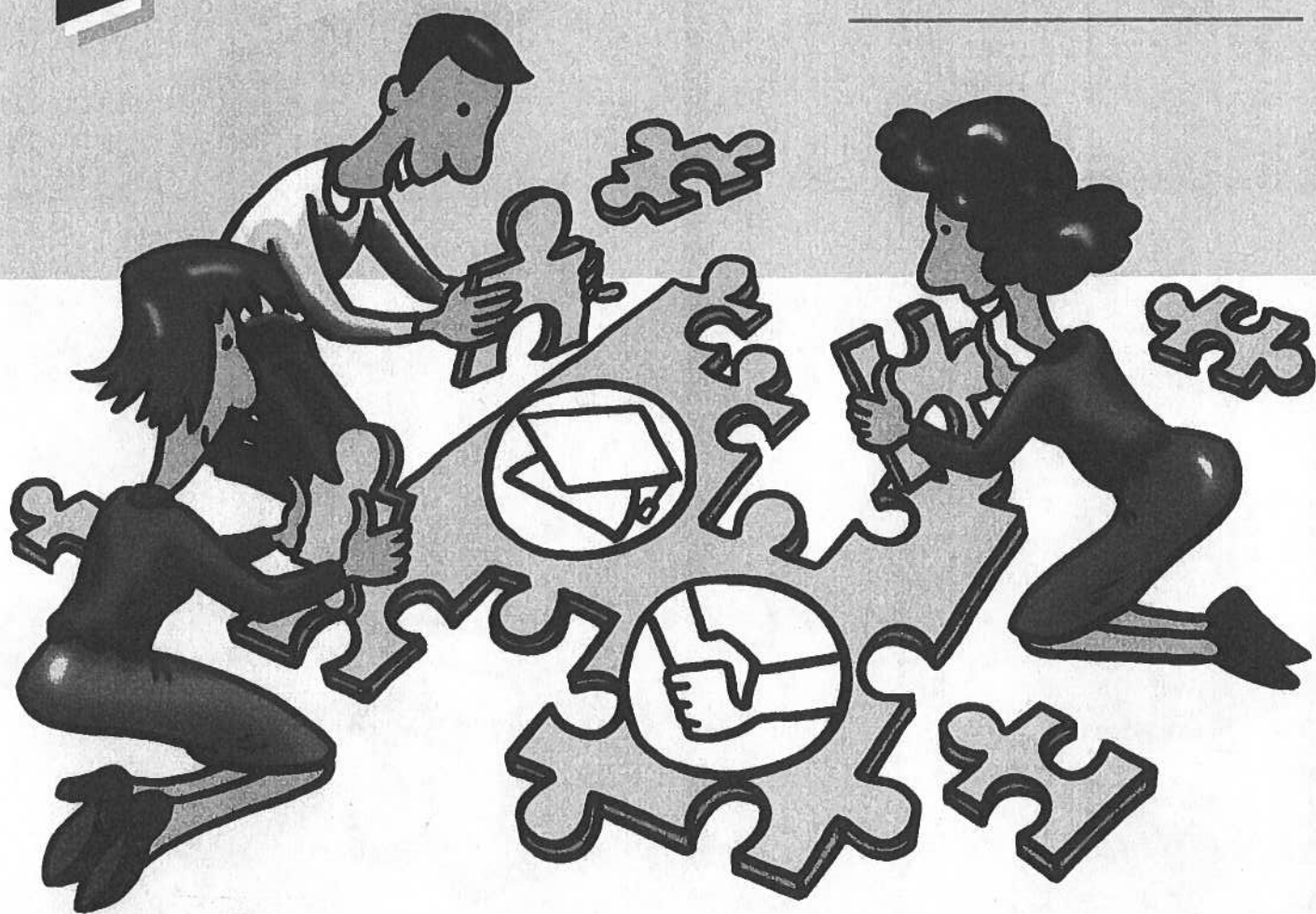


**102 EXTRA**

# **TRAINING**

**GAMES**



**GARY KROEHNERT**



# 2<sup>1</sup>/<sub>2</sub> Minute Test

ITFMXES

**TIME REQUIRED**

5 to 10 minutes, depending on the group size and amount of discussion required.

**SIZE OF GROUP**

Unlimited.

**MATERIAL REQUIRED**

One '2<sup>1</sup>/<sub>2</sub> Minute Test' handout and a pen for each participant.

**Overview**

This quick activity is designed to show how mistakes can be made, or how we can overlook things, if we rush things too much.

**Goals**

1. To demonstrate how mistakes can be made if we rush things.
2. To demonstrate how things can be overlooked if we rush.
3. To energise the group.
4. To have some fun.

**Procedure**

1. When appropriate, tell the group they are going to be given a quick test to see how they are going.
2. Give each person a copy of the '2<sup>1</sup>/<sub>2</sub> Minute Test' handout. This should be placed face down in front of them.
3. Ask the participants not to commence until you give the signal. Tell them that this really is a quick test and that they only have 2<sup>1</sup>/<sub>2</sub> minutes to complete it. Before any questions can be asked, look at your watch and say, 'Go'.
4. Count the time down to increase the pressure.
5. After the 2<sup>1</sup>/<sub>2</sub> minutes ask them to stop.
6. Review each question one at a time, asking for their answers.
7. After you get the verbal answers, tell them the correct answers.

8. Ask who scored 8 out of 8? Then 7 out of 8, etc.
9. Lead into a discussion on the effects of rushing things.

**Discussion points**

1. How many people scored 8 out of 8?
2. What stopped everyone from getting a perfect score?
3. How does this apply to your training?
4. How does this apply in the workplace?

**Variations**

1. May be conducted as a small group activity.
2. Additional questions could be asked if necessary.

**Answers**

1. One hour. If you started at 8.00 am, your second would be at 8.30 and the final one at 9.00 am.
2. 70, because 30 divided by a half equals 60.
3. The match.
4. Two apples—remember, you took the apples.
5. All of them.
6. White. The house has to be on the North Pole, therefore the bear must be a polar bear.
7. None. Moses didn't have an Ark—it was Noah.
8. One hour. You had to wind up the alarm clock, therefore it was a mechanical one. It only works on a 12 hour cycle, not a 24 hour one.

**TRAINER'S NOTES**

## 2<sup>1</sup>/<sub>2</sub> Minute Test

You have 2<sup>1</sup>/<sub>2</sub> minutes to complete this test. Therefore work as quickly as you can, making sure you attempt to answer all the questions.

Good luck!

1. If a doctor gave you three pills and told you to take one every half hour, how long would they last?
2. Divide 30 by a half. Add 10. What is the answer?
3. If you had only one match and entered a dark room where there was an oil lamp, an oil heater and some kindling wood, which would you light first?
4. Take two apples from three apples. What do you have?
5. Some months have 30 days, some have 31. How many months have 28 days?
6. Imagine that you built a house with four sides, and each wall had a southern exposure. If a bear went past one of the windows, what colour would the bear be?
7. How many animals of each species did Moses take on the Ark?
8. If you went to bed at eight o'clock in the evening, wound up the alarm clock and set it to get up at nine o'clock the next morning, how many hours' sleep would you get?



# Catawompus Sales

CFLS

**TIME REQUIRED**

20–30 minutes, depending on the group size.

**SIZE OF GROUP**

Works best with about 10 to 12 people. Larger groups can be used, but they will need to be broken into smaller groups for the presentations.

**MATERIAL REQUIRED**

At least one 'catawompus' for each participant. A 'catawompus' can be any unusual object. The objects selected should be items that the participant is completely unfamiliar with. Each person may also require a pen and paper.

**Overview**

To show people how creative they can be when they need to.

**Goals**

1. To demonstrate how creative participants can be.
2. To give participants the opportunity to give a short presentation to the group.
3. To investigate ways of improved selling techniques.

**Procedure**

1. Let the participants know that they are going to be involved in a selling game. The object of the game is to try and sell your 'product' to the group.
2. Tell the participants that they will each be given an item before their presentation is due to start. They will have 1 minute to prepare for a 2 minute sales presentation. Let them prepare any notes they may wish to use.
3. After their 1 minute preparation, ask them to give their 'sales pitch' to the group.
4. At the conclusion of each presentation, the group should give feedback to the 'sales person'.

5. Before going on to the next person it may be appropriate to take a vote to see if the sales pitch worked. This will also make it a bit more light-hearted.
6. After all the presentations have been delivered, a list should be made on the whiteboard of all positive points raised in discussion.
7. This should now lead into a discussion on other techniques or whatever else is relevant.

**Discussion points**

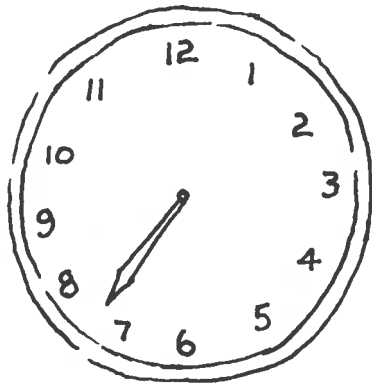
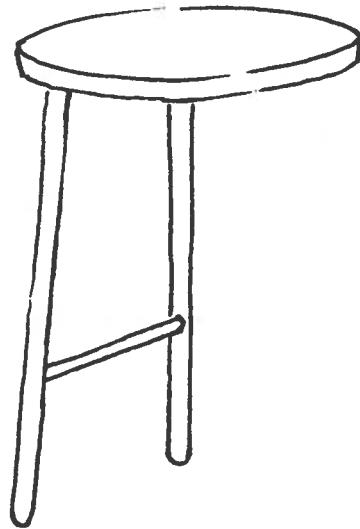
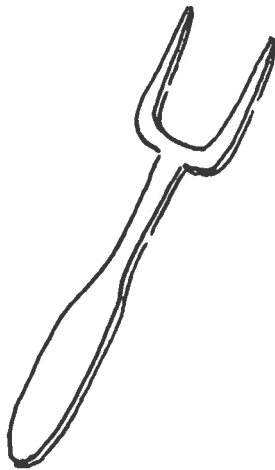
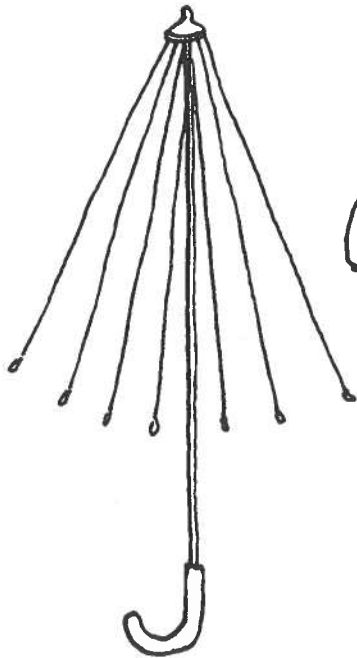
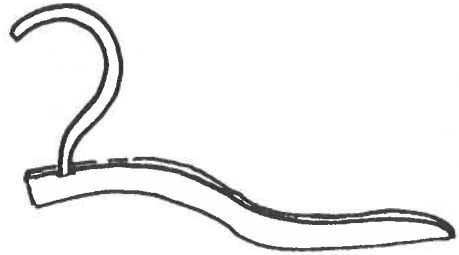
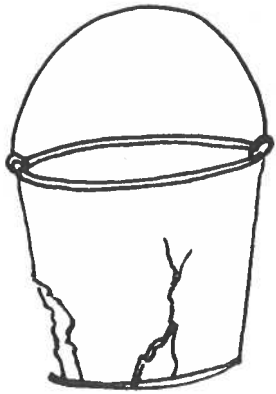
1. How many people felt that they did a good job of selling their 'catawompus'?
2. Who felt nervous with the presentation? Why?
3. How can we overcome nerves?
4. How can we improve our sales techniques?
5. Who had the most creative 'catawompus'?

**Variations**

1. A prize may be given to the most creative person.
2. A prize may be given for the best presentation.
3. Let the individuals in the group draw a 'catawompus' on a sheet of paper. These sheets can be collected and folded. These 'catawompi' (that's the plural of catawompus) are then the items to be selected for the presentations.

**TRAINER'S NOTES**

# Catawompus





# Who Went Where?

TCMXL

**TIME REQUIRED**

10–15 minutes.

**SIZE OF GROUP**

Unlimited, but large groups will need to be broken into smaller groups of 5 to 7 people.

**MATERIAL REQUIRED**

One prepared 'Who Went Where?' overhead and one sheet of paper and pen for each participant.

**Overview**

This exercise is designed as a problem-solving activity to show how teamwork can lead to better and generally faster results.

**Goal**

To demonstrate the benefit of teamwork in problem solving.

**Procedure**

1. Inform the participants that they are going to be involved in a problem-solving activity.
2. Ask them to form groups of 5 to 7 people.
3. You can now tell the participants that last week your company sent 5 people to 5 different places on 5 different days using different vehicles. Their task is to tell you who went where, on what day, using which vehicle. The boss needs to know as soon as possible.
4. Advise the groups that you are now going to show them an overhead full of information. From the information given they are to work out the answers. Before they ask, you can tell them that all the information they need is shown on the overhead. They will have 5 minutes to complete the task.
5. After the groups have finished, ask them how they went about getting the information together so that they could see the results. This could then

lead into a discussion on teamwork or problem solving.

**Discussion points**

1. How many groups came up with the correct answers?
2. What helped the group arrive at the answers?
3. What hindered the group in arriving at the answers?

**Variations**

Substitute names and places can be used. These could be names and places that are familiar to the group. This could also add to the length of the activity as it may involve some 'gossip' between the participants.

**Solution****Jones**

Ansett Airlines	Australia	Monday
-----------------	-----------	--------

**Brown**

Singapore Airlines	UK	Wednesday
--------------------	----	-----------

**Smith**

Qantas	New Zealand	Friday
--------	-------------	--------

**Zoubari**

British Airways	US	Tuesday
-----------------	----	---------

**Wong**

United Airlines	Hong Kong	Saturday
-----------------	-----------	----------

**TRAINER'S NOTES**

## Who Went Where?

Jones flew with Ansett Airlines.  
The Hong Kong flight was on Saturday.  
British Airways flew to the U.S.  
Brown went on Wednesday.  
Smith went to New Zealand.  
Qantas flew on Friday.  
Zoubari went on Tuesday.  
Singapore Airlines flew to London.  
Wong went with United Airlines.  
The Australian flight was on Monday.  
Ansett Airlines flew on Monday.  
Wong flew to Hong Kong.  
Zoubari went with British Airways.  
Brown went to the UK.

**NATIONAL  
LEADERSHIP  
CAMP**



*Leadership  
Curriculum  
Guide*

NATIONAL ASSOCIATION OF  
SECONDARY SCHOOL PRINCIPALS



DIVISION OF STUDENT ACTIVITIES



# Exercises for Communication Section

## **We See Things Differently**

Look at the following picture and describe what you see:



Discussion:

1. Can you see more than one picture? (This picture shows both a rat and a man with glasses, depending on your perceptions.)
2. Do you see the same picture as others who look at it?
3. Why or why not?

## **We Hear Things Differently**

This is a group activity. Select one person as the group leader and have him or her read a paragraph from a newspaper or the following list. The other group members should listen to the paragraph or list, and after the reading, write down as much as they can remember of what was said.

List of Ten Embarrassing Moments:

- Arriving at school on a holiday.
- Stepping on the principal's feet.
- Getting caught in the wrong bathroom.
- Splitting your pants on stage.
- Forgetting your lines in a play.
- Making a touchdown for the opposition.
- Spilling your food in a restaurant.
- Picking up the wrong suitcase in an airport.
- Falling down off a curb.
- Breaking off the heel of your shoe.

Discussion:

Discuss the results of the exercise. In doing this exercise the students should notice that each person heard or remembered different items. These differences are due to the unique perceptions of each group member.

# Lost on the Moon\*

## Purpose

To teach in an entertaining way the problems and potentials of working as a group. To make decisions by consensus.

## Setting

This exercise can be divided into three parts and can be completed in one session of an hour and a half or over three class periods. Particularly suitable for grades 7 through 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

## Procedure

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.

Devise a method for dividing the class into groups of five or six members. Groups might be formed around a large table or by moving desks to form small circles. Each student will need an area on which to write.

Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

2. Briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Read the instructions aloud. Instruct each student to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

(If the exercise is being conducted in one session, the groups move into Part Two immediately. Otherwise, collect the individual sheets and return them to the groups at the start of the next session.)

3. Have the scoring committee total the individual scores by comparing them with the key. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

The scoring committee should also compute the average individual score and the range of individual scores for each group.

4. Ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based as far as possible on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point, discussion may become quite animated, and a group should have plenty of time to reach its decision.

\*This exercise was originally devised by Jay Hall, Ph.D., American Behavioral Science Training Laboratories, Houston, Texas.

5. As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information:

Average individual score

Range of individual scores

Group score

Differences between average individual and group scores.

(Like Part Two, Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working together in groups, it should be given a full half hour or more.)

6. Begin by explaining the scoring key and the scoring method. Give each group the final sheet prepared by the scoring committee and ask the groups to discuss the results separately for 10 or 15 minutes.
7. Once the groups have begun their individual discussions, make a chart on the board or newsprint.
8. Give the groups their own charts and discuss the following questions one by one:
  - Did the group do better than any individual?
  - Did it do better than the average individual? Why?
  - Did some member have more influence than others?
  - How did your group reach agreement?

### **Analysis**

After the groups have had sufficient time for individual discussions, call their attention to the chart and have the entire class discuss the differences.

Ask these questions of the class:

What are the advantages and disadvantages of this method?

How did you feel working in the group?

Often the group that has taken the greatest amount of time to reach a decision will have the best score. Also, it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences—these are some of the points to be derived from the experience.

### **Materials**

Two copies of the problem for each student and 10-12 extra copies  
Newsprint or chalkboard

## Lost on the Moon—Problem Sheet

Group Number \_\_\_\_\_

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Listed below are the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

- \_\_\_\_\_ Box of matches
- \_\_\_\_\_ Food concentrate
- \_\_\_\_\_ 50 feet of nylon rope
- \_\_\_\_\_ Parachute silk
- \_\_\_\_\_ Portable heating unit
- \_\_\_\_\_ Two .45 calibre pistols
- \_\_\_\_\_ One case dehydrated milk
- \_\_\_\_\_ Two 100-pound tanks of oxygen
- \_\_\_\_\_ Stellar-map (of the moon's constellation)
- \_\_\_\_\_ Life raft
- \_\_\_\_\_ Magnetic compass
- \_\_\_\_\_ 5 gallons of water
- \_\_\_\_\_ Signal flares
- \_\_\_\_\_ First aid kit containing injection needles
- \_\_\_\_\_ Solar-powered FM receiver transmitter

## Lost on the Moon—Scoring Key

Listed below are the correct rankings for the “Lost on the Moon” items, along with the reasons for the ranking provided by NASA’s space survival unit.

- |  |  |
|--|--|
| (15) Box of matches                            | Little or no use on the moon   |
| (4) Food concentrate                           | Supply daily food required   |
| (6) 50 feet of nylon rope                      | Useful in tying injured, help in climbing                            |
| (8) Parachute silk                             | Shelter against sun’s rays   |
| (13) Portable heating unit                     | Useful only if party landed on dark side                             |
| (11) Two .45 caliber pistols                   | Self-propulsion devices could be made from them                      |
| (12) One case dehydrated milk                  | Food, mixed with water for drinking                                  |
| (1) Two 100-pound tanks of oxygen              | Fills respiration equipment  |
| (3) Stellar map of the moon’s constellation    | One of the principal means of finding directions                     |
| (9) Life raft                                  | CO bottles for self-propulsion across chasm, etc.                    |
| (14) Magnetic compass                          | Probably no magnetized poles; thus useless                           |
| (2) 5 gallons of water                         | Replenishes loss by sweating, etc.                                   |
| (10) Signal flares                             | Distress call within line of sight                                   |
| (7) First-aid kit containing injection needles | Oral pills or injection medicine valuable                            |
| (5) Solar-powered FM receiver transmitter      | Distress signal transmitter, possible communication with mother ship |