























People Training

Games Catalogue

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1 INTRODUCTION

Running out of games? No more worries!

This catalogue is specially designed to give you some great ideas of games to engage your participants during training sessions.

There are simple attention-getting exercises, stimulating energizers for livening up your participants, great games to link to your training objectives, and fun activities for building communication and team spirit.

They are easy-to-lead, and what's more, they either cost little or nothing!!

Have fun!

Your **People Training** Team

2 ICE BREAKER

2.1 SELF-INTRODUCTION





Objective: To help participants know each other

Materials: None

Participants: 10 pax and above

Duration: 1 minute

Procedure:

-  All participants to stand up.
-  In one minute, each participant has to shake as many hands as possible – say “Good Morning (or Good Afternoon), Nice meeting you.”
-  Greeting must be finished to shake the next one’s hands.
-  The more hands you shook in one minute the better it is.

Tip:

Many participants only concentrate on shaking hands, ignoring greeting each other.

2.2 MESSAGE ❁

Objective:	To cheer up the atmosphere
Materials:	None
Participants:	Undefined; even number needed
Duration:	5 minutes

Procedure:

- ❁ Ask participants to stand in two rows facing the trainer.
- ❁ Ask participant on the back row to place both hands on the shoulder of the person in front of them and massage for 2 minutes.
- ❁ Then exchange role to massage each other.
- ❁ During the massage, participants can ask each other if the massage is comfortable and if they feel satisfied with the service.

Discussion Question:

When you serve others, others serve you at the same time.



Tip:

Take note of gender embarrassment.

2.3 GETTING ACQUAINTED



Objective:	To enable participants to become acquainted and to build a climate of friendliness and informality
Materials:	Blank stick-on name tag or blank label
Participants:	Undefined; groups of 2 or 3 pax
Duration:	15 minutes

Procedure:




-  Each person is given a blank name tag and asked to put his or her name or nickname on it.
-  Then they are asked to list two words or brief phrases that tell something about themselves that can be used as conversation starters. Example could be home states, hobbies, children, etc. E.g.:

Elizabeth (Beth)

1. Swiss National
2. Jogger

-  After giving the group enough time (about 1 minute) to write down their two items, have them start mixing around in groups of two or three (maximum).
-  Every few minutes, tell the group to “change partners” in order to encourage everyone to meet as many new people as possible.

Discussion Question:

-  Was this exercise helpful to you in getting to know some other people?
-  What kinds of items made the greatest impact on you?
-  How do you now feel about your involvement in this group?

If you have more time:

Ask participants to list five items or brief phrases that tell something about themselves that can be used as conversation starters.

After giving the group enough time (about 5 minutes) to write down the five items, have them start mixing around in groups of two or three (maximum). Every few minutes, tell the group to “change partners” in order to encourage everyone to meet as many new people as possible.

Tip:

To speed up the activity, give participants a blank name tag when they check in for the programme and ask them to write down their names, nicknames, and list of descriptive words on the name tags at that time.

2.4 SELF-DISCLOSURE



Objective: To provide innovative ways of introducing members to each other; to build team spirit by helping members to learn more about each other; to help establish self-disclosure as a team norm

Materials: None

Participants: Undefined

Duration: 1 minute per person

Procedure:

-  Instruct participants to take two items (e.g. family pictures, credit cards, etc) from their purses, wallets or pockets.
-  When introducing themselves to the group, they should use whatever they took out to help describe themselves in at least two ways (e.g. “I am superstitious”, I’m such a tight-wad that this is the first dollar I ever earned).

Tip:

This activity is not limited to use with newly formed teams. It can also be effective as a meeting warm-up with established teams. When introducing the activity to groups whose members already know each other, point out that there is always new team members can learn about each other that will increase rapport and make the team members aware of each other’s strengths and applicable experiences.

2.5 10 THINGS IN COMMON





Objective: To provide innovation ways of introducing members to each other

Materials: None

Participants: Undefined; groups of 4 or 5 pax

Duration: 10 minutes

Procedure:

-  Divide the meeting participants into groups of four or five people by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best).
-  Tell the newly formed groups that their assignment is to find ten things they have in common, with every other people in the group, that have nothing to do with work. (I tell people no body parts (we all have legs; we all have arms) and no clothing (we all wear shoes, we all wear pants). This helps the group explore shared interests more broadly.
-  Tell the groups that one person must take notes and be ready to read their list to the whole group upon completion of the assignment.
-  Ask for a volunteer to read their whole list of things in common first. Then, ask each group to share their whole list with the whole group. Because people are your best source for laughter and fun, the reading of the lists always generates a lot of laughter and discussion. You can also catch the drift of the conversation in the small groups based on the transitions made from item to item.

Time:

To keep this activity to 10 minutes, after seven minutes of brainstorming together, tell the group that the list they have created are perfect, no matter how many items they have, and debrief.

2.6 NEVER HAVE I EVER ❁

Objective: To enable participants to get to know each other better

Materials: Chairs for the participants and one table

Participants: Up to 10 pax

Duration: 30 minutes

Procedure:

- ❁ Everyone to sit in a circle around the table.
- ❁ Each player holds out five of his/her fingers and places them on the table.
- ❁ One by one, each person announces something that they have never done; for example, they say, “Never have I ever been to London.” For each statement, all the other players remove a finger if they have done that statement. So, if three other people have been to London before, those three people must put down a finger, leaving them with four fingers.
- ❁ The goal is to stay in the game the longest (to have fingers remaining). Thus, it is a good strategy to say statements that most people have done, but you have not. This can be humorous (e.g. “Never have I ever skipped a class in school”).

Discussion Question:

- ❁ How do the individuals integrate in a new group?
- ❁ What was the most interesting thing they have learned for their colleagues?
- ❁ Are they ready and willing to share (main thing for the team building)?

Tip:

The game provides a good way to find out unique experiences and facts about people.

2.7 ALPHABET REVIEW







Objective: Participants will have to recall and discuss the content from the previous session. This improves retention and assists participants to link to the new information in the following session.

Materials: Alphabet Review handout - one per table, pens

Participants: Undefined

Duration: 15 minutes

Procedure:

-  Distribute the handout to each table (or one per pair if the group size is very small).
-  Participants have 10 minutes to find a word that starts with each letter of the English alphabet BUT the words must relate to the topics covered in the previous session.
-  Give 1 or 2 examples: “L for Learning Theories, T for Training Needs Analysis”.
-  Explain that it’s a competition to see which table comes up with answers which are most different from the other tables (this encourages them to think about a variety of topics under each letter).
-  Allow them to be creative in their answers.
-  After 10 minutes ask each table to call out what they have for each letter as you go through the alphabet. Try to keep this part brief and fast.

Explain that you as everyone has now re-energised their brains and reviewed the previous session’s content, our brains will be more receptive to new information and will be able to link content from the two sessions more effectively.

Alphabet Review

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

2.8 CATCH AND CONNECT






Objective: To learn more about each other and to make clear, that everybody must be connected to each other to build up a strong network

Materials: A ball of wool

Participants: Undefined

Duration: 5 to 10 minutes, depending on the number of participants.

Procedure:

-  All Participants stand in a big circle.
-  The trainer starts to introduce themselves or about the objectives they want to talk about.
-  After giving some information they hold the end of the wool and throw the ball of wool to the next participant. The participant also gives some information, takes the end of the twine and throws the ball of wool to the next participant.
-  Go on till everybody is involved.
-  Now tighten the twine and explain that this net which was generated shows the networking, we also have to build up at work. Make clear, that everybody must be connected to the others to ensure a good teamwork.







Tip:

You can use this game as “warm up” for teambuilding training.




2.9 PEOPLE BINGO

Objective:	To get participants talking to people they haven't met before; to identify the many similarities we have with each other, even though we are 'a collection of individuals'
Materials:	People Bingo handouts and pens, small prize for the winner/s, energizing background music
Participants:	Undefined
Duration:	10-15 minutes

Procedure:

Breakdown	Note
<ul style="list-style-type: none">  Announce that it's time to meet each other and that you'll be playing a fun, quick activity called "People Bingo".  Show participants the bingo form and explain that each box has different criteria e.g. colour of hair, favourite music, etc.  Every participant will have a Bingo form and pen and must find another person in the room who shares the same characteristic in the box, as they do. For example: My hair colour is blonde. I must find someone else in the room who also has blonde hair and write their name in the box 'Colour of Hair' on my bingo form. Then I have to find other people who share with me 'Favourite Music', who were 'Born in the same decade' etc.  The first person to get all boxes filled with other people's names – is the winner and must call out "BINGO" in a loud voice.  Handout the bingo forms, instruct everyone to stand up (no one is allowed to sit at the tables for this game) and start mixing and mingling, turn on the music.  When someone shouts 'BINGO' the game has finished. 	<p>Some participants will try to just sit at their table and do the activity – encourage them to stand up and move away from the tables to ensure they mix with the rest of the group.</p> <p>If it is a small group, no one may be able to fill the whole bingo form. In this case, stop the game after 10 minutes and ask who the highest number of boxes had filled.</p>

Debrief:

-  Stand in a circle and ask the winner to read out who they had for each box and what the criteria were.
-  Ask if anyone else got the next most number of boxes filled. Invite them to read out who they had similarities with.
-  Link by suggesting that even though we are 'A collection of individuals' we can always find similarities and new friends in our workplace.

People Bingo

Find someone who shares the same qualities as you and write their name in the appropriate box. Try to fill all the boxes!!

Colour hair	Nationality	Number of siblings
Favourite colour	Favourite holiday destination	Born in the same decade
Height	Favourite food	Favourite music

2.10 STRING AND SPOON




Objective: To have fun and break down barriers (recommended to only play when groups know each other a bit e.g. in the afternoon of a full day session)

Materials: 2 spoons each with 10 metres of string attached firmly with a double knot

Participants: Undefined; even number needed

Duration: 10 minutes

Procedure:

-  This is a relay race so participants line up 2 teams of equal numbers.
-  On the word 'GO' the person in front takes the spoon and passes it down **INSIDE** their clothing (shirts, trousers, skirts) and then passes it to the person behind who must then pass it from the ground up inside their clothing.
-  The team who has passed the spoon (with string trailing behind) down and up and down and up the clothing of their entire team the fastest is the winner!

2.11 GOTCHA! ❁

Objective: To break up a longer session with a bit of fun; to give everyone the chance to stand up

Materials: None

Participants: Undefined

Duration: 5 minutes

Procedure:

- ❁ Participants stand in a circle, arms out to the side.
- ❁ Left hand palm up, right index finger pointing down and touching on neighbour's outstretched palm.
- ❁ "When I say the word 'go' do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed... 1 ... 2 ... 3 ... [add suspense] ... Go!".
- ❁ Repeat several times.

2.12 SLAPS







Objective: To reenergize participants during a longer session

Materials: None

Participants: Undefined; even number needed

Duration: 5 minutes

Procedure:

-  Select a partner of similar height.
-  Remove any high heels.
-  Face each other (no more than a metre apart) and both stand with one foot directly in front of the other foot so that your toes of your back foot are touching the heel of your front foot.
-  Put your right hand behind your back and place your left hand in front of you, palm facing right, touching the palm of your opponent.
-  You must try to unbalance your opponent, so that they step out of line, by slapping their palm.
-  Best of three wins!

2.13 STRETCHES




Objective: To 'wake-up' participants during a longer session with some mild exercise and deep breathing

Materials: None

Participants: Undefined

Duration: 3-5 minutes

Procedure:

-  Have participants stand and follow you doing some stretches or standing yoga poses. Ask participants to caution themselves if they have back problems etc. Mention the value of deep breaths.
-  It's very simple but very effective.
-  Encourage participants to keep drinking lots of water as fatigue is often the result of dehydration.

Ideas:

Easy Shoulder Strangle

1. Cross one arm horizontally over your chest, grasping it with either your hand or forearm, just above the elbow joint.
2. Exhale, slowly pulling your upper arm in toward your chest.
3. Aim to keep the hips and shoulders facing forward throughout the stretch.



Easy Upward Stretch

1. Extend both hands straight above your head, palms touching.
2. Inhale, slowly pushing your hands upward, then backward, keeping your back straight.
3. Exhale and relaxing from the stretch before you repeat.

Try these websites to print out more ideas:

http://www.womensheartfoundation.org/content/Exercise/stretching_exercise.asp

http://www.shelterpub.com/_fitness/_desk_stretches/stretchches_graphic.html

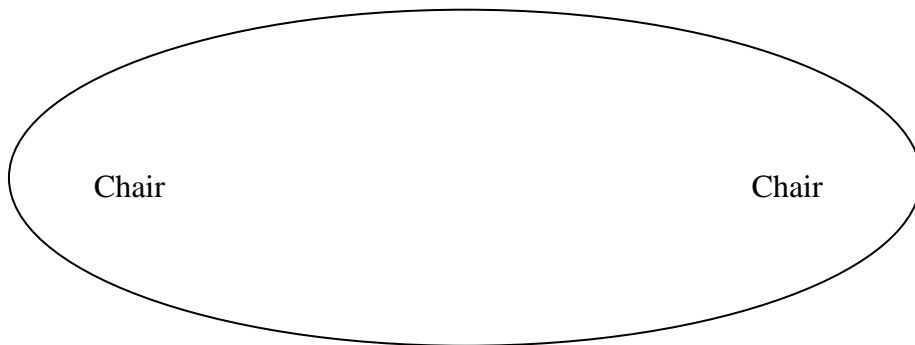
<http://www.netfit.co.uk/stretching.htm>

2.14 ENERGIZER ❁

Objective:	To have fun and laughs while breaking down the barriers between participants
Materials:	CD player and energizing music; enough room to play the game – you may need to move tables and chairs temporarily
Participants:	Undefined
Duration:	10 minutes

Procedure:

- ❁ Place two chairs at each end of the available space in the room. When the music is playing, participants must walk or dance! :-) in a large circle that encompasses both chairs as below:



- ❁ When the music stops, the participants must stop walking and listen for you to call out a number. What ever number you call out, they must form a group or 'clump' of that size. BUT they cannot form a group with the people either side of them in the circle.
- ❁ Those who don't fit into the correct number group are eliminated and have to stand at the side. (You can use these people to call out numbers too.)

It's a really fun game and it's surprising how people of all ages and job types will engage and have some fun with it.

2.15 HMMM, WHAT DID YOU SEE? ❁

Objective: To enable participants jump start their brains; to get them talking and working as a team.

Materials: Paper and pencils; Appendix 1 + 2 slides from Teaming

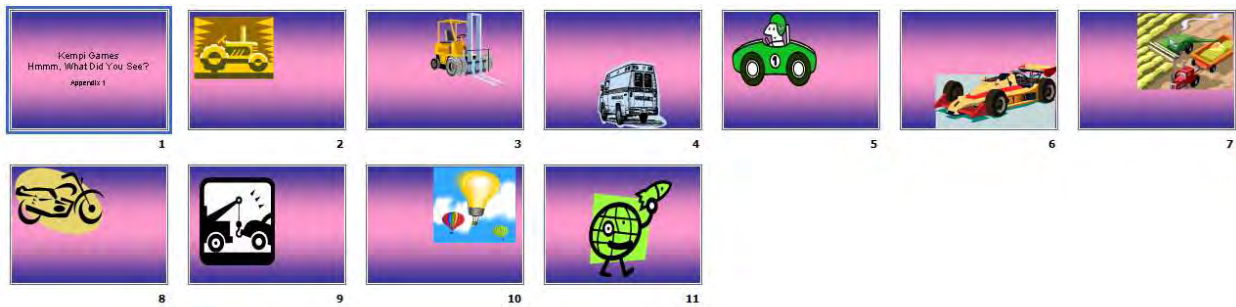
Participants: Undefined

Duration: 10 minutes

Procedure:

- ❁ Ask participants to write numbers 1 to 10 from the top to the bottom of the paper.
- ❁ Show the sequence of Appendix 1 slides as if in a hurry.
- ❁ Ask the participants to write down, in order, the pictures they saw.
- ❁ Show the slides one more time.
- ❁ Appendix 2 is slightly more difficult. Play another round of this game with participants.

Overview Appendix 1



Overview Appendix 2



2.16 LEFT BRAIN, RIGHT BRAIN CROSS OVER






Objective: To activate both the left & right brain to facilitate maximum absorption and retention

Materials: Loud music with good moderate beat

Participants: Undefined

Duration: 5 minutes

Procedure:

-  Participants stand with free space all around them.
-  Facilitator demonstrates each action one at a time and participants mirror the actions.
-  Facilitator: Clap hands in front, clap hands at back, clap hands under left leg, clap hands under right leg, clap hands above the head.
-  Repeat all actions together in above sequence.
-  Switch on the music and perform the sequence of actions in time to the music, 3 to 4 times.

2.17 JOINING THE DOTS ❁

Objective: Illustrates how often we do not look beyond our ‘self-imposed boundaries’.

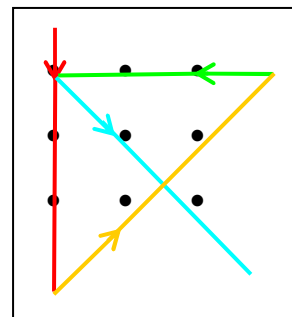
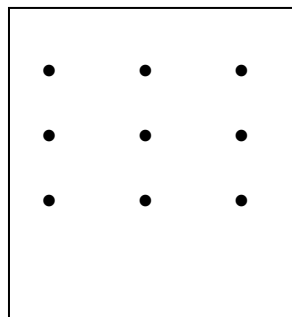
Materials: Paper, pens

Participants: Undefined

Duration: 5 minutes

Procedure:

- ❁ Give each Attendee a piece of paper and pen.
- ❁ Display the flipchart with the 9 dots drawn.
- ❁ Ask the group to “join all 9 dots with 4 straight lines without lifting your pen from your paper and without retracing any lines you draw”.
- ❁ Repeat this statement 2 or 3 times, and again while the Attendees are attempting the task.
- ❁ At the end of 5 minutes, show the group the solution.



Key Points:

- ❁ The majority if not all Attendees will attempt to solve the puzzle by remaining within the area of the dots.
- ❁ **GROUP LEADER’S HINT:** You will need to draw this solution confidently. It will assist you if prior to the session you place light pencil dots where the 4 lines will begin and end. You may then just “connect the dots” when demonstrating the solution to the Attendees. Make sure that these pencil dots are not visible to the Attendees.
- ❁ Explain to the group that this exercise illustrates how often we do not look beyond our ‘self-imposed boundaries’. State that for this session, the Attendees will need to see themselves outside of their perceived role or roles in order to explore all the possible opportunities or solutions.

2.18 THE HUMAN BRAIN

Objective: To get both sides of the brain to work together greatly accelerates learning and performance skills. Fuller use of both sides, corpus collosum connects both brains, strengthened by it.

Materials: CD-Player/Radio

Participants: Undefined

Duration: Undefined

Procedure: (3 Ways to do it)

- 1) Relaxing before and during work.
- 2) Educational Kinesiology – Brain gym exercises that cross mid line of the body.
i.e. Brain Gym – Lazy 8's, Nose & Ear, Knee to Hand Cross-Over, John Mackenroe, Tennis Racquet
- 3) Using right brain by using musical, artistic, and creative skills.

LEFT BRAIN	RIGHT BRAIN
<ul style="list-style-type: none"> • Logical • Common sense • Orderly • Systematic • Slow detailed processing • Small details • Expressive • Analyzes • Mechanical with speaking and writing 	<ul style="list-style-type: none"> • Creative • Intuitive • Imaginative • Spontaneous inspiration • Deals with many things at once • Big picture • Artistic • Spatial • Musical

BRAIN WAVES (cycles per second)

Beta 13-25 MUSIC TYPE: Pop/ Rock	- Active and busy - Short-term memory being used
Alpha 8-12 MUSIC TYPE: Classical	- Mind and body calm and relaxed - Long-term memory activated - Learning is easy and rapid
Theta 4-7 MUSIC TYPE: Baroque Classical (16 th Century)	- State of deep relaxing - High creativity and insight - Access to long-term memory - Deep meditation
Delta 0.5-3 MUSIC TYPE: Snoring	- Slowest waves - Sleeping - Minimum brain activity

Ideally want to access ALPHA and THETA waves – can do this through music and relaxation.

2.19 CATCH AND CONNECT ❁

Objective: To learn more about the importance of teamwork and how better works when we share ideas with our colleagues, coordinate and communicate together

Materials: None

Participants: groups of 4-5 pax

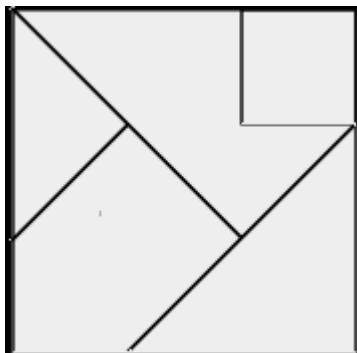
Duration: 5 minutes

Procedure:

- ❁ First you should have 5 pieces of cut paper (as per the below picture) ready and give each group the pieces of paper and ask them to make a square out of the 5 cut paper pieces.
- ❁ All 5 pieces should be laying to each other no one can put on piece upper the other one. First finish is the winner!

Tip:

You can use this game as “warm up” for teambuilding training.



3 TEAM BUILDING

3.1 HOUSE MAKING

Objective:	To help participants to understand the importance of teamwork, co-ordination, communication and planning
Materials:	1 pair of scissors for each group; one roll of scotch tape; 100 pieces of A4 recycled paper; 5 pieces of coloured paper; a stop watch; candies for the winner
Participants:	4-6 members in each group, 4-5 groups
Duration:	45 - 60 Minutes

Procedure:

Instruction:

- ❁ Each group to build a paper house with the resources given and to 'sell' it to the trainer later.
- ❁ The paper house has to be tall, big, firm and beautiful.
- ❁ Tell the groups that they have 25 minutes to build the houses.
- ❁ Option: Groups are allowed to talk the first 10 minutes, the last 15 not.
- ❁ Option: Tell the groups that they have 25 minutes, but stop the activity after 15 minutes. This way you can check, whether the group has a 'time controller' and realizes your cheat
- ❁ One member from each group will be appointed to promote the house after it is finished.
- ❁ Trainer will pay the value of the 'house' with candies.

After the house is built:

- ❁ Each group is to count the number of papers left.
- ❁ To calculate the cost - one A4 Paper is one candy.
- ❁ Each group will then quote a selling price to the trainer.
- ❁ Eventually, trainer can buy one house with candies.

Discussion Question:

- ❁ If requests were clarified from the client (Trainer) before building the house?
- ❁ Was there a leader in the team?
- ❁ Was there any plan?
- ❁ Was there a time controller?
- ❁ If there were any delegation and task assignments?
- ❁ Was the cost too high? (How many pieces of paper were used?)

3.2 EGG SMASHING

- Objective:** To help participants comprehend the importance of teamwork, coordination, communication and planning
- Materials:** Plastic cloth or big piece of newspapers (for underlying); one pair of scissors for each group; 1 roll of Scotch Tape for each group; 10 drinking straws for each group; a raw egg for each group
- Participants:** 4-6 members in one group, 4 groups
- Duration:** 45 minutes

Procedure:

- ❁ Give each group an egg, a pair of scissors, 1 roll of scotch tape, 10 drinking straws

Instruction

- ❁ Tell the group to wrap the egg with the material given.
- ❁ The goal is to drop the egg (holding the egg with one hand) without breaking it from a height of 2.5 m.
- ❁ Each group has 25 minutes to get ready.

When the group is ready:

- ❁ Prepare a firm and steady table, place the plastic cloth or newspaper, around the table, covering the floor.
- ❁ Ask the group to select one person from the group to stand on the table and drop the egg with one hand onto the floor.
- ❁ Remember the goal is – the egg must not break.
- ❁ Award the successful group with candies.

Discussion Questions:

- ❁ What was the achievement or failure?
- ❁ Was there enough discussion and plan?
- ❁ Did everybody participate?

3.3 JIGSAW PUZZLE




Objective: To help participants understand the importance of effective team work

Material : Jigsaw puzzles (30 - 60 pieces) for each group


Participants: 4-5 participants per group

Duration: 15 minutes

Procedure:

-  Each group is given a set of jigsaw puzzle.
-  Allow 10 minutes to complete the puzzle.
-  Let the participants discuss the element of being an effective team

Summary:

-  The elements of being an effective team:
 - Having a same goal
 - Trust
 - Collective profit
 - Co-operation
 - Effective communication
 - Clear responsibility
 - Encouragement
 - Leadership

3.4 TRUST FALL IN CIRCLE







Objective: To build trust among the team

Materials: None

Participants: 8 pax and above

Duration: 15 minutes

Procedure:



-  Participants to stand in a circle.
-  One participant to stand in the middle of the circle.
-  The participant who stands in the middle asks the group if they are ready.
-  After they are all ready, the participant in middle can fall towards any direction, cannot move the footstep.
-  Participants around pick him up and move him/her to other direction slowly.
-  Each participant to take turn to stand in the middle.





3.5 PAPER STEPPING GAME

Objective:	To practice team spirit
Material :	One large piece of paper (e.g. flip chart paper) for each group
Participants:	5 – 6 pax per group
Duration:	15 minutes



Procedure:

Rule of the Game:

-  All the participants stand on the paper.
-  The group that stands on the smallest piece of paper is the winner!

-  Allow 3 minutes for the group to discuss.
-  Thereafter, each group must show to the other groups how they manage with the smallest piece of paper.
-  Show time should last at least 10 seconds.
-  The group that uses the smallest piece of paper is the winner.

Tips:

-  One participant can be invited to be the judge.
-  Remaining participants to take off the socks.

3.6 BUT I'VE ALWAYS DONE IT THAT WAY

Objective:	To enable participants to get several responses to an individual problem or concern
Materials:	Paper, pencils, empty boxes or containers
Participants:	Undefined
Duration:	Minimum 4-5 minutes; expanded as time allows

Procedure:

- ✿ This exercise can be used at almost any time during a training session. For programmes over a half-day in length, this activity can be used intermittently during the course.
- ✿ Announce that participants will now have a chance to “throw away” their problems.
- ✿ Have each person think of a question, problem, or concern about the topic being addressed. (If a participant cannot think of a relevant item, any problem is okay.)
- ✿ After participants write out their anonymous particular problems, ask them to crumple up the papers and throw them in a container (a box or receptacle that will be placed in the centre of the room).
- ✿ For larger groups, have several containers around the room. Be sure not to use regular waste bins unless they are empty!

- ✿ After all papers are in the receptacles, ask any person to pick out a crumpled paper and toss it to anyone in the room.
- ✿ Whoever catches it opens the paper and reads the problem aloud.
- ✿ A three-person team is formed (the receiver and one person on each side).
- ✿ The team is given a “30-second timeout” to discuss possible solutions or answers.
- ✿ During this time, the rest of the group is asked to jot down two or three answers or responses.
- ✿ The team gives its response, followed by others in the group who can assist.

Repeat the process as time permits.

3.7 WHAT'S OUR NAME? LOGO? SLOGAN?



Objective: To create team identity; to allow team members the opportunity to develop productive working relationship

Materials: Flip Chart paper and markers for each group








Participants: Undefined

Duration: 15 minutes

Procedure:

-  Lead the team in brainstorming ideas for a team name. Limit the time allowed to 5 minutes.
-  Upon completion of the game, save the name (and logo and slogan, if developed) and attempt to use it consciously at work in the future.

Discussion Questions:

-  How did you select your team name? Logo? Slogan?
-  What criteria did you using to complete each of those three tasks?
-  How do you now feel about your team?
-  Will it be more successful in its future tasks?
-  Will it be personally satisfying to work in it?
-  What is the value of spending some time creating team identity?
-  What is the cost?

3.8 THE JOY OF SIX

Objective: To provide a vivid demonstration of the satisfaction (joy) of being included in a group (of six), and the uneasiness of being excluded.

Materials: Sufficient messages and envelopes, prepared in advance, to accommodate all participants

Participants: Undefined

Duration: 15 minutes

Procedure:

- ❁ Prepare a series of short sayings (e.g. “The customer is number one”) and make 6 copies of each. Ideally, the messages should relate either to the central topics of the meeting or else to currently important themes or issues in the organization, such a “Coping with Change”.
- ❁ Make single copies 1-5 other messages. Place each of the sayings in individual (unmarked) envelopes, seal the envelopes, and mix them up. Give one envelope to each member.
- ❁ Instruct members to open their envelopes, read the messages, circulate around the room, introduce themselves, and repeat the message (softly). When an individual finds someone else with the same message, they are to team up. Tell them to continue to search and introductory process, staying in growing clusters, until they are in teams of 6 persons (i.e. experiencing the ‘joy of six’).
- ❁ When all but the ‘loners’ are in their groups of six, act surprised and then lead the team in the following discussion:

Discussion Questions:

- ❁ How does it feel to not be accepted into a group or team? Does this ever happen in your jobs? Is it intentional?
- ❁ How did it feel when you found someone with the same message?
- ❁ Why didn’t those persons already in a team reach out to the excluded persons? How do organizational policies, or our own self-interests, prevent us from including others?
- ❁ What can we do to include others ‘in the loop’?
- ❁ What lesson does this have for team building?

3.9 ANYTHING I CAN DO, WE CAN DO BETTER

Objective:	To demonstrate the value of team decision making
Materials:	One copy of the Important Job Factors handout per participant.
Participants:	Undefined
Duration:	20 minutes

Procedure:

- ❁ Distribute a copy of the Important Job Factors form (attached) to each participant. Instruct them to rank order the 10 items from 1-10 (1=highest; 10=lowest) according to the degree to which they think workers nationwide considered that reason “very important” in deciding to take their current jobs. Results should be entered in column 2.
- ❁ Ask them to repeat the ranking process working as a team. Instruct them to agree upon a team ranking and place the team responses in column 4.
- ❁ Display the key on a flipchart, and have team members enter the actual rankings in column 3 of their sheets. Then have them do the following:
- ❁ Compute the absolute arithmetic differences (without regard to positive or negative sign) between their individual ranking in column 2 and the survey rankings in column 3, and write the answers in column 1.
- ❁ Compute the absolute arithmetic differences (without regard to positive or negative sign) between the team’s rankings in column 4 and the survey rankings in column 3, and write the answers in column 5.
- ❁ Add up the absolute numbers in columns 1 and 5 and write the two totals in the space provided at the bottom of columns 1 and 5.
- ❁ In the discussion that follows, point out that when you have the benefit of diverse viewpoints within teams, you usually make better decisions than when acting alone.

Discussion:

- ❁ Who performed better, individual or the team?
- ❁ How many of you were surprised by the differences between your individual rankings and the actual survey results.
- ❁ What factors may have contributed to the differences between your individual rankings and the survey results?
- ❁ How much more or less accurate were your rankings when you performed the ranking as a team rather than as individuals?
- ❁ What factors contribute to team success on tasks such as these?
- ❁ How can our team be used more productively?

IMPORTANT JOB FACTORS

Step 1: Individual Exercise. In Column 2, rank order the following items from 1 to 10 (1=highest; 10=lowest) according to your estimate of the degrees to which workers nationwide believed that reason to be “very important” in deciding to take their current jobs.

Step 2: Team Exercise. In your team, repeat the ranking process and arrive at a group ranking. Place the group ranking numbers in column 4.

Step 3: In column 3, enter the actual survey ranking results when the leader gives them to you.

Step 4: Compute the absolute arithmetic differences between each of your individual item rankings (column 2) and the key (column 3), without regard to positive or negative sign. Write the answers in column 1.

Step 5: Compute the absolute arithmetic differences between each of the team’s item ranking (column 4) and the key (column 3), without regard to positive or negative sign. Write the answers in column 5.

Step 6: Add up the totals of columns 1 and 5 and enter the totals in the spaces at the bottom of the grid. Note that small column totals indicate closer agreement with the nationwide study data.

	Column				
	1	2	3	4	5
Advancement Opportunity					
Control over work content					
Flexible work schedule					
Fringe benefits					
Job Security					
Nature of the work					
Open Communication					
Salary/Wages					
Size of organization					
Stimulating work					
Totals:					

Key: Important Job Factors

Tutor: If there is no projector, either cut section and paste this into your PowerPoint presentation or write the Key on the flip chart.

	Rank
Advancement Opportunity	8
Control over work content	3
Flexible work schedule	7
Fringe benefits	6
Job Security	4
Nature of the work	2
Open Communication	1
Salary/Wages	9
Size of organization	10
Stimulating work	5

Source: "Workforce Study Finds Loyalty is Weak", Wall Street Journal, Sept 3, 1993. p. B-1

3.10 MRS RIGHT

Objective:	To demonstrate to participant the importance of organized teamwork
Materials:	Index card (any size, one for each participant); the story (see in attachment)
Participants:	Undefined
Duration:	5-7 minutes

Procedure:

- ❁ Pass the index cards around the circle, following the right-left directions of the Mrs. Right story.
- ❁ Supply each person with an index card. Have each person write their name on the card.
- ❁ Have the group stand up and form a big circle. If the group is really large (100+) you can have them form 2 (or more) smaller circles. Actual numbers of people in each group is not important.
- ❁ Before starting the Mrs. Right activity make sure everyone has only ONE card (this is very important).
- ❁ Inform everyone that you are about to read a story. Tell the group that during the story, if they hear the word "right", they are to pass the card they have in their hands to the Right. If they hear the word "left" they are to pass the card they have in their hands to the Left.
- ❁ Do a test run with the group. Tell the group: "I'd like to do a test run with you. Ready? Right (pause to let everyone pass their card to the Right). Left (pause to let everyone pass their card to the Left). Very good. Everyone should now have the card they started out with (your name is on your card). Now let's begin the story."
- ❁ This is where you start reading the "Mrs. Right" story (see the story below). If everyone does their job, they will end up with their card at the end of the story.

Discussion:

Start off slow so people can get a chance to feel successful. Then slowly speed up and rush things up for them.

Tip:

Make sure you see all group members, as they may keep their card with them all the time

MRS. RIGHT

THE STORY:

Once upon a time, Mrs. Right took her three left handed children (Wendy Right, Larry Right, and Billy Right) on a vacation. They left on a Monday and planned to return just before the Thanksgiving holiday. Billy Right left school for the Right vacation. Wendy left a whole plate of leftovers for her cat to eat during the Right vacation. But Billy, who is the president of a local leftist organization, was the saddest of all. He left behind all the addresses of friends that he wanted to write to while on vacation. This mistake left Billy's friends in the dark. By the end of the week, all the Rights wished they had never left. They still had the weekend left, but Mrs. Right decided that the right thing to do would be to return home right away. They arrived back at their house, which is located to the left of Yankee Stadium, in time for Thanksgiving leftovers."

3.11 PASS THE TOXIC WASTE CAN





Objective: To enhance the teambuilding and cooperation

Materials: A soda can

Participants: Undefined

Duration: 10 minutes

Procedure:

-  The group must form a circle, with each person spread about a foot apart.
-  Introduce "The Toxic Waste Can":
-  The challenge is for the group to pass the can around the circle without using their hands or dropping the can.
-  The group will spill out more excited and engaged if there is imaginary "toxic" waste content in the can that will spill out if it is dropped.

3.12 LA RONDE





Objective: To enable participants to work together with an organization

Materials: None





Participants: Undefined

Duration: 10 minutes

Procedure:

-  Ask the participants to stand up and to make a circle.
-  Ask them to stretch out their right hand to catch the hand of the person in front of them.
-  In a second time ask participants to stretch their left hand to catch the hand of another person (Now the group is in a human knot).
-  Ask them to find a solution to untie the knot without loosening the hand grips.

Discussion Question:

-  In 90% of cases, it is impossible.
-  The goal of this exercise is to see who would like to try to find a solution.
-  To see who is leader or follower.
-  To see who is able to listen.

Tip:

Do not say anything if they ask you something during the exercise.
At the end tell them that there is not solution in 90 % of cases.

3.13 HAPPY SHEET








Objective: To give positive feedback to your peers and receive a great big boost to your self esteem

Materials: 1 “Happy Sheet” per person (see next page, printed on coloured paper gives a good effect); pencils; sticky tape



Participants: Undefined

Duration: Minimum 10 minutes (add 1 minute per every person)

Procedure:

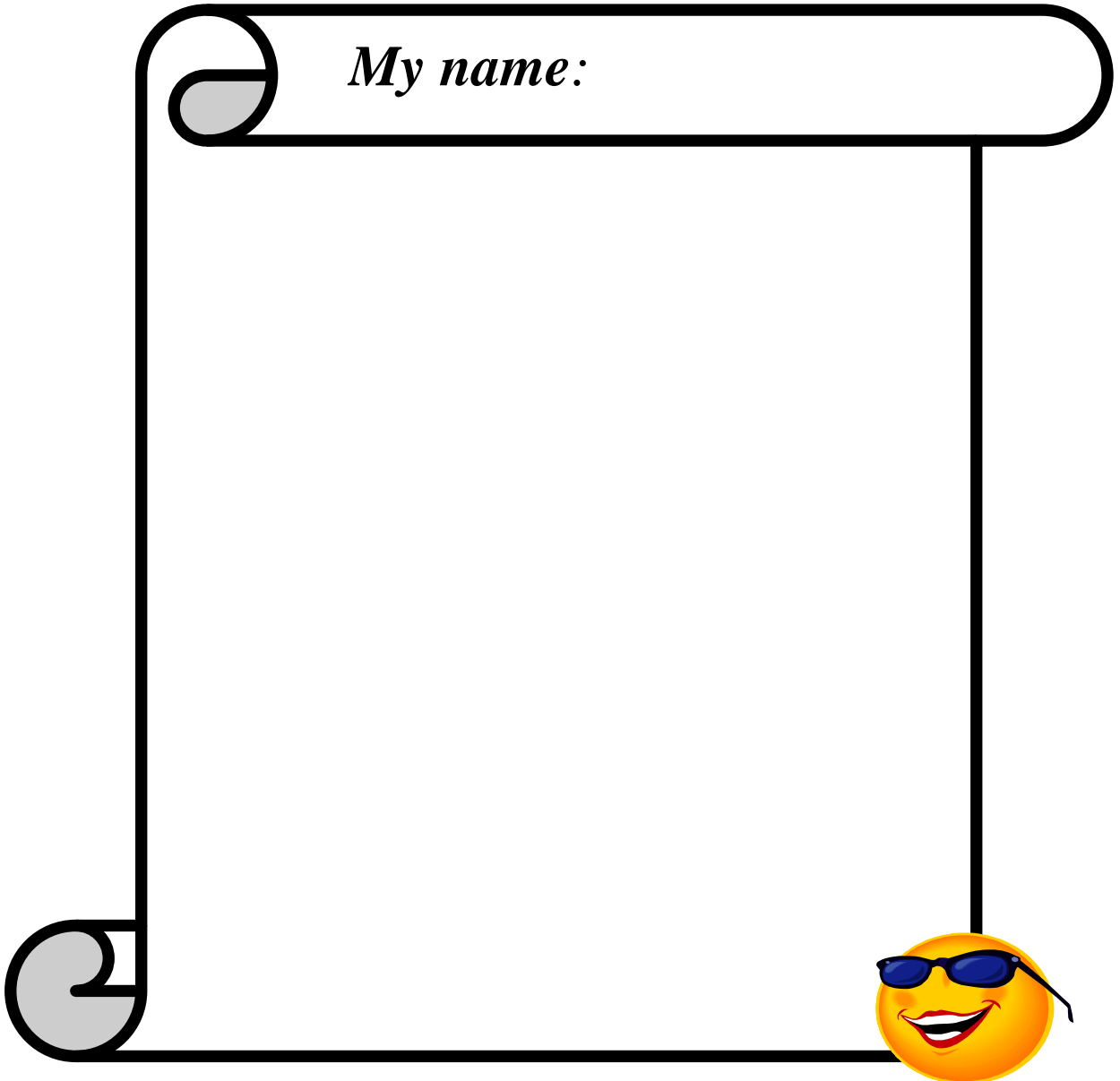
-  Handout the Happy Sheets and ask everyone to write their name on the top of the sheet.
-  Then stick everyone’s sheet on their own back.
-  Explain that the task is to go around to every other person in the room and write a positive comment about them, on their Happy Sheet.
-  It could be something you admire about them, a nice quality they have, something that they do well etc. - as long as it’s a positive comment.
-  Play some happy music during the activity to provide more energy and include yourself in the game too.
-  When everyone has finished have them stand in a circle and then take the sheet off their back to read it.
-  Watch the smiles 😊

Debrief – you can use this activity for a variety of purposes:

-  Simply as a nice way to end a longer training program
-  In supervisor training programmes to show how motivating it is to give & receive positive feedback in team building

Happy Sheet

My name:



4 TASK BREAKDOWN

4.1 ARE YOU READY?










Objective: To help participants to understand that tasks should be assigned when colleague and subordinates are ready; tasks are done according to certain procedure and help is very much appreciated

Materials: Total number of balls according to participants

Participants: At least 6 pax

Duration: 10 minutes

Procedure:

-  All participants stand in a circle.
-  Give a ball to each participant.
-  Participants are required to remember to who the ball was thrown to.
-  Participant A holds a ball, asks Participant B “Are you ready?”.
-  Participant B should answer “Yes, I am ready.”.
-  Participant A throws the ball to Participant B, Participant B should say “thanks” to Participant A.
-  Then Participant B throws his balls to Participant C.
-  Repeat this until last participant receives all the balls and say “thanks”.
-  Repeat this process.

Results:

Many participants tend to concentrate only on throwing the balls, forgets to wait for the other party to be ready, and ignoring the “Thanks” and forget the direction of where the balls are thrown.

Tip:

Can be used for Service – to teach staff to say “please and thank you”.

4.2 BIG THING VS SMALL THING






Objective: To practice how to arrange tasks according to priority

Material : A bucket of beads; another bucket filled with 5-6 stones; stones are marked with “Budget”, “family”, “vacation” and “child education”

Participants: 8 pax, not more than 12 pax

Duration: 10 minutes

Procedure:

-  Tell participants that the small beads represent matters that are not important and urgent.
-  Stone represents essential tasks.
-  Ask one participant to come to the front.
-  Ask participant to put all the stones in the bucket with beads and these stones cannot fall out of the edge of the bucket.
-  Then ask participant to put the stones back in the bucket, then pour the beads into the bucket of stones.

Results:

When participant try to put big stones into the bucket with beads, they would not be able to manage to fit all the stones in the bucket. However, when participant pour the beads into the bucket of stones, everything fits the bucket.

Discussion:









Tasks should be arranged according to the priority.

5 COMMUNICATION

5.1 PLASTIC TOY BRICKS







Objective:	To carry out effective communication
Material :	Toy plastic bricks with different colours and shapes; the same toy bricks for each group
Participants:	3 pax per group
Duration:	35 minutes

Procedure:

-  Ask each group to sit on the floor.
-  Two of them (A and B) sit back to back, the third one C is an observer.
-  Participant A uses the plastic toy bricks to make an objective.
-  Participant B is given the same plastic toy bricks.
-  Participant A will describe what he is doing, Participant B then make the same things according to what Participant A describes.
-  Participant A and B can communicate with each other, but they are not allowed to see each other.
-  The observer cannot speak.
-  After 10 minutes, the three participants will change their role and continue.

Discussion:

How to improve the effectiveness of communication

-  Break Language barrier
-  Face to face
-  Repeat and correct
-  Ask the right question
-  Simplify the task and procedure
-  Good atmosphere

Tip:

This game can be used in the effective communication and each participant will play different role.

5.2 COMPLYING WITH THE ORDER



Objective: To practice how to complete task according to request and techniques of reading and listening

Material : Each participant has a list with tasks (see Attachment); order list can only be read after trainer's permission; prize for the winner

Participants: Undefined

Duration: 15 minutes

Procedure:

-  Participant should complete the form in 3 minutes
-  Participant who finishes first gets a prize

Attachment

Complete in 3 minutes

1. Please read first before starting.
2. Write down your name on the right up corner of this paper.
3. Mark your name with a circle.
4. Draw 5 square shape on the left up corner of this paper
5. Draw “十” in the middle of each square shape.
6. Draw a circle around the square shapes
7. Write down your signature on the right down corner of the paper.
8. Write down three “好” under your signature
9. Drawn a line under your name on the right up corner of this paper
10. Draw a “十” on the left down corner of this paper
11. Draw a triangle around the “十”
12. Calculate $70 * 30$'s answer on the back of this paper
13. Draw a circle on the top of “好” (the eighth question)
14. When you reach this step , shout “ I am the fastest”
15. If you think you comply with the orders completely , please shout “ I am the Best “
16. Please calculate $23+32+23$
17. Minus 23 and 13 from the answer you got at the 16th step
18. Compare your answer with others
19. Use your pen point to make 5 holes in the five square shapes on the left up corner of this paper.
20. If you are the first one to reach this step, shout “ I am the Number 1”
21. Please circle all the even numbers that on the questions.
22. Now you have finished reading carefully. Please only complete the first and second question.

5.3 ASK A SILLY QUESTION ❁

Objective: To show the different kinds of information which is obtained from using open and closed questions

Materials: Paper, pencils, picture of object.

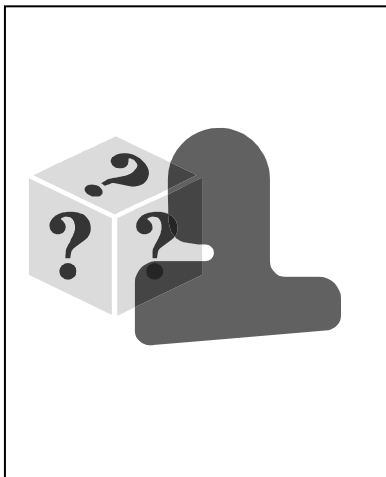
Participants: Undefined

Duration: 10 minutes

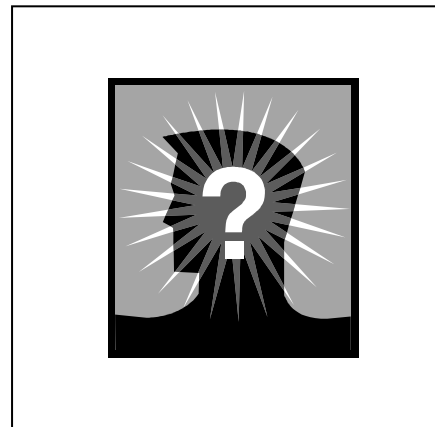
Procedure:

- ❁ One volunteer comes to the front of the room and describes Object 1 (below).
- ❁ Other participants cannot see the object but must try to draw it on a blank piece of paper.
- ❁ Participants are only allowed to ask closed questions.
- ❁ After 4 minutes everyone stops drawing and compares their picture to Object 1.
- ❁ Then, the volunteer describes Object 2 (below) and the same process occurs EXCEPT this time participants are allowed to ask only open questions.
- ❁ Debrief the activity by asking participants what the different kind of information was gained from either kind of question and when open and closed questions might be useful during training

Object 1



Object 2



5.4 DO YOU LIKE YOUR NEIGHBOUR?

- Objective:** To get participants using each others names; to have a few laughs and energise or ‘warm-up’ a group who are not yet interacting
- Materials:** Sticky name tags – everyone must write their name on the tag (if they don’t know each other already); enough chairs for each person
- Participants:** Undefined
- Duration:** 10 minutes

Procedure:

- ✿ Make a close circle of chairs, everyone seated with you standing in the middle. There are no spare chairs for you to sit on.

Breakdown	Note
<ul style="list-style-type: none"> ✿ Announce that it’s time to have a bit of fun and ask participants to make a circle of chairs. You stand in the middle. ✿ The game goes like this – I walk up to someone and say “(their name) do you like your neighbour?” If the person says “Yes!” then they stay seated but their ‘neighbours’ (the 2 people sitting either side of them) must jump up and swap seats as quickly as possible. You (who asked the question) must try to sit down on one of those seats before the ‘neighbour’ does. ✿ Whoever didn’t get a seat is the new ‘person in the middle’ and has to go up to someone else and ask “(Name) do you like your neighbour?” ✿ If the person says “NO” then EVERYONE must jump up and find a new seat BUT they are not allowed to sit in a seat directly next to them. They must move at least 1 seat away. The person in the middle must try and find a seat too. ✿ There will always be someone left in the middle who must go up to someone seated and ask the “Do you like your neighbour” question. ✿ Play the game for 5-10 minutes and try to keep it moving fast. Make it so when you’re ready to finish you end up in the middle after a ‘NO’ answer. 	<p>(make a joke and acknowledge the love in the room and that of course you all like each other but in this game you’re allowed to lie a little;)</p>

Debrief:

- ✿ Thank everyone for having a bit of fun
- ✿ You can link this game to Staff Accommodation issues – we don’t always ‘like’ the person we have to live with but we need to show Values of Professionalism and Attitude regardless; keeping our area clean, speaking with respect and courtesy, trying to find a way to connect with them.

5.5 RUNNING SHOW ALIEN






Objective: To demonstrate the need to think about the instructions we give other people and the potential for communications to be misunderstood

Materials: Instructions printed (see next page), running shoe, clean sock







Participants: Undefined

Duration: 15 minutes

Procedure:

-  Sit on a chair at the front of the room and have participants sit so that they can see all of you – especially your feet.
-  Hand the instructions to one person and ask them to read it aloud. Advise them that you can't talk from now until the end of the activity.
-  Follow the instructions of the group literally. Forget everything you know about how to put on a sock and shoe and take the literal meaning of each word that they say.
-  If they say “put the sock on your foot” lay the sock literally over the top of your foot. If they say “hold onto the lace” use your whole hand to grasp the entire lace etc.
-  Have the lace already threaded in the shoe for a briefer activity.

Debrief:

-  Ask them how they felt and how they think the ‘Alien’ felt.
-  Did the instructions improve when they saw that the ‘alien’ was following instructions literally?
-  How adaptive was the group to the ‘aliens’ needs?
-  What assumptions do we have about people with whom we have communication problems?
-  What does this mean for us when we communicate to others?
-  What does it mean in a multi-linguistic work environment?

Running Shoe Alien

(Please read this page aloud to the group)

The humanoid sitting in front of you is actually an alien from outer-space!
They have travelled many light years across time and space to visit the planet Earth.

The aliens' technology, intellect and capacity to learn is far superior to ours.
However, the universal language translator on board the alien's ship was broken on impact
and the alien can understand English but cannot speak it.

The alien has expressed an interest in human culture, lifestyle and clothing; and wants to
learn how to put on a sock and running shoe. Your task is to teach the alien how to do this
BUT a word of warning... YOU CANNOT TOUCH THE ALIEN or you will disintegrate
immediately!!

The alien will follow every instruction exactly as you give it.

All members of your group must contribute to the instructions.

Good luck!

5.6 HOW DO YOU FEEL?







Objective: To show how our body language can affect the way we feel emotionally

Materials: None

Participants: Undefined

Duration: 3 minutes

Procedure:

-  Ask everyone to stand and direct them to position their body in the following way: look at the floor, droop shoulders, frown or pout, cross arms and slouch.
-  Let them stay that way for 30 seconds then ask how they feel.
-  Participants usually feel ‘down, discouraged, annoyed’ etc. – all negative feelings which correspond with their body position.
-  Next ask everyone to position their body in the following way: stand up straight, shoulders back, smile, breathe deeply, relax arms and shoulders, make eye contact.
-  Let them stay that way for 30 seconds then ask how they feel.
-  Participants usually feel ‘positive, strong, happy’ etc. – much more positive emotions.

Debrief:

Discuss the fact that the way we position our body can have a direct impact on the way we feel and the way we communicate with others through body language.

5.7 SILENT LINE-UP

Objective: To show the power of non-verbal communication by having participants line up in order of their birth date and month, without speaking to each other

Materials: None

Participants: Undefined

Duration: 15 minutes

Procedure:

- ✿ Explain to participants that from now on they cannot speak - you could make up a fun reason for it – there has been an odourless and invisible gas accidentally spilt into the air conditioning vents today.
- ✿ Their task is to line up in order of their birth date and month, not year!
- ✿ Point out to them what parts of the room 1st January and 31st of December are.
- ✿ Remind them that they can make NO verbal sounds due to the gas!
- ✿ Put on some energizing music and wait until they are all lined up.
- ✿ Then tell them the gas has finally been cleaned up from the air conditioning vents and they can speak again.
- ✿ Starting at 1st January, have them say the date and month of their birthday one-by-one.
- ✿ This shows them who communicated well without words.

Debrief:

Ask them how difficult it was NOT to talk. Did the group achieve its goal? If yes, what does this tell us about the effectiveness of non-verbal communication?

5.8 HOW OBSERVANT ARE WE?





Objective: To demonstrate that people are often not very observant about ordinary things

Material: A non-digital watch


Participants: 1 pax - 12 pax

Duration: 5 minutes




Procedure:

-  Ask someone in the group if you may borrow his or her watch for a moment. (Caution: Make certain it is a non-digital type).
-  Tell that person (after the watch's receipt) that you would like to test his or her powers of observation, and ask the entire group to silently "play along" with the individual whose watch you are using.
-  Tell the individual to assume that the watch was lost and you found it. Before you return it, you want to make certain the watch can be identified by its owners.
-  Some sample questions include: "What's the brand name?", "What colour is the face?", "Anything else printed on the face?" "Roman or Arabic numerals?" "All 12?" "Does the watch have the date and/or day on it?" "Second hand?"

Results:

-  If the group is silently responding as the volunteer attempts to vocally answer the questions, the point is more easily made (i.e. most people cannot totally and accurately describe their own timepiece even if they look at them dozens of time a day)

Discussion:

-  Besides me, who else flunked this test? Why?
-  Why aren't we more observant? (Time pressure, lack of concern, taking things for granted etc)
-  Have you seen incidents when people have overlooked commonplace things and problems have resulted?

5.9 HUMAN KNOT






Objective: To test participant's ability to solve problems; to let participants understand the importance of communication

Materials: None



Participants: at least 15 pax

Duration: 10 minutes

Procedure:

-  Trainer divides the group into teams of 8 to 10 members.
-  Trainer instructs participants the mechanics of the activity, these are:
 -  Each group member join right hands with other another member in the group then have each member join left hands with another member in the group.
 -  Trainer gives signal to untangle themselves without letting go of hands. They may loosen their grips a little to allow for twisting and turning, they may step over or under other members.
 -  The first group to untangle their knot is the winner.

Debrief:

-  Were discussions made on how to untangle their group?
-  How did the group problem-solve?

5.10 THROW AWAY YOUR TROUBLES








Objective: To enable participants to get several responses to an individual problem or concern







Materials: Paper; pencils; empty boxes or containers


Participants: Undefined

Duration: Minimum 4-5 minutes; expanded as time allows

Procedure:

-  This exercise can be used at almost any time during a training session.
-  For programmes over a half-day in length, this activity can be used intermittently during the course.
-  Announce that participants will now have a chance to “throw away” their problems.
-  Have each person think of a question, problem, or concern about the topic being addressed. (If a participant cannot think of a relevant item, any problem is okay.)
-  After participants write out their anonymous particular problems, ask them to crumple up the papers and throw them in a container (a box or receptacle that will be placed in the centre of the room).
-  For larger groups, have several containers around the room.
-  Be sure not to use regular waste bins unless they are empty!

-  After all papers are in the container/box, ask any person to pick out a crumpled paper and toss it to anyone in the room.
-  Whoever catches it opens the paper and reads the problem aloud.
-  A three-person team is formed (the receiver and one person on each side).
-  The team is given a “30-second timeout” to discuss possible solutions or answers.
-  During this time, the rest of the group is asked to jot down two or three answers or responses.
-  The team gives its response, followed by others in the group who can assist.





-  Repeat the process as time permits.

6 INNOVATION

6.1 POTATO POWER

Objective:	To break up a longer session with a bit of fun; gives everyone the chance to stand up
Materials:	1 potato and drinking straw (not the bendable kind) per participant
Participants:	Undefined
Duration:	10 minutes

Procedure:

-  Give each participant a potato.
-  Get everyone to try to push the straw through the middle of the potato – encourage trying different approaches.
-  Demonstrate the activity:
 - Hold the potato over the edge of a table.
 - Hold the straw firmly with your finger over the opening at the top.
 - Ram the straw straight down and into the potato. The straw should go into the potato, and right through.
-  Have everyone in the group try it. Emphasize that a finger or thumb should be covering the opening at the top end of the straw.

Explanation

The straw is very strong along its length. The width is not as strong and can be easily bent or broken. When you ram the straw with all your force, it cuts into the potato with its sharp edge and goes straight through. Your forceful movement gets the task done before the straw has a chance to bend. **Precaution:** You don't want to push this straw into your leg or any other part of your body. So stay out of the way of the straw's path.

Presentation Tips

- **Inertia.** It is best to launch into a project before you get a chance to buckle at its magnitude.
- **Focused energy.** When all your efforts are focused in one place, you can cut through problems.
- **Innovation.** Potatoes are big and straws are small. However, if you know where and how to strike, you can come up with a great solution.

Add fun, humour, and energy by asking everyone to yell out the same power word as they push the straw through the potato.

Conclude the session with this piece of advice: “Be careful not to carry a concealed straw. It's a dangerous weapon.”

7 MOTIVATION

7.1 INTERNAL VS. EXTERNAL

Objective:	To illustrate that motivation is internal, but that external incentive can initiate action in humans
Materials:	Several one (currency) bills hidden (taped) under participants' chairs
Participants:	Undefined
Duration:	10 minutes

Procedure:

- ✿ Since motivation is an often maligned subject, stress that the dictionary definition of motivation is something “from within”, not without, that prompts or incites an action.”
- ✿ To illustrate, ask the group to “please raise your right hands.” Pause a moment, thank the group, and ask them, “Now why did you do that?”
- ✿ The response will be, “Because you asked us to,” “Because you said ‘please’”, etc.
- ✿ After 3-4 additional responses, say, “OK, now would you please all stand and pick up your chairs?”
- ✿ In all likelihood, this will get no action.
- ✿ Continue “If I told you there were some bills scattered around the room under the chairs, would that motivate you to stand and pick up your chairs?”
- ✿ Most still will not move, so say, “Well, let me tell you there are indeed some bills under some chairs”. (Ordinarily, two or three participants will rise, and soon most everyone will follow suit. As bills are found, point out, “there’s one over here; here’s one in front,” etc.)

Discussion questions:

- ✿ Why did it take more effort to ‘motivate’ you the second time?
- ✿ Did the money motivate you? (Stress that money often does not act as a motivator)
- ✿ What’s the only real way to motivate? (Acknowledge any relevant answer, but emphasize the only way to get a person to do something is to make a person want to do it. There is no other way!)

8 PERCEPTION

8.1 COUNT THE F'S





Objective: To illustrate that people see what they want to see; items of prominence catch our attention while seemingly less important items may pass by



Materials: Card or sheet of paper

Participants: Undefined




Duration: 5-10 minutes

Procedure:

-  Pass out face-out copies of the 'Count the F's story' to the group.
-  When everyone is ready, ask them to turn the paper over and simply count how many times the letter "F" appears on their sheet.
-  Allow only a minute, and then ask, "How many of you have the sheet with the 3 F's?" (Roughly half the group can be expected to so indicate.)
-  "Who has 4 F's on their sheets? How about 5? Does anyone have 6?" (About 50% of the group will see only 3 F's, and approximately 10% will see all 6 F's. The rest see either 4 or 5 on the sheet.)

-  Alternatively: Ask those with 4, 6, or 6 F's on their sheets to raise their hands and let those with 3 F's exchange papers so they too can "see" all 6 F's.
-  Most will still have a difficult time identifying all 6 of the F's.

Discussion Questions:

-  Why couldn't all of us initially see all 6 F's? (The F in word "of" sounds like a "V")
-  Have you observed situations where only the important things get attention? Who decides what's important?
-  How can we persuade people to pay more attention to detail? Is it always important?

Count the F's

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

8.2 THE POWER OF PERSUASION ❁

Objective: To highlight the power of visual persuasion; to prove how powerful visualization is; to show how important it is that the hotel room descriptions are clearly defined and the customer can clearly see (in their mind) what the benefits and attributes of the various room types are, and that only through a clear visualization from the customers stand point will it be possible to convince them to buy into a higher category of room.

To energize the group through getting them up out of their seats for a few minutes

Materials: None

Participants: Undefined

Duration: 5 minutes

Procedure:

- ❁ Have the PowerPoint with the instructions displayed.
- ❁ Ask the group to stand up and spread out in the room. The only requirement is that they must be able to see the trainer.
- ❁ Start of by ask the group to complete a series of movements, these should be done physically by the trainer at the same time as the instruction is given verbally.

❁ For example:

“Place your arms and hands above your head.”

Trainer should raise their hands and arms above their head

“Keep your arms above your head and now rotate your hands clockwise.”

Trainer rotates their hands clockwise

“Keeping your arms in the air and your hands rotating, turn your body to the right to that you are looking at the back of the person standing next to you.”

Trainer turns their body to the right

❁ Complete at least 3 further moves ensuring the group is following you. The last instruction should ensure the group is back facing the trainer with both hands and arms still in the air.

❁ The final instruction should be as follows:

“Place your right hand on your chin.”

Important – *The trainer should lower his right arm but instead of touching his chin, he must touch his cheek.*

❁ What will happen is a majority of the group will also place their right hand on their cheek instead of their chin, when the participants have their hands on their cheek, repeat the instruction “Place your hand on your chin” at this point the group will realize that they have made a mistake.

❁ Ask the group to take their seats again.

Discussion Question:

- ❁ Take the group back through the exercises and get them to recap what just happened.
- ❁ The group followed what they received visually, despite being given clear instructions on what to do. Ask the group to feedback what we can learn from this exercises that relates to selling on the phone.
- ❁ The following points should be captured from the feedback
 - The power of visualization.
 - The fact that the visualization on the telephone takes place in the mind of the call as they can't see the product.
 - The room descriptions we use on the telephone need to be clear and simple to understand to allow the customer to easily visualize our product.
 - A customer must be able to understand (in their minds eye) the differences in the various room types we offer.
- ❁ Conclude the discussion by informing the group that we are now going to review some key areas that will assist in optimizing the communication with their customer; assist the customer in clearly understanding the benefits and attributes of both the hotel bedrooms as well as the property as a whole.

8.3 COIN LOGO ❁

Objective:	To promote teamwork and build team spirit, while being creative and working towards a common goal
Materials:	Lots of coins, all spare change in participants' purse; other items like cell phones, pens/pencils, other items found in a purse
Participants:	Undefined; groups of 3 or 4
Duration:	10 – 15 minutes

Procedure:

- ❁ Group the participants into teams of three or four, depending on size of group.
- ❁ Explain to participants that they have to get all the coins from their purses and work together as a team to create a logo. You can also allow the participants to use other items found in their purses (key chains, lipsticks etc.).
- ❁ Give the teams 3 minutes to come up with their team logos. At the end of the allotted time, ask the other teams to have a guess at what all the logos could mean.
- ❁ After everyone is done guessing, each team can now explain their “vision” about what their team logo stands for.

- ❁ Other variation of this activity: If you have a small group, each participant can make a logo describing themselves or a personality trait.

Discussion:

- ❁ Ask participants if it was challenging to decide on one idea and work on it in a short time. Isn't it wonderful how creative we all are but do not necessarily always know it.

Tip:

- ❁ It's a good idea to carry some coins with you as the facilitator to give to those participants that might not have any pocket change.