Introductory Activities
Title

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<td>(Growing Risk, Personal Awareness)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
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**Optimum Group Size:** 12-100

**Materials Needed:** One blanket that you can’t see through

**Outline of Activity:**

Spilt group in half, creating two equal teams of 6-8 people. Each person on the team should learn the names of all the others on their own team. When that is done they should be introduced to all the members of the other team.

At this point a blanket should be lifted, like a curtain, between two squads. One person from each squad should step up to the blanket. At the signal, the curtain is to be dropped. At that point the two participants race to shout out the others name. Whoever wins, stays on their own side and is joined by the participant that lost. This activity is done until all members of one side join the other.

**Goal (Expected Outcome):**

Learn names of all members of the group. Have fun!! Learn team work.

**How to Process (As a Facilitator, What points need to be covered after completing activity?):**

Who won?
Who is on the winning team?
Discuss how this competition is different?
### Chad, Andy, Tina…Spells CAT.

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**Optimum Group Size:** 10-30

**Materials Needed:** None.

**Outline of Activity** (How to do it in a clear, concise form):

Before playing, use the first letter of each group member’s name and create as many words as possible. Have the group stand in a circle and yell out a word from the list. Participants must run to the center of the circle if the first letter of their name can be used in the spelling of that word. i.e., if “cat” is yelled out Chad, Andy, and Tina can race to the middle, stand side by side and call out their names. If not enough vowels are available assign some “jokers” to fill in.

**Goal** (Expected Outcome):

Learn group members names. No processing needed.
Title

Inquiring Minds

Type  X Introductory  _____ Working  _____ Closing  _____ Game
(Getting to Know  (Growing Risk,  (Saying Goodbye,  (Active Exercise
Each Other, Low  Personal  Ending)  for Group building
Risk)  Awareness)  and Fun)

Optimum Group Size:  10-100

Materials Needed:  1 small piece of paper (2 inches by 4 inches) for each participant
1 pen or pencil for each participant

Outline of Activity (How to do it in a clear, concise form):

Have each person write one question on a piece of paper. The question must be one that
is open ended. In other words, it must not be one that can be answered “yes” or “no”. The
question must also ask something about the person’s life rather than something trite such as,
“What is your favorite food”

Some examples of the type of questions that could be asked are:

⇒ What class do you enjoy the most at school? Why
⇒ What was a fun Saturday that you have had recently?
⇒ If you could tell your parents anything you wanted, what would it be?

As you can see this type of question gives the person answering the question a chance to
describe something about the way they live, feel, or think,

Once each person has written a question on their paper, you are ready to begin the
activity. Have every one find a partner. The taller of the two people will ask the shorter person
the question that they have written down. The person answering the question must talk for a
minimum of thirty seconds and a maximum of sixty seconds. When he/she is finished
answering, then they ask the taller of the two the question that they wrote down. After both
people have finished answering a question, they exchange pieces of paper and find new partners.

They will now ask the question on the piece of paper that they received in the exchange.
From now on each time they find a new partner, they will exchange pieces of paper and ask
someone else’s question. Do not worry if the partner you chosen has already answered the
question, it will be new to the person asking it. As the activity continues, each person will be
asking someone else’s question. This will give them quite a variety of questions to answer without having to think up more than one question.

This may sound complicated, but in practice it becomes very easy. By not having to ask question that you created, you free the kids up from feeling so responsible for the question and they can spend their time concentrating on the answer rather than on what the other person thought of the question. If you have a really shy group, you can collect the questions from the kids before they even start. Then pass them back out to people at random. This way they won’t even have to ask their own question during the first round.

If you suspect that some of the group might write down inappropriate questions, you may want to circulate around the room before starting and glance at each question to check it out. If this is a major concern for you, then circulating around the room during the question asking time will also cut down on inappropriate conversation.

This activity can be repeated a number of times during the year. It is especially good to use after school vacation or the addition of new members to your group. Some teachers have also used this process to review for a test. Then the questions center around the topic of the test rather than questions about the person.

**Goal (Expected Outcome):**

Becoming closer with group members.

**How to Process (As a Facilitator, What points need to be covered after completing activity?):**

How hard was it to create a question?
How did you feel about asking someone else’s question?
How did you feel about the thirty to sixty second time limit? Too long, Too short?
Explain
Which question did you hear that was really interesting to you?
Is it important that we know about those people who are around us? Why or why not?

**Submitted by or Source:** Activities That Teach
Title

**Baggage Claim.**

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**Optimum Group Size:** 12-500

**Materials Needed:** Baggage cards, one per participant.

**Outline of Activity** (How to do it in a clear, concise form):

Pass out cards to participants and ask them to “pack their bags” by filling in the blanks. Explain that they will now experience going to the baggage claim area and accidentally picking up someone’s else’s bag. Ask participants to walk around the room, shaking hands and introducing themselves to other participants in the following way:

✈ The first time a person shakes hands with another person, both participants will introduce themselves and tell each other what is in their bags (based on the information they wrote on the card).

✈ The pair will then exchange “bags” and move on to greet other participants.

✈ As they greet other participants, they will shake hands and introduce themselves but explain that they have the wrong “bags.” They will then proceed to tell each other who their “bags” belong to and what’s in them, using the information on the cards they have in their hands.

✈ After each meeting, they will “trade bags” and then move on to another participant.

After 5 minutes, ask participants to stop. If the group has 40 or fewer participants, you can ask each person to read the name of the person whose card they are holding, introduce that person by what’s in the bag, and return the card to that person, so that eventually everyone will be holding their own “baggage” again.

**Goal** (Expected Outcome):

Getting to know one another
Please "fill the bag" with five interesting facts about your life
### Activities for Groups

#### Two to Tango

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**Optimum Group Size:** 10-40

**Materials Needed:** Name slips listing famous pairs of people.

**Outline of Activity** *(How to do it in a clear, concise form):*

This activity is a great way for pairing people with a smile by encouraging participants to ham it up a bit -- and consequently, have fun. It’s a wonderful energizer since it may be used at any time during a program.

*We’ve all heard the adages “It takes two to tango” and “Two heads are better than one.” Forget the one that says “If you want something done right, do it yourself.”*

Give each participant a card with one half of a famous pair on it. For example, one person might get Hansel, while another gets Gretel. Explain that they are not to reveal their person to anyone else. Ask the group to move to an empty space in the room and remain standing. Explain to them that somebody in the room got the card naming the other half of their famous pair. The task is to find that other person, but explain that it’s not as easy as it sounds. They are not to say their character names out loud. Tell them they will address each person individually and say something -- without using names -- that their person would say or do. They should do this with each person until they find their partner. For example, the participant holding Hansel’s card might walk around saying “I wonder how we could get out of this forest” until Gretel is found. Give the signal for them to begin circulating. When it looks as if all of the partners have found one another, tell each pair to introduce themselves to the rest of the group using their fictitious names and relating what they said to one another.

Let participants know this is an energizer. Keep it light and quick. If you have some real hams in the group, let them act it out.

**Note:** *As a variation:*

- Ask participants to act out their roles without talking.
- Give half the group both cards and have them choose a person to be their partner.
- If you have a small group, have them sit in a circle and say their pieces one at a time until they have partnered up.
Goal (Expected Outcome):

Getting to know you; grouping people.

How to Process (As a Facilitator, What points need to be covered after completing activity?):

Processing is optional.
What was most difficult for you during this game?
How could it have been better?
What did you learn from this game?
Is this a competitive or cooperative game?
### Activities for Groups

**Title**

**How Quickly They Forget**

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**Optimum Group Size:** 8-100

**Materials Needed:** How Quickly They Forget cards, one per participant; pencils.

**Outline of Activity** (How to do it in a clear, concise form):

Participants will see how difficult it is to recall the details of a face they were introduced to just moments before. This activity works best in the beginning of a session with people who do not know one another.

_Recently I had an experience that I’ve never known before. A person I had been introduced to on two other occasions didn’t remember me when standing face-to-face the third time. His apology included, “I forget faces, but never names.” With me it’s the opposite; I forget names, but not faces. Which is the greater insult?_

Instruct participants to stand and find one participant they do not know and introduce themselves to that person. After about ten seconds, tell them to remain standing and arrange themselves back-to-back with the person they just met. Explain that they are not to look back at their partners. Pass out How Quickly They Forget cards and pencils. Instruct participants to take thirty seconds, ask them to turn around and see how many of their answers were correct.

Keep this one short and snappy. It doesn’t have enough value to keep it going for a long time.

**Note: As a variation:**

☞ Don’t use cards; just ask them to name what they remember about their partner, with the partners letting them know if they are right or not.

☞ Give participants blank cards and ask them to write what they remember about their partners.

☞ Give participants blank cards and ask them to sketch their partners.
Goal (Expected Outcome):
  Getting to know you; physical energizer; especially for big groups; pure fun.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
  Processing is optional.
  What was most difficult for you during this game?
  How could it have been better?
  What did you learn from this game?
  Is this a competitive or cooperative game?

Source: Especially for Big Groups
Activities for Groups

**Bumper Collision**

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**Optimum Group Size:** 20 plus

**Materials Needed:** Music.

**Outline of Activity** (How to do it in a clear, concise form):

Participants will get to know each other as they move around and bump into each other while music plays, then introduce themselves to the nearest “cars” whenever a whistle blows. Use Bumper Collision at the beginning of a session. They’ll love it!

*Bumper cars are great fun: drive -- bump -- turn -- and drive again. For drivers really into the fun of it, the inevitable occurs: drive -- bump -- uh, oh! Now you’re stuck in a bumper collision and it takes time to untangle your bumpers and move out on the track again.*

Ask for a show of hands of people who have ever ridden bumper cars. Invite a participant to imagine that they are bumper cars. Describe the scenario of them moving around the floor “bumping into” one another. Give them the analogy we often use when we say: “Guess who I bumped into today?”

Explain the following rules:

☞ When the music begins, everyone should begin “driving” around.

☞ Whey they hear a whistle, they should move into collision; the number of drivers in each group will be determined by the number of whistle toots. For instance, if they hear three whistle toots, three drivers should collide together; four toots equals four drivers, and so on.

☞ When in collision, drivers should introduce themselves, giving names, companies, jobs, etc.

☞ When they hear one whistle toot, they should begin driving again.

☞ Each time they collide, they should be with people they have not been with in a previous collision.
Begin the music. After thirty seconds, blow the whistle three times, stop the music, and give them about thirty seconds to exchange information with each other in groups of three before turning on the music again. After about twenty seconds of people “bumping” around, blow the whistle four times and invite participants to share information. Continue the process through about five whistle blowings -- each time blowing a different number of toots.

☞ Note: As a variation, change the name of the game to New York Taxi and use a horn instead of a whistle.

Goal (Expected Outcome):

Getting to know you; physical energizer; especially for big groups; pure fun.

How to Process (As a Facilitator, What points need to be covered after completing activity?):

Processing is optional.
What was most difficult for you during this game?
How could it have been better?
What did you learn from this game?
Is this a competitive or cooperative game?

Source: Especially for Big Groups


**Activities for Groups**

**Title**  
*Ape Over Alice*

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**Optimum Group Size:** 8 – 30

**Materials Needed:** Nametags; a basket or bag. Prepare the name tags ahead of time for all participants. Write the first name in large letters, and the last name much smaller.

**Outline of Activity** (How to do it in a clear, concise form):
Ask the participants to form a circle. Place a basket of nametags in the center of the circle. Tell the participants that they will be taking turns drawing nametags from the basket. Explain that they are to come up with a word that describes a feeling and starts with the same letter as the name they draw. They are then to make a statement about the person including their feeling word and the person’s name. For example, if the name “Ed” is drawn, one could say, “I am excited about Ed.” After making the statement, the participant should give the nametag to the owner. Continue this activity until everyone has given and received a nametag.

**Goal** (Expected Outcome):
To learn the names of people in the group

**How to Process** (As a facilitator, What points need to be covered after completing the activity?)
End by telling the participants you are either:

- a) crazy about the class
- b) wild about the workshop
- c) ga ga over the group
- d) begging to begin

**Submitted By or Source:** Sondra Peyser Hazouri and Miriam Smith McLaughlin, *Warm Ups & Wind Downs*
Activities for Groups

Title

License Plates

Type \( \checkmark \) Introductory

(Getting to Know Each Other, Low Risk)

Working

Growing Risk, Personal Awareness)

Closing

(Saying Goodbye, Ending)

Game

(Active Exercise for Group building and Fun)

Optimum Group Size: Unlimited (divide into small groups)

Materials Needed: 8 1/2 x 11 paper folded length-wise, one piece per participant, markers.

Outline of Activity (How to do it in a clear, concise form):

- Distribute paper and pens.
- Tell the participants that they will be making personalized license plates.
- Ask them to think of a word or letters and numbers that have personal meaning and put them on the paper. The result should resemble a license plate from their state.
- Have the participants put their license plates in front of them, tent-style on the tables, so that other group members can read them.
- Share the meaning of the license plates with other group members.

Goal (Expected Outcome):

A fun way to share something new about each other with the group.

How to Process (As a facilitator, What points need to be covered after completing the activity?)

Ask for volunteers to share some of the most unique plates with the other groups.

Submitted By or Source: Sondra Peyser Hazouri and Miriam Smith McLaughlin, Warm Ups & Wind Downs

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### Activities for Groups

**Warp Speed**

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**Optimum Group Size:** 8 - 30

**Materials Needed:** A watch with second hand.

**Outline of Activity** (How to do it in a clear, concise form):
Place group members in a circle and have them say their names, in order, as they go around the circle. After they do this, have them repeat this circular movement several times encouraging them to say their names faster and closer together. Use the watch to track their speed and challenge them to meet time goals (i.e., “let’s go for 15 seconds, 10 seconds). Also have them think of ways to go faster, like shortening their names. (Sue instead of Susan, Pa instead of Paul.)

**Goal (Expected Outcome):**
This activity helps everyone learn the names of others in the group. It is very low risk and a fun way to start a group. It also contributes to group bonding by them working together to meet time goals.

**How to Process** (As a facilitator, What points need to be covered after completing the activity?)
No processing needed.

**Submitted By or Source:** Joan Klemek, Drug Free Schools Consortium
# Activities for Groups

## Big Animal, Little Animal

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Slips of paper with animal names.

**Outline of Activity** (How to do it in a clear, concise form):
Pass out slips of paper with animal names. Have all participants close eyes after reading their slips. They must then begin making the sounds of their own animals. They must then get in a line based on the size of the animal from smallest to largest without talking.

**Goal** (Expected Outcome):
Having the group work together to achieve a common goal, the facilitators can determine various things about the participants (i.e., who's assertive, who's passive, who's a leader, who takes the initiative.)

**How to Process** (As a facilitator, What points need to be covered after completing the activity?)
How did you feel?
What was the most frustrating part?
What would have made this activity easier?
What is the value of good communication?

**Submitted By or Source:** Joan Klemek, Drug Free Schools Consortium
Activities for Groups

Name Game

Title

Type  Introductory  Working  Closing  Game
(Getting to Know  (Growing Risk,  (Saying Goodbye,  (Active Exercise
Each Other, Low  Personal  Ending)  for Group building
Risk)  Awareness)  and Fun)

Optimum Group Size:  5 - 20
Materials Needed:  None

Outline of Activity (How to do it in a clear, concise form):
The group sits in a circle; one person will start by saying his/her name and prefacing it with an
adjective that describes him/herself and that also starts with the same letter as his/her first name.
(For example, Funny Freddy or Terrific Tonia.) The second person should repeat the first
person’s adjective and name before going on to say his/her own adjective and name. The third
person will say the first persons and second person’s adjectives and names before saying his/her
own adjective and name. This will continue until the last person repeats everyone’s adjective
and name and ends the activity by saying his/her own adjective and name.
*Variation - Follow each name with the name of an animal that begins with the same initial.
(For example, Freddy Frog or Tonia Turtle.)

Goal (Expected Outcome):
The participants should get a vague idea of each individual’s personality. They should be able to
remember each other’s names. They are given the opportunity to interact and have fun in a low
risk situation.

How to Process (As a Facilitator, What points need to be covered after completing activity?)
How did you feel during this activity? Why?
Why did you choose the adjective you did?
What does that adjective say about you?
What did you learn about yourself? About others?

Submitted by or Source:  Unknown
Title

Name Frisbee

Type  X Introductory  ____ Working  ____ Closing  ____ Game

(Getting to Know
Each Other, Low Risk)
(Growing Risk,
Personal Awareness)
(Saying Goodbye,
Ending)
(Active Exercise
for Group building
and Fun)

Optimum Group Size: 5 - 15

Materials Needed: Frisbee

Outline of Activity (How to do it in a clear, concise, form):
The group stands in a circle and tosses the Frisbee back and forth to all members. The first few rounds that the Frisbee is thrown, group members say their name as they throw it. Then, for the rest of the rounds, the group members say the name of the people to whom they are throwing.

Goal (Expected Outcome):
The group should be able to learn and remember names in a low risk situation.

How to Process (As a Facilitator, What points need to be covered after completing activity?):

How did you feel during this Activity? Why?
Was this activity hard or easy? Why?
Can anyone tell us everyone’s names?
What did you learn about yourself? About others?

Submitted by or Source: Pete Povoli and Bethany Badger, Youth to Youth Conference, June, 1988
Activities for Groups

Made-Up Introductions

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Optimum Group Size: 5 - 15

Materials Needed: None

Outline of Activity (How to do it in a clear, concise, form):
Participants are paired with another group member; they introduce themselves to one another and tell their partner a little about themselves. After they had the chance to get to meet one another all of the participants sit in a circle. One person starts by telling the group the following about the person on his/her right: “This is x, x and I go way back, I’ve known him/her for over 10 years.” The introducer then tells 3 things about the person’s past which he makes up. These can be outrageous. This continues until everyone has been introduced. They then go back and introduce one another to the group by sharing the “real” information about him/her.

Goal: (Expected Outcome):
This gives participants a chance to learn each other’s names, interact, and have fun in a low risk situation.

How to Process (As a Facilitator, What points need to be covered after completing activity?)
- Why do you think we did this activity?
- How did you feel during this activity?
- Was it hard to make something up? Why or why not?
- What can you do to enhance your own creativity?
- Can anyone say everyone’s names?
- What did you learn about yourself? About others?

Submitted by or Source: Unknown
Activities for Groups

Title

People Search

Type  X  Introductory

(Getting to Know
Each Other, Low
Risk)

Working

(Growing Risk,
Personal
Awareness)

Closing

(Saying Goodbye,
Ending)

Game

(Active Exercise
for Group building
and Fun)

Optimum Group Size: 5 - 30

Materials Needed: Description sheet (samples provided) and pencils

Outline of Activity (How to do it in a clear, concise, form):
Each participant should receive a description sheet. They then have only four minutes to find a
different person to fit each description and to get that person’s signature beside the description
matches. When the time is up, see who has the most signatures. You may want to go over some
of the descriptions in further detail pointing out that often we don’t notice or learn these things
about people when we first meet them.

Goal (Expected Outcome):
To learn more about each other and to break the ice by using a fun activity. Also makes
participants feel more welcome and helps to establish them as a group.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
  Does anyone want to ask another person about something you just learned about him/her?
  How many of you had already met before completing this activity?
  Did you learn anything about someone else whom you had known before or had not
noticed?
  Do you think people take the opportunity to find out more about each other when they
first meet? Why or why not?
  How did you feel during this activity? Why?
  What did you learn about yourself? About others?

Submitted by or Source: Ann Zimmerman, Regional Training Institute
PEOPLE SEARCH #1

Directions: Find a different person who fits each description and have that person sign next to what he or she matches.

Find someone who:

1. Eats peanut butter straight from the jar.
2. Was born in the same month as you.
3. Is an only child.
4. Was not born in Ohio.
5. Lives on a farm.
6. Can play a musical instrument.
7. Has an unusual collection of some type.
8. Has a job of some kind.
9. Can do a cartwheel.
10. Has pierced ears.
11. Can name 5 U.S. Presidents.
12. Likes burnt popcorn.
13. Plays more than one sport.
14. Has NEVER had a broken bone.
15. Plays in the school band.
16. Can limbo below 2 feet.
17. Has an unusual pet.
18. Can play more than one card game.
19. Has flown in an airplane.
20. Read a book in the past week.
PEOPLE SEARCH #2

Directions: Find a different person who fits each description and have that person sign next to what he or she matches.

Find someone who:

1. Can walk on his/her hands.
2. Has been on TV
3. Can speak a foreign language.
4. Has recently eaten sushi.
5. Has gone snow skiing this year.
6. Watched the Academy Awards.
7. Has a middle name with more than 8 letters.
8. Has more than 2 brothers or sisters.
9. Can play the piano.
10. Has been outside of the U.S. this year.
11. Has seen all the Rocky movies.
12. Was born outside of Ohio.
14. Goes jogging more than 3 times per week.
15. Eats the salt from the bottom of a pretzel bag.
16. Has more than 2 pets.
17. Has a subscription to TIME magazine.
18. Has met the Governor in person.
19. Has been to a basketball game this year.
20. Rode a bike in the last week.
PEOPLE SEARCH #3

Directions: Find a different person who fits each description and have that person sign next to what he or she matches.

Find someone who:

1. Puts sprinkles on their ice cream
2. Has their own web-page
3. Can do an imitation of someone famous
4. Knows sign language
5. Has been in a lip-sync contest
6. Has only sisters or only brothers
7. Owns an exotic pet or knows someone who does
8. Has run in a marathon
9. Was born on the West Coast
10. Have ever fixed anything on their house
11. Can make a friendship bracelet
12. Likes to go camping and knows a campfire song
13. Has been white water rafting
14. Is superstitious
15. Can recite a poem
16. Knows a dance to teach the group
17. Has read 3 books of a series
18. Can name one of their state senators
19. Has ever completed a crossword puzzle
20. Is the same age as you
Activities for Groups

Title

Finders

Type  X Introductory  Working  Closing  Game
(Getting to Know  (Growing Risk,  (Saying Goodbye,  (Active Exercise
Each Other, Low  Personal  Ending)  for Group building
Risk)  Awareness)  and Fun)

Optimum Group Size:  10 – 20

Materials Needed:  Finders Sheets and pens or pencils

Outline of Activity (How to do it in a clear, concise form):

Each participant has a pen or pencil and a “Finders Sheet.” Participants are then instructed to mill around the room silently and find a person that fits each of the descriptions given on the “Finders Sheet.” This will involve making judgments based on one’s first impressions and perceptions of others. During this time of milling around the room, the participants are not to talk to one another. Once a participant has found a person he/she believes fits a particular description, that name is put in the corresponding blank. After about five to ten minutes, when everyone has his or her sheet completed, (with no name used more than once) the facilitator tells the group to find the people they put under each description and introduce themselves to that person, and explain why his/her name was put down for that particular description. The person listed then tells if he/she fits the description or not.

Goal (Expected Outcome):

To help the participants become better acquainted and match their first perceptions or impressions of each other with what is actually true.

How to Process (As a Facilitator, What points need to be covered after completing activity?)

The facilitator may want to talk about first impressions and how much they relate to a person’s true nature.
How did you feel during the first part of the activity? Why?
How did you feel during the second part of the activity? Why?
What did you base your first assumptions upon? Why?
Were those assumptions correct?
What did you learn about yourself? About others?

Submitted by or Source:  Unknown
1. Find someone who looks as if he or she enjoys children.
   Name:
2. Find someone who looks as if he or she likes to play sports.
   Name:
3. Find someone who looks as if he or she loves animals.
   Name:
4. Find someone who looks as if he or she is ambitious.
   Name:
5. Find someone who looks as if he or she appreciates classical music.
   Name:
6. Find someone who looks as if he or she likes exciting activities.
   Name:
7. Find someone who looks as if he or she is an interesting conversationalist.
   Name:
8. Find someone who looks as if he or she enjoys spicy food.
   Name:
   Name:
10. Find someone who looks intelligent.
    Name:
Activities for Groups

Making a New Friend

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<tbody>
<tr>
<td></td>
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<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
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</table>

Optimum Group Size: 6 - 20
Materials Needed: None

Outline of Activity (How to do it in a clear, concise form):

Group members are put into pairs and discuss the following low-risk questions:

1. How many brothers and sisters do you have?
2. Would you like to have more or fewer brothers and sisters? Why?
3. What is your favorite color?
4. Do you have a lucky number?
5. What is your favorite movie?
6. What is your favorite TV show?
7. What do you like most about school?
8. What do you like least about school?
9. Do you have a pet?
10. What are some things you enjoy doing?
11. What is the most exciting thing you have ever done?
12. What would you like to be able to do someday?
13. What is a wish you hope comes true?
14. What do you worry about?

The group gets back together and each person introduces their partner to the rest of the group and tells them some of the things he/she has learned about the other person.

Goal (Expected Outcome):

Participants can get to know another member of the group better, and this activity still provides a chance for the whole group to become better acquainted.

How to Process (As a Facilitator, What points need to be covered after completing activity?)

How did you feel during this activity? Why?
Was it harder to talk with one person or with the whole group? Why?
What did you learn about other members of the group? About yourself?
Do any of us have some things in common?

Submitted by or Source: Unknown
Activities for Groups

**First Impressions**

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<td>Risk)</td>
<td>Awareness)</td>
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<td>and Fun)</td>
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</table>

Optimum Group Size: 5 - 25

**Materials Needed:** Paper and pencils

**Outline of Activity** (How to do it in a clear, concise form):

After the group members have already introduced themselves, each participant should make a list of the other members of the group. They then should write down a short description of their first impressions of each member. The sheets should be kept confidential (maybe they could even be given to a staff member) and at the last meeting the participants should read back over their list to see how their first impressions differ from their lasting impressions.

**Goal** (Expected Outcome):

Participants should learn the value of the saying, “you can’t judge a book by its cover” and that if you give yourself the chance to get to know someone, you may find you really like him/her, share something in common with that person, or at least understand him/her better.

**How to Process** (As a Facilitator, What points need to be covered after completing activity?):

The idea of unconditional acceptance should be pointed out by asking the following questions during the last group meeting:

- Whose first impressions vary from how they now view other members of the group?
- Why do you think that is?
- Do you think this is something that happens often?
- What may the consequences if people always went by their first impressions?
- How did you feel during the week as you realized your first impressions were or were not correct?
- What did you learn about yourself? About others?

**Submitted by or Source:** Ann Zimmerman, Regional Training Institute
Activities for Groups

**In a Word – Any Meeting**

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**Optimum Group Size:** 8 - 30

**Materials Needed:** None

**Outline of Activity** (How to do it in a clear, concise form):

The group sits in a circle. Each member takes a turn completing the following statements:

- **My mind is...** (clarifies where the person is cognitively. For example, “my mind is cluttered” - full of dubious thoughts.)
- **My body is...** (clarifies where the person is physically. For example, “my body is heavy and sluggish” - full of lead.)
- **I feel...** (clarifies where the person is emotionally. For example, “I feel serene and peaceful” - “I feel annoyed.” Make sure the person is sharing a feeling, not a thought!)

**Goal** (Expected Outcome):

This activity is good for starting group sessions, helping to clarify where everyone is cognitively, physically and emotionally, and helping members to share their thoughts and feelings more readily.

**How to Process** (As a Facilitator, What points need to be covered after completing activity?):

After everyone has taken a turn, follow up the activity by asking why some members feel or think as they do. Do this only after all members have had turns; in this way the spotlight will not be on any one person and no one will feel picked on or left out.

**Submitted by or Source:** Groveport-Madison High School Quest II (Craig Brelsford, Counselor)
Activities for Groups

Title

Scary

Type  X Introductory  ___ Working  ___ Closing  ___ Game

(Getting to Know
Each Other, Low Risk)
(Growing Risk,
Personal Awareness)
(Saying Goodbye,
Ending)
(Active Exercise for Group building and Fun)

Optimum Group Size: 5 - 15

Materials Needed: None

Outline of Activity (How to do it in a clear, concise form):
The group sits in a circle. The leader will ask the question, “What’s the scariest thing about being here?” He/she will then share what that is for him/her. Then each member will share what is scariest for him/her with the group.

Goal (Expected Outcome):
To get anxieties out in the open so that they can be dealt with. Let members of the group see that everyone has anxieties about being there. To build trust and cohesion.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
Did anyone notice another group member with the same feelings about being here?
How did you feel during the activity? Why?
For those of us feeling uncomfortable, how can this group help?
What did you learn about yourself? About others?

Submitted by or Source: Unknown
### Activities for Groups

**Title**

**Two Circles**

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<thead>
<tr>
<th>Type</th>
<th><em>X</em> Introductory</th>
<th>____ Working</th>
<th>____ Closing</th>
<th>____ Game</th>
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<td>Awareness</td>
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**Optimum Group Size:** 10 – 40

**Materials Needed:** Paper, pencils or pens, tape

**Outline of Activity** (How to do it in a clear, concise form):

Have the members write their names in the center of a piece of paper. In the corners they should then write their favorite song, favorite TV show, favorite person, and their most memorable experience. (Note: These are only suggestions. Other questions can be asked as wanted.) After the cards are completed, have the members tape them to their fronts.

The group should be divided equally. One group should stand in a circle facing outward. The second group will then form a circle around them facing inward. Each person should have a partner. The partners must share the information on their cards in one minute. After the information has been shared have the outer circle move two places to the right, and have the members share again with their new partners. Make them move as often as you like, varying which circle moves and how many places.

**Goal** (Expected Outcome):

The members will share their likes and dislikes while recognizing how they are similar and different from others. The members will also learn more about themselves and others while getting to know each other in a fun way.

**How to Process** (As a Facilitator, What points need to be covered after completing activity?):

Discuss the following:

- What were some similarities? Differences?
- How does it feel when you share something in common with someone else?
- What about when you’re different?
- Do you think it’s important that we’re different in some ways?
- What did you learn about yourself? About others?

**Submitted by or Source:** Prevention is Primary (PIP)
# Activities for Groups

## Fire!

<table>
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### Optimum Group Size: 5 - 15

### Materials Needed: None

### Outline of Activity (How to do it in a concise form):

The group sits in a circle. One person will start by stating his/her name and one thing he/she would take with him/her if the house was on fire. (Assuming all family, friends and pets are safely outside.)

### Goal (Expected Outcome):

This gives the participants a chance to learn each other’s names and share what possession is important to them. This is a low risk exercise.

### How to Process (As a Facilitator, What points need to be covered after completing activity?):

- Why did you choose the object you did?
- Why do you think we did this activity?
- Do people value different things for different reasons? Why?
- How did you feel during this activity? Why?
- What did you learn about yourself? About others?

### Submitted by or Source: Unknown
Activities for Groups

Title

Alone in Space

<table>
<thead>
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Optimum Group Size: 5 - 15

Materials Needed: Paper, pen or pencil

Outline of Activity (How to do it in a clear, concise form):
Hypothetical Situation: Space technology is far enough advanced that we are sending one-manned shuttles into space which stay there for an entire year. Each member of the group is to be sent up the next morning. The participants are allowed to take a limited number of personal items. Each member is to list what he/she would take. They are only allowed the following: three (3) books; three (3) albums, and three (3) personal possessions. After everyone has written these items on paper (without talking to others), each member shares his/her list and reasons for the items. Note: Facilitator may wish to change the criteria of what can be taken.

Goal (Expected Outcome):
For each member to get to know him/herself better while sharing with the group.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
How did you feel when you thought about being alone for one year? Were items taken because they were special to the person? Were any taken for practical reasons? What did you learn about yourself? About others?

Submitted by or Source: Allison Sharer
### Activities for Groups

**Title**

**Personal Coat of Arms**

<table>
<thead>
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**Optimum Group Size:**  5 - 15

**Materials Needed:** Pencil, paper or ditto of shields separated into six (6) sections.

**Outline of Activity** (How to do it in a clear, concise form):

If there are not any copies of the shield made, have the participants draw their own shields on paper. Have them divide the shields into six sections. The facilitator then chooses six topics. For example:

- I would never give up...
- What I want to be...
- I am...
- My greatest achievement is...
- The most important thing to me is...
- If I had a million dollars, I would...
- My favorite vacation spot is...
- My favorite musical group is...
- If I had one year to live and could do anything, I would...

The participants complete each sentence in one of the six sections of the shield. They can write their answers or even draw them. These are examples of past favorites, however, the facilitator may wish to make up his/her own. The beginning statements should be low risk and gradually get harder or more risky.

**Goal** (Expected Outcome):

The goals are to share, express yourself, have a stronger sense of self and to risk.

**How to Process** (As a Facilitator, What points need to be covered after completing activity?):

Does your shield look like anyone else’s?
How is it different? Why is it different?
How did you feel during this activity? Why?
What did you learn about yourself? About others?

**Submitted by or Source:** Unknown
Activities for Groups

Compliment Circle

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Optimum Group Size: 5 - 15

Materials Needed: None

Outline of Activity (How to do it in a clear, concise form):

Seat the group in a circle. Someone starts by complimenting the person to his/her right. Continue this all around the circle. When finished, reverse the directions so that everyone then compliments the person on his or her left. Each person must say “Thank you” (and nothing else!) when complimented and the complimenter must then say, “You’re welcome.” Miss Manners just loves this game!

Variation: Each person takes a turn sitting in the middle of the circle. Everyone then takes a turn complimenting the person in the middle. The rules of “Thank you” and You’re welcome” still apply!

Goal (Expected Outcome):

To teach group members the importance of giving compliments and also accepting them. Everyone should feel good about themselves after receiving so many compliments and giving them to others.

How to Process (As a Facilitator, What points need to be covered after completing activity?):

- How often do you give compliments to others? Why?
- Is it always easy to accept a compliment? Why?
- How did you feel during this activity? Why?
- What did you learn about yourself? About others?

Submitted by or Source: Craig Brelsford, Primary Prevention Program, Groveport, Ohio
Activities for Groups

Title I Bet You Didn’t Know

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Optimum Group Size: 5 - 15

Materials Needed: Pen or pencil, paper

Outline of Activity (How to do it in a clear, concise form):
1. Have each person write on a piece of paper something fun or interesting about themselves that they haven’t shared yet. Fold up pieces of paper and put them in the middle of the group.
2. First person picks one, reads it aloud and tries to guess whose it is (one try). If it is an incorrect guess, fold the paper back up and put it back in the middle.
3. The next person then selects a piece of paper and does the same. This process continues until all papers have been matched up with the correct people.

Goal (Expected Outcome):
1. Group members have fun guessing.
2. Helps the group learn something new about each other.
3. Provides a check of how well the group is getting to know each other.

How to Process (As a Facilitator, what points need to be covered after completing activity?):
How did you decide what to write (serious or light)?
What made you guess the person you did?
How did you feel during the activity? Why?
What did you learn about others? About yourself?

Submitted by or Source: Mary Marvel, Teacher, London High School
Activities for Groups

Let's Face It

| Type          | Introductory (Getting to Know Each Other, Low Risk) | Working (Growing Risk, Personal Awareness) | Closing (Saying Goodbye, Ending) | Game (Active Exercise for Group building and Fun) |

Optimum Group Size: 5+

Materials Needed: None

Outline of Activity (How to do it in a clear, concise form):

Group sits in a circle on the floor. The leader begins by making a funny face to the person on his/her right, while saying his/her name. The second person mirrors the leader’s expression and name, then turns to the person on his right and makes a different funny face and says his/her name. The game continues until everyone in the circle has made and given a funny face to the person on his/her right.

Goal (Expected Outcome):

To help participants learn each other’s name in a fun way.

How to Process (As a Facilitator, what points need to be covered after completing activity?):

No processing is needed.

Submitted by or Source: Unknown
Activities for Groups

**What's In A Name**

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<td>(Saying Goodbye, Ending) (Active Exercise for Group building and Fun)</td>
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**Optimum Group Size:** Unlimited

**Materials Needed:** Pencils, paper

**Outline of Activity** (How to do it in a clear, concise form):

Ask participants to stand and look around the room. Have participants pair off with someone in the group - facing each other. Each participant is then to write his/her partner’s first, middle and last names at the top of the paper. Everyone has five minutes to create as many words as possible out of the letters in his/her partner’s names. After the allotted time has elapsed, the partners share their lists with each other. The entire group gathers back into a circle to introduce each other’s partners by his/her name and describe them by the words developed from his/her names. (Can develop a story by the words that were brainstormed.)

**Goal** (Expected Outcome):

To help participants become better acquainted with one another.

**How to Process** (As a Facilitator, what points need to be covered after completing activity?):

Little processing is needed. The facilitator can explain the goal and discuss how and whether or not the goal was achieved.

**Submitted by or Source:** Joan Klemek, Drug Free Schools Consortium
Activities for Groups

Title

I Like Myself Today Because...

Type  X Introductory  Working  Closing  Game
      (Getting to Know  (Growing Risk,  (Saying Goodbye,
      Each Other, Low  Personal  Ending)  for Group building
      Risk)  Awareness)  and Fun)

Optimum Group Size:  5 - 15

Materials Needed:  Slips of paper, pencils

Outline of Activity (How to do it in a clear, concise form):

As each participant enters the room, hand him/her a slip of paper that begins “I like myself today because...”. Each participant completes the sentence independently. Have the participants share their writing in small groups. Collect the slips and read some of the positive statements without using participant’s names.

Goal (Expected Outcome):

To improve student self-image by showing students how to talk about themselves in a positive manner.

How to Process (As a Facilitator, what points need to be covered after completing activity?):

After all slips of paper have been shared, go back and see if anyone would like to elaborate on their sentence.

Submitted by or Source:  Marjorie Jacobs, Building a Positive Self-Concept
### Activities for Groups

**Title**

**One Common Goal**

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**Optimum Group Size:** 4 or more

**Materials Needed:** Paper and pens (or pencils)

**Outline of Activity** (How to do it in a clear, concise form):

Break the group into teams of two to six people each. Give each team a piece of paper and pen or pencil and ask them to make a list of all the things they can think of that are common traits among all the team members. Set a time limit for this activity. At the end of the time limit, ask each group to read their list to the rest of the group. For added fun and competition, see which group had the longest list and declare them the winning team.

**Goal** (Expected Outcome):

For group members to learn more about each other and find things they have in common.

**Source:** Teambuilding Activities for Every Group
**Activities for Groups**

**Frisbee Facts**

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**Optimum Group Size:** 10 - 100

**Materials Needed:** Paper plates, markers

**Outline of Activity** (How to do it in a clear, concise form): Everyone is given a plate and a marker. Each person should then write three interesting things about themselves on the plate. Once this is done everyone should stand in a large circle facing inward. When the leader says “Go” everyone should throw their plate Frisbee style across the room. Each person should then pick up someone else’s Frisbee and attempt to find the original owner by going to individuals, introducing yourself, and then asking if the plate you have belongs to them. If it does not then bother persons should share their three “Frisbee facts” with each other. Once everyone has had their Frisbee returned to them the group can get into a circle again and repeat the process.

**Goal** (Expected Outcome): Learn Names and interesting facts about group members
Activities for Groups

Title

Celebrity Stakeout

Type  X  Introductory  Working  Closing  Game
(Getting to Know Each Other, Low Risk)
(Growing Risk, Personal Awareness)
(Saying Goodbye, Ending)
(Active Exercise for Group building and Fun)

Optimum Group Size: 8 – 20 people
Materials Needed: Paper, pencil, and index card for each person, 1 marker, and 1 sheet of easel pad paper

Outline of Activity (How to do it in a clear, concise form):

Pass out index cards. Ask each person to write the name of some well-known celebrity and assume that person’s identity. Collect the cards and write all celebrity names on the easel pad paper.

Give everyone the assignment of guessing who is who. As “reporters”, they may ask questions of each other to find out their identity. The rules are simple: ask only yes/no questions, tell the truth, and, if you don’t know the answer, just say so. Give a time limit for five to ten minutes, depending on group size.

Group members can write down their “discoveries” about each person as they make the. Each person should keep a tally of how many celebrities they figure out and after time has been called, everyone should share to see who found the most celebrities.

Goal (Expected Outcome):

Get acquainted, learn names.

Source: On the Edge Games, Group 1998