



National Community Development Institute

Team Building Activities

Ice Breakers

HIGH FIVE'S, LOW TEN'S

Shared by Rashid Herd, Community Development Institute

Goal: This is a quick way for people to mingle and get to know each other in a fun and interactive way.

Facilitator: Let participants know that they are about to get up out of their seats and engage in an interactive way to connect with others in the room.

Round 1: Ask people to go around the room and "High Five" as many people as possible. When you signal "stop", whoever is near you at that moment:

- Introduce your self, sharing the following:
 - Name, Organization
 - Where I live

Round 2: Ask people to go around the room and "Low Ten" as many people as possible. When you signal "stop", who ever is near you at that moment:

- Share the following:
 - What is something I have learned to appreciate about my cultural background?

You can have as many rounds as possible, creating your own questions that participants will answer as they introduce themselves to others in the room.

- Debrief: Ask participants questions to help them debrief the activity?
 - Sample Questions:
 - What did you learn?
 - How do you feel?
 - What are you taking away?
 - What would you do differently?
 - Why is this type of activity important in teambuilding?

-Author Unknown

Constituency Building Icebreakers

NPAAction.org

Through Other People's Eyes

The group forms into pairs and each person introduces him/herself through the eyes of another person, such as a friend, a parent, a well-liked neighbor, the bank manager or a spouse or partner. Repeat the activity until each person has been introduced.

Variations

- **Concentric Circles:** Rotate pairs by having the group form two concentric circles, one inside and one outside, with each person in the inside circle facing a partner on the outside circle. Shift partners for each round by asking one of the circles to rotate. You could ask the partners to answer with the same category, or you could change the categories (e.g., the outside person introduces him/herself from mother's eyes; the inside person introduces him/herself from a teacher's eyes).
- **Point of View:** This exercise can be used as an introduction to a content issue during the training. State the issue, and ask the participants to talk about the issue from the point of view of the key players. For example, if the issue is racial profiling, ask the participants to talk about racial profiling from the point of view of a police officer, from the point of view of a young man of color, from the point of view of an elderly woman of color, and from the point of view of a middle-aged white businessman.

Best Friend

This icebreaker is a similar activity to "Through Other People's Eyes." The group sits in a circle. Each person is given a sheet of paper and pen or pencil. The leader asks everyone to relax for a few minutes. "Take a deep breath. Slowly, take another deep breath, close your eyes. Keep taking deep breaths and think about a person who knows you very well — your spouse, a sibling, a friend or co-worker — someone you can call a 'best friend.' With a clear picture of that person in mind, take out a piece of paper and write down how this person would introduce you."

The leader can give some possibilities:

1. _____ is the kind of person who likes _____.
2. Someday, _____ would like to _____.
3. _____ thinks it is important to _____.
4. _____ is my best friend because _____.

Dictionary Introductions

Have the group sit in a circle and pass a dictionary around. Each person closes his/her eyes and points to a word anywhere in the dictionary. He/she opens his/her eyes and makes a sentence about him/herself using that word. This can also be done in pairs but would require a lot more dictionaries (one for each pair). Another variation is to use any book giving each person three numbers: the first for the page, the second for the line and the third for the word in that line they are to use.

The Name Game

Have the group sit in a circle; one person begins by introducing him/herself and saying one thing about him/herself. The next person repeats what he/she said and adds his/her own introduction. The third person repeats the first two names and adds his/her own and so on around the circle. If you cannot recall a name or what someone said about themselves, you simply ask that person. This one is good for laughter — and there is some diplomacy in having the facilitator(s) go last!

Autobiographies

If the members of the group are known in advance, ask each participant to send a brief paragraph about themselves prior to the educational event. The leaders and organizers can suggest topics such as personal or family history, likes and dislikes, motivation for coming to the event, expectations about the event, and so on. The paragraphs can be compiled into a Who's Who of the event, then duplicated and each person given a copy, or they can be put on a wall chart with photographs (use a Polaroid camera or ask folks to bring a snapshot) as a Who's Who Gallery.

Washing the Elephant

The facilitator asks three people to leave the room and explains to the rest of the group that he/she is going to "wash the elephant." Using an imaginary pail of water and cloth, he/she washes the sides and trunk, lifts the ears and tail and so on. A member of the group then volunteers to demonstrate with no words what he/she has seen the facilitator do. One of the people outside the room is brought back and silently observes the mimed demonstration. The second person is brought back and the first demonstrates what he/she has seen. The second person then demonstrates for the third person. The third person tells the group what he/she thought the second person was doing. The second person tells the group what the first person was doing. The first person tells what he/she thought the person from the group was doing. The group can then discuss observations, communications and assumptions.

I Wish

The group is seated in a circle and the leader asks everyone to think of something they have always wanted to be or do. The leader offers an example, "I've always wanted to parachute from an airplane because. . ." Each person in the group has one minute to tell what they have always wanted to be or do and why. Another variation on this activity is to have the group imagine that they can make a choice about coming back to earth as a bird or an animal. Have each person take one minute to say what he/she would choose to be and why. These two exercises help participants reveal their feelings and can be used after an initial opener or at the end of the workshop.

Introduction by Pairs:

Have the participants divide into groups of two, with each person finding another person that he/she doesn't know well. The facilitator can outline the information to be exchanged (for example: name, type of work, how they became involved in the organization, and the funniest thing that happened to them last month). Give the pairs approximately 20-30 minutes. Back in the large group, have everyone stand up and introduce the person with whom they talked, giving the answers to all the questions.

Variation:

- **Find the Shoe:** This introduction exercise is useful in groups where the participants have had little or no prior contact with each other. Divide into two groups, either randomly or using some criteria (geography, hair color, and gender). Ask all the members of one group to remove one of their shoes and throw the shoes into a pile in the middle of the room. Ask each member of the second group to choose a shoe, find the shoe's owner, and then pair up with that person for introductions.

Quick Question

Take a few minutes for participants to think about a question asked by the facilitator (such as, "What do you remember about your first day in school?" or "What do you remember about the day you joined this organization?"). After giving the participants some time to think, ask each person to give their name and their answer (in 30 seconds or less).

Toilet Paper

The facilitator should hold a roll of toilet paper between the fingers of two hands. Approach each participant and tell him/her to take as long a piece as he/she would like. Do not tell people what the toilet paper will be used for, but encourage them to take a lot. After everyone has taken as many squares of toilet paper as they want, the facilitator should tell them that each person has to say one thing about themselves for every square they have! Participants should tell things such as where they live, how many people are in their family, what a favorite food is, etc.

Learning Exchange

This exercise works both as an introduction and a reflection exercise for discussing the process of learning and teaching. The facilitator introduces the session by asking participants to recall some of the skills they have acquired formally during the past two years or so (how to change the oil in a car, how to plant Christmas trees, how to make a special pastry, etc.). Ask each person to write down his/her name, along with one or two skills he/she could teach to others, on an index card. The cards are laid out in the middle of the room. Ask the participants to examine all the cards and either select a skill they would like to learn, or agree to teach their skill to another participant. The pairs then engage in a teaching/learning process (10-15 minutes). Then find different partners for another teaching/learning process. When the entire group reconvenes, briefly discuss the experience, as well as factors that enhance teaching and learning.

Community Building Activities

Change...

This simple exercise makes people aware of the impact of change and how they feel about it. Ask the participants to fold their arms. Then ask them to fold their arms the other way round. Wait in silence for a few moments before asking them to unfold their arms. Debrief by asking: how difficult it was to fold their arms the other way; what it feels like with their arms folded the other way round; and did they have an urge to unfold or re-fold their arms.

Visioning...

One of the difficulties communities seem to have when creating a vision for their organization is being able to project themselves into the future and write the vision as if it had already been achieved.

This exercise helps the community by getting them to present their vision as if it were a news bulletin which is being transmitted some years in the future when the vision has become reality.

You can have one or two anchor people in the 'studio' and you can also involve the rest of the group by 'going over' to roving reporters who report from different company organizations and locations and conduct interviews with local management and employees.

Buddy System

Preparation - Why preparation?

- Support for learning seems to increase the speed and depth of the learning, whether it comes from support groups or from "buddies" (a partner for learning).
- Most people aren't accustomed to intentional support, so they don't know how to use it or are embarrassed about using it.
- Many people need information and a framework to get started.

Randomize buddy selection

Unless you have specific reasons to put certain individuals together with other individuals, randomizing has advantages, including the opportunity to go to an awareness layer deeper than usual by asking the question, "How is this buddy the perfect buddy for you?"

One system for doing this is two concentric circles of equal size. Put participants who are already friends/political colleagues/partners in the same circle so they won't match up with each other. Start the circles walking around, in opposite directions. Stop the walking at a random point; the persons closest to each other in the other circle are the buddy pair.

Questions to ask to get the buddies started

Formulate the questions that make sense for the goals of your workshop, the design, and the level of sophistication of the participants. Sentence completions allow tremendous freedom, yet are structured enough to stimulate valuable information in a sequenced way. Here are examples:

For less sophisticated participants:

"Some wishes I have for this workshop are. . ."

"Some fears or reservations I have about this workshop are. . ."

"Some ways I might 'tune out' or reduce my participation in this workshop are. . ."

For more sophisticated participants:

"You'll be glad I'm your buddy because. . ."

"A way I might need support this workshop is. . ."

"How I might resist that support is. . ."

Source: <http://www.trainingforchange.org/tools/buddy.html>

Folded Feedback

Objective: To provide strong teams the opportunity to give and receive feedback from team members. This activity should not be used for teams that are in crisis.

Materials: Sheets of 8-1/2" x 11" paper
Pens or pencils

PROCEDURE:

1. Give each person a piece of paper and pen/pencil.
2. Instruct them to write their name at the bottom of the page.
3. Have participants draw a line dividing the right and left sides of the page.
4. Have them write at the bottom of the page in the left column, "I admire..."
5. Have them write at the bottom of the page in the right column, "One way they can improve..."
6. Participants' pieces of paper should resemble this drawing:

"I admire..."	"One way they can improve..."
[Participant's Name]	

7. Instruct each participant to pass their paper to the person on their left.
8. Have each person fill out the right and left columns for the person who handed them the paper; have them write the information at the top of the columns on the page. They can "pass" on providing this written feedback for anyone for whom they don't have feedback, (i.e. if they don't know the person well; don't work with them often, etc.).
9. Have them fold the paper so their feedback is hidden. Then have them pass the paper to the next person.
10. Instruct participants to continue recording feedback and passing papers until the papers return to their owners.
11. Give the group a few minutes to review the written feedback provided to them.

12. Provide each participant the opportunity to get clarification for any feedback on their list.
13. Have each team member identify the things they will work to improve.

NOTE: The goal of this activity is have participants see trends in the feedback they receive, but not for them to receive anonymous feedback. Also, while team members are providing feedback to others, we don't want their opinions to be colored by the feedback that others provide to that same person.

Tennis Balls

Divide the participants up into small groups of about eight to ten people and have them arrange themselves in a circle. Give a tennis ball to one person and explain the rules of the game:

1. Each group is in competition with the other groups in the room. The group who can complete the most "circuits" in a given time will be the winner.
2. A completed circuit occurs when every person in the group has touched the tennis ball.
3. Only one person in the group can touch the tennis ball at one time (therefore the ball must be tossed rather than passed.)
4. If the ball ever touches the floor, then production must stop for one-minute.

Have the teams complete a few circuits to get comfortable and begin creating patterns that make them more efficient. The facilitator may want to stop the groups and get feedback as to how they are becoming more efficient and help them understand that this is a natural progression in business as well. Have the groups continue to complete circuits, but as time progresses, the facilitator will add additional rules to make the process more difficult.

- **Co-Worker calls in Sick**--Remove one of the group participants and tell the group that he/she called in sick. After they complete a few circuits, remind them that just because someone calls in sick, doesn't mean that that person's work doesn't need to be completed. (They will probably have just continued to complete the circuit just as they had before the person left.) Remind them that each of their last few circuits has had one fewer touches than before, so they do not count. Someone will have to pick up the slack for the absent person. After a new pattern is established, have the person come back.
- **Double Production**--Throw a second ball into the mix and tell the group that our client wants us to double production. Only one ball can be held by any one person at a time. You can add a third or even fourth ball later.
- **Diversity**--New federal legislation states that we need to include more minorities and women in our production line, so every other person who touches the ball must be either a woman or a minority.

Use your imagination to come up with other rules and be sure to have a prize for the winning team. At the end of the game, ask the group how the game related to things they face in the work world.

Diversity Interviews

http://www.trainingforchange.org/tools/diversity_interviews.html

Goals:

- To enable marginal groups or individuals to share what's happening for them and participate more fully in a workshop or work setting;
 - To support the empowerment of the marginal groups or individuals through the work they do as they speak their truth;
 - To enable the mainstream to become aware and change its behavior.
1. The facilitator checks with the individual or group, usually during break, to find out if the group or individual wishes to be interviewed (given the goals stated above).

 2. The facilitator explains to the mainstream that there's an individual or group that has something to share that might be valuable for everyone to hear. Explain that this will be an interview with the facilitator, rather than questions from the mainstream. Explain that the mainstream will gain a lot simply by putting total attention on listening, and for that reason there won't be a discussion of what the interviewee says.

 3. Either invite the individual or group to the front of the group and conduct the interview there, or go to where the individual or group is and be next to them. The choice there has to do with the level of confrontation the individual or group is willing and interested in doing. The options are, on a range from high confrontation to low confrontation:
 - (a) Standing with you in front of the room,
 - (b) Sitting with you in front of the room,
 - (c) Standing with you where she/they are,
 - (d) Sitting with you where she/they are.

4. Ask the following three questions, in this order:
 - a. What do you like/love/find valuable/find a positive side of about your identity?
 - b. What's hard or painful about your identity?
 - c. What do you want (the mainstream) to know should some people here choose to be an ally of yours?

These questions are very carefully phrased. The first enables the interviewee to find their center. The second enables the interviewee to express their power-from-within, discover what they most want to share, and listen to themselves share it. It also enables the listeners to open their ears and hearts. The third supports the listeners to make a choice (no choice; no empowerment!), which is whether or not to become allies. It also gives the listeners the information they need. The answers to these questions need to be specific to be effective; prompt concreteness.

5. Thank the interviewees and ask the listeners to turn to each other (in buzz groups, or pairs) and compare notes on what they heard. Point out that information sometimes needs digestion, so this is a chance to do that.
6. After the buzzing, ask the listeners not to bring up with the interviewees the information in the interview except with permission.
7. Go into a vigorous, energy-filled activity.

Vision Gallery

Adapted by George Lakey from Resource Manual for a Living Revolution, by Virginia Coover, Ellen Deacon, Charles Esser, and Christopher Moore, published by New Society Publishers and now out of print.

<http://www.trainingforchange.org/tools/vision.html>

Purpose/Uses: To stretch people's imaginations in envisioning the kind of society they would like to create by going beyond vague values to specific features. To facilitate a group's development of a common vision and clarify the values its members share. To help people discover their own ideas and how much they have in common with others.

Materials: Large sheets of newsprint or construction paper, lots of markers or crayons, masking tape, and smooth floor or table space.

Steps:

1. Select a topic, specific or general. People may want to work on many features of their vision simultaneously, such as government, defense, economic system, family structure and recreation; or they can focus on a specific question like "What might this community look like ten years from now if really good changes kept happening? what would my life look like? What would schools be like?" or "How will people defend themselves and/or their values?" Encourage each other to think creatively. Assume no constraints on money or power.
2. Questions could be brainstormed at the beginning to trigger visionary thinking. Questions helpful to student reformers/revolutionaries might be: What would the goals of the "school" be? What kinds of decision-making processes would exist? How would learning take place? What kinds of social relationships would exist? What roles would students, faculty, administrators play? How would the physical plant be used?
3. For 15-20 minutes, individuals spend time alone, sketching their personal visions by writing, outlining, diagramming or drawing.
4. The next 30-45 minutes are spent in small clusters of 3-6 people, pooling their visions and expressing a common one on a large sheet of paper.

5. Each small group posts its composite utopia on the wall in the main meeting room, creating a "vision gallery". Participants look, compare, discuss and question informally. (15-20 minutes)

6. The total group gathers to discuss what they noticed. Questions to consider about process are: What are the areas of agreement revealed in the visions? What areas need the most work in developing a viable alternative to the status quo? What concepts do individuals agree or disagree with?

The Elephant Game

Aims: To help groups examine how to function cooperatively, how group decisions are made, how functions are distributed, and how to operate under stress. Introduces some basic elements of nonviolent action and builds teamwork in the group.

Materials: 2 large rooms, one of which has lots of tables, boxes, chairs, etc. Have enough bandanas/large handkerchiefs for all the participants.

NOTE: This simulation works best with 8-25 participants. If there are more, divide the group into two separate groups and run the set-up, simulations, and debriefs separately, so four trainers are desirable. With two separate groups, you'll need four rooms. Outdoors is often quite feasible.

Description:

1. At least two trainers are needed. Trainers begin by telling the group the aims of the simulation and a brief outline of its stages. The group will have two chances to go through an obstacle course. The first time will be short, to test out process and signals. After a short caucus time, to improve signals, they'll go through a second obstacle course that is longer and more challenging.
2. Inform participants that (a) they will have 10 minutes to develop a process for getting through the course; (b) while in the obstacle course only one person, "the eyes," may have his/her eyes open, and "the eyes" may not touch or speak to the other group members in any known language. "The eyes" will know the route of the course. (c) The rest of the group may touch or speak, but everyone except "the eyes" must keep his/her eyes closed. (Bandanas over eyes recommended.) Note: Trainers should avoid calling the person with her/his eyes open "the leader." Everyone may speak and participate during the 10 min. decision-making period prior to going into the obstacle course.
3. Pause to answer questions.

4. Give the group its first 10 minute planning time. One of the trainers should observe the group process and periodically inform the group how much time it has left. The trainer should look for: how "the eyes" was selected, how the people at the front and back of the line were selected, the group's criteria for "leadership," how signals were developed, how the group approached the task, participation levels of group members, participation and roles of women and men, how agreements were reached, etc.
5. One trainer should go to the unoccupied room and set up an obstacle course of tables, chairs, etc. The first course should be short, and might involve crawling under a table, going around several chairs, and then over another table. It should take 10-15 minutes for the group to go through the course.
6. At the end of the planning time the trainers show "the eyes" the maze; walk her or him through it.
7. The trainer and "eyes" return to the group. Participants are asked to line up, if that's the tactic they've chosen, and close their eyes. Remind them that the game will be more effective if they keep their eyes closed and the goal is for the entire group safely to go through the obstacle course to the end.
8. The group should always be allowed to complete the first course or it may become demoralized. If the group failed to develop an adequate process and is in total chaos, encourage it to go back to the first room, correct its signals, choose new "eyes" or restructure the line. Move to step #5.
9. After the participants have successfully finished the first course, give them five minutes to polish their signals. Everyone can talk and see during this period. One trainer observes group dynamics while the other sets up the second obstacle course, about six or seven obstacles.
10. At the end of five minutes, "the eyes" should be shown the second course. Remind the group that it will encounter some unusual obstacles this time.
11. The group begins the course as before. The trainers, however, will hassle people, subtly at first and more aggressively later. The purposes of this harassment are to increase stress, simulate surprise and new information, and provide learning opportunities in the moment for the group to make decisions and increase its cohesion under greater challenge. Facilitators make the task increasingly more difficult but not impossible: completion should not take longer than 15 minutes or so.
12. Early harassment might include whispering to one of the people in the line, "Will you please come with me, it's part of the game" and then leading a portion of the group away from the task at hand; blowing in people's ears, mild tickling.

Later harassment might include bodily breaking the line apart, kidnapping members of the line, sprinkling parts of the line with water. Toward the end of the course the trainers should decrease or end harassment so the task can be completed. And, of course, safety first! Participants can lash out suddenly at trainers, or accidentally hit each other. And don't harass while someone is carefully negotiating a tough obstacle.

13. After completion participants need 5 minutes or so to blow off steam, share excitement, etc. Participants usually want to see the course. Start debriefing with: "what happened?" and let people talk or move about.
14. After the initial excitement has been shared, facilitators guide the debrief in three areas: (a) how the group functioned going through the course (especially what worked), (b) how the group made decisions during prep, and (c) what are connections they can make to what they might encounter in their work. Here are some specific debrief questions for each of the three topics:
 - (a) How did you feel in your role as a member of the line? How did the people with special roles, like "the eyes" and the persons at the head of the line and at the rear of the line, feel and perform? Where did you get your support? What communication system was developed and how did it work? Did you get the information you needed in a timely way to get through the course? How did you handle new experiences? Stress?
 - (b) How did you make decisions in your planning time? Who participated actively and who didn't?
 - (c) Which experiences did you have that are something like real life for an activist? Is it the case that sometimes one or more individuals have more information than others ("the eyes")? How do you handle that? What lessons can you learn from this simulation that might serve you well when you're operating in an affinity group under stress?

Note: It's not unusual for this exercise to leave some participants feeling distrustful or even hostile toward the trainers, so encourage any venting people want to do. Don't be defensive; other participants will likely see that simulation of group behavior under stress can be excellent training for action. Certainly the attitude of the trainers throughout needs to be highly respectful of how difficult it can be to complete the obstacle course, and be sure to affirm the group's flexibility, resilience, internal support, or anything else specific that the group did well. (The game is called "the elephant game" because participants usually link in single file like circus elephants holding on to each other's trunks and tails.)

Source: Resource Manual for a Living Revolution by Virginia Coover, Ellen Deacon, Charles Esser, Christopher Moore, published by New Society Publishers, 1977, out of print.

Chair Power: Three Types of Power

Aims: To give participants a theoretical tool to analyze power and assist participants in using power-with-others and power-from-within.

Time: 30-45 minutes

Materials: Four moveable chairs

Description:



Tell participants they are going to get a chance to think about different types of power. Set up a number of chairs in some configuration. Then just ask: "Which chair is the most powerful?"

Get rapid input from participants on which chair they think is the most powerful. Some ideas to keep in your mind while facilitating:

- There are no rights-or-wrongs
- Encourage diversity ("How about this chair? Why is this chair the most powerful?")
- Encourage and note difference ("So you think this chair is powerful because of THIS?").
- Use brief follow-up questions: "So why is this one powerful?"
- Gets lot of different input from different people.
- Try to keep noting themes in the conversation; disagreements (use the 3 types of power listed below on page two as a mental hook): e.g. "Oh, so there are a range of different types of power here." "So one type of power seems to be what people are calling X and another is Y."

To help participants go deeper here are some ways to keep pushing:

- Ask participants to move one chair in such a way as to make it the most powerful or exaggerate its power (you may reset chairs at various points);

- Ask participants to sit in a chair in such a way as to make it the most powerful chair (get four volunteers at a time). Ask them to freeze once they find their position and have the outside observers note what they see ("How did they try to make it powerful?" "What kinds of power do you see here?")

After getting a wide range of options and conversation, introduce the three types of power.

Power-over

- Often how we traditionally think about power – the ability to get someone to do something against their will.
- Using rewards, punishments, manipulation to force someone to do something they do not choose.

Power-with-others

- The ability to influence and take action based on uniting with others.
- The power that comes from community, solidarity, cooperation.

Power-from-within

- The ability to influence and take action based on intention, clarity of vision, or charisma.
- Daw Aung San Suu Kyi explains: "If you have confidence in what you are doing and you believe that what you are doing is right, that in itself constitutes power, and this is very important when you are trying to achieve something."
- Tell a series of stories of nonviolent action and have people in small groups identify what types of power they saw in those stories. Clarify the theory of three types of power (generalize) and help folks examine ways that may clarify theory around nonviolent action and skills they can use that fall under power-with-others and power-from-within [the least appreciated forms of power] (application).

Tools adapted and series designed by Daniel Hunter (Training for Change).

Chair Exercise originally from Theatre of the Oppressed as used by Babu Ayindo and Daniel Hunter (see "Theatre of the Oppressed" or "The Rainbow of Desire" by August Boal, available in English).

Three types of power as used by George Lakey adapted from activist/author/witch Starhawk (see "Dreaming in the Dark: Magic, Sex, and Politics", by Starhawk).

Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

you...	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see</i> , <i>picture</i> , and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?

Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

Adapted from Colin Rose(1987), Accelerated Learning

Inspirational Stories or Wise Sayings

LESSONS FROM GEESE

As each goose flaps its wings, it creates "uplift" for the bird following. By flying in a "V" formation, the whole flock adds 71% flyer range than if each bird flew alone.

LESSON: People who share a common direction and a sense of community can get where they are going faster and easier because they are traveling on the thrust of one another. Sometimes we get so focused on our own role that we forget the common purposes services, development, and environment. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone, and quickly gets back into formation to take advantage of the "lifting power" of the bird immediately in front.

LESSON: If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.

When the goose gets tired, it rotates back into the formation and another goose flies at the point position.

LESSON: It pays to take turns doing the hard tasks and sharing leadership. With people as with geese, we are interdependent on each other. Again, we're all in it together.

When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with the goose until it is either able to fly again or dies. Then they launch out on their own formation or catch up with the flock.

LESSON: If we have as much sense as geese, we'll stand by each other like they do.

The geese in formation honk from behind to encourage those up front to keep up their speed.

LESSON: We need to make sure our honking from behind is encouraging – not something less than helpful.

-- Author Unknown

IT TAKES A VILLAGE

Once upon a time a group of children from a small town went hiking in the woods. While they were playing together, they fell into a deep hole with little food or water.

After a few days, one of the residents from the village heard the children crying and summoned the entire town to come rescue them from the deep hole. Everyone was asked to bring a rope.

One by one, the townspeople tried to save the children.

First, a minister went to the side of the hole and dropped in a rope. His rope was long enough but not strong enough to rescue the children.

Next, a fireman dropped a rope into the hole. His rope was strong enough but not long enough to save the children.

Then, a teacher dropped a rope into the hole. Her rope was long enough but not strong enough to rescue the children.

Next, the mayor dropped a rope. Her rope was strong enough but not long enough to rescue the children.

Next came the politician, the judge, the banker, and coach, followed by the staff of several non-profit organizations – social workers, outreach workers, support staff and others.

Unfortunately, no one rope was long enough or strong enough to rescue the children. After a while, the children got frustrated and very, very angry. They understood the problem. They knew the answer.

They cried out to these good Samaritans: *"Will you please, please tie the ropes together so that you can pull us out of this hole?"*

-- Author Unknown

THE COLD WITHIN

Six humans trapped by happenstance in black and bitter cold.
Each one possessed a stick of wood, or so the story is told.

Their dying fire in need of logs, the first woman held hers back-
For the faces around the fire, she noticed one of them was Black.

The next man looking across the way saw one not of his church
And couldn't bring himself to give the first his stick of birch.

The third one sat in tattered clothes he gave his coat a hitch.
Why should his log be put to use to warm the idle rich?

The rich man just sat back and thought of the wealth he had in store
And how to keep what he had earned from the lazy, shiftless poor.

The Black man's face bespoke revenge as the fire passed from his sight.
For all he saw in his stick of wood was a chance to spite the White.

And the last man of this forlorn group did naught except for gain.
Giving only to those who gave to him was how he played the game.

The logs held tight in death's still hands was proof of human sin.
They didn't die from the cold without,
They died from the cold within.



National Community Development Institute

Resources

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We believe that society as a whole is enhanced when communities are strong—and communities can only be strong when they are given the resources to define their own path for change.



TEAM BUILDING ARTICLES

TeambuildingInc.com

- ▼ [Personality and the Team: Value the Person](#) - Personality plays a critical role in team relationships, disagreement, friction, conflict, and ultimately, performance. Learn some of the basics in this article.
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- ▼ [When You're in Charge](#) - Tips for leading teams
- ▼ [Team Motivation](#) - Six factors that influence it
- ▼ [Conflict. . .](#) - A different approach for conflict resolution; because *"Argument seldom convinces anyone against his inclination."*
- ▼ [The 7 Keys to Building Great Work Teams](#) - by Suzanne Willis Zoglio, Ph.D.
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▼ [**How to Build a Teamwork Culture: Do the Hard Stuff**](#) - Team building is creating a work culture that values collaboration. In a teamwork environment, people assimilate the belief that "none of us is as good as all of us." Gain great teamwork tips, my favorite ice breaker and a fun team building activity.

▼ [**Twelve Tips for Team Building**](#) - People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Here are twelve tips for building successful work teams.