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Washington, DC/Los Angeles/Boston/Ft. Lauderdale/Hartford, CT

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Activity: **Team Resumes**

Purpose: Icebreaker, Getting to know the team

Materials: Flip chart paper or newsprint, color markers, masking tape

Set Up: Give each team (4 – 8 folks per team) a piece of flip chart paper and at least one marker. Provide the team with an example of the resume grid and the questions that are to be answered.

Introduction: Ask the teams to write the name of each member in one of the boxes on the grid. In the remaining boxes they will write the answers to the 4 or 5 questions you have provided them. Ask them to interview each other to get the answers. One person can record all the answers or the team members can take turns.

Processing: Ask each team to share the answers to the questions. If time is short, ask each team to circle one interesting thing about each person and report on that only.

Timing: Give teams about 15 minutes to complete grids. Depending on how many teams you have and how much they share the processing could go from 10 minutes to 20 or more.

Questions: Select questions based on what you want to find out or what you want the team to explore. Some sample questions are:

- What skill or talent do you bring to this team?
- What is one goal you have for this year?
- What is strength you think this team has?
- What is a challenge this team is facing?
- What is something we don't know about you?

Name	Question #1	Question #2	Question #3	Question #4
Joe				
Jane				
George				
Nate				

Adapted from Delizia, James S. and Siegel, Patricia A. "Team Resumes", Get Them Active! 1999. Center for Excellence in Association Leadership, San Francisco, CA.

Activity: **License Plate**

Purpose: Icebreaker, Getting to know the team

Materials: Card stock, color markers

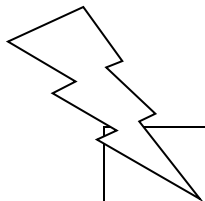
Set Up: Give each person a piece of card stock that is folded in half (like a tent card) and has the picture of license plate on one side (see template provided) and at least one marker.

Introduction: Ask the participants to write their name on the blank side of the card stock. Ask them to think of a “vanity tag” type of license plate – using up to 7 letters and/or numbers for themselves and write it on their license plate. Give them real examples like “2 tuff”, “xcentrc”, “talkn2u”, and “momszoo”. Tell them that they will have to explain the meaning of their tag. Ask them to share their tags with their table group while others are still thinking of their words.

Processing: Ask each team to share one tag with the rest of the group. If the group is small, and you have time, you can ask for two tags or allow everyone to share.

Timing: Give participants about 10 to 15 minutes to think up their tags. Processing will vary depending on how many folks share.

Variations: You can ask the participants to make up a tag that reflects their leadership style, their team, or a skill or talent they bring to the team. Consider matching this request with the theme of your meeting.



Principles of Adult Learning

- Adult learning is driven by a specific need for information.
- A connection must be made between the information presented and the participant’s experience.
- Adults learn better through practical application.
- Adults learn from each other, as well as from the facilitator

Activity: **Team Coat of Arms**

Purpose: Icebreaker, Getting to know the team

Materials: Flip chart paper or newsprint, color markers, masking tape

Set Up: Give each team a piece of flip chart paper or newsprint and assorted color markers.

Introduction: Show the participants the picture of the blank coat of arms (template provided). Ask them to draw a similar coat of arms on their paper and then provide information in words, symbols, or drawings in the numbered squares. The information is similar to that asked in “Team Resumes” but is about the team as a whole. Provide the information to be provided on a flip chart, overhead, or PowerPoint presentation in the front of the room.

Processing: Ask each team to share their coat of arms with the rest of the group. You may wish to post the coats of arms on the wall and allow the participants to view each and the teams to describe their artwork to the rest of the group.

Timing: Allow teams about 15 minutes to create their coats of arms. Processing time will depend on how many teams explain their coat of arms.

Questions: Select questions based on what you want to find out or what you want the team to explore. Some sample questions are:

- Team goal for the year (or other timeframe, i.e. goal for the meeting, goal for the conference, goal for the quarter, etc.)
- Skills and talents represented on the team
- Team name
- What motivates team members

Adapted from Scannell, Edward and Newstrom, John W., “A Coat of Arms” Still More Games Trainers Play, 1991 McGraw Hill, Inc. p. 289, 290

Activity: **Personalized Tent Card**

Purpose: Icebreaker, Getting to know the team

Materials: Card stock folded in half, assorted markers

Set Up: Give each person a tent card made out of card stock and assorted color markers.

Introduction: Ask the participants to write their name on one side of the card and on the other side divide their card into four quadrants. In each quadrant they are to record a piece of information about themselves. Provide the four questions on a flip chart, overhead, or PowerPoint presentation in the front of the room.

Processing: Ask each team to share their tent card with their team and the rest of the group.

Timing: Allow participants about 15 minutes to create their tent card and share with their table teams. Processing time will depend on how many teams share.

Questions: Select questions based on what you want to find out about your participants. Some sample questions are:

- Years in the organization, as a leader, on the board, etc.
- One goal for the year
- What motivates them
- One thing the group doesn't know

Information Retention

(within three months)

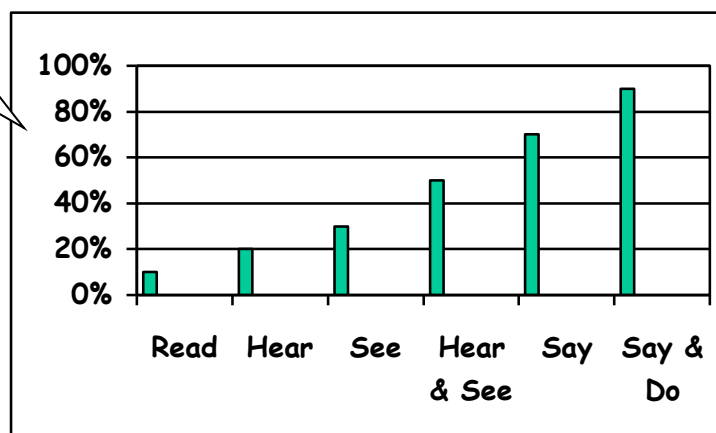
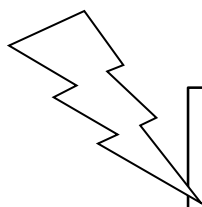


Table info from Pike, Robert. The Creative Training Techniques Handbook, 1989. Human Resource Development Press

Activity: **Creative Name Tags**

Purpose: Icebreaker, Getting to know the team

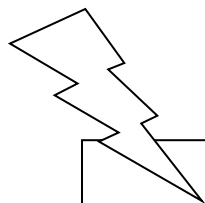
Materials: Name badges, assorted markers, assorted stickers

Set Up: Give each participant a name badge (either preprinted or blank) and supply an assortment of markers and stickers with which they can decorate their badge.

Introduction: There is purposely no introduction to this activity. Do not tell the participants that you will be discussing their sticker choices.

Timing: This activity can take place as folks register and pick up nametags. Processing time will depend on how many folks share.

Processing: Ask each person to look at their badges and describe what their stickers say about leadership, working as a team, your organization, or other aspect. Depending on the size of the group, either ask them to share with their small team first, or with the whole room. This activity is especially useful in a theater seating situation where folks can turn to someone next to them.



Four Keys to Activity Excellence

- **Know Your Audience**
 - What are their expectations?
- **Engage Participants**
 - Make eye contact
 - Learn their names
 - Listen
- **Involve Everyone**
 - Group work
 - Recognize their expertise
- **Deliver More than Expected**
 - Extras
 - Be flexible

Activity: **Index Card Ranking**

Purpose: Brainstorming, decision-making

Materials: Five index cards for each team

Set Up: Give each team five index cards and assorted color markers.

Introduction: Ask participants to brainstorm five (5)

- Characteristics of leaders or
- Characteristics of teams or
- Shared organizational values or
- Or anything else you would like them to rank.

At this point do not tell the group they are going to rank anything. Ask the teams to come to consensus on their five things and write one on each of the index cards. Once all teams are finished ask them to eliminate one of their cards. This would be the least important, or one they could do without. Post the eliminated cards on a flip chart. Now, ask the teams to eliminate another. Post these. Continue until all teams of one card remaining and post those.

Timing: Allow about 10 minutes for the groups to brainstorm the initial five items, then about 3 or 4 minutes for each “elimination”. Processing time will vary depending on how much discussion of the items there is.

Processing: Look at what items were left after all others are eliminated. Look at what is the next to last eliminated. These are what is most important to the group, and often, in the case of characteristics of leaders or teams, what is most missing! If risk-taking remained in many of the teams, then we would consider that the leaders and/or teams really want to take risks, but for some reason this is not happening. This gives you an opportunity to discuss what qualities, values, or issues are important to the organization.

- Activity:** **A-Z Lists**
- Purpose:** Brainstorming
- Materials:** Flip chart paper or newsprint, color markers, masking tape
- Set Up:** Give each team a piece of flip chart paper or newsprint and assorted color markers.
- Introduction:** Show the participants a sample A-Z sheet (template provided). Ask them to draw a similar list of the alphabet on their paper. Explain that this is a timed, competitive event and that when you say “go!” they must brainstorm a word that begins with an “a”, “b”, “c”, and so on all the way to “z”. Categories of brainstorming can be.
- Ways to motivate
 - Ways to ask people to get involved
 - Creative places to have meetings
 - Yearly awards program ideas
- Teams may be given a set time, i.e. two minutes to complete as many as they can; or, told that the first team to complete the whole alphabet is the winner. This decision depends mostly on how much time you have to allow folks to brainstorm.
- Timing:** Brainstorming can take anywhere from 2 minutes (timed event) to 5-10 minutes (untimed event). Processing will depend on how many entries each team shares.
- Processing:** Ask the winning team to read their list. Ask other teams to add words that they had that were different. You may want to ask each team to circle the three ideas they think are the best on their list. Post the charts for all participants to view during the course of the meeting.

- Activity:** **Balloon Pop**
- Purpose:** Brainstorming, dividing issues between teams
- Materials:** Flip chart paper or newsprint, color markers, masking tape, balloons, slips of paper
- Set Up:** Prior to the meeting/event decide on questions or categories that you want teams to brainstorm about. Determine one category for each team (if there are many teams you can do two per team) and write each category on a slip of paper. Tightly fold each slip or roll until you can insert it in a deflated balloon. Inflate the balloon, knot it, and using masking tape, tape it to the wall. Give each team a piece of flip chart paper or newsprint and assorted color markers.
- Introduction:** Ask each team to choose a balloon from the wall. Warn them that they are going to pop the balloons (if you are using 5 or more balloons and you are in a public place, i.e. hotel, conference facility, you may want to notify the front desk or security of this activity and what time to expect it. Numerous balloons popping can sound like gun fire. If you are meeting at a school or a government facility, definitely let security know of this activity). Tell folks that there is a slip of paper in the balloon with their topic or area to discuss. Once the balloons are popped make sure each team has found their slip of paper (they tend to fly). Ask the teams to use their flip chart sheets to brainstorm about their topic.
- Timing:** Give teams about 10 – 15 minutes to brainstorm. Processing is dependent on how much each team shares.
- Processing:** Ask each team to share their flip chart with the group. You may wish to post the charts on the wall for the entire group to see.

- Activity:** **Trail Mix**
- Purpose:** Teambuilding, collaboration, cooperation
- Materials:** Each team receives a paper bag with small baggies of ingredients that make up trail mix, and a recipe. Each baggie is labeled with what is in the bag. Depending on the size of the group, use five or more ingredients. Each recipe lists the particular ingredients that team will need. Divide the baggies of ingredients so that each team gets an ingredient it doesn't need and is missing something it does need. Provide a large bowl or bag at each table to make the mix in.
- Set Up:** The bags should be pre-set at tables so that you know where the teams will be going to find their missing ingredients.
- Introduction:** Tell the teams that in this activity their goal is to make trail mix. In their bags they have a recipe; but they may not have the correct ingredients. Tell them that the first team to successfully complete their trail mix will win.
- Timing:** This can be a fairly fast activity (5 minutes) if you stop the groups after the first one completes their trail mix. If time permits you can let the groups continue with 2nd, 3rd, and 4th place. Processing time depends on how much discussion takes place about the interactions.
- Processing:** Observe the teams as they ask for ingredients, negotiate swaps, try to steal baggies, and otherwise interact. Ask the teams to give their observations of what happened and what it says about team cooperation. Ask the teams about the personal and team interactions, making sure to highlight positive as well as negative behaviors. Make the connection between the activity and when one team in the organization needs something from another.
- Let everyone eat their trail mix!
- Variations:** A simpler version of this activity is to give each team a puzzle, with one puzzle piece missing, and one extra puzzle piece. The activity works basically the same with the same processing points.

Activity: **Silent Straws**

Purpose: Team cooperation, collaboration, communication

Materials: 50-100 plastic drinking straws and one roll masking tape per team.

Set Up: Place sets of straws and tape on a central table.

Introduction: Tell participants that the goal of the activity *is to create the highest straw tower, using straws and masking tape without talking*. They may write, draw, mime; just not talk. Tell them that there is a time limit (15 -20 minutes recommended). If they ask questions, go back to the goal and say there are no other rules. You may want to write the goal (in italics above) on a flip chart in the front of the room. Do not, at any time, mention the word team, or otherwise allude to the groups being in competition with each other.

Processing: Observe the teams as they naturally compete to complete this task (rarely do teams collaborate on one tower). Note how tempted they are to talk. When you have called time allow the teams to look at the different towers. There might be some discussion on whether a tower meets the criteria (there is not criteria in the goal, but teams will often decide what the definition of “tower” and “highest” is). Introduce the topic of interpreting goals. Note that groups may interpret what you ask them to do in their own way, and may not necessarily give you what you imagine. This is key to understanding how to work effectively with volunteers. Ask why there are more than one tower in the room. Discuss why the groups assumed they should compete rather than collaborate.

Timing: Allow about 15 –20 minutes for building activity. Processing time will depend on how much discussion takes place.

Variations: Balloon Towers is very similar, only folks can talk and instead of straws they are given 25 – 50 uninflated balloons and a roll of masking tape. In addition, give each team a balloon pump (available at party stores – this is not a helium tank, but a small, plastic pump that eliminates the need to blow up a balloon with lung-power). Again, teams will assume they should compete. However, with balloons, the incidence of popping may lead a team to collaborate with another because many of their balloons have popped.

Balloon Towers can be found in Sykes, Sam Feeding The Zircon Guerilla.1995. Learning Unlimited Corporation, Tulsa, OK.

Activity: **Gutter Ball**

Purpose: Identify leadership behavior, communication, shared goals

Materials: Corner molding, marbles

Set Up: Give each team a 10" length of wood corner molding (available at hardware store) often the store will cut the lengths for you.

Introduction: Give each participant a piece of corner molding and tell them they are one team and their goal is to move a marble from one piece of corner molding (gutter) to another without dropping the marble, and without touching the marble with hands or fingers. You may want to say that if they drop the marble it has to go back to where it started. The team will ask you how to do this. The only instruction should be to show them that they cannot hold the gutters so that their fingers touch the marbles. Remind them that it is their decision on how to achieve the goal. If the team is very large (50+) you can divide them into smaller teams, but once they have achieved this as a small team, they should merge teams and achieve it as one large team. Tell them that you will start the marble only when the team says they are ready.

Timing: Timing will depend on how large a group you are working with and how well they work together as a team. This can take anywhere from 5 minutes to 15 for larger groups. Processing time will depend on how much discussion takes place.

Processing: Observe the leadership that emerges (or doesn't!) as folks try to figure out the best way to achieve the goal. They may line up in one line, or a circle, or a semi-circle. They may argue about the best way to line up. Some leaders may group together while others are left out of the discussion. Once they ask for the marble, place it on whatever gutter they wish to start with. If it falls off start it at the beginning again. If a group has an extremely difficult time keeping it on the gutters, consider asking them if you can start it at the other end to give that end a chance to guide the marbles. After they have achieved the goal and the marble has gone throughout all the gutters discuss the leadership and communication you observed and ask them to share what they observed. Ask them how this equates with setting goals and working together as an organization.

Adapted from Sikes, Sam. Feeding the Zircon Gorilla. 1995. Learning Unlimited Corporation. Tulsa, OK.

Activity: **Airplane**

Purpose: Illustrate Goal Setting, Interpretation of Goals

Materials: 8 ½ x 11 pieces of text weight paper

Set Up: Give each team a piece of 8 ½ x 11 text weight paper

Introduction: Tell the teams that their goal is to design and make a paper airplane that will fly farther than any other plan designed by the other teams. Tell them that once the planes have been made that a “pilot” from each team will be asked to come forward and launch the team’s plane from the “runway”. The plane that flies the farthest is the one that has achieved the goal and that team wins.

Timing: Give the teams about 15 minutes to create their planes. Allow teams that wish to make prototypes and test fly planes to do so if you have extra paper. At the end of the 15 minutes ask each team to assign a pilot to bring their plane up front. The rest of the group may stand and observe, depending on space availability. Have each pilot launch their team’s plane and leave it where it lies. After all pilots have launched, stop the group and announce that you have a plane to launch. Take a piece of paper and wad it up and throw it – it should fly farther than the rest of the planes. (If a team comes up with this design you would not launch your plane, but use the processing points below to validate that team’s design).

Processing: Discuss the issues of interpretation of what a paper airplane should look like and if that got in the way of achieving the goal. Make the connection between how our interpretations of goals may stop us from achieving the greatest results.

Activity: **Building Rectangles**

Purpose: To illustrate problem solving, collaboration, communication

Materials: Red, green, blue, orange, and yellow paper to make sets of pre-cut puzzle shapes. Envelopes. You will need a complete set for each team. Cut colored paper into shapes according to the template provided. Place all the red shapes in one envelope, all the blue shapes in another envelope, and so on. You should end up with five envelopes for each group.

Set Up: Give each team their set of five envelopes.

Introduction: Tell the groups that their goal is to form five rectangles, all of equal size, using all of the pieces they've been given. Assign five folks in the group to be envelope holders. If there are more than five people in the group ask one person to be an observer, or two people can share an envelope. If there is a group with less than five people combine these people into other teams. There are some "rules" for this activity.

- No one may talk
- You may not take someone's puzzle piece. A piece may only be offered to you. You may not put your pieces in the middle of the table, but must offer a piece directly to others. You may give away all the pieces to your puzzle, even if you've already formed a square.
- All five rectangles must be completed

Timing: Give groups about 15 minutes to work on this activity. Note that this activity can be frustrating and that issues of integrity may arise (folks talking or taking pieces when they shouldn't and the team allowing it). Processing time will depend on how much discussion takes place.

Processing: Ask the groups to talk about how they felt about the activity as it pertains to working as a team. Was communication difficult? Were others on the team helpful? Was it hard not to "take" pieces? What happened when some folks completed their rectangle, but the other rectangles still were not completed? If you assigned observers ask the observers to report what they saw and thought about the activity.

Adapted from "Communication Creation" The Gigantic Book of Games, Vol. 1. 1999, Group Publishing, Inc. Loveland, CO

Activity: **Scenario Swapping**

Purpose: Provide real examples of issues and brainstorm solutions

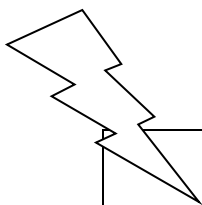
Materials: Flip chart paper or newsprint, color markers

Set Up: Give each team a piece of flip chart paper or newsprint and assorted color markers.

Introduction: Ask each team to discuss a scenario that they would like a solution to. Once they have brainstormed a scenario ask them to write down the key points so another group can understand it and brainstorm solutions. Once all scenarios are written teams switch scenarios so they are not working on their own. Give teams time to brainstorm and write suggestions for the scenarios.

Timing: Allow about 10 minutes for groups to create scenarios. Allow about 15 – 20 minutes for them to brainstorm solutions. Allow each team 3 minutes to share their solutions.

Processing: Ask each team to share their scenario and solutions. Ask for further input from the teams.



Considering an Activity

- **Activity/Experience**
What will participants experience? What is the activity? (create, choose, plan, analyze, solve, etc.)
- **Small Group Discussion/Publishing**
How will they share/record the information? (Share, write, interview, post, rate, record)
- **Processing**
How will you process the experience - what happened? (discuss, report, question, feedback)
- **Practical Application**
How will they apply or use? What is the connection to the real world?

Activity: **Birthday Line-up**

Purpose: Team communication

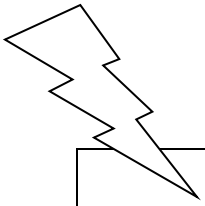
Materials: None needed

Set Up: No set up needed

Introduction: Ask all participants to stand and line themselves up in birthday order without talking. Month and day only, no year required!

Timing: Timing will depend on how large the group is. This activity usually takes only about 5 – 10 minutes.

Processing: Observe how the group arranges itself, whether using hand signals, writing on pieces of paper, or like one group; taking out their driver's licenses! Ask them how they felt not being able to talk.



Activity Considerations

- **Who is your audience?**
What is their experience level? What are their "hot buttons"? How many will be in the meeting?
- **What is your goal, objective?**
What should participants understand or be able to do as a result of the activity?
- **What are you trying to do?**
Build skills, provide information, change behavior, etc.
- **What resources do you have?**
Room set-up, A/V, time on the agenda, materials, etc.

Activity: **Building Blocks**

Purpose: Demonstrate communication styles, observe leadership

Materials: Children's small multi-color building blocks, paper lunch bags, bandannas, building "design", envelopes.

Set Up: Make a design (example template provided) and print one design for each team. Make sure each team has the right blocks to create the design. Give each team a bag with blocks, a bandanna, and a building design in an envelope.

Introduction: Tell participants that each team is to select a builder, an architect, and helpers. The builder should be blindfolded with the bandanna. Once the builder is blindfolded the architect may open the envelope and reveal the building design. The helpers may not touch any of the blocks. They may talk only to the architect and offer advice. The builder is the only member of the group who may touch the blocks. The architect is the only person who may talk to the builder. The first team to complete their building is the winner.

Timing: Groups usually take about 10 minutes to complete this activity. Processing time will depend on how long each team shares.

Processing: Ask each team to talk about how the activity went. Ask them how it felt to be the builder, the architect, and the helpers. Talk about the limited communication and the builder's being unable to see. Make the connection between this activity and trying to communicate with a team.



Off the Shelf Resources

The Gigantic Book of Games for Youth Ministry. Vol. 1. 1999, Group Publishing, Inc. Loveland, CO.

Delizia, James S. and Siegel, Patricia, A. Get Them Active! 1999. Center for Excellence in Association Leadership, San Francisco, CA.

Pike, Robert. The Creative Training Techniques Handbook, 1989. Human Resource Development Press

Scannel, Edward E. and Newstrom, John W. Still More Games Trainers Play. 1991. McGraw Hill, Inc. New York, NY.

Sikes, Sam. Feeding The Zircon Gorilla. 1995. Learning Unlimited Corporation, Tulsa, OK.

Activity: **Play Dough Perceptions**

Purpose: Demonstrate perceptions and interpretation

Materials: Small containers of play dough for each person or each team.

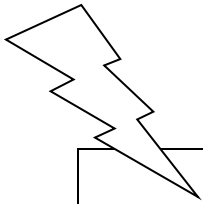
Set Up: Give each team small containers of play dough

Introduction: Tell participants that each individual is to create a shape with their play dough. Choose one shape to ask them to create, like a

- Vase, or
- Flower, or
- Bird

Timing: Give participants about 10 minutes to complete this activity. Processing time will depend on how long each team shares.

Processing: Ask the participants to look at the different shapes and how folks interpreted “vase” or “flower” or “bird”. Some participants may have shared play dough and made multi-color shapes; consider discussing how you gave them no rule that said they could not combine their play dough. Discuss how our different interpretations of things like goals, comments, and actions might be similar to this activity. Focus on the importance of recognizing that everyone has their own perception or interpretation.



Why Do An Activity?

Advantages

- Interactive, interesting, and fun
- Element of competition
- Puts theory into practice
- Safe environment to test new skills
- Brings excitement to dry material

Cautions

- Make sure you have time to process
- Don't make anyone look foolish or cause to fail
- Keep it simple and easy to understand
- Make sure the exercise accomplishes learning objective

- Activity:** **Round Robin Lists**
- Purpose:** Review what was learned or discovered
- Materials:** Flip chart sheets, assorted color markers, masking tape
- Set Up:** Tape flip chart sheets to the wall with masking tape. Label each sheet with a main area or element that was covered in your meeting or session. There should be the same number of flip chart sheets as number of teams. Each team receives a different colored marker.
- Introduction:** Tell participants that each team will start at a different flip chart and have two minutes to write as many points on what they learned about what is posted on the flip chart. After two minutes all teams move clockwise to the next flip chart and add more points, not duplicating what has already been written by another team. Continue until all teams have gone to all flip charts.
- Timing:** Consider you have 2 minutes per flip chart per team when deciding how many flip charts and how many teams to designate for this activity. Five teams would equal five flip charts and ten minutes. Processing time depends on how long you spend viewing the information and how much discussion takes place.
- Processing:** Allow participants to view the flipcharts and discuss or highlight some of the results.
- Variations:** This activity can be used as a brainstorming technique allowing each team to provide solutions to challenges, or ideas on varies issues.

Adapted from Delizia, James S. and Siegel, Patricia A. "Lazy Susan Problem Solver", Get Them Active! 1999. Center for Excellence in Association Leadership, San Francisco, CA.

Wrap Up Activities

Activity: **Idea Exchange/Take Home**

Purpose: Review what was learned or discovered

Materials: Ball, “kush” ball, soft or “nerf” object

Set Up: None

Introduction: Tell participants that they are to throw the ball or other soft object to each other and when someone catches it they are to share one thing they learned, or will use when they return to the workplace or their volunteer activity.

Timing: Participants usually take about 15 – 30 seconds each to share. Multiply this by the number of folks in your group to get an idea of how much time this activity would take. (20 participants @ 30 sec each = 10 minutes).

Processing: Remind participants of all the ideas that were shared.



Totally Creative Meeting Ideas

- Arm participants with foam balls, boppers, etc.
- Outline the year’s goals and objectives in a skit.
- Have music breaks (use for private meetings, not public to avoid licensing issues, or buy licensed music).
- Change the location of the meeting – zoo, hotel pool, pizza place with kids games (give everyone tokens and let them play), arcade, museums, art galleries, local sites of interest.
- Play funny videos (use for private meetings, not public to avoid licensing issues).
- Celebrate successes with party hats, balloons, noisemakers, and party favors.
- Give everyone playdoh.
- Sing your mission statement.
- If you are going to watch a video or power point presentation; provide popcorn and movie theater candy.
- Give everyone wacky straws at the soda breaks.

Wrap Up Activities

Activity: **Alphabet Soup**

Purpose: Review what was learned or discovered

Materials: Flip chart sheets, assorted color markers, children's alphabet blocks

Set Up: Give each team a flip chart sheet, markers, and 5 – 7 alphabet blocks.

Introduction: Tell participants that each team is to use their alphabet blocks to make a sentence that uses words that begin with the letters on the blocks. The sentence must say something about what they learned or how they will use the information. Example: In a session on training techniques the letters received by the team are U, M, G, T, V. The team creates this sentence:

Using
Markers
Gives
Training
Variety

Timing: Give groups about 15 minutes to complete their sentences. Processing time will depend on how many teams share their sentences with the group as a whole.

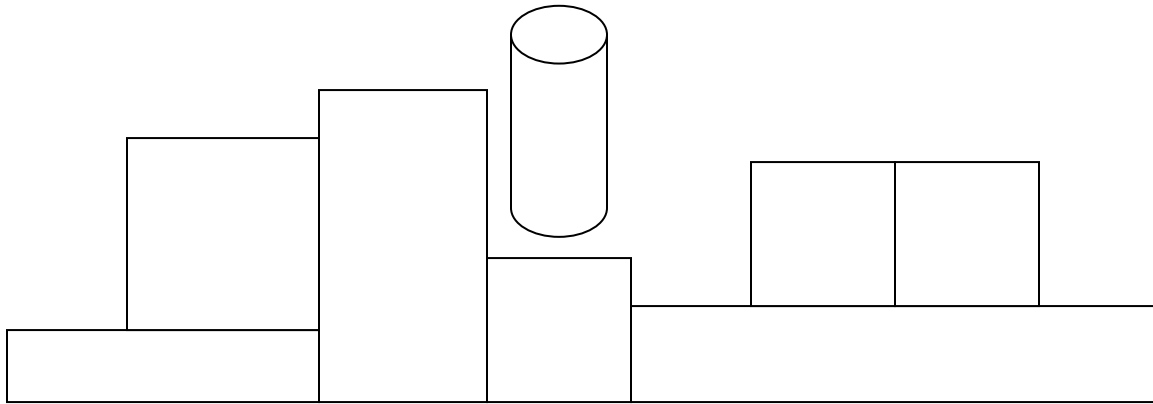
Processing: Allow participants to share their sentences with the group as a whole.

Variations: You can substitute alphabet blocks with index cards - one letter written per card.

Adapted from Delizia, James S. and Siegel, Patricia A. "From A-Z", Get Them Active! 1999. Center for Excellence in Association Leadership, San Francisco, CA.

Template

Building Blocks



Template

License Plate

