

THE TAKEAWAY GAME

SETUP AND INSTRUCTIONS

Divide the group in half.

Place fifteen coins between the contestants. You can use plastic chips, tokens, pennies, etc.

EXPLAIN THE RULES:

1. Have a best of 3 rock-paper-scissors match to determine which group will begin.
2. Each side may remove 1, 2 or 3 coins in turn.
3. The team removing the LAST coin will be declared the winner.

After the first round, divide the room into three groups and play another round.

If time permits, divide the room into four groups and play another round.

LIMIT PLANNING TIME TO 2 MIN/ROUND

PROCESSING QUESTIONS

1. What is the method to ensure victory when playing the basic 15 coin game? (Leave your opponent with four coins, achieved by leaving them with eight at the previous turn, and twelve at the previous turn, meaning that the player starting must first remove three coins.)
2. What does this teach us about the importance of planning and strategy? (remember to point out that not planning from the beginning could cause a group to choose the wrong strategy and lose).
3. What was the difference between doing the activity with two groups and doing it with three groups?
4. What can we do to maximize our chances of achieving a successful result in complex unpredictable circumstances?
5. What are some examples where it is necessary for our organizations to create effective strategies before taking action in order to be successful?

FIND YOUR PATH

SETUP AND INSTRUCTIONS

Tape off a grid (at least 5x5). Each square within the grid needs to be large enough for a person to step into. The facilitator needs to have chosen a numerical path throughout the grid in advance and have that picture in front of them as a point of reference. None of the participants will know the order of numbers within the grid.

EXPLAIN TO EACH PARTICIPANT THE FOLLOWING:

- There is no verbal communication as a group
- Everyone will go in an orderly fashion, no cuts.
- The group needs to stand in boxed area the entire time. No exiting this side of the grid.
- The first person will step into the grid and attempt to move through the pre-determined order. Each time the person makes a “mis-step” (first time mistake in that box), they need to exit the grid the same way that they came in. If that person makes a “mistake” (second time in the wrong box or wrong order), everyone on the grid must leave and start over.
- Set a time limit of 20 minutes.

PROCESSING QUESTIONS

1. Where you successful in this activity? Why?
2. How did you go about creating a plan for this activity?
3. Did mistakes in your planning in the beginning cause problems down the road that could not be overcome? Why did this occur?
4. Who took on a directing role in the activity? Who took a more passive role?

LAUNCH PADS

SETUP AND INSTRUCTIONS

There are four taped off circles on the ground. Instruct participants to stand behind the starting line.

Explain to participants that they are stranded on a volcanic island that is about to erupt. The rescue ship has arrived but they must be distributed properly on the ship to be saved. No participant can step on the ground across the line unless they are stepping in one of the circles. To load up the ship each participant must step in each circle once and they cannot move from the final circle they step in.

Also explain that each circle has a capacity requirement. You will tell them how many people can be in each circle and there can never be more than that number of people, even if someone is just stepping into it. (Note: You will need to determine the capacity such that there is one more spot available than members in the group, do not tell them this, just tell them how many can be in each circle and let them figure it out).

PROCESSING QUESTIONS

1. Where you successful in this activity? Why?
 2. How did you go about creating a plan for this activity?
 3. Did mistakes in your planning in the beginning cause problems down the road that could not be overcome? Why did this occur?
 4. Who took on a directing role in the activity? Who took a more passive role?
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GROUP JUGGLE

Ask one person to come forward and try to juggle three balls. Keep adding balls until the team member can't juggle any more. Then have the entire team form a circle. Toss the ball to someone across the circle, first calling his or her name. When that person catches the ball, he or she must say "Thanks" and the name of the person that threw the ball. Ask participants to remember the order in which they pass the ball, as they will have to repeat it later.

After everyone has had the ball, ask the participants to repeat the order again to be sure they remember. After completing this task, do it again, but this time, introduce more balls into the circle (if possible, one ball for every person). Have the group see how fast they can pass just one ball through the circle. Encourage them to "think outside the box."

When they think they are as fast as possible, process the activity.

PROCESSING QUESTIONS:

1. What was your initial reaction to this task?
2. What worked? What didn't?
3. How does communication come into play?
4. How does it feel to be the single juggler versus juggling as a group?
5. How does this relate to working together within our community?

BLIND NUMERICAL ORDER (20 MINUTES)

ILLUSTRATES: COMMUNICATION AND LISTENING.

Give participants the following directions:

- A) There is no talking
- B) You must keep your blindfolds on at all times
- C) Each of you will have a number whispered into you ear
- D) The goal is for the group to arrange itself in numerical order without speaking and without the use of sight.

Blindfold all the participants. Whisper a number to each of them (do not allow other participants to hear). The number should be RANDOM (not just 1-12, etc). For a few participant, use negative numbers, "0", really high numbers, etc. After whispering the number, move the participant to a random location. Once every participant has a number, they should begin. Make sure all participants are safe throughout the exercise. Some participants can be restricted even more by not allowing them to use their right arm, etc.

PROCESSING QUESTIONS:

1. What was the most difficult aspect of this exercise?
2. Did you have a sense of working together? Why/why not?
3. How frustrating was it when you could not talk.
4. What was necessary in order for you to be successful?
5. Did you assume that the assigned numbers would be in order (like 1-12)?
6. How important is good communication in groups?
7. How does this activity relate to our group?

KEYPAD (15 MINUTES)

SETUP AND INSTRUCTIONS

Tape off a large set area

Randomly lay out up to 30 numbered markers (Keypad) in a set area.

Create a starting/finish point up to 10 yards beyond the set area- the group must initially assemble here-(hence they do not have clear view of the keypad either before the first attempt or between attempts).

The group must touch all the numbered spots as fast as they can.

The group is penalized when a number is touched out of order and if more than one person is inside the boundary of the set area. (The penalty is 5 seconds added to their time).

Begin by instructing the group to touch all numbers in order from 1-30.

Time the group and share their time.

For the second round, ask them go backward (30-1) while encouraging them to do it faster this time.

For the third round, instruct the group to go 1-30.

****Before beginning this round ask the group to set a time goal**** Give the team 1-2 minutes to plan between each round.

****They must stay at the starting point while planning, they cannot approach the keypad.**

Processing Questions

1. What was the initial reaction of the group?
2. How well did the group cope with this challenge?
3. What key factor led to an improvement in time?
4. How motivated were participants to continually improve the time after initial success at the task?
5. What would have happened if you did not set a goal in this activity? How would you know you were successful without a goal?
6. How do we know when we are successful in our fraternity/sorority community?

KAIZEN (CONTINUOUS IMPROVEMENT)

SETUP AND INSTRUCTIONS

The facilitator should remove one card from a deck of cards without showing the participants.
Instruct the group that they will have to determine which card is missing in the shortest possible time.

The group will have 3 minutes to formulate a plan.

After 3 minutes, randomly distribute the rest of the cards to the participants (it is not important that they have equal numbers of cards)

Instruct the group that they are not to look at the cards until you give permission for them to do so.
Note the time when they guess the correct missing card.

After the first round ask the group if they believe they can improve their time.

Give them two minutes to formulate a plan.

Prior to the third round, ask the group to establish a time goal.

Processing Questions

1. Where you successful in this activity? Why?
2. What was the objective in this activity? (continuous improvement)
3. What did your group do to try to improve each time?
4. How can we apply the concept of continuous improvement to the fraternity/sorority experience?
5. What is it that we are trying to improve?
6. What does continuous improvement mean to our group this weekend?