Ice Breakers, Energizers, Team Builders and Other Activities for TRU Youth Groups
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ICE
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Name Sweeper
# TRU ICEBREAKERS

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Classic TRU Icebreakers

Famous people

Give each of the participants a note card. Each person must secretly write down the name of a famous person and then tape their card, with the name showing, to the back of another participant. Players must then circulate the room and ask ONLY yes or no questions to find clues that will help them identify the famous person on the card on their back.

Contrary

This activity is similar to the Balance of Power activity (Miscellaneous Section). Have participants pair up and face each other. Let them decide who will lead first. The leader will make movements and their partner must do the opposite of what the leader does. If the leader moves their right hand, their partner must move their left. If the leader sits down their partner must stand. After a few minutes have them switch. Discuss how much more difficult it is to work against somebody than with somebody. Reflect this to a team perspective and how a team should work.

Silly Sam & Inquiring Ida

Ask each participant to choose an adjective that begins with the first letter of their first name and one that really matches their personality. Have them introduce themselves to each other with this new name and challenge the participants to learn and remember the adjectives/names. Variation: Have participants stand in a circle. Each person introduces themselves – as they say their name they have to make a movement for each syllable. The next person must introduce themselves and all of the people that have gone before them with names and motions

Screamer

Have your group stand or sit in a circle (for a large group you might want to break them into two groups). Tell them to put their heads down. When you say “Heads Up” everybody looks up at the same time. If two people are looking at each other, they scream and step out of the circle. Everybody then tightens up the circle and repeat the steps until you only have a two people left.
**Favorite Animal**

As the guests arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As they tell you, write the three adjectives on the name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. Example- Loyal, cuddly, playful Dan.

**Circle of Friends (for large groups)**

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles, one inside the other, and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in opposite directions, allowing them to meet each new person as the circle continues to move very slowly.

**Human Typewriter**

Pin a large card bearing a letter of the alphabet to each person's arm. Give each person a small card and a pencil. The goal is for letters to get together and spell new words. Once they've spelled a word, they write it on their card. Award points for each real word and a prize to the longest list of words.

**Who am I?**

Have each participant fill out an anonymous questionnaire when they come in, with questions/statements like “My favorite band is…,” “I'm most proud of…,” and “One thing many people may not know about me is…” Once finished, have everyone wad their questionnaire into a ball. Yell “GO” and have everyone have fun with a paper-wad war, throwing their questionnaires at one another for a minute or so. Then, yell “STOP” and have everyone pick up one questionnaire. Participants will then take turns reading the questionnaire they picked up and trying to figure out who they’ve got.

**Power Balance**

Two people face each other will heels together, with hands up and palms facing forward. Only using the palms of the hands each tries to unbalance the other. They should NOT lock hands or touch the person anywhere other than the palms of the hands. Whoever moves their feet first loses.
TP Relay Race

Split the group into two teams and give each a roll of toilet paper. Instructions are given that they must pass the roll under their legs to the person behind them. The last person must begin passing it forward overhead until it reaches the first person again. Then back under and so on until the roll is out. This goes on and on until one team finishes. If the paper rips, they have to discard the ripped piece and pass it back to the front to start again. First one to finish is the winner. *One person may hold the roll and run off lots of paper or they may roll it front to back on the floor without each person touching it. The team may be creative in ways to finish off the roll.

TP Dress Up

Teams of 3-4 choose one person to dress up as a famous person or character using only a roll of TP. Everyone else tries to guess who is who.

Building A Machine

This activity can be used for any size group. If it is a large group, you might want to split them up into teams, but that is not required. One person begins by making one specific movement and sound, then just repeats over and over. Then another person joins by making one specific movement and sound. Continue adding people until everybody has joined and built a “machine”

Bump Tag

Decide who is going to be “it” and who is going to be chased. Everybody else needs to get into either partners or groups of three and stand shoulder to shoulder around the room. The person who is being chased can join one of the groups, but when they do it “bumps off” the person that is on the other side. THIS PERSON NOW BECOMES IT. The person who had been it now is being chased.

Mingle!

This activity is better if there is music, but it is not required. Everybody mingles to the music (if not just have everybody chant “mingle mingle mingle, mingle mingle mingle.”). Then a designated caller will call out a number. Everybody must then try to form a group of the number called. If a group does not have enough people or too many people they are out. After numbers in groups have been verified, repeat the pattern, this time calling a different number. Continue until a few people are left or you run out of time.
**Word Game Icebreaker**

Do a word game aloud to get the group’s minds warmed up for creative writing. Sit in a circle. The game is played by first saying “I am going to the _ (insert destination) _ and I am going to bring (an item which begins with the next letter in the alphabet).” The difficulty is that each person must first recite the objects that each other person chose to bring before adding his/her own object. This continues around the circle until the list ends with the letter “z”.

Example:
The first person will begin by saying, “I am going to the TRU Summit and I am going to take an apple.”
(Person #2): “I am going to the TRU Summit and I am going to take an apple and a baton.”
(Person #3): “I am going to the TRU Summit and I am going to take an apple, a baton, and a couch.”

It’s hard to remember each item, so remind the group to listen closely!
You, Me, Left, Right

Have the group form a circle, with the facilitator in the middle serving as the first "caller."

Ask the participants to introduce themselves to the people directly on their left and right sides.

Explain to the group that the person in the middle will point to someone in the circle and say either "You" "Me" "Left" or "Right" and count to five at a reasonable pace.

"You" is the person being pointed at.  
"Me" is the caller.  
"Left" is the person to the left of the one being pointed at.  
"Right" is the person to the right of the one being pointed at.

The person being pointed at must correctly name that person before the caller counts to five. If they succeed, the caller moves onto a different person of their choice. If they do not succeed, they become the new caller.

You can add multiple callers as the game moves on.

This is a quick-paced silly activity that helps move people around and memorize names.
Icebreaker: the Wright Family

**Timeframe:** about 10 minutes

**Background:** Have the entire group form a circle. Have each person write their name on a small piece of paper. Tell the group that you are going to read them a story. Every time they hear the words “right” or “left”, they are to pass their sheet of paper to their right or left, depending upon what they heard. Start reading slowly so they have a chance to catch on to what you want them to do.

**The story:**

*One day, the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad that she left the house immediately yelling, “It will be a right cold day before I return.”*

The Wright family bundled up the children, Tommy Wright, Susan Wright, Timmy Wright, and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway, someone had left a trashcan in the street, so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry, he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about the other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright’s attention, and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, “I wish the Wright family had never left the house today!”

**Questions for discussion:**

- What made this activity difficult to accomplish?
- How hard was it to listen and pass the paper at the same time?
- How much of the story can you remember?
- What can this activity tell us about communication, and doing 2 things at once (listening and changing papers)
**Greedy Info**

**Purpose:** Use for short introductions to learn more about each other.

**Material:** Varies depending on which variation of the game you choose to play: Toilet Paper, Bag of Candy,

**Instructions:**

The idea of the game is the same no matter which variation you use.

**Candy:** (Skittles, Tootsie Rolls, M & M’s, etc.)

Pass around the bowl/bag of candy and tell the group that they can take as much as they want, but **not to eat the candy yet**.

**Toilet Paper:**

Pass around a roll of toilet paper and ask everybody to take as much as they may need. Participants are going to be trying to question you about what the use of the TP is, but leave it mysterious and keep saying “as much as you need”.

**Directions:** Some folks by nature will take a lot of candy or TP and some just a few.. once everyone has candy or TP, ask everyone to introduce themselves and share with the group as many facts about themselves as the amount of candy or sheets of TP they have! You can suggest the facts be generic or make it work-related.

If you sense that people already know this game, you can always ask people to pass candy to the person on their right or suggest a minimum or max amount that each person can have. Another good idea is to use prepackaged candy like Smarties. This works well because everybody would have the same amount of facts to tell about themselves.
**Screaming Ninjas (Screaming Lumberjacks)**

- Create a circle, with about 1 foot of space between each person. If there are more than 20 people, you may want to be closer than that.
- Have one person start with their palms together and move their arms above their head while screaming.
- Now, the two people directly to the left and right of them make a slashing motion at the person's sides also while screaming.
- The first person now brings their hands down (still together) in a slicing motion, pointing towards another person in the circle and making direct eye contact with them all while screaming.
- The person who was sliced at brings their hands above their head, while screaming, then and has his abdominal area slashed by the two people to his left and right in the process and the process continues until:
  - If someone forgets to slash the sides of the player next to them when that player is sliced, that person is eliminated or if they aren't with the “rhythm” of the game.
  - Remember to make a noise with every motion! If you fail to make a noise, you are also eliminated.
  - Continue the mayhem until there is a winner.
Old Joke Mixer

Have simple, clean, one line jokes ready. Divide the questions and punch lines into separate pieces of paper. Make sure you have enough jokes that everybody gets a piece of paper (EITHER the question or punch line). Have everybody mingle asking each other the questions and the answers. Eventually everybody will find their matching question and punch line. From there, each group can share their joke with the group. This can also be used to partner people up, if needed.

List of Joke Ideas:

- A magician was driving down the road.
  - Then he turned into a driveway.
- Two snowmen are standing in a field. One says to the other
  - Funny, I smell carrots too.
- What are 30 rabbits in a row marching backwards?
  - A receding hare-line
- Why did the turtle cross the road?
  - To go to the shell-station
- Why do crows sit on telephone wires?
  - So they can make long distance caws
- What do you call a sleeping bull?
  - A bulldozer
- What did the hat say to the hat rack?
  - You stay here I’ll go ahead
- Why can’t bicycles stand by themselves?
  - They are two tired
Get-To-Know-You Bingo!

The object of this activity is to go up to another person, introduce yourself, then ask the person ONE question from a box. If the person says “yes”, then they must put their first name in the box. They are then allowed to ask you ONE question. After they sign ONE box or after they say “no”, you must go to another person. The object is to be the first person to fill up all of the boxes with signatures.

<table>
<thead>
<tr>
<th>Talked/presented to policy makers</th>
<th>I have traveled outside of the United States.</th>
<th>I know someone who uses Spit Tobacco.</th>
<th>I know someone who has or had cancer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have my driver’s license</td>
<td>I have a piercing.</td>
<td>I come from a big family.</td>
<td>I have at least 2 pets.</td>
</tr>
<tr>
<td>I play a sport</td>
<td>I have a friend or relative that smokes.</td>
<td>I play an instrument.</td>
<td>I have a job.</td>
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<tr>
<td>I love to dance</td>
<td>I have had my name in the newspaper</td>
<td>I have a tattoo</td>
<td>I was born in another state</td>
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FACT AND FICTION
(also known as 2 Truths and a Lie)

Instruct the group members to take turns sharing two facts and one fiction about themselves. You can give them a few minutes to write it down if they wish. The rest of the group is to guess what is and is not true. You can go around the room in order or let the person who guesses correctly tell their 2 truths and a fiction next.

At the end, ask the participants what interesting facts they learned about others.

So Much In Common

Hand out blank paper and pens. Tell the audience members that when you say “go”, they need to meet with 3 other people (preferably people that they don’t know), and write down at least 3 things that you have in common with them.

After the activity is completed, ask questions such as:

What unusual things did you discover?  
How did you uncover what you had in common?  
What implications does it have that you have more in common with others than you thought?
**TRU Storytelling Icebreaker**

Cut out different words and place them in a bowl or cup. Have the group sit in a circle, and explain that each person will pick a word out of the cup and begin telling a story. Each person must incorporate the word into his/her story. The TRU Youth Leader will pick a word and begin the story with an opening statement. Go around the circle having each person pick out a word, add to the story and incorporate his/her word until each person has had a turn. After the story is complete, ask the group what they thought of the activity and why it is an icebreaker (e.g., it gets the group to work together, it makes everyone have to be flexible and creative, it is funny, etc).

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<thead>
<tr>
<th>Hippopotamus</th>
<th>China</th>
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<td>Sea Shell</td>
<td>Shakespeare</td>
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<tr>
<td>Playground</td>
<td>Mississippi River</td>
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<tr>
<td>Stapler</td>
<td>Lap Top Computer</td>
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<tr>
<td>Refrigerator</td>
<td>Corvette</td>
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<tr>
<td>Jennifer Lopez</td>
<td>Boombox</td>
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<td>Eiffel Tower</td>
<td>Gas Station</td>
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<td>Playstation 2</td>
<td>Chimpanzee</td>
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<td>Venus Fly Trap</td>
<td>Tricycle</td>
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<tr>
<td>Thumbs Up</td>
<td>Frying Pan</td>
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<tr>
<td>Hermit Crab</td>
<td>Cruise Control</td>
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<tr>
<td>Jet Engine Mechanic</td>
<td>Popsicle</td>
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<tr>
<td>Enthusiastic</td>
<td>Spontaneous</td>
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<tr>
<td>Electric Shock</td>
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A Big Wind Blows

Materials: Chairs or paper

Time: 10 min.

Gather group into a large circle sitting in chairs or standing behind piece of paper. You will need enough chairs and/or paper so that one person is left standing or standing without a piece of paper to stand behind. That person stands in the center of the circle and explains the rules.

RULES

1. Person in the middle introduces themselves and then makes a statement about his or herself.

   Ex. “Hi, my name is Robert and I’m in 7th grade.” Or “My name is Linda and I’m wearing a blue shirt” or “My name is Jesse and my mom smokes”

2. After hearing the statement, the people seated in the circle move to another seat IF the statement also applies to them. You cannot move to the seat beside you.

   Ex. The person in the center says:
   “Hi, my name is Julie and I am in 10th grade”
   All of the people in 10th grade move to another seat.
   Someone will always be left standing.

3. The person left standing goes to the middle of the circle, makes a statement about themselves and the process starts again.

4. If the person in the middle wants everyone to move to another seat, he/she says, “a big wind blows!” and EVERYONE MUST LOOK FOR A NEW SEAT!

5. Optional:
   At the very end after everyone has been introduced to each other, you explain why this activity is called “the big wind blows”: “For secondhand smoke to be effectively taken out of a place where it cannot harm anyone, it must have such a big wind that it would be tornado strength.”
**Funny Addiction Game**

**Directions:**

Cut out addictions so there is one per slip of paper. Place addictions in a bowl or envelope. Have the group stand together and tell them you’d like them to take a few minutes to get to know each other. There is, however, one minor setback…each of them has a very rare and humorous addiction. Perhaps some of them have the “I-can-only-stand-on-one-foot-at-a-time” addiction, or maybe they are addicted to saying “ummmmm” in between each word, or worse yet, they might be addicted to spinning in circles whenever someone talks to them. Have each person choose a funny addiction from the bowl and then encourage them to find out the name, county, and favorite color of the other individuals in the group.

After a few minutes of hilarity, discuss with the group how it felt to try to have an everyday interaction with something as cumbersome as an addiction. This can also be a good time to add that real addictions are far less humorous than those in the icebreaker.

*This can also be done by replacing “addiction” with “disease”*

- Laughing
- Not Making Eye Contact
- Stomping Feet
- Clapping Hands
- Constant Singing
- Batting eyelashes
- Twisting Hair
- Humming
- Asking Questions
- Spinning in Circles
- Hopping on one Leg
- Shaking Head No
- Shaking Head Yes
- Jogging in Place
- Talking too Loudly
- Waving Hands in Air
- Jumping Up and Down
- Walking in Circles
- Clearing your throat after every word
- Constantly making faces
- Talking very softly
3 Minute Review

**Prep Work:** Have 3-4 key vocabulary words or phrases that is relevant to what you are working on already picked out. Example: Advocacy, Youth Empowerment, HB2, diversity, etc

Have your audience members pair up. Name one of the key words you have already chosen. Now each audience member will have 3 minutes to describe what that word means to them. The listener can only respond with nonverbal cues - shaking. Once the 3 minutes is up, the roles will switch. After both partners have had an opportunity to explain what the word means to them, have everybody find a new partner and continue for the remainder of the words.

This is a great way to introduce a new topic and have the youth get to know each other.

**Question to ask:**

How did it feel to share?
What was it like to only listen for three minutes? Was it hard to not talk back and have a conversation?
What did you learn?
What are the implications of your response
Captain’s Coming

This is a mix of Simon Says and Mingle. You can use all the “calls” or not. This activity takes a few minutes to explain, but people usually catch on and it becomes very fun! Somebody is a designated Captain (basically he/she is Simon). This person needs to be standing somewhere that everybody can see and hear! Below are some of the possible calls, if there is a call that requires a group and they are unable to get in the required number, they are out (ARRRGH!)

Captains Coming - everyone stands tall, salutes and shouts "AYE AYE CAPTAIN".

- Nobody can move again after this call until the Captain says “At ease”. If they do they are out

Captains Wife - everyone curtsey.

Swab the Deck – (group of 4) gets on all fours and starts scrubbing the floor.

Peel the Potatoes – (5) people gather in a circle on one knee and does a peeling potato action with their hands.

Hit the Deck - everyone lies on their stomachs as soon as possible.

Man the lifeboats - everyone gets in groups of 4 and sit down single file and pretend to row.

Climb the Rigging - everyone pretends to climb a rope ladder.

Bow - everyone races to the front of the room.

Stern - everyone races to the back of the room.

Starboard - everyone races to the right of the room.

Port - everyone races to the left of the room.

Mutiny – (2)everyone finds a partner and pretend sword fight.
**Raise the Anchor** - everyone gets in groups of 6 to walk around in a circle pretending to push forward to raise the anchor.

**Last one for grub** - everyone lines up single file in one line.

**Man Overboard!**: 2 people: One person drops to one knee the other stands behind them, puts a hand on their shoulder. Both scan the ocean for the overboard man.

**Crows Nest!**: 3 players stand backs to each other and lock arms at the elbows to form the crows nest.

**Chow Time!**: 4 players squat in a circle like sitting at table and pretend to eat saying "YUM YUM YUM YUM YUM!"

**Walk the Plank!**: 5 people stand in a single file row hands on the shoulders of person in front of them.
Beach Ball Challenge

Purpose:
An icebreaker used to get youth up and moving and answering questions about themselves in order to get to know one another better.

What you need:
A beach ball with numbers 1-40 written on the ball and the list of questions below

# of participants:
As many as possible.

Time used:
As long as needed

Instructions:
1. The group of youth stands up and forms a large circle.
2. One of the facilitators will throw the ball to someone in the circle.
3. The person that catches the ball is to yell out the number that is closest to their right thumb.
4. The facilitator will read aloud the question that corresponds with the number.
5. The youth then answers the question and throws the ball to another participant.
6. Repeat until……..

QUESTIONS:
1. Why are you involved in the TRU movement?
2. What is one of your fears?
3. Who is your celebrity crush?
4. What would you do if you hit the lottery for 1 million dollars?
5. If you could be an animal, what would it be?
6. If you could travel anywhere in the world, where would it be?
7. What is your favorite TRU club event/activity?
8. What is your favorite sport?
9. What is your biggest pet peeve?
10. What is your favorite color?
11. What is your favorite food?
12. What do you like to do in your spare time?
13. If you could have super powers, what would it be?
14. What is your lucky number?
15. Where were you born?
16. Name something that makes you unique.
17. Who is your favorite music artist?
18. If you could meet anyone in the world, who would it be?
19. Name a time that your parents embarrassed you.
20. Tell us about your best friend.
21. Who do you admire the most?
22. Name your favorite moment this year?
23. Name something that you can’t live without.
24. Name one tobacco fact
25. When is your birthday?
26. What is your favorite part of being a member of a TRU club?
27. Name something that you can’t do.
28. Name one of your talents.
29. What do you want to be when you grow up?
30. What is your favorite cartoon?
31. What is your favorite store to shop?
32. What is your favorite ice cream flavor?
33. What is your favorite fast food restaurant?
34. What is your favorite movie?
35. If you had to change your name, what would it be?
36. What was the last song you sang when no one was around?
37. What is the best day of the year?
38. If you could change one thing about yourself, what would it be?
39. Name one of your biggest dreams?
40. What is one of your biggest accomplishments?
Name Sweeper

Make sure everybody in your group has had a chance to introduce themselves. Have everybody sit in a circle on the floor with their feet out in front of them.

One person will be in the middle of the circle standing with a broom (a pool “noodle” also would work great for this)

One person on the floor begins by saying a name of somebody else sitting on the floor. If the “sweeper” (person in the middle) can tag that person’s feet before they say another name, then they would switch places and the person who got tagged would now be the sweeper in the middle.

A person can also become a sweeper if they pull their legs in when their name is called so that they sweeper can’t tag them or if they say the sweeper’s name instead of somebody in the circle.
Picture Telephone

Materials:
- Paper
- Markers

Directions:
1. Get into groups of about 10-12 people
2. Every person in the group is given a piece of paper as well as a maker
3. The first person writes their name and a ridiculous sentence at the very top of the page (holding the paper vertically) leaving plenty of room. ONLY USE ONE SIDE OF THE PAPER
4. Now, pass the paper to the person on your left.
5. This new person is now in charge of drawing an image for the sentence that they see. This person then folds the paper back so that the sentence is not shown.
6. Pass the paper to the left
7. This next person is now in charge of writing a sentence for the picture that they see. This same person folds their paper down, hiding the picture above their sentence. Pass the paper to your left.
8. Repeat step 5-7 until there is no more room on someone’s paper.
9. When there is no more room on the paper, unfold the paper, and return to the name that is on top.
10. When everyone has received their paper, let at least 5 people present their original sentence, the pictures, and other sentences that are now on their paper.

Purpose: Communication is important whenever you are trying to teach or facilitate. Without getting your point across clearly, you leave others in the dark, leaving them to figure it out themselves. So make sure you are communicating effectively when guiding others.
The M&M game

This is an icebreaker game that helps people give facts about themselves, as a quick way to get to know each other.

**Items:** all you need is a bag of M&M’s depending on how many people you have; you want at least about 5 M&M’s for each person.

**How to play the Icebreaker:** Each color M&M has a different fact that goes with it that each person must tell about themselves. If they get more than one of a color then they must tell that many facts about themselves of that topic. The facts and colors are below:

- **Red:** A future goal you have
- **Orange:** An accomplishment you have made in your life
- **Green:** Someone you look up to
- **Blue:** A certain change you want to see in the world
- **Brown:** random fact
- **Yellow:** One thing you do to keep yourself healthy

When you are done you may enjoy the M&M’s! This icebreaker is a good way to get people thinking about goals they have in their life, what goals they have already accomplished, and people who may have inspired them to reach those goals, while also having fun and getting to know each other!
Appliance-Off Ice Breaker

Purpose:
To imitate an appliance using as much noise and movements as possible

Instructions:
Have two participants stand back to back. Select a “Caller” to count to three and yell out an appliance.

Examples of Appliances: toaster, dishwasher, blender, espresso machine, washer/dryer, etc.

The “caller” counts to three (one, two, three) and then yells out an appliance “can opener”

The two participants will take three steps away from each other as the “caller” counts to three. As the “caller” says three and the appliance “can opener”, the participants turn and face each other and attempt to imitate the appliance using the most movements and sounds possible.

The audience looks on and selects the most entertaining imitation of the appliance. Then select someone else to challenge the winner with a new appliance off.
Red Card/ Green Card

This activity would be a great exercise when preparing for a big event or presentation in the community.

Pass out one red or green index card to each participant (half should have green and the other half should have red). Explain that the color of the card they are holding indicates the type of first impression they will be creating during the activity.

Those with green cards like meeting others and enjoy interacting. Ask the team what they would do to create that type of face-to-face impression (make eye contact, smile, shake hands).

People with red cards on the other hand, don’t care about interpersonal relationships. In fact, life would be just great if all those other people weren’t out there. They would be content to go crawl in a corner and be left alone. Have the team describe what they would do to create that type of first impression (avoid eye contact, give short answers, use negative body language).

Now tell the team that on your GO they will have a chance to create a first impression with everyone else in the room. That impression should be based on the color of the card they received. Let them mingle for a set amount of time. If available, play music in the background while the teens mingle.

Discussion Questions:
- Green Cards, was it easy to tell who were Red Cards? How?
- Red Cards, when the Green Cards approached you, was it easy to maintain your red card demeanor? Why?
- How did it feel to interact with a Red Card person? Green Card person?
- Which person would you rather meet?
- Have you ever known somebody who gave you a bad impression, but later turned out to be an awesome person? Was it difficult to get past that first impression?
- How important is it to give a positive first impression?

Activity from The Big Book of Team Motivating Games.
Introducing....!

Have participants pair up. Provide each pair with blank sheets of paper and markers.

You can either verbally give the instructions or write them on a flip chart / white board:

"On the first sheet of paper, write your partner's name and draw a picture of your partner. On the second sheet of paper, create a fact sheet by writing down your partner's answers to the following question:

(Example Questions – you can change the questions to fit your setting/ activity)
- How did you get involved in the TRU Movement and why?
- What is your favorite activity you do or have done with your TRU group?
- What would we be surprised to know about you?

Have each team member introduce his or her partner by presenting the drawing and the answers to the three questions. After the presentations, tape all the drawings and fact sheets to the wall for the duration of the program.

Activity adapted from “May I Present...?” in The Big Book of Team Motivating Games.
TRU ENERGIZERS

(Bippity Bippity, Bop)
TRU Energizers

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**Bippity Bippity Bop**

The students stand in a circle. One person stands in the middle. The middle person will point at people in the circle and give them a direction. The people in the circle have to follow that direction or they will come into the middle.

When a student makes a mistake, that person becomes the person in the middle. The different directions are as follows and new directions are continually added.

When the leader points to a person in the circle and says “**Bippity Bippity Bop**,” the student responds with one word “Bop” before the leader finishes the phrase.

If the leader points to a student and says simply “Bop,” the student says nothing.

All of the following involve one student that the leader points at as well as people standing on either side of that student. The title of the action is what the leader says. The 3 youth try to perform the right motions before the person in the center can count to 5.

**HAUNTED HOUSE**—Student kneels and says spookily “Come in. Come in.” Side students reach their hands up at a 45° angle and create a roof by touching fingertips.

**COWBOY** – Student twirls arm like a lasso, gallops like riding a horse and yells “Yee ha!” Side students face forward and gallop on a horse saying “Clip Clop.”

**ELEPHANT**—Student creates an elephant trunk with her arms. Side students use their arms to create large elephant ears on either side of the middle student’s head.

**BUNNY**—Student creates a bunny tail behind her back with her hands. Side students create long bunny ears by holding one arms up to the middle person’s head.

**DEER**—Student makes a wide-eyed face like a deer caught in headlights. Side students create antlers by holding their hands up to the middle person’s head.

**ROADKILL** – Student crosses their arms, closes their eyes and hang their tongue out of their mouth while the neighbors use wiggle their fingers over them as the flies

**PALM TREE**—Student holds her arms out like palm fronds. Side students ball up like coconuts on either side of the tree.

**AIRPLANE** – Student touches index fingers to thumbs, turns hands upside down, and puts the “goggles” over eyes. Neighbor: Sticks arm out to form wings.
**TOASTER** - Target: Stands straight with arms at side and jumps up and down continuously. Neighbor: Turns to target and puts both arms out to form slot for the toast to pop out of.

**CHARLIE’S ANGELS** - Target and Neighbors: Put both hands together and form a gun with them. Target points the gun at the centre. Neighbors turn outward and bend their elbows up to pose with the gun.

**THREE MONKEYS** - Target and Neighbors each do one of the following: cover their eyes, cover their mouth, or cover their Ears. Each one must make a different choice

Feel free to have your youth or yourself create your own
Criminal Dealings

Materials: Deck of cards, objects to pass

You only need enough cards so each player may have one card. One card needs to be a jack--the criminal, and one needs to be an ace--the cop. All of the other cards should be below ten in rank. Let each person draw and keep a card, without showing it to anyone.

While standing in a circle, the participants must pass the object from person to person. While the object is being passed around the criminal needs to recruit other criminals by winking at them, but without getting caught by the cop. Any person who sees a wink is to wait a few seconds, so as not to be obvious, and then say, "I committed a crime." That person then turns in his card and is out of the game. Play continues until the criminal recruits all players without being caught by the cop, or the cop identifies the criminal. If the cop misidentifies the criminal, he loses the game.

*Variation - pass several objects at once or play several times and increase the number of objects each time.
You and the other “runners” in the room are about to embark on a race for the truth. Your goal is to cross the finish line as quickly as possible by truthfully answering questions about yourself by following the facilitator’s directions.

1. Line up on the starting line as directed by the facilitator.

2. In a moment you will hear a statement. If it is true about you move forward one step. If it is false, remain at the finish line.

3. If they are incorrect, they must take 1 step back

4. Once all first moves have been made, the facilitator will make another statement. Again, if it is true move forward one step. If it is false, remain where you are

5. Repeat step three until the first runner completes the race.

You may use the list of questions below or come up with your own. If your youth have been to a training, or event try to use the information provided there to turn into specific and relevant questions for the youth.

Sample Questions
1. 90% of all smokers began smoking at or before age 19 (T)
2. Homicide is the leading cause of death (F – tobacco)
3. 1,200 people die from tobacco every year (F – 440,000)
4. There are 28 carcinogens in spit tobacco (T)
5. TRU stands for tobacco.reality.unfiltered (T)
6. The average age when someone tries their first cigarette is 13 (T)
7. Public schools in NC were 100% in 1998 (F – 2008)
8. Nicotine is more addictive than marijuana, but not cocaine (F)
9. NC Youth smoking rate is 19% (T)
10. NC Cigarette Excise tax is $1.05 (F - .45)
Getting the TRU Motor Started

Ask the audience the following questions (you can have them work in teams and write down their answers for points):

1. Some months, like October, have 31 days. Some months have less, like February which only has 28 days. How many months have 30 days?

2. A farmer had 18 pigs and all but 7 died. How many of the farmer’s pigs were left?

3. Divide 50 by 1/3 and add 7. What is the answer?

4. What four words appear on every denomination of United States currency?

5. You only have one match and you enter a cold, dimly-lit room where there is a kerosene lamp, an oil heater, and a wood-burning stove. What do you light first?

6. Sam’s parents have 5 kids. The parents thought they’d be clever and name their kids Bab, Beb, Bib, Bob, & __________. What was the 5th kids name?

7. In baseball/softball, how many outs are there in an inning?

8. Which weighs more, a pound of bricks or a pound of feathers?

9. A doctor gives you three pills and tells you to take one every half an hour. How long will the pills last?

10. What was the President’s name in 1960?

Answers:

1. 11
2. 7
3. 157
4. In God We Trust or United States of America
5. the match
6. Sam
7. 6
8. Neither, they way the same
9. One hour. If you take the first pill at 1:00, the second at 1:30, and the third at 2:00, the pills have run out and only one hour has passed
10. Barack Obama. As far as I know, he hasn’t changed his name
I’m Terrific

To the facilitator:
Read each statement aloud, pausing after each one. Instruct the participants to listen carefully and to stand up if the statement applies to them. Instruct the participants to remain standing, sitting down ONLY when they hear a statement that does not apply to them.

Statements:

I wish I had a million dollars

I am older than I look

I am younger than I look

I would like to run for President

I am not afraid of anything

I love my work

(add statements)

I am a terrific person

Afterwards:
Ask the participants what similarities and differences they noticed in the group

Have You Ever?

Equipment
None. Can be done indoor or outdoor.

Time
~10-15 minutes

Brief Description
Active, fun group activity to explore and celebrate the rich diversity of people’s past experiences. Works well with large groups.

Other Descriptions
Popular activity with many variations. "Have You Ever" is often credited to Karl Rohnke. 2004)

Description of an Icebreaker & Get-to-know-you Activity

Have You Ever?
- This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.
- The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.
- A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib, e.g., "Does Anyone Have....?"
- Items should be carefully considered in order to prevent embarrassment, ridicule, etc.
- The motivation of participants to participate often needs some amping up. Try to do some other warm-ups first. The rest is down to the leader’s skill in demonstrating and encouraging.
- List of Possible “Have Your Ever?” Items:
  1. Have you ever climbed to the highest point in your country of birth?
  2. Have you ever lived overseas for more than 1 year?
  3. Have you ever sung karaoke?
  4. Have you ever been without a shower for more than 2 weeks?
  5. Do you have both a brother and a sister?
  6. Have you ever ridden a horse?
  7. Have you ever eaten frogs' legs?
  8. Can you speak 3 or more languages?
  9. Have you ever been in love with someone who was vegetarian?
  10. Have you swum in 3 or more different oceans?
  11. Have you ever flown an aeroplane?
  12. Have you broken 3 or more bones in your body?
  13. Have you done volunteer work sometime in the last month?
**TRU Mind Teasers Energizer or Team Building.**

Put the Mind Teasers up on an overhead, Flip Chart or sheets of paper with the Solutions column left blank (prepared ahead of time). Break into groups to solve and see who gets the most right in a 5 minute or less time period or reveal each one, one at a time to the larger group and let them solve them out loud. Requiring a raised hand to give an answer may be needed to maintain order!

<table>
<thead>
<tr>
<th>Mind Teasers</th>
<th>Solution</th>
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<tr>
<td><strong>AGES</strong></td>
<td>Dark Ages</td>
<td><strong>ROAD</strong></td>
<td>Cross Roads</td>
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<td>KNEE</td>
<td>Neon Light</td>
<td>MAN</td>
<td>Man over Board</td>
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<td>______LIGHT</td>
<td></td>
<td>______BOARD</td>
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<td>HE'S/HIMSELF</td>
<td>He's beside himself</td>
<td>EZ ii iii i</td>
<td>Easy on the eyes</td>
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<tr>
<td>BLACK</td>
<td>Black over Coat</td>
<td>TIME TIME</td>
<td>Double time</td>
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<tr>
<td>______COAT</td>
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<tr>
<td>0 M.D. PH.D.</td>
<td>Three Degrees below Zero</td>
<td>TOUCH</td>
<td>Touch Down</td>
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<td>L.L.B</td>
<td></td>
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<tr>
<td>WEAR</td>
<td>Long Underwear</td>
<td>READING</td>
<td>Reading between the lines</td>
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<tr>
<td>______LONG</td>
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Blank Mind Teasers form for printing.

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<td>T O U C H</td>
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<td>R\E\A\D\I\N\G</td>
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NAKED NUMBERS

Purpose:
-To learn tobacco related facts
-To help youth understand the need for a personal touch in tobacco prevention

What you need:
-Audience members (at least 10, no more than 40)
-pre-printed slips of paper with sentences and numbers
-two baskets

Time Used:
15 minutes

Instructions:

-Do a head count before starting this activity.
-Divide that # in half to know how many facts you’ll need to mix in the baskets.
-Put #’s in one basket and sentences in another.
-Divide group into two sections.
-One section will pull all their paper from the # basket.
-The other section will pull from the sentence basket.
-Do not tell them “one basket has #’s, the other has sentences”.
-Only explain, after they have pulled their papers from the basket, that they have to find the person they think that has the paper that matches what they have.
-Play music in the background and end the game after 3 songs or so.
-Review what the youth have decided their answers are.
-Reveal the correct answers for everyone.
-Use the following script to conclude the activity.

Script: In statistics, numbers that stand alone without a story are naked. Without context, they have no personality, meaning or lasting impact. As teen advocates, it is great to know the facts, but it is even better to weave that into your personal stories. Stories are more powerful than statistics, but using both creates change.
Billions of cigarettes consumed in U.S. each year
370

Billion lbs of cigarette butts are dumped into the US environment each year
14.1

Trillion cigarettes consumed globally/year
5.5

Right now _____ kids under the age 18 in the US are regular smokers
2.8 million

More than _____ kids are exposed to secondhand smoke at home
15 million

Since funding for NC teen tobacco use prevention and cessation efforts began in 2003, middle school smoking has decreased by ___ % and high school smoking has decreased by 30.4%.
51.6

“Our State has _____ fewer teen smokers than it did 6 years ago” (TRU)
53,000

According to the TRU website, TRU has _____ members
Tobacco companies spend up to ______ marketing their product

12.5 Billion

2009 NC Youth Risk Behavior Surveillance (YRBS) showed ______ percent high school youth had ever used any tobacco product

52.5

2009 NC Youth Risk Behavior Surveillance (YRBS) showed ______ percent youth that smoked purchased tobacco items directly from the store

17.5

More than _____ percent of men that were snuff users initiated smoking

40

Adult nonsmokers who die each year from exposure to secondhand smoke

50,000

On average, smokers lose _____ years of their life

13

According to WHO, round the world, every _____ seconds someone dies from tobacco related diseases
Kids under 18 alive today who will ultimately die from smoking (unless smoking rates decline)

6 Million

_____ percent of smokeless tobacco users have oral lesions

60-78

_____ percent of people who try to quit smoking fail

95

There are over _____ toxins and chemicals in cigarettes

7000
1. Divide room in half- these are the teams.

2. Choose a leader.

3. Each leader will try to get his/her team to guess the word at the top of each list without using the taboo words listed.

4. The leader of the opposing team will look on to make sure a taboo word is not used. If one is used, the team will be buzzed and the playing leader will need to move on to the next word.

5. Earn points by correctly guessing the term without using the taboo words.

6. Each team has 60 seconds
Teenagers
Words not to say:
Youth
Peer
Adolescent
Child
High School

Media
Words not to say:
T.V.
Magazines
Radio
Newspaper
Billboards

Second-Hand Smoke
Words not to say:
Environmental Tobacco Smoke (ETS)
Cigarette
Blow
Cough
Breathe

Restaurants
Words not to say:
Food
Eat
Waiter/ Waitress
Dining
Tip

Schools
Words not to say:
Principal
Teachers
Students
Learn
Public/ Private

Environment
Words not to say:
Pollution
Family- Friendly
Atmosphere
Surrounding
Area
Breathe
Words not to say:
Inhale
Exhale
Air
Oxygen
Lungs

Menthol
Words not to say:
Kool
Newport
Minorities
Smoke
Cough drop

Tobacco
Words not to say:
Leaf
Farmer
Crop
Addictive
Nicotine

Nicotine
Words not to say:
Rat poison
Addictive
Heroin
Cigarettes
Drug

Asthma
Words not to say:
Cough
Breath
Wheeze
Lung
Inhaler

Cancer
Words not to say:
Lung
Chemo
Lance Armstrong
Tumor
Zodiac Sign
Zip, Zap, Zop

Everyone stands in a circle. One person begins the pattern. The person has to jump and clap while saying ZIP, then point to somebody else in the circle. The person they point to has to jump and clap and point and say ZAP. The person they point to does the same thing except says ZOP. The pattern continues until either a person says the wrong word or messes up the rhythm (doesn’t go or hesitates longer than a few seconds). You may “pass” back to the person who “passed to you”.
Follow the Leader

Summary: A hilarious copycat game in which people try to imitate one leader’s actions, and the person in the center attempts to identify who is the originator of the actions (the leader).

Recommended # of People: A group of 8 to 16 people.

Materials: None

Setting: Indoors or outdoors.

How to Play

Ask everyone to stand and arrange the group into a circle, facing inwards. Ask one person to leave the room for a minute. This person will be the guesser for the round. While he or she is gone, the group decides who should be the “leader.” The leader will be the one who sets the movements for that round. When this person is chosen, invite the guesser to come back. The guesser stands in the very center of the circle.

When the round begins, everyone starts swinging their arms up and down. The leader will eventually begin to do other movements, and everyone else mimics the leader’s actions, without being too obvious to reveal who the leader is. The leader can do just about anything he or she wants, such as:

- clapping
- making a kicking motion with his or her leg
- jumping up and down
- singing a line from a song
- patting his or her own head
- a dance move

Everyone in the circle should be careful to avoid prolonged eye contact with the leader, so the leader’s identity is not given away. The guesser must keep turning his or her head to try to figure out which person is the leader (the person who is starting of all the group’s movements). The guesser is allowed to make up to three guesses. If the guess is incorrect, the round continues. If the guess is correct, the leader becomes the new guesser for the next round. If all three guesses are exhausted and the leader is not correctly guessed, the round ends and you can either keep the same guesser or switch it up.

This action game tends to be hilarious, as people try to copy the leader’s silly movements.
Birdie on a Perch

This activity is a hilarious way to breakdown personal space! Form a circle with your group. Number them off 1s and 2s. Have the 2s take a step forward and turn around and face someone on the outside circle. You should now have 2 circles facing each other. The inside circle is where the Birdies are and the outside circle are the Perches. Birdies can only perch on THEIR OWN Perches. To perch the birdie must some how use their perch to avoid any contact with the ground. The facilitator will provide music (humming, clapping, singing, etc). As the music plays the two circles rotate in opposite directions. The facilitator yells "Birdie on a Perch!" at random and the Birdies must scramble to find their perches. The last couple to successfully perch is out. Game continues until a single couple is left.

For a bit of fun, call out different walks for the teens to do. Such as: walk like a bird, a ballerina, run way model, ninja, etc.
Secret Leader

Have everyone stand in a circle. Within the group, decide who is going to be the “guesser.” Have the person leave the area. Now the group needs to decide who the leader is going to be. Once the leader has been decided upon, bring the Guesser back to the group. The Guesser will stand in the middle of the circle.

Have everybody in the circle swing their arms by their side. When ready, the Leader will begin by making another action; silently, everybody else will start doing the action the Leader created. The Leader can change the action anytime, and the rest of the group will follow whatever the leader does.

In the mean time, the Guesser tries to determine who is leading the group. There are several options:

- The Guesser gets as many guesses as they want/need
- The Guesser has only one guess or a limited amount of guesses. If they get it incorrect they must continue to be the Guesser until they do get it right.
- The group can pick a new Guesser and Leader each round, or the Leader of the one round becomes the Guesser of the next

Very fun and silly game: Guarantees a good time with many laughs!
TRU
TEAM
BUILDERS
# TRU TEAM BUILDERS

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Group Juggling

**Purpose:** To understand the dynamics of group work and behaving like a team

**What you need:** About 15 items (balls or other) to juggle within a group and no more than 30 volunteers

**Time Used:** About 30 minutes

**Instructions:**

1) Get everyone in a circle.

2) Share the rules.
   - Cannot pass ball to left or right
   - Must look one person in the eye and call their name before passing them the ball.
   - Don’t drop the ball
   - Remember to who you threw the ball
   - Pass it once to each person

3) Let the group practice passing it to everyone at least once until the ball is back to the person who started the game.

4) Start the ball tossing pattern again. The person starting the pattern then adds balls to see how many the group can juggle without dropping any. The balls should always be thrown in the same pattern.

5) Ask them to discuss strategies that they can do to improve. Then try again.

Debriefing after the juggling is over:
- If the group drops a lot of balls, allow them to regroup and strategize to improve their performance.
- Ask them how this group juggling exercise is like working on a team/coalition.
- If the balls/items represent tasks, what have they learned about working in a group?
- What might eye contact and calling the person’s name before throwing the ball represent?
- If they rushed, ask them why.
- How did they as a group increase success/failure?
- Did they think “outside” of the box for strategies or were their strategies simply “do it better”? Did they think about rearranging themselves? Why is a “just do it better” strategy not effective?
Blindfolded Rescue

Materials: Enough blindfolds for everyone but 3 Youth. Tape

To do:

1. Blindfold everyone except for 3 Youth.

2. Count how many Youth are blindfolded and mark that many spots around the room with tape. Those are the “Destination Spots”. So if there are 8 Youth blindfolded, then there will be 8 Destination Spots.

3. With the 3 Youth that are not blindfolded, you will figure out who wants to be which one of the following:
   a. The Viewer (A)
   b. The Translator (B)
   c. The Speaker (C)

4. Take all of the blindfolded Youth and spin them around and walk them to a new spot in the room so that they do not know where they are.

5. Explain to the 3 Youth who are not blindfolded that all of their friends are lost in a dark place and need you to rescue them. The only problem is that you 3 cannot simply tell them where to go.

6. The Viewer (A) can see to them, but cannot speak to anyone else. He or she can only whisper to The Translator (B). It is important that no one hear what The Viewer says.

7. The Translator (B) cannot see the Youth (you will have to make sure that the translator has his or her back to the group) AND The Translator cannot speak at all. The Translator must use his or her body to gesture the message that The Viewer said, to The Speaker (C).

8. The Speaker (C) cannot see the blindfolded Youth that they are trying to rescue, but is supposed to speak directly to them. The Speaker is supposed to be in a place, such as the corner of the room, where the only person he or she can see is the translator. Then, The Speaker, tells the
message to the blindfolded people. For example, “Brian take two small steps to the right”.

The Goal is to get all of the blindfolded Youth to one of the Destination Spots safely. It will be important as the adult leader to be in the room making sure no one runs into anything or gets hurt.

Throughout the activity, as blindfolded Youth get to a Destination Spot, you can have them switch out with one of the 3 non blindfolded Youth.

Lessons Learned – This activity is all about communication. Again, it is important to have lots of questions for the Youth.

- For the Viewer, What was it like to hear communicate only to the Translator?
- For the Translator, What was it like to not be able to speak or see the blindfolded Youth?
- For the Speaker, What was it like giving directions and not being able to see what is happening?
- For the Blindfolded Youth, what was it like taking directions from the Youth who could not see you?
TRU Grid Game

**Time:** 30 - 45 Minutes

**Materials:** 1 – 32 ft piece of string (or tape could work), 14 – 8 ft pieces of string (tape would work again), a roll of tape and a fair amount of space.

**Set Up:** With the 32 ft piece of string, make an 8 * 8 square on the floor. Use the tape to tape down the edges. With 7 – 8ft pieces of string, create 8 rows, one foot apart and tape down at the edges. With the other 7 – 8ft pieces of string, lay perpendicularly, one foot apart, to create 64 - 1ft *1ft squares and tape down. (See Grid Below)

**Goal:** To get one person from your team to cross the entire grid.

**Instructions:** For each team, there is only one path that you can take to get to the other side. Teams will alternate their turns and only one person on the team will go at a time (ex. Team A – First Person, Team B – First Person, Team A – Second Person, etc.) Teams will stand opposite of each other, facing each other.
   1. When it is your go, you can start on any of the squares on the first row.
   2. You can only move left, right, or forward (No Diagonal Moves)
   3. You can only move one square at a time.
   4. There is only one path for each team.
   5. If you step in a square that is not on the path/solution, then your turn is over and it is the other teams turn.

**Facilitator:** You are going to want to create a Grid on paper, with the solution for each team drawn out (See the Grid Below). Do not mark the path/solution on the actual grid. As each person steps into a new square, it is your job to tell them whether their move was correct or if their turn is over.

**Strategy:** The idea is that both teams are on the same path, and that the grid is symmetrical if you divide it vertically.
**Alternative Ideas:** There are several things you can do differently or add on to make this activity applicable to your program; however, you could simply play it as is because the game does require some problem solving.

1. The first thing that you can do, if there is someone in the group that has played this before and knows that the grid is symmetrical, then you can simply make two different paths for each team and that the goal is just to get to the other side.

2. Some things you can add on to the activity are communication limitations. For example, “for the next 5 minutes nobody can speak” or “each person whose turn it is to walk the grid must be blindfolded and told where to go by their team”. These limitations encourage alternative forms of communication, leadership, and team building.

3. A way to adapt this activity to your specific program is to create ways for each team to earn their “turns” on the grid. For example, you could come up with a list of questions that apply to what you are doing. There would need to be an even number of questions so that each team would have the opportunity to earn the same amount of “turns”. As well, the list would need to be pretty long as, in my experience, getting through the grid completely takes a fair amount of “turns”. I would allow each team at least 20 turns, which would a list of questions, minimum of 40. This way you could make this smaller activity into a piece of a larger activity where they earn their “turns” during the first half and then they go through the Grid Game during the second half.

4. You can always make the grid larger or smaller to make it easier/quicker or harder/longer. I would encourage you to always keep an even number of square feet and an equal number of rows to columns (ex. 6*6, 8*8, 10*10, 12*12, etc)
Team Building Activity

PB & J Sandwich Activity

Materials: 1 pen/pencil per person, 1 sheet of paper to write on per person (You also can include the materials to make the sandwiches themselves for a longer version of the activity)

Objective: To explore assumptions that are made when communicating in various settings (i.e. trainings, meetings, emails, day-to-day contact).

Short Version:

For the short version, you will only need 1 pen/pencil and 1 piece of paper per person.

To get started, you ask the audience if anyone has ever made a PB& J Sandwich (this can be asked rhetorically). This is a seemingly easy thing to understand. It is a task that most people have done, and if not, know how to do. After this you explain to the group that they will be given 5-10 minutes to write down instructions on How to Make a PB & J Sandwich. Plain and simple. If someone has an alternative request such as “I am allergic to peanuts” or “I like banana on my sandwiches, can I include that”, feel free to allow these different circumstances as it only explains the point better.

Once completed, ask each person to read their Step 1. As the facilitator, compare each others first step. Did everyone have the same step? Does everybody Start in the same place, when taking on a project? How does this translate to communicating an activity in a training? How does this translate to communicating instructions for your Youth Team (for Adult Leader).

As well, within each step, see if you can compare each persons Step and pull out any assumptions that were made. If someone had the first step of “Spread on the Peanut Butter” and someone had the first step of “Open the bag of bread”, is there an assumption being made that the first person knows how to open the bag of bread and that it doesn’t need to be said.

Continue on in this manner with each step, pulling out assumptions that are being made.
At the end, note that this, seemingly easy and well understood task, was very different from person to person. Certain assumptions were made throughout, when trying to explain how to create a PB & J Sandwich. (just like I am assuming that you know what I mean when I type “PB & J Sandwich”).

- What assumptions do we make in our day-to-day conversations?
- What assumptions do we make when we communicate with youth/adults?
- What can we proactively do to try to avoid making assumptions when we communicate to others?

Going back to the folks who had allergies or personal preferences. Those characteristics further make them unique and further create the need to avoid making assumptions. Especially with those folks who have allergies. How do you think that compares to someone in a Youth Training? (Possibly talking about “Tobacco Issues” with someone who has a different cultural perspective of “Tobacco Issues” than you)

**Long Version:**

The Long Version is the same as the short version with an added part. After each person has written their instructions on *How to make a PB & J Sandwich*, pull out the materials to actually make the sandwich.

Have each person tell the group their step and then act it out. During the action, point out any assumptions that were made. For example, if someone writes down the First Step as “Spread the Peanut Butter on one side of the bread” then discuss all of the steps that happened before that person actually “Spreads the Peanut Butter on one side of the bread”:

1. Get the Bread
2. Open the Bread
3. Pull Two Slices Out
4. Get a Knife

Continue to do this with each person for each step. It would be good to list out the “assumptions” being made on a flip chart so that they can see them written out. This Long Version is good because the people involved actually “see” the assumptions that they are making.
Couch Game

Summary: A memory-based game in which males and females compete to get all members of their team seated on the couch.

Recommended # of People: 10-30

Materials Required: Paper, a couch or four chairs, pens. Recommended Setting: Indoors

The Couch Game

How to Play

The Couch Game (also known by the name Kings and Queens) is a memory-based game that takes a moment to learn. Form a circle with the couch (or four chairs) as part of the circle. Place two males and two females on the couch, and have the rest of the people fill in the circle, in alternating order (guy next to girl — no two guys next to each other, and no two girls next to each other). One chair must be left open. Have everyone fill out their name on a piece of paper. Place all the pieces of paper in a container. Go around the room and have someone pick out a piece of paper with someone’s name on it (they cannot have their own name). They must not let anyone know whose name they have. The person to the left of the empty chair begins by calling out someone’s name. The person who is holding a paper with that name must move from their seat to the empty seat. The object of the game is for the guys to get four guys on the couch while the girls try to get four girls on the couch. This game is a memory-based game which sometimes leads to humorous results due to its gender-based competitive nature.
Deserted Island (Also called Magic Carpet)

**Materials:** Blanket or tarp that is just big enough that the entire group can stand on and be slightly crowded.

Have each of the participants stand on an old tablecloth or blanket. Craft a funny story about them falling out of a plane and landing, luckily, on this deserted island. The problem is, their feet are starting to burn, so they need to flip the island over, being careful not to let any of their body parts touch the acid water around the island. If anyone touches the acid (the floor), tell the group that an injury has been sustained and that person is now no longer able to use his/her leg. Other injuries can include splashing acid in teammate’s eyes (requiring them to use a blindfold) or it could paralyze their arms, legs, heels/toes, hands, etc (prohibiting them from using those parts). The participants must work together to flip the cloth over a little at a time.
Emotions and Storytelling

Lots of emotions go into this type of work. Let’s have an opportunity to get some of these emotions out.

Goal: Create an emotional storyline using one of your tobacco prevention efforts.

Task: Name some of the emotions that this activity may have brought out (e.g., happiness, anger, boredom, confusion, frustration, etc). Each person is assigned an emotion—they may ONLY talk about the tobacco prevention effort with that particular emotion. A facilitator points to a person to talk, often changing among different people and emotions.

For example:
A Youth summit
Getting schools to go 100% tobacco-free
TRU Week event
World No Tobacco Day event
Other events?
Chocolate River

For this game you need two ropes to represent the banks of a river. The goal is to have the group cross the river.

Give the team six (more or less depending on the distance between ropes) carpet squares (or something similar) to use as "gumdrop rafts". Each gumdrop raft can only support one hand and two feet at any one time. Any more than that and it will sink (meaning a leader takes it away and it's no longer available to the group). If a gumdrop raft is left untouched, it floats away (again, have a leader monitor for this and remove any rafts). If anyone in the group touches the chocolate river, the team must start again. Every member must get across the river for the team to be successful.

The game sounds simple, but it's great for team building, as it requires everyone to participate and contribute towards the goal.
Helium Stick

Instructions

Line up the group in one line, or two lines facing each other, depending on the number of people.

Each person sticks out their index finger from one (or both hands), so that they are all pointing parallel to the floor, just above waist height.

A stick (tent poles work well) is placed on all the outstretched fingers. The objective is to lower the stick to the ground, as a group, such that no-one’s finger ever loses contact with the stick.

The only contact that anyone has with the stick is their finger(s) underneath the stick. If anyone loses contact, even for a fraction of a second, the stick is returned to waist height and the group starts again.

You can also do this one with the group in a small circle, lowering a hula hoop.

Facilitator Notes

If the group gets stuck with this one, try asking them: "What do you hear when the stick is going up? What do you hear when it is going down? Where is your focus?"

Chances are, the more they focus on each other or on blaming, the more the stick goes up.

Ask if anyone ever briefly dropped their finger off the stick, just to confirm that they were not the ones causing the rise. "What does that tell you?  http://ceeps.ca/activities/HeliumStick.htm
Don’t Touch Me

Description
Everyone switches places with their partner across the circle, while going through the center.

Instructions
Players should be in a circle, standing on place markers. Without moving, ask them to select a partner across the circle from them. Make sure everyone has a partner – you may need to play, too. Place an extra marker in the center of the circle. The challenge is for the team to set the best time possible – as a team – for everyone to switch places. The rules are:

+ You must switch positions with your partner, without touching.
+ You must make contact with the center spot.
+ You must say "Don't Touch Me".

A ten second penalty will be imposed for each violation (touching, missing the spot, or forgetting to say "Don't Touch Me").

Facilitator Notes

Safety Tip: Make sure the place markers won’t slide on the surface you are using. Once the group hears the challenge, they will probably brainstorm for a few minutes;

Note: you may need to repeat the rules several times, or ask them to tell you the rules. They can go as long the energy is good. I just ask them each time whether they are satisfied with their time or if they think they can do better.

The spots they are standing on have nothing to do with this activity, (distractions or limits we put on ourselves). Also the center spot may be moved and they can move or re-organize – do not tell them this. Do not put value judgments on their performance; rather let them decide when they are satisfied with their time.

This activity allows the group to explore planning, collaboration, trial and error, respectful communication, integrity, and looking at possibilities vs. barriers.

http://ceeps.ca/activities/DontTouchMe.html
Minute Mysteries

Minute mysteries are great for when you have a few minutes to spare with your group! Read the situation to the group. They may only ask Yes or No questions and work as a team to figure out the “big picture” of the scenario. These are GREAT lateral thinking exercises.

Scenarios:
- Bob and Carol and Ted and Alice all live in the same house. Bob and Carol go out to a movie, and when they return, Alice is lying dead on the floor in a puddle of water and glass. It is obvious that Ted killed her but Ted is not prosecuted or severely punished. **Answer: Alice is a goldfish; Ted is a cat.**
- Joe leaves his house, wearing a mask and carrying an empty sack. An hour later he returns. The sack is now full. He goes into a room and turns out the lights. **Answer: Joe is a kid who goes trick-or-treating for Halloween.**
- He couldn't find a chair, so he died. **Answer: The man was a lion tamer.**
- Adults are holding children, waiting their turn. The children are handed (one at a time, usually) to a man, who holds them while a woman shoots them. If the child is crying, the man tries to stop the crying before the child is shot. **Answer: Kids getting their pictures taken with Santa.**
- An ordinary American citizen, with a clean police record but no passport, managed to visit over thirty foreign countries. He was welcomed in each country, and left each one of his own accord. He did this in one day. **Answer: He was a mail courier who delivered packages to the different foreign embassies in the United States. The land of an embassy belongs to the country of the embassy, not to the United States.**
- A man is alone on an island with no food and no water, yet he does not fear for his life. **Answer: He is on a traffic island**
- A man pushes his car in front of a hotel, and says “I’m broke and I’m out!” What happened? **Answer: He is playing monopoly**

For more scenarios visit: [http://www.math.umass.edu/~diehl/mysteries.html](http://www.math.umass.edu/~diehl/mysteries.html)
Debriefing Strategies

What is debriefing and why debrief?

The value of a team building exercise is unveiled during the discussion, or "debriefing" that takes place afterwards.

Debriefing is the time where the participants are able to think back and analyze what happened during the activity. During the debriefing process, participants share opinions, discuss ideas, create action plans, and begin the process of personal growth.

Although debriefing is a common teambuilding term and practice, debriefing is a great way to teach valuable lessons about sportsmanship, sharing, compassion, and many other "teachable moments."

Tips for the facilitator:

- Make sure you either make mental notes or actual notes during the activity about moments that you want to debrief about later.
- Make sure you are set-up that everybody can see each other and interact. Circles, semi-circles work best, or sitting around a table work well.
- Remember, you’re a facilitator, not a leader or guest speaker. This means the students should be doing most of the talking. Use phrases like, “What do you think about what he/she just said?”
- Establish expectations. It might be hard for the participants to transition from an interactive game/activity to a serious conversation. Set the expectation before you begin.
- Address the topic of confidentiality. What is shared in a small group stays in the small group. Stress how important this is and how we need to be able to trust each other. They will share more when they know a safe place has been established.
- If the activity took place in a loud setting, make sure you move the debriefing to a quieter setting before you get started. Example: If you did your teambuilding exercise outside where there is a lot of traffic noise, go inside to talk to your participants.
- LISTEN! Be sure to listen to what the participants have to say and respond in a manner that lets them know you heard and understood them. Validate questions by either expanding (can you tell me more?) or challenging them (why do you think that
happened). Encourage participants to challenge you.

- Good discussions require time for warming up, reflection, maximum input, and closure. Be sure to allow for plenty of time and don’t rush the process. Remember, debriefing is where the real learning is taking place.

- Pause often. Quiet time is good. It allows people to think and reflect. Try not to let the same people dominate the conversation. If you find this to be an issue, you can break them into groups of 2-4 and give them a question or set of questions to talk about amongst their group. Then have them share ideas from the small group to the larger group.

- Try to stay focused. If the students get way off track, start to argue, or make jokes, gently say “We don’t have much time so let’s move on to the next question”. But if the discussion is really valuable or someone really starts to share from their heart, don’t get caught up in finishing all the questions. (but don’t let one person monopolize the conversation either)

- If someone isn’t participating at all, it’s okay to say “Mary, you’ve been really quiet. What do you think about this?”

- If someone says something like “Well I think this is really stupid…”, be careful not to shut them out of the rest of the discussion. You might encourage them by saying something like “It sounds like you have some pretty strong opinions about this. What do the rest of you think?” Make sure you go back to them later and invite them back into the conversation.

- Watch for strong emotional reactions. If someone seems really touched or upset, make sure you pull them aside afterward and ask them if they’d like to talk.

- Before you end, go around and have everybody say what their high and low was of the activity. The high should be their favorite part and their low would be their least favorite. This lets everyone analyze and reflect about their own experience, as well as ensuring that everybody has an opportunity to speak in front of the group.
Debriefing Questions

Below are some sample debriefing questions that can be asked to get the ball rolling

• How well do you think the group worked together? (Can rate 1-10)

• What strategies worked? What strategies didn’t work? What did it take for your team to finally achieve success?

• Who were the influential members and how were they influential?

• Were the resources fully utilized?

• What frustrated you with this experience?

• Was there a compromise made? Did the compromise help or hurt the success of the activity?

• How did the group reach their decision to_____?

• How could better decisions have been made?

• Did everybody know and understand the plan before it was executed? Was it communicated clearly?

• Did everybody have a chance to communicate their plan to group? Did you feel that it was heard and validated? Is there someone who felt they had a good idea that they didn’t get heard? How did that feel?

• What roles did group members adopt?

• Do you feel the group listened to each other? Why/why not?

• How was conflict managed?
• What kinds of behavior helped or hindered the group?
• How would you do the activity differently if you were asked to do it again?
• How can you relate this to work/home/school?
• What was significant about _____?
• What does this new information say about our own actions/lives?
• What are the consequences of doing or not doing _____?

Here is a list of possible follow-up questions. You can use these to follow-up a participants comment to one of the lead questions above

• Can you tell more?
• Can you be more specific?
• Can you say that in another way?
• Can you provide some more details about _____?
• Help me understand why that is an issue?
• So, you're saying . . .
• Can you give me an example?
• Does everybody agree on what _____ just said? Why or why not?
• Who else had the same reaction? Who had a different reaction?
• Does everybody understand what _____ just said?
MISCELLANEOUS

TRU

ACTIVITIES
## MISCELLANEOUS TRU ACTIVITIES

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Balance of Power

The exercise

Find a partner you didn’t know before arriving, and agree which one will be partner “A” and which one partner “B”.

Stand face-to-face with your partner. A’s, move slowly in whatever way you would like. B’s, physically mirror your partners’ activities as closely as you can. (time for 30 seconds)

Now switch places: leaders became followers and vice versa. (time for 30 seconds)

Now continue moving but now neither person is the leader. (time for 30 seconds)

The discussion

Which part of this exercise was the easiest? Why? Which situation were you the most comfortable doing?

How could this activity relate to adults working with youth?

(e.g., Most of us are used to situations where one person leads and another person follows. When neither person was the leader, you had to pay attention more. You couldn’t go off and do your own thing or let others go off and do theirs. No one had the power or the control: We had to work together. But we didn’t quite know how to do that. When no one was supposed to take control, everyone sort of sighed, like “how do we move, then?” It takes a lot more effort, effort from both sides, to share the lead and work together.)

Most of us are unaccustomed to working in the dynamic represented in the second part of the mirror exercise — where the lead or power is shared, especially with adults and youth. This power dynamic too often leads to youth being denied power and control over their own lives, and to the experience of young people being negated.

CeCElia Nation with Lauren Stevenson

Ideas for breaking teens into groups

- **Cards:** Instead of counting participants off 1, 2, 3, 4, etc; use positive adjectives such as: beautiful, smart, funny, kind, etc

- **Adjectives:** A deck of cards come in handy when trying to divide youth into groups – you can use suites or numbers. This does take a little more set up work sometimes to “stack” the deck, but is normally very successful method. All you have to do is hand out a card to each participant as they come in or have them at each seat.

- **Animal Noises:** Give each participant a slip of paper with a different animal or animal noise. Have everybody begin making the noise at the same time and mingle around the room to try to find others who are making the same noise. Animal noise ideas: pig, cow, dog, monkey, rooster, cat, duck, lion

- **Candy:** Count out ahead of time, so that you have the right number of different kinds to form the groups you want. Hand out candy, and ask people to join the group with the same kind of candy.

- **Birthday month:** Have participants line themselves up in order of their birthdays (months and date). They must not talk while they do this. Once they are lined up and you “test” for accuracy – divide them into the number of groups you need.
Breaking in to groups: “80’s dance activity”

Materials: The cards with the different dance moves on them, music
Time: 10-15 minutes
Number of Participants: 20-45
Dance moves:
Sprinkler, cabbage patch, shopping cart, stayin’ alive, lawnmower, YMCA, running man, thriller

Instructions:
Explain that each person will get a card with a dance move on it. (The facilitators will need to demonstrate each dance move before the activity). Explain that when the music starts they have to go around the room, without talking, do their dance move and try to find the ones that match their own. This activity can either be a hilarious icebreaker or a way to split up a large group into smaller groups.
Breaking into Groups

HUM THAT TUNE: Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. (i.e. "Row, row, row your boat," “Rock-a-bye baby,” etc.) All of the people who are given the song must hum that tune and fine everyone else singing the song. They then form a group.

Tunes for Hum that tune. Cut into small slips of paper and hand them out. Make sure you have the number of each one to give you the size group you need. For example if you want groups of 5 have five Happy Birthday to You slips, five Row, Row Your Boat slips, five Jingle Bell slips, etc.

Happy Birthday to You

Row, Row, Row Your Boat

Jingle Bells

Mary had a Little Lamb
WHO AM I...OR FAMOUS PAIRS:

In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flintstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants mill around the room asking others yes/no questions. If the member receives a “yes” answer, they can continue to ask that individual questions until they receive a “no” answer. Then they must continue on to ask someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. The member then can help other members find out who they are. The exercise concludes when all members have discovered who they are.

Names for Who I am. These will be cut into slips also but taped onto the back of participants instead of handed out. You may add or take away names depending on the groups’ sizes.

Cliff Huxtable
Clair Huxtable
Theo Huxtable
Rudy Huxtable
Sondra Huxtable
Denise Huxtable
Vanessa Huxtable
Tigger
Winnie the Pooh
Piglet
Eeyore
Christopher Robin
Rabbit
Toto
Dorothy
Wicked Witch of the West
Tin Man
The Lion
Auntie Em
The Wizard
Fred Flintstone
Wilma Flintstone
Barney Rubble
Betty Rubble
Dino
Pebbles
Bam Bam
Paper-Tearing Exercise

The goal of this exercise is to highlight the importance of two-way communication. Takes about 5 minutes. You will need blank 8.5x11 in. sheets of paper for each participant.

Instructions:

Tell the participants the following: “We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! Participants cannot ask questions.

Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply:

“The first thing I want you to do is to fold your sheet of paper in half.
Now tear off the upper right right-hand corner.
Fold it in half again and tear off the upper left hand corner of the sheet.
Fold it in half again. Now tear off the lower right-hand corner of the sheet.”

After the tearing is complete, say something like “Now open your eyes, and let’s see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!” Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly.

Observe the differences. There will probably be much laughter.

Ask the group why no one’s paper matched yours. (You will probably get responses like “You didn’t let us ask questions!” or “your directions could be interpreted in different ways.”)

Summarize with discussion of the need for two-way communication.
Getting and Keeping a Group’s Attention!

The Ball Game

You can regain the attention in a room quickly and easily with the simple use of a ball. At the beginning of a meeting, teach the participants the "Ball Game." Hold the ball in one hand and throw it up in the air. When the ball is in the air, all of the participants can yell loudly (or laugh, whistle, or clap). When the ball is caught and in the hand of the facilitator, the participants must be quiet. Throw the ball to different heights to test the participants' abilities. Once you've finished, you now have everyone's attention. Continue using the ball throughout the meeting when you need everyone to regroup and quiet down. It's fun and effective!

Clap Once, Clap Twice

To get a group’s attention either at the beginning or during a session, say loud enough for everyone to hear, “If you can hear me, Clap once” (then Clap), “If you can hear me, clap twice” (then clap twice) if needed, say "If you can hear me clap three times" (then clap three times). Proceed with the presentation or activity quickly.

You can also change the verb; if you can hear me raise your hand, if you can hear me stand up, if you can hear me do the robot dance, etc

Rhythms

Start clapping in a specific rhythm. Keep it up till you have some followers doing it with you. As more join in, try starting complementary rhythms with some of the late joiners. See how many rhythms you can add to the group.
Lead them into a louder rhythm and then have them graduate down to a bare whisper and close it out.

**Crowd Hush —**

You would preload the day with instructions on this one. You say "and a hush fell over the crowd!" and they respond with "hushhhhhhhhh"

**Alright/Okay —**

When you say "Alright!" the group responds with "Okay!". Try it a few times at the outset of the day to get the group use to the procedure and use as needed. You can change the words to fit your event or group or just be creative:

When you say “Reality” the group says “Unfiltered”
When you say “Kick” the group says “Butts”
When you say “Peanut Butter” the groups says “Jelly”
When you say “Get Hype” the groups says “Hype Hype!”
Ideas for Interaction and Skill-building

Have an icebreaker at the start of each session that encourages the participants to get to know one another (examples: A Big Wind Blows, Get to Know You Bingo, etc)

Present statistics and facts in a game format to encourage learning and retention in an entertaining manner (examples: Tobacco Jeopardy, Vote with Your Feet, Charades)

Have participants form groups to research information or to answer questions; have the groups share their answers/responses with the entire group (instead of being told the information or given info handouts)

Create role-playing scenarios whereby participants “act out” situations in a spontaneous manner (or role-play scripts can be written beforehand).

Have panels or town meetings or talk shows where participants can actively ask questions and receive answers.

Do “mock presentations” whereby participants’ research, rehearse, and act out situations. The participants will need to know what roles they will be and basic information to prepare their roles. (examples: a mock school board panel presentation, a mock city council presentation, a mock merchant education session, etc).

Do a Red Light/Green Light Fact Review. At the end of training, meeting or presentation play this game to review accomplishments or knowledge! Everyone stands equal to one another on a line. For each question, if the answer is correct, the person gets to take one step forward. If the answer is incorrect, the person may a) stay where they are OR b) take a step backwards. The goal is to be the first person across the winning line. Say “It is okay if you don’t get an answer correct, but listen to the answer because the question may come up again.”

You should come up with your own questions and they do not have to be difficult. The point is that everyone will be paying attention to the review! Here are some sample questions you might ask:

- What does a 100% tobacco-free school policy mean?
• When is our next meeting?
• When is TRU week?
• Why do we encourage a law that would increase the cigarette excise tax?
• What is the percentage of high school students that spit in North Carolina?
• Name one chemical in second hand smoke?
• What is the TRU web site address?

Share North Carolina youth projects and examples with the participants
(for example, a butt pick up, a youth movement to get a restaurant to go smoke-
free, etc)

Have participants brainstorm a description of what they are up against in order to
learn how to be prepared for it. Write up or draw up their brainstorming.
(for example, describe concerns of a tobacco farmer to better understand their
arguments, describe the needs of a tobacco user to better understand how to
respond to their frustrations, describe a gas station owner who sells tobacco to
know how to best educate him/her, etc)

Assist the participants in identifying people in their communities that they can
contact or work with on tobacco use issues. (for example, local sports
associations, coaches, principals, city council members, physicians, dentists, etc)
Show them ways to find out the contact information, e.g., yellow pages, internet,
etc.

Share internet resources that participants can use after the workshop.