

Activities for Team Building Workshop

Regional Prevention Partnerships

April 5, 2016

A. ICE BREAKER

I. High 5 Mingle

1. Have everyone find a partner. Introduce yourself to your partner. Tell them your favorite thing about living in Vermont.
2. Ask the group members to give their partner a "high 5" Tell participants these are now their high 5 partners.
3. Next ask them to find a new partner. Introduce yourself to your new partners. Name 2 or 3 reasons to like doing prevention work. Give each other a low five. These are now their low 5 partners.
4. Have them find their high 5 partners again. Give them a high 5. Now find your low 5 partners again. Give them a low 5.
5. Have everyone find a new partner. Introduce yourself and tell them where you would live, if you could live anywhere in the world. Link right arms and dance in a circle. Tell participants that this is their circle partner.

(repeat at the end of the day but having people find their high 5 partner. Then have them describe a high point of the day for them)

II. Have You Ever? Ice Breaker-Cindy Hayford to lead-From ATI "Kit"

This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.

Directions: Everyone gets into a circle and marks their spot with a poly spot, piece of paper or a shoe. Anything to designate a place. One person starts in the middle. The facilitator explains that the middle person will call out different things that may or may not apply to each person. "If the thing apply to you, then find a new place".

The person in the middle asks a "Have You Ever" question that is true for him/her self. Anyone whose answer is "yes" gets up and moves to an empty spot. So, if four people are a "yes" they try to exchange spots as quickly as possible. The person who asked the question tries to quickly gain a spot, leaving one other person without a spot and they become the new middle person.

Examples of Possible "Have Your Ever?" Items:

1. Have you ever climbed a 4,000 peak mountain?
2. Have you ever lived overseas for more than 1 year?
3. Have you ever traveled to Europe?

4. Have you ever been worried about someone with a substance abuse problem?
5. Have you ever given birth?
6. Have you ever eaten cold pizza in the morning?
7. Etc. Be creative!

B. Creating Positive Group Norms-establish ground rules or **COMMUNITY NORMS** for the day for a positive learning environment -15 minutes

Some people believe that students/participants adhere more to ground rules they have played a role in creating

1) Group Brainstorm written on flipchart paper and posted for entire day. Explain why we are establishing community norms for the day (create positive learning environment) . Ask for items to add to the list. Once establish list of 5 to 10 items, ask for vote of thumbs up and thumbs down to each of the items. Can be more general than examples provided below.

Purpose:

- to ensure that discussions are spirited and passionate without descending into argumentation,
- to ensure that everyone is heard,
- to ensure that participants work together toward greater understanding rather than contribute disjointed pieces

Sample Ground Rules for Discussions

- Listen actively and attentively.
- Ask for clarification if you are confused.
- Do not interrupt one another.
- Challenge one another, but do so respectfully.
- Critique ideas, not people.
- Do not offer opinions without supporting evidence.
- Avoid put-downs (even humorous ones).
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding. .
- Do not monopolize discussion.
- Speak from your own experience, without generalizing.
- If you are offended by anything said during discussion, acknowledge it immediately.
- Consider anything that is said in class strictly confidential.

“Coming together is a beginning; keeping together is progress; working together is success.” Henry Ford

C. GETTING TO KNOW YOU- 30 minutes

I. Continuum activity

15 minutes

Values based or job function based

1. Depending on size of group, can break into smaller teams of 6 or 8 (and switch out) OR can do as a large group
- 2) In advance Put signs on the wall, strongly agree, agree, neutral, disagree and strongly disagree
- 3) Ask a series of questions about work in prevention etc. Need 6 or so statements. Examples:
 - 75% of All Vermonters drive either a Subaru or Prius (goofy)
 - all RPP coordinators should be friends on facebook
 - All RPP coordinators should have a monthly check in call to share ideas
 - you should always have consensus when making decisions in your coalition or community RPP group
 - Sustainability

Reflection: Does anyone want to share why they are standing where they are?

What is a Coordinator? RPP/Community Leader-15 minutes

1. In small groups of 5, brain storm one word descriptors of What a coalition or RPP coordinator role is in the community. Provide some examples.
2. Report out 2 items per group until every group is satisfied that their answers are represented. Facilitators or scribe writes down answers.
3. Group votes with round color stickers the top 3 in order of importance. One sticker per. Have someone from the group count the stickers and report back.

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|---------------|---------------|----------------|
| - Listener | - Evaluator | - Communicator |
| - Broker | - Implementer | - Confessor |
| - Teacher | - Translator | - Funder |
| - Facilitator | - Mediator | - Protector |
| - Mentor | - Coordinator | - Messenger |
| - Advisor | - Moderator | - Creator |
| - Supporter | - Auditor | - Assessor |
| - Planner | - Rewarder | - Coordinator |

F. TEAM PROBLEM SOLVING-Building trust 30 minutes

There are four main types of team building activities, which includes: Communication activities, problem solving and/or decision making activities, adaptability and/or planning activities, and activities that focus on building trust. The idea is to perform various activities

that are both fun and challenging, and that also have the “side effect” of building teamwork skills that can help improve employee performance and productivity.

MAPLE FACTORY BOILER EXPLOSION

Introduction/ 5 Mins

To Review, today we have been lead through activities related to Team Building. These include:

- Communication Activities
 - Building Trust Activities
 - Adaptability and Training Activities
 - Problem Solving Activities
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- Right now we are going to take part in a problem solving activity that can help performance and productivity levels.
 - Initially this was titled exploding chocolate factory, but since I am not a huge fan of chocolate and back in the day when I worked many different jobs in the entertainment business in New York City, I admired the ‘method acting’ approach so I figured I would base this on a real life experience I had a few weeks ago when preparing for the Vermont state-wide maple fest that some of you may be able to relate to. I work with some friends at their maple sugar house and just a week before the event their boiler exploded and they had to rush to get a new one just 2 days before the event from Pennsylvania in the surprise Tuesday snow storm we had a few weeks ago. So we are going to use that scenario to our advantage right now, they would be happy to know it can be a learning experience for someone!
 - So to start I need about 12 factory workers so can I please have 12 volunteers? I will just count you off,
 - Count of 6 to one side and 6 to the other.
 - Great, now everyone else will act as a coach and can just choose a side and you will help the factory workers.
 - Identify a time keeper and a referee on each side.
 - The goal is to use the provided paper to create a walkway to get across the maple syrup and out of the sugar house so they can get the new boiler into place for the maple factory and so that the sap doesn’t get everywhere, mixed up with mud season and make too much of a mess for everyone to come and enjoy the activities.
 - When we say GO: we will time you at ten minutes to complete the following steps:
 1. Identify a process for getting all the factory workers out of the sugar house and across the sap spill
 2. Put forth that process timed by the time keeper.
 3. The referee has to make sure no one falls off the paper into the sap or you have to start the entire process again.

4. Let us know when you find success!

Activity: Timed 10 Minutes

Reflections/Debrief & Follow Up

- Team Times??
- What skills did you use to solve this problem and get everyone out of the sugar house?
- Did you try out one specific strategy first or did you talk about what your plan was?
- Did all people play an equal role or was it coach's vs factory workers?
- Any other thoughts?

The hope of this activity is to look at the strength of individual's vs a group as well as community work and relationship development and to identify positives to bring into those arenas.

Alternative: Exploding Chocolate Factory

1. Put in teams of 6 or 8 from the activity above with team names as identified. Each team receives 6-8 objects to use in moving across molten chocolate.
2. Tell the story: They are workers in a chocolate factory. There has been an explosion. Molten, hot chocolate is oozing over the factory floor. They must work together to get everyone from one side of the factory to the door on the other side using the sheets of flip chart paper to float or move across. Once someone falls in, they must start over. Quickest time wins. See Hot Chocolate River activity below as alternative.
3. Strength of individual versus strength of the group is metaphor for community work and relationship development

Reflection: How did you determine who went first? Did one person come up with the idea or did you work together on a solution? What happened when your solution did not work the first time?

H. GROUP CHALLENGE-30minutes 11:30 to 12 noon

Building a Prevention Nest or The Egg Drop- teambuilding activity that involves collaboration, problem solving, and creative teamwork

1. Divide up in teams of 6 to 8. Give each team package of nest materials. (straws, toilet paper, marshmallows, tape (a few pieces only), rubber bands etc) and a raw egg.
2. Each team must build a nest to cushion egg as it is dropped from 6 feet off a ladder.
3. Time limit of 10 minutes.
4. Can name their cushion or pod of prevention.
5. After the packages have been built, each team must also present a 30-second advertisement for their package, highlighting why it's unique and how it works.
6. Metaphor for protective factors in prevention. Risk factors.

7. Aside from teaching the groups to work together and communicate, it also brings them together with the common goal of both winning the egg drop and successfully creating an egg package.
8. Go outside in parking lot. Drop from ladder onto tarp.

Reflection: Ask everyone to reflect on how their group accomplished the task, what worked, what was challenging, etc.

About Reflection:

Reflection: ties the experience together. Helps create purpose, meaning and focus for an activity. Helps to develop insight. Individual takes responsibility for their own learning. Taking time for reflection and using a variety of different types of reflective techniques facilitates learning.

Ways of doing reflection

- After an activity, ask group members to go around the circle and share a one word reaction to the activity. Ask them not to think too much, just share their first thought. Give people opportunity to pass. Needed to build comfort and trust. Building reflective and conversational skills.
 - Following an activity, have group name 3 things they did well as a group during the activity.
 - Give group a flip chart or large writing surface with markers. Ask them to create a list of skill they used during the activity. Then ask them which skills could apply to their prevention work, how and why?
- All of these can be done in partner share/reflection as well.