

# Teambuilding

## Field Guide

Trust, communication and cooperation are key elements for the success of high functioning communities and coming together and working, as a team, is an important yet challenging proposition.

One valuable quality of successful and effective teams is interdependence, which allows for the resulting product of a team to be greater than the sum of its parts. It is important for individuals to retain their identity while being receptive to others' inputs and needs. Interdependence fosters a sense of trust and community among individuals while recognizing and celebrating the wonderful uniqueness we all have.

With the use of initiative activities, (fun, group problem solving activities that require more than one or two participants to solve) we hope to build that interdependence among participants while developing leadership skills they can take with them back to school, family, and their home communities. These leadership skills include, but are not limited to, communication, responsibility for others, trust, problem solving creativity, followership and dealing with failure.

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**Materials needed:** climbing rope, blindfolds, paper/pencils/markers, noodles, 5 hula hoops, trolleys, balls, tent poles, marbles, pvc pipe, resource materials copies

# Teambuilding for Staff and Teachers

It is our goal to build student confidence and leadership skills by successfully working through a series of challenges called initiatives. The Teambuilding Discovery Group leader must facilitate this process. To facilitate is to make something easier. Through facilitation, an instructor provides subtle “boosts” to help participants through a series of experiences which combine to create a desired effect. Facilitate does not mean “solving a problem” or “doing it for someone”. It means doing something that makes a process run better. When a situation is too difficult, a facilitator is there to help. When a student or a group are having desirable experiences, the facilitator can be less obtrusive. In general, the goals of facilitation often include participants analyzing and better understanding their thoughts, feelings, and behaviors. Facilitation can also be understood to mean all the actions of a teacher, instructor, trainer, mentor, etc. which influence the experience of the individuals and the group. This includes subtle, unconscious behaviors of the instructor which can have profound influences on what unfolds.

The value of an activity is not determined by “success” or “failure” in the task, but in the process that takes place during the activity. Just as there are many ways to travel from school to home, there are also many ways to approach and solve a problem. Be on the lookout and award creativity. Also, if an initiative is “solved”, yet three people were told their ideas were terrible and two people monopolized all the “discussions”, you can not call that a successful teambuilding exercise.

## Process over Product

Be aware of the process as it is happening so you will be able to lead an effective discussion at the end of each activity. Make written and mental notes with specific comments and names so that you can refer back to them during the discussion. You must always be alert to the dynamics of the group in order to bring it to their attention during discussions.

As the facilitator, you have the roles of explainer, mediator, and observer. Many times the most challenging role is that of observer. Knowing when to step in and when to watch attentively, letting the participants work through their difficulties, is quite a challenge. Use your judgement about when to act and when to watch, keeping in mind that the “solution” of the initiatives is not really the goal of the day. The process of communication, team work, problem solving and conflict resolution are some of the real goals. The process which the participants go through in dealing with the initiatives is more important than their “solution”.

| Colorado State Standards Met: |                       |
|-------------------------------|-----------------------|
| Full Value Contract           |                       |
| Listening Skills drawing      |                       |
| Names Games/Peanut Butter     |                       |
| Hula Hoop Pass/Block Party    | E/LA2,4, M4, S1       |
| Group Juggle                  | E/LA2,4, M4           |
| Trolley                       | E/LA2,4, M3,4, S1     |
| Plutonium Rod                 |                       |
| All Aboard                    | E/LA2,4, M1,2,3,4, S1 |
| Marble Pass                   |                       |
| Rope Initiatives              |                       |
| Minefield                     |                       |
| Survivor                      |                       |
| Blind Retrieval               |                       |
| Debriefing                    | E/LA2,4, M3           |

# Facilitation

The ‘debriefing’ period is where the most important work happens. Keep the discussion varied and interesting, without getting bogged down by one topic. Be prepared with knowledge of how groups work and questions you can use to promote discussion during the activity debriefing. Along with the basics below, one of the most important aspects of debriefing is your observations of the team/group dynamic.

## Five Stages of Group Development

- 1. Forming:** This is the polite, opening, get acquainted, ice breaking stage of group formation. This stage includes forming an atmosphere of safety and acceptance.
- 2. Storming:** This stage of group formation introduces conflict and competition into the formerly calm group environment.
- 3. Norming:** During this stage you will see some of the bugs being worked out within the group, and good things are beginning to happen. This stage of group formation includes cohesion, sharing and trust building, creativity and skill acquisition.
- 4. Performing:** The group practices its craft and becomes effective in meeting its objectives. When the introduction is complete, move on to the first initiative. It should be one that has a little or no problem solving, but begins the process of group communication and team building/recognition.

## Establishing ‘Basics’ for Team Building Exercises

- Create a Non-threatening environment: encourage a non-threatening social environment in which everyone feels welcome to participate (consider using warm-ups, icebreakers, and get-to-know-each other activities first). Experiencing social support during a program has been found to be an important factor in determining outcomes
- Rules: explain the “rules and guidelines” clearly for the task; don’t underestimate the importance of clear information in multiple formats to help an activity run smoothly.
- Framing/debriefing: consider whether to “frame” and/or “debrief” the activity. Is creating a story or scenario or metaphor around the activity. . Debriefing refers to some form of discussion or “re-viewing” of “what happened and what was learnt”. Debriefing is quite common, but not always recommended. Sometimes

## Suggested Guided Questions for Discussion:

*What helped the group to solve the problem? What made it harder for the group to solve the problem?  
What ideas would you, as a group, like to try as you solve the next problem?*

*Brainstorm a list of feelings people experienced during the process. Did these feelings or reactions help solve the problem? How? Why? Were any feelings counter-productive?*

*Did every group member contribute ideas at least once? Did anyone make a suggestion that was ignored?  
How did this affect the individual? How did this affect the group?*

For a group to function there needs to be one or two ‘leaders’ and other ‘group members’ to follow the leaders. The identities of the leaders can and will change from situation to situation.

*- Who acted as a leader during this challenge? What are the qualities of a good leader?*

*- What are the qualities of a good group member who helps the group reach its goal? What role did you play?*

*What happened? How does this happen at school, in your family or in your community?  
What can we learn from this?*

# Setting the Role

Students will: - create a safe and efficient learning environment  
- set the expectation for behavior for the day, by developing a full value contract  
Approximate Time: 20 minutes

## Introduction

Once roll has been taken and the group is ready to leave, go to Heisler Hall to change the setting before beginning your introduction. Gather the group into a circle so that everyone can see each other. This circle is very important as it allows for eye contact and involvement by everyone. Every time the group gathers for a discussion, a circle should be formed. Your introduction should be a mix of questions and descriptions, keeping in mind that you don't want to give away too much information. More information will come out as the group works through the initiatives.

## Why are we here today?

We are here today to have fun and learn about how to work together as a team to solve some fun problems. We will be doing this by participating in some activities called initiatives. They have this name because to take the initiative is to try something new, to take the lead, and to challenge yourself. We will begin with some easier activities, and as the day progresses, will move on to more challenging ones. Many of the activities will be introduced with a limited amount of information, so be sure to listen closely as the activity is explained. We will discuss each activity in detail as we finish each one.

## Listening Skills Drawing Activity

Need: piece of paper and a writing utensil for each participant  
two different diagrams for each pair.

Instructions:

### Round 1

Have partners sit back to back and decide who will be the "listener" and who will be the "talker".

Give each "talker" a copy of a diagram.

Listeners must sketch what they hear described. They are not allowed to speak or ask questions.

(This pair is using "one-way communication.") There will be 2-5 minutes allotted for this round.

Partners compare drawings when finished to see how close they came to the original.

### Round 2

Partners switch roles, trying to improve results.

Talker gets different diagram, and now the listener can speak and ask questions. After time has passed, partners compare results again. Then bring the two groups together to talk about the benefits and drawbacks of both types of communication.

# Full Value Contract

## What is a Full Value Contract?

The full Value Contract is an agreement where individuals seek to create the most effective learning environment for all participants. Individuals are asked to agree to those behavioral guidelines as a way of insuring that everyone fully understand what is expected and what is accepted.

## *The Full Value Contract States:*

- **Be Present:** Be present mentally, physically and emotionally throughout the discovery group. Honor the commitment of others by giving fully of yourself.
- **Pay Attention:** Listen to what others say and focus on understanding the ideas. Try to minimize distractions that take your focus away from the activity.
- **Speak Your Truth:** Share your thoughts and opinions openly and honestly. Your opinion is as valid as anyone else's. Don't hold back your opinions and ideas, what you withhold may be the critical piece of information or knowledge that the group needs at the moment.
- **Be Open To Outcomes:** Try not to prejudge what is happening. If you have preconceived notions about what you will learn or experience, you may limit your ability to perceive other insights and ideas.
- **Create A Safe Environment:** Be aware and sensitive to the impact of what you say and do. Create a level of safety for others to allow them to feel comfortable. Point out any issues or concerns that may affect this safe environment.

## Drawing up the Full Value Contract:

When the group is sitting in a circle, place a large sheet of paper in the center with an outline of a body drawn on it. Explain to the students that the body drawn on the paper represents our group. The positive things that we want to see happen in our group through out the the day, we will write inside the body. The things we do not want to see in our group, we will write outside the body.

Once you feel that the students have written all they can think of, have one student cut the body out of the sheet of paper. Have another student crumble up the scrap piece of paper that was cut away from the body. (the negativity of the group)

Now that the body has been cut out, explain to the students that we will have to name our person. We will be taking him/her around with us during the day and revisiting our person occasionally to make sure we all still agree with our full value contract.

# Name Games

Students will: - learn about other group members by playing games  
- practice effective communication techniques  
Approximate Time: 10 minutes

A first step in becoming acquainted is to learn the names of one's companions. The name games help to accomplish this quickly and painlessly. Choose one or two of them to play.

## WHOMP 'EM

Props: Foam noodle

Have the group stand in a circle with both arms extended in front of them at about waist level. One person should be standing in the middle of the circle, holding the foam noodle. Ask participants in the circle to make a fist with their right hand (palms facing down) and stick out their right thumb. Then have them grab their thumb with their left hand, making a second fist, palms down. They will hold their hands like this for the duration of the game. One player in the circle will say their name, and then the name of another person in the circle. The goal of the person in the middle (with the whomp 'em) is to TAP the fists of the person who's name was just said, before that person can then say their name and the name of another. (ie: Jane says 'Jane, Marissa' The person with the noodle has to tap Marissa's fists before Marissa says 'Marissa' and another person's name). If the whomp 'em is successful in tagging someone before they say another's name, the person tagged is then in the middle.

## ZIP, ZAP, ZOOP!

Props: none

Along the lines of Whomp 'em, assemble the group in a circle, with one person in the middle. The player in the middle will point to one person in the circle, and can say one of three things: zip, zap, or zoop. If they say Zip! The person pointed to has to say the name of the person to their left. Zap! Would mean saying the name of the person to the right, and Zoop! Would mean saying their own name. The object is to go as fast as possible, and if a player in the circle does not say the correct name, they then move to the center.

## HOT SEAT

Props: none

This is a challenge by choice activity. The group stands in a circle, and one student goes to the middle. They say: "My name is \_\_\_\_\_, and I'm in the hot seat!" The rest of the group then has 15-20 seconds to ask that person any question they want. The student in the hot seat can choose to pass any question they don't want to answer.

## Peanut Butter

Set-up--- Have the group form a circle and find a partner. In that partner pair, they are to come up with two words that make a phrase, being as creative as possible. (I.e.: peanut butter)

Challenge—To have the paired students find each other by listening for their word.

Equipment –Bandanas/Blindfolds

Everyone find a partner. Each person in the pair choose one of the words, so that one would be peanut, one butter, and so on. Go around the group, and have each pair say their phrase in front of everyone else. Split the partners up on opposite sides of the field or room, and blindfold everyone. When given the signal, they are to yell their word as loud as they can, while walking towards the other group. The goal is to find their other half!  
Debrief.

# Initiatives

Students will:

- solve a group of challenges as a team
- make group decisions
- compromise and cooperate in group situations
- build trust and camaradery between group members
- use creativity to problem solve

## Hula Hoop Pass

**Set-up**--Have the group form a circle and join hands. Separate one pair of hands and have them rejoin through the middle of the hula hoop.

**Challenge**--To pass the hula hoop (one person at a time) around the circle and back to the starting point without disconnecting hands and without the hula hoop touching the ground .

**Restrictions**—If the hula hoop touches the ground, the group must start over.

**Equipment**—Hula Hoop

Bring everyone together with the facilitators asking these questions:

***How did that that go? What was needed to complete the task? Did everyone pass the hoop in the same way? Was there any type of communication?***

Hopefully, everyone feels good about completing the task, and it was probably not too difficult for the participants. But, one person could not have passed it all alone. Everyone had to work together (though not all at the same time) to pass the hoop. By raising or lowering their hands, the people on each side of the “passer”, helped the passer be successful. Also, not everyone did it the same way. Some probably went head first and some went feet first or some other way. Creativity is great! The communication was probably not too elaborate, but there was some. Comment on any that you picked up on. Also look for and comment on body language. Not all communication has to be verbal.

Now try this activity again with the following modification: The hoop must be passed around the circle two people at a time or have them sit down in a circle with their hands joined and pass the hula hoop around the circle. They must keep their hands connected, but this time they may allow the hula hoop to touch the ground.

***How did it go this time? Was it harder? Were you more dependent on someone? Was there more/different communication?***

## Block Party

**Set-up** - Set out all hula hoops, and tell the group you want to invite them to a block party. Each hoop represents a different block party.

**Challenge** - to have all students place both feet inside the hula hoops.

**Equipment** - 4-8 hula hoops

**Instructions:** Students walk around hula-hoops mingling, when you say stop, everyone must step inside a hula hoop, making sure both feet are inside. Once the task is completed, repeat the mingling, but take away one hula hoop before yelling stop. Repeat until only one hula hoop is left. The trick? All students should sit on the ground and pile feet inside the hoop. Debrief.

## Group Juggle

**Set-up**--Group forms a circle and shares names. Generate a pattern of tossing bean bags around the circle so that everyone touches it one time and the facilitator starts and ends the pattern. Each time the ball is tossed, the thrower calls out the receiver's name before tossing. Repeat the pattern slowly several times so that it is learned.

**Challenge**—To get as many balls into the air as possible while repeating the pattern over and over.

**Equipment**—bean bags or soft balls

*How did we do? What was needed to be successful? Was there trust involved? Was teamwork displayed? What is needed for a team?*

For successful communication, the passer and receiver were both needed. Before tossing the ball, the sender got the receiver's attention. Then the ball was tossed to the receiver, who in turn caught it and was ready to send it to the next person. The ball was not thrown, or tossed away from the receiver, but instead was tossed in a way that made it easy to catch. When we want to communicate with someone and get an idea across, what similar things must we do?. Get attention, present information in an easily handled way, receive information. Was there trust involved? Trust was also displayed. There was trust that the thrower would call your name before tossing the ball, trust that the ball would not be thrown hard, and trust that the ball would be tossed in a way made for easy catching. To trust someone, there must be a shared sense of responsibility. There must be a sense that everyone is working towards the same goal and will look out for each other as everyone works toward that goal. Team members must trust the team will support them when they take a risk or make a mistake.

**The Three C's** can be used to help the students work together as a team:

**Communication** – It is important to share ideas with the team and discuss these ideas as a group. Be sure to listen to each other. Each person should be allowed to share his or her idea.

**Cooperation** – Try each other's ideas and work together toward the group goal. It's not about the individual goal of accomplishing the task yourself, but rather to get the whole group to accomplish the task.

**Congratulations** – Encourage each other and congratulate the group as a whole for completing the task. Clap, pat each other on the back, give each other high fives, or tell each other good job. If a team member had a good idea, let them know.

## Trolley

**Set-up**--Gather around the two trolleys. Explain that in front of them lies a large swamp with man-eating leather-headed ducks. The only way to cross is via the trolley.

**Challenge**--Make it across the swamp without stepping in it and being eaten by the ducks.

**Restrictions**--Each student must have one foot on each side of the trolley. If one person touches the ground, the whole group must start over. Mark a starting point and ending point to represent the swamp.

**Equipment**--2 sets of trolleys

Debriefing questions:

*This is a challenging problem solving activity. How many people barely escaped the ducks after they fell in? Was it difficult to move the trolley? Did you learn anything from having to start over? How did they handle the preparation, execution and failure? What was the most effective way to move? Was there an cadence agreed upon? Did everyone work together? How did the group handle differing ideas? Was there a leader? Does the loudest speaker always have the best ideas?*

## Plutonium Rod

**Set-Up** --Start this initiative by explaining to the students that they are a group of scientist who are responsible for deactivating a plutonium rod that could destroy all of Colorado.

**Challenge**--In order to deactivate the plutonium rod (tent pole), they must lower the rod to the ground. The counselors will divide the students into 4 groups. One or two counselors should be in charge of each group. Then immediately each group will combine with another to make two larger groups total. These groups will then attempt to accomplish the objective.

**Restrictions**--Each member of the team must be touching the rod with both hands, palms facing up, fingers straight. The students should have their hands even with the person's hands on each side of them, and their hands should be around shoulder level. This will be different for each student since they are all different heights. Once their hands are even, have one of the counselors place the pole gently across their hands. The scientists can then go to work.

**Equipment**--2-3, 8-10 feet tent poles

Once the pole is placed on the students' hands, the pole will probably start rising. This is humorous to watch, but the students will immediately start yelling at each other. If this happens have a counselor remove the pole. Ask the students questions.

***What went wrong? Could you do anything differently? Are you accomplishing anything by yelling at your teammates? Do you remember the Three C's?***

Then let them try again. It will probably take them many tries to accomplish the objective. Between each attempt, allow them time to give each other ideas and suggestions.

After the groups have completed the objective, have them come together as one large group and congratulate them on saving Colorado. The facilitator team should ask these questions.

***What did you learn? What worked? What didn't work?***

Now is a good time to teach the students another tool that they can use to help them with the initiatives. As the students learned in the last activity, it's hard to accomplish the initiatives when everyone is shouting. So, the students can use the following method:

### STOP!

**S-STOP-** After hearing the directions to the initiative, stop. Don't rush into it and start yelling...

**T-THINK-** Think about different ideas or solutions to the problem.

**O-Organize-** Organize yourselves, listen to each other's ideas, and decide which plans to try.

**P-Plan and Perform-** As a team make a plan and perform it.

## All Aboard

**Set-up**--Split into groups of 10-12 people and gather around the safe area.

**Challenge**--To avoid the ferocious munching mambas, each person must be touching the rug. The rug is the only safe place. Once everyone is on the rug, they should attempt to turn the rug completely over.

**Restrictions**-- No one should be lifted in the air. The students cannot have any body part touching the ground or the ferocious munching mambas will get them. If one student touches the ground, the whole group must start over.

**Equipment**--1 rug.

When time is up call everyone together and have the facilitator team ask these questions:

*Was it more difficult than you expected it to be? What went into planning the strategy?*

*Was communication effective?*

*Did people feel left out? If you felt left out of the planning and execution, how did it feel? Did you try to get more involved? Were all ideas listened to?*

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## Marble Pass

**Set Up**--A good location for the Marble Pass is on the tennis courts. In this initiative, each student receives PVC pipe. They should then line up in a straight line (use the lines on the court as a guide), and connect their pipes.

**Challenge**--The challenge is to pass a marble through each of their pipes and into the #10 can located on the ground at the end of the line.

**Restrictions**--If the marble touches a student or the ground, they must start over. In order to pass the marble, the pipe must be held with two hands but their hands cannot be used to cover the joints. The counselors should watch this closely.

**Equipment:** 10 -15 pieces of PVC pipe (about a foot long). A couple of marbles, 1 #10 tin can.

There is a more challenging variation to this activity that requires even more teamwork. The setup is the same, but after each student passes the marble through their pipe, they move to the front of the line and link up again there. This time, the #10 can is located 10-15 yards away from the starting point.

Congratulate the students after they complete the objective, then lead the discussion:

*How did it go? Was it difficult? What worked the best? What didn't work? Did you use any of the tools that you learned earlier? How?*

## Poison Peanut Butter Pit

Being chased by cannibalistic pygmy's, group must safely cross a poisonous peanut butter pit to safety, using a rope swing. All must cross (one at a time) The first challenge is to get a hold of the rope!

**Set-up--** create boundaries on either side of hanging rope, all students on one side of the rope.

**Challenge--** group must first get the hanging rope to their side without stepping over boundary, then get all students across 'peanut butter pit' to other side.

**Restrictions--** students uncomfortable or not strong enough to hang on rope can be assigned as 'line judges' or other roles so they contribute to the overall success of the group

**Equipment --** climbing rope hanging from tree.

Debrief questions:

*What was the most difficult aspect of this task? Easiest? Is that the same for everyone?*

*What was the key to getting this challenge started? How did you help each other?*

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## The Yurt Circle

**Set-up--** Tie the ends of a single rope together and have every person hold with two hands while rope is forming a circle. Make group make an oral commitment to leaning back at same time and being both physically and emotionally safe.

**Challenge—**For entire group to stand up and sit down together using a single rope word.

**Restrictions—**None

**Equipment --** Climbing rope

Demonstrate how to lean back before asking group to do so: feet remain in the same place, arms stretched out in front of you, and relax. Have group practice, then move on to group sit, and group stand. Making each group member commit is important because if one person is not taking the activity seriously, the entire group may fall. Make sure to tie an appropriate and strong knot. Be careful to do this activity in a place that if a student was to fall, they would not hit anything on the way down.

Once the group has completed the activity, gather back in a circle:

*How did it feel to be depending on others?*

*What made this activity successful/what could be improved?*

## Mine Field

**Set-up** -- Select an appropriate area. (Can be done inside.) Participants operate in pairs.

**Challenge** -- One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person. Each blind-folded person must walk from one side of the field to the other, avoiding the “mines”, by listening to the verbal instructions. Allow participants 3 minutes planning time to decide on their communication commands, then begin. Decide on the penalty for hitting a “mine”. It could be a restart (serious consequence) or time penalty or simply a count of hits, but without penalty. Allow participants to swap roles and have several attempts. The activity can be conducted with all pairs at once (creates extra noise/confusion).

**Equipment** -- balls or other objects such as bowling pins, cones, foam noodles, etc.

### Facilitator tips for Success

It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method. The facilitator plays an important role in creating an optimal level of challenge, e.g., consider introducing more items or removing items if it seems too easy or too hard. Also consider coaching participants with communication methods (e.g., for younger students, hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).

### Processing Ideas

*How much did you trust your partner (out of 10) at the start?*

*How much did you trust your partner (out of 10) at the end?*

*What is the difference between going alone and being guided by another?*

*What ingredients are needed when trusting and working with someone else?*

*What did your partner do to help you feel safe and secure?*

*What could your partner have done to help make you feel more safe/secure?*

*What communication strategies worked best?*

## SURVIVAL - A Simulation Game

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night time temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks criss-crossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

A ball of steel wool

A loaded .45-caliber pistol

Newspapers (one per person)

Extra shirt and pants for each survivor

A sectional air map made of plastic

A compass

A small ax

Can of Crisco shortening

Cigarette lighter (without fluid)

20 x 20 ft. piece of heavy-duty canvas

One quart of 100-proof whiskey

Family-size chocolate bars (one per person)

**Challenge:** Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You **MUST** come to agreement as a group.

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### Background Info

Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body, and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic. Shock would be shown in the survivors by feelings of helplessness, loneliness, hopelessness, and fear. These feelings have brought about more fatalities than perhaps any other cause in survival situations. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.

Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group's whereabouts.

## Rankings for Survival Simulation

### 1. Cigarette lighter (without fluid)

The gravest danger facing the group is exposure to cold.

### 2. Ball of steel wool

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

### 3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

### 4. Can of Crisco shortening

This has many uses. A mirror-like signaling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. It can be rubbed on exposed skin for protection against the cold. When melted into an oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making.

### 5. 20 x 20 foot piece of canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

### 6. Small ax

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

### 7. Family size chocolate bars (one per person)

Chocolate will provide some food energy.

### 8. Newspapers (one per person)

Useful in starting a fire. Used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. Also provides reading material for recreation.

### 9. Loaded .45-caliber pistol

Sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible.

### 10. Quart of 100 proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat. Thus, a drunk person is more likely to get hypothermia than a sober person is.

### 11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

### 12. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.

# Blind Retriever

**Set-up** -- See Rules...

**Challenge** -- To guide the blindfolded person to retrieve the object before the other groups do.

**Equipment** -- Blindfolds, any object that can be picked up. The smaller it is, the harder the activity.

## **Rules**

1. Everyone should be in groups of 5 to 6 persons.
2. One person in each group is the retriever who is blindfolded and stands on the starting line.
3. One person in each group is the Speaker and stands with his/her back to the blindfolded retriever and facing away from the playing field. The Speaker is not allowed to look at the playing field at any time.
4. The other players in the group are called the Directors and stand in front of the Speaker and face the playing field. The Directors are not allowed to talk or make any noise at any time. They are allowed to look at the playing field and must stand where the Speaker can see them without looking at the playing field. They are allowed to use hand and body gestures.
5. Once everyone is in place, the facilitator places the object for each team an equal distance from each team's Retriever.
6. On "GO", the Directors give visual directions to the Speaker who verbalizes those directions to the blindfolded Retriever who walks out and gets the object. The group is successful when they direct the Retriever back to the start and have him/her place the object in the Speaker's hands.
7. After each group has returned their object back to the Speaker, have everyone switch roles.

## **Notes:**

The danger with this activity is that the participants will focus more on the competition between the groups than on the successful completion of the task. Too much focus on competition will lead to anti-trust actions. If you see this happening, you might want to make successful completion being an entire team goal with each group just being part of that success. In other words, no one is successful until the last object has been retrieved.

## **Debrief:**

Focus on communication.

## Closing Discussion

What have we learned today and how can we take this back with us when we return to our school, home, and community? Working as a group allows for much more to be accomplished, yet many times we are reluctant to.

*What is needed for a group to be a team?*

*What is needed for effective communication?*

*What are important qualities of a leader? Of a follower? Are both roles equally important?*

*How can you be a more effective team player?*