

FACILITATE THIS!

**45 Activities to
Build Connection
and Spark Insights
in a Group Setting**

The activities in this book are 45 of my all-time favourites. Some of the activities I designed myself to meet the needs of a specific group. Others I have picked up from various people and places along the way.

In the facilitation world, these kinds of activities are often passed from one person to another, and it's not always easy to identify the original designer. Where I can remember who first introduced me to an activity, I have included their details on the activity page. However, there are many activities that I have used for so long, and adapted so much, that I can't remember where they first came from. It is my intention to give credit where credit is due, so if you were the original designer of any of these activities, please let me know.

Many of these activities I have used hundreds of times, and over the years I have adapted them to suit different groups, in different contexts. The instructions in this book are just a guide; a leaping off point for conversation. Where I have used the activities in different ways, or for different purposes, I have included some notes about the variations. My hope is that you will take the ideas and adapt them for your own context.

I would love to hear how you use these activities and what other ideas they spark for you. Feel free to email me with your stories and adaptations. I would love to hear from you.

Go forth and facilitate this!

A handwritten signature in black ink, appearing to read 'Kerri Price', with a stylized flourish at the end.

Kerri Price

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CONNECTION DOMINOES

 Purpose	 Group Size	 Materials	 Preparation
Find connections through storytelling	Up to 10–12 participants	A4 Paper Felt Pens	Make your own Connection Domino that you can show as an example in the set-up phase

Set-Up Instructions for Participants:

“Shortly we are going to get to know each other a little better, but before we do, I want to give you a chance to create some Connection Dominoes that will help us find the connections between us.

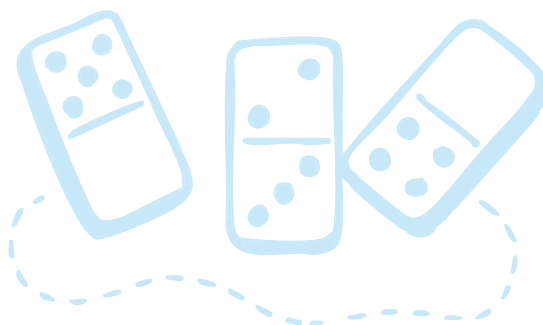
In a minute, I'd love you to grab a piece of paper and holding it in landscape position, draw a line down the centre from top to bottom. This will give you two parts to your domino.”

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to create their blank domino.
- 2 Once everyone is ready, invite participants to draw two pictures—one on each side of their domino. On the left side, invite them to draw something that represents where they feel most at home. On the right side, invite them to draw something that represents a favourite family tradition.
- 3 Once everyone has created their dominoes, invite participants to stand in a circle. Model how the activity works by sharing the stories related to your domino pictures, then place your domino in the centre of the circle.
- 4 Once your domino has been placed on the floor, invite someone who has found a connection to one of your domino stories, to share their own domino stories. They then place their domino on the floor, connecting your two stories together.
- 5 Repeat the process until everyone has connected to someone else.

Variations:

This activity can be facilitated online. While the physical pictures can not be connected, you can work through the process simply by inviting participants to share their stories and listen out for connections.



READY TO PLAY?

Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary.

FAST FIVE

 Purpose	 Group Size	 Materials	 Preparation
To give participants an opportunity to share things about themselves that others might not know	Any Size	None	Identify your own Fast Five so you can share them as an example in the set-up phase

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to introduce yourself by sharing five fast facts about yourself. But here's the thing, each of your facts must relate to the numbers one through to five. For example, my fast five are....

- I spent one year living in Vanuatu volunteering as a teacher
- I have two children and four step-children, we're a bit like the Brady Bunch
- We live on three acres, 15 minutes out of town
- I'm the fourth child of five, but because Mum and Dad fostered children, there were as many as 18 people in the house at any one time
- My husband and I lived on a 50ft catamaran for nearly five years—and I still get sea-sick."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and then give them 2 minutes to jot down what their Fast Five might be.
- 2 Invite participants to get into pairs or small groups of 3-4 to share their Fast Five with each other.
- 3 Depending on the size of the group, you might invite everyone to come together and share their Fast Five with the rest of the group.

Variations:

Instead of inviting participants to find facts related to numbers one through five, invite them to think of three numbers that mean something special to them. Have them write their numbers on a piece of paper, then in small groups share why the numbers are significant.



Ideas and Adaptations:

Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary.

A KEY STORY

 Purpose	 Group Size	 Materials	 Preparation
To give participants an opportunity to connect with each other through storytelling	Any Size	Participants own keys	Identify your own Key Story so you can share as an example in the set-up phase

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to introduce yourself to a few others in the room by sharing a story from your key ring. For example, this key is..."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and then invite them to find their keys, form groups of 3-4, and share their stories. It can be helpful to let people know that they can be as vulnerable—or not—as they choose.
- 2 Depending on the size of the group, you might invite everyone to come together and share their Key Story with the rest of the group.

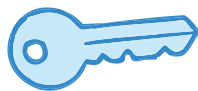
Variations:

Instead of inviting participants to tell a story from their key ring, invite them to pull out their phone and share the story of the last photo on their camera roll.





Ideas and Adaptations:

Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary.



QUESTION SWAP

 Purpose	 Group Size	 Materials	 Preparation
To help participants connect with each other through questions	Any Size	A question card for each participant. You can make your own questions cards or purchase pre-made sets such as Below the Surface or We Connect Cards	Either give each participant a question card on the way into the room or place a card at each seat

Set-Up Instructions for Participants:

"I would like to give everyone a chance to get to know each other a little better. On the way into the room you were each given a question card. In a minute, I'm going to invite you to grab your question card and find yourself a partner.

Once you have found yourself a partner, you are going to take turns asking each other the question in your hand. Then, once you've both asked and answered a question, you will swap cards, find yourself another partner and repeat the process."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and demonstrate how the activity works with a volunteer. If you are facilitating this activity with a large group, it's important to let participants know that it is likely to get very noisy. Explain ahead of time how you will bring the activity to a close.
- 2 Invite participants to start the activity and let it run for approximately 10 minutes. This will give most participants a chance to connect with 3-4 people.

Variations:

Instead of inviting participants to ask and answer in pairs, invite them to form small groups of 3-4 and take turns asking their question of each other.




Ideas and Adaptations:

TIME TO SHARE

Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary.

CROSS THE CIRCLE

 Purpose	 Group Size	 Materials	 Preparation
To help participants find commonalities and connections between each other To spark conversation about trust and vulnerability	Any Size	None	None

Set-Up Instructions for Participants:

"In a minute, I would like to give everyone a chance to get to know each other and find some common connections in the room. So, let me invite you to jump up and form a standing circle over here. Then, I'll let you know what we'll be doing next."

How to Facilitate the Activity:

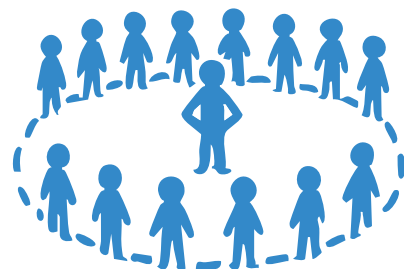
- 1 Give participants the set-up instructions above and then once the circle is formed, explain how the activity works as follows:

"I will start this activity by standing in the centre of the circle*, introducing myself and asking a 'Who' question. If you can answer 'Me' to the question I pose, you need to cross the circle and find another place to stand. The trick is, I will be taking one of the places in the circle, so one of you will be left in the middle to repeat the process."

*Make sure that once you stand in the middle, participants around the outside close in the space where you were standing.
- 2 Give a demonstration of the activity using a simple question like "Who drove to this workshop in their own car?" so that people get an idea of how the activity works.
- 3 Repeat the process for as long as you like. If you want the connection questions to go deeper, deliberately allow yourself to be left in the middle and start crafting questions that foster deeper connections.

Variations:

This activity can also be facilitated as 'Who is in the Room?' You—as the facilitator—call out a statement, and people stand up if it relates to them. This variation can be replicated online by asking people to turn on or off their cameras.







Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary. However, if you want to spark insights around trust and vulnerability, you might ask the following questions:

- What did you notice about that activity?
- What questions did you want to ask but decided not to?
- What held you back from asking the questions you really wanted to ask?
- How might we deepen the level of trust we have with each other throughout the workshop?

MY 7 DAY BILLBOARD

 Purpose	 Group Size	 Materials	 Preparation
<p>To help participants connect with each other over something that is important to them</p> <p>To spark a conversation about personal values</p>	Any Size	A4 Paper Felt Pens	Make your own 7 Day Billboard that you can show as an example in the set-up phase. It can be helpful to make your example a rough sketch, so that participants don't feel pressured to create something artistic. The power is in the story behind what they have drawn, not the drawing itself

Set-Up Instructions for Participants:

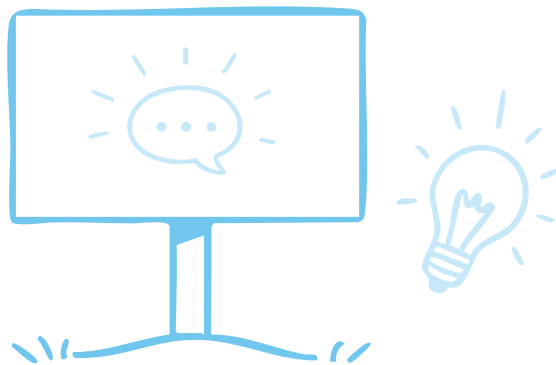
"In a minute, I'm going to ask you to imagine that you have been given a roadside billboard to use—for free—for 7 days. You can put anything you like on the board. It doesn't need to be about work, you can use it however you please. For example, my 7 Day Billboard would be..."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and share your example.
- 2 Give participants 3 minutes to draft their own 7 Day Billboard, reminding them that it doesn't need to be a masterpiece. Stick figures and scrawly writing is fine.
- 3 Once participants have finished their drawings, invite them to form groups of 3-4, and share the story behind their billboard with each other.
- 4 Depending on the size of the group, you might invite everyone to share their Billboard Story with the rest of the group. If you want to spark a group conversation about values, this group sharing is important.

Variations:

This activity can also be facilitated by simply asking people to imagine what they might put on their billboard, without drawing it out.







Ideas and Adaptations:

Possible Debrief Questions:

If you are using this activity as a simple connection activity, no debrief is necessary. However, if you want to spark insights around personal values, you might ask the following questions:

- What did you notice about that activity?
- How did you decide what you wanted to share on your billboard?
- If you had more than one billboard available, what other messages might you have chosen to share?

STRING CONNECTIONS

 Purpose	 Group Size	 Materials	 Preparation
To help participants identify connections with each other To illustrate how the actions of one person can have an impact on the whole team	Up to 10–12 participants	Ball of String	Write three questions on the whiteboard as prompts for introductions. Using those questions—and before introducing this activity—I invite participants to introduce themselves in small groups of 3–4 people

Set-Up Instructions for Participants:

“Now you’ve had a chance to introduce yourself to 2–3 others, I’d love to get to know everyone in the room. I’d love you to join me over here and stand in a circle.”

How to Facilitate the Activity:

- 1 Give participants the set-up instructions as above. Once everyone is in a circle, give them the following instructions:

“In a minute, I’m going to introduce myself by responding to the three questions you have all already shared. Once I have finished introducing myself, if you heard a connection or something you resonated with, I want you to raise your hand.”
- 2 While holding a ball of string, model how much you want people to share by introducing yourself using the three questions. Once you have finished introducing yourself, ask: “Who heard a connection?”
- 3 Unroll your ball of string enough that you can hold onto one end and toss the ball across the circle. Choose one of the people who heard a connection, then toss them the ball of string while holding onto the other end.
- 4 Continue the process with each person first introducing themselves, then tossing the ball to someone who heard a connection. Each person must continue to hold onto the string, so that a web of connections is formed.

**READY TO CONNECT?
LET’S TANGLE THE WEB!**

First introduced to me by:
Karen Stockmann

Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- What might happen if I pulled really tightly on the string?
- What might happen if 2–3 people decided to drop the string?
- How does this relate to the way we might engage in the workshop today?

AND BECAUSE OF THAT...

 Purpose	 Group Size	 Materials	 Preparation
To help participants identify—and articulate—what they want to get out of a session	Up to 10-12 participants	None	None

Set-Up Instructions for Participants:

"I would like to make this session as valuable as possible for you, and in order to do that, I need to understand what you are hoping to achieve or get out of being here. So shortly, I'm going to invite you to share with the group what you would like to get out of today, but before we do that, I want to give you a chance to share it with just one person.

In a minute, I'm going to invite you to find a partner, and I'll ask you to imagine that partner is your best friend who you share everything with. You will be invited to imagine it's one week from now, and you're on the phone with that person. You're telling them how you went to an amazing workshop and all these cool things happened.

You'll have about 45 seconds to share what all those cool things were and why that made the workshop amazing for you, then I'll call out and invite you to swap over."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and then invite them to stand up and find a partner. Let them know not to start the activity until you say go.
- 2 Once everyone has found a partner, remind them of the set-up instructions above and invite them to start the sharing. After approximately 45 seconds, call out and invite participants to swap over.
- 3 Once both people in the pair have had a chance to share, call them to attention and explain that you are going to repeat the process, but this time it's one year from now. The instructions might sound something like:

"Now you are clear what will make a great workshop for you today, I want to go a little further down the track. In a minute, I am going

to invite you to imagine it's one year from now. For whatever reason you haven't seen that best friend all year, and you've suddenly banged into them on the street.

Person 1 will start the conversation by saying:

'Hey, last time we spoke, you had just come back from a workshop and were buzzing about how amazing it was. What changes have happened because of that workshop since then?'

Person 2 will have approximately 45 seconds to respond by starting with:

'Because of that workshop.....then fill in the gaps.' After 45 seconds I will call out and you will swap over."





- 4 Once everyone has completed the one year conversation, invite everyone to come back to their seats and share what came up for them.



Possible Debrief Questions:

This activity is simply to hear from participants what they would like to get from the workshop. As the facilitator, this is your chance to ensure everyone is on the same page about the purpose of the workshop, and if necessary, address any misalignment.

CHOOSE A PICTURE

 Purpose	 Group Size	 Materials	 Preperation
To help participants identify—and articulate—what they want to get out of a session	Up to 10–12 participants	Set of Image Cards	Lay the image cards out on the floor

Set-Up Instructions for Participants:

“Shortly, I’d love to hear what each of you want to get out of today’s session. So, in a minute, I’m going to invite you to form a circle around these cards on the floor.”

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to form the circle. Once everyone is standing around the cards, invite participants to choose an image that represents what they would like to get out of today’s session.
- 2 Once everyone has chosen a card, invite someone to start by sharing the image they have chosen and what it represents.
- 3 Participants take turns repeating the process until everyone has had a chance to share.

Variations:

Instead of using image cards, you might use a selection of small items such as a toy car, a rubber band, a pocket mirror, a bell, a glue stick, a coffee cup...anything goes. In an online workshop, invite participants to find an item from wherever they are.







READY TO PLAY?
TAKE YOUR PICK!

Ideas and Adaptations:

Possible Debrief Questions:

This activity is simply to hear from participants about what they would like to get from the workshop. However, if you want to spark a conversation about behaviour expectations, you might invite participants to choose a second image which represents how they need to ‘be’ in order to achieve their intention.

LEAVE AND BRING

 Purpose	 Group Size	 Materials	 Preparation
To give participants a chance to be intentional about the energy and attitudes they bring into the room	Up to 10-12 participants	Post-it Notes or Note Pad, Place Cards or Name Plates, Box or Basket, and Felt Pens	None

Set-Up Instructions for Participants:

"As your facilitator, I can only take some responsibility for the success of today's session. For this workshop to be useful for you, you need to be intentional about the energy and attitudes that you are bringing to the room. So, in a minute, I'm going to ask you to reflect on two things:

The first is one thing you are prepared to leave at the door so that you can positively contribute to the conversation. The second is one thing you will be intentional about bringing to the room so that the workshop has the best chance of success."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and check that everyone has access to post-it notes or a note pad and felt pens.
- 2 Invite people to write on their post-it note one thing they are prepared to leave at the door. You might want to give them some examples such as the fight they had with their partner this morning, their pre-conceived ideas about the project, or a habit they know hinders conversation. Let participants know they won't need to share what's on their paper unless they choose to.
- 3 Once everyone has jotted down what they will leave at the door, ask if there is anyone who would be happy to share what they have written. After that person has shared, invite them to place their note in a box or basket.
- 4 Repeat Step 3 until everyone who is happy to share has shared. Invite the remaining participants to put their note in the box without reading it aloud.
- 5 Seal the box and place it outside the door.
- 6 Invite participants to think about one thing they will intentionally bring to the room and write it on their place card or name plate in big, bold letters. You might want to give some examples such as an open mind, curious questions, or a willingness to explore new ideas before saying "but". Let participants know that these things will be shared with the whole group so that you can keep each other accountable.
- 7 Once everyone has completed their place card, give everyone a chance to share what they have written and any context that they would like to add.
- 8 Invite participants to put their place cards on their table, facing outward, so that participants can keep each other accountable for their promises.



Possible Debrief Questions:

Once the activity is complete, it can be helpful to talk about what will happen if someone is not behaving as they promised. In most cases, participants catch themselves before anyone needs to say anything—but it's important to discuss a 'what then' agreement, just in case. You can now use these intentions to help draw people into the session. For example, if someone has stated that they will bring Curious Questions, then regularly ask them what curious questions they have.

BALLOON CONTINUUM



Purpose

To demonstrate the importance of participants sharing the air and creating space for everyone to speak



Group Size

Up to 10–12 participants



Materials

A balloon for each participant



Preparation

Draw a continuum on the board (or have a pre-prepared slide), numbered 1–6 as follows:

1. I don't like speaking in meetings/workshops. Please don't ask me to contribute.
2. I prefer not to speak in meetings/workshops, but I will contribute if I'm asked. I won't challenge ideas or disagree with you.
3. I'm happy to speak in meetings/workshops, but I won't be the first to speak and I will only challenge ideas if I feel really strongly about something
4. I'm happy to speak in meetings/workshops. I'm comfortable challenging ideas and disagreeing with people, but I'll probably only do it once, then let it go. I'm unlikely to ask questions.
5. I'm happy to speak in meetings/workshops and have no problem challenging ideas or disagreeing with people. I'm happy asking questions and don't mind being the first to share or start a conversation.
6. You can count on me to contribute and challenge ideas that need challenging. I'm happy asking questions, leading the conversations and sharing stories. If you need help to get the conversation started—call on me.

Above each number include a picture of a balloon in various sizes. Smallest balloon at number one, through to largest at number six.

Set-Up Instructions for Participants:

"Before we kick off the workshop, I'd love to get a sense of how you like to contribute in a meeting/workshop situation. On the whiteboard you'll notice a continuum that describes different ways of contributing. I'm going to give you a minute to read through the descriptions and decide—if left to your natural way of being—where you might sit on that continuum.

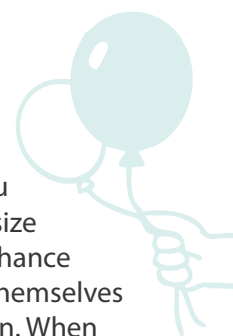
How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them choose a number to hold in their head.
- 2 Check that everyone has identified where they might sit, then invite them to blow up their balloon to match the number they have chosen.
- 3 Gather in all the balloons, smallest to largest, and hold them in a bunch.

LET'S BEGIN!

Variations:

In a team that knows each other well, you might invite people to stand in a line, in size order of their balloons. Give the team a chance to reflect on where people have placed themselves on the continuum and invite conversation. When used in this way, the activity can spark insights around the power of both self-reflection and peer reflection.



Possible Debrief Questions:

- What do you notice about this bunch of balloons? *(Usually people notice that it's hard to see the small balloons.)*
- What does this mean in relation to our meeting/workshop today?
- How might we ensure that people with smaller balloons are seen and heard in today's discussions?
- How might we remind each other of this bunch of balloons as we go through the day?

DOG, CAT, MOUSE

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate how people think in patterns To set-the-scene for solo-brainstorming before heading into an ideation / brainstorming session	Any Size	Post-It Notes Felt Pens.	None

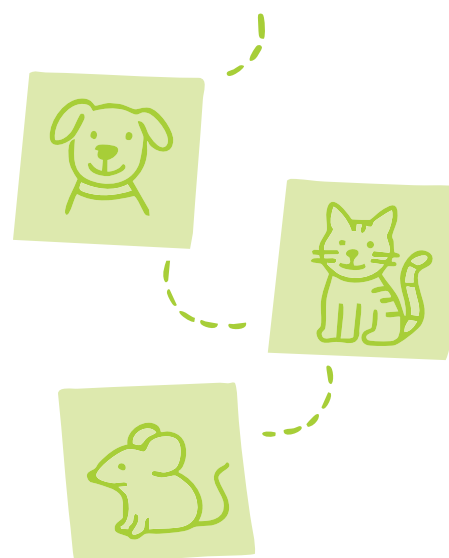
Set-Up Instructions for Participants:

"Shortly, we are going to head into an ideation session, but before we do, I'm keen to do an exercise to get your brains firing in a different way. In order for this exercise to work, I need you to make a few resources for me."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above, then invite them to take a post-it note and draw a dog. Explain that it doesn't need to be a work of art, just a simple line drawing of a dog will do. Give them 45 seconds to sketch their picture.
- 2 Once everyone has drawn a dog, invite participants to take a second post-it note and draw a cat. The same rules apply. It doesn't need to be a work of art; a simple line drawing will do. Give them 45 seconds to sketch their picture.
- 3 Finally, once everyone has drawn a cat, invite them to take a third post-it note and draw a mouse. The same rules apply.
- 4 Once everyone has drawn their final picture, invite participants to first hold up their 'dogs' for all to see; then their 'cats', and finally their 'mice'. Invariably almost everyone has drawn their mouse as a small creature with ears and a tail. Few people, if any, will have considered drawing a computer mouse.

GRAB YOUR POST-IT NOTES!







Possible Debrief Questions:

When facilitating this activity, rather than asking questions, I usually make an observation that sounds something like:

"Isn't it interesting that most of you immediately thought to draw your mouse as a small creature with ears and a tail—and that's because our brains think in patterns. What kind of mouse do you think you would have drawn if I had first asked you to draw a laptop, then a keyboard, then a mouse?"

As we go into your ideation session, I am going to ask you to download your own ideas on to post-it notes first — without talking to anyone else. That way you won't be forced to think in anyone else's pattern."

THE PERFECT PRESENT

 Purpose	 Group Size	 Materials	 Preparation
To illustrate the importance of framing the right question before heading into an ideation / problem-solving session	Any Size	Post-It Notes Felt Pens	None

Set-Up Instructions for Participants:

"Shortly, we are going to start thinking about the specific problem we are trying to solve. But before we do that, I would like to do a quick activity to get your brains thinking in a new way. In a minute, I would love you to grab a post-it note and draw me a picture of a present."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above, then invite them to take a post-it note and draw a present. Explain that it doesn't need to be a work of art, just a simple line drawing of a present will do. Give them 30 seconds to sketch their picture.
- 2 Once everyone has drawn their present, invite participants to hold up their pictures for everyone to see. (It is likely that 95% of participants will have drawn a square box with a bow.) You can acknowledge the group sharing by saying something like "Hmmmmm interesting", but do not expand any more.
- 3 Once participants have had 15-20 seconds to scan everyone else's pictures, ask participants to grab a post-it note, but this time, invite them to draw the **perfect** present.
- 4 Once everyone has drawn their **perfect** present, invite participants to hold up their pictures for everyone to see. This time you are likely to get a range of different pictures from flowers, vouchers, sleep, a holiday, wine and everything in between.



Ideas and Adaptations:

Possible Debrief Questions:

When facilitating this activity, rather than asking questions, I usually make an observation that sounds something like:

"Isn't it interesting that when I asked you to draw a present, most of you drew some version of a box with a bow. But when I asked you to draw the **perfect** present, you came up with a range of different ideas. The insertion of one word completely changed the question, and therefore where your brain went looking for solutions.

As we start to shape up your problem-solving question, you need to recognise that the quality of your question, will determine the quality and direction of your ideas. How you frame the question is critical."

3 THINGS WRONG

 Purpose	 Group Size	 Materials	 Preparation
<p>To demonstrate how challenging it can be to think creatively</p> <p>To set the scene for creative stimulus prior to a brainstorming/ideation session</p>	Any Size	Post-It Notes Felt Pens	None

Set-Up Instructions for Participants:

"Shortly, we are going to break into groups and do some brainstorming, but before we do, I'd love to run an activity to get your brains working a little differently. In a minute, I'm going to ask you three questions. I don't care how you answer them, provided you answer them wrong. Don't say your answer aloud—just write it on a post-it note or hold your answer in your head. Everyone ready?"

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above, then ask them the following three questions, giving them about 20 seconds to answer each one.
 - What is the capital of New Zealand (or insert your country)?
 - How many people in this workshop?
 - What is my favourite colour—as in, what is MY (Kerri Price's) favourite colour?
- 2 Check that everyone has come up with three answers.
- 3 Call out the questions one-by-one and invite participants to collectively call back their answers into the room.
- 4 As participants call out their answers, you'll notice that most people will answer Question 1 with a place, Question 2 with a number, and Question 3 with a colour. Simply acknowledge the answers and move to the next question.
- 5 Once you have heard answers for all three questions, debrief as below.



Possible Debrief Questions:

When facilitating this activity, rather than asking questions, I usually make an observation that sounds something like:

"Congratulations, you have beautifully illustrated how the human brain works. When I asked, 'What is the capital of New Zealand?', you instantly went to a place in your brain that said, 'it must be a place' and you got creative around that.

When I asked, 'How many people in this workshop?', you instantly went to a place in your brain that said, 'it must be a number' and you got creative around that.

When I asked, 'What is my favourite colour?', the only way you could have answered that wrong—and be 100% sure that you had gotten it wrong, given that you don't know what my favourite colour is—is to answer with something other than a colour. Table, chair, giraffe, bus stop.

But our brains are so pre-programmed that we will always go where we think we'll find the 'right' answer first. Which is why so many of you answered with a colour.

That means, as we break into groups to brainstorm, you are likely to go to a place in your brain that you have already been before. This makes it challenging to be truly innovative and creative, unless we use prompts that get us thinking from a different part of our brain."

YEAH BUT... AND THEN WE COULD

PART ONE

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate the impact of challenging an idea, before you have had a chance to explore it	Any Size	None	None
To demonstrate the power of exploring an idea, before moving into evaluation			

Set-Up Instructions for Participants:

"Shortly, we are going to break into groups and do some brainstorming, but before we do, I'd love to run an activity to get your brains working a little differently. What I would love you to do is stand up, find a partner, and move to a clear space in the room."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above. Once they are settled in place, explain the next step as follows:

"In a minute, I want you to pretend you're planning a party. I don't care what the party is for—you might just be having a party for a party's sake. You will have 2 ½ minutes to plan a party, but the conversation **MUST** flow in a particular way.

The first person will start the conversation by saying: 'I think we should...' and share one idea for the party. For example, 'I think we should have our party on a boat.'

The second person **MUST** respond with: 'That's a great idea but...' and tell the first person why they think it's a stupid idea. They then need to follow up with: 'I think we should...' and suggest their one idea for the party. For example, 'That's a great idea but people might get seasick and not enjoy the party. I think we should have our party in a marquee.'

You need to plan your party by going backwards and forwards with: 'That's a great idea but...I think we should...' until I ask you to stop."

- 2 Give participants 2 ½ minutes to work through the activity.

- 3 When time is up, call everyone to attention and ask the following questions:

- Who managed to plan a party?
- Who noticed it getting more and more challenging to come up with a new idea?
- Who was starting to disengage because it was clear the activity had no point and you were never going to plan a party?

Mention that this is often what happens when we ask people to brainstorm in small groups. If we jump straight to the 'Yeah But's', it's impossible to formulate a plan.



YEAH BUT... AND THEN WE COULD

PART TWO

4 Explain the next part of the activity as follows:

"I want to give you another way to have these conversations. In a minute, I want you to pretend you're planning a holiday. You have an unlimited budget, your leave has been granted, and your family is okay with you going away.

The first person will start the conversation by saying: 'I think we should...' and share one idea for the holiday. For example, 'I think we should go to Fiji.'

The second person **MUST** respond with: 'That's a great idea and then we could...', adding their idea to the holiday plans.

You need to plan your holiday by going backwards and forwards with: 'That's a great idea and then we could...' until I ask you to stop."

5 Give participants 2 ½ minutes to complete the activity.



Possible Debrief Questions:

When facilitating this activity, I use a combination of questions and observations to illustrate the point.

- Who managed to plan a holiday?
- Who got to a point where they thought this is ridiculous—it would never happen?
- Who started to get excited about the holiday and consider that maybe they should actually do it?





Once the questions are answered, my observation sounds something like:

"That's what happens when you give people a chance to explore an idea, before you start to evaluate it. If we want your people to truly get creative, we need to give them space to explore what's possible, by separating the exploration from the decision making. There is no such thing as a perfect idea, but when you allow people to get excited about possibilities, they are more likely to find a way through."

If I am using this activity prior to a brainstorming activity, I might invite participants to come up with a list of idea killers that are banned from the conversation. The list usually includes things like:

- Yeah but..
- We've tried that before..
- We won't be allowed...
- That won't work because...

GUESS THE NUMBER

 Purpose	 Group Size	 Materials	 Preparation
To help participants discover the importance of looking widely for solutions. Often solutions appear in the most unlikely of places	Up to 10-12 participants	Objects contributed from participants	You can run this game with no preparation, however if you have limited time, it can be helpful to have one person in the group who already knows the trick

Set-Up Instructions for Participants:

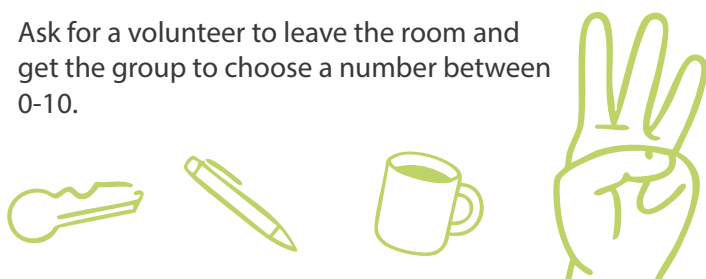
"Shortly we are going to play a game which will help get our minds into a problem-solving space. In order for the game to work, we need to be sitting in a circle on the floor and I need each of you to contribute an object as a game piece. It might be something you are wearing, something you brought with you—or you are welcome to grab an object from the room. Let's not use anything from your head or your feet, so that they're not mingling in the middle. Each person needs to contribute something different and add it to our group pile."

How to Facilitate the Activity:

- 1 Invite the group to move to a clear space in the room and give them the set-up instructions above.
- 2 As participants contribute an object, add it to a pile in the centre of the circle. Make a big deal about what each person is contributing, so that people connect the object to the person.
- 3 Explain that in a minute, one person will leave the room, and the rest of the team will choose a number between 0-10. Let them know that you will arrange the game pieces, and then when the 'leaving person' returns to the room, they will need to guess which number was chosen. (Be careful NOT to say you will arrange the pieces to represent the number. That's not what you're doing.)
- 4 Ask for a volunteer to leave the room and get the group to choose a number between 0-10.
- 5 Arrange all the objects into a random order or pile. Be sure to make it look like you are thinking hard and being intentional about how the objects are placed.
- 6 Sit back in your spot and rest your hands on your knees, making sure that the number of fingers showing is the same as the number that was chosen.
- 7 Invite the absent participant to come back into the room and try to guess the number.
- 8 Continue the game with other volunteers for as long as time allows. In the beginning, participants will study the pile of game pieces with great intention and will be guessing based on all sorts of theories.

If someone makes a correct guess, it's important to send them out again, so you're sure they have worked out the signal, and it wasn't just a lucky guess. Once a member of the team has worked out the signal, ask them not to tell anyone and invite them to be the facilitator for the next round/s.





You can keep playing until everyone is guessing correctly OR stop the game and explain the trick.



Possible Debrief Questions:

- When we first started playing the game, where did you assume you would find the answer?
- What made you assume that the answer could be found there?
- For those of you who worked it out, what triggered you to look further afield?
- For those who didn't work it out, what stopped you from looking further afield?
- How do you think this relates to problem-solving at work?
- How might we ensure we don't fall into this trap with real-life problems?

BLIND SNOWFLAKES

 Purpose	 Group Size	 Materials	 Preparation
To help participants discover there is more to effective communication than ensuring detailed, specific instructions	Any Size	A4 Paper	None

Set-Up Instructions for Participants:

"Before we get into a conversation about effective communication, I'd love to do a quick activity with you, just to get your brains working. If you could each grab yourself a piece of paper from the table and stand up holding the paper in front of you.

In a minute, I'm going to ask you to close your eyes and I'm going to give you some instructions. You're not allowed to open your eyes and you're not allowed to ask any questions. You simply need to listen to my voice and follow my instructions. Is that okay?"

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above. You may also like to reassure them that you won't video the exercise or embarrass them on Social Media.
- 2 Invite participants to close their eyes and slowly walk them through a run of 6-7 instructions, leaving time between each direction so they can follow out the request.

Instructions need to be simple and lacking in details. For example, fold your piece of paper in half, fold it in half again, rip off the bottom left hand corner...

- 3 Wrap up your instructions by asking participants to open their page and open their eyes.
- 4 Invite participants to find someone who has exactly the same pattern as them.

It is likely that a few people will find others who have similar patterns, but very rarely does anyone find an exact match. Sometimes participants will ask what the pattern was supposed to look like, so it can be helpful to have a pre-made snowflake available as an example.







Possible Debrief Questions:

Comment how interesting it is that you gave everyone the same instructions, and yet they all interpreted them slightly differently. Then ask:

- Why do you think that is?
- What might I have done differently to increase the chances of everyone getting the same result?
- How might that relate to the way you give instructions or make requests at work?

LOST IN TRANSLATION

 Purpose	 Group Size	 Materials	 Preparation
To spark a discussion around what makes effective communication	Any Size	A4 Paper Felt Pens	None

Set-Up Instructions for Participants:

"Shortly, we are going to look at what makes effective communication, but before we do, I'd love to run a quick experiment with you. In a minute, I'm going to invite you to write a sentence across the top of your page. The sentence can be about anything you want, but needs to be at least 10 words long. Then, we'll do a few simple tasks to see how well we can communicate that message."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to write their sentence at the top of the page. It works best if the paper is held as portrait, rather than landscape.
- 2 Once everyone has written their sentence, invite participants to pass their page to the right.
- 3 Invite participants to draw a picture to illustrate the sentence they have just received. The picture should be reasonably small, as the process is repeated a few times and all the communication needs to fit on one page.
- 4 Once everyone has drawn their picture, invite participants to fold the original sentence to the back, so it can't be seen. Participants then pass their page to the right.
- 5 Invite participants to write a sentence that describes the picture they have received.
- 6 Once everyone has written their sentence, invite participants to fold the picture to the back, so it can't be seen. Participants pass their page to the right.
- 7 Repeat the process going between picture and sentence as many times as you like. Usually, three times is enough.
- 8 Invite participants to open the page and notice how much the message has changed.

HOW MUCH WILL THE MESSAGE CHANGE?



Ideas and Adaptations:

Possible Debrief Questions:

- What do you notice about that final message vs. the original message?
- At what point do you think it all went wrong?
- Still using the sentence and picture format, how might we have adapted the activity to make sure the original—intended—message got through?
- How else might we ensure that a message is interpreted correctly through multiple people?
- How might this activity relate to the way you effectively communicate with each other?

This activity can also be used to spark conversation about how a group wants to communicate with each other throughout a session. Just adapt the debriefing questions to suit.

SEVEN WORDS

 Purpose	 Group Size	 Materials	 Preparation
To spark a conversation about 'implied meaning' and the importance of tone and emphasis in communication	Any Size	A4 Paper	Write the same 7-word sentence on enough post-it notes for half your participants. On each post-it note, underline just one word (i.e. a different word on each post-it note) e.g. I enjoy attending <u>spontaneous</u> parties with friends

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to break into pairs and I will give one person in each pair a 7-word sentence to read to their partner. If you are reading the sentence, you must put the emphasis on the word that is underlined. If you are listening to the sentence, it is your job to work out the implied meaning behind the sentence."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to break into pairs.
- 2 Pass out the 7-word sentence and ask participants to wait until you say GO to look at what's written.
- 3 Give participants the signal to start and allow 60-90 seconds to carry out the activity.
- 4 Invite several participants to share what they think is the 'implied meaning' of the sentence they heard.







Ideas and Adaptations:

Possible Debrief Questions:

- As the reader, what did you notice about that activity?
- As the listener, what did you notice about that activity?
- What surprised you about that activity?
- How might this activity influence the way you communicate with each other?
- How might what you've discovered relate to written communication in the workplace?

COMMUNICATION TOSS

 Purpose	 Group Size	 Materials	 Preparation
To spark a discussion around what makes effective communication	Up to 20 participants	3-5 small balls	None

Set-Up Instructions for Participants:

"Shortly we're going to take a look at what makes effective communication, but before we do, I'd like to do an activity that gets our brains thinking a little differently. In a minute, I would love you to silently come stand in a circle, with enough space between you to wriggle your arms around. Once the circle is set, I'll let you know what will happen next."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to form a circle.
- 2 Once the circle is set, simply toss a ball to someone in the circle—without saying a word. Use hand gestures to explain that you want them to toss the ball to someone else in the circle.
- 3 Once the ball has been tossed and received, use hand gestures to encourage the next person to toss the ball. Keep going until the ball is being tossed around the circle without encouragement.
- 4 Once the group gets into a rhythm, introduce another ball to the game. Then, after a few minutes, add a third ball. If you are working with large groups, you can keep adding as many balls as you like.
- 5 Let the activity run for as long as you choose. When you want to draw the activity to a close, signal to participants that you want them to toss the balls to you. Keep going until you have received all of the balls back.







Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- What made it easier or more challenging?
- What did you notice about how you made yourself available for the ball?
- How might this relate to the way we communicate with each other?

STRESSED OUT SIMON SAYS

 Purpose	 Group Size	 Materials	 Preparation
To help participants recognise the impact of stress on a person's ability to follow instructions	Any Size	None	None

Set-Up Instructions for Participants:

"When working with peers in a stressful situation, it's easy to get frustrated with the other person and just assume they're not listening, but that's not always the truth. Let me show you what I mean. In a minute, I'm going to ask you to stand up and I'm going to give you some instructions. As I call out the instructions, you just need to do what I ask. Is that okay?"

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to stand.
- 2 Give participants a set of three simple instructions that you say aloud and demonstrate at the same time. For example, pat your head twice, rub your tummy three times and stomp your left foot. Wait 5 seconds between each instruction so that participants can follow along with you.
- 3 Repeat Step 2 a couple more times.
- 4 Acknowledge that everyone seems pretty good at following instructions, so you are going to make it more difficult. Explain that this time you are going to give them a set of three instructions, but they can't follow along until all instructions are given.
- 5 Give participants a set of three simple instructions that you say aloud and demonstrate at the same time. For example, pat your head once, rub your tummy twice and stomp your right foot. Participants then follow the instructions.
- 6 Get agreement that those instructions are fairly simple and everyone was capable of following along.
- 7 Ask for a volunteer to come to the front of the room and explain that this time they are going to follow the instructions on their own. Ask them to indicate (on a scale of 1-5) how stressed they feel being the centre of attention.
- 8 Acknowledge the level of stress and give them a set of instructions to follow, as you have previously.
- 9 Notice what happens, then invite two volunteers to join the initial volunteer at the front of the room. Instruct the two new volunteers to join you in calling out instructions. (They can call whatever instructions they like, as loudly as they like.)
- 10 Notice what happens. Keep adding stressors until the initial volunteer is unable to follow instructions. Stressors might include things like lowering your voice, asking the volunteer to close their eyes, asking the rest of the group to sing a song...



Variations:

I sometimes use this activity to illustrate the importance of using simple language when de-escalating stressful situations or conflict.

Possible Debrief Questions:

Ask the initial volunteer:

- What was it like following my instructions on your own, compared to the group game of Simon Says?
- How did adding stressors to your environment impact your ability to listen to my instructions?

Ask the wider group:

- What might you need to keep in mind when communicating with people who are under acute stress?

LOVE, FEAR, HOPE



Purpose

To spark discussion around the value of deep listening in forming connections



Group Size

Any Size



Materials

None



Preparation

Write the three questions on the whiteboard or have them visible on a screen

Set-Up Instructions for Participants:

"Shortly I'd like to give you an opportunity to experience deep listening. In a minute, I want you to partner up with someone who you don't know very well. You will need to take your chairs with you and sit knee-to-knee, about 30 cm apart. Once everyone is settled, I'll let you know what happens next."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to settle with their partner.
- 2 Once everyone is settled, give the following instructions and start the activity:

"In a minute, I'm going to invite the person with the shortest hair to ask their partner three questions:

- i) What do you love?
- ii) What do you fear?
- iii) What do you hope for?

You will be given a full 5 minutes to work your way through the questions, so that gives your partner about 1 ½ minutes to answer each one.

If you are asking the questions, your job is to simply listen. You can use body language and sounds to show you are listening, but the only question you can ask is 'What else?' Most importantly, you can't jump in with a story of your own—you are simply leaning in and listening.

If you are answering the questions, you can choose to be as vulnerable—or not—as you feel comfortable. However, your partner will not fill the silence.

To begin with this might feel clunky and uncomfortable. There might be a few laughs, but I invite you to settle in as quickly as possible, so you don't disturb the other pairs. If you decide to share some high-level things like 'I love pineapple on pizza' and you run out of things to say, you must sit in silence. No changing the subject and using this time to talk about the weekend. Everyone ready? Let's go."





- 3 Once 5 minutes is up, call the conversations to a close and invite participants to swap roles. It is helpful to acknowledge that people do not need to answer the questions with the same level of vulnerability as their partner. They can go as deep—or not—as they choose.
- 4 Once the 5 minutes is up, call the conversation to a close.

First introduced to me by:
Vanessa Davey
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Possible Debrief Questions:

- If you were the first person to ask questions, what did you notice about that activity?
- If you were the second person to ask questions, what did you notice about that activity?
- Is there anyone who ended up sharing more deeply than they thought they would?
- What do you think allowed that happen?
- What was going through your head as you were either asking or answering the questions?
- How does this activity relate to how we might listen to others at work?

THE GIFT

 Purpose	 Group Size	 Materials	 Preparation
To help participants be intentional with active listening To give participants an opportunity to feel truly seen and heard	Any Size	None	None

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to find a partner. You will have 5 minutes to each share a current challenge or goal you are working towards OR an obstacle or challenge you have recently overcome. When you partner is speaking, it is your job to simply listen. You cannot offer advice or share a story of your own. Just listen. I will call out at the halfway mark to ensure both people get time to share. Make sure you swap over because it's important that both people have shared before Part 2 of the activity."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start the activity.
- 2 After 2 ½ minutes, call out and invite people to swap over.
- 3 Once everyone has had a chance to share their goal or challenge, call them in and give them the next set of instructions:

"In a minute, you're going to have an opportunity to give your partner an imaginary gift. That gift can be anything you choose it to be. No budget. No limits. It doesn't even have to be real—you can simply dream up something magical."

I'm going to give you about 60 seconds to think about what that gift might be, and then I will invite you to pass that gift to your partner with as much detail and description as you can."

- 4 After 60 seconds of reflection, invite people to re-form their pairs and give each other their gifts.







Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- How did it feel to receive the gift?
- How did it feel to give the gift?
- What might this tell us about the power of active listening?

COLUMBIAN HYPNOSIS

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate the ripple down effects of a person's actions To illustrate the changing dynamics of a simple organisational structure	8-15 participants	None	None

Set-Up Instructions for Participants:

"Before we start the next part of this session, I'd love to do an activity with you to get your brains working. In a minute, I'm going to ask you to find a partner and perform a little Colombian Hypnosis."

Invite a Volunteer to Demonstrate:

"You will need to stand approximately 50 cm apart, face-to-face. The person playing the hypnotist will hold their hand up to their partners face; palm to face, with about 15-20cm distance between.

As the hypnotist moves their hand, their partner must move their head, so that their face remains lined up with their hypnotist's hand. As the hypnotist you can make your partner move any way you choose."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to move into pairs for a practice run.
- 2 As participants get more confident with their movements, invite them to start moving around the room and encourage hypnotists to move their partners in a way that requires full-body movement.
- 3 Once everyone is confident with the activity, invite people to get into groups of three, so that one person is now hypnotising two people. Repeat the practice process.
- 4 Once all groups of three are working well, invite participants to get into groups of seven, so you have one person at the top of the

pyramid, two in the middle, and four at the bottom. The two people in the middle layer will be hypnotised by the person at the top, while at the same time, hypnotising the participants on the next level down.

- 5 Invite the groups of seven to play again.




Ideas and Adaptations:

Possible Debrief Questions:

Ask participants at each level of the pyramid:

- What was that experience like for you?
- What were you primarily focussing on?
- How aware were you of what was going on at the other levels?
- How might this relate to your organisational structure?
- How might this relate to your role in the organisation and what might you take from that?

HORSE AND RIDER

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate the importance of building trust with your team To demonstrate how long it can take for trust to be built	Any Size	None	None

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to play a game of Horse and Rider. It's a simple activity to get the blood pumping and get you moving around the room. I need you to jump up from your seat, connect with a partner and find yourself a space in the room to stand together."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above. Once everyone is ready, explain how the activity will work as below:

"In a minute, I'm going to ask you to decide who is the horse and who is the rider. The rider will stand behind their horse, with their hands on the horse's shoulders. The horse will close their eyes (or put on a blindfold if you prefer), and the rider will silently guide the horse around the room, making sure not to bang into anything or anyone. The rider's job is to keep the horse safe and the horse's job is to trust the rider."
- 2 Invite everyone to choose who is the horse and who is the rider, then give them a few minutes to practice riding silently around the room.
- 3 Once everyone is comfortable with how the activity works, invite the riders to slowly—and silently—start riding the horse at a faster pace, with more twists and turns as they go.
- 4 After a couple of minutes, instruct the horses to keep their eyes shut, and for riders to silently swap partners without saying a word.

Invite the riders to start directing their horses with the same speed and vigour as they had just previously been doing.

Variations:

You can add different instructions to this activity to spark different insights. Once the riders have swapped horses, I sometimes invite the riders to ask their horse one question OR I invite the horses to share one thing that might help them feel safe.

Another variation is to focus the rider's attention on what they can feel under their hands. How is the horse communicating with them without using words—and vice versa?

Possible Debrief Questions:

Ask the horses:

- What was your experience of being silently moved around with the first rider?
- What was your experience of being silently moved around with the second rider?





Ask the riders:

- What did you notice as you were directing your first horse?
- What did you notice as you were directing your second horse?

Ask everyone:

- Why do you think the experiences were different?
- What might the riders have done differently to help build trust in both of those scenarios?

DING!

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate that it's not enough to learn from your mistakes, you need to be brave enough to try again. To demonstrate that you don't need to give people answers or solutions. If they are prepared to listen to feedback, they will figure things out for themselves	Up to 10-12 participants	None	None

Set-Up Instructions for Participants:

"Before we start the next part of this session, I'd love to do an activity to get your brains working. In a minute, I'm going to ask you to bring your chairs and form a circle over here. Leave a gap at the front so someone can come in and out of the circle if they need to."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to move their chairs into position.
- 2 Explain that in a minute, you're going to ask someone to leave the room, and the rest of the group is going to decide on a weird or random action they would like that person to take. It might be something like 'Do a star jump in the middle of the circle' or 'Take off a participants glasses and put them on their head.'
- 3 Give a brief demonstration and check that everyone understands how to play.
- 4 Ask for a volunteer to leave the room and as a group, decide what action you want that person to take.
- 5 Invite the volunteer back into the room and play.

When the person returns to the room, the only way the group can communicate if the person is close to completing the action is to say "Ding". The louder and faster the group "Dings", the closer the person is to getting the action right.



Possible Debrief Questions:

Ask the volunteer who left the room:

- What was that experience like for you?
- What did you notice was going on for you throughout the activity?

Ask the wider group:

- What was that experience like for you?
- What did you notice was going on for you throughout the activity?
- How does this relate to the way you go about your work?
- How does this relate to the way you coach others?

LEADERSHIP SHIELD

 Purpose	 Group Size	 Materials	 Preparation
To give participants a chance to reflect on their leadership style and core values as a leader	Up to 10-12 participants	A3 Paper Felt Pens	Prepare your own Leadership Shield to share in the set-up phase

Set-Up Instructions for Participants:

“While there are some key characteristics that show up in all great leaders, our personal values influence our unique leadership style. To act authentically in your leadership role, you first need to reflect on what’s important to you.

In a minute, I will invite you to draw your personal Leadership Shield, illustrating four ‘ways of being’ that you want to bring to your leadership practice. A ‘way of being’ is a value described as an action. For example, Being Generous, Being Patient, Being Inclusive, Being Curious.

You will have 15 minutes to complete the activity and the request is that you do it on your own, without chatting to those around you.”

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite people to start the activity. Reassure them that the shield doesn’t need to be a work of art. If necessary, you can use the ‘I Am Being’ cards (from The Facilitators Network website) to prompt their thinking.
- 2 Invite participants to share their Personal Leadership Shield with a partner, before inviting everyone to share with the group.





Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice as you worked through the activity?
- How did you decide on your four ‘ways of being’?
- What do those ‘ways of being’ look like in action?
- How well do you think you are currently living up to your Personal Leadership Shield?
- Now you are clear on what’s important to you, what are you committed to doing or doing differently in your leadership practice?

DESIGN A HANDSHAKE

 Purpose	 Group Size	 Materials	 Preparation
To spark a conversation about leadership, teamwork and communication	Up to 12-15 participants	None	None

Set-Up Instructions for Participants:

"Before we jump into the next part of the workshop, I'd love to do a quick activity. In a minute, I'm going to ask you to jump up, find yourself a partner, and you will have 1 minute to design yourselves a 2-part handshake."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start the activity.
- 2 Call out when one minute is up and check that all pairs were able to design a handshake.
- 3 Invite each pair to join up with another pair and form a group of four. Give participants 2 minutes to turn their 2-part handshakes into a 4-part handshake.
- 4 Call out when time is up and check that all groups were able to design a handshake.
- 5 Invite each group to join up with another group and form a group of eight. Ask participants to turn their 4-part handshakes into an 8-part handshake.

At this point, the task usually becomes quite difficult and you are able to observe things about leadership, communication and team dynamics.



Let the game continue for as long as it takes the team to run through the handshake with no mistakes. (This can take anywhere between 5-20 minutes!)

Variations:




If the group is large enough to form two teams of eight, you can make it a race to master the handshake or join the groups together to make a 16-part handshake. The larger the group, the more challenging the task becomes and the more insights bubble up.



Possible Debrief Questions:

- What did you notice about the ease of putting a handshake together as the group size grew?
- When you recognised that the task wasn't going to be as easy as the previous rounds, what went through your mind?
- Some of you stepped in and offered suggestions as to how the team could learn the handshake. Others of you stayed back and were happy to follow instructions. How did you decide what role you were going to play in the team?
- As a team, what did you do that worked well?
- What might you have done differently to make it easier to complete the task?

COLLABORATIVE DRAWING

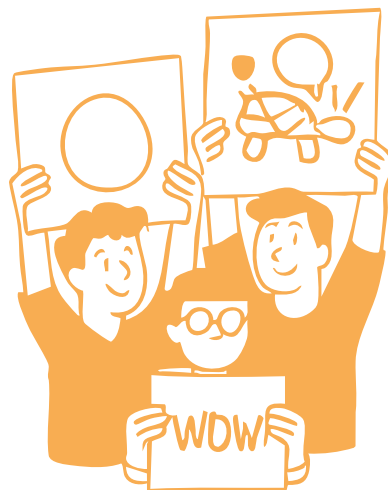
 Purpose	 Group Size	 Materials	 Preparation
To spark discussion about collaboration, teamwork, ideation or communication	Any Size	A4 Paper Felt Pens	None

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to create a collaborative drawing, one instruction at a time. Only do what is asked with each instruction and nothing more. Grab yourself a blank piece of paper and a felt pen, and we'll start together."

How to Facilitate the Activity:





- 1 Give participants the set-up instructions above and once everyone is ready, give them the first instruction: "Draw a single shape or form on your page."
- 2 Allow 30 seconds, then once everyone has finished, invite participants to pass their paper to their left.
- 3 Give participants the second instruction: "Make the shape or form you have received from your neighbour into something. It might be an object, an animal, something from nature, whatever springs to mind."
- 4 Allow 30 seconds, then once everyone has finished, invite participants to pass their paper to their left.
- 5 Give participants the third instruction: "Give the picture context. Where is this 'something' situated?"
- 6 Allow 30 seconds, then once everyone has finished, invite participants to pass their paper to their left.
- 7 Give participants the fourth instruction: "Add drama or action to the picture, without using text."
- 8 Allow 30 seconds, then once everyone has finished, invite participants to pass their paper to their left.
- 9 Give participants the final instruction: "Add text."
- 10 Invite participants to share the final pictures with the group.



Possible Debrief Questions:

- What did you notice about that activity?
- What surprised you about that activity?
- What did you find challenging about that activity?
- How might this activity apply to the work we are doing in the session today?
- How might this activity relate to how you collaborate at work?

THE STRENGTHS VEHICLE

 Purpose	 Group Size	 Materials	 Preparation
To help participants recognise and articulate their Strengths. To help participants recognise how their Strengths might help them—and trip them up—in their role	Up to 10-12 participants	A4 Paper Felt Pens	Prepare your own Strengths Vehicle to share in the set-up phase

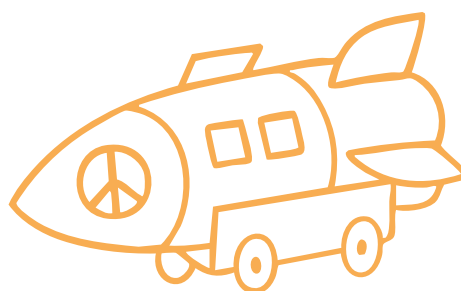
Set-Up Instructions for Participants:

"In a minute, I'd love you to draw a vehicle that represents what you bring to the team. It doesn't need to be a real or existing vehicle, it just needs to represent the key characteristics or attributes that you bring.

For example, my Strengths Vehicle looks like... a heat seeking (peace) missile, crossed with a party bus. What I bring to a team is the ability to set a target and keep adjusting my course until the target is reached. The missile is crossed with a party bus because I like to bring people along with me and make sure they have fun along the way."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and give them 3-4 minutes to draw their vehicle. Reassure participants that it isn't a competition and you won't be displaying the pictures anywhere.
- 2 Once the 3-4 minutes are up, invite participants to find a partner and talk through their drawings. Encourage participants to use open ended questions with their partner, so that the deeper meaning of the picture can be found. For example, 'When you say bring people with you', what do you mean by that?. Or 'How do you know when and how to adjust your course?'
- 3 Once both partners have had a chance to share the meaning of their vehicle, invite them to repeat the process with the following questions:
 - How might this vehicle help you in your current role?
 - If this vehicle was being driven irresponsibly, what might go wrong?







Ideas and Adaptations:

Possible Debrief Questions:

- What does your vehicle tell you about your Strengths at work?
- If you could change something about your vehicle to minimise things going wrong, what change might you make and why?
- How might that change impact the value the vehicle brings to your team?
- How might you continue to drive your vehicle in a way that maximises value to the team and minimises the risk of things going wrong?

COLLABORATION IS LIKE ...

 Purpose	 Group Size	 Materials	 Preparation
To help participants explore collaboration from different perspectives	Up to 10-12 participants	A selection of random objects e.g. A pair of sunglasses, a pack of cards, a bouncy ball, a watch...	Lay out all the objects on the floor or table

Set-Up Instructions for Participants:

"In a minute, I'm going to invite you to choose an item that represents the end of this sentence: 'Collaboration is like...'. Then, you will have a chance to share your explanation with the group.

For example, you might choose this pair of sunglasses and say something like: Collaboration is like a pair of sun glasses. In the right conditions they are really helpful, but they have little use on a cloudy day and can actually hinder your view. Collaboration needs to be used in the right context."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite everyone to choose an object.
- 2 Ask for a volunteer to start the sharing process. Remind them that they can't just say collaboration is like whatever they picked up. They need to explain the connection. To encourage even deeper connections, you might want to prompt the participant by asking: "And what else?" The more connections they can find and explore, the better.
- 3 Once the first person has shared their analogy, invite someone else to share. Repeat the process until everyone has had a turn.

Variations:

You can use this activity to explore any topic you choose, simply by changing the opening sentence.





Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about the way each person described collaboration?
- What were the common themes you heard across different explanations?
- What themes did you hear that you had previously not thought about?
- What are your key takeaways from this conversation?
- What might we need to consider as we explore collaboration some more?

APPRECIATION CIRCLE

 Purpose	 Group Size	 Materials	 Preparation
<p>To support participants in being intentionally appreciative towards their colleagues</p> <p>To give participants an opportunity to feel appreciated by their colleagues</p>	Up to 12-15 participants	A set of picture cards	Lay picture cards out on the floor

Set-Up Instructions for Participants:

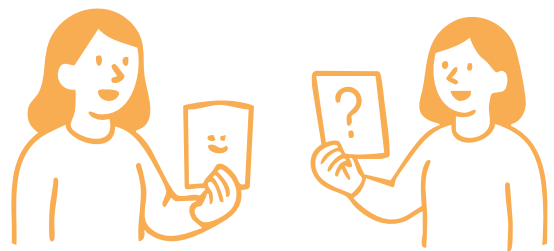
"Shortly I am going to give you an opportunity to reflect on what you appreciate about your colleagues. I'd love it if you could form a standing circle over here around these picture cards."

How to Facilitate the Activity:

- Give participants the set-up instructions as above. Once everyone is standing around the pictures, give them the following instructions:

"I'd like everyone to turn to the right and focus on the person in front of them. While you are focusing on that person, I want you to think about all the things you admire and appreciate about that person.

What value do they bring to the team? (Or if it's not a team—what value have they brought to the workshop?) What characteristics do you want to acknowledge and call out in them?"
- After 60 seconds of reflection, invite everyone to turn into the circle and choose a picture that represents the person they
- were focusing on. Once they have picked up the card, they need to find themselves a different spot in the circle.
- Start the activity by sharing a picture that represents the person you spent the most time with in organising the workshop. Once you have shared your appreciation, walk across the circle to gift them the picture.
- The person who has just received a picture then repeats the process, and the activity continues until everyone has both given and received a picture card.







Ideas and Adaptations:

Possible Debrief Questions:

If you are working with a team and the purpose is simply to practice appreciation, no debrief is required. However, if you want to spark a discussion about the power of appreciation, you might ask reflective questions like:

- What did it feel like to receive such specific acknowledgement and appreciation?
- What did it feel like to give such specific acknowledgement and appreciation?
- How might you practice this level of appreciation more regularly in your workplace?
- What stops you from practicing this level of appreciation on a regular basis?

PARTNER PORTRAITS

 Purpose	 Group Size	 Materials	 Preparation
To give participants an opportunity to silently connect with another person, while reflecting on the attributes that person brings to the room	Any Size	A4 Paper Felt Pens	None

Set-Up Instructions for Participants:

"In a minute, I'm going to give you an opportunity to silently connect with someone else in the room by drawing a simple portrait of their face. Don't panic, you don't need to be a professional artist to take part in this activity. In fact, there are a couple of rules that will help level the playing field and ensure you can't be judged for your artistic abilities. The rules are these.

1. You must not look down at your page for the whole period of this activity.
2. Once you start, you can't lift your pen off the page. It will be one continuous line drawing."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to move at their tables so they are sitting directly opposite another person. It is important that partners can make direct eye contact with each other.
- 2 Let participants know they will have 60 seconds to draw their partner, reminding them of the two rules above. Request that they do the activity in silence so that other people in the room can concentrate.
- 3 Once 60 seconds have passed, invite participants to look at their page, sign their name, and write three positive qualities that they appreciate or admire in the person they have just drawn.
- 4 Invite participants to share their drawing with their partner, paying particular attention to the qualities they have observed.

This activity always generates a few laughs, but also leaves participants feeling connected and valued before they leave the room. If appropriate, you might ask 2-3 people to share their picture with the rest of the group.







First introduced to me by:
Jenny Sauer-Klein
www.theprimaryshift.com

Possible Debrief Questions:

If you are using this activity as an appreciation exercise, then no additional debriefing is required. However, this activity can also be used to generate conversation around things like vulnerability, non-verbal communication and your inner-critic. To debrief the activity through that lens, you might like to ask:

- When you first heard you were going to draw a picture of your partner, what were the first thoughts that went through your mind?
- What did you notice was going on for you while drawing your partner?
- What did it feel like knowing someone was drawing a picture of you?
- How did it feel to have someone's undivided attention for a full 60 seconds?
- What came up for you when you were asked to write down three positive qualities about the other person? (This is a great question if participants don't know each other very well.)
- How did you feel when your partner was sharing the positive qualities they saw in you?

CLAP, SNAP, STOMP

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate the challenges associated with change and spark a discussion about how to embed change well	Any Size	None	None

Set-Up Instructions for Participants:

"Before we start the next part of this session, I'd love to do an activity to get your brains working. In a minute, I'm going to ask you to jump up, find yourself a partner, and stand face-to-face about 50cm apart."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to move to their positions. It can be helpful for participants to find a space away from other pairs.
- 2 Explain that in a minute, you will ask each pair to collectively count to 3 (each person taking turns to say the next number). Let them know that they need to continue counting 1, 2, 3, 1, 2, 3, 1, 2, 3 in a cycle.

That means the first person says 1, their partner says 2, and then the first person says 3. The partner then carries on by starting at 1 and so on. You might like to ask for a volunteer and give a demonstration.
- 3 Once everyone is clear on the first part of the game, explain that at some point you are going to call out CLAP! That means that instead of saying 1, participants must CLAP. You will then introduce SNAP (clicking fingers), to replace number 2, and STOMP (stomping foot) to replace number 3. You might like to demonstrate the changes with your volunteer.
- 4 Once everyone is clear on how to play, invite them to start counting. Let them count for about 30 seconds before introducing CLAP. Introduce SNAP and STOMP in reasonably quick succession after that. There will be lots of laughter as participants continuously make mistakes with the new pattern.



CLAP



SNAP







STOMP

Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- Why do you think it was so difficult to change from 1,2,3 to CLAP, SNAP, STOMP?
- What might have made it easier to make the changes?
- How does this relate to the way you embed changes in your workplace?

LOOK BOTH WAYS

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate that it takes time to establish new habits or ways of doing things—especially if the existing way has existed for a long time	Any Size	None	None

Set-Up Instructions for Participants:

“Before we jump into the next part of the workshop, I’d love to do a quick activity to get your brains working. In a minute, I’m going to ask you to jump up from your seats and I’m going to give you some very simple instructions. I just want you to follow my lead.”

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to stand.
 - 2 Explain that in a minute, you are going to ask them to move their head and look in a specific direction—either up, down, left or right. (Clarify that it’s their left and right.)
 - 3 Call out directions in a random order. For example, right, up, left, down, up, right, left, right, down, up.
 - 4 Acknowledge that everyone was able to follow instructions, so now you are going to mix it up. Explain that this time when you call out instructions, you want people to do the opposite. For example, left means look right, up means look down.
 - 5 Call out directions in a random order again.
 - 6 Stop. Have a laugh and try again.
- Very few people can master the new instructions on the first go. However, the longer you play the game, the easier it becomes. Some participants become determined to master it and want the game to continue until they do.

Variations:





If you want to start a conversation about complex change, then add a third set of instructions that are even more difficult. For example, you might say that right means up, down means left.

Ideas and Adaptations:

Possible Debrief Questions:

- Why do you think the second set of instructions were so difficult to follow?
- What might have made the second set of instructions easier to follow?
- How might this relate to how people navigate changes at work?
- What might you need to consider when your team or organisation is going through a change process?

CHANGE ONE THING

 Purpose	 Group Size	 Materials	 Preparation
To demonstrate that even small changes need to be noticed and recorded for people to get onboard. To demonstrate that small changes add up to big change	Up to 10-12 participants	None	None

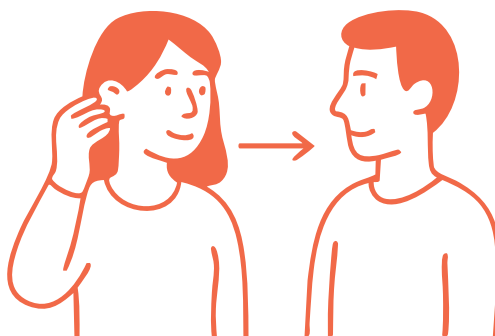
Set-Up Instructions for Participants:

"Before we jump into the next part of the workshop, I'd love to do a quick activity with you. In a minute, I would love you to jump up and form two lines, facing inwards. In other words, you should be facing a partner from the opposite line."

How to Facilitate the Activity:

- 1 Invite the group to move to a clear space in the room and give them the set-up instructions above.
- 2 Explain that in a minute you are going to ask everyone to turn around and change one tiny thing about their appearance. For example, remove an earring or undo a button. The goal is to make a change that will be difficult for the other person to notice.
- 3 Invite participants to turn away and make the change. They need to stay facing away from their partner until you give permission to turn back around.
- 4 Invite participants to turn around and face each other. Give participants 30 seconds to work out what their partner has changed. If they can't guess, their partner does not tell them.
- 5 Repeat the process over and over. Any changes a person has made, must remain until the game has finished.
- 6 Invite participants to share all their changes with their partner.

The more times the process is repeated, the more absurd the change needs to be—and the easier it becomes to notice the change. Often the small initial changes go unnoticed for the entire game.






Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- What changes did your partner fail to notice? Why did you think they missed those changes?
- What did you notice about the changes that happened as the game went on?
- How do you think this relates to the way you make changes in your organisation?
- What might you need to consider when addressing change in your organisation?

FUTURE COVER PAGE

 Purpose	 Group Size	 Materials	 Preparation
To spark discussions around what a great change process looks like	Up to 10-12 participants	Paper Felt Pens	None

Set-Up Instructions for Participants:

"As you know, the organisation is looking to make some changes around *insert general area of change here* and senior leadership is keen to make sure any changes are made in a way that involves—and supports the team. Shortly, we are going to do an activity that will help you articulate what a great change process looks like and what is important to you as the organisation works through next steps.

In a minute, I will invite you to grab a piece of paper, and you will have 10 minutes to create the front page of a newspaper, 12 months from now. The newspaper is dedicated to sharing stories of the change process, and you get to decide on the headlines, the photographs and the key stories. How you design the front page is up to you."

How to Facilitate the Activity:



- 1 Give participants the set-up instructions above and invite them to grab some paper and felt pens. Explain that before they craft a front page, you are going to walk them through a guided visualisation to help them start thinking from different perspectives. For now, participants just need to jot down their thoughts in response to the questions—and after that, there will be time to create the front page.
- 2 Prompt participants to think about the change process from different perspectives by asking a series of questions relevant to their context. Questions might include things like:
 - At the end of this change process, what would a great result look like?
 - What is important to you about how this change process is rolled out?
 - Once all the changes have been made, what would you like to be celebrating as a team?
 - What would a great change process look like to you?
- 3 Once you have walked participants through a series of reflective questions, give participants 10 minutes to turn their thoughts to the front page of a newspaper, highlighting the things that are most important to them.
- 4 Invite participants to form groups of 3-4 and share their front pages with each other.



Possible Debrief Questions:

- What did you notice about that activity?
- What surprised you about that activity?
- What similarities did you see between each of your front pages?
- What differences did you see between each of your front pages?
- In order for your headlines to come true, what key things need to be put in place?

BALLOON CHALLENGE

 Purpose	 Group Size	 Materials	 Preparation
To spark a discussion about personal wellbeing	Any Size	Balloons	None

Set-Up Instructions for Participants:

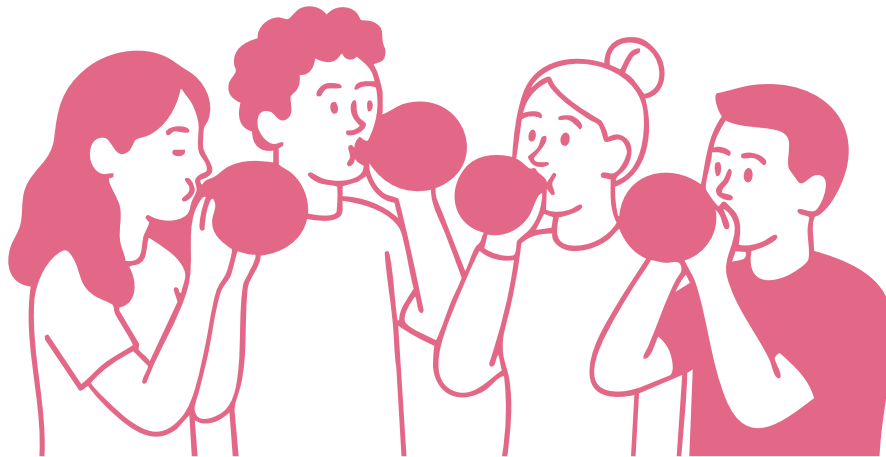
"Shortly we are going to continue our discussion about wellbeing, but before we do, I'd love to do an activity, just to get your lungs pumping. In a minute, I'm going to invite you to grab a balloon and blow it up as big as you can, without popping it. You also need to be able to tie a knot in the end, so the air doesn't escape. If you feel uncomfortable around balloons, you are welcome to sit this one out."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start blowing their balloon. You can either give them a time-limit of 90 seconds or simply watch their progress and start winding up when you feel it is right.
- 2 Once everyone has tied up their balloon, (acknowledging that many will have popped in the process), ask the group the debriefing questions below.

Variations:



Once you have debriefed this activity, you can add a second part by inviting people to untie their balloons without popping them. Usually the bigger the balloon, the harder it is to untie. This is a great metaphor for relaxing: The more stressed someone is, the harder it is to unwind.



Possible Debrief Questions:

- Who was more focussed on 'blowing the balloon as big as you can' vs. 'not letting it pop'?
- Who was focussed more on 'not letting it pop' vs. 'blowing it as big as you can'?
- Who was trying to get a balance between the two?
- How did you know when it was time to stop blowing and start tying?
- What happened when someone's balloon popped beside you?
- When you look around at other people's balloons, what do you notice?
- What else did you notice about that activity?
- How does this relate to the way we manage our own wellbeing?
- How does this relate to how we support others in their wellbeing?

CARRY THIS LOAD

 Purpose	 Group Size	 Materials	 Preparation
To spark a discussion about personal wellbeing	Any Size	Items of various sizes, shapes and weights	None

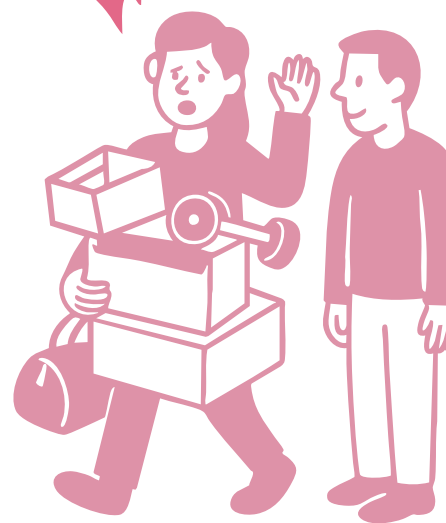
Set-Up Instructions for Participants:

"Shortly we are going to continue our discussion about wellbeing, but before we do, I'd love to do an activity, just to get your brains thinking differently. In a minute, I'm going to invite a volunteer to come to the front, and as a group we're going to give you some very simple tasks to complete. Who is brave enough to volunteer?"

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above. Once a volunteer has come forward, explain that in a minute, someone from the group is going to choose an item to give them, and they simply need to carry it across the room and back again.
- 2 Invite someone to give the volunteer an item to carry and instruct the volunteer to carry it across the room and back again.
- 3 Once the volunteer has completed one circuit, invite someone else from the group to choose a second item to pass to the volunteer, and repeat the process.
- 4 Keep repeating the process until the volunteer is overloaded with items and finding the walk across the room difficult.

First introduced to me by:
Michelle Morpeth
www.outdoorsy.co.nz



Possible Debrief Questions:

To the volunteer carrying the load:

- How did it feel to have people keep loading you up with extra things to carry?
- At any point did you consider saying no to what was being offered to you?
- At any point did you consider putting everything down, and re-stacking it in a way that was easier to carry?
- What do you think stopped you from re-organising or saying no to the extra load?





To the rest of the group:

- How did you feel watching Mary walking backwards and forwards getting more and more overloaded?
- How did you decide which item you were going to give her to carry?
- At any point did you consider asking Mary if she needed a hand?
- What stopped you from stepping in to help?

To everyone:

- How does this relate to the way we manage our own wellbeing?
- How does this relate to how we support others in their wellbeing?

YAY, I STUFFED UP!

 Purpose	 Group Size	 Materials	 Preparation
To give participants a chance to experience being fully present To spark a discussion about the human response to 'failure'	Up to 20 participants	None	None

Set-Up Instructions for Participants:

"Shortly, I'd like to run a mind-reading experiment with all of you. In minute, I'm going to invite you to find a space in the room and close your eyes. Then, as a group I want to see if you can count to 20—one person saying one number at a time.

The rules are simple. Everyone must contribute at least once, you cannot open your eyes, and you cannot count in order of where you're standing. If two people speak at the same time, you need to go back and start at one."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start the experiment. When they fail (which they will), ask them to start again at one.
- 2 After 2-3 failed attempts, explain that this time if/when two people speak at once, everyone needs to open their eyes, jump up and down and shout, "Yay, we stuffed up!". Then, start back at one and repeat the process.
- 3 Keep repeating the process until the group successfully counts to 20.

Variations:

You can use any activity designed to create mistakes and simply add the 'Yay I Stuffed Up!' piece. Whether you use **I** stuffed up or **we** stuffed up is up to you.







Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- How did it feel to have no control over other people's actions?
- What was going on for you as you were waiting to have your turn?
- How did you decide when to speak?
- What difference did adding "Yay, we stuffed up!" make to the way you played?
- What might have happened if instead of 'we' stuffed up, I asked you to say 'I' stuffed up?
- How does this relate to the way we approach obstacles in the workplace?
- How does this relate to our response to mistakes/failure at work?

THE RESILIENCE MODEL

 Purpose	 Group Size	 Materials	 Preparation
To spark a discussion about what resilience means to the group—with a view to finding a shared understanding	Up to 20 participants	Building Blocks	Lay the building blocks out on the tables

Set-Up Instructions for Participants:

"Today's session is all about resilience, but I know that resilience means different things to different people. Therefore, it's important that before we go too far, we get clear on what resilience means to you.

In a minute, I will give you 5 minutes to build a model that represents resilience in the workplace. This model doesn't need to be literal; you can choose blocks or pieces that represent aspects of resilience metaphorically. For example, this piece here might mean *insert example here*. You will have 5 minutes to make your model, before sharing what you've built with the rest of the group."

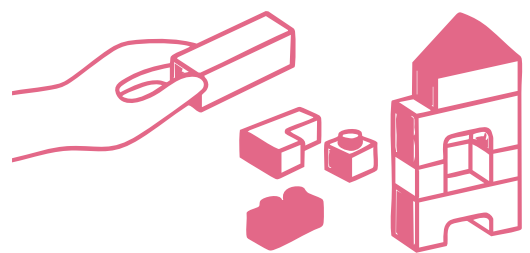
How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start the building process. Explain that they don't need to over-think it or have a pre-made plan, they simply need to start building and see what comes out.
- 2 After five minutes, invite participants to form groups of 3-4 and give them 10-15 minutes to share their models—and what they represent—with each other.
- 3 Once everyone has had a chance to share in small groups, invite participants to share with the whole group.

Variations:

You can use this method to explore the meaning of any word or topic, and spark a discussion using relevant debriefing questions.

To get people comfortable working with metaphors and building blocks, you might start the session by inviting participants to 'Choose a brick that represents what you would like to get out of the session'. This is a low-risk way to encourage participants to think differently.







Ideas and Adaptations:

Possible Debrief Questions:

- What did you notice about that activity?
- What surprised you about that activity?
- What were some of the common themes that came up in your discussions?
- What aspects of resilience do you already see in yourself or your workplace?
- What aspects of resilience do you think need some attention?

ROVING REVIEW

 Purpose	 Group Size	 Materials	 Preparation
To give participants a chance to reflect on everything that was covered during a session	Any Size	None	None

Set-Up Instructions for Participants:

"Shortly, you're going to have a chance to reflect and review everything that we covered throughout this workshop. In a minute, I will invite you to jump up, find a partner, and take yourself to a space in the room. Then, I'll let you know how it works from there."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to find a space with their partner.
- 2 Once settled, give participants the following instructions;

"Shortly I am going to call out a topic from the workshop, and in pairs you will have 3-4 minutes to reflect on everything from that session. What do you remember? What stood out or surprised you? What will you do or do differently as a result of what was discussed?"

Once three minutes is up, I will ask you to wind up your conversation, find another partner, and we will repeat the process with another topic."

- 3 Set the activity in motion and keep repeating the process until all the topics have been covered.

Variations:

If you are running a multi-day workshop, this is a great way to start the morning of Day 2. It helps ensure that the previous day's discussions are front-of-mind and everyone is starting from the same page.







Ideas and Adaptations:

Possible Debrief Questions:

At the end of this activity, simply invite people back to their seats and ask them to share some of the key points that came up in their discussions.

MAKE A CHEAT SHEET

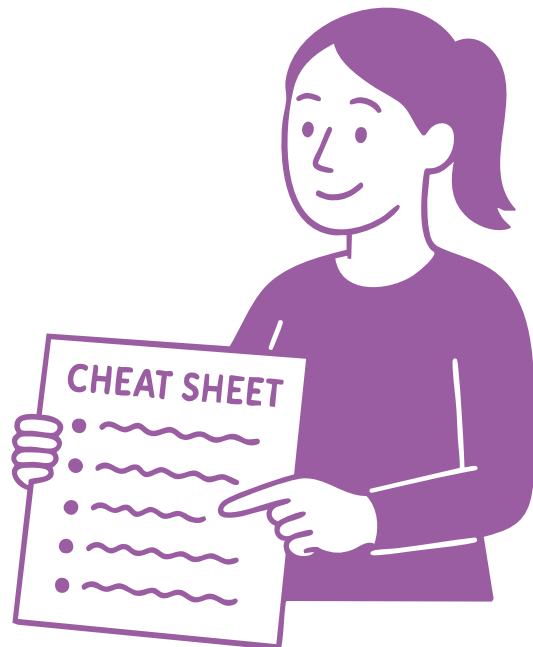
 Purpose	 Group Size	 Materials	 Preparation
To give participants a chance to reflect on everything that was covered during a session	Any Size	A4 Paper Felt Pens	None

Set-Up Instructions for Participants:

"Shortly, you're going to have a chance to reflect and review everything that we covered throughout this workshop. In a minute, I will invite you to make a cheat sheet. In other words, I want you to imagine that as you leave today all your notes and handouts are blown away, and you are only left with what is on one single page. What are the key things you don't want to forget?"

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to create their own cheat sheet. How much time you allow will depend on the length of the workshop they are reflecting on and how many notes and handouts they need to work their way through.
- 2 Some people will complete their cheat sheet faster than others, so keep an eye out and as people finish, pair them up to discuss their cheat sheet with a partner.



Ideas and Adaptations:

Possible Debrief Questions:

At the end of this activity, simply invite people to share what some of their key learnings have been. My favourite questions are:

- What was one of your biggest aha moments?
- What is one thing you will do or do differently as a result of the session?

DEAR FUTURE SELF

 Purpose	 Group Size	 Materials	 Preparation
To provide some self-accountability for action once the workshop is over	Any Size	Blank Cards Envelopes A4 Paper Felt Pens	None

Set-Up Instructions for Participants:

"We all know that it's easy to leave a workshop with the best intentions of putting new ideas into action. However, life has a habit of getting in the way. To help keep yourself accountable, shortly you will have 10 minutes to write a letter to your future self.

In that letter, I want you to imagine you are talking to yourself three months from now and reminding yourself of all the things you have learned and promised to put into action from today. Once you have finished your letter, you will put it in an envelope, seal it up and write your name and address on the front. Three months from now I will post it back to you."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and invite them to start writing their letter.
- 2 Once everyone has finished their letters, gather them in and set a reminder on your calendar to send them out three months from now.

Variations:

If running an online workshop, invite participants to write an email to themselves and schedule it for three months from now.



Ideas and Adaptations:

Possible Debrief Questions:

- How did it feel to be writing a letter to your future self?
- What things might you need to put in place so that when your letter arrives, you will have completed everything you promised?
- What might you need to do as a team to ensure everyone has the best chance of following through?

INTENTION ANTHEM

 Purpose	 Group Size	 Materials	 Preperation
To give participants a chance to share a powerful intention or affirmation with the rest of the group	Up to 20 participants	None	None

Set-Up Instructions for Participants:

"We all know that it's easy to leave a workshop with the best intentions of putting new ideas into action. However, life has a habit of getting in the way. To help keep yourself accountable, shortly you will have an opportunity to share your intention with the rest of the group.

In a minute, I will announce the start of an intention anthem. When the anthem starts, you are invited to stand from your seat and make an 'I am..', 'I will..' or 'I believe..' statement. It doesn't matter what order you stand in, but the idea is that we go quickly, with someone standing up as soon as the person speaking has sat down. No need to say, 'I'll go next', simply stand up and let one intention run through to another."

How to Facilitate the Activity:

- 1 Give participants the set-up instructions above and then give them 90 seconds to think about what their statement might be.
- 2 Once everyone has had a chance to reflect, announce that the Intention Anthem will now start.
- 3 Once everyone has contributed their statement, wrap up the anthem by contributing your own statement to the mix.

Variations:

If you are running an online session, you can facilitate this activity by asking everyone to switch on Speaker View. That way, as each person speaks, they become centre stage on everyone's screen.

Ideas and Adaptations:

Possible Debrief Questions:

There is no debrief necessary for this activity.





**LOOKING FOR WAYS
TO LIVEN UP YOUR
TEAM MEETINGS,
WORKSHOPS
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