

The background of the entire cover features silhouettes of people in business attire. In the top left, there are three silhouettes of people standing. In the top right, two silhouettes of people are walking, one carrying a briefcase. In the bottom left, a group of silhouettes is shown in profile, appearing to be in conversation. In the bottom right, a group of silhouettes is shown from the back, appearing to be walking together.

all together now!

A Seriously Fun

Collection

of Interactive Training

Games and Activities

LORRAINE L. UKENS



Character Reference

Objective

To list characters with whom individuals identify as being most or least like themselves.

Applications

- Goal Setting
- Icebreaker
- Perception

Group Size

Four to fifty participants, who will work in teams of four or five members each.

Time Required

Twenty to thirty minutes.

Materials

One copy of the Character Reference Worksheet and a pencil for each participant; clock or timer.

Preparation

None.

Process

1. Distribute one copy of the Character Reference Worksheet and a pencil to each participant.
2. Referring to the worksheet, explain that each participant is to list three different character names: one you would *most like to be*, one you would *least like to be*, and the one who is *most like you*. The name of the person may be chosen from real life, fiction, the news, movies, literature, cartoons, history, or whatever else fits. Remind participants that they should also include the reason why they chose a particular character. Announce that participants will have five minutes to complete this task.
3. Signal for individuals to begin. Time the activity for five minutes, then stop work when time expires.
4. Instruct the participants to form teams of four or five members each.
5. Explain that participants are to take turns sharing their lists with their teammates, explaining why the characters were chosen. After all the team members have shared this information, they should examine the combined lists for similarities and differences. Announce that teams will have fifteen minutes for group discussion.
6. Signal for the discussion to begin. Time the activity for fifteen minutes, giving a five-minute warning; then stop the teams when time expires.
7. Direct the participants to turn their worksheets over. Explain that each individual is to write one personal goal statement that exemplifies an admirable trait of his or her role model character ("Most like to be"). The statement should include a specific action that the participant will take in order to help incorporate the characteristic into his or her life. Allow several minutes for this task to be completed.

Discussion

- What kind of characters were mentioned most often in your group for most like to be? Least like to be? Most like you?
- In what ways did individuals' perceptions of the characters differ?
- What were some of the reasons given for those characters you would most like to be?
- How do role models influence personal expectations and goals?

Character Reference Worksheet

The character I would *most like to be* is:

because

The character I would *most like to be* is:

because

The character I would *most like to be* is:

because



Creative License

Objective

To decode, then create license plates that reflect different types of individuals.

Applications

- Communication
- Creativity
- Diversity
- Perception
- Problem Solving

Group Size

Six to thirty participants, who will work in teams of three to five members each.

Time Required

Thirty to forty minutes.

Materials

One copy of the Creative License Worksheet and a pencil for each participant; five 5" x 8" index cards and a felt-tipped marker for each team; flip chart and felt-tipped marker; clock or timer.

Preparation

Create a flip-chart sheet that lists the following information:

Using no more than seven letters or numbers, create a license plate that describes three of the following:

A basketball player

A medical student

An Olympic athlete

A parent

A scuba diver

Process

1. Distribute one copy of the Creative License Worksheet and a pencil to each participant.
2. Referring to the worksheet, explain that individuals will attempt to decode each of the personalized license plates presented, then write a description of the type of person it might fit. Announce that participants will have five minutes to complete this task.
3. Signal for individual work to begin. Time the activity; then stop participants when time expires.
4. Review the decoded answers through participant feedback, checking the information against the answers below. Then solicit individual responses about the type of person each would fit.

Answers:

(1) EDUCATE

(4) FOREST LOVER

(2) WEIGHT WATCHER

(5) TENNIS ANYONE

(3) BEFORE YOU LEAP

5. Instruct the participants to form teams of three to five members each. Distribute five index cards and a felt-tipped marker to each team.
6. Referring to the prepared flip chart, explain that each team will now design its own license plates from at least three of the five descriptions listed. These licenses are to use no more than seven letters or numbers each. Announce that teams will have fifteen minutes to complete the task. Teams that complete the initial three before time expires should continue working on the additional two descriptions.
7. Signal for group work to begin. Time the activity for fifteen minutes, giving a five-minute warning; then stop the teams when time expires.
8. Have the teams take turns presenting their license plates and then asking the group as a whole to decode each one.

Discussion

- In what ways did creativity play a role in this activity?
- How difficult was it to communicate a message through the license plates?
- How difficult was this task overall? Why?
- How might an individual's perception of others affect his or her viewpoint?
- How can we combine the personal preferences (likes and dislikes) of individuals to make a more effective working environment?



Flextime

Objective

To match words having creatively disguised relationships.

Applications

- Change
- Creativity
- Leadership
- Perception
- Problem Solving

Group Size

Six to thirty participants, who will work in teams of three to five members each. A minimum of two teams is required.

Time Required

Thirty minutes.

Materials

One copy of the Flextime Worksheet and a pencil for each participant; stopwatch; flip chart and felt-tipped marker.

Preparation

None.

Process

1. Instruct the participants to form teams of three to five members each. Provide each team with a separate designation (a letter, number, color, shape, or other distinguishable feature). Select one person from each team to be the leader.
2. Distribute one copy of the Flextime Worksheet and a pencil to each participant.
3. Referring to the worksheet, read aloud the directions at the top of the page. Explain that the team leader will be responsible for guiding the discussion and recording the final solutions for each group. When a team completes its worksheet, the leader is to stand and ask that the completion time be recorded on the flip chart. Teams are to continue working until all groups have completed the task. Explain that the first team to complete the puzzle *correctly* will be the winner.
4. Signal for the activity to begin and start the stopwatch. As each team leader stands, record the team designation and finish time on the flip chart. Continue timing and recording until all teams have finished. If not all teams have finished at the end of twenty minutes, stop the activity.
5. Direct the leader of the team that finished first to reveal each answer, checking for correctness using the Answers section below. If an answer is incorrect, ask other team leaders to respond with their answers until the correct one is revealed. Determine the winning team based on finish time and number of correct answers.

Answers:

- | | |
|--|---------------------------------|
| (1) D (to-wed = engaged) | (6) B (clan-king = chieftain) |
| (2) G (awning = super-visor) | (7) F (archery fan = bow-lover) |
| (3) I (back burner = rear-range) | (8) E (blush = go-red) |
| (4) A (inside trading = organ transplants) | (9) J (be-a-con = go to jail) |
| (5) H (dugout = under-stands) | (10) C (run away = leg-it) |

Discussion

- How difficult was this task? What made it difficult?
- How did time pressure impact your ability to solve this puzzle?
- Was the leader's role critical to the team's ability to perform this task? Why or why not?
- How does an individual's way of perceiving things affect his or her ability to solve problems?
- What are some things we can do to learn to look at things in new and different ways?
- Today's workplace is marked by rapid change. Why is it important to improve our mental flexibility to adapt to new situations and conditions?

Flextime Worksheet

Directions: The object of this puzzle is to match the ten items on the left with the ten on the right based on similar or related meanings. The relationships are disguised by the use of puns, double meanings, or altered spacing within the words. For example, "accost" can be matched with "electric bill" (AC cost).

Be creative! You'll need to keep your mind flexible in order to see some of the relationships!

- | | | |
|-------|-------------------|----------------------|
| _____ | 1. towed | A. organ transplants |
| _____ | 2. awning | B. chieftain |
| _____ | 3. back burner | C. legit |
| _____ | 4. inside trading | D. engaged |
| _____ | 5. dugout | E. gored |
| _____ | 6. clanking | F. bowl over |
| _____ | 7. archery fan | G. supervisor |
| _____ | 8. blush | H. understands |
| _____ | 9. beacon | I. rearrange |
| _____ | 10. run away | J. go to jail |



Give and Take

Objective

To persuade another individual to accept an opposing viewpoint.

Applications

- Communication
- Conflict Management
- Negotiation
- Perception

Group Size

Six to thirty participants, who will work in teams of three members each. A minimum of two teams is required.

Time Required

Fifteen to twenty minutes.

Materials

One sheet of paper and a pencil for each participant; clock or timer.

Preparation

None.

Process

1. Distribute a blank sheet of paper and a pencil to each participant. Explain that each person is to think of a prized possession, something that he or she has and likes very much, and to write it down on the paper.
2. Instruct the participants to form teams of three members each. Within each group, one member is to be designated *Lender*, another *Borrower*, and the third *Observer*.
3. Explain that the participants are to imagine that Lender has loaned Borrower his prize possession, and Borrower has kept it far too long. Lender is to try to talk Borrower into returning the possession, while Borrower is to try to talk Lender into letting it be kept for a longer period of time. Two minutes will be allowed for this negotiation. The Observer is to watch the interaction that takes place closely, using the other side of the paper to note the strategies used by both the Lender and the Borrower, as well as communication patterns, body language, and other signs.
4. Signal for the negotiations to begin, then call time after two minutes.
5. Tell the Observers that they will have one minute to comment on their observations to the Lender and Borrower. Signal to begin, then stop the discussion after one minute.
6. Direct the teams to change roles so that the Observer becomes the Lender, the Lender becomes the Borrower, and the Borrower acts as Observer. Play a second round according to the previous instructions, then repeat for a third round so that each participant has the opportunity to play each role.

Discussion

- What were some of the observations made in the course of the negotiations?
- How do our personal expectations and feelings impact the communication process?
- How does this apply to managing and resolving conflict situations?
- What strategies did Lenders use to convince the Borrowers of their views?
- What could Lenders have done differently to be more effective in persuading the Borrowers of their needs?