



# High Risk Team Strengtheners

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# KNOTS

## Goals

1. To liven up the group
2. See how well the group can work together
3. To see who the potential leaders are

## Time required

15-20 minutes

## Size of the group

Unlimited if time permits. Normally used for up to 24 people. Can use as little as six to make it a challenge.

## Material required

none

## What to do?

1. Ask the participants to stand in a circle
2. Ask them all to raise their left hand in the air, and to point their right hand into the center of the circle.
3. Once this is done ask each participant to lower their left hand and to grab the right hand of another member of the group. They should not grab the person next to them. Once this connection has been made they should not be allowed to break it.
4. Their task is to untangle themselves without breaking their grip. When they untangle they should again form a circle. It doesn't matter if they are facing in or out.

## Follow-up

1. Did anyone break contact with anyone else?
2. Would it have been possible to complete the task faster? Why? Should we do it again?
3. Did anyone take on any type of roles in the group?

## Variation

1. The participants could wear a blindfold during the exercise. This will lead to other various points in the follow-up

## INSIDE AND OUT

### Goals

1. to share things with each other that are obvious and not so obvious
2. to start a dialogue between the participants

### Time required

30 minutes

### Size of the group

Unlimited, but about 10 is a good number

### Materials required

a lunch bag, markers, magazines to cut up, scissors, glue, tape

### What to do?

1. Give each person a bag and spread the materials out on the floor or table
2. Each person should think about themselves...what's on the "inside" and what's on the "outside". They should put things in the bag that are on the "inside"(values, goals, inner thoughts etc..), and put things that others may know or think on the outside(funny, a team leader etc...)
3. After they finish their bags using the extra materials, go around the group and share what is inside and on the outside of the bag. They shouldn't have to share what's on the inside unless they want, but encourage/challenge them to take part in the group bonding exercise.

### Follow-up

1. Was it hard to put things in the bag? out of the bag?
2. Which was harder?
3. Is there anything that surprised you about someone else?

### Variations

1. Have other people put what their thoughts about each other are in their bags. Could be a future team builder-positive/challenging feedback.
2. Have each person "hang" their bag in the office and others can leave them notes, poems etc... in their bags as the semester/year goes by

## LAP SIT

### Goals

1. To work together to complete a task
2. Stress breaker

### Time requirements

5-10 minutes

### Size of the group

8 or more people

### Materials required

None

### What to do

1. Have all the participants stand in a circle shoulder to shoulder. When that is complete have them turn to their right and move in a little towards the center of the circle.
2. Tell them to sit down and use the lap of the one behind them as a chair. Then challenge the group to try and walk this way

### Follow-up:

1. A good lead in to teamwork, cooperation, and supporting each other

# ATOMS AND MOLECULES

## Goals

1. To get people interacting and pumped up a bit
2. Can be used to break folks into groups or work teams

## Time required

10-15 minutes

## Size of the group

Unlimited (The more the better)

## Materials required

None

## What to do?

1. Gather the participants into the area in front of you. All you need to do is instruct them to get in groups based on the number you call out. For example, if you call out three, they should get in groups of three.
2. When they get in groups, there will be people who will not quite have enough to make a group, they are "out"
3. The winners are the ones left over (usually there are two winners). You call the numbers based on the amount of people leftover.

## Follow-up

1. How did it feel to be left out?
2. How did you feel when you finally found a group?

## Variations

1. You could just play the game with the purpose of splitting the participants into groups in a quick and random manner.

# PEOPLE TO PEOPLE

## Goals

1. To meet others and get the participants interacting

## Time required

5-15 minutes

## Size of the group

Unlimited

## Materials needed

None

## What to do?

1. Have everyone pair up and stand in a circle. The caller then begins to call out body parts. When the caller calls out the names of body parts the participants assume that position. For example, if the caller says "back to back" the pairs connect backs.
2. This is continued until the leader calls out "people to people" at which time, everyone finds a new partner, including the leader.
3. The person left without a partner then becomes the caller (no x-rated instructions please)

Deanna Peck  
Assistant Coordinator - Wright Quad  
Indiana University

### 1. Crossing the Lines

This is a self-disclosure activity. You take a group of people and line them up on one side of the room. The facilitator explains that during the activity everyone must be quiet and no one will speak except for the facilitator. The leader will then state that he/she will ask a number of questions with "yes/no" responses. If you agree with the response, you will step across a line to the other side. If you disagree with the response, you stay where you are. Be sure to mention that people do not have to move unless they want to and the facilitator should encourage a safe environment where one can take risks. The questions begin easy such as "I like pizza," but can get more difficult and revealing such as "I believe in an afterlife." There is no limit to the number of questions one may ask, but it is usually noticeable when people are starting to get bored. This game helps a group become aware of others in their group, how they may have similarities or differences and it may also help some individuals become self-aware.

### 2. Archie Bunker's Place

This is a good game to begin the discussion on diversity awareness. You take a large room and split it into 5 different sections usually using masking tape or the like on the floor. Each section is a different size and location. The sections included are: Gay, Lesbian, Bisexual, Transgender; African American; Jewish; Latino/Latina; and European American. There may be other sections, but these are just a few. Also include a small dedicated portion to a jail. Explain that each section of the room represents a particular community. The group members should choose which community they would like to represent, but they cannot be a member of their "real life" community. There are facilitators who are the "authorities" of this town. The facilitators will make sure that the numbers are proportionate. Then they will present each community with so much financial resources and other resources. The goal of the communities is to build as much as you can. To build things you need permission granted from the authorities. Often time this will cost you money. As the simulation continues people will realize that each group is being treated differently by the authorities, similar to what that particular group would experience in reality. This will go on for some time - either a designated time or until the individuals get too frustrated. Everyone will be pulled back together as a large group and the facilitator(s) will lead a discussion to debrief the process.

### 3. Web of yarn

Used to explain the need for togetherness and also functions as an esteem builder. The group forms a circle and a leader will begin by explaining that a ball of yarn will be thrown to another person. The person throwing the ball of yarn will state a positive thing to the receiver and will hold on to the yarn. No one else may say anything. The receiver will catch the ball, will take the end of the yarn, and then will choose someone else to pass the ball onto and state something positive about this person. The yarn will continue to go around in such a manner until everyone has received an end. In the middle of the circle you will have what looks like a spider web. You can explain how everyone working together makes it tight. To exemplify this you could even throw something (a beach ball or something similar) into the middle and it won't fall through. After the group has seen the cohesiveness, choose certain members to let go of their piece of yarn one by one. After about 4 or 5 people have let go the web will no longer have the strength to hold the object in the middle and the group will see the web dissipate before their eyes.

Contributed by:

Barbara E. Chester  
First Year Advisor  
Miami University

1. During fall training, have the staff participate as a whole in a scavenger hunt. The landmarks should be relevant facts and traditions pertaining to the campus (ie: counseling center, where the president's ghost roams). At each stop, the Hall Director takes a picture of the staff acting out that landmark. This is a great way for people to learn fun facts about campus. It is also a casual way of mingling, because people will interact between landmarks.

2. Put out all the ingredients and materials necessary to make chocolate chip cookies. Do not give any directions and have the staff make the cookies. The cookies will more likely then not taste horrible, however, it is a fun way to learn team dynamics. It also eludes to the concept that we usually do not have everything we need to get the job done, so how can we work to get the information and solve problems.

3. Each month, have the staff read one of Steven Covey's Habits and do a program on it for the staff and hall.

Hope these help. If you need more let me know, I have tons. Thank you for doing this.

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Contributed by:

Colleen Scott  
Office of Student Development  
Duke University

Have a blank sheet of paper for each person on your staff. Write each person's name at the top of a sheet. Have your staff sit in a circle and distribute the sheets randomly. Ask them to write one thing that they like or respect about the person indicated at the top of the sheet and then pass the sheet to their left. The exercise progresses until each staff member has a chance to write about everyone else. The original holder of the sheet then presents the sheet to the person indicated at the top. Each staff member then possesses a list of "goodness" that others see in them.

This exercise is a good form of closure for the end of the semester or a year but it is also a nice "pick-me-up" in the middle of the semester when things seem at their worst.

I have also used this exercise with a sorority who was embroiled in catty superficial conflicts. It helped them to see things a little deeper and to find the "goodness" in someone else.

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**Contributed by:**

Chad McBride  
Residence Hall Director  
Texas Christian University

**"I Like You Because..."**

On each person's back, tape a large notecard. After everyone has a card on his or her back, all of the group members walk around and write on everyone else's back. The written cards should include comments such as what that person brings to the group or your favorite thing about that person. No one can look at what is written on the card on his/her back until after they return home. The game serves a two fold function: 1. for members to refocus on the individuality of every person and how the group would not be the same without them in it, & 2. a positive reinforcement for each person to look at when the job starts getting a little rough.

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**Contributed by:**

Weston Moran  
Resident Director  
International Student Coordinator  
Plymouth State College

**1) Wonder Web - the ties that bind**

Good for groups of 6 or more

Runs from 15 mins to 45 mins depending on the size of the group.

All you need is a ball of yarn.

Begin by sitting in a circle. Dim the lights. Light music if you wish. The general idea is that you take the ball of yarn, say one positive thing about another member of the staff and then pass, throw, toss, the yarn to that person while still holding on to the original piece of yarn (don't let go). Then that person does the same thing passing to a different person. You try to pass across the circle. Also, try and have everyone say one positive thing about everyone else on the staff. This can go long as people share all sorts of deep thoughts. At the end (or when you run out of time) you will have a web. You then debrief hitting on the points that the web is a visual reminder of support. Each person provides strength and support (as well as communication) to others.

Finally, cut the piece of yarn in your hand from the web and have each staff member hold onto it for the year. (put it in their room as a reminder of their importance in the web)

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Contributed by:

Karla Cunningham  
Associate Dean of Students  
Muskingum College

Taking old magazines have staff make collages that represent themselves or aspects of themselves. They then share the collages with the entire staff. If you have a staff office, they can be displayed there. (and it's always interesting the conversations people have while they are making their collages).

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Contributed by:

Carolyn Ciaramitaro  
Ferris State University

Either/Or

This is a forced-choice activity that can be done with any number of people; however, smaller groups stimulate better discussion. It is important to set up the activity by telling the participants that they are not to judge others decisions. It is okay to ask clarifying questions, but judgements but be kept out of the discussion.

For each round, ask the group whether they are more like one thing or another. (This is not what they prefer, but what they are more like.) You can make up your own, depending on what you are trying to get at with the discussion.

For example: Are you more like a book or a newspaper? The group divides into two different sides: books on one side, newspapers on the other. Then, ask several volunteer from the newspaper side why they are more like a newspaper. After they answer, repeat for the book side.

Other "Either/Or" choices-- forest/field, symphony/rock band, winter/summer, river/pond. I also like to use some fairly controversial topics once we have established the norms of the activity. "All people are created equal/ You're not so sure that's true"; "You should always tell the truth/ Sometimes it is okay to lie"

I like to end with a fun topic that usually erupts into laughter and interesting comments. Some may find this offensive, so it depends on the group you are working with as to whether you want to use it: "When using toilet paper, are you a scruncher or a folder?"

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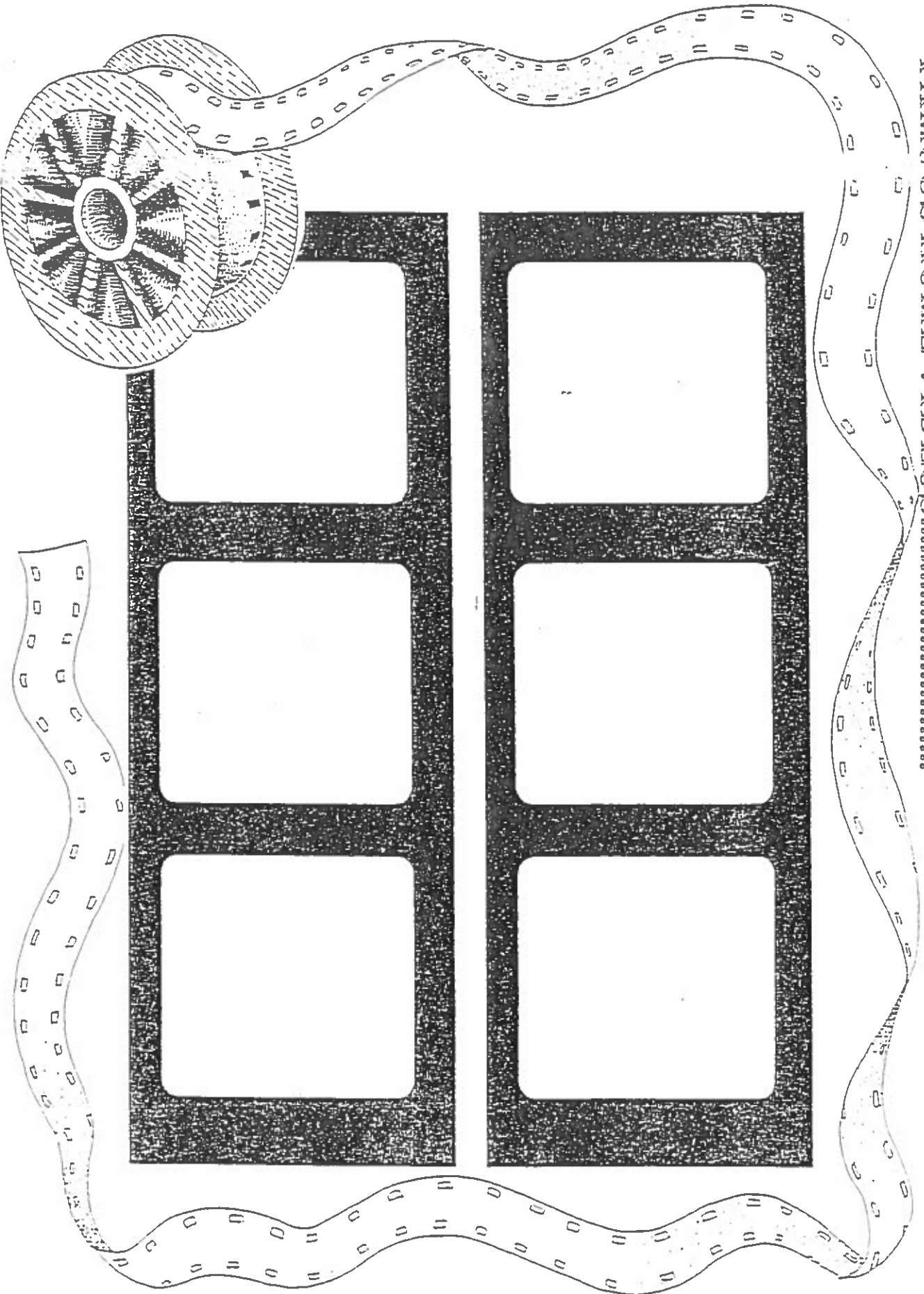
## Famous Home Videos

Material: Crayons or Markers (enough so each participant can have several) and a video sheet.

This is a fun exercise for staff members to do. Provide each participant with crayons or markers. Instruct them to draw or write things in each box that represent a significant life event for them. After everyone has completed the activity, go around the room and have everyone share their video.

This is a good activity to do as groups are getting to know each other.

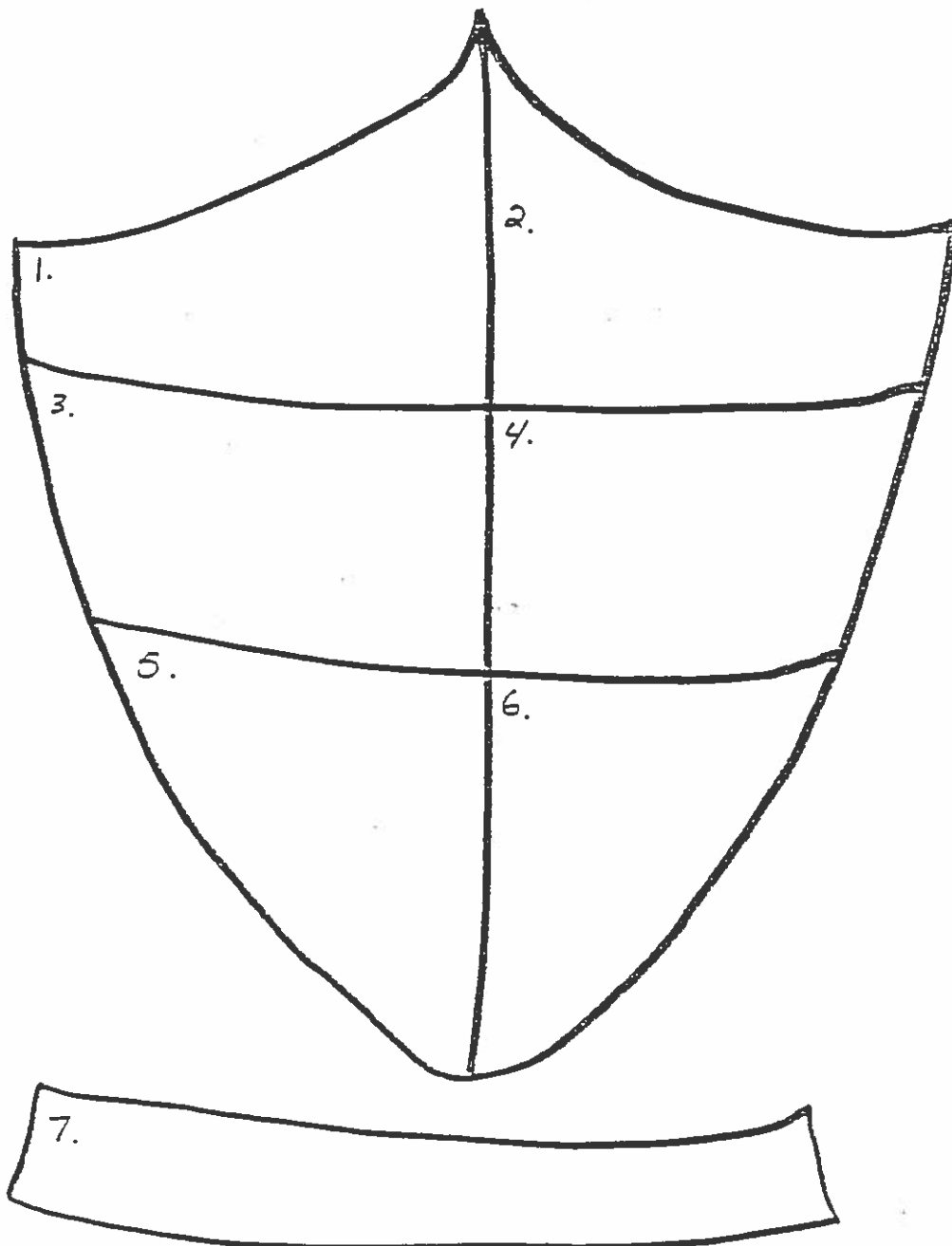
FAMOUS HOME VIDEOS



FOR RENT ONLY

# Personal Coat of Arms

1. What have you learned this year?/What is your greatest personal achievement so far?
2. What would you do differently?/What are three things you are good at?
3. What would you be doing if you were not a staff member?/What is one thing that people can do to make me happy?
4. How have you changed?/What is one thing that you are striving to attain?
5. What have you given of yourself to others?/What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What have you received from others?/What three things would you most like to have said about you if you died today?
7. How do you wish to be remembered by those around you?



## PENNY NICKEL DIME QUARTER

Objective: To expose participants to the "feeling" of giving and "receiving". These are feelings that go hand in hand with the helping profession and with leadership.

This exercise is a good tool to discuss the feelings that are rarely dealt with - the pluses and minuses of leadership positions and positions of responsibility; what is gained from giving and receiving - a good exercise to draw members together as a group. This can be a somewhat emotional experience and should be facilitated by a trainer that has good facilitation skills.

Equipment: Participants should be asked to bring a penny, nickel, dime, and quarter to the session. The facilitator should have additional coins available just in case.

### Exercise:

1. Have participants sit in a circle facing each other. It is important that everyone participates in the exercise. Most importantly, everyone must follow directions that you give.
2. Ask each student to examine very carefully each one of the coins that they have. (The facilitator can participate, too.) Tell them that after a couple of minutes they are going to be asked to select the coin that best represents "themselves" by its individual meaning (color, size, date, pictures, words, etc.) Tell them that they will then share with the group why they chose the coin that they did.
3. Once everyone has selected a coin, tell them to keep that coin out and put all the other coins away. Then ask each one to explain to the group why they selected their personal coin. (This will allow the individual to get a little more attached to the coin and express why they value it.)
4. After everyone has completed explaining why their coin is important to them, we are now going to ask them to give that coin to another participant in the circle. It is very important to follow the ground rules... tell the students that in a few moments each student will be asked to give their coin to someone in the group. Each student must determine who he or she wants to give his or her coin to. Ask all participants to quietly sit and think about they would like to give their coin to. Remind them they only have one coin to give and they can give that coin to another person for whatever reason they would like. They will not have to explain that reason but they can if they would like to at a later time. Once everyone has selected who they will be giving the coin to, instruct the students that they cannot change their minds based on how the other coins are being given out. In a flowing order, one by one each student should give out his or her coin. It is important to mention that no talking should take place. No coin should be placed in the middle of the circle "as a presentation to everyone in the group." It must be given to an individual.

# Activities

1 Country Line Dancing, Make an Appreciation Tree, Decorate Flower Pots, & Massage Night.

There are some terrific commercial games available on the market. One diversity team game is Ba Fa, Ba Fa. It focuses on intercultural communication. Another game is Collidiascope. It contains questions about various diversity issues. The Ungame is a noncompetitive get-to-know-you activity. Here are a couple of my favorite games:

2 Create your Own Residence Hall  
Materials: Poster board or poster paper  
Markers  
Imagination

How to: Ask the staff to create their ideal residence hall. Encourage everyone to contribute. Have the staff present the hall to the Hall Director when complete.

Possible questions:  
Why are residence halls different from dormitories?  
Have they included all the staff in their creation?  
What areas of living have they emphasized and why? (Studying, recreation, working).

3 Goldfish Bowl  
Materials: Blank paper (cut in shape of a fish)  
Goldfish Bowl or other clear container

How to: Set the empty goldfish bowl in the center of the room and have staff sit around in a circle. Explain that it is normal to feel vulnerable and exposed when participating on a staff. Hand out fish. Tell staff to think of ways that they are exposed and write them on the fish. Ask each staff to share the ways they feel exposed and then place in a goldfish bowl. Lead a short discussion about what the staff needs to feel less exposed. Focus on confidentiality, respect and acceptance. (From the book Ice Breakers)

A variation of this is "You Got my Back?" No materials are needed, just begin by asking the group to define what that phrase means to them. Focus on the ways they need the staff to show support.

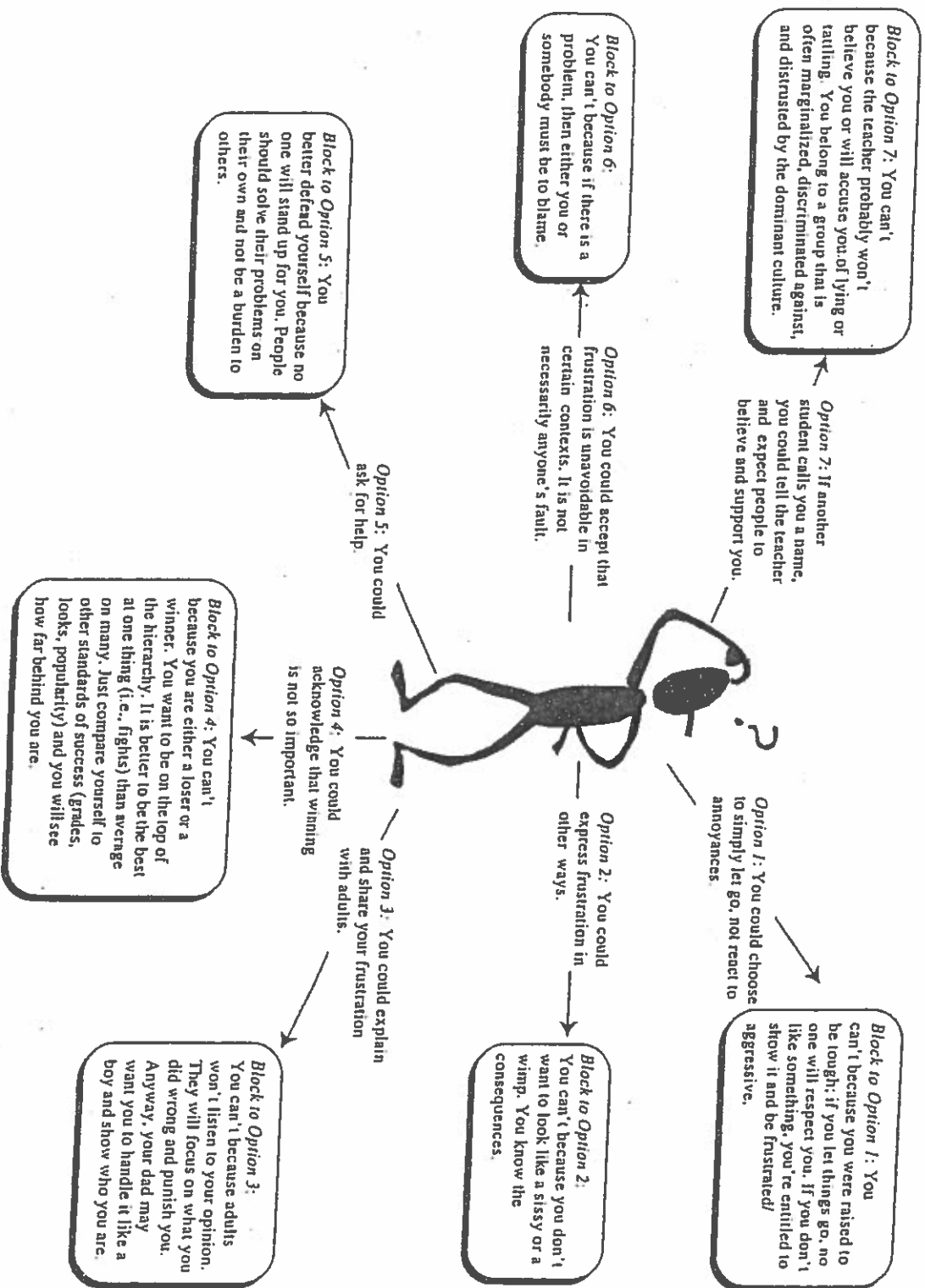
4 Staff Scrap Books  
Materials: Pictures  
Quotes  
Summer addresses

How to: Collect photos of the staff and hall during the year. Keep track of funny quotes or events that happen. Ask staff to write something positive about each staff member. Compile all materials into

a booklet that they can take with them. (You can get color photo copies at Kinko's, but it tends to be a bit expensive. Try making a collage of all the pictures so that you only need to make one copy per person.)

~~top-optimist; dreamer; sense of humor  
middle-practical and realistic  
bottom-easily discouraged & pessimistic  
Detail:  
Lots: bogged down  
little: too trusting  
Feet:  
4-secure  
3-secure  
no feet-a real cushion  
Ears:  
Large-great listener  
small-great talker  
no ears-a loner  
Length of tail  
represents your sex life  
# of loops represent how kinky it is~~

# Cultural training creates powerful blocks that render many options unrealistic.



# BROKEN SQUARES: Nonverbal Problem-solving

## Goals

1. To analyze some aspects of cooperation in solving a group problem.
2. To sensitize participants to behaviors which may contribute toward or obstruct the solving of a group problem.

## Group Size

Any number of groups of six participants each. There are five participants and an observer/judge in each group.

## Time Required

Approximately forty-five minutes.

## Materials

1. A set of broken squares (prepared according to directions following) for each group of five participants.
2. One copy for each group of the Broken Squares Group Instruction Sheet.
3. One copy for each observer of the Broken Squares Observer/Judge Instruction Sheet.

## Physical Setting

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

## Process

1. The facilitator begins with a discussion of the meaning of cooperation; this should lead to hypotheses about what is essential

to successful group cooperation in problem-solving. The facilitator indicates that the group will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge:

- a. Each individual should understand the total problem.
  - b. Each individual should understand how he can contribute toward solving the problem.
  - c. Each individual should be aware of the potential contributions of other individuals.
  - d. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
  - e. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.
2. The facilitator forms groups of five participants plus the observer/judge. These observers are each given a copy of the Broken Squares Observer/Judge Instruction Sheet. The facilitator then asks each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
  3. The facilitator gives to each group a copy of the Broken Squares Group Instruction Sheet. The facilitator reads these instructions to the group, calling for questions or questioning groups about their understanding of the instructions.
  4. He then tells the groups to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.
  5. When all groups have completed the task, the facilitator engages the

groups in a discussion of the experience. Observations are solicited from observers/judges. The facilitator encourages the groups to relate this experience to their "back-home" situations.

#### Variations:

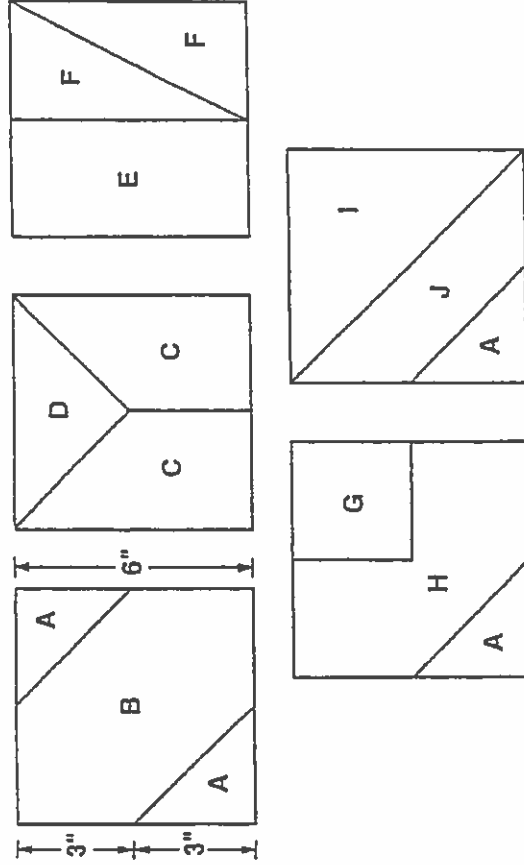
1. When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
2. The five-person teams can be given consultation assistance by the observer/judge or by one appointed member of the team. This may be a person who has done the exercise before.
3. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed. In this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
4. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
5. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.
6. Members may be permitted to write messages to each other during the problem-solving.

\* Adapted with permission from Alex Bavelas. Communication pattern in task-oriented groups. *Journal of the Acoustical Society of America*, 1950, 22, 225-270. See also Havelas, The five squares problem: An instructional aid in group cooperation. *Studies in Personnel Psychology*, 1973, 5, 20-34. Variations I-IV were submitted by Tom Isgar, Case Western Reserve University, Cleveland, Ohio.

## DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

### **BROKEN SQUARES GROUP INSTRUCTION SHEET**

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.)

### **BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET**

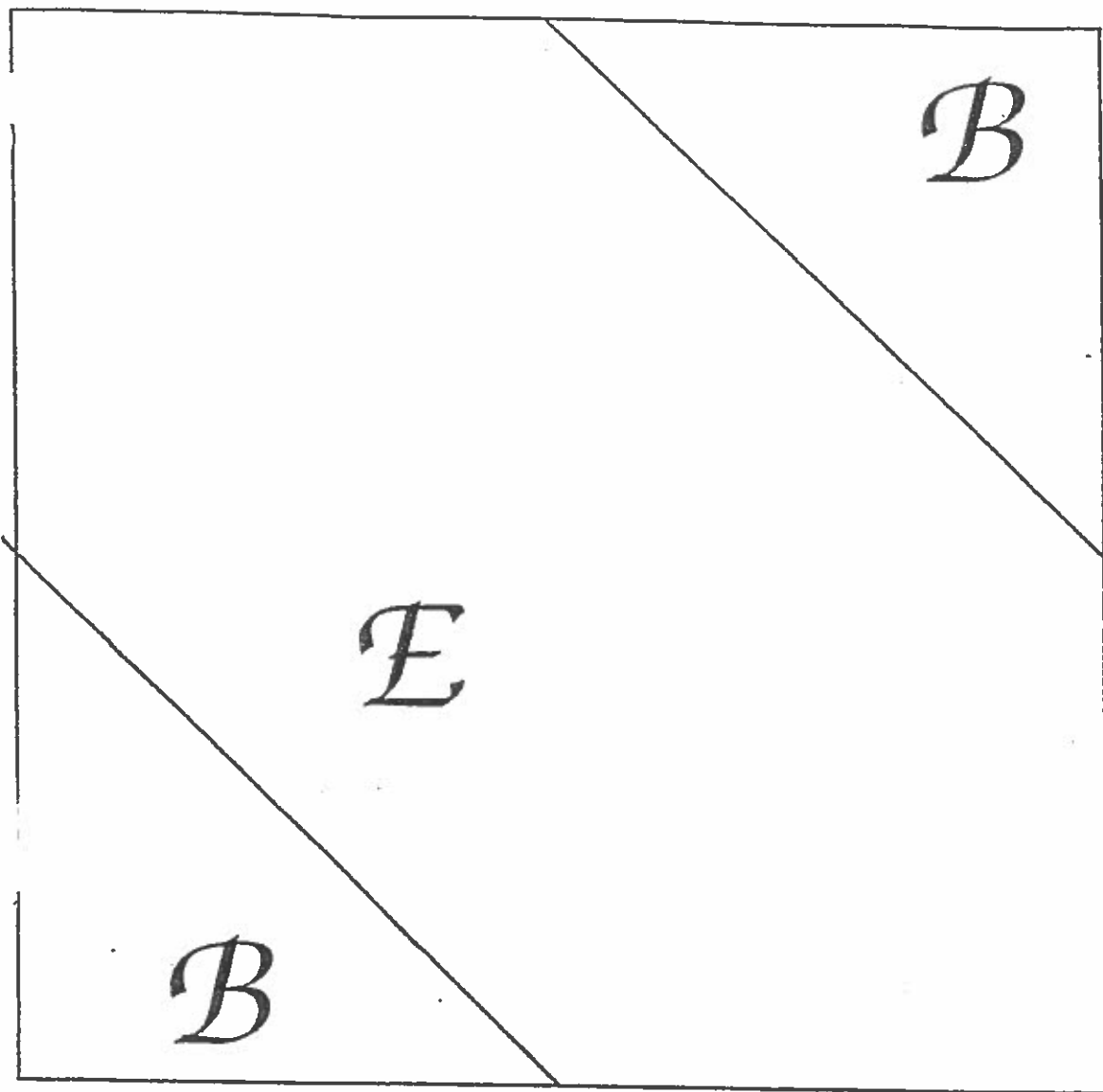
Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.

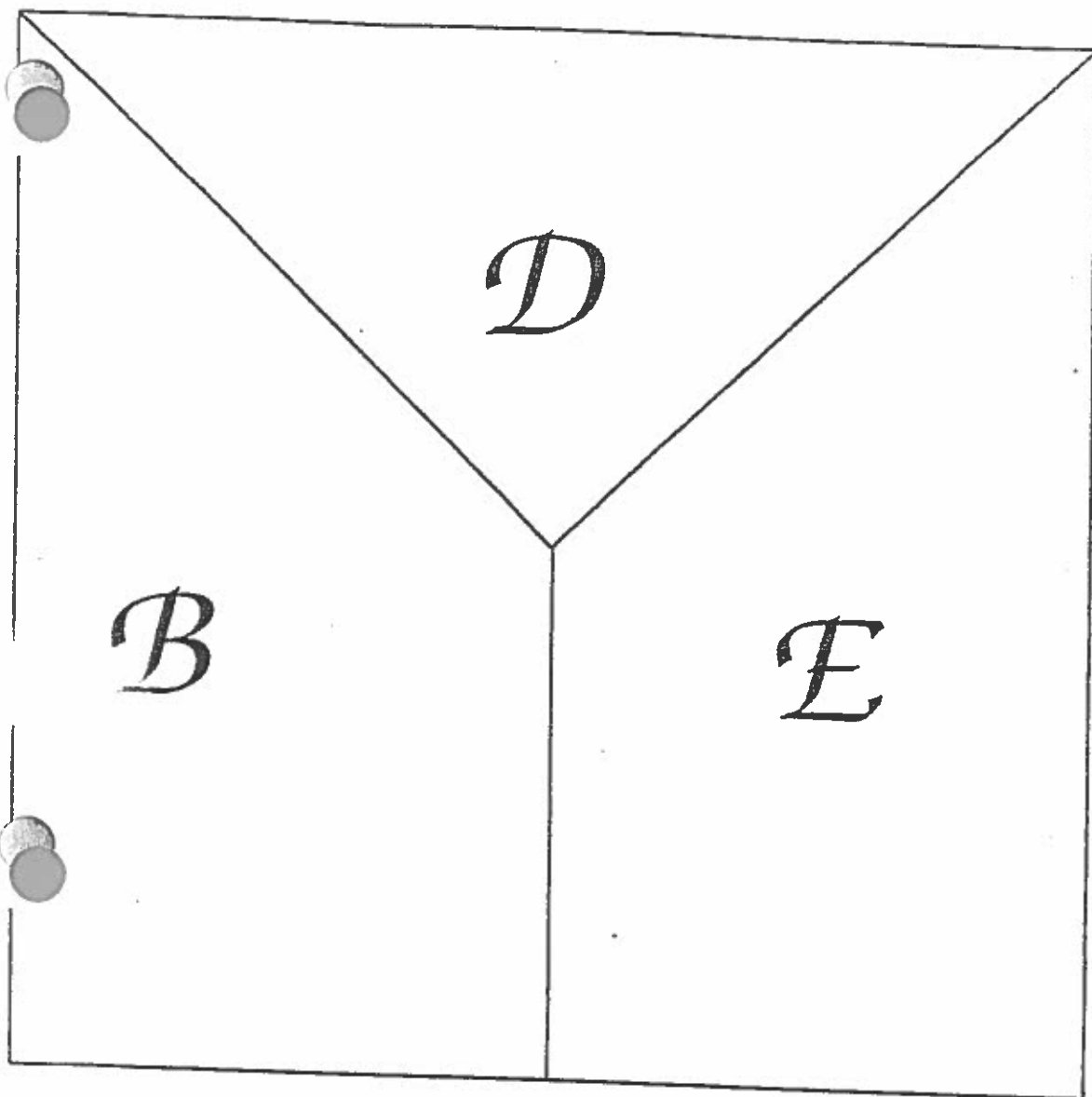
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following.

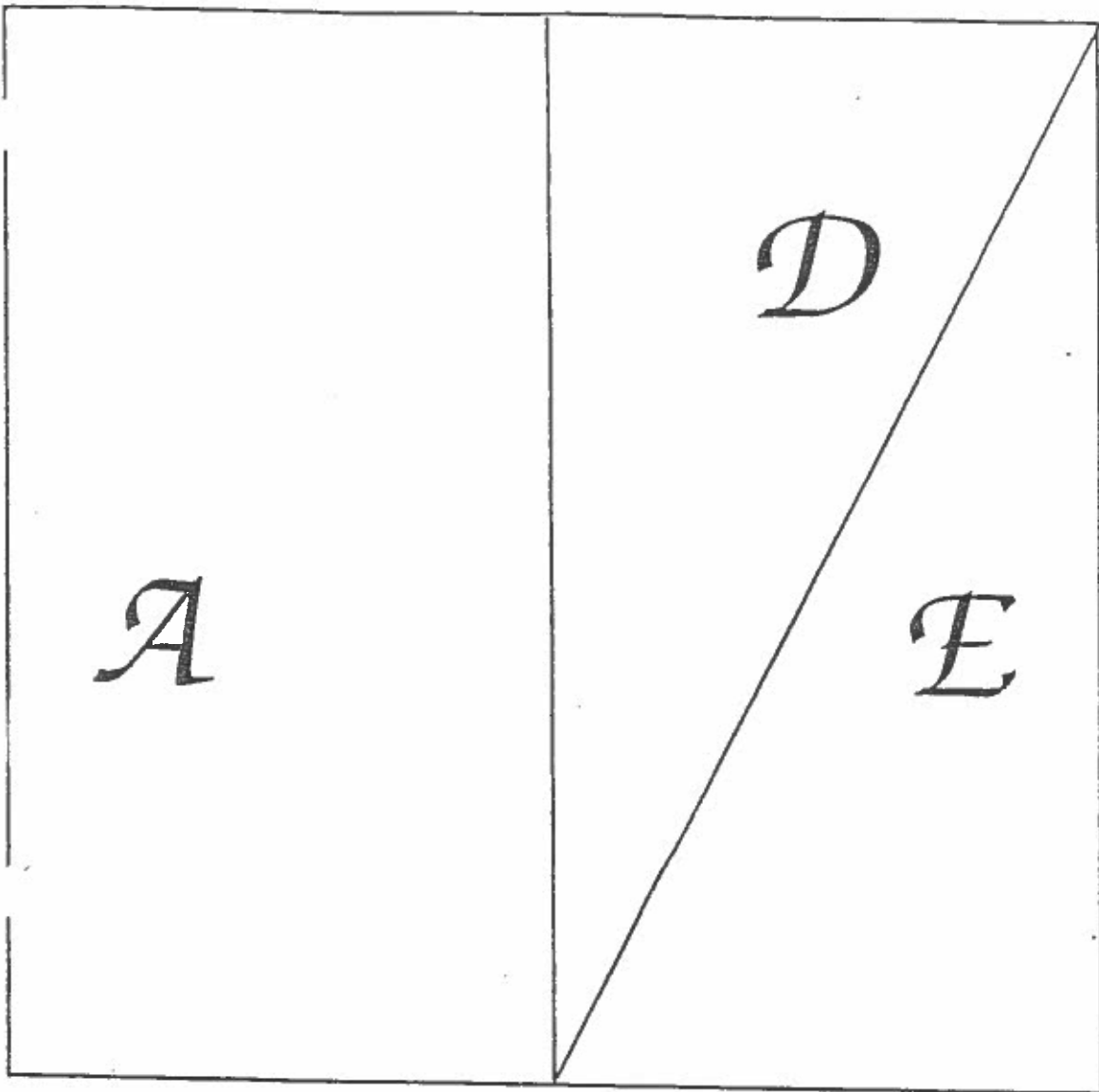
1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish "his" puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?



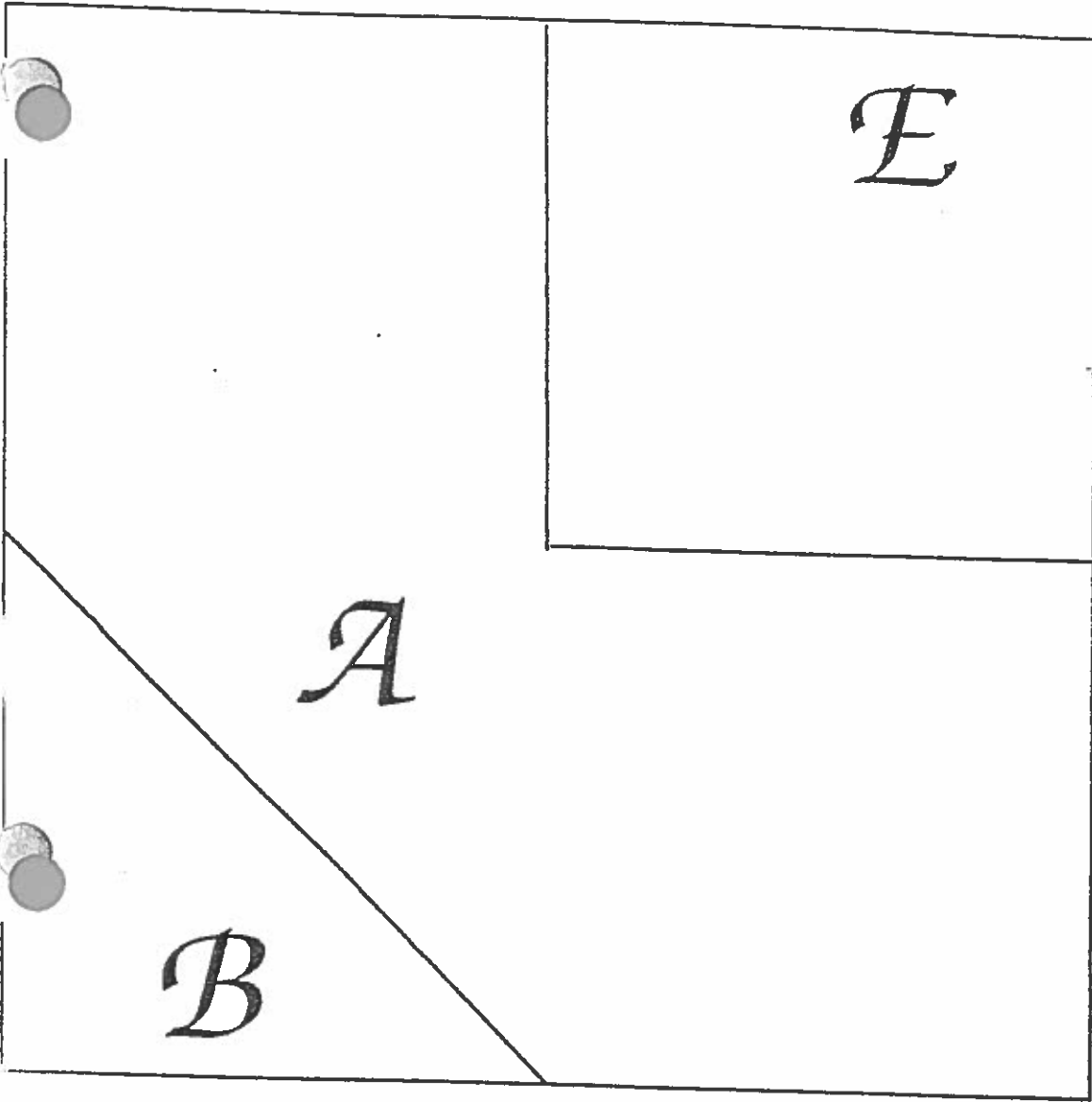
Square 1



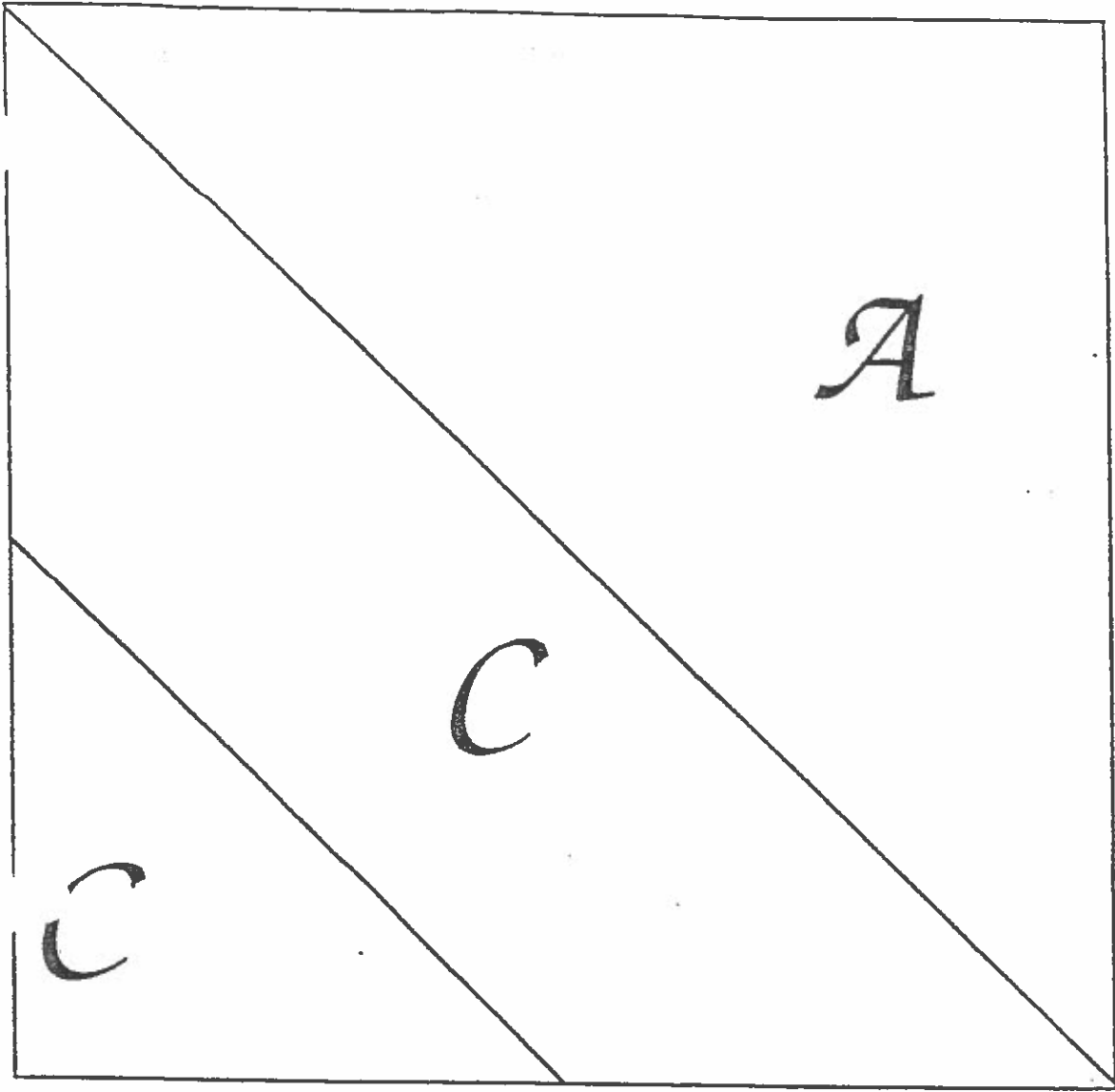
Square 2



Square 3



Square 4



Square 5

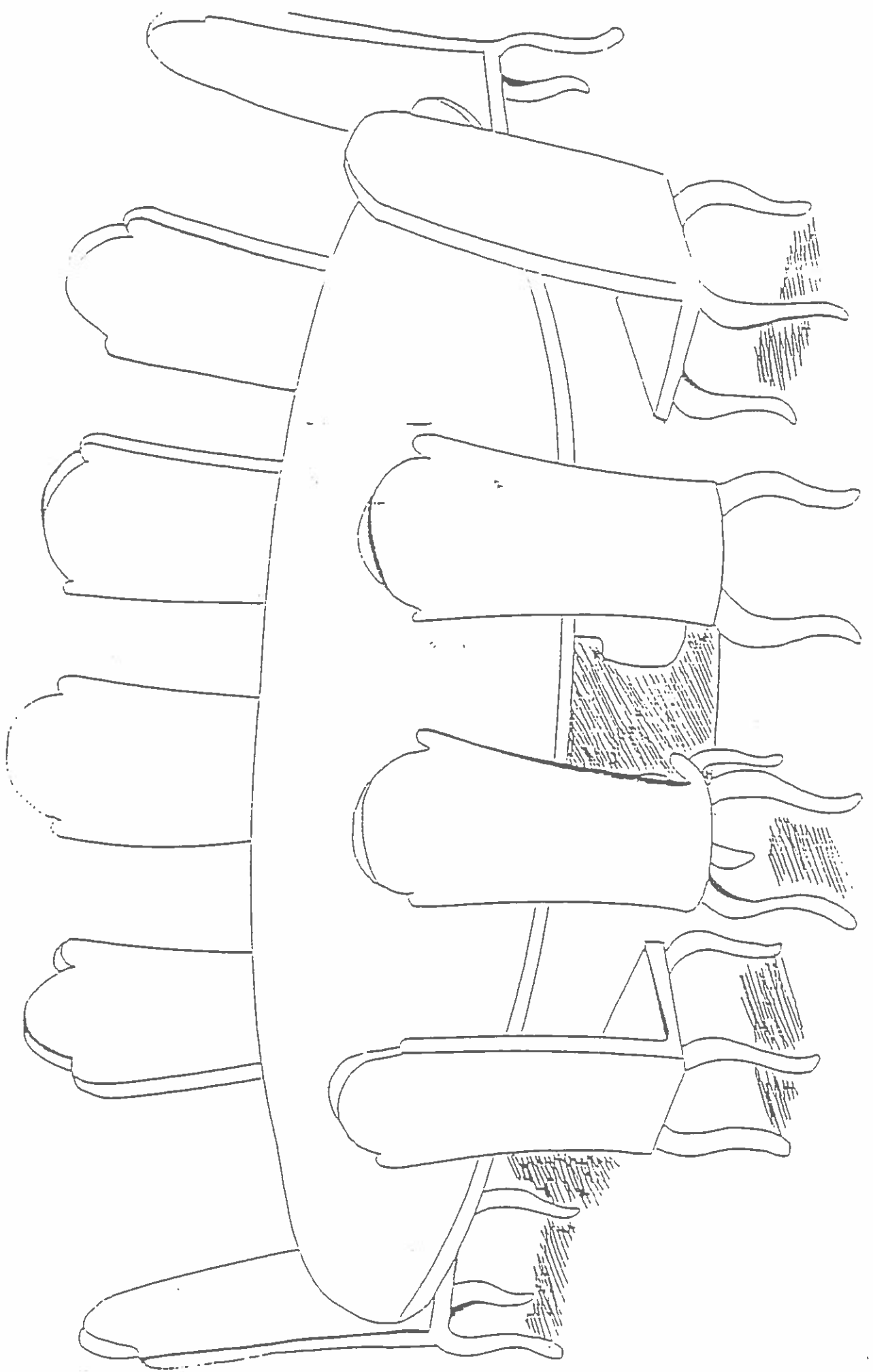
## Board of Directors

The Board of Directors is very simple, yet effective way to help your staff realize the support system that they so often take for granted. Then it shows them what traits and characteristics this support system offers them. The same traits and characteristics that residents on their floor will be in need of. Here is how it works:

Each member receives a copy of the attached sheet, My board of Directors. The table in the middle represents their life with all it's trials and problems as well as it's successes. The surrounding chairs represent the people in their lives that act in a sense as their Board of Directors. These people can be friends or relatives, teachers or any other individual that has been influential in their life. Each person thinks of eight individuals, and fills in their names in separate chairs. Then, they brainstorm the traits and characteristics, qualities, and skills that their Board of Directors posses, and write these at the bottom of the sheet.

Quality sharing is the next important step. A group will not become any closer if they do not share with one another. Let the group discuss important people in their lives, and what kind of traits these people share. Then, guide the discussion so that the R.A.'s realize these are the same people and traits the residents on the floor are now missing. As an R.A. it is a responsibility to realize what people might be in need of when they leave home. By realizing what they are missing, it may be easier to try and fill those empty directors chairs.

Aside from that kind of processing with a Residence Hall floor, hall staffs can use this exercise. It is sometimes just fun to realize who influences our lives and why those people are so important to us.





## Snow Storm Survival

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It's 2:00 in the afternoon on a Friday and you are looking out your office window. The sky is white and a light snow is falling. The weather report has predicted snow, but not until this evening and you are surprised at its early arrival.

You return to work on a project you've been involved in all week, glancing out the window occasionally. By 4:00 p.m., the snow has increased considerably. There appears to be only one or two inches on the ground, however, and you are anxious to complete your project before the weekend, so you continue working.

By 4:30, you realize you are looking out the window at a fierce blizzard. You can barely see the building across the street from your office. You realize that if you're going to get home, you'd better leave at once. You're not worried, since you have a nine passenger Jeep with four-wheel drive and you've yet to see the terrain that could stop it!

You get your gear together, grab some file folders and, on an impulse, you call your spouse to say you are leaving now and expect to be home by 7:00 p.m. at the latest.

When you get to the lobby, you meet several of your colleagues, all of whom live forty miles north ( no doubt in New Hampshire ) in the same general area you do. They are looking forlornly out at the growing snowdrifts discussing the merits of staying at work or making a run for it. You offer to take as many as want to come along with you, and four others agree. After fighting the gale-force winds, you all settle in the jeep, warm up the engine and take off.

You put your vehicle into four-wheel drive and head for the highway. At first, traffic is minimal and the Jeep plows through the snow. But the highway is jammed when you arrive and you decide to detour via a special route you're familiar with which is longer, but takes you through rolling farmland with empty fields and few houses.

Within twenty minutes you are having trouble staying on the road. Within an hour, even your sturdy truck is unable to make any headway against the two-foot deep drifts. You push on as far as you can go then stop and give your passengers the bad news. You have less than a half a tank of gas left, you're at

least five miles from the nearest farm house, and all you have in your truck, outside of ordinary standard equipment, are the following items:

- a collapsible shovel
- a dashboard mounted compass
- maps for Massachusetts and New Hampshire
- fifty feet of nylon rope
- a case of beer and one quart of scotch
- two 3 lb. cans of coffee, unopened
- two weeks of old newspapers, you recycle
- a flashlight with good batteries

There are five of you, and together you have reviewed all of the resources at hand which might be useful and have come with a additional seven items.

- the spare tire
- a collapsible fishing pole from last summer
- flares
- a 20' x 20' canvas tarp
- the rearview mirror
- the gasoline in the tank
- a pocket knife

As you listen to the radio, the weather report is dire. You realize you are stuck miles from shelter in a violent Nor'Easter without your cellular phone. It is now 7:00 p.m., the temperature is falling rapidly, and the snow has begun to drift to the level of your roof. You begin to discuss your strategy to survive. You all feel the need to do something: stay with the Jeep, get to a farmhouse or the highway, split up or remain together.

Given this situation, rank the following fifteen items according to their importance to you and your group for survival. First, rank them by yourself putting a "1" next to the most important item, a "2" next to the second most important item and so on to "15". After you have completed the list by yourself we will break into groups and rank them as a team. Have fun and no fair copying off your neighbor.

Item	Your Scores (A)	Experts Scores (B)	Difference (A-B)	Team Scores (C)	Experts Scores (B)	Difference (C-B)
50 feet of Rope						
Beer and Scotch						
Cans of Coffee						
Canvas Tarp						
Compass						
Fishing pole						
Flares						
Flashlight						
Gasoline						
Knife						
Maps						
Newspapers						
Rearview Mirror						
Shovel						
Spare tire						
	<i>Absolute Scores</i>			<i>Absolute Scores</i>		

*Which way was the most efficient?*

*Which way was the most effective?*

*Are you doing things right or are you doing the right things?*

## How the Experts Answered

( The experts in this case include the New Hampshire Civil Defense Agency, *Winter Survival*, Department of Energy, Washington, D.C., DOE/OPA -0019R (9-80), *In the Time of Emergency*, Federal Emergency Management Agency, H-14/April 1983.)

1. **Gasoline** - Your most critical possession, a half-tank of gas can last many hours if you turn the engine on for ten minutes every hour. This will also charge the battery so you can continue to listen to the radio.
2. **Shovel** - The shovel is useful to clear snow away from the exhaust pipe so that you can run the motor periodically to keep warm. It's also helpful to clear away the leeward side of the vehicle so you can form a lean-to to allow you to keep a window open for air.
3. **Flares** - Flares used at night are excellent distress signals and can be seen from the air or the road.
4. **Flashlight** - Not as useful as the flares, but still a good night signaling device and helpful inside the vehicle to locate necessary items.
5. **Knife** - Useful for cutting out the seat stuffing material or the tarp to provide extra insulation to help keep the occupants warm. Also helpful to open the coffee cans.
6. **Newspapers** - Useable both for insulation and for burning, the newspapers could be rolled up and burned as paper logs outside the jeep.
7. **Cans of coffee** - It is essential to remain awake and not doze off where body temperature would be lowered and the possibility of freezing increase. You could make ice coffee to drink and the coffee cans would be useful for sanitary purposes or as stoves in which to burn the paper.
8. **Fishing Pole** - Useful to tie to the antenna with a brightly colored cloth on the end to signal your presence. Could also be used to support the tarp to provide shelter off the leeward side of the jeep.
9. **Tarp** - Can be used for additional personal insulation or as a lean-to against the side of the jeep.
10. **Rope** - Helpful in supporting the lean-to, the rope could also be used to tie off any member of the group who wanted to leave the vehicle for sanitary reasons. An individual can easily become lost in a snowstorm even when only yards from the base.
11. **Mirror** - The mirror is a powerful signaling device during the day. If the sun is present, the mirror can be used to signal passing aircraft.
12. **Spare Tire** - The tire will burn easily if saturated with gasoline and give off black smoke. During the day it would immediately be noticed.
13. **Maps** - Useful as a fire starter or for reading, but dangerous as they might give someone the idea of trying to get to the highway.
14. **Compass** - Exposure would probably be fatal before a compass would lead you anywhere.
15. **Alcohol** - While this is a desirable commodity at home before a fire, alcohol, consumed to keep warm will slow the metabolism and put you to sleep. Since staying awake is a priority, the alcohol is dangerous to have around.

NASA EXERCISE

your advisory crashed on the moon - opposite

GROUP WORKSHEET

the moon from where the space station is! You need to get your whole group to the space station

Below are listed the 15 items left intact and undamaged after landing. Your group's task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number "1" by the most important item, the number "2" by the second most important, and so on, through number "15", the least important. YOUR GROUP HAS 30 MINUTES TO COMPLETE THIS LIST.

- \_\_\_\_\_ Box of matches
- \_\_\_\_\_ Food concentrate
- \_\_\_\_\_ 50 feet of nylon rope
- \_\_\_\_\_ Parachute silk
- \_\_\_\_\_ Portable heating unit
- \_\_\_\_\_ Two .45 calibre pistols
- \_\_\_\_\_ One case dehydrated Pet Milk
- \_\_\_\_\_ Two 100 lb. tanks of oxygen
- \_\_\_\_\_ Stellar map (of the moon's constellation)
- \_\_\_\_\_ Self-inflating life raft
- \_\_\_\_\_ Magnetic compass
- \_\_\_\_\_ 5 gallons of water
- \_\_\_\_\_ Signal flares
- \_\_\_\_\_ First aid kit containing injection needles
- \_\_\_\_\_ Solar powered FM receiver-transmitter

HANDOUT

## Answer Sheet

NASA'S RANKS	ITEMS	NASA'S REASONING
<u>15</u>	Box of matches	No oxygen on moon to sustain flame; virtually worthless
<u>4</u>	Food concentrate	Efficient means of supplying energy requirements
<u>6</u>	50 feet of nylon rope	Useful in scaling cliffs, tying injured together
<u>8</u>	Parachute silk	Protection from sun's rays
<u>13</u>	Portable heating unit	Not needed unless on dark side
<u>11</u>	Two .45 caliber pistols	Possible means of propulsion
<u>12</u>	One case of dehydrated Pet Milk	Bulkier duplication of food concentrate
<u>1</u>	Two 100 lb. tanks of oxygen	Most pressing survival need
<u>3</u>	Stellar map (of the moon's constellation)	Primary means of navigation
<u>9</u>	Self inflating life raft	CO <sup>2</sup> bottle in military raft may be used for propulsion
<u>14</u>	Magnetic compass	Magnetic field on moon is not polarized, worthless for navigation
<u>2</u>	Five gallons of water	Replacement for man's body's liquid loss on lighted side
<u>10</u>	Signal Flares	Distress signal when mother ship is sighted
<u>7</u>	First aid kit containing injection needles	Needles for vitamins, medicines, etc., will fit special aperture in NASA space suits
<u>5</u>	Solar-powered FM receiver-transmitter	For communication with mother ship, but FM requires line-of-sight transmission and short ranges

HANDOUT

## LOST AT SEA INDIVIDUAL WORKSHEET

Name \_\_\_\_\_

Group \_\_\_\_\_

*Instructions:* You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew, and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.

Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number *1* by the most important item, the number *2* by the second most important, and so on through number *15*, the least important.

- \_\_\_\_\_ Sextant
- \_\_\_\_\_ Shaving mirror
- \_\_\_\_\_ Five-gallon can of water
- \_\_\_\_\_ Mosquito netting
- \_\_\_\_\_ One case of U.S. Army C rations
- \_\_\_\_\_ Maps of the Pacific Ocean
- \_\_\_\_\_ Seat cushion (flotation device approved by the Coast Guard)
- \_\_\_\_\_ Two-gallon can of oil-gas mixture
- \_\_\_\_\_ Small transistor radio
- \_\_\_\_\_ Shark repellent
- \_\_\_\_\_ Twenty square feet of opaque plastic
- \_\_\_\_\_ One quart of 160-proof Puerto Rican rum
- \_\_\_\_\_ Fifteen feet of nylon rope
- \_\_\_\_\_ Two boxes of chocolate bars
- \_\_\_\_\_ Fishing kit

## LOST AT SEA GROUP WORKSHEET

Group \_\_\_\_\_

*Instructions:* This is an exercise in group decision-making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items *must* be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which *all* group members can at least *partially* agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision-making.

- \_\_\_\_\_ Sextant
- \_\_\_\_\_ Shaving mirror
- \_\_\_\_\_ Five-gallon can of water
- \_\_\_\_\_ Mosquito netting
- \_\_\_\_\_ One case of U.S. Army C rations
- \_\_\_\_\_ Maps of the Pacific Ocean
- \_\_\_\_\_ Seat cushion (flotation device approved by the Coast Guard)
- \_\_\_\_\_ Two-gallon can of oil-gas mixture
- \_\_\_\_\_ Small transistor radio
- \_\_\_\_\_ Shark repellent
- \_\_\_\_\_ Twenty square feet of opaque plastic
- \_\_\_\_\_ One quart of 160-proof Puerto Rican rum
- \_\_\_\_\_ Fifteen feet of nylon rope
- \_\_\_\_\_ Two boxes of chocolate bars
- \_\_\_\_\_ Fishing kit

## LOST AT SEA ANSWER AND RATIONALE SHEET<sup>1</sup>

According to the "experts," the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival *until rescuers arrive*. Articles for navigation are of little importance: Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

- 1—Shaving mirror  
Critical for signaling air-sea rescue.
- 2—Two-gallon can of oil-gas mixture  
Critical for signaling—the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).
- 3—Five-gallon can of water  
Necessary to replenish loss by perspiring, etc.
- 4—One case of U.S. Army C rations  
Provides basic food intake.
- 5—Twenty square feet of opaque plastic  
Utilized to collect rain water, provide shelter from the elements.
- 6—Two boxes of chocolate bars  
A reserve food supply.
- 7—Fishing kit  
Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.
- 8—Fifteen feet of nylon rope  
May be used to lash equipment together to prevent it from falling overboard.
- 9—Floating seat cushion  
If someone fell overboard, it could function as a life preserver.
- 10—Shark repellent  
Obvious.
- 11—One quart of 160-proof Puerto Rican rum  
Contains 80 percent alcohol—enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.

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<sup>1</sup>Officers of the United States Merchant Marines ranked the fifteen items and provided the "correct" solution to the task.

**12—Small transistor radio**

Of little value since there is no transmitter (unfortunately, you are out of range of your favorite AM radio stations).

**13—Maps of the Pacific Ocean**

Worthless without additional navigational equipment—it does not really matter where you are but where the rescuers are.

**14—Mosquito netting**

There are no mosquitoes in the mid Pacific.

**15—Sextant**

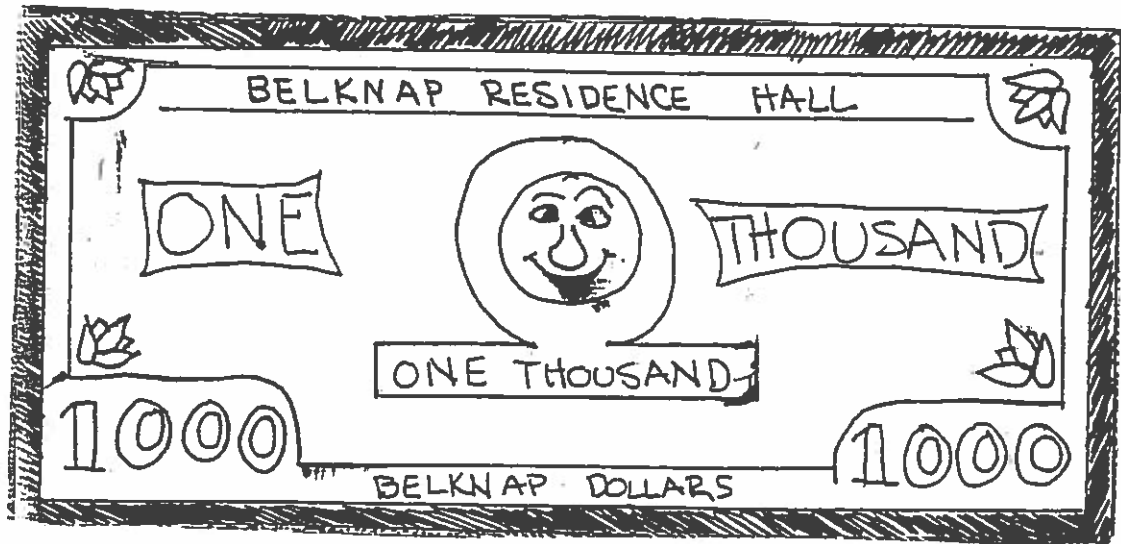
Without tables and a chronometer, relatively useless.

The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

## VALUES AUCTION

Below you will find the items being auctioned today. You have \$5,000 to spend. Consider what it is you want most and how much you are willing to spend to get it. The auction begins at 7:15 pm.

- \*1997 red porsche
- \*a best friend who is trustworthy, loyal and genuine
- \*to be the star athlete of you favorite sports team
- \*to have a healthy body forever .
- \*to have a parent/child relationship which is open & close
- \*to graduate with a 3.7 GPA (cumulative)
- \*to live forever
- \*to have a shopping spree in your favorite store
- \*to have world-wide peace
- \*to have an awesome looking boyfriend/girlfriend
- \*to be assured you will never experience an addiction problem
- \*to be able to change one part of your appearance that you choose
- \*to have a happy marriage with children
- \*to get a masters degree
- \*to travel the world
- \*to find a cure for AIDS
- \*to have the career you most desire
- \*to graduate college
- \*to end all prejudices world-wide
- \*to speak to someone who is no longer in your daily life, who you miss greatly
- \*to live a simple life
- \*to achieve your greatest goal
- \*to have a car right now
- \*to have the "perfect 10" body
- \*to have freedom
- \*to have all the jewelry you want
- \*to have college all paid for
- \*to be a hero



Advisor - use this example to  
make your own \$ . Or you  
could have them keep a "tally"  
sheet as they spend their \$ .  
You are the auctioneer and make  
all final decisions!

### Auction Activity Facilitator Information

This activity is geared to have the group members look at their values.

- Inform the group they must bid something on each item.
- Set the bids at \$10 to \$25 dollar increments (or you will spend more time having the group trying to out bid each other with \$1 increments.
- Process the activity with these types of questions:
  - \* Did you get the items you really wanted??
  - \* Were you surprised at how high you would go to get something??
  - \* Did you get frustrated when you did not get what you wanted??
  - \* Was there anything you decided wasn't as important or felt was even more important once the bidding started??
  - \* Etc.

Correlation of Auction Items to Values

NUMBER(S) OF ITEMS FROM AUCTION	VALUES	NUMBER(S) OF ITEMS FROM AUCTION	VALUES
1, 17	Justice	2, 18	Altruism
3, 19	Recognition	4, 20	Achievement
5, 21	Pleasure	6, 22	Wisdom
7, 23	Honesty	8, 24	Autonomy
9, 25	Wealth	10, 26	Power
11, 27	Love	12, 28	Aesthetics
13, 29	Physical Attraction	14, 30	Physical Well-being
15, 31	Emotional Well-being	16, 32	Knowledge
33	Religion		

## THE AUCTION ACTIVITY

**Instructions:** Each of you has \$2000 to use to purchase the various items listed below. Take a few minutes to examine the list. Now prepare a budget dividing the \$2000 among the various items. During the "auction" keep track of the items you have bid on or won by noting the highest amount bid for each item, and whether or not you won it.

ITEMS TO BE AUCTIONED	AMOUNT YOU BUDGETED	HIGHEST AMT. YOU BID	ITEMS YOU WON
1. To rid the world of prejudice.			
2. To serve the sick and needy.			
3. To become a famous figure (hero, artist, astronaut, etc.)			
4. A project that will triple your income this year.			
5. A year of daily massage and the world's finest cuisine from the world's best chef.			
6. To know the meaning of life.			
7. A vaccine to make all persons incapable of theft or lying.			
8. The opportunity to set your own working conditions.			
9. To be the richest person in the world.			
10. The Presidency of the USA.			
11. To love and be loved by someone very special to you.			
12. A house overlooking the most beautiful view in the world, in which you may keep for one year 40 of your favorite works of art.			
13. To be considered the most attractive person in the state.			
14. To live to 100 with no illness.			
15. To know all about me and to know for sure who I am.			
16. A complete center of learning with all the learning aids available.			
17. To rid the world of unfairness.			
18. To donate \$ 1 million to your favorite charity.			
19. To be voted "Outstanding Person of the Year" and be praised in every newspaper in the world.			
20. To master the profession of your choice.			

21. A year with nothing to do but enjoy yourself, with all needs and desires satisfied.			
22. For one year to be the wisest person in the world and to make only the right decisions.			
23. To sneer "authenticity serum" into the worlds water supply.			
24. To do you own thing, without hassling.			
25. A room full of pennies.			
26. To control the destinies of 500,000 people.			
27. To live in a world where all people give and receive love.			
28. Unlimited travel and tickets to attend any concert, play, opera, or ballet for 1 year.			
29. A total make-over: new hair style, all new wardrobe from the designer of your choice, 2 weeks at a top line beauty spa.			
30. Membership in a great health club.			
31. Anti-hang-up pill.			
32. Your own omniscient computer, for any and all facts you might need.			
33. To spend 6 months with the greatest religious figure of your faith, past or present.			

## The Alligator River Story

Purpose: To demonstrate the evaluative process in compromising values.

- Procedure:
1. Read the following story
  2. Rank the five characters from 1-5; 1 being the person you feel is the best person, and 5 being the person you feel is the worst.
  3. Get into small groups and discuss your ranking.
- Optional: as a whole group, try and come to a consensus

There was once a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man (and woman)-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, the river boat captain, to take her across. He said he would be glad to if she would go to bed with him. She promptly refused and went to a friend named Ivan to explain her plight. Ivan said he did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. She went to bed with him and he then fulfilled his promise and took her across the river to Gregory.

When she told Gregory about her agreement with Sinbad, Gregory cast her aside. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought Gregory and beat him brutally. Abigail was pleased to see Gregory getting beaten up, and as the sun set on the horizon, Abigail laughed at Gregory.

Discussion: 1. How did you rank the five characters? Why?

- \_\_\_\_\_ Abigail
- \_\_\_\_\_ Gregory
- \_\_\_\_\_ Sinbad, the river boat captain
- \_\_\_\_\_ Ivan
- \_\_\_\_\_ Slug

2. Did you have to compromise one value for another? If so, explain.
3. After discussing the rankings in your small groups, would you change your ranking? If so, why?
4. Did anyone think that the alligators were the worst element in the story?
5. Can you as a group come to a consensus on the 5 rankings?



# The Value of Diversity

What would each of these people bring to your community?

1. One of ten children
2. Grew up in a large city
3. Wheelchair-bound
4. A young child
5. Born outside the United States; nonnative speaker
6. An only child
7. Once was hopeless
8. Hearing-impaired
9. Grew up on a farm, far from nearest town
10. With a college-level education
11. Independently wealthy
12. Speaks two or more languages
13. Elderly person
14. Working-class poor



Source: Donna L. Goldstein "What Do They Bring?"

# MOTIVATION

*Motivation happens when the people in your group:*

- Have a feeling of being an important part of the group
- Like the other people in the group
- Have the feeling of personal self-esteem
- Are having personal needs met, whatever they may be
- Are achieving self-actualization – becoming the most they can be as people
- Feel they have some power in what's happening
- Are involved in healthy competition, both inter and intra-group
- Receive rewards and recognition for their effort on behalf of the group
- Receive encouragement from the group leadership and other group members
- Develop their interest in what is happening and their part in it
- Feel secure in themselves as a member of the group
- Experience positive peer pressure and know what they do is important enough that other have an interest in their success
- Feel that you are a dynamic leader in relation to the group's direction
- Catch the “fever” of a positive mental attitude from you
- Gain new and exciting experiences as a result of their membership
- Realize that the group is striving for an agreed upon goal
- Share in the fear of failure which will occur if they don't give their best
- See their membership and the group's success as a challenge
- Are comfortable and are having physical needs met
- Feel that sense of accomplishment from what they and the group do
- Are exercising their creative “muscles” toward group goals