain
- 4.) Racing

In each category there are road and dirt models which affect the tire design, frame geometry, and additional features of each bike.

Your team must have a simple marketing plan which defines the age group, style, and features of your prototype. You will also need to define your market goals and a brand in order to receive financing from the Investment Bank. You will need to collaborate with your engineering and finance to make the best case scenario and create a winning entrant in the market.

You will enter your prototype in “Bike World” an annual marketing event where you can share your design with actual customers. You will manage the display and interaction with customers for your team. You may want to consider investing in some marketing materials to assist in this process.

After Bike World, your team will have a brief adjustment period to work on your prototype and then the customers will judge your bike against other entries in each category and for the overall “best bike”.

Actual customers will judge your prototypes to determine best in class and best overall.

Engineering Role Briefing: (provided only to people playing the Engineering role)

You will play the role of Chief Engineering Officer for your team. In this role you bring special tools to the project and the following knowledge.

A complete bike must have the following items:

- 1 frame
- 1 handlebar
- 2 wheels
- 2 pedals
- Working brakes (as determined by a safety audit)
- Working steering (as determined by a safety audit)
- Safety reflectors on wheels, front, and rear.

You are responsible for the safe construction of a complete bicycle within the allocated time, determined by senior executives. You can earn points for early completion or lose points by missing deadlines.

Quality is very important... take care with parts and use proper tools to avoid damage to nuts and paint finishes. QA audits can cost your team time and points if issues arise.

You may invest in additional tools or parts to support your design. You should collaborate with your marketing and finance partners to determine the design that will stand out in the market and win customer satisfaction.

The bike you construct must pass a safety audit to be considered in the final judging.

The spider's web for processing results & challenges

Introduction

Group processing of individual needs and support for members of a team can be abstract and tiresome in traditional discussion formats. The spider's web can be framed to allow each person in a group to define a desired result, identify an expected challenge, and to ask for specific support from the team members.

Processing through the activity (instead of a discussion) provides immediate and highly concrete support for individuals on a performance team as they match their "real life" needs to the process of passing through the web, and receive assistance in reaching that goal.

Application

The web can be a very physical task with high perception of risk, due to the trust involved in being lifted above the ground by teammates. Caution is advised in both physical and emotional safety issues involving personal boundaries and physical touch. This presentation of the web can be used in lieu of a "sharing" discussion, in which team members tell the team what they expect and need for the day.

Presented in this manner, there is less emphasis on problem solving and more emphasis on sharing of individual needs, with demonstration of that support through team commitment, focus, and action for each individual. Each member selects a hole in the web which represents an appropriate challenge to him/her, and asks the team for specific support in passing through that hole. Holes may be used repetitively, and quality standards are established to assist the team in monitoring their energy focus.

Presentation Summary

Begin the event by bringing the team to face the spider's web and introduce the concept of each team member crossing from side A to side B. The event is then framed to bring meaning to the web and loaded with the need for team support (TASTE culture) for individual accomplishments (Playing to Win). Each hole represents a different type of challenge for different team members. Specific examples of how a hole in the web is a metaphor for the challenge are usually necessary for clients to understand the event.

Before the group begins to perform the activity, individuals use a 3-5 minute solo planning session to define their results, challenges and needs and determine which hole in the web best represents those parameters.

Sample Presentation

"Our team now has the opportunity to explore some of the challenges we face individually as we experiment further with the concept of Playing to Win. Using the TASTE values to guide our behaviors, we are going to find a way for everyone on this team to pass safely from this spot, through this huge spider's web to the other side.

This web is a simple barrier which represents the variety of challenges each of us face as we try to get the results we want in life. Each hole in the web has unique characteristics of size, shape and distance from the ground. For each of you, then, these holes provide different levels of risk and requirements for support if you were to try to pass your body through one. Which is in fact what you will attempt to do in this event!

To help us measure our focus, we must avoid touching any of these strings when someone is being passed through. If a string is touched, it will signify that we are not providing enough energy focus as a team to help that person achieve his/her results, and we will have to start over again with that person. Also, once you've passed through to side B, you may not return to side A to help, so be accountable in positioning your journey to help the overall success of the team based on available spotting & passing resources.

Some holes may represent a challenge which no one is prepared to meet, such as this very tiny, and very high one! Some challenges will

be the same for more than one person-- some will be quite unique, and only one person will be ready and willing to try it. It is up to you to determine what result you want from today, how you will be challenged in achieving that result, and what level of assistance you will need to meet that challenge. You will then have the opportunity to share those thoughts (sharing your truth) with the team and have them assist you however is appropriate in Playing to Win for that result.

Example: For me, the result I want most from today is to find out more about my personal limits. I really don't like to depend much on other people, because it's a burden... so that's my challenge. What I need from you all is honest and direct encouragement in pushing my limits. This hole at the top of the web will be very difficult, and maybe impossible, and it will require me to become completely dependent on you for direction and advice.

So, now I'd like to offer you about five minutes to determine four things for yourself: 1. what result do I want today? 2. how is that challenging for me? 3. what will I need from the group to meet that challenge? 4. which hole in the web best represents that challenge? Please scatter in this general area to determine those four things, and use your journal if it will help you keep track of them."

Logistics

There is obvious physical risk when a person is being lifted above the ground by a group of people. Ensure that the group understands effective communication through preestablished commands (e.g. spotters ready?) and basic parameters for safe lifting and passing (e.g head above feet, face up, stiff body, lift with legs not back, etc.). This can best be done after the mini-solo and directly before the first person is passed through the web as kind of a "safety commercial".

The only appropriate place to stand for an instructor during the spider's web is in an active position, spotting the head/shoulders of a person being passed through the web. Also, be aware of the threat to personal space and be sensitive to physical contact in the passing process.

A spider's web can be constructed of any thin cord, string or yarn, depending mostly on issues of permanence. Yarn is very effective for a one-time-only web which offers safety and a souvenir strand for participants to take away with them.

A web should be located in an area free of rocks, stumps or other protruding objects which can interfere with effective spotting. A soft undergrowth is reassuring to participants, however, should not be necessary if all systems are properly safe.

Facilitation Tips

The intensity of this event builds an emotional response in some participants, and can often lead to a strong sense of group celebration for each individual performance (YO, GET DOWN, WHOO!). Debriefing of the activity should occur along the way, with individuals sharing brief immediate reactions to their "journey" and interacting with each other as they experience what each member needs.

There is usually an awkward moment when the first person begins sharing his/her result/challenge/need. Facilitate the group toward acting upon that person's information (pass him/her through) versus waiting to hear from everyone first. This allows each person a chance to experience more focus from the team, and keeps the event more integrated with the personal sharing.

Some participants will choose a large, low hole and ask for no assistance. Allow everyone to experiment with what they think they want and be open to variability in style and need. This promotes choice and provides the team with a resource in helping everyone through without someone returning to side A.

References

Activity: Silver Bullets, Project Adventure

Framing: John Foster

Acid river for playing to win

Introduction

Playing to Win is a difficult concept for many to understand at an emotional level. The direct encouragement, inspiration, and role-modeling of a TASTE culture used on most PTW outdoor day events provide one path to developing a breakthrough emotional experience. Another approach is the indirect discovery process found in an initiative event like the acid river. In this approach, a "bind" prevents or restrains the participants from responding in their natural, customary behaviors; and highlights an alternative set of behaviors for success.

Application

The converging path approach to the acid river provides a large team with more opportunities for individual participation by creating two small groups. Additionally, the two sub-teams can be bound to their natural tendency toward competition as they race toward success. As a *double bind* (win-win or lose-lose) this event can provide a team with a good assessment of where they can still grow (win) or demonstrate to each other how far they have come in creating a culture that promotes PTW behaviors (win). Instructors should take care in their presentation to avoid a direct confrontation (lose) or a frustrating flop in performance by the team (lose).

Presentation Summary

This event should be presented differently based on the conditions of the group in the moment. More or less structure can be provided to the team; and performance parameters can be adjusted toward complexity depending on the needs of the group. The *form-storm-norm-perform* group development model is a good tool to use in assessing what approach to present.

Group in form stage

This may not be a good forming event because the group is

immediately contrived into opposition though the "sub-teams", and strong cultural maps on competition are challenged. A better approach might be to start with an activity like *all aboard*, or *human knot* to build cohesion, familiarity, and understanding in a group while they solve a problem together. Then explain that based on their success in the first activity, they seem ready for a "real challenge" (assuming they are, otherwise provide another build-up activity). Introduce the activity by comparing it to the *human knot* (whatever) to highlight the bind which encourages them to compete. (The double bind is the choice between doing what I've always done and "winning" the activity thus providing insight into my natural responses, or demonstrating behaviors which follow the TASTE values and reaching success in the event as well).

For example:

"In the *human knot* activity you worked with the concept of change arising from discomfort. As long as you or a team member was uncomfortably 'tied up' in that knot you had motivation to change your status quo. With strong communication of your needs, challenges, and desired comfortable state, you all produced a result which satisfied each other. Now I'd like you to divide into two production units for this next challenge to see if we can be successful again. (provide them with their instructions and regulations via a written memo to each "unit")."

Assess how the group is working together and increase the constraints to enhance the outcome based on their engagement and time available. Successful accomplishment of the activity is probably important at this stage, so assistance through subtle interventions is appropriate. In the next reflection discussion, leverage backwards to the human knot and trust fall which have occurred previously to help them identify patterns through curriculum language which has already been introduced. (e.g. how did you see the TASTE culture of the trust fall operating in this activity? Name some examples of playing to win during this activity; etc.)

Group in storm stage

Set the activity into action much as in the form stage, only without the set-up event. Use high levels of constraint and intervention to provide structure to the struggling team. Antagonize the maps leading to the bind and allow room for interpersonal reactions to escalate. Within bounds of the regulations, play with the penalties & consequences to provide more stimulus for competition and quality control to the point where they may not even finish the

activity in the available time. A “failed” attempt can actually push a group through the storm stage and create a rallying point for the norming process. Under this presentation strategy, leverage this activity forward as motivation to begin creating norms (e.g. TASTE) as the setup for the next event. Moving forward into more action is probably a better choice than stopping for heavy reflection in this approach.

Group is in norm stage

Assuming the group has already had a good introduction to the concepts of PTW and PNTL, the setup here can be based on a challenge to see the group put PTW principles into action as a kind of “pop-quiz” for understanding. Strongly promote the bind approach of two production units competing for success early in the presentation, then the instructor role shifts to much less a constraining one and much more a mirroring one around prescribed/desired behaviors. Instead of acting as a strict regulator around performance issues, instruct the group to define their level of accountability and consequences for time and cost over-runs, poor quality, etc. It is likely that they will lose the bind quickly and begin to work together under a new set of norms. Feel free to negotiate with the group to expand the parameters of the activity as they experiment with their new found creativity and enthusiasm. This is kind of scary, and some mistakes will be made as you learn new ways to complete what was once a very structured event. If you feel a negotiation is compromising the essence of the activity, create a relevant environmental-marketplace condition which can push things back in line.

Discussion following this approach can focus on TASTE, compare & contrast with other events, speculate what could have happened if trust had not been evident, etc. Then leverage forward to the next activity or out of the day toward a final reflection activity (journaling, whip wrap, etc.). Here this event can work as an assessment to where they still need to go, an example of how hard it is to change behaviors, and a tool to show individual accountability for behavior change.

Group is in perform stage

Introduce the activity as set up in the norm stage and when they demonstrate excellent PTW behaviors and an authentic TASTE-like culture you find out that they are in the performing stage (which is rare), allow the event to proceed with no forced or inappropriate new

rules, and celebrate their performance with a discussion highlighting the positive accomplishments. Quickly move forward with more action by offering the "ultimate" challenge of an initiative that has no structure. Have them create an event that will safely challenge all of them in moving from point A to point B, the only rule is they must remain physically connected to represent their commitment to each other. After much standing around and stumped reactions, something will emerge. Debrief with open ended questions around satisfaction, goal setting, making something difficult versus facing a challenge, etc.; and funnel the discussion down to playing to win.

Sample Presentation

(see team handouts: Acid River Scenario & Acid River Challenge)

Logistics

The layout of the boards and blocks is essential in creating and supporting the bind, with different engineering solutions available to each sub-team (angle, cantilever, and tee). Also, the final tee is reversed to strand one board if the team does not cantilever back from the marketplace island. Blocks should be placed firmly to prevent any wobbling. Physical difficulty of the event changes with the use of 4x4 boards, which are harder to stand on and heavier than 2x6 boards. Short blocks (4") work best for safety; boards should be no longer than 6' to prevent back injuries, but cutting the boards too short may reduce the perception of distance to a point where the activity seems too easy.

Facilitation Tips

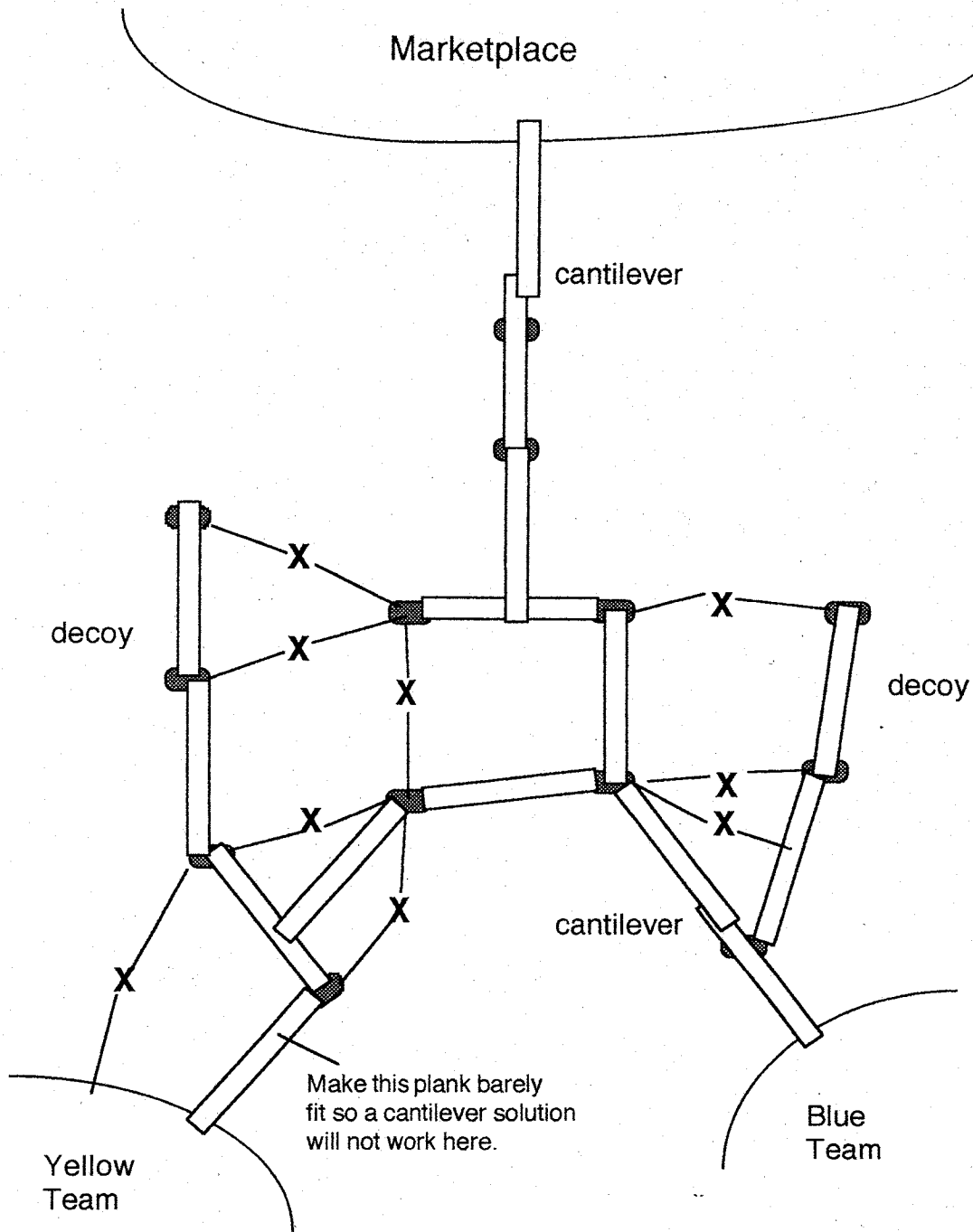
Regulations in this event should be relevant and understandable as natural consequences (results) to participants behaviors. If rules are used to prevent good progress or to punish, participants are not likely to build their awareness of accountability, rather they tend to blame the instructor and create a negative outcome.

References

Activity: adaptation of *zig-zag*, Silver Bullets, Project Adventure.

Presentation: John Foster

Converging Path Acid River Layout



Materials required for converging Acid River

- 7 2"x6" x 6' SPF planks. One is spare.
13 8"x4" x 16" concrete blocks.

ACID RIVER SCENARIO

Your team has been racing to discover a tonic that will bring an end to any and all human suffering. Since this is a highly marketable product which will make anyone who can get it to market extremely wealthy, your team has been working in a very isolated location far from curious competitors. At last you have discovered the solution and now you must get your new product to the marketplace before another competitor beats you out and nullifies all of your effort to date.

Unfortunately, there has been a huge storm and the bridge you must cross to reach the market has been destroyed. All that remains are the few boards at your feet and several broken off footings from the original bridge. To make matters worse, during the storm a chemical plant upstream was flooded and the water in the river is contaminated with a highly corrosive substance. Anyone who contacts the water, immediately loses his/her eyesight. Furthermore, the current is very strong, and any board contacting the surface will be swept away.

Your solution is also corrosive in its raw form and causes many strange side effects if spilled carelessly, so take care in its transport to the market.

Safety Requirements:

- *no jumping to or from blocks.
- *two people must handle all boards. Be careful of splinters. Lift with your legs.
- *boards must have a 3" minimum lap on blocks or other boards.

ACID RIVER CHALLENGE

Your group is ready to move into the future as a project team, with the ultimate goal of *(insert relevant team goal here)*. In order to reach success, you will have to perform in a difficult, highly regulated environment under the the following conditions:

1. The distance covered (point A to point B) must be done without touching the ground. You may use only the boards and blocks provided. The blocks are not movable.
2. Costs are important: time and resources are investments that affect your performance. Resources left behind, and time overruns affect your bottom line profit.
3. Safety is paramount. No dangerous moves are allowed, accuracy of equipment placement, and appropriate lifting techniques are required. No member of your team may be left behind as a sacrifice to success.

Your progress may be monitored by regulators from outside agencies, managers from within your organization, and of course, customers.

Market research has
discovered that
consumers will only
accept a green
solution.

Blind geometry for accountability in team results

Introduction

Many work groups must deal with the ambiguity of organizational change, restructuring, and downsizing. In the face of these challenging issues, organizational cultures can become stagnant, cynical, and even overtly damaging; yet if individuals begin to own a measure of accountability for results in the work culture, a more positive-- *Playing to Win* culture can develop to assist the organization in its process of change.

Application

This event involves little to no physical contact, creating a relatively non-threatening initiative useful for a group with little experience together in an ambiguous environment. Blindfolding participants can become a threat, so appropriate lead-in during the presentation and a "backpocket" role for a seriously intimidated participant is helpful (e.g. provide paper and pen and have this person act as the mute-observer to record the actions of the group). The event takes approx. 30-45 minutes including time for discussion and reflection processing.

Presentation Summary

The group is given a brief presentation to set the context of ambiguity and the relevance of blindfolding for the event (we are all blind to some of the most obvious solutions to our problems... etc.). Before they can ask too many questions regarding the event or to interact with each other on strategy each person is encouraged to don his blindfold. At this point the group is instructed to form a geometric shape using only the resources available to them. A purposeful lack of detail will highlight the issue of ambiguity, and promote individual leadership in creating a solution to the challenge at hand.

Sample Presentation

"Each of us builds a lifetime of experiences which help us filter information and form opinions. While the process is quite natural and essential for us to cope, our views are limited only to the scope of our exposure. When faced with new or difficult situations, we often filter facts before us and miss valuable information because we are not prepared to perceive it. With this filtering process in mind, you will all be provided with special filters (pass out the blindfolds) to experience this next activity. Before you block out the world of sight, everyone take note of the physical environment around you-- make sure you are aware of all factors which will be useful to you in the safe completion of this activity (point out major hazards, if any). I will remain "sighted" to insure everyone's safety. As you stand where you are, I will place a section of rope in your hand, this is your position, or role on this team, and you must remain in that position for the duration of your team's performance. The performance issue for each of you is accountable participation in the creation of a perfect square (pentagon, star, etc.) using only the resources currently in hand. Remember, you cannot let go of, or slide your hand along the rope during this event.

Logistics

Blindfolded participants create an obvious safety risk, which is easily managed by running the initiative in a large, open area free of obstacles. Before donning the blindfolds, participants are made aware of their surrounding environmental conditions to insure a safe experience. After everyone is blindfolded and they are standing in an amorphous clump (a circle provides a frame of reference), circulate among the group with a 100' rope, distributing team members randomly along the entire length. The result should be a clump of people, each holding the rope in one hand, with the rope loosely intertwined through the group. The team is now instructed to form a "perfect" geometric shape (square, pentagon, 5-point star, etc.) using the rope as the perimeter, without changing their grips or positions on the rope. Remind the group to exercise caution in stretching the rope to prevent tripping or pulling someone.

Facilitation Tips

Allow the group to set their own standards of performance and

have them notify you when they feel those standards have been met. This presentation is designed to enhance ambiguity as a set for a debriefing on accountability. Funnel the results of the event, any interventions required, and reflective questions toward the general concept of individual accountability for team results. It is recommended to steer the group away from discussions regarding direct comparisons to their actual work culture, rather to leverage this event into the *Playing to Win* experience of the entire outdoor day as encouragement for individual accountability in the results of the day.

References

Activity: Silver Bullets, Project Adventure.

Presentation: John Foster

The climbing tower for interdependence

Introduction

The concept of interdependence may be thought of as a mindset involving a split focus or "wearing two hats". One hat is an internal focus on self sufficiency; the other is an external focus on a team, culture, organization, etc. A general theme of Playing to Win can be represented by loading events on an internal focus, external focus, or as in this version of the climbing tower on an interdependent level.

Application

The climbing tower is a high event, and as used in this application, involves teams of three climbers (tethered together) ascending the wall, while other team members handle belay ropes, provide coaching, and other support and assistance as needed. Each person should climb only once during the event, and strict safety parameters concerning belay and climbing techniques should be observed. The entire event should be completed within a 60-90 minute time frame, depending on group size.

Presentation Summary

The team is divided into three subgroups, each is handed a brief outline of their role in the event, and given a title of either *sales*, *delivery*, or *support*. The event is loaded and framed to reinforce interdependence in a simulated business metaphor. The framing creates a communication gap between the three subgroups, with each having only a piece of the information required to become a successful "business". The gap is not identified by the instructor, but the mindsets of the participants allow them to make stuff up regarding competition between the teams, rules for meeting the customer demands, and parameters for interaction between the subgroups.

Sample Presentation

"As a true test of our progress in the pursuit of Playing to Win as a new mindset, we are about to attempt an event that is much more complex than the others we have tried so far. On the pole, we were able to demonstrate to one person our focused energy and support. At the trust fall, we got a chance to develop our accountability and truthful communication as we joined forces to catch someone falling backward.

The thing is, these events are pretty far removed from our normal reality, and while it has been valuable to work with these events, frequently, when a training day is over, we simply revert back to our "old ways" because we have so much real work to do. Our belief is that you can have increased productivity in "real work" and create a Playing To Win culture at the same time... with enough practice.

Now, you have the opportunity to experiment further into these concepts on the climbing tower, and it involves you all in a simulated business called 'Eggon Corporation' which has real work to do.

Let me just state here and now, that this will call upon all of your resources to complete this event safely and successfully, and that the trick is not in how to climb the tower, but how to accomplish a difficult task and still have a Playing to Win, interdependent culture. Our first step is to divide ourselves into three equal teams, so let's count off 'rock, paper, scissors'."

Logistics

Running the climbing tower with three independent teams receiving different, incomplete sets of information requires incredible focus and grounding by the instructor(s). The handouts to the delivery and support teams establish the role of safety inspector (OSHA, etc.) which should be played very firmly; with *lost production time* being the consequence to the team, not safety threats. For example: if a climbing team is starting without very clear safety checks with the belayers and permission of the safety inspector, command attention and shut down the delivery system due to safety violations.

This approach calls for a team with previous belaying experience, a solid PTW foundation at the trust fall and probably at least one other high event. From that foundation a more authentic, "strand" approach toward the group process can be used by the instructor. By using time as

a real consequence to their performance there is some risk that not everyone interested in climbing will have the opportunity. During the event some "save" tactics may become necessary to assist the team in efficiency and in demonstration of support and energy. Alternatively, it may be appropriate to stop time and have an intervention discussion to motivate and refocus the team on their goals for the event.

In the initial presentation of the activity, each group should be separated from the others before the handouts are given. Only the sales group will be clear on the client needs and requests. Determine how much time is available based on flow, create a challenging scenario by asking for 3 eggs x the number of climbing teams, and allow about 10 minutes per climbing team when setting the deadline (e.g. it's 3:30 PM you need to be done by 5:00 PM and you have 18 people-- 6 potential climbing teams. Ask the sales group for 18 eggs by 4:45). It is best to have more eggs available "in stock" to allow for creative negotiation and potential breakage.

The delivery and support teams have key information on safety requirements and technical issues (see handouts for specifics).

Despite their maps which will probably lead to competition and division of subgroups; it is the division of information that creates the compelling motivation for the teams to work together (become interdependent) as they cannot succeed safely without all of the information in the three teams. It is important to allow the teams an opportunity to try what they "think" will work based on their maps and limited understanding of the event. They will then encounter "roadblocks" when they actually try to deliver the product .

FOR EXAMPLE: the sales team may try to design a delivery system, knowing only that the client wants a specific number of eggs by a certain time. When they attempt to climb or create another type of delivery system, the safety inspector can inform them of any violations. The "client" has no knowledge of the rules, just a demand for production by a certain time.)

With only one instructor playing both roles of "client" and "safety inspector" participants tend to get confused and this can lead to antagonistic behavior. It is definitely recommended that two instructors run the event in this presentation approach, possibly by having two teams join to make a culminating event at the end of the day. Two

instructors allows for more negotiation between the sales group and the client, which taps into maps of interdependence, partnering, etc., while the safety inspector can keep the group focused on the rules and regulations using directive commands.

Facilitation Tips

Once the event is completed either by running out of time or by satisfying the customer demands. The frame can end and the group can step back to find out what happened. A brief discussion on which team had what information, what was real and what was "made up", and a general check-in for satisfaction-frustration level is a good transition. Following that, funneling the discussion toward interdependence or Playing To Win (or both) can lead to very strong connections and transfer of these values, attitudes, etc. to the rest of the program or to the workplace.

References

Framing: John Foster

Eggon Corporation

Sales Group

The customer requires _____ product units to be delivered to the loading dock by _____.

There can be no cracks, dents, breaks, etc. in the product.

The product units must be delivered by hand (i.e. no special packaging, no pockets, hoods, etc.).

Production costs and overhead have your group in debt, which means three people in the delivery process (not counting support personnel) must be blindfolded.

Eggon Corporation

Support Group

All delivery personnel must be safely belayed using the "rule of two's" (2 hands on rope, 2 people per rope, 2 eyes on climber, etc.). Nobody may climb without "ready to climb" clearance from the safety inspector.

Support group must invite a gear check from the safety inspector before lock checks begin.

Lock checks must be clear and command the focus of the entire team.

"climber #1: lock 1, 2, 3" team responds: "check!"

"climber #2: lock 1, 2, 3, 4" team responds: "check!"

"climber #3: lock 1, 2, 3" team responds: "check!"

After lock checks, each climber must check his or her belay team: "belay #1 ready?" answer: "belay #1 ready!"

If any system is not operating to the standards set by the safety inspector, the delivery will be stopped until appropriate corrections have been made.

Eggon Corporation

Delivery Group

All deliveries must be made by 3 climbers tethered together.

To prevent "burn-out" in this very important event, no individual may climb more than once unless there is a numeric deficiency preventing another team member from climbing.

Climbers must descend according to the instructions of the safety inspector.

Climbers may use only approved handholds; not wall edges, not cracks between boards, and not belay ropes.

The delivery group must determine how many teams will be climbing and report back to the customer ASAP. This number may affect your sales contract.

**TVA: Sequoyah
Spider's Web Initiative**

LEARNING OBJECTIVE:

Greater awareness of personal challenges in successful participation in the upcoming outage. Through this activity, participants will have the opportunity to reflect on personal issues regarding requests from Sequoyah leadership:

1. To step up and become more accountable in implementing the outage.
2. Anticipating the needs of others during the implementation of the outage.

SAMPLE FRAME:

This activity is designed to provide you and your team with an opportunity to explore your individual role in the the outage. Not necessarily in your job description, but more in your attitude and in your relationships with others during the process. This web represents the many ways you may get "tangled up" in a process as you move from start to finish. The side we are on now represents the beginning of the outage and the other side is the end. Our task as a group is to get everyone successfully from this side to the other side under very specific conditions... much as you have very strict parameters around the tasks you must perform during the outage.

Conditions:

1. everyone must get from this side to that side, without touching the web (can't go over, under, or around it!).
2. if you have a quality defect, you need to return to this side and rearrange your support group to help you through with no quality flaws.
3. everyone must operate safely (e.g. head protected, face up, plenty of spotting, stiff body)
4. there is a time limit of 60 minutes to complete this process.

The first step for each of you is to spend the next five minutes focusing on what you think your biggest challenges are in regard to the outage. For example: "this will be very simple for me because I just came from another plant where we did this in a similar time frame, and I feel confident that we can do this, so I'll go first through this hole..." or: "I need a lot of support in the upcoming outage because I'm taking on a new job responsibility and this will be very difficult for me, so I choose this hole..."

Now that we've all had a few moments to gather our thoughts on this issue, we are going to ask for each of you to share some of those thoughts and what hole in the web you think best represents your challenge. Then as a group we will organize to get everyone through this thing safely and efficiently. Who would like to start by telling us what hole they will go through and how that fits with their challenges in the upcoming outage? Remember we have a time limit, so be direct and sincere, but let's make sure we have time for everyone.

IS THIS IT?

8-50 Participants
15-30 Minutes

Key Elements: Observation skills, compassion, demonstration of paradigm shift.

Equipment: 8-50 objects of similar size and shape (e.g. sponge balls) so each member can have one eventually.

Instructions: While holding one of the balls in your hand, explain to the group that you are about to demonstrate a *pattern* which you would like them to observe and then demonstrate themselves when ready. Move the ball in a variety of directions (shifting your grip, changing the height of your arm, rolling your wrist, etc.) while you speak the words, "Are you ready? This is it, this is it, and this is it, is this it?" Explain to the group that you have just demonstrated the pattern and label it a "yes". Now explain that you will demonstrate a different pattern, which will be labeled a "no". Again, move the ball in various directions (differently than before) while you speak the words, "This is it, this is it, and this is it, is this it?" The difference in the pattern is that you *did not* say the words "Are you ready?" Most people, however, will assume the ball and your hand motions are involved in the pattern, and will not identify the differences. Continue to give exemplars, and non exemplars (yes's and no's) until someone thinks he/she can also demonstrate the pattern. It is important to explain to the group NOT TO DESCRIBE THE PATTERN VERBALLY, but to *demonstrate* it to the group only.

The results are typically split, so that several people will catch on quickly, and several will have a very difficult time recognizing the pattern. This is your objective. Highlight the differences in perception by having those that "get it" try to teach those that "don't". If you want to really stir the group up, emphasize that "getting it" is better than "not" and react impatiently, emphasizing the "Are you ready?" as if it's the problem that they are not ready which is causing them to miss the pattern. If you push the issue, make sure that you debrief properly, so that individuals do not walk away frustrated or feeling "stupid". A technique for this process is to demonstrate other paradigm shifts and reassure that people are different, therefore they perceive the world differently, which is a good basis for a discussion or further exploration into diversity.

Safety Issues: This activity can cause intense frustration, and bring about emotional reactions if "pushed" hard. Make sure you know

ACTIVITY PLAN

TITLE: STATION BREAK

SUMMARY:

Participants create short presentations of a concept or message in the format of television commercials which can be performed for larger groups or videotaped for later presentations. Concepts can be developed by the participants through discussion, or other activities; or they can be given as prepackaged sets to help present a theme. The value of the activity is that the participants gain a better understanding of an abstract concept through their creative process of defining its essential attributes and presenting them in a fun, instructional manner.

OBJECTIVES:

1. Participants gain a better understanding of specific concepts through structured interactive discussions.
2. Small groups build relationships and have tangible results of their interaction together.
3. Group climate develops characteristics which are supportive and productive.

METHODS: Concept attainment, cooperative group

PARTICIPANTS: 10-50; 7th grade- adult.

MATERIALS:

- Basic art supplies for simple props: markers, paper, etc.
- Room suitable for performances
- Break-out rooms for development of "commercials"

TIME FRAME: 90-120 minutes (can be broken into multiple sessions)

FRAMING:

Setting the stage for a video production serves as a good motivator for productive work with most groups. The allure of being "on camera" seems to heighten the level of investment into the discussions of the concepts. It is helpful to have a large group survey of the many approaches used in advertising to "sell" a product or message. Official advertising terms are not necessary as long as the basic techniques are understood. Examples of some approaches are listed below:

Humor, Band-Wagon, Professional Endorsement, Fear, Shock, Jingles, Repetition, Sex Appeal, Mascots, Empathy, Facts

Some concepts represent negative situations which are difficult to "sell" in traditional advertising modes. Suggest alternate methods such as public service announcements to help groups understand the process. It is also important to stress the production aspects of advertising to set the appropriate tone for quality acting and presentation. Highlight issues such as the length of the commercial, use of signs and music, practicing the skit, and make sure that everyone has some "on camera" role. These issues help improve the quality of the commercials for potential use as instructional media later.

Finally, to get the groups focused on their concept, explain the technique of listing exemplars and non-exemplars for their concepts, using an example if necessary. By creating these two lists, the groups will have parameters to work within when developing their commercials. A creative twist to add is to have the groups not mention their concept in their presentation, requiring the audience to guess the concept based on the effectiveness of their commercial.

SEQUENCE:

1. Determine what concepts you would like to study.
2. Introduce the activity, highlighting the production aspects.
3. Break into small groups of 3-6 people.
4. Begin concept attainment in small groups.
5. Begin development of advertising technique for concept.
6. Practice productions.
7. Film/present commercials.
8. Debrief concepts.

CLOSURE:

Once the "audience" has seen a commercial, take samples from the group to see if the concept was clearly presented. Have one of the actors in that commercial highlight some of the exemplars if the group did not catch it, then discuss its significance to the others concepts being presented to see if a theme develops. Once these concepts have been understood, a baseline of knowledge is set for synthesis or application of that knowledge in other activities.

EDUCATION RESOURCE NETWORK

Partnerships for Effective Education

1702 Remington St. Fort Collins, CO 80525 (303) 493-3206

ACTIVITY PLAN

TITLE: The Beast

SUMMARY:

Teams of 5 participants attempt to build a statue using Tinker Toys, which replicates an original "beast" which only one team member can actually see. Each member of the team has an isolated, specific role in transferal of the information from the original beast to the replica-- the result is similar to the "Telephone Game" where the information gets changed from the original intent to the final outcome.

OBJECTIVES:

1. Participants gain experience in descriptive communication skills.
2. Participants develop an understanding of individual roles during a team activity.
3. Participants gain experience in organized thought processing and focused thinking.
4. Participants gain experience in the corruption of interpersonal communication through individual adapting of information.

METHODS: team initiative

PARTICIPANTS: 15-30 (teams of 5); 7th grade- adult.

MATERIALS:

- 1 set Tinker Toys building sticks per team.
- large activity area which can be divided into 3 separate rooms.
- 1 pre-built "beast"

TIME FRAME: 60-90 minutes

FRAMING:

The beast is metaphoric for poor interpersonal communication. Introduce the "beast" as the animal that corrupts interpersonal communications resulting in a misunderstanding between people in a conversation or confusion surrounding the facts of a situation. During the activity, each team tries to avoid having the beast take over their process and change the "true" intentions being communicated from one team member to the next.

SEQUENCE:

1. Introduce the different "jobs" which will need to be filled on each team:

Observer - - the input end of the communication chain; views the original beast and develops the strategy for passing the information.

Runner #1 -- carries the information from the Observer to the Buyer.

Buyer - - uses the information from Runner #1 to "purchase" the necessary components and passes them to Runner #2.

Runner #2 -- carries the information and components from the Buyer to the Builder.

Builder -- uses the information and components to create the replica beast.

2. Determine how many teams are necessary (divide total in group by 5), ask for volunteers for each job, and label them Team A, B, C, etc. (i.e. fill the jobs and the teams will form as a result). Show the participants where their stations are as they get their assignments to reduce confusion.

NOTE: If the group size is not divisible by 5 either make two Buyers on a team or remove Runner #2 from a team.

3. Recruit Storekeepers from your staff or the group leaders and orient them to their job. They should keep the "merchandise" hidden to prevent buyers from pointing or guessing-- if the

store does not have an item as described tell the buyers that item is out of stock. The purpose of the store is to add minor distraction to the Buyers, and the questions asked by the Storekeepers should be simple and brief so the process does not stall and create boredom for the other team members not associated with the buying process.

4. Once the process begins, monitor the interaction between team members to insure fairness and adherence to the chain of information (e.g. no yelling information from Buyer to Builder -- skipping Runner #2). Some motivation and reassurance helps keep the individual team members "happy" until the information begins to flow well.
5. The activity is complete when the teams feel their replica is as good as it is going to get-- if they are way off tell the Builder to send questions back down the chain of information to determine where they went wrong. Some teams never get close, so the end comes when motivation to continue begins to fade. Call out 10, 5, and 1 minute countdowns to give each team a final try at their replica. Gather the group in one large area and place the original beast and each team replica on a table where everyone can see the differences/similarities.

CLOSURE:

Point out the similarities between the beasts and discuss the difficulties in descriptive communication. Once the general excitement of the teamwork (who "messed up", etc.) has been expressed by the groups, turn the discussion towards the roles of the individual team members-- what was difficult, easy, fun, boring, etc.

Finally, transfer the activity to reality by reminding the group of the metaphoric beast. How does the beast creep into conversations at home, work, etc. What can you do to prevent the beast from causing problems between people-- rumors, assumptions, etc.

EDUCATION RESOURCE NETWORK

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ACTIVITY PLAN

TITLE: Classifieds

SUMMARY:

Participants take turns being "classified" as a specific brand of an object (e.g. Cadillac/automobile) by the group and comparing the impressions of the group to the classification given by themselves. Classifications may only be given in a positive tone--with reasons to support the classification given.

OBJECTIVES:

1. Participants gain an understanding of how they are interpreted by others in their group.
2. Participants benefit from hearing positive impressions from others.
3. Participants gain skill in recognizing and communicating positive aspects of other's personalities.

METHODS: small group discussion; "on stage" presentation

PARTICIPANTS: 10-30; 7th grade- adult.

MATERIALS:

-2-5 chairs for "stage"

TIME FRAME: 60-90 minutes

FRAMING:

Classified advertising is a method of dividing items for sale into categories to make them easier to find for readers interested in buying only that certain item. This concept is the metaphor for stereotyping used in human interaction to assist in viewing people. Often times, stereotypes are based on external characteristics of people and focus on negative traits. This activity is an opportunity

to use a stereotyping in a positive, highly structured manner. Discussion regarding the values of stereotyping and why it occurs provides a basis for the activity and the transference to actual relationships.

SEQUENCE:

1. As an introduction to stereotyping, use traditional stereotypes to illustrate how pervasive stereotypes are in our society. Play a guessing game by stating one general stereotype and have the group guess which one you are thinking about. Try several to show how pervasive stereotypes are in certain cultures.

Example :

"I'm thinking of a person standing in the kitchen; stirring a pot.
Is the person a man or a woman?" Group answers in unison:

WOMAN!

"What is she wearing?" DRESS/APRON/etc.

"How is her hair done?" UP/BUN/etc.

2. Divide your group into teams of 5-6 and ask for 1 volunteer from each group to be "on stage" for the first classification session. People on stage are very vulnerable so reinforce the importance of positive classifications and to be sensitive to laughter-- it can cause extreme embarrassment. If you feel the group is immature, make sure there is a leader in each group to insure emotional safety for the participants by supervising the classifications and reasonings before they are spoken to the participants.

3. Select a general category (fast foods, beverages, cars, breakfast cereals, candy bars, etc.) and instruct the teams to develop one classification for the contestant from their team only. The classifications should be based on first impressions-- external, easily recognizable characteristics of the contestant. Teams should avoid using classifications based on physical traits and focus on personality traits.

Example :

"If Todd was a breakfast cereal, he would be Cocoa Puffs because he is very enthusiastic (like the coo-coo bird) and he stays supportive of others all the way through a task (like the krispies stay crunchy in milk).

4. While the teams are developing classifications for the participants on stage, the participants should be developing one for themselves. Allow 4-6 minutes for the process and then begin the sharing process by having a speaker for each participant stand up (in turn) and present their idea of the participant. Be aware of the general mood of the group and guard against too much "silliness" by reminding the group of the purpose of the activity. For each participant allow them to respond to his/her classification by sharing the one he/she picked for him/herself. When the "on stage" participants are finished, a round of applause is appropriate, and then select new volunteers and a new general category. Repeat the process until everyone gets an opportunity to be classified on stage.

CLOSURE:

This activity provides each person in the group an opportunity to find out what positive things others think about him/her. A brief discussion on the attributes of positive reinforcement and how it makes one feel, and reflection on the norms of human interaction provide the participants with some philosophical issues to consider. This activity can be followed with another activity such as a Magic Circle or a Letter to Self to bring the general issues around to personal goals for positive interaction.

CLOCK -QUAD COMBO

8-15 Participants
30-45 Minutes

Key Elements:

Basic cooperation, climate building, norm setting, physical proximity, introduction/closure, application planning, pre & post comparisons (growth).

Equipment:

Clock: none.

Quad Jam: 4 blocks, 4 boards

Instructions:

The clock portion of the activity takes place early in a workshop to assist with basic group performance issues such as diversity, acceptance, sensitivity to others; and to establish a positive climate of fun and performance.

Quad Jam can be used near the end of a workshop to assist in the closing/departure process of the group. Begin by having participants "take a stand" to make a commitment to the group based on a significant aspect of the workshop. Once everyone is standing on the beams, solicit comments on the process of commitment and relate them to the process of performance on the beam.

Remind the group of the Clock activity and have them define a level of challenge, parameters of support, and accountabilities for set backs during this activity which will be relevant when the group returns to their normal work place. The team can then practice their standards by moving around on the beam and discussing positive aspects of the workshop.

Safety Issues:

Insure that the boards are well set on the blocks, identify the potential for "rolling" so participants are aware, instructors should be spotting the group during the activity.

Processing Ideas:

Compare performance criteria, comfort, and satisfaction from the Quad Jam to the Clock to highlight positive growth areas.

Notes:

THE MAGIC LOG
(NOBLE WORTH)

The King and Queen have summoned all of their subjects to find those who possess NOBLE WORTH. It is written that those who possess NOBLE WORTH shall be those who accomplish many tasks, find the remains of the MAGIC LOG, restore the MAGIC LOG, and retrieve the hidden gems. It is also written that those who possess NOBLE WORTH shall be rewarded for their deeds. Finally, it is written that those who possess NOBLE WORTH shall accomplish many wonderful tasks and reach many goals throughout their lives.

YOUR GOAL: Prove that this group is one that possesses NOBLE WORTH.

YOUR TASK: Find the remains of the magic log by overcoming the challenges found along the way. Restore the magic log to its former glory. Gain the clues to the use of the magic log. Use the magic log to retrieve the hidden gems. Return the magic log and gems to the King and Queen.

THE MAGIC LOG
(NOBLE WORTH)

FACILITATOR'S NOTES:

The Facilitator (now called "guide") leads the group through a series of six challenges/activities. These activities may be determined beforehand and may use parts or all of the Mission Impossible and Incredible Journey courses. At each station the Guide explains the challenge giving guidelines and safety concerns. The group attempts the challenge until the activity is accomplished satisfactorily (to be determined by the guide and the group). The group is then awarded one piece of the log and one piece of the clue. This continues until all pieces of the log and clue are found. (The log must be carried from one activity to the next). The only processing done for each activity is that which is deemed necessary by the guide for safety concerns or to deal with arising problems.

When all the pieces are gathered, the log must be assembled and carried to the location of the hidden gems. The entire group must stand upon the log to retrieve the hidden gems. The gems and the log must then be returned to the starting point of the activity.

PROCESSING HINTS/TOPICS:

- Cooperation
 - tasks to gain the pieces
 - carrying the log
- Communication
- Symbolism of the log
 - Many small pieces make up the whole
 - One piece missing makes the task more difficult.
 - (religious) The burden of the cross
- What is NOBLE WORTH?
 - compared to noble blood?
 - who has/can have NOBLE WORTH?

THE MAGIC OF THE LOG

The magic of the log is found when whole, This you must believe
And all must be upon it before the gems you may retrieve
Place the end of the log below the special branch
But do not touch the gems and ruin your **only** chance
Start at the other end and slowly one by one
Traverse the log together until all are standing upon
Then and only then will the magic rule the EARTH
And carefully as you take the gems you'll prove your NOBLE WORTH