

# Shake It Up

## OBJECTIVES

- To get to know each other
- To realize the benefits of sharing information
- To energize the team

### Group Size

Any

### Materials

None

### Time

15 to 20 minutes



### Procedure

Have participants pair up. Each pair is required to come up with a handshake. The handshake has to have three moves and a sound effect or phrase. Give them a few minutes to develop and practice their handshake.

Have each pair team up with another pair. Have them put their handshakes together to form a six-part handshake with two sound effects. Give the new foursomes time to practice.

Have each foursome join with another foursome to put their handshakes together for a twelve-part, four-sound-effect handshake. Time permitting, have each team of eight present their handshakes to the whole group.

### Variations

You can stop this at four or continue with the eight-person version (more challenging). There are many ways to adapt this one, depending on the number of people you have in your team.

## **Discussion Questions**

- 1.** How did you learn the twelve-part handshake without becoming overwhelmed?
- 2.** What aspect about this process was easy? Challenging?
- 3.** In what ways does this relate to sharing information and learning from each other at work?

# Human Emoticons

## OBJECTIVES

- To demonstrate the power of body language in our face-to-face communication
- To increase our awareness of the messages we send nonverbally

## Group Size

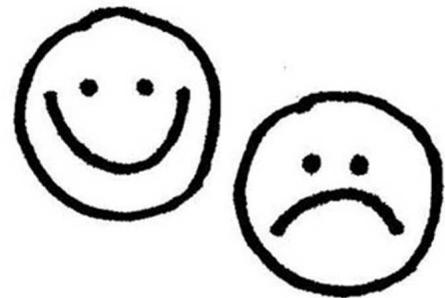
Any

## Materials

Copies of the Human Emoticon Cards cut-outs and the Human Emoticons handout (all provided), additional sheets of paper, pens

## Time

10 to 20 minutes



## Procedure

Prior to the session, cut out the Human Emoticon Cards, or copy the words onto 3 × 5 cards (be sure to number the cards).

Ask for volunteers to play a quick game of emoticons—a game where they will demonstrate an emotion without using any words or sounds. Because there are 12 Human Emoticon cards, 12 volunteers would be ideal. Allow each volunteer to choose a card; then ask all the volunteers to leave the room to prepare for their roles. Give them two to three minutes to practice their roles and help the other volunteers.

Tell those who are still in the room that they are not to shout out their response to each demonstration. Rather they can write down their interpretation on their copy of the Human Emoticons handout or a numbered sheet of paper. (This will open up a discussion on interpretation.)

Call the volunteers in, and one at a time, have each one act out the emotion on his or her Human Emoticon Card. Have the rest of the team write down their interpretations of all the emoticons being demonstrated. After the 12 demonstrations, check to see if the respondents gave the “correct” interpretation.

### ***Variations***

For an alternative that uses less paper, you could have participants shout out their guesses. Have the volunteers make a note of the guesses on the back of their cards. Then discuss the guesses after all the volunteers have presented their roles.

### **Discussion Questions**

- 1.** How powerful is nonverbal communication?
- 2.** Do we all interpret nonverbal messages in the same way? Why not? What is the “correct” interpretation?
- 3.** Based on this activity, what are some things we should keep in mind regarding the messages we send nonverbally?

# How We “C” Our Team

## OBJECTIVES

- To focus on what it takes to be an effective team
- To recognize the strengths and challenges of the team

## Group Size

Any

## Materials

Copies of the “C—We’re a Team!” form (provided) for each participant

## Time

15 minutes



## Procedure

Pass out copies of the “C—We’re a Team!” form.

Ask the team members to think about all the ingredients necessary for an effective team. Then ask them to focus only on those that begin with the letter *C*. For example, the words *communication*, *compassion*, and *caring* will likely be mentioned.

Working together in groups of three or four, see how many *C* words they can come up with. Once they have their lists, have the groups identify what two *C*s they see as the team’s strengths and the two *C*s the team needs to work on. Give them time to problem-solve ways to overcome the two challenging *C*s.

After allowing 7 to 10 minutes for problem solving, debrief the activity.

## Notes

Some of the *C*s your teams may come up with:

- Communication
- Caring
- Consistency
- Commitment to the team

# Like Clockwork

## OBJECTIVES

- To improve communication within the team
- To listen effectively to one another
- To develop team problem-solving techniques
- To reach consensus

## Group Size

Up to 12

## Materials

Like Clockwork Instructions, Like Clockwork Clue Cards, Like Clockwork Solution Cards (all provided)

## Time

20 to 25 minutes



## Procedure

Copy and cut out the one set of clue cards and solution cards for each team. Divide the clue cards so each person gets approximately the same number of clues, and have them keep the clues facedown until they get the instructions.

Have someone from the team read the instructions. The team then turns over their clues and gets started. You can hand out the solution cards to make it easier to keep track of the solution or require them to figure it out without the solution cards, which is more challenging.

## Variations

This book contains three similar problem-solving games (Car Pool, Like Clockwork, To the Dogs). The discussion questions for these three games can be interchanged to suit your purposes.

**Tips**

Split large groups into smaller teams of 7 to 10, and give them each a different problem-solving game (Car Pool, Like Clockwork, To the Dogs).

**Discussion Questions**

1. How well did you listen?
2. How did you organize your information?
3. How could your process have been more effective?
4. Was a leader required?
5. Why was it important to hear everyone's information?
6. What problem-solving techniques can we take from this experience?