Working Activities
Activities for Groups

**Rope Circle**

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<td>(Active Exercise for Group building and Fun)</td>
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**Optimum Group Size:** 12-40

**Materials Needed:** 6 ft. Rope

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

Have participants make a circle standing facing inward toward the other participants. Place a small rope tied off as a circle in the center of the students. Tell participants that there is no talking. Then instruct them that they have to step in the rope circle on the way. Do this when I say “GO” 1...2...3...GO!!!

Observe the behavior

Watch for: People who rush through
- Talking
- A huge clump
- People bumping

Keeping leadership in mind, Do it again !!!

**Goal** (Expected Outcome):

Leadership skills; pure fun.

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

What happened?
What does this have to do with Leadership?
Who says the people who went through first are leaders? Why?
Does anyone else have opinions?
Who thinks they both are leaders? Why?
These are styles of leadership a true leader knows when to use which styles?

**Submitted by:** Ty Sells

-123-
Activities for Groups

**Team Card Tower**

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**Optimum Group Size:** 2 or more

**Materials Needed:** One deck of playing cards per team

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

Divide the group into smaller groups of two to four people each, giving each group a deck of cards. Instruct the group that their task is to build the highest tower of cards they can.

When building the tower, each person may use only one hand and must place the other hand behind his/her back. The teams must start over each time the card fall. It is a good idea to set a time limit for this activity and see who has the tallest tower once the time is up.

**Goal** (Expected Outcome):

To work together to accomplish a difficult task

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

What was needed from you and your team members to accomplish this task?
Was anyone frustrated at any time during the activity? If so, how was it handled?
How important would your teammate’s help have been if you all could have used two hands?

**Source:** Teambuilding Activities for Every Group

**Variation:** Start with both hands, then halfway through switch to one hand and compare the difference.

Use your dominant hand part of the time and your other hand part of the time and compare the two.
Activities for Groups

Trust Tag

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Optimum Group Size: 8-20

Materials Needed: Blindfolds

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

Divide the group into pairs and ask one person from each pair to be blindfolded. Designate a playing area that the group must stay in for the game and select one pair to be “it.” Those who are blindfolded play a game of tag while their partner must keep their blindfolded partner safe and try to guide them away from the person who is “it.” If your partner is “it,” your job is to guide him/her towards the others.

Only verbal guidance may be given with no touching allowed (unless necessary for the safety of your partner or others). Everyone must stay in the designated playing area for the game. Halfway through the game, the blindfolded partners should become the guided and the guides become blindfolded.

Goal (Expected Outcome):

To build trust among group members.

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

Did you trust your partner?
Was it harder to be the leader or the blindfolded person?
Do you have trouble trusting others or do you trust everyone?
Is trust important when you are working with others or in relationships with others?
Why?

Source by: Teambuilding Activities for Every Group
Activities for Groups

**Group Jump Rope**

**Type**
- Introductory
  - Getting to Know
  - Each Other, Low Risk

**Type**
- Working
  - Growing Risk
  - Personal Awareness

**Type**
- Closing
  - Saying Goodbye
  - Ending

**Type**
- Game
  - Active Exercise
  - Group building
  - Fun

**Optimum Group Size:** 6 or more

**Materials Needed:** One very large rope (climbing ropes work great) or several jump ropes tied together

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

Ask for volunteers to turn the jump rope. Challenge the group to get as many people jumping at once as possible. The group may decide to have everyone jump in while the rope is turning. Or, everyone may start in the middle before the rope starts turning and it is turned for them to jump over. This is a problem-solving exercise.

Once everyone in the group has jumped once (if this occurs), challenge the group to jump as many consecutive times as possible as a group.

**Goal** (Expected Outcome):

For people of different skill levels to work toward a common goal

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

If jumping rope is easy for you, did you get frustrated during this activity at all? Why or why not?
If jumping rope is difficult for you, how did you feel about this activity? Were others patient with you?
Is everyone who is on the same team always working at the same skill level?
How do you handle being on a team of people who have all different skill levels?

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

Title

**Motor Mania**

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Optimum Group Size: 24-160

Materials Needed: None.

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

Participants will be on their feet and working together in this activity as they become the motorized objects of their choice. The activity is wonderful for culminating a program or inserting an achievement activity into team building! It always works. Groups love it, particularly engineers!

*Have you heard the expression “I have to warm up my motor?” Did you know that came out of a session where participants were engaged in this exact activity? Well, I’m not surprised you didn’t know; most people have not heard of this one. You have my permission to use it in trivia contests.*

Organize participants into groups of eight to sixteen. Tell groups that they will have five minutes to truly become a motorized moving object, which means that each individual will physically participate in performing roles necessary for the depiction of that object. Give examples like a blender or a fan. Explain that at the end of five minutes, each group will get to demonstrate its object, while the other groups guess which object they are portraying. Give the signal to begin the planning time. After five minutes, call on each group one at a time to give a demonstration of its motorized moving object, while the other groups guess what the object is. If no one guesses correctly, ask the performing group to reveal the motorized moving object. Make sure the other participants applaud after the object is revealed.

Open space works best for this activity; use upbeat music while participants are planning.

*Note: As a variation, the leader could give the groups the names of the objects they will portray. The leader could give prizes for categories like synchronization, teamwork, and originality.*
Goal (Expected Outcome):

Team building; physical energizer; mental aerobics; getting closure; pure fun; especially for big groups.

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

## Road Signs

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**Optimum Group Size:** 6-30

**Materials Needed:** Road Signs Activity Sheet.

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

Use with groups who would enjoy working with analogies since they’ll be comparing common road signs with life on the job. Engineers, middle managers, marketing personnel, and executives are examples of who might fit into this category.

*When I was on a road trip to see a client, I started paying particular attention to the road signs. The tedium of the long drive had gotten to me; I needed a diversion. One sign that hit me between the eyes was a simple one that we see frequently: BUMP. BUMP: a raised place in the road that we detour around to avoid, or slow down for to minimize the jarring effect, or speed over to deny the impact. A little like life’s BUMPS: There are all different ways of dealing with them.*

Organize participants into groups of two to three. Give each group a different road sign. Instruct groups to look at their road signs and think of an analogy to the organization that helps or discourages them from reaching their goals. Give examples such as: Detour -- sometimes we’re moving along well, and suddenly we come upon a situation in which we must deviate from our current strategies; or Clearance 12’6" -- we like to know our parameters before we proceed so we don’t get halfway there and have to stop. When groups are finished, ask them to share their analogies aloud with the other groups.

If you do this activity early in a session, chances are good that participants will keep referring back to them, or name new ones that relate to other organizational situations.

*Note: As a variation, give each group all road signs and ask them to come up with an analogy for each one. Or, give each group the same sign and see what different analogies they come up with. Use periodically throughout the session.*
Goal (Expected Outcome):
Introducing a topic; meeting starter; energizing a long, dry presentation; mental aerobics; for non-icebreaker types.

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: For Non-Icebreaker Types
Activities for Groups

Refrigerator Magnetism

**Title**  
Refrigerator Magnetism

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**Optimum Group Size:** 6-30

**Materials Needed:** Refrigerator Magnetism Activity Sheets

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

Participants will find it easy to exchange personal information just by explaining what’s hanging on their refrigerators. Use this activity at the beginning of a session for people to get to know one another, or in the middle of a long session as an energizer.

_In our kitchen, there are two spots designated for important people and events. One is our refrigerator and the other is a dry erase board where we have our changing prayer list. If you hit the prayer list or the refrigerator, you know you are special to us. Naturally, members of our family are on both in name and picture. After our youngest son’s last visit, we discovered an addition to the dry erase board -- the Boston Bruins had mysteriously made their way onto the prayer list. One glance at the ’96 NHL standings will tell you why._

Organize participants into groups of four or five. Give each participant a Refrigerator Magnetism Activity Sheet. Explain to participants that one can often tell a lot about a person or family by the items on the outside of their refrigerator. Show participants some things you brought from your refrigerator. Tell participants their task is to draw on their sheets the items that are on their refrigerators and/or the items they would put on there if they thought about it and made decisions accordingly. When they’ve finished, ask them to share their drawings with group members and explain why they’ve included certain items.

If participants say, “I hate things on my refrigerator,” tell them to think of a bulletin board instead. If participants say, “I never noticed what what’s on the refrigerator,” tell them that you are giving them a virtual refrigerator and to put on it what they’d like.
Note: As a variation, use this with teams. Have them create a collective refrigerator. If it's a small group, have them use large sheets of paper, draw refrigerators and their magnetically attached stuff on them, and then share their drawings with the group.

Goal (Expected Outcome):

Getting to know you; getting to know you better.

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: Getting to Know You Better
Activities for Groups

Title

Colors

Type

_____ 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: Colors list (see below), toothpicks, and crayons

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

The group facilitators asks each group member to take three crayons (colored toothpicks or colored squares of paper can be substituted) from the pile in the center. After the crayons have been dispersed, the facilitator reads the instructions for each color. The first group member turns in one crayon of his choice, following the instructions for that color. The second group member then follows, using only one of her crayons on that turn. Continue until all crayons have been “used”. The number of crayons in the middle should be three times the number of group members. The number of colors available should be kept to no more than five or six, both for memory and simplicity.

Sample Colors “Instructions” List:

RED: Compliment someone in the circle
GREEN: Share two positive characteristics about yourself
YELLOW: Share something positive that has happened to you recently
BLUE: Name a characteristic, everyone fitting that characteristic must move to a new spot in the circle (characteristic: wearing jeans, born in months beginning with “J”, owns a dog, etc.)
ORANGE: Tell about a special person in your life and why they are important to you
PURPLE: Get a hug from everyone in the group (This one is higher risk level - may not want to use if done in sessions 1 or 2)

Goal (Expected Outcome):

Members will feel more comfortable with each other and will have an opportunity to share and have some fun.

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

Were the activities easy or difficult to share? Why?
What did you learn about others? About yourself?

Submitted By or Source: Unknown
Activities for Groups

Title: Go Team, Go

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Optimum Group Size: 10 and up

Materials Needed: index cards and pen, blindfolds

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

Travel on a journey as a team. Team must go from room to room starting with card #1. After team reads card, they try to accomplish what the cards says while moving to the next room. Each room has a different card with a different goal for the team. Work safely to accomplish the journey.

Card #1: Travel as a team to card #2 with 5 persons blindfolded and unable to see.
Card #2: Travel to card #3 with 5 people blindfolded and 1 person being carried. (Person can’t touch ground until reaching card #3)
Card #3: Travel as a team to card #4 with 8 people blindfolded and 1 person being carried.
Card #4: Travel to card #5 with 8 persons blindfolded and 3 persons being carried and 1 person being carried by the team.
Card #5: Travel to card #6 as a team with all persons blindfolded and 1 person being carried by the team.
Card #6: Congratulations! Do something to celebrate then talk about what was effective and what was ineffective and/or lacking. (Think individually before thinking as a group.)

Goal (Expected Outcome):

To work as a team.

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

Was it difficult to get from card to card?
Did everyone contribute to the journey?
How did you decide who would be blindfolded or carried?
Which teams were the most effective teams you were a part of? Why?

Submitted By or Source: Unknown
Activities for Groups

**Leadership Characteristics**

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Pencils and Leadership Characteristics Sheet to each participant

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

Pass out a copy of the Leadership Characteristics Sheet to each participant. Instruct participants that they are to select five characteristics that they feel are the most important for a group/community leader and rank those characteristics (1 being the most important; 5 being the least important). Allow five minutes for this portion of the exercise. After all participants have selected the five most important characteristics, have the group divide themselves into subgroups consisting of 3 to 5 participants. Instruct participants that they will have 20 minutes to arrive at a group decision as to the five most important characteristics and a rank order for the five. List three rules that must be followed in reaching consensus: You must work as a group, Do not choose a formal discussion leader, and do not take formal votes to reach your decision...depend on consensus. Lead discussion concentrating on how, in fact, each group operated in reaching their decision.

**Goal (Expected Outcome):**

To become aware of your feelings about what characteristics of leadership you think are important.

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

How does the group list of characteristics compare to the leadership methods utilized in deriving those lists?
Did the group list reflect a large portion of the participants’ lists or the lists of only a few members? Discuss.
How were differences of opinion dealt with?
Was consensus reached by active participation or by inactive “agreement”? Discuss.
If there were some inactive participators how were they dealt with by the group?

**Submitted By or Source:** Unknown
LEADERSHIP CHARACTERISTIC SHEET

Below is a list of characteristics that might be used to describe a group or community leader. You are to select from this list five characteristics - the ones you feel are the most important for a group leader and to rank the five characteristics in order of importance (1) being the most important; (5) being the least important. List the five characteristics in the order you decide on by placing numbers next to your choices in the space provided. You have five minutes to complete this task.

☐ Initiative
☐ Interest in people
☐ Well organized
☐ Awareness of local politics
☐ Intelligence
☐ Emotional stability
☐ Cultural interests
☐ Loyalty to community
☐ Generalized experience
☐ Specialized experience
☐ Sense of humor
☐ Good socializer
☐ Respect in community
☐ Financial independence
☐ Physical health and vigor
☐ Grasp of local issues
### Activities for Groups

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**Optimum Group Size:** 5 - 15

**Materials Needed:** A “Who Are You” handout and pencil for each member.

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

Distribute the handouts and pencils. Allow 10 minutes for the group to complete the handout. In an open area of the room, designate a line going from one to six. Read each question aloud and have the participants place themselves on the line according to their answers.

**Goal (Expected Outcome):**

Low risk activity for the purpose of getting to know each other.

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

- What did you enjoy about this exercise?
- What made this exercise difficult?
- What did you learn about yourself by doing this exercise?
- What is one thing about yourself you would like to improve?
- What is one thing about yourself that you would like to stay the same?

**Submitted By or Source:** Unknown
WHO ARE YOU HANDOUT

Please rate how true each of the following statements are for you.

1=always    2=typically    3=sometimes    4=seldom    5=rarely    6=never

_____ like being mellow
_____ want to be with people all the time
_____ let other people decide what to do
_____ want to have close, personal relationships with others
_____ want to be included in everything the group does
_____ let other people do the initiating in relationships
_____ try to control other people
_____ am sought out by others
_____ like being vulnerable with others
_____ want others to be honest with me
_____ need to be by myself once in a while
_____ like being questioned about how I’m doing
_____ like to listen more than talk
_____ interrupt others
_____ am easy to get to know and understand
_____ don’t trust others until I’ve tested them
_____ listen well to people’s problems
_____ try to impress others
_____ feel uncomfortable with others I don’t know
_____ often feel rejected by others
_____ don’t let other people know how much I care about them
_____ give of my time and money to others
_____ get annoyed easily at others
_____ give compliments to others frequently
Activities for Groups

Title

Images

Type   Introductory   Working   Closing   Game
(Growing Risk,
Getting to Know,
Personal
Risk)

Abstract

Optimum Group Size: 5 - 15

Materials Needed: Each participant needs a pen or pencil and "Images of Myself" handout.

Time required: five minutes per group member, e.g., if there are five group members, 25 minutes.

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

Participants are instructed to take two minutes to answer the three questions on the form (What am I like? What do others think I am like? How do I wish others to see me?) they should be instructed to be completely honest and that, while they will be asked to talk about their answers, they will not be required to read the sheet aloud or to turn it in. After taking precisely two minutes to fill out the forms, a volunteer from the group should be solicited to answer these questions to the group, again without reading the form aloud or sharing anything they would rather not. Then moving around the group circle, each member gives feedback to the speaker about himself/herself and their answers. Participants should be reminded to speak to the person not to the group. After all have presented feedback, the speaker passes to another member and the process is repeated until all have presented.

Goal (Expected Outcome):

This exercise feels very high risk, but isn’t generally. The group will invariably set a norm of positive, constructive feedback. The goals: a) to provide the group with an experience that feels like high risk to increase group cohesion; b) to provide members with positive, constructive feedback about themselves and their personal styles; c) to provide the group with experience in giving and receiving feedback and help them learn to become comfortable with the process.

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

Processing feelings and tensions should be done immediately, followed by processing of feedback skills and their uses both in group and in day to day life. How did this activity make you feel?

Submitted By or Source: Unknown
IMAGES OF MYSELF

We are all trapped in some ways within ourselves. We have a real self, which only we know. There are a number of other “self’s” or masks that we wear in different settings; we are different at home, with our parents, our loves, at work or school, and with our friends.

Carl Rogers, a world famous psychologist says that the more another person knows our real, inner, secret self, the more they love us.

Please answer the questions below as honestly as you possibly can. You will not be asked to turn this in, or to read it to the group. This paper is your property forever. Keep it, burn it as you wish. It is your secret.

1. WHO IS THE REAL ME? What are you like? The you that only you know?

2. WHAT DO OTHER PEOPLE THINK YOU ARE LIKE? Is this different for teachers, bosses, friends, loves, and friends?

3. HOW DO YOU WANT OTHERS TO SEE YOU? What do you see in yourself that others do not see, that you want them to know about? Do others see you the way you would like them to?
Activities for Groups

**Life-Line**

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Optimum Group Size: 5 - 15

Materials Needed: 8" x 14" (legal size) paper, pencil/pen

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

Draw horizontal a line across paper; put birth-date at left end, put today’s date at right end; along line put marks to represent significant life events under each mark, write brief descriptions and approximate age (e.g., 3 years, months); after life line is complete write beside each event whether it was within your control or not (N = no control, C = control); once group completes their life lines take turns sharing.

**Goal** (Expected Outcome):

To share life events which influenced development; to build empathy and trust among group members; to gain understanding that some events were beyond control - how to accept/cope; to gain insight into events which are within our control - problem-solving; to realize that others may have similar events - not alone; feel group support the different lives in how individuals cope and problem-solve.

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

Encourage, achieve/reflective listening among group members and self. Probe to find out how they coped or resolved problem (if appropriate); point out similarities; if grief is a central theme, discuss grieving process.

Submitted By or Source: Unknown
Activities for Groups

**Structured Conversations...Boundary**

**Breaking**

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<td>(Active Exercise for Group building and Fun)</td>
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</table>

**Optimum Group Size:** 5 - 15

**Materials Needed:** List of boundary breakers (included).

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

Facilitator instructs participants to pair up. Facilitator reads questions (one at a time) and gives pairs 2 to 5 minutes to discuss. Then facilitator orders new dyads formed and reads another question to be discussed. This continues as time permits or until participants have met all in group.

**Goal (Expected Outcome):**

Participants become better acquainted.

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

- What similarities/differences exist among participants?
- How feelings about self and other group members have changed as result of this activity?
- Which questions did participants find difficult to talk about? Easy to discuss?

**Submitted By or Source:** Unknown
1. Who is the man most relevant to our times?
2. What is the title of the last book that you read?
3. When you think of reality what comes to your mind first?
4. What is the best movie that you have ever seen?
5. What is the most beautiful thing about people?
6. What physical thing do you want to build more than anything else?
7. What is the most sacred thing you know?
8. What is the ugliest thing you know?
9. What is your favorite leisure time activity?
10. What event of the last three months stands out in your mind the most?
11. What force of history are you most aware of as you plan your life?
12. On what basis do you select your friends?
13. What is the most overwhelming thing you know? The thing that makes you feel most humble?
14. What is the greatest problem in the United States?
15. What is the best regular program on television?
16. What is the greatest value that guides your life?
17. If you could be any animal other than man, what animal would you choose to be?
18. What do you want to be doing in 10 years from now?
19. For what do you think you would lay down your life?
20. What do you feel when you stand on the shore of an ocean? (Or a very large lake?)
21. How would you symbolize the human soul - like a rose? Like a sunset? How? (These are only examples.)
22. If the hydrogen bomb were going to fall in 10 minutes, what would you do in that last 10 minutes?
23. If you could travel to any place in the world, where would you go first?
24. How many children make the ideal family?
25. What is your favorite sport?
26. What emotion is strongest to you?
27. What would you like put on your gravestone?
28. Select the word that best describes your total life at this moment?
29. What is your biggest worry?
30. What is the most beautiful thing you have ever seen?
31. What in you do you think people like the least?
32. What in you do you think people like the most?
33. When you think of tragedy, what do you think of?
34. What person has most influenced your life?
35. What talent would you have to have that you do not have at the present time?
36. What makes you feel most secure?
37. What institution is most in need of changing?
38. What word best describes advertising?
39. Select the one word that best describes a sunset?
40. When do you feel most lonely?
41. When do you sense being alive the most?
42. When you think of soft green grass, what do you think of?
43. What television advertisement bothers you the most?
44. Select a word that you feel describes people your age?
45. In school, at work, or in your neighborhood, you have seen certain people all year, and you have not spoken to them. Why?
46. What is the biggest waste you know in terms of a product?
47. What embarrassed you the most?
48. Who is the best candidate on the political scene?
49. What future discovery are you most looking forward to?
50. What is your greatest fear?
51. What is the greatest piece of music ever composed?
52. What do you love the most?
53. When you think of children under age three, what comes to your mind?
54. If you have to paint love, what color would you paint it?
55. What person would you follow the farthest?
56. What is the most powerful force loose in the world today?
57. What one day in your life would you like to live over?
58. What does 80 years old mean?
59. Describe a person you know - whom no one in the group would know.
60. What areas of conversation do you find hardest to talk about?
61. What concept do you hold most basic to you as a person?
62. What is your attitude toward violence?
63. What work of art do you think most of?
64. If you were to paint a picture, what would the subject matter be?
65. If you were to write a play, what would the basic plot be?
66. Make up one sentence about your need for friends?
67. Make up a sentence about the meanest thing ever done to you. No names.
68. Make up a sentence about the kindest thing ever done to you. No names.
69. What is love?
70. What historical event of your memory has appalled you the most?
71. What historical event of your own memory have you internalized the most?
72. If you should conceive a child before marriage, how much would you give up for that child?
73. Who is your brother?
74. In terms of man as a family, how far do you feel you are a part of the family of man?
75. Explain this line - “Eat bread, salt, and speak the truth.”
76. Explain this line - “Deep inside, that silent place where a child’s fears crouch.”
77. Describe your feelings about hamburgers.
78. Describe your feelings about a beautiful girl - a handsome boy.
79. Are people really good at heart?
80. If you could have one season all year long, what would that season be?
81. What one person (not related to you) could you truly call your brother?
82. Life is made up of uncertainties. Do you think certainty is possible?
83. Of what are you most certain?
84. Do you think that all men are fundamentally the same at the basic level of their humanness?
85. Name the social institution in which you have the greatest confidence.
86. Hope is the key to an alive person. How would you define hope? What examples can you give that are meaningful?
87. If you could choose one of the three items listed next, which would you select? 1) a package of gum, 2) a ball of silly putty, 3) a satin shirt.
88. If you could grow in only one area, in which of the four would you grow? 1) intellectually, 2) emotionally, 3) spiritually, or 4) physically.
89. If you could not live on the North American continent, where would you live?
90. Name the most unreasonable thing you know.
91. What book that you have read has given you the most hope?
92. What subject is the most frequent topic of discussion among your friends?
93. When do you feel most alone?
94. What trait best describes an open person?
95. Of all the symbols you know, which symbol means the most to you?
96. People have various loyalties. To what (or to whom) do you feel most loyal?
97. Love may be experienced in various ways. Is love most closely related to the physical, emotional, intellectual, or spiritual?
98. What is the name today that carries the most meaning for you?
99. What movie of the past school year meant the most to you?
100. What person in this group are you now observing most closely as they answer the questions?
101. How would you describe your lifestyle? 1) doing, 2) avoiding, 3) loving, 4) fun-oriented, 5) sports-oriented, 6) spiritual, or 7) car or bike-oriented?
102. What school event during the past school year stands out most in your mind?
103. What is the most spiritual event you have experienced?
104. What would you want most if you could have only one of the following? 1) a handsome son, 2) a tax free check for $50,000, 3) a fully spiritual personality, or 4) a good job?
105. If you could meet any person in the world living today, who would you most want to meet?
106. What question would you most want to ask that individual?
107. Your closest friend is being placed in solitary confinement of 60 days and the court has said you may go in his place. Will you go? What word describes your feeling as you say yes or no?
108. If you were shipwrecked on a desert island, what item would you want to take with you? (You cannot take a transistor radio, TV or friend).
109. Suppose that you could paint the most beautiful subject in a painting. What would you choose to paint?
110. What is your biggest worry?
111. What event of the last six months is the most important event?
112. What is the most over-analyzed item, thing, event in our times?
113. What is the most fragmented part of our society?
114. What illusion was or is part of your life?
115. From what do you derive the most hope?
116. What illusion-type thing do you find hardest to accept? For example, short hair cuts, long hair cuts, blue jeans, white shirt and tie, etc.
117. What would “build the earth” more than anything else?
118. What flame (item) consumed you today - used up your life today?
119. When do you die a little?
120. When have you felt most alive?
121. Does TV actually transmit feelings or is a non-feeling experience?
122. When do you feel most productive?
123. What decisions are hardest for you to make?
124. Who has the hardest task today: parent, emerging child, or teacher?
125. What idea does the world need most today - other than the following? Brotherhoood, Love, Concern, Peace, Compassion.
126. What “discipline” is most needed today?
127. How much emotional satisfaction do you get out of music?
128. What day of your personal life stands out the most?
129. Select one word you think best describes school?
130. What is the last thing you would give up?
131. What is the best thing about your home?
132. Should a man ever cry?
133. What is the greatest sound in the world?
134. When do you feel the most free?
135. When do you feel the most joy?
136. If you do not get it from yourself, where will you go for it?
137. What does this mean: “Feast when you are hungry, sleep when you are tired.”
138. What institution plays the biggest role in your life?
139. When did your life last take a major shift?
140. With what do you identify highly?
141. What person in the world is the most humanitarian?
Activities for Groups

Title

Shopping Spree

Type       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: Unlimited

Materials Needed: None

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

Announce to the participants that they each have $500 to spend. Tell them the money is special because it can only buy intangibles like health, love, adventure, beauty, wisdom, and so forth.

Ask the participants to share with their small group how they would spend the money. Each group may want to list their qualities on newsprint.

Goal (Expected Outcome):

To help participants realize what they hope for and expect in life, look past material items.

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

Ask participants if there were any unusual answers. Ask the participants what they learned about another group member or themselves.

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

**Knowing Me, Knowing You**

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Papers cut in the shape of shirts (large enough to do some writing on), pen or pencil

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

1. Get in pairs (with someone they don't already know).
2. Each person writes on the front of the shirt three qualities that they most admire about themselves.
3. Then trade shirts with your partner (don't look at what the other person wrote about themselves). On the other side, each person writes the three qualities they most admire in their partner.
4. Then the pairs share this with each other (within the pair).
5. The pairs can also then share with the whole group.

**Goal** (Expected Outcome):

1. Promotes idea of being able to recognize one's own strengths.
2. Allows members to check out whether their perceptions of themselves matches the perceptions others have of them.
3. Allows group members to see how well they are really getting to know each other.

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

- Did your perception of yourself match the perceptions others have of you?
- Was it difficult to put down three strong points about yourself? Why? (May want to discuss the difference between healthy self-esteem and conceit.) Depends partially on what was brought out.
- How are you different from others? How are you similar?
- What did you learn about yourself? About others?

**Submitted by or Source:** Mary Marvel as learned from Cheryl Hale, Fayette County Prevention Coordinator
Activities for Groups

Title

**The Giving Tree**

Type **Introductory**  **X Working**  **Closing**  **Game**

(Growing Risk, Personal Awareness)

(Saying Goodbye, Ending)

(Active Exercise for Group building and Fun)

Optimum Group Size: 5 - 15

Materials Needed: The book "The Giving Tree" by Shel Silverstein

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

Have someone in the group read the book and then engage the group in a discussion of the story. Question such as the following can be used:

1. Are you more like the tree or the boy?
2. Who was happier - the boy or the tree?
3. What pleasure did the tree give the boy?
4. What pleasure did the boy give the tree?
5. What feelings did you have as you heard the story?
6. Did you like the story? Why or why not?
7. Can you relate "The Giving Tree: to your family? Your friends?
8. Were they really friends to each other? Why or why not?

Goal (Expected Outcome):

1. Share ideas on friendships.
2. Promotes open sharing and facilitates the development of closeness.

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

Depends on how the discussion went and what points were made. Maybe summarize the major points brought out or the feelings brought out.

Submitted by or Source: Mary Marvel
Activities for Groups

Title

Proud To Be Me

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 - 15

Materials Needed: None

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

Seat the group in a circle. Ask the members to complete the statement, “I am proud that I...” They should take turns sharing their statements. Try to go around the circle a number of times to provide the group members with the chance to share more of their achievements.

Goal (Expected Outcome):

To help the group members identify their achievements, accomplishments, and other things they take pride in. To help them feel good about themselves and realize everyone has something to be proud of.

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

Was it hard to come up with completions to the statement? Why?
Does everyone have something to be proud of?
Does it matter if it is something big or small?
Do you feel better when you think of the things that make you feel proud?
How did you feel when you shared your achievements? When others did?
What did you learn about yourself? About others?

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

#### Positive People and Places

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<td>Awareness)</td>
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<td>and Fun)</td>
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**Optimum Group Size:** 5 - 15

**Materials Needed:** People and Places Questionnaires, pencils & pens

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

*Note: You might wish to talk about some of the benefits of focusing on the positive forces in their lives either before or after the use of the questionnaire.*

Divide the group into smaller groups of three or four. Distribute the questionnaires and ask the members to work by themselves for a few minutes, trying to answer as many of the questions as possible. Next, the members should review their answers, placing a mark beside any answer that seems unsatisfactory to them. They should then spend some time working with the other members of their group, helping to identify new answers or improve on those already given. Then, the group should mark three questions that have produced the most positive, pleasant memories. Group members can share those favorite memories with each other. Bring everyone back together to process the activity.

**Goal (Expected Outcome):**

Group members will be better able to identify people, places, or events that are or have been positive forces in their lives. They should also realize that focusing on the positive is a very important aspect of living.

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

Was it hard to think of the answers to the questions? Why or why not?
Do people tend to think too much about the negative things in their lives? Why is this?
What are the benefits of focusing on the positive?
How did you feel during this activity?
What did you learn about yourself? About others?

**Submitted by or Source:** Prevention-Is Primary (PIP)
PEOPLE AND PLACES QUESTIONNAIRE

This is a private questionnaire for your own use. No one will collect it at the end of the period or ask to see it. Read over the questions below and jot down answers to any you can. Later you and the others in your group may help each other and discuss this activity, but right now work alone.

1. Who gives you a lift -- someone that makes you feel good just to see him or her coming?
2. Who is a good listener ---- someone who really pays attention and really hears what you have to say?
3. Who is the best teacher you ever had -- someone whom you would like to learn from again and again?
4. Who has been a big help to you ---- someone who really came through or stood by you when you needed it?
5. What older person do you admire ---- someone of your parents' generation that you would really want to be like?
6. What person in an occupational capacity has done a good deed for you recently ---- a storekeeper, policeman, teacher, bus driver, or someone else who has helped you out while doing his job?
7. Who, if the telephone was to ring right now, would you like to talk to?
8. Where have you been that you would like to go back to and spend a week doing just as you wished?
9. Where was it that you last laughed until it hurt?
10. What place away from home makes you feel when you go there that you really belong?
11. Where away from home did you have the nicest meal recently?
12. What place outdoors would you like to go and spend a whole day?
**Activities for Groups**

**Title**  
*Risk Slips*

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**Optimum Group Size:** 5 - 15

**Materials Needed:** A number of slips of paper with an open-ended risk-statement on each (see attached)

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

The participants sit in a circle with a paper bag full of risk slips. The bag is passed around the circle and each member takes a turn pulling a risk slip out of the bag, reading the risk slip, and completing the sentence.

**Goal** (Expected Outcome):

To have each group member share something about themselves and gain group cohesion and support.

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

- What did you learn about yourself? About others?
- How did you feel during the exercise?
- Other follow-up questions will depend upon how the conversation develops

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

Title

**A Little Light On The Subject**

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<th>Working (Growing Risk, Personal Awareness)</th>
<th>Closing (Saying Goodbye, Ending)</th>
<th>Game (Active Exercise for Group building and Fun)</th>
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</table>

Optimum Group Size: 5 - 15

Materials Needed: Risk slips, Flashlight (optional)

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

This activity works best at an evening meeting. Turn the lights out and switch on a flashlight. Group members sitting close together in circle (preferably on the floor).

Option #1: Use risk slips (see the activity in this manual)
Option #2: Use these two questions:
- What was your happiest moment?
- What was your saddest moment?

Each person in the group shares their happiest moment. When everyone is done then go to the saddest moment.

Goal (Expected Outcome):
- Promote personal risk taking and sharing of feelings.
- Promote getting to know group members on a deeper level.
- Promote group cohesiveness.

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

How did you feel during this activity? Why?
Make the point that all feelings are okay.
What did you learn about yourself? About others?

Submitted by or Source: Mary Marvel

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### Activities for Groups

**Title**

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Sample Looks List (See below)

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

The group leader explains that the group members will be using facial expressions and body movements to depict certain emotions, feelings or attitudes. The leader can model a look such as an “I don’t care” look. The group members are instructed to stand and begin milling around the room as the leader calls out a specific “look”. The group members try to capture that look in facial and body movements as they continue milling around the group. Each look should be emulated for about 20 seconds.

**Sample Looks List**

- "Everybody hates me"
- "I am better than you"
- "I just did something great"
- "I deserve more respect"
- "I am jealous"
- "Oh, what a beautiful morning"
- "I like myself, and I like you"
- "I have too much to do"

*Feel free to add your own!

**Goal** (Expected Outcome):

The group members should realize how important non-verbal forms of communication are in revealing emotions and that they, in fact, can tell much about us without our knowing it.

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

- How did each pose feel to you?
- How were you affected by other people’s “looks”?
- What did you learn about yourself? About others?

**Submitted by or Source:** The Icebreaker Encyclopedia
Activities for Groups

Title

Many Moods

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 - 15

Materials Needed: None

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

Here’s everyone’s chance to be a ham! The group members start by being spread out around the room. The leader asks the participants to think about how they act when they are in a particular mood, i.e., their stance, facial expression, how they walk, etc. Each family member (without talking) is to choose a mood and mill about the room as they observe the body language and moods of the other group members. Next, the participants are asked to depict the opposite mood and continue to mill silently around the room observing other group members.

Goal (Expected Outcome):

To make participants aware of how body language can be a signal to others of how one is feeling at any particular time and to help them learn how to pick up on these signals from others. This activity also helps build group awareness and cohesion.

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

How can body language and facial expressions convey emotions?
Can you tell what kind of a mood someone is in?
How were you affected by the moods of others? Why?
How did you feel during the activity?
What did you learn about yourself? About others?

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

**Title**

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Pencil and paper; list of Thought to Thought words

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

The leader explains that he/she will be reading from a list of words and that family members are to write down ideas, objects, persons, animals, etc., that each word brings to mind. When the word is read, the family members write it down and then beside it, write the other words that come to mind. The leader should give each participant two minutes to write down his/her thought words.

**Sample Thought to Thought List**

<table>
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<tr>
<th>Work</th>
<th>Water</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Fear</td>
<td>Earth</td>
</tr>
<tr>
<td>Family</td>
<td>Love</td>
<td>Alcohol</td>
</tr>
</tbody>
</table>

When the last word has been given, the family leader asks the group members to share some of their thought associations and what triggered those thoughts.

**Goal (Expected Outcome):**

To promote sharing in the group through a low-risk activity.

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

- Why do you associate some people, places, ideas, or things with some words and not with others?
- Was it easy to come up with a list for every work?
- How did you feel during the activity? Why?
- What did you learn about yourself? About others?

**Submitted by or Source:** Encyclopedia of Icebreakers

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Activities for Groups

**Title**

**Friends**

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**Optimum Group Size:** 5 - 15

**Materials Needed:** Papers, pens & pencils

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

Participants brainstorm a list of ten qualities they want in a friend. The facilitator writes the ten qualities down. The group members will then list the ten qualities on their own paper in their own order of importance, the most important (number 1) to the least important (number 10). The group then shares their lists with each other.

**Goal (Expected Outcome):**

To help participants realize what they hope for and expect in a friend, as well as what they have to offer as a friend.

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

- Why did you put the qualities in the order that you did?
- What do you have to offer your friends?
- Are your friends good to you? Are you good to your friends?
- When does friendship hurt?
- When does it feel good?
- 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: How do you feel today?

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 - 15
Materials Needed: Papers, pens & pencils

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

Have participants draw a line down the middle of a sheet of paper vertically. Instruct the group members that they have one minute to list all the qualities they like about themselves on one side of the paper. At the end of that minute, have them take another minute to make a second list of all the qualities they don’t like about themselves on the other side of the paper. Once both lists are completed, have them compare the two lists. Then give the group a few minutes to add to the list of theirs which is shorter, making sure the lists are then equal to each other.

Goal (Expected Outcome):

To help the group members to identify their positive and negative qualities as they see them, and to explore the importance of recognizing and utilizing those positive qualities within themselves.

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

Which list was shorter before we went back and added to it? Why?
Many of us look at ourselves negatively? Why? What can we do about this?
Can we help each other with this by telling others more often about their positive qualities and complimenting them?
You may want to take some time for the members to add to their positive list with the additions they can now think of and the additions given to them by others.
How did you feel during the activity? Why?
What did you learn about yourself? About others?

Submitted by or Source: Prevention Is Primary (PIP)
Activities for Groups

**Hey Buddy, Can You Spare A Compliment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Getting to Know Each Other, Low Risk)</td>
<td>(Growing Risk, Personal Awareness)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
<td></td>
</tr>
</tbody>
</table>

**Optimum Group Size:** 5 - 15

**Materials Needed:** Papers, pens & pencils

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

This activity is a great follow-up for “Making a List - Checking It Twice.” Participants write their names on a piece of paper. The facilitator collects and shuffles the papers, redistributing them so that no one gets his or her name. Members are then to write something they like about that person on the paper. Only something complimentary - no criticism or jokes allowed! They are not to sign the paper, statements should remain anonymous. When done, the papers should be collected and read aloud. (Be sure to glance at each description first to be sure it is positive. If it is not, use your own in place of it.) The person complimented can only say “Thank you” each time.

*Note: You may wish to shuffle and redistribute more than once, if time allows.*

**Goal** (Expected Outcome):

Group members should better understand the importance of giving and receiving positive feedback.

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

- What accomplished by this exercise?
- How do you feel after something complimentary has been said to you?
- Is it easy to receive compliments? Why or why not?
- Do you usually thank the person or try to “argue” with their point of view? Why or why not?
- What did you learn about yourself? About others?

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

**Making a List – Checking It Twice**

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Getting to Know)</td>
<td></td>
<td>(Growing Risk, Personal)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
</tr>
<tr>
<td>(Each Other, Low Risk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Awareness)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Optimum Group Size:** 5 - 15

**Materials Needed:** Worksheet (attached) Pencil or Pens

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

Distribute the worksheet and allow the group to complete them. Emphasize that this is for their own use and they will not be forced to share their paper with anyone else. To process these worksheets, smaller groups may be desired to facilitate sharing, and discussion. "I learned..." statements will be useful.

**Goal** (Expected Outcome):

To help the group members identify their feelings and the varying degrees of intensity of these feelings. Group members will also learn more about their feelings and how to stay in touch with them more often.

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

- Was it hard to pinpoint your feelings or the degree of intensity? Why might this be?
- Do you often think about how you feel?
- Was it hard to think of ways to change uncomfortable feelings? What ways did you think of?
- Can anyone suggest other ways?
- What did you learn about yourself? About others?

**Submitted by or Source:** Prevention is Primary (PIP)
**HOW DID YOU FEEL TODAY?**

Directions: Circle the number on each continuum that is closest to the way you feel right now.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfulfilled</td>
<td>Satisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supported</td>
<td>Rejected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confused</td>
<td>Clear</td>
<td></td>
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</tr>
<tr>
<td>Shy</td>
<td>Curious</td>
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</tr>
<tr>
<td>Involved</td>
<td>Bored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated</td>
<td>Contented</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Superior</td>
<td>Inferior</td>
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<tr>
<td>Suspicious</td>
<td>Trusting</td>
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<tr>
<td>Fulfilled</td>
<td>Empty</td>
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<tr>
<td>Hurt</td>
<td>Relieved</td>
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<tr>
<td>Joyful</td>
<td>Sad</td>
<td></td>
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</tr>
</tbody>
</table>

Pick one or two feelings that you wish to change and brainstorm things that you can do to effect the change.
Activities for Groups

Title

Top Secret

Type: ___Introductory
(Growing to Know
Each Other, Low
Risk)

X Working
(Growing Risk,
Personal
Awareness)

___ Closing
(Saying Goodbye,
Ending)

___ Game
(Active Exercise
for Group building
and Fun)

Optimum Group Size: 5 - 15

Materials Needed: Paper & pencil

Outline of Activity (How to do it in a clear, concise form):
Tell the members of the group to write down a phony secret about themselves—a secret that no one or very few people know. Have the participants fold the papers with the written secret and hand them to the facilitator who will shuffle the papers and read them out loud to the group. Next, have the members write down a true statement about themselves—a statement that no one or only a few people know. They should fold these papers and have the facilitator collect, mix and read them out loud to the group.

Goal (Expected Outcome):
The goal is to obtain a high level of risk and trust within the group.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
Was it hard to think of the secrets for this activity? Why?
Do you have other secrets?
Why did you choose this one to share?
Was it easier to share a real secret or a false one? Why?
How did you feel when we read each of your secrets? Why?
What did you learn about yourself? About others?

Submitted by or Source: Unknown
Activities for Groups

**Title**

*Who I Am/Who I Want To Be*

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(Getting to Know</td>
<td>(Growing Risk,</td>
<td>(Saying Goodbye,</td>
<td>(Active Exercise</td>
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<td></td>
<td>Each Other, Low</td>
<td>Personal</td>
<td>Ending)</td>
<td>for Group building</td>
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<tr>
<td></td>
<td>Risk)</td>
<td>Awareness)</td>
<td></td>
<td>and Fun)</td>
</tr>
</tbody>
</table>

**Optimum Group Size:** 5 - 15

**Materials Needed:** Paper & pencil or pen

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

Draw a line down the center of the page. Each person should draw and/or write, on one side of the paper, something that shows and/or reads who he/she is. Using symbolism and quotations is helpful. On the other side of the paper, the person should use the same technique to describe who they want to be. Allow each person to share his/her paper and describe and explain it to the group.

**Goal** (Expected Outcome):

Each individual should have a better idea of how they view themselves and the expectations they have of themselves. It gives everyone a chance to get to know each other better.

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

- Is there a difference between who you are and who you want to be?
- How can you become who you want to be?
- Is there anything that might get in the way?
- How did you feel during the activity?
- What did you learn about yourself? About others?

**Submitted by or Source:** Youth To Youth
# Activities for Groups

**M-n-M’s (A Peer Pressure Exercise)**

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<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
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<tbody>
<tr>
<td></td>
<td>(Getting to Know)</td>
<td>(Growing Risk, Personal Awareness)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
</tr>
</tbody>
</table>

**Optimum Group Size:** 5 - 30

**Materials Needed:** M-n-M’s (jelly beans could be used instead), 2 sets of slips of paper with either Set A or Set B’s statements written on it. Label set A: “Do not take or eat a piece of candy. Do not let anyone pressure you into taking a piece of candy.” Label Set B: “Eat a piece of candy and try to make everyone else eat a piece of candy.”

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

Place your M-n-M’s (or jelly beans) in the center of the group. Give each group member a slip of paper from either Set A or Set B. Make sure there is at least one slip of paper from each set per group. Ask group members not to share their directions with anyone. Tell the groups that after everyone in the groups has had a chance to read their directions, they are to follow their own set of directions. Let the activity go on for about 5 minutes.

**Goal** (Expected Outcome):

The group member will become aware of peer pressure and different tactics people use to influence others. Members will also learn ways to resist such influence.

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

- What is peer pressure?
- How does it feel to be pressured?
- How does it feel to resist pressure from another person? A close friend?
- Did anyone give in to the pressure?
- How did you feel after you gave in to the peer pressure?
- Has anyone ever felt pressure from their friends to do something you didn’t want to do or know you shouldn’t do?
- How did you feel? Why?
- What have you learned about yourself? About others?

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

Title

“What Should I Do?” (A Peer Pressure Exercise)

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>X Working</th>
<th>Closing</th>
<th>Game</th>
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<tbody>
<tr>
<td></td>
<td>(Getting to Know</td>
<td>(Growing Risk,</td>
<td>(Saying Goodbye,</td>
<td>(Active Exercise</td>
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<td>Each Other, Low</td>
<td>Personal</td>
<td>Ending)</td>
<td>for Group building</td>
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<tr>
<td></td>
<td>Risk)</td>
<td>Awareness)</td>
<td></td>
<td>and Fun)</td>
</tr>
</tbody>
</table>

Optimum Group Size: 5 – 30


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

In each of the four corners of the room, hang one of the signs. Each member makes a choice at the end of the story and walks to one of the four corners of the room. After members make their decision, the group, underneath the sign, discusses their choice.

Carlos played ball Friday afternoon in the school yard with six other boys. The game ended when it became dark. One of the players, Max, decided to break the windows of the science room because he doesn’t like the teacher. Some of the boys think it’s a good idea, and everyone but Carlos picks up something to throw. One of the boys says to Carlos, “You don’t like the teacher either. You’re just chicken.” If you were Carlos, what would you do?

Goal (Expected Outcome):

To learn to become more aware of peer pressure

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

How did it feel to have to choose?
Do you always have choices?
Did anyone look to see where other members were going?
Did anyone change their mind and switch corners? Why?
What have you learned about yourself? About others?

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

Title

Thinking for Yourself (A Peer Pressure Exercise)

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 - 30
Materials Needed:  None

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

Read the following story to the students and discuss processing questions:

One day Dana and Kim decided to go for a walk in the park. The two have been good
friends for many years. When they get to a secluded spot in the park, Dana takes out a joint from
her pocket. Kim is very surprised and tells Dana that she shouldn’t have brought that with her.
It is bad for her health and it is illegal. Dana replied that Kim was just a “scaredy cat” and never
wanted to do anything that was fun. Dana handed Kim the joint and said, “It’s only a little
marijuana. Don’t be such a scaredy cat.”

Goal (Expected Outcome):

To learn to become more aware peer pressure.

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

What is Kim’s problem? What are her alternatives?
What are the consequences of each alternatives?
What are you thinking when someone asks you to do something that you really don’t
want to do? How does it feel?
What would you do if you were in Kim’s position?
Does being friends mean that you always do what your friends ask you to do?
What have you learned about yourself? About others?

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

Tense and Relax

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>X Working</th>
<th>___ Closing</th>
<th>___ Game</th>
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</thead>
<tbody>
<tr>
<td>(Getting to Know Each Other, Low Risk)</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: 5 - 30

Materials Needed: None

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

All group members lie down on the floor. Starting with the bottoms of their feet, slowly, by degrees, they tighten each part of their body. They hold the tension until they are rigid from the bottoms of their feet to the tops of their heads. Then from the top of their heads, they start to relax each part of their body by degrees, slowly, until they have reached the bottoms of their feet. Do the exercise two or three times.

Goal (Expected Outcome):

Muscles will be relaxed by tiring them. Group members will recognize the varying degrees of tension in their bodies and learn how to deal with that tension in a positive healthy way.

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

How did you feel when you first lay on the floor? And now?  
What caused the difference?  
Are there other things you can do to relax?  
Do you think relaxing is important? Why or why not?  
What have you learned about yourself? About others?

Activities for Groups

Feelings Cube

<table>
<thead>
<tr>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(Getting to Know, Each Other, Low Risk)</td>
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<td>(Saying Goodbye, Ending)</td>
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</tbody>
</table>

Optimum Group Size: 5 - 30

Materials Needed: Use a square box (cube) and decorate it however you wish with one “feeling” word on each side. These can all be happy feelings, all sad feelings, or a mix. For example, for sad: guilt, anger, jealousy, sadness, rejection, loneliness. For example, for happy: peaceful, proud, glad, enthused, satisfied.

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

One person tosses the cube into the center of the group. Whatever “feeling” word is facing up, the person talks about the last time he/she felt that way. Then he/she tosses the cube to someone else. Proceed in the same way until everyone has had a chance to participate. Group members may comment or ask questions of each other during this activity.

Goal (Expected Outcome):

Group members practice at being able to express feelings (may want to briefly point out the difference between thought and feelings). Promotes closeness and sharing in the group.

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

Was it difficult to talk about feelings? Why or why not?
Why do we find it difficult to talk about how we feel?
Is it okay to feel different feelings?
How can we express out feelings in healthy ways?
What have you learned about yourself? About others?

Submitted by or Source: Mary Marvel
Activities for Groups

**Create A Masterpiece**

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Getting to Know Each Other, Low Risk)</td>
<td>(Growing Risk, Personal Awareness)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
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</tbody>
</table>

**Optimum Group Size:** 5 – 25

**Materials Needed:** A poster-sized paper taped to a wall or chalkboard, Felt markers

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

- Divide the group into three sub-groups.
- Each group is lined up in front of the paper.
- The idea of the activity is for each group is to create a picture. To make it interesting, a representative from each group comes to the group’s paper and adds only one of the following: a circle or four straight lines.
- Explain that this is not a race.
- Repeat this activity with the same groups

**Goal** (Expected Outcome):

Group members will earn that cooperation is an important part of working together and that everyone can maintain his/her individuality while still working with a group.

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

Did the picture turn out the way you expected?  
How did you cooperate in working together?  
Did anyone have feelings of control or lack of control?  
How did you deal with these feelings?  
What have you learned about yourself? About others?

**Submitted by or Source:** William Livisay, Youth to Youth
Activities for Groups

M-n-M Disposal

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 - 25

Materials Needed: Men-M candies.

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

Groups of three or four are presented with a problem of lethal M-n-M’s. The M-n-M’s will kill any living organism painlessly and quickly. Each group must dispose of these candies in a way which is useful to the community or to the world. Each group reports on their solutions to the entire group.

Goal (Expected Outcome):

The goal is to teach people to work together well and help them realize that cooperating can lead them to a better and more productive result. This activity allows each member to share his/her ideas in a low-risk atmosphere.

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

What problems arose during your time within your group?
What are some other ideas that came up? Why weren’t they chosen?
How did you during the activity?
What have you learned about yourself? About others?

Submitted by or Source: Allison Sharer and Pi Ware (Health & Human Services Conference, Washington, D.C.)
Activities for Groups

Healthy Living Checklist

Title

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

Optimum Group Size:  5 - 30

Materials Needed:  Checklists, pens or pencils

Outline of Activity (How to do it in a clear, concise form):
Each member of the group receives a checklist to fill out. Give the group 10-15 minutes
to complete the lists. Once everyone is done, discuss their lists by using the processing questions
below.

How to Process (As a Facilitator, What points need to be covered after completing activity?):
What areas are most outstanding for you?
What areas do you need to work on?
What can you do to improve these areas?
What can you do to help others improve in their areas?
What did you learn about others?
What did you learn about yourself?

Submitted by or Source:  Unknown
HEALTHY LIVING CHECKLIST

Directions: Place a checkmark (✓) in the appropriate column to rate yourself on each of the items listed below.

<table>
<thead>
<tr>
<th>Needs Work</th>
<th>Okay</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Condition</td>
<td></td>
<td></td>
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<tr>
<td>Amount of Rest</td>
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<tr>
<td>Weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
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<td></td>
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<tr>
<td>What I like best about the way I look is...</td>
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<tr>
<td>Dealing with frustration</td>
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<td></td>
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<tr>
<td>Caring for others</td>
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<td></td>
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<tr>
<td>Handling disappointments</td>
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<td></td>
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<tr>
<td>Expressing joy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel best about myself when</td>
<td></td>
<td></td>
</tr>
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<td>Family</td>
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<tr>
<td>Relationship with parents</td>
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<td>Feeling important to my family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing things with others</td>
<td></td>
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<tr>
<td>Honesty with my parents or guardians</td>
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<tr>
<td>My family has the most fun together when...</td>
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<tr>
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<tr>
<td>Keeping Friends</td>
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<tr>
<td>Participating in extra-curricular activities</td>
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<td></td>
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<tr>
<td>Participating in family activities</td>
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</table>

-183-
<table>
<thead>
<tr>
<th>Needs Work</th>
<th>Okay</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in activities w/friends</td>
<td></td>
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<tr>
<td>I wish I had more leisure time to...</td>
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</tbody>
</table>

**Thinking Skills**
- Using facts in making decisions
- Considering different points of view
- Considering choices when deciding
- Reconsidering a decision
- I do my best thinking when...

**Spiritual Life/Important Beliefs**
- Feeling peace within myself
- Obeying the Law
- Trust
- Honesty
- I feel very strongly about...

**Work/School**
- Good team worker
- Relationships with teacher
- Grades
- Enjoyment of school work
- I do my best work when...

**Finances**
- Having spending money
- Planning ahead
- Spending money wisely
- Earning money
- I would like to be able to...

Directions: Go back and circle at least two items about which you are concerned and think need immediate attention.
Activities for Groups

Title

Trust Walk

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

Optimum Group Size: 5 - 15

Materials Needed: Blindfolds (optional)

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

Have people get into pairs. One person will be blindfolded. Another person will lead the blindfolded person around - outdoors, if possible. Lead the person over obstacles safely by talking to him/her and giving non-verbal cues. Remind the group they need to be respectful of other family groups and the environment.

Goal (Expected Outcome):

Learn to trust people by taking risks with them.

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

Discuss the walks people took, the problems they had and how they learned to trust the people leading them. Ask such questions as:

How did you feel being led?
How did you feel being the leader?
How important is trust?
Was it easy to do at first? Now?
What did you learn about yourself? About others?

Submitted by or Source: Unknown
Title

Cradle

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 - 15

Materials Needed: None

Outline of Activity (How to do it in a clear, concise form):
Stand people of equal numbers in two rows facing each other. Have people across from
each other clasp arms, hand to elbow. Have the squat to allow a person to lay across their arms.
Put someone at the end of the two rows to spot the person’s head. The two rows of people
should stand up slowly and begin to silently and gently sway back and forth. Then, lowering
themselves to the ground slowly, they should slow the swaying down until the person they are
holding is lying on the floor.

Goal (Expected Outcome):
Builds trust and awareness. Gives the group a sense of calmness and serenity.

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

How did it feel to be cradled?
How did you feel when you worked with others to cradle someone else?
What does it take to do this?
What did you learn about yourself? About others?

Submitted by or Source: Youth to Youth, Ray Holan
## Activities for Groups

### Circle Sway

<table>
<thead>
<tr>
<th>Type</th>
<th>Introductory</th>
<th>Working</th>
<th>Closing</th>
<th>Game</th>
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<tbody>
<tr>
<td></td>
<td>(Getting to Know Each Other, Low Risk)</td>
<td>(Growing Risk, Personal Awareness)</td>
<td>(Saying Goodbye, Ending)</td>
<td>(Active Exercise for Group building and Fun)</td>
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</table>

**Optimum Group Size:** 5 - 15

**Materials Needed:** None

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

Entire group stands in a circle with one person standing in the middle. The person in the middle of the circle should cross his/her arms across his/her feet in the same spot while falling towards someone - with his/her eyes closed. The people in the circle should keep their hands in front of them and gently push the person around the circle.

**Goal** (Expected Outcome):

Learn to trust people by taking risks with them.

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

Discuss the problems or fears the middle person had, and how or if that person overcame them. Discuss the problems or fears the members of the circle had, and how or if they overcame them.

How did you feel when you were in the center? On the outside? What is needed to do this? What would make it easier for us to do this? What have you learned about yourself? About others?

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

**Push Me – Pull Me’s**

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

**Optimum Group Size:** 10+

**Materials Needed:** None

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

Have the group get in a circle and hook elbows. One person at a time will keep his/her feet in the same spot and remain still while he/she leans forward. The people to each side should lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his/her nose touches the floor. Next, they raise him/her to a standing position. The whole group will feel the weight and therefore will need to assist at all times.

**Goal** (Expected Outcome):

The objective is to show group cooperation is used to achieve a goal, and to promote trust within the group.

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

Why did you/didn’t you volunteer to go down?
What does it take to do this?
What can get in the way of this working?
How did it feel going down? Being next to the person who went down? Across the circle from them?
What have you learned about yourself? About others?

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

On One Hand and On the Other Hand

<table>
<thead>
<tr>
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<td>and Fun)</td>
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Optimum Group Size: 6+

Materials Needed: Paper plates, pencils

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

Have participants trace their left hand on one side of a paper plate and number the “fingers” from one to five. Have them write the answers to five questions, one answer on each finger.

For example:
What kind of music do you like?
What kind of sports do you play (or like or dislike)?
What pets do you have (or wish you had)?

Vary the questions depending on the material, information or feelings you want to elicit. These answers represent their outsides (who I am) “on one hand”. On the other side of the paper plate, have the participants trace his/her right hand and ask riskier questions, again varied depending on the answers/feelings you want to elicit.

For example:
What makes you mad?
What makes you sad?
Where do you see yourself in five years?
Where do you see yourself as an adult?
Have participants pair off and share his/her hands.

Goal (Expected Outcome):

For participants to realize everyone has different feelings and experiences.

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

What happened when you completed the assignment?
How did it feel to share with someone else?

Submitted by or Source: Michelle Karns, The Trick Bag
Activities for Groups

Title

Friendship Want Ads

Type  Introductory  X  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:  6+

Materials Needed:  Newsprint paper, markers, tape

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

Tell participants that they are going to look through the want ads, but we have to write
them first! Ask participants to write a “friend wanted” ad describing characteristics they look for
in a friend. (You may want to assign participants numbers or fictitious names, so when they read
each other’s ads, they don’t know who belongs to each ad.) Then ask participants to write a
“friend offered” ad describing qualities they bring to a friendship. Post participant’s ads. Ask
participants to pick one “friend wanted” and one “friend offered.” They can’t pick their own.
(This part is more revealing if they have used numbers or fictitious names.)

Goal (Expected Outcome):

To help participants realize what they hope for and expect in a friend, as well as what
they have to offer as a friend.

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

What did you find out about each other?
What did you find out about yourself?
Why is it important to ask for what you want?

Submitted by or Source:  Michelle Karns, The Trick Bag
Activities for Groups

Title

Author, Author

Type
--- Introductory
--- X Working
--- Closing
--- Game

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

Each Other, Low
Awareness)

Optimum Group Size: 6+

Materials Needed: paper, pens, index cards, tape

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

Have participants write a title describing their life as if it were an autobiography. Instruct
them to “design” the book cover on a piece of paper, decorating them with illustrations, but they
should not include their name on the cover. Post all book covers on the wall. Instruct each
“author” to write three clues about their title on an index card. Collect all index cards, then
shuffle and redistribute to group. The group then tries to guess the authors from the clues.

Goal (Expected Outcome):

To help participants look at their own goals, dreams, or how they view themselves.

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

Why is this important?

Submitted by or Source: Michelle Karns, The Trick Bag
### Activities for Groups

#### Think It, Say It, Write It, See It

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**Optimum Group Size:** 5 - 15

**Materials Needed:** pencils, paper

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

Define the term affirmation for the participants. An affirmation is a positive statement we tell ourselves about the achievement of our goals.

- Affirmations are: positive, personal, specific, in the present tense.
- Affirmations are word tools we use to reach goals.

**Demonstrate how affirmations are written.**

- Choose a goal: for example, improving an English grade.
- Make it specific and positive: raise that grade from C to B.
- Write it in the present tense: I am proud that I am earning a B grade in English.

Have participants choose three goals: one personal, one school-related, and one home/family related. Have participants write a positive affirmation for each goal. Say, “See yourself accomplishing your goals. Close your eyes. In your mind’s eye visualize the personal, school, and family goals you wrote as affirmations happening to you.”

**Goal (Expected Outcome):**

To learn to write affirmations to improve self-concept.

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

Was it hard/easy to write a positive affirmation? Why/why not?

Do you think it is important to talk about goals? Why or why not?

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

Title

**What’s My Line?**

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Optimum Group Size: 5 - 15

Materials Needed: pencil, paper

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

Ask participants to list on a sheet of paper two things he or she does well. Collect the papers and share each with the class. Participants must guess who wrote each. Paper can later be posted.

Goal (Expected Outcome):

To help students feel good about themselves.

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

Is it hard to discuss things we do well? Why or why not?

How did you feel during this activity?

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

**Title**

![See Me As I Want To Be Seen](image)

<table>
<thead>
<tr>
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<td>Personal</td>
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<td></td>
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**Optimum Group Size:** 6+

**Materials Needed:** pencil, paper

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

Have participants list three words...

- a close friend might use to describe them
- their parents might use to describe them.
- their teacher might use to describe them.
- they would like people to choose to describe them.

Ask participants if there is a difference between how they see themselves and how other see them. Ask participants what they would do to have others see them as they want to be seen.

**Goal** (Expected Outcome):

To increase students’ awareness of self-concept by seeing themselves as others see them.

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

Activity processes itself.

**Submitted by or Source:** Marjorie Jacobs, *Building A Positive Self-Concept*