

# Team Building Activities

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# Team Building Activities

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## A. Communication/Ice Breakers

### 1. Name/Sport Game

Players sit in a circle facing into the middle. A ball or ... is passed randomly to each person. As he/she receives the ball they give their name and a sport they like that starts with the same letter as their name. (Carol-curling).

### 2. Limited Senses

*Equipment Required* – Blind folds for all participants, hockey socks work well.

Create a large clear space with adequate safety precautions. For safety reasons, make sure a number of support people are around. Next give players a number and tell them to keep their number to themselves. Each participant puts on a blindfold. The goal is for the players to arrange themselves in numeric order. Example 1, 2, 5, 8, 13, 15, 19, 27, 89. The participants are not allowed to speak.

Frustration will occur when players use various methods to communicate such as, foot stomping, clapping, tapping, etc. After a length of time some players may give up. If you tell the group that numbers are missing, they may come together quickly. A variation is to have them order themselves by birthdate.

### 3. Tell a Story

Divide into groups of three. Give the groups about 10 minutes to develop a story line. Each participant tells one section of the story. After each story is told all participants discuss the moral/meaning of the story. Once that is completed the story tellers will reveal what they determined was the moral. Move onto the next group and repeat.



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## 4. Snowball Fight

Everyone writes one interesting thing about themselves on a piece of paper (without their name). Crumple up the pieces of paper and throw them around the room 3 or 4 times. Pick up a “snowball” and open it. The goal is to find the person who belongs to the paper. You **must** introduce yourself before asking if the paper belongs to them. At the end, once everyone has been found, players introduce each other to the rest of the team.

## 5. How well do you know your teammates?

This can be used as an initial ice breaker, or at anytime during a season/competition to help teammates to get to know each other. It also can be good to help players to learn a bit about their coaches, trainers, etc.

Each player must give 2 facts about themselves, one true and one false. They cannot be obvious (I play hockey, etc.). The facilitator (coach, team leader, etc) will read out the facts about the player. The team is lined up, and can be blindfolded (so they don't look around to see what everyone else thinks). If you think the fact is true step forward, false step backwards. The leader then tells the group if it was true or false. The game can continue through all the facts, and you can keep track of points to appoint winners at the end, or just play for the fun to learn about your teammates. You can also set it up as more of a jeopardy style game.

## 6. Who Am I?

Create enough characters for each person participating. Tape on e character to the back of each individual, they then need to go around the room and ask yes/no questions until they figure out who they are.

Example of characters: Hannah Montana, Wayne Gretzky, Britney Spears, The Road Runner, Sidney Crosby, Will Smith, Stephen Harper, Barack Obama, Terry Fox, Hayley Wickenheiser, Cassie Campbell, etc.



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## 7. Toonie truth or lie

Materials – toonie and a cup

Toonie: up – true

down – false

The toonie is placed under the cup prior to the story being told. Each person tells a story and all need to guess if the story is true or false. The game can have consequences for the right/wrong guess by the audience.

## 8. Penny and Dice

Materials – cup, 1 dice, 1 penny

Shake the dice and coin and roll out. Depending on where each object lands determines your story line.

Heads – truth about the storyline

Tails – lie about the storyline

- |                 |                  |
|-----------------|------------------|
| 1. Family       | 4. Vacation spot |
| 2. Music        | 5. team          |
| 3. sports story | 6. hero          |

## 9. What's in your wallet?

Have each teammate open their wallet/purse and find something in it that has a personal story (maybe hockey related ...) attached that they can share with everyone. You can go as many rounds as you want with this one, it becomes quite interesting ...

**Rock paper scissors team game.** (All 20 players will spread out and find an opponent to play a best of 3 rock paper scissors match against they will introduce themselves and shake hands before the match begins. Once the winner is found the losing player will join the winner and become his own personal cheering section.



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The winner will put up his hand after his match signifying that he is the winner and help him to identify his next match. This will continue until there is only one winner and a 19 person cheering section)

**3man human statue** (The players will split into groups of 3 and have 3 rounds alternating where one player will be a muse another will be a statue and the last will try to get the muse using only voice commands to replicate the statue. Make sure the players are in a straight line with the muse in the middle facing away from the statue)

**Memory game using (family, hobbies, foods, etc.)** (20 players will form a circle and will tell the group on thing personal about themselves, then taking turns 1 player will attempt to repeat that one thing about each player until he gets one wrong. Once a player gets one wrong then it will be the next players turn starting at the beginning continue until a player has gotten all 19 players right in order or all 19 players have gone.

## 10. Predicament and solution

Materials – none

Each player to create a story involving a predicament and a solution. The solution has nothing to do with their predicament. 1 at a time, have each player present their predicament and then have someone else give their solution (one that they had made up initially). \*Some weird solutions and a lot of fun.

## 11. Snowballs in a bucket

Materials- crumpled up paper, basket/box

Player #1 has their back to the box and throws the “snowballs” over their shoulder into the box. Player #2 is the eyes and communicator for the thrower. How many are successful in the # of throws taken

## 12. Human Treasure Hunt



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Find someone who matches the information below and write their name on the lines provided. You can only use each name once. Try and fill each line with one of your teammates' names.

NAME: \_\_\_\_\_

Name		Answer		Name		Answer
	Is born in the same month as you				Has the same number of siblings as you	
	Can speak more than one language				Has travelled outside of Canada	
	Has been on TV				Can play a musical instrument	
	Has performed on stage				Has climbed on a climbing wall	
	Has won an individual award				Knows someone famous	
	Has been a volunteer				Has a unique skill or talent	
	Has been in a parade				Is an honours student	

	Teammate	Answer		Teammate	Answer
Is born in the same month as you				Has the same number of siblings as you	
Can speak more than one language				Has travelled outside of Canada	

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Has been on TV			Can play a musical instrument		
Has performed on stage			Has climbed on a climbing wall		
Has won an individual award			Knows someone famous		
Has been a volunteer			Has a unique skill or talent		
Has been in a parade			Is an honors student		
Lives on a Farm			Has bungee jumped		
Plays another sport competitively other than hockey			Has driven a ski boat		

### 13. Name Game

Players stand in circle facing each other. Start with one player, gives his name and which way he shoots. The player on the left, repeats the player's name and which way they shoot and then does this for himself. Continue around the circle with each player repeating the name and shooting side for the additional players and coaches until they get back to where they have started (the last player will have to remember 22 names and shooting side). Goal is to develop familiarity with players' names and to develop open communication.

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## 14. Stick Balance

Players formed groups of 5. They were given the task of balancing a hockey stick on the index fingers of their right and left hand. Players were placed on both sides of the stick in alternating locations and then had to lower the hockey stick to the floor and then return to the “up” position without dropping the hockey stick. Goal – get the smaller group to work together and develop communication skills.

## 15. Name/Fact Game

Description: Players were asked to introduce themselves to the team and highlight one interesting fact about them. The next player would start by repeating the name and interesting fact highlighted of the player before him. The next player would have to state the name of the two players that were introduced before them along with the interesting fact about each player.

Purpose: For the players to learn the names of all players on the team. Adding the additional personal fact makes sure that all players are paying attention because there is accountability when they need to repeat the order. The interesting facts are usually very humorous and allow the tension to be broken and create laughter.

## 16. Non Verbal Communication

Equipment:

- Whistle(s) for each team and/or group.

Objectives:

- Establish a method of non-verbal communication with teammates.
- Opportunity to break down barriers between teammates.

Explanation/Formation:

- o Players can be divided into partners, teams or groups.
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- o An activity or task is selected then their partner must come in and try to perform the task. If an error is made, nothing is done. However, if a right movement is performed, the teammate blows the whistle to reinforce the action.
  - o Whistle reinforcement continues until the actual action is carried out successfully.
  - o This can be a timed competition between groups or to see how many tasks are completed after certain time allotments.

## **17. 720 Walking Tag:**

This is one of the great original icebreakers for large groups. Have the group form a circle. Naturally, the larger the group the larger the circle. In the center demonstrate with a volunteer how to play the game. One person is “it”. The other is trying hard, but not too hard, to avoid being tagged but the “it”. The “it” must first spin around twice before walking, not running, after her partner. The partner can only walk, not run, away to avoid becoming “it”. Once he is tagged he becomes “it” and must do a 720 (two complete spins) before walking off in hot pursuit of his partner. The object of the game is not to be “it” when time is called, usually after one minute of play. After demonstrating the game have the participant’s partner with the person next to them. Let them decide who will start the game as the “it”. The more people there are playing the game the more confusion and mayhem and consequently the laughs everyone has chasing each other. Be sure to define the boundaries and keep reminding people to walk – not run.

## **17. Gear Up**

Number of participants: 2 to as many as you have space for

Space required: The more space available the better

Equipment required: Blindfolds (1 per pair), each player’s gloves, helmet, and stick

Time needed: Estimated at 5 – 15 minutes

Objective: Be the first pair to successfully get both player’s gear back and put on before the other pairs.

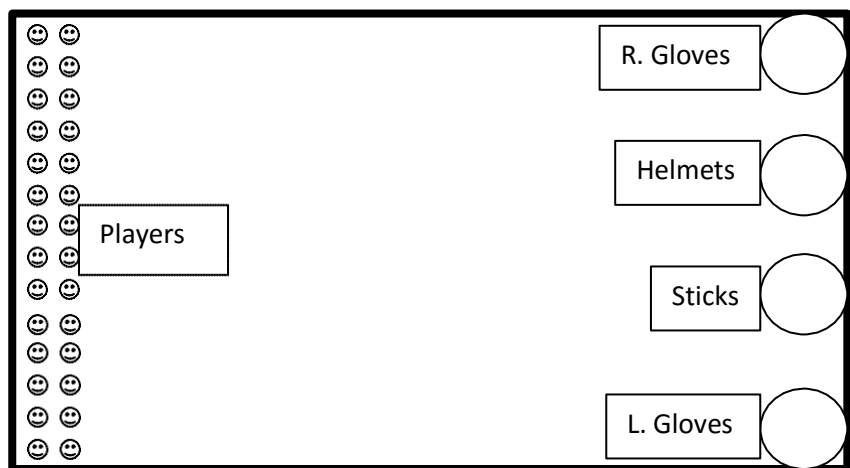
General Description: One partner is blindfolded and must listen to their stationary partner’s directions in order to collect the caller’s gloves, helmet and stick and be able to put all of that equipment onto the caller only using communication (caller cannot move to assist their partner).

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Purpose: Large space requires participants to communicate loudly and be clear with their directions so whoever they are working with understands what they are trying to say. The blindfold brings an aspect of trust into the activity which is very important in a team setting. The blindfolded individual must trust that their partner is giving them directions that will not only help them to accomplish their task, but keep them safe as well. The caller must trust their partner to be able to follow the directions and complete the task while resisting the urge to assist in any other form than verbal communication.

Set-up: It is important that each player has some way to identify their equipment from everyone else's. Give them a minute or 2 to put a strip of tape on equipment to make it identifiable. Have all players put their left gloves in a pile, right gloves in another, helmets in a third, and sticks in a fourth. Select a starting position that is somewhat equidistant for each group (eg. Piles on one base line, players paired up on opposite base line). See example diagram.



Directions: One partner is blindfolded while the other one calls directions. The caller cannot leave the starting line at any point in time. They must give their blindfolded partner directions to pick up the caller's 4 pieces of equipment. The blindfolded person can only bring back 1 piece of equipment at a time. Once all 4 pieces of equipment have been brought back, the blindfolded person must put on the caller's helmet onto the caller and do up all of the straps. The caller is not allowed to help in any way other than giving them verbal directions. Then the gloves are put on, followed by the stick. The blindfolded person must place the caller into a hockey stance and call for a coach to check that all tasks are completed. Once completed, the caller can remove their gear and they switch roles (caller gets blindfolded, blindfolded person becomes caller).

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**5. Wanted Posters**

**\* Purpose of Activity**

- team building
- get players to know each other better
- assist players in identifying the important roles in a team
- assist players in identifying what their own personal strengths are and how those strengths might fit into our team
- have fun

**\* Equipment Required**

- poster or construction paper
- felt pens - various colors, writing pens
- masking tape
- large meeting room with space to tape things to the wall
- form that each player, coach, manager and trainer must fill out
- a Polaroid or other photo of each participant

**\* Process to Follow**

- upon arrival to the meeting room, each participant receives a form that they must fill out
- once the forms are filled out each player then tapes his form on a poster sized construction paper on the wall
- on the top of the poster, each player will also tape his or her photograph above the form
- once all players have completed the form, taped it to the poster and wall and put their picture on it, all participants names are thrown into a hat
- each player then must draw another players name out of the hat, go over to that player's poster and proceed to introduce that player to the rest of the group

**WANTED**

mug  
shot

Background Information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Known Behaviors \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Points of Interest \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strengths as a Hockey Player \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 19. Yurt Circle:

This is a good introductory event for large groups that emphasizes interpersonal coordination. Participants need to depend on others to accomplish the task. The group stands in a circle, almost arms length apart, and holds hands. A count off by one and two designates those who will lean out and those who will lean in. Slowly, coached by the trainer, the “ones” lean out and the “twos” lean in and then vice versa. The more people lean out the more weight must be balanced by people leaning in for the circle to hold its shape. Some people put most of their weight into the circle. Others will be much more cautious. When the risk takers find themselves paired up with their more cautious colleagues the results can be humorous as well as instructive.

Yurt Circle is also a nice closing activity. You will see a lot more leaning at the end of a program than at the beginning. So you might need to caution people not to lean too far. After the group has done the activity you can thank everyone for leaning out and leaning in with each other. After all, that is what teamwork is: supporting your teammates and letting yourselves be supported. Both require trust and full participation.

## 20. Pass the Hoop

You remember the phrase “passing the buck”. Well, this activity offers an opportunity to pass the hoop. Instead of one person jumping through a hoop, why not try to make it a team effort?

The group stands in a circle, holding hands. One hula hoop is sent around the circle counterclockwise. Another hula hoop, starting from the other side of the circle, is passed clockwise. Passing a hoop from one person to the next takes teamwork because only arms and bodies are used. As people step through the hoops laughter builds till it overflows when the two hoops meet. For more fun, add more hula hoops.

## 21. Balloons

This activity can provide lots of fun and lots of laughs. Have the group form a circle. Blow up some balloons. Toss them out into the circle and have the group keep them up in the air. Have the group keep them off the ground without using their hands. Try passing the balloons around the circle, again without using hands.

Provide one balloon for each person. Without using hands or forearms, the group finds a way to keep all the balloons off the ground. Have the group pop all the balloons at the completion.

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## 22. Speedy memo check-in

Equipment:

- Miniature basketball or bouncing ball of some type.

Objectives:

- Communication of thoughts, feelings and emotions to fellow teammates.
- Others get to know what their friends/teammates are thinking/feeling.

Explanation/Formation:

- Players are asked to sit around in a circle formation and face on another.
- Ball is bounced or thrown to one player who starts it off by describing his thoughts or feeling that he has at that moment.
- Ball is handed or bounced around to all team members to comment.
- Coaches decided on question or topic area and how many words or less can be used (Example: 3, 5 or 7 words or less to say their feelings).

## 23. Have you ever . . . ?

Equipment:

- Tennis ball or bouncing ball of some type (same size of tennis ball if possible).
- Enough chairs for everyone except one person.

Objectives:

- Communication of precious backgrounds/interests/experiences.
- Opportunity for moving about and enjoying small game.

Explanation/Formation:

- Players are asked to sit in a chair in a circle formation facing on another.
  - One individual, who is "it", stands around in the middle of the group bouncing the tennis ball.
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- The person then asks a question (Have you ever . . .?) if anyone has done something they have also done (when he does this, he drops the ball and looks for an empty chair to sit down in).
  - If the players have done this in the past, they must get up and move to another chair, if not, they remain in their chairs.
  - The person who asked the question, moves to sit down in one of the empty chairs.
  - The last person standing up with no chair to sit down in, gets the ball and begins the game all over again by asking another question. Again, the person asking the question must have experienced what he is asking (Have you ever played soccer before?).

## 24. Heartbeat

Equipment:

- Coin of some type (Loonie or quarter or ...)
- Plastic bottle or object individuals could grab without injuring themselves.

Objectives:

- Develop team spirit and cohesion. Relying on team members to achieve a goal.
- Opportunity to communicate through non-verbal communication.
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Explanation/Formation:

- Teams are divided up into two teams (possibly 4 teams) depending on the total number of participants you have.
  - Leader (ie. Coach, Group Leader) will sit at one end flipping a coin either heads or tails for one team member from each team looking on.
  - All the remaining team members will be looking down at the other end of their team at the last member to see if he/she will grab the plastic bottle/object.
  - Each team will be facing one another, approximately 3-5 feet from another. Each team member will cross their arms and join hands and form a "heartbeat signal" or "electrical impulse".
  - If the leader flips "tails", the first team members will do nothing; however, if the leader flips "heads", the first team members will squeeze their team member's hand the signal is sent.
  - The person at the end of each team line who receive the signal and are able to grab the bottle first are the winners.
  - Scores can be recorded by: (1) the losing or winning team rotating team members up or down the team line; or (2) leader recording scores on wins or losses.
  - Process then starts again with coach or leader flipping a coin. NOTE: Players can cheat after a while if they would like to gamble and possibly squeeze early only after the coin flip has been made. If they guess right, fine; however, if they guess wrong, the whole team suffers with a loss.
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## 25. Celebrity name game

Equipment:

- Blank name stickers or blank sheets of paper that can be taped on an individual's back.
- Felt pens to write names of famous celebrities (ie. hockey players, movie stars, cartoon characters, politicians, other sport personalities).

Objectives:

- Ice breaker for members to get to know one another.
- Opportunity for members to get to know someone they may not know yet.

Explanation/Formation:

- Leader must brain storm and come up with as many sport celebrity names as there are members in the group.
- Without each player knowing who they are, leader sticks or tapes the celebrity name on the back of each participant.
- Each person must then find out who they are by asking only "yes" or "no" questions to other individuals (Players should first introduce themselves to the other player).  
Example Questions: Am I male or a female? Am I a sports person?
- Players should go around and ask 3-4 questions from one person, then go to another individual and ask additional questions. They can try to guess who they are at any time.
- Game continues until all individuals have gone around and guessed who they are.

## 26. Player introductions

Equipment:

- Environment where players are together with no distractions.
- Players together in a circle (sitting or standing) facing one another.

Objectives:

- Interview another player (someone they do not know) and have to introduce partner to rest of team.
  - Others get to know what their friends/teammates have as interests other than hockey.
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- Begin to establish communication links and possible friendships with new teammates.

Explanation/Formation:

- Players are asked or paired with a partner they do not know.
- Players together in a circle (sitting or standing) facing one another.
- Players talk and ask questions to one another about personal backgrounds, histories, families, etc.
- Players then share partners background to rest of team.

## **27. Skittles introductions**

Equipment:

- Environment where players are together with no distractions.
- Players together in a circle (sitting or standing) facing one another.
- Hand out a bag of skittles and have each athlete take as many as they want (make sure that all get “some” and must wait before eating them)

Objectives:

- Once each player has taken from the bag, 1 at a time they are to stand up and say 1 thing about themselves for each skittle they have taken
- Others get to know what their friends/teammates have as interests other than hockey.
- Begin to establish communication links and possible friendships with new teammates.

## **28. Player “Rap”**

Equipment:

- Players together in a circle (sitting or standing) facing one another.

Objectives:

- Others get to know what their friends/teammates have as interests other than hockey.
  - Begin to establish communication links and possible friendships with new teammates through discussion
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Explanation/Formation:

Split players into smaller groups (6-8). Have them tell a story by using 5 or 6 words each, 1 word must be the players name.

Give each group 10 minutes and then they can present to the rest of the team

## 29. Neck Magic

Equipment:

- Environment where players are together with no distractions.
- Players standing together in 2 lines
- The first player in each line is given a tennis ball to begin the challenge

Objectives:

- The first player will trap the ball with their chin and pass it to the second players chin without using their hands.
- If the ball drops, start again at the beginning

## 30. Search and Rescue

Equipment:

- Environment where players are together with no distractions.
- Players divided into 2 teams
- The first player in each line is given a blind fold to begin the challenge

Objectives:

- The blind folded player will try to find the chocolate bar (or ...?) hidden somewhere in the venue
  - Teammates can't use directional (N,S,.. right, left) or touch but can come up with a code to guide them
  - First team to get to their "bar" wins
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### **31. Toilet Paper Game – Communication, Team Building, Ownership**

Group: 1 large Group

Set Up Time: 3 minutes

Duration: 15 to 20 minutes

*Objective:*

*Have rolls of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a two day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask them not to give away the secret under any circumstances.*

### **32. Who Am I (Have hand out)**

*Objective: To act out, without using words who the character is!*

*Make it a game – Once they have guessed three characters correctly they can go eat.*

### **33. Cafeteria Chaos: (can't use voice commands)**

For every meal that the team has at the cafeteria they will be required to sit in a particular order. This order will be based on the direction of the coaches. Once teams get into the cafeteria they will get their seating direction prior to getting their food. Also remember that you are being evaluated at all times.

Seating Orders (use each order once)

- Oldest to Youngest
  - Shortest to Tallest
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- Lightest to Heaviest (Body Weight)
  - Lightest to Darkest (Hair Color)
  - North to South (Geographically – home towns)
  - West to East (Favorite NHL Teams)
  - Shoes Size (Smallest to Largest)
  - Alphabetical Order
    - Last Names
    - First Names
    - Middle Names
    - Types of Skates
    - Name of School
    - Name of Previous Bantam team (team name – ie. Oilers)
    - Favorite Movie
    - Favorite NHL Player (Last Name)

### **34. Introductions:**

*Objective: Find a partner and ask one question which your partner answers. Please choose a different partner each time!*

*Questions:*

#### **20 Questions:**

1. Where are you from, and what are one or two things you like about it?
  2. What is the best program on television? ...Or what book would you recommend to your friends?
  3. What hobbies, sports, or other leisure time activities do you enjoy most?
  4. If you could have anything you wanted for supper, what would be on the menu?
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5. What do you want to be doing ten years from now?
  6. What do people like most about you? ...least about you? ...what image would you like to portray?
  7. What one day in your life would you like to live over?
  8. Who was your best friend in the fourth grade, and why?
  9. What is the greatest problem in the world?
  10. In what ways are you like your grandparents? ...different from them?
  11. What is one of the most creative things you've ever done? ...one of the most silly things?
  12. If you knew you only had six months to live, how would you spend your remaining time?
  13. What living person (not related to you) do you most admire?
  14. If you could invent or discover one new thing, what would it be?
  15. What is the best piece of advice you have ever received?
  16. If you could go anywhere on earth for a two-week vacation, where would you go? Why?
  17. What are one or two things you like about your family?
  18. In what ways do you hope your life as an adult is similar to and different from your parents' lives?
  19. When do you feel most lonely? ...happiest?
  20. What is one thing about you that you have not shared yet, that others would find interesting?

### **35. Cafeteria Chaos**

For every meal that the team has at the cafeteria they will be required to sit in a particular order. This order will be based on the direction of the coaches. Once teams get into the cafeteria they will get their seating direction prior to getting their food. Also remember that you are being evaluated at all times.

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- Lightest to Heaviest (Body Weight)
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  - North to South (Geographically – home towns)
  - West to East (Favorite NHL Teams)
  - Shoes Size (Smallest to Largest)
  - Alphabetical Order
    - Last Names
    - First Names
    - Middle Names
    - Types of Skates
    - Name of School
    - Name of Previous Bantam team (team name – ie. Oilers)
    - Favorite Movie
    - Favorite NHL Player (Last Name)

### **36. Who Am I?**

Create enough characters for each person participating. Tape on e character to the back of each individual, they then need to go around the room and ask yes/no questions until they figure out who they are.

Example of characters: Hannah Montana, Wayne Gretzky, Britney Spears, The Road Runner, Sidney Crosby, Will Smith, Stephen Harper, Barack Obama, Terry Fox, Hayley Wickenheiser, Cassie Campbell, etc.

### **37. Ultimate Frisbee**

Split the team in half and compete for points on an open playing area (field). In order to score, a Frisbee needs to be advanced into the opposition's end zone. Advancing the Frisbee will be done by throwing it (any direction) and making complete passes. If a Frisbee is dropped, the other team receives possession at the point of fumble. No body contact is allowed. When a team is scored on teams will switch ends.

### **38. Blueline Vaudeville**

Each team will be broken into 4 even groups and will do a skit in front of their teammates and coaches. Each group will be given certain parameters to work within and their skit will be based on these characteristics. Each team will be given 10 minutes to prepare their skits and 5 minutes to execute. Coaches will be the judges of the competition.

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## **39. Travel as a Team**

Togetherness is extremely important for any team to have success. Throughout camp there will be a lot of walking. This includes to and from the rink, to and from dryland sessions and all around campus. When teams walk they will be expected to walk together in a tight group (no stragglers). Each team will also be required to always travel with their team flags and team ball. All teams will make sure that everyone is accounted for and no teammates are left behind. Remember to hold your teammates accountable to be on time. Coaches may also challenge their teams to be creative throughout their walks so be prepared.

## **40. The Alphabet**

Team is split into 4 groups. Each group has to say the alphabet from a-z. Only 1 person is allowed to say the next letter at a time. You aren't allowed to go around the circle in order; it must be random (at least 1 person between each). If 2 talk at once, start again. Combine to 2 groups and then all together in 1 group. Objective is non verbal communication and leadership in starting the exercise.

## **41. Pickup**

- Materials – a coin, 2 chairs and 2 objects to pick up
  - Break your team into 2 teams
  - All the team members stand next to each other and only have contact to each other by touching their toes.
  - Both teams stand with their backs to each other
  - A coin is thrown by the teacher – only the teacher and the first person in each line gets to look at the coin.
  - Heads means that the first player in the row applies pressure to the person foot beside them or taps their foot; this pressure is passed along the row so that the last player in the row can reach a spoon/object which is laying on a stool.
  - Tails means that nothing happens.
  - The first team to pick up the object on the chair receives 1 point. Any team that messes up loses one point. The first team to 5 or 10 points wins!
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## 42. Statue

- Split your team into groups of 3.
- In each group of three, one of the players is blindfolded while another one takes position as a statue by making any pose (lying down, on one leg or arms bent etc.)
- The remaining player now tries to explain to the blindfolded player how the other player is posing.
- The blindfolded player tries to follow the instructions and adopts the pose. The remaining player is not allowed to say if the taken position is correct or not, but only describes (even if he has to repeat himself), how the statue is posing.
- If this is too easy, give a time limit.
- Repeat so each person gets a turn in all 3 positions.

## 43. Telephone

- Divide your group into 3 teams. Each team is to sit in a line. The last person in line needs a pen and paper.
- The teacher gives the first person in each of the 3 lines a sentence (the same sentence for all 3 lines). At the same time, the first person in each line goes back to their line and they play telephone with the message.
- The last person must write down the message they hear.
- Points are rewarded for correct messages not the first team to complete the activity.
- Play this game a few times – make sure you rotate who sits at the front and back of each line.

## 44. Sculpting

Break your team into groups of 4. Give each group some supplies such as newspaper, scissors, construction paper, glitter, straws, tape, string, etc. and tell them they will have 20 min to create a sculpture that represents your team's spirit. After each group is done their sculpture, have them explain the significance to the entire team. If the team's spirit is low, use this opportunity to discuss how they can improve their school's spirit. Any sculptures you feel are display worthy can be displayed.

## 45. Directions, Directions

Players work in groups of 4-6. One person starts, identifying and performing a small task (i.e. "Clap hands three times"). The next person repeats and performs the same tasks, then adds on one of their own (i.e. "Clap hands three times, stick out tongue"). Play continues around the group, with each person performing and adding a new task to the mix. Players who cannot complete the sequence correctly are out until the next round. This game requires players to follow directions, focus, listen carefully, and utilize memory skills.

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## 46. Speaking

1. This game requires two participants and building blocks or math manipulatives of some kind. The participants sit with their backs to each other. Participant 1 is given an object that is already built with the blocks, and he describes the object to participant 2 with enough details so participant 2 can build the object. Allow the participants three to seven minutes to complete the game, depending on the complexity of the object.

At the completion of the game, the two participants should have identical objects. If the objects are not identical, there were communication issues. The two participants should talk to each other about the message received versus the message relayed. Could different words have been used; what were the different perspectives; what type of listening skills were used? To ensure that the lessons learned translate to the office, have the participants recount real-life issues they encountered in which the message relayed was not the message received.

## 47. Listening

Without warning, begin reading a passage to the class participants. Make sure the subject is of interest and pertinent to the team building. After reading the passage, ask the group questions about the story. Also ask the participants about their body language. Were they looking at the person reading the story? Were there distractions while the story was being read? Ask the participants if they were easily distracted. This [exercise](#) should help participants understand if they listen effectively and what they need to do to ensure the listener has their attention.

## 48. Writing

The first participant writes two related sentences on a sheet of paper. He then folds the paper to cover his first sentence and passes the paper to the next person. The next participant writes two related sentences based on the one written sentence she can see. She then folds the paper over so only her last sentence is seen and passes it to the next participant, and so on. The result will be a funny, nonsensical story. The lesson learned: Before responding to any email or other form of written communication, make sure you have the full story.

## 49. Human Bingo

Players will each be given a card. When the game starts, they must approach other players asking them a question about a certain box. They cannot ask the same player another until after questioning 4 other players. The answers players provide must be either “yes” or “no”. In other words, players cannot ask something like “which of these boxes do you fit in?”

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The goal is to get a full line filled – either across, down or diagonally. If the time limit expires and no player has completed a full line, the bingo card with the most completed wins.

A player can only sign another player's card once.

Has parent born in a country other than Canada	Is an only child	Attended a 2010 Olympic Hockey game	Owens or drives a truck	Prior to this season had never been outside of Canada
Prior to this season, lived in the same house all his life.	Has Justin Bieber song on his I Pod	Has played anti-i-over	Has shot below 80 in a round of golf (18 holes)	Has attended an outdoor concert
Has met Crosby, Ovechkin or Iginla	Had a school average of 90% or higher within past 2 years	Knows how to rap	Has played hockey on a frozen lake	Does not own NHL 2012

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Plays a musical instrument – guitar, piano, etc.	Has been to 3 or more continents	Oldest child in the family of 3 or more children	Has a nickname that does not rhyme with “e”	Has won a championship playing a sport other than hockey
Has been certified as a babysitter	Has scored an overtime winner this season	Hung outdoor Christmas lights this year	Has a family pet other than a dog, cat or fish	Has been to the far north – Alaska, Yukon, or NWT

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## 50.Letter Game

**Player Names:**

\_\_\_\_\_

\_\_\_\_\_

**Round #1 Letter:** \_\_\_\_\_

1. A retired hockey player \_\_\_\_\_
2. A major league sports team \_\_\_\_\_
3. A type of food \_\_\_\_\_
4. An Animal \_\_\_\_\_
5. Something hard \_\_\_\_\_
6. A television show \_\_\_\_\_
7. A piece of sports equipment \_\_\_\_\_

Score:

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8. Something that you wear \_\_\_\_\_

9. A colour \_\_\_\_\_

10. A movie character \_\_\_\_\_

**Round #2 Letter:** \_\_\_\_\_

1. A junior hockey team \_\_\_\_\_

2. Something flat \_\_\_\_\_

3. A Country \_\_\_\_\_

Score:

4. A brand name for clothes \_\_\_\_\_

5. An NHL hockey player \_\_\_\_\_

6. Something round \_\_\_\_\_

7. An actress \_\_\_\_\_

8. A band \_\_\_\_\_

9. A breed of dog \_\_\_\_\_

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10. A common European name \_\_\_\_\_

**Player Names:** \_\_\_\_\_

\_\_\_\_\_

**Round #3 Letter:** \_\_\_\_\_

1. An American state \_\_\_\_\_

2. A junior hockey player \_\_\_\_\_

3. Something soft \_\_\_\_\_

Score:

4. A European city \_\_\_\_\_

5. Something Red \_\_\_\_\_

6. A Dangerous Weapon \_\_\_\_\_

7. An NHL Goalie \_\_\_\_\_

8. An actor \_\_\_\_\_

9. A flavour of ice cream \_\_\_\_\_

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10. Something fast \_\_\_\_\_

**Round #4 Letter:** \_\_\_\_\_

1. A method of travel \_\_\_\_\_

2. A basketball player \_\_\_\_\_

3. Something white \_\_\_\_\_

Score:

4. A restaurant \_\_\_\_\_

5. Something old \_\_\_\_\_

6. A type of fish \_\_\_\_\_

7. Something found on the bus \_\_\_\_\_

8. An NHL coach \_\_\_\_\_

9. The name of someone on the bus  
(first or last) \_\_\_\_\_

10. A Superhero \_\_\_\_\_

Player Names: \_\_\_\_\_

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## B. Trust

“Integrity is crucial.

You can’t enjoy the benefits of partnership  
if you don’t trust your partners. That applies  
to working in alliances or with your partners on the  
factory floor.” Michael A. Schaeffer,  
Pillsbury Brands

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## 1. Expectations

The players sit in a circle and every player had a piece of paper with their name on it. The paper with the players name on it is passed to the entire team with each player writing what they expect from the player whose name is on the paper.

The idea is to have every player express what they need from every player to succeed. Once it is on paper each group begins its trust walk.

## 2. Trust Walk

Equipment:

- 25-30 cloth blindfolds (enough for 2 groups).
- Environment to lead them through.

Objectives:

- Develop high level of trust with teammates.
- Opportunity to emphasize communication with teammates and continual talking to players to help out.

Explanation/Formation:

- Players are divided into partners. Preferably someone they do not know.
- One of the partners places a blindfold on (not permitted to see).
- Partner who can see will lead blindfolded partner outside around various obstacles.
- Seeable partner must communicate precisely, correctly and frequently to partner so no accidents will happen.
- Switch and other partner now become blindfolded and go through same procedures.

Variations:

- 1) Partners must lead through non-verbal communication. Leading through physically only.
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- 2) Partners lead by verbal communication only. No physical touching is permitted.
  - 3) TRUST RUN: At end of trust walk, partner goes to other end of are and will call out for partner to run over blindfolded as fast as he can. Partner must communicate and tell teammate when to slow down. Note ho fast person runs and how much trust is required.

Through this process the group must rely on each other to complete the task in front of them. Awards can be given for the quickest team, the team with the best quality, etc.

## 2. Trust Fall

Equipment:

- Blind folds (as many as required).

Objectives:

- Build trust with teammates.
- Opportunity to determine level of trust and support from teammates.

Explanation/Formation:

- o One at a time, one person has to fall to teammates. Teammates react and support falling player. Falling player must keep body straight all throughout fall to help support catch properly. He says ready and count 3, 2, 1 and hesitates for a moment and then falls backwards into supporters.
- o Next person does it and proceeds one at a time.
- o After first person goes, he rests on the floor below/underneath (double trust) and he has to be protected by other players (optional).

## 3. Wind the Willows

Equipment:

- Blind folds (as many as required).

Objectives:

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- 
- Build trust with teammates.
  - Opportunity to determine level of trust and support from teammates.

Explanation/Formation:

- One at a time, one person has to fall to teammates. Teammates react and support falling player. Falling player must keep body straight all throughout fall to help support catch properly. The “willow” in the middle free falls and is supported by his/her teammates who have formed a circle around the willow outside. Feet need to be staggered and hands and arms need to be ready to catch and support the player falling
- Next person does it and proceeds one at a time.

#### **4. Crowd Surfing**

Equipment:

- none

Objectives:

- Build trust with teammates.
- Opportunity to determine level of trust and support from teammates.

Explanation/Formation:

- Players lay on their backs, facing opposite directions with their heads
- One at a time, one person has to be passed down the line (players laying on their backs). The individual is also on his back and tries to be rigid in the passage from 1 end to the other. Teammates react and support passed player.
- Next person does it and proceeds one at a time.

#### **5. Cohesion Bucket *(High Risk)***

Equipment:

- 5 Gallon Bucket Pail
  - Water
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Objectives:

- Communication/cooperation with teammates to achieve common goal.
- Opportunity to have or determine a leader who can lead other through a group situation.
- To remove all the pairs of shoes and lower the bucket (with water) without spilling.

Explanation/Formation:

- 8 participants in a group at a time. If more, rotate players in and out.
- Players being by being on their backs with legs and feet up (shoes remain on).
- All participants try to get as close together as possible with legs up.
- Place bucket (with water) on feet of players.
- Players have to remove all their pairs of shoes and socks without tipping the bucket. Once this has been done, players one at a time remove themselves from the situation and eventually you will have one or two players left to lower the water filled bucket to the ground.
- The final result is to lower the bucket without spilling to the ground with one players.
- Hope to see good illustrations of cooperation, communication and leadership skills coming out.

## 6. Meal Deal

Teams of 4 must work together to prepare a meal of the coaching staffs' choice. Each member of the group will have specific limitations of what they can provide to the effort.

*Group Leader* – 1 person is the group leader and will have the instructions to prepare the meal, but will not be able to physically do any work to prepare the meal. They must vocally direct the group to achieve the final goal of preparing the meal chosen for them.

*Hands on, no sight* – 1 person will have to be blindfolded. Their task is a hands-on role in preparing the meal but will have to rely on teammates to provide detailed instructions. This individual must then carefully follow instructions from other team members.

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*Hands on, no sound* – 1 person will wear earphones from an iPod on with loud music so they will not be able to hear any of their teammates as they attempt to give direction. This person will have a hands on role in preparing the meal but will not have the luxury of hearing their teammates instructions, therefore requiring this individual to pay close attention visually.

## 7. Fireman's Carry

Equipment:

- None
- 

Objectives:

- Communication/cooperation with teammates to achieve common goal.
- Opportunity to have or determine a leader who can lead other through a group situation.

Explanation/Formation:

- 7 participants in a group at a time. If more, rotate players in and out.
- 6 players join hands and the seventh lies face up in their arms.
- The group carries the player through an obstacle course without dropping him
- Can make it into a relay race

## 8. Thunderbolts

Equipment:

- Flip chart paper or some paper to record suggestions.

Objectives:

- Teammates cooperating together to come up with positive outcomes.
- Opportunity to “reframe” (turn negative into a positive).

Explanation/Formation:

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- Players can be divided into partners, teams or groups (2 groups work best).
  - 2 negative scenarios are provided to the groups (1 per group).
  - Group members are then asked to work together and brainstorm on potential positive solutions to the negative situation.
  - Groups appoint leaders and they present their group reframing solutions to all participants. Discussion follows.
- Scenarios: \*make up more scenarios (relate to hockey- eg: injury, playing time, roles, etc)
- 1) You and your family have planned a month long family holiday for the last 2 years to Greece and Rome. You shoot 25 rolls of film (24 exposures each) with your camera. When you get home, you find out there has been a camera malfunction and none of the pictures have turned out. What are you going to do?
  - 2) You have planned for years to purchase a beautiful home situated on a lakefront lot. After finally having enough money to do so and after years of saving, you purchase the home of your dreams. Two weeks later, the Hells Angels bike gang move into the house next door to yours. What are you going to do?

## **9. MINE FIELD ACTIVITY**

Equipment:

- Sunglasses; 3-5 blindfolds; 3-6 pie plates or mouse traps (for mines).
- Tables possibly for obstacles.

Objectives:

- Develop a high level of trust and communication with teammates.
- Opportunity to have or determine a leader who can lead others under time constraints through difficult situations.

Explanation/Formation:

- Groups are in 4 or 5 people.
  - Leader has sunglasses on (assume sun in leaders eyes). Stands on chair to see over group.
  - Group leader has to direct blindfolded team members through minefield or shark infested waters.
  - Leader has to give verbal instructions to group members to make it through.
  - If players hit minefield or sharks, they get one more chance. If hit again, they are out.
  - For each player, they could have a silent person who can help lead them through blindfolded people
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## **10. PHRASE CALL**

Equipment:

- Blind folds (as many as required).

Objectives:

- Build verbal communication with teammates.
- Opportunity to break down barriers between teammates.

Explanation/Formation:

- All individuals are blindfolded first. Divide players into partners and separate partners as far away from each other as possible.
- Individuals are then given a word, phrase or sound that pairs up with their partner (who they don' know). Examples: Peanut – Butter, Teeter – Totter, Stop – Go, Ice Cream – Sundae.
- The coach will start the activity and they all begin to call out their word or sound that they were assigned and try to match up with their partner. They then can take blindfolds off and introduce themselves.
- Variation: This can also be done with sounds.

## **11.Concerns**

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It is normal to having feelings of anxiety when faced with a new experience and a journey that is uncertain and unprecedented .And sometimes, people in a new setting have a problem “opening up” and truly expressing their concerns. This mixer will hopefully provide a vehicle to discuss any apprehensions and get input and support from the group in addressing these issues.

**TASK:**

On the card provided, please complete the following statement. Please explain your concerns clearly and hand in to the moderator. The moderator will ensure that participants do not receive their own card:

“On the Finnish exchange program, my biggest worry is.....”

**Activity:**

All cards will be distributed and each participant will select one. A person will then read the content and whoever reads the card will begin discussion and the group will address the concern. There will be a time limit on each discussion.

Once all are done, the moderator will help the group establish goals with an attempt to create a comfort zone and support mechanisms for all involved.

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# Cooperation

## 1. Mall Scavenger Hunt

Contact a mall in your area for use of their site. Split the team into smaller teams. Give each team a list of items they need to find in the mall.

An example can be a picture of several items that has all team members in it. Give bonus points for including mall staff.

### Scavenger Hunt Items:

ITEM	Points
All team members present and ready to start at 2pm	5
Picture of all team members walking through the mall holding hands	1
Picture of team members spelling out YMCA with a stranger	1
Picture of team members saluting people as they come out of Old Navy	1
Picture of a team member getting makeover at a cosmetic counter	1
Picture of team members with a saleswoman with a name starting with "S"	1
Picture of a team member playing video games	1
Picture of a team member kissing a mannequin on the cheek	1
Picture of a "2 for 1" Sign (Bonus point for salesperson <b>AND</b> a team member in the picture)	1 + 2
Picture of Pink Shoes (Bonus point for sales person <b>AND</b> a team member in the picture)	1 + 2
Picture of any team member with any team staff member (Bonus point for each staff member)	5 MAX
Picture of an unhappy child	1

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Picture of all team members together wearing cowboy hats	1
Picture of a team member posing with a poster of a handsome movie star	1
Picture of a team member modeling anything in an animal print	1
Picture of team members with 1 girl per team member (1 point per team member + girl in picture)	4 MAX
Picture of a team member getting ketchup and napkins for a stranger in the food court	1
Picture in Sears – All team members sitting on a sofa	2
Picture in The Bay – All team members holding a women's fragrance	2
Picture in La Senza – All team members holding a pair of women's underwear	2
Picture in Spare Parts – All team members wearing Sun Glasses	2
Most Creative Picture	5
What year was the mall built?	5
Best Team Flag	5
Be back at the Food court by 3:30pm	5

## 2. Camera Scavenger Hunt

Each team will be given a disposable camera on the first day of camp. Throughout the week they will be required to take pictures of specific scavenger hunt items. Each team will also be required to collect specific scavenger hunt items throughout the week. On Saturday, each team will present their findings to the coaches. Points will be awarded to the team that collects the most items. Scavenger Hunt items will be gradually disclosed throughout the week.

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SCAVENGER HUNT - PICTURES

3 Cafeteria Staff with your team	
A Cat	
A Deer	
A Train	
Air Hockey Table	
Coach A holding your team flag	
BBQ (Grill)	
Championship Banner	
House of Thunder Suite	
Justin Fesyk holding your team ball	
Laundry Facilities	
Coach B ready to fight	
Overhead Projector	
Payphone	
Pop Machine	
Road Baracade	
Coach C flexing	
Statue of a Man and does he have a name?	
Team on Founders Hall steps	
Transport Truck	
D Op with 2 thumbs up	
Trophy	
Vaccuum Cleaner	
Viking Logo	
Your coach inside a porta-potty	
Your team with a security guard	

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### 3. Paraphernalia Scavenger Hunt

1995 Coin	Pair of Scissors
Alarm Clock	Paper Clip
Coffee Mug	Piece of Lego
Crayons	Pine Cone
Dictionary	Pop Can
Dog Collar	Roll of Toilet Paper
Door Mat	Shopping Bag
Dry Erase Marker	Shovel
Feather	Sock Tape
Golf Tee	Sports Team Picture
Gum Wrapper	Stuffed Animal
Hacky Sack	Take Out Container
Hair Net	Take Out Menu
Hockey jersey	Tennis Ball
Ipod	Text Book
Licence Plate	Ticket Stub

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Local Business Card

Water Gun

Map of Camrose

Wet Nap

Newspaper

Whistle

Pair of boots

Winter Glove

#### **4. Stair Stepper**

You will require 1 long set of stairs, long enough that there is at least 1 step per player. The goal is to get the whole team from the bottom of the stairs to the top of the stairs with each player only being able to physically touch the top of 1 step. You will want to consider safety; coaches can be spotters, helmets can be used; can use the railing for balance.

#### **5. Shuffle Butt**

You will need as many chairs as there are people playing. Make a big circle with the chairs. Select one person to stand in the middle of the circle, leaving their chair empty.

To start the game, one of the people sitting next to the empty chair will “shuffle” into that chair, leaving their own empty. The person, who was sitting next to them, will do the same, shuffling into the empty chair, leaving their own chair empty. This continues around the circle. The pace will quickly pick up, because the middle person can “shuffle” into it. If the person in the middle manages to sit in the empty chair, the person who was supposed to get there is now in the middle. Depending on your team, and what you allow, there can be a fair amount of physical contact!

To up the strategy, a “switch” call can be added. The person whose turn it is to shuffle can call “switch” and the direction is reversed. The person who just moved seats now has to quickly move back to their original seat and the shuffle continues in the other direction.

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At any point, a player may also call out "SHUFFLE BUTT". Every player must get up out of their seats and move to a new chair that is at least 2 seats away from their original seat. The last person standing in now in the middle. The game is continuous, and no one is eliminated.

## **6. Inhuman Knot (ropes)**

**Group Size:** 2 Groups of 10

**Duration:** 10-15 min

**Props:** Five ropes (each 5 feet long) for each group of 10 people.

### **Objective:**

First, create a tangled mess of your ropes then trade your tangled mess with another group's and see if you can untangle their mess (while they work on yours).

### **Set Up / Preparation:**

You need one 5-foot section of rope for every two people. I use 1/8 inch diameter nylon rope.

People will be working in teams of 10. Setup the activity in advance of the group by placing 5 ropes on the ground in the shape of an asterisk. (\*) Each team of 10 will have their own set of ropes in the shape of an asterisk.

Team members pickup an end of a rope with one hand. Once you pickup a rope you can't let go of it until the activity is over. Each team of 10 will now take 3 minutes to tie a big knot in the center of the ropes. Keep working on making the knot more tangled until time runs out. Remember, no letting go of the rope!

After time is up, lay your ropes (your tangled mess) on the ground and let go of the ropes.

Teams will now rotate to another team's knot and pickup a rope. Now work together to untangle the knot without letting go of the rope.

### **Rules:**

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Once you grab the end of the rope you have to hold on with that same hand until the activity is over.

## 7. Human Knot

Six to twelve people can participate. Eight is a great number. The level of difficulty goes up considerably as group size increases. We often will do the exercise with six in each circle, then follow it with eight in each circle. You can process how complexity on a team tends to increase with group size.

Circle-up the members and have each person raise their right hand. Instruct them to reach across and grab one person's hand. Make sure not to grab the person's hand on either side of you. Now, reach the left hand up in the air and again grab one person's hand. Not the person on either side or the same person you already have. Now they will be in a big knot! Explain that the challenge is to untangle into one circle, with no crossed arms, without letting go of hands. (Sometimes you may end up with two interlocking circles or two separate circles.) Remind them to be careful when stepping over arms, especially knees to noses. Then, step back and watch them work. Then, step back and watch them work. If, after awhile, little progress has been made, offer to give the one re-grip. Often times this clears up the problem and they continue with renewed enthusiasm. Pay attention to the attitude of the group and use your judgment when giving re-grips. When the team accomplishes the task, celebration abounds!

### Safety Tips:

- Stretch the upper body before this initiative.
- Do not allow "inter-digitation" (when finger are intertwined).
- Be extra careful when someone is stepping over others arms. A knee can easily crunch a nose.
- The facilitator should follow the movement, spotting when anyone is moving and anticipating the team's moves.
- Allow anyone to change their grip if they are uncomfortable, but not to gain and advantage.

### Processing Points:

- Problem solving skills
  - Team celebration
  - "Accomplishing what looked like the impossible"
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## **8. Group cross country ski race**

Group Size: 2 Groups of 10

Set Up Time: 3-5 min

Duration: 10-15 min

Prop: Duct Tape

Objective/Setup - normally done using two long wooden boards. The team stands on the boards and then each team member holds onto a rope attached to the board. As opposed to using boards, lay down 2 strips of duct tape, approx 8 ft in length, sticky side up. Map out an obstacle course using pylons, approx 50 m. Course involves moving forwards and sideways. Allow one trial run and then race the teams with consequences for the losing team.

## **9. Skip Rope**

Group Size: 2 Groups of 10

Duration: 10-15 min

Prop: 2 Ropes – approx 20-25 ft long

Objective/Set Up: The object of the game is for each member of the team to jump rope 10x. If anyone trips up the rope, or stops the rope from moving fwd, the team must start all over again. The first team to get through every member 10x without a mistake wins. 2 Groups of 10 play off against one another. Identify 2 members who will initially swing the rope for the other 8 members to jump in – either all at once or in smaller groups – allow each team 2 min to plan strategies.

## **10. Build a Pyramid**

Players were given a task to build a pyramid. The group is left to decide on how they will construct the pyramid, give no feedback, allow the group to attempt to work and communicate together to come up with a solution to the task. Allow about 5-8 minutes for group discussion and then allow them to attempt their pyramid. Continue to allow the group to work through their task and allow for adjustments to the initial plan. Goal – get the group to work together in a none

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hockey related item, develop communication skills, determine who takes charge of the situation and if they will be respectful of each others' input (only one person talking at a time).

## 11. Electric Fence

Equipment:

- 2 long lengths of rope or twine of some type.

Objectives

- Teammates cooperating to achieve objectives(s) together.
- Opportunity to brainstorm together to come up with solutions.

Explanation/Formation:

- Each rope is tied to stationary objects (ie. pole, tree, etc.) and are tied parallel to one another approximately 2-3 feet apart. The trees can be 8-15 feet apart depending on the length of your rope.
- Assume these ropes consist of an electrical wire fence that extends above and below the rope. The only safe opening is between the ropes.
- Group members are then asked to work together and determine how to get all team members through the opening in the fence without being electrocuted.
- You want to safely get everyone through to the other side. If one player happens to touch the rope, they are severely electrocuted.

## 12. I am a big piece of the puzzle

Materials: 1 bristol board [color: red], 1 package of cut out puzzle pieces, package of markers, 2 glue sticks.

Description: Players receive their own puzzle piece along with a marker. The player writes their number in the middle of the puzzle piece and on each corner write the attributes that they are going to contribute to the team everyday to help the team be successful. Once all players are completed, they must work as unit to glue the pieces onto the board so that all the pieces are interlocked and the puzzle is complete. The board will be glued on the dressing room wall during the competition.

Purpose: Emphasizing that the each player is a big piece of the puzzle if this team is going to be successful in the competition. It also emphasizes teamwork and cooperation.

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### **13. Make A Jersey**

Materials: markers, 20 t-shirt

Description: Each player will receive one t-shirt each. Players are divided up into two teams for the team uni-hockey tournament on the team-training weekend. The two teams names were: Team Hulk & Team Spiderman. The two teams needed to create a jersey for their team that looked the same for all players on their team. They needed to have their last name or nickname across the shoulders and their team number, as a regular jersey would look. The players will use these newly created team jerseys for the gym activity.

Purpose: teamwork and cooperation.

### **14. Mini-Olympics**

Materials: Players need their helmets, gloves, skates and stick. The coaches need a stat sheet and pen.

Description: All of the coaching staff is in charge of one of the five stations. The five stations include:

1. Skating Ramp
2. Accuracy Shooting
3. Quick Hands
4. Stick handling obstacle course
5. Hardest shot

Players compete in teams of 5 and accumulate points for performance and finish amongst the five teams.

### **15. Transformers**

This activity is often done as the precursor to another warm-up, Animal Name-Sound-Motion. Have the teams come together so that they can see you and each other and still maintain some space between each other. Ask each team to form the letter "H". After a minute or two of milling around, the team members will figure out how to arrange themselves in the shape of that letter. Lead the teams in applauding each other's success introduce the next task for each team to do in turn.

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- Form a zipper, zipping and unzipping
  - Arrange yourselves in the shape of a helicopter
  - Become a cannon ball fired from a cannon

## **16. Climb the Mountain**

Equipment:

- Numerous hockey stick shafts cut off at blade to have full length shafts remaining.

Objectives:

- Teammates cooperating to achieve goal(s) together. Develop trust in one another.
- Players supporting everyone on team to get through regardless of physical size and weight. Promote team concept.

Explanation/Formation:

- 2 players begin by each holding one end of a hockey shaft at the ends. They place the shaft at an arbitrary height.
- The first player must now climb on and then over the shaft and then drop to the ground by himself or with the help of team members holding the shaft.
- After two participants go over the first shaft, they then form another walk plank, 1-2 feet away from the first pair with another shaft. They must select a different height from the first pair.
- One at a time, 2 other players will now walk over 2 hockey shafts and then set up another and so on.
- Continue so all players have set up a walk plank, each pairing at varying heights of difficulty. Once everyone has proceeded through the stick walk, first two participants walk over stick rout and continue until a predetermined time or distance as you move along.

## **17. Mine Field**

Equipment:

- Blind folds (as many as required).

Objectives:

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- Build verbal communication with teammates.
  - Opportunity to break down barriers between teammates.

Explanation/Formation:

- All individuals are blindfolded first. Divide players into partners and separate partners as far away from each other as possible.
- Individuals are then given a word, phrase or sound that pairs up with their partner (who they don't know). Examples: Peanut – Butter, Teeter – Totter, Stop – Go, Ice Cream – Sundae.
- The coach will start the activity and they all begin to call out their word or sound that they were assigned and try to match up with their partner. They then can take blindfolds off and introduce themselves.
- Variation: This can also be done with sounds.

## 18. “Chuck the Chicken”

Equipment:

- Rubber chicken or ...

Objectives:

- Build verbal communication with teammates.
- Teamwork to win a race

Explanation/Formation:

- Players are put in a circle. 1 player chucks a chicken and starts running around their team circle
  - The other team must run to the chicken, form a circle around it and throw it
  - Once they throw it the other team stops its run and prepares to get the chicken, form their circle and ...
  - Runs scored based on the number of times the runners circle the group
-

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## 19. “Hold the Rope”

Every year a college team wins the NCAA title. Every year an ASA team wins Nationals. Every year the best high school team in each Division wins the state crown. All of these team have one thing in common, and contrary to popular belief, gifted, talented, athletes is not the answer. No matter how tough it became through their season, they did one thing ... they held the rope.

What is holding the rope? Imagine you are hanging off the side of a cliff with a drop of 20,000 feet. The only thing between you and a fall to death is a rope, with the person of your choice at the other end. Who do you know that has the guts to pull you to safety? Who will hold the rope?

If you can name two people that's not good enough because those two people might not be around. The next time your team is together, look around and ask yourself, who could I trust to hold the rope? Then look at yourself and ask the same question - who would I hold the rope for? When you can look at every member on your team and say to yourself that they all would hold the rope, including yourself, you are destined to win a lot of ball games.

You don't have to be the best team on the field to win the game. I know, I have had two teams that were not the most talented but believed in the rope. Those were two Women's College World Series teams.

No matter what sport you play, in order to win, you have a commitment to your team. If you are supposed to run sprints at the end of practice, do it well. If you have to practice, do it, don't just go through the motions because you are then wasting everyone's time. Once you start letting up at practice or start missing your workouts, you've killed the team because you didn't hold the rope. When you need to take your own time to eat right, sleep well and/or rehab, do it so you can hold the rope when your team needs you. Remember this is a team sport, everyone must hold the fibers.

## 20. Tube and Ball – Leadership, Cooperation, Focus, Fun

Group: 2 teams, each team has two group of 10 players

Duration: 15 to 30 minutes

**Objective:**

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Is to move golf ball from one piece of tubing to the next while moving and not allowing the golf ball to drop, stop or roll back.

***Preparation:***

One team will be participating while the other team is waiting for them to finish.

Each player will have a different length of tubing

If a team is having trouble completing the task, the teams can switch. Switching players on and off each team is not allowed.

Once both teams have competed going the distance without the ball dropping, stopping or rolling back, is victorious.

## **21. Helium Stick – Team work, Patience, Communication, Leadership**

Group: Two Teams

Set Up Time: 2 minutes

Duration: 15 minutes

***Objective:***

Form two lines facing each other. Lay a long, thin rod on the group's index fingers. Goal: Lower to ground. Reality: It goes up!

***Preparation:***

Line up in two rows of 10 players, which face each other. Ask players to point their index fingers and hold their arms out. Lay the Helium Stick down on their fingers. Have the players adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick. Explain that the challenge is to lower the Helium Stick to the ground. The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers. **Reiterate** to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin again.

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## **22. Make a Stand – Teamwork, Problem Solving, Communication, Leadership**

*Group: Break up into teams of 4 to 5 players*

*Set up Time: 3 minutes duration: 15 minutes*

*Objective/Preparation: The group needs to work together to build a structure with their bodies under certain parameters!*

***Please make new groups when doing each parameter!!!***

*The Parameters:*

- 1) 4 limbs touching the ground*
- 2) 3 limbs touching the ground*
- 3) 2 arms and 1 leg touching the ground*
- 4) 1 back, 2 knees, 2 hands touching the ground*

## **23. Draw the Picture – Teamwork, Communication, Leadership**

*Group: Break team into pairs*

*Set Up Time: 3 minutes, need pen and paper*

*Duration: 15 to 20 minutes*

*Objective/Preparation: Player A will have a blank paper, the player B will have a paper with diagram on it.*

*Player B will be standing/sitting behind Player A. Player B will then describe the picture to Player A. Player A then listens to the directions Player B gives him as he draws on his paper. Player B can not tell Player A what the picture or symbols are. After they are done, the two players can compare the two pictures.*

*Time limit for each for the above is 10 minutes.*

*The players then swap positions!*

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## 24. Survival Scenerio

You and your teammates have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night time temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with with several creeks criss-crossing the area. The nearest town is 20 miles away. You are all dressed in clothes appropriate for working out. Your group of survivors managed to salvage the following items:

- A ball of steel wool
- A small ax
- A loaded .45-caliber pistol
- Can of Crisco shortening
- Newspapers (one per person)
- Cigarette lighter (without fluid)
- Extra shirt and pants for each survivor
- 20 x 20 ft. piece of heavy-duty canvas
- A sectional air map made of plastic
- One quart of 100-proof whiskey
- A compass
- Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You **MUST** come to agreement as a group.

## 25. Hidden Squares

**HIDDEN SQUARES**

**OBJECTIVES**

To encourage participants to dig deeper into problems, and visualize them from a different perspective.  
To encourage participants to see not only the whole, but also various combinations of parts.

**MATERIALS REQUIRED**

A flip chart, transparency, or handout with the figure found on page 103.

**PROCEDURE**

Participants are provided with a visual drawing of a large square divided into smaller squares. They are then directed to quickly count the total number of squares seen, and report that number orally.

The correct answer is 30, developed as follows: 1 whole square, 16 individual squares, 9 squares of four units each, and 4 squares of nine units each.

**DISCUSSION QUESTIONS**

1. What factors prevent us from easily obtaining the correct answer? (We stop at the first answer. We work too fast.)
2. How is this task like other problems we often face? (Many parts comprise the whole.)
3. What can we learn from this illustration that can be applied to other problems?



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## 26. Human Treasure Hunt

Find someone who matches the information below and write their name on the lines provided. You can only use each name once. Try and fill each line with one of your teammates' names.

NAME: \_\_\_\_\_

Name		Answer		Name		Answer
	Is born in the same month as you				Has the same number of siblings as you	
	Can speak more than one language				Has travelled outside of Canada	
	Has been on TV				Can play a musical instrument	
	Has performed on stage				Has climbed on a climbing wall	
	Has won an individual award				Knows someone famous	
	Has been a volunteer				Has a unique skill or talent	
	Has been in a parade				Is an honours student	

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## **27. TOXIC WASTE DUMP**

### **Objectives**

- To provide an opportunity for planning and experiencing teamwork.
- To provide a live forum for analyzing planning prerequisites, processes, and consequences.
- To focus the team's attention on how members work together to accomplish objectives.



### **Materials Required**

- Instruction sheet for each participant
- 2 coffee cans - Two different sizes, large one for safe can and a smaller one for the toxic one.
- Popcorn kernels to fill one can about halfway
- 6 – 8 pieces of 7 ½ foot rope
- A large sheet of plastic
- 50' foot long rope
- 1 bicycle tire tube

### **Procedure**

- Establish an open space for the group, with an 8-foot diameter circle marked off with rope.
-

- 
- Ask the team to identify the characteristics of highly effectively teams. Explain that effectives pay close attention to both task and the process (i.e. how they work together to accomplish their objective).
  - Distribute the instruction sheet to each person, and start the clock running. Give them 10 min max or if multiple teams have them race to see who gets it done faster.
  - Enforce the rule very strictly.

### **Discussion Questions**

1. Was your team successful? By what measures?
2. What did your team do that helped it succeed?
3. What did your team members do that caused it problems?
4. What did you learn from this exercise that you can apply on the job?

### **Note to Team Leaders:**

Most groups accomplish this (after due discussion and planning) by folding over the tire tube into a smaller circle, tying 3-5 short ropes to various sides of it, and stretching it to fit over (and grab) the toxic can. By coordinating their efforts, one member slides around the circle with his/her rope to become the controller of the dumping process while the others hold the can suspended above the safe can. Through delicate maneuvers, they can accomplish the task. The plastic sheet underneath the circle and cans makes cleanup much easier when they spill.

## **28. Toxic River**

Everyone is on one side. You measure a space about 5 feet and call it a toxic river. You want the whole squad to cross as fast as they can. They aren't allowed to cross the toxic river without special pair of boots and there is only one pair of boots (chose a pair of boots or something to use). Each person can use the boots only once. The boots cannot be tossed over the river. Each person has to personally give the boots to the next person and if they touch the toxic waste without the boots, the team must start over. Hint: Carrying people over is the key – don't tell your group this.

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## **29. Part 1: Problem solving**

### **Part 2: Team Unity and leadership**

#### Part 1

##### Supplies:

-2 balls of any kind (must be the same i.e. 2 baseballs,2 footballs)

- 2 teams of 10

-30 min to complete this task

##### Objective:

To teach the athletes the value in effective communication, leadership and teamwork.

Each team will start at the same location there goal is to get each member of there team to a specified finish location. Only the player touching the ball can move and only one player can touch the ball at any one time.

#### Part 2

##### Objective:

To get the players to work as one cohesive unit, no player shining above the rest. (We will find out the leaders in this one.)

##### Supplies:

-30 min

All 20 players will be required to do 10 push ups in unison

##### Rules:

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All 20 players must reach the top and the bottom of there push up at the same time every time they do so they will have completed 1 push up as a group. (This may take 50 or more push ups to complete, definitely one of my favorites) This task seems so easy but actually is incredibly challenging.

### **30. Speaking**

This game requires two participants and building blocks or math manipulatives of some kind. The participants sit with their backs to each other. Participant 1 is given an object that is already built with the blocks, and he describes the object to participant 2 with enough details so participant 2 can build the object. Allow the participants three to seven minutes to complete the game, depending on the complexity of the object.

At the completion of the game, the two participants should have identical objects. If the objects are not identical, there were communication issues. The two participants should talk to each other about the message received versus the message relayed. Could different words have been used; what were the different perspectives; what type of listening skills were used? To ensure that the lessons learned translate to the office, have the participants recount real-life issues they encountered in which the message relayed was not the message received.

### **31. Listening**

Without warning, begin reading a passage to the class participants. Make sure the subject is of interest and pertinent to the class. After reading the passage, ask the class questions about the story. Also ask the participants about their body language. Were they looking at the person reading the story? Were there distractions while the story was being read? Ask the participants if they were easily distracted. This [exercise](#) should help participants understand if they listen effectively and what they need to do to ensure the listener has their attention.

### **32. Writing**

The first participant writes two related sentences on a sheet of paper. He then folds the paper to cover his first sentence and passes the paper to the next person. The next participant writes two related sentences based on the one written sentence she can see. She then folds the paper over so only her last sentence is seen and passes it to the next participant, and so on. The result will be a funny, nonsensical story. The lesson learned: Before responding to any email or other form of written communication, make sure you have the full story.

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# Leadership

## 1. Circle of Communication

### PURPOSE

- For use as ICEBREAKER
  - people get to know each others names
  - have some fun
  - challenges people to think about what is happening within the game/group and how it might apply to the reality of our group's task/work.

### TIME REQUIRED

- 20 – 30 minutes
  - 10 – 15 minutes for the game
  - 10 – 15 minutes for debrief

### MATERIALS

- Approximately 2 balls per person in the group
- 12 – 24 balls of varying sizes, but not bigger than a small football – tennis balls, soft balls are good

### INTRODUCTION

- Inform the group that you have a challenge for them
- Ask the group for two volunteers
- Ask the two volunteers to leave the room so that they are out of sight and sound of the activity. Let them know that you will come to get them in a few minutes.

### DETAILS

- Have the group form a circle
  - You should stand outside the circle
- Inform the group that their challenge is to create a pattern of throwing the ball which enables each member of the group to touch a ball once as it makes its way around the circle
- The best way to initiate the pattern is for each group member to raise their hands in the air. Once they have caught the ball and passed it to someone else they put their hands down to their sides
- 

### YOU MUST REMEMBER WHO YOU GOT THE BALL FROM AND WHO YOU GAVE IT TO.

- Throw the ball through the group
  - Once the ball has been caught and thrown by each group member and returned to the start person, ask the group to through the pattern one more time to be sure that the pattern is remembered. Do not raise your hands this time. Each person should call out the name of the person they are throwing the ball to. Eye contact should also occur before the ball is thrown.
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- With this pattern in place, now inform the group you will be adding more balls into the challenge (vary the size of ball). Hand each new ball to the start person who will introduce them into the cycle.
  - Inform the group that they now have the opportunity to make any rules they feel could enhance their success in getting all the balls into play.
  - With the rules in place begin feeding the balls to the starter person. Be sure to inform that person that when the balls come back to them, they must keep them in play.
  - Once the balls are in play, bring the two volunteers that have been “outside”, in to get involved in the challenge. Also let them know that you are not “setting them up”.
  - Once they get to the edge of the group, inform the group in a loud voice. . “YOU NOW HAVE TWO NEW MEMBERS TO GET INVOLVED IN YOUR CHALLENGE”. Say this only once! The two new members should be “passive” in that they must wait for the group to accept them and give them invitation into the group and inform them of the rules of play.
  - Give the group time to incorporate the two new members in whatever fashion they choose.
  - When the group has incorporated the two new members, inform the group that you are going to remove two other members from the group, then do it!
  - While the group is dealing with the removal of the two members, have one of the removed members to re-enter the group and institute change. This challenge is to *verbally* and *physically* get the group to reverse direction.
  - Once this is done, bring the challenge to its conclusion.
  -

#### DEBRIEF PURPOSE AND QUESTIONS

##### PURPOSE

- To have a group appreciate what the exercise means relative to our task and mandate as a group
  - importance of good communication
  - importance of listening and working together
  - importance of orientating new members as to purpose of group and their mandate & direction and “way of doing business”
  - importance of appreciating how difficult it is to change the way a group does business, who we need to start out together on the right foot – together
- 

##### QUESTIONS

- what were some of the strengths demonstrated by our group
  - how did the two new people feel entering the group after the challenge was already in play
  - how did the group feel about two new people coming into the group
    - did anyone notice
-

- 
- build on what people say here, ie. two people noticed but the majority did not . . . why and what impact did this have on those that noticed the new people on the outside and not being able to enter
  - what might the different sized balls represent
  - how did it feel when two members were removed from the group
  - how did the two members feel when they were removed
  - how did it feel when one member introduced change
  - what feelings were aroused
  - was anyone not affected by the people movement
  - what was it like keeping track of what was happening in the group
  - what linkages can we make between this exercise and our work as a committee

## 2. Flip Flop

You will need 1 large blanket or 2 medium sized blankets.

Start the game by having your whole team stand on the blanket, or if you have 2 blankets than have your team split in half and have them stand on each blanket. The object of the game is to have your team flip the blanket over without anyone being allowed to step off the blanket. If you choose to have 2 blankets you can make it into a race, to see which group is faster.

This game is going to show how well the kids can work together as a team, and it will also show you who your leaders are.

In order for the blanket to be flipped over, the team needs to stand at one end of the blanket, maybe even caring one another and then slowly begin to flip it over with little adjustments at a time.

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### 3. Team Pedestal – Milk Crate



Equipment Required: Sturdy milk crates, duct tape and a stop watch

Description: Divide the team into two or three groups. If each group has more than seven players, you will need to duct tape two milk crates together, side-by-side, for each group. The group members must stand on the milk crate with their feet off the ground. Group members may use any method to balance, including holding onto each other's arms, shoulders and clothes. The team that stays on its crate the longest wins the challenge.

### 4. Stranded on a Deserted Island – Communication, Leadership

Group: Break into two teams

Set Up Time: 3 minutes, need pen and paper

Duration: 20 to 25 minute

*Objective/Preparation: Explain the following - "Unfortunately, you will be relocated and stranded on a deserted island for an indefinite amount of time. You may only bring one item to the island, and you only have a few minutes notice. What will you bring? Share with your group your object, why you chose it, and what you plan to do with it." Have each person briefly share their item, why it is important to them, and what they plan to do with it. After everyone has shared, instruct the groups to figure out how they can improve their chances of survival by combining the items in creative ways. Allow ten to fifteen minutes of brainstorming time, and then have each group present their ideas.*

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## 5. I AM A BIG PIECE OF THE PUZZLE

Date: Wednesday, April 16, 2009

**Classroom Activity**

Materials: 1 bristol board [color: red], 1 package of cut out puzzle pieces, package of markers, 2 glue sticks.

Description: Players receive their own puzzle piece along with a marker. The player writes their number in the middle of the puzzle piece and on each corner write the attributes that they are going to contribute to the team everyday to help the team be successful. Once all players are completed, they must work as unit to glue the pieces onto the board so that all the pieces are interlocked and the puzzle is complete. The board will be glued on the dressing room wall during the competition.

Purpose: Emphasizing that the each player is a big piece of the puzzle if this team is going to be successful in the competition. It also emphasizes teamwork and cooperation.

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## 6. Make A Jersey

**Materials:** markers, 20 t-shirts

**Description:** Each player will receive one t-shirt each. Players are divided up into two teams for the team ... tournament on the team-training weekend. The two teams names were: ... The two teams needed to create a jersey for their team that looked the same for all players on their team. They needed to have their last name or nickname across the shoulders and their team number, as a regular jersey would look. The players will use these newly created team jerseys for the gym activity.

**Purpose:** teamwork and cooperation.

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# TEAMBUILDING . . .the building blocks

**Several important building blocks must be present to have successful teambuilding. It is important that the coach use appropriate activities that develop the principle behaviors of effective teams.**

**Teamwork all start with belief. Believing is the key to great accomplishments! Players and coaches must be prepared to work hard. The secret to success in life is for man to be ready for opportunity when it comes.**

The 11 building blocks to a successful team are:

**1. *Accept Your Roles***

- not everyone can be the goal scorer
- teams require many roles to be filled

**2. *Clear Objectives and Agreed Upon Goals***

- values clarification exercise
-

- 
- you must have something you are trying to accomplish
  - Why are we here?

**3. *Openness and Confrontation***

- honesty

**4. *Support and Trust***

- emotional and physical safety

**5. *Cooperation and Conflict***

- how do you deal with problems
- coaches and players

**6. *Sound Procedures***

- decision making

**7. *Appropriate Leadership***

- shared leadership
- opportunities

**8. *Regular Review***

**9. *Individual Development***

- all team members must be “growing” and developing
- a solid program is based upon doing the little things right

**10. *Sound Inter-group Relations***

- working and playing together
- successful teams all care about each other

**11. *Good Communication***

- open and honest
  - trust
-

- 
- emotional safety

-

Three universal questions that an individual should ask of his coach, players and teammates are:

1. *Can I trust you?*
2. *Are you committed to excellence?*
3. *Do you care about me?*

## **Building a Team Identity**

Materials: Post it notes, pens, whiteboard/wall

Description: Each player is given three separate post it notes. On each piece of paper, each player writes the three biggest strengths as a player that they will contribute to the team during the competition. After each player has stuck their post it notes on the wall, the coaches will group the same characteristics together and create a display similar to a bar graph. The players will get to see a visual of the consistent strengths that the team has. Ideally, these strengths match up with the team identity and vision that they coaches created prior to selection camp.

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## GAMES TO IDENTIFY WHAT A TEAM IS?

### 1. THE PUZZLE GAME

**\* Purpose of Activity**

- ice breaker or warm-up activity
- the value of communication in a team
- the idea of creativity to accomplish tasks
- the idea that teamwork is important to success
- to have fun

**\* Equipment Required**

- 2 to 4 children's puzzles ( 4 to 8 large pieces per puzzle )
- enough puzzle pieces for each team member to have one
- enough puzzles are needed so that your team is broken down into smaller groups, each having to complete a puzzle

**\* Process to Follow**

- communicate to players that the task is designed to have them communicate and mingle with team members and that they will have to identify which puzzle group they will belong to
- communicate that all players will have to work closely with other players to ensure that they can complete their puzzle
- the first group to win by completing the puzzle wins a prize

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### **3. BALLOON MESSAGES**

#### **\* Purpose of Activity**

- to have players begin to identify all the things that are important in having a team
- to have players understand the personal and individual accountability required to be a team.
- to have fun

#### **\* Equipment Required**

- enough balloons so each team member will get one
  - includes players, coaches, trainers and manager
- large enough room or space for players to have to chase a balloon
- balloons filled with helium would work well in a bus or confined space
- if in a meeting room, ensure that balloons have a string attached, so participants can get them

#### **\* Process to Follow**

- coaches and managers must fill appropriate number of balloons with a message or question that each participant will be required to answer
- each player in turn must get a balloon and pop it getting the question and answer it back to the larger group
- sample questions might include:
  - What is a Team?
  - How can I contribute to the team?
  - What are my/your strengths as a player?
  - What can I contribute to the team?
  - What am I willing to do to contribute to the success of the team?
  - What can I contribute to help make our team a successful team?
  - What is success?
- Coach must do a debrief with the team to reinforce the value of individual efforts and accountability to the team



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## Brain Teasers

1. Being very tired, a child went to bed at seven o'clock at night. The child had a morning piano lesson, and therefore wound and set the alarm clock to ring at 8.45. How many hours of sleep could the child get before the alarm rings?

**Answer:**

2. I can sizzle like bacon,  
I am made with an egg,  
I have plenty of backbone, but lack a good leg,  
I peel layers like onions, but still remain whole,  
I can be long, like a flagpole, yet fit in a hole,  
What am I?

**Answer:**

3. If you had only one match and entered a cold, dimly lit room where there was kerosene lamp, an oil heater, and wood burning stove, which would you light first?

**Answer:**

4. A woman shoots her husband.  
Then she holds him under water for over 5 minutes.  
Finally, she hangs him.  
But 5 minutes later they both go out together and enjoy a wonderful dinner together.

How can this be?

**Answer:**

5. There is one huge tree. It has five branches. Each branch has three small branches. Each of the small branches has six bats. Each bat has four eggs. How many eggs are there?

**Answer:**

6. There's two in a week and  
one in a year;  
and its always at the end of time.  
What is it?
-

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**Answer:**

7. Some months, like October, have 31 days. Only February has precisely 28, (except in a leap year). How many months have 30 days?

**Answer:**

8. Two women play checkers. They play five games without a draw game and each woman wins the same number of games. How can this be?

9. A boy comes into a surgery one day - knocked down by a car and in need of medical attention. The surgeon says "I cannot operate on this boy because he is my son"

If the surgeon is not the boy's father, how is the surgeon related to the boy?

**Answer:**

10. No legs have I to dance,  
No lungs have I to breathe,  
No life have I to live or die  
And yet I do all three.  
What am I?

**Answer:**

11. If a physician gave you five pills and told you to take one every half-hour, how long would your supply last?

**Answer:**

12. When was the last year that Team Pacific won the Gold Medal at the world Under 17 Challenge?

**Answer:**

1. 1 hour 45 minutes
  2. Snake
  3. The Match
  4. The woman is a photographer. She shot a picture of her husband, developed the picture, and hung it up to dry
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5. Zero, bats are mammals, They don't lay eggs
  6. The letter 'e'
  7. 11 months (all but February)
  8. They are not playing against each other
  9. The surgeon is the boys mother
  10. Firer
  11. 2 hours
  12. Zero

### **13. CAN YOU COUNT?**

#### **1. Question**

Three friends check into a motel for the night and the clerk tells them the bill is \$30, payable in advance. So, they each pay the clerk \$10 and go to their room. A few minutes later, the clerk realizes he has made an error and overcharged the trio by \$5. He asks the bellhop to return \$5 to the 3 friends who had just checked in. The bellhop sees this as an opportunity to make \$2 as he reasons that the three friends would have a tough time dividing \$5 evenly among them; so he decides to tell them that the clerk made a mistake of only \$3, giving a dollar back to each of the friends. He pockets the leftover \$2 and goes home for the day! Now, each of the three friends gets a dollar back, thus they each paid \$9 for the room which is a total of \$27 for the night. We know the bellhop pocketed \$2 and adding that to the \$27, you get \$29, not \$30 which was originally spent.

Where did the other dollar go????

**Answer: The facts in this riddle are clear: There is an initial \$30 charge. It should have been \$25, so \$5 must be returned and accounted for. \$3 is given to the 3 friends, \$2 is kept by the bellhop - there you have the \$5. The trick to this riddle is that the addition and subtraction are done at the wrong times to misdirect your thinking - and quite successfully for most. Each of the 3 friends did indeed pay \$9, not \$10, and as far as the friends are concerned, they paid \$27 for the night. But we know that the clerk will tell us that they were charged only \$25 and when you add the \$3 returned with the \$2 kept by the bellhop, you come up with \$30.**

#### **2. Question**

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You have a 5 gallon bucket and a 3 gallon bucket, a hose to fill them up, and you need to get 4 gallons. You have no means of measuring how many gallons are in each bucket (except knowing the buckets capacity) how can you be certain that you have 4 gallons?

**Answer: Fill up the 3 gallon bucket and pour it in to the five gallon bucket(You now have 3 gallons in the 5 gallon bucket). Fill up the three gallon bucket again and pour it into the five gallon bucket until it is full.(You now have 5 gallons in the five gallon bucket and 1 gallon in the 3 gallon bucket.) Dump the water out of the 5 gallon bucket. Pour the one gallon from the 3 gallon bucket into the 5 gallon bucket. (You now have 1 gallon in the five gallon bucket) Fill up the 3 gallon bucket and pour it into the 5 gallon bucket. (You now have 4 gallons in the 5 gallon bucket.**

### **3. Question**

There is one huge tree. It has five branches. Each branch has three small branches. Each of the small branches has six bats. Each bat has four eggs. How many eggs are there?

**Answer: ZERO!!! Bats are mammals. They don't lay eggs!!!**

## **14. HOW IS IT POSSIBLE?**

### **1. Question**

A boy comes into a surgery one day - knocked down by a car and in need of medical attention. The surgeon says "I cannot operate on this boy because he is my son"

If the surgeon is not the boy's father, how is the surgeon related to the boy?

**Answer: The surgeon is the boy's mother.**

### **2. Question**

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A man went on a trip with a fox, a goose and a sack of corn. He came upon a stream which he had to cross and found a tiny boat to use to cross the stream. He could only take himself and one other - the fox, the goose, or the corn - at a time. He could not leave the fox alone with the goose or the goose alone with the corn.

How does he get all safely over the stream?

**Answer: Take the goose over first and come back. Then take the fox over and bring the goose back. Now take the corn over and come back alone to get the goose. Take the goose over and the job is done!**

### 3. Question

A woman shoots her husband.  
Then she holds him under water for over 5 minutes.  
Finally, she hangs him.  
But 5 minutes later they both go out together and enjoy a wonderful dinner together.

How can this be?

**Answer: The woman was a photographer. She shot a picture of her husband, developed it, and hung it up to dry.**

### 4. Question

A man wanted to enter an exclusive club but did not know the password that was required. He waited by the door and listened. A club member knocked on the door and the doorman said, "twelve." The member replied, "six " and was let in. A second member came to the door and the doorman said, "six." The member replied, "three" and was let in. The man thought he had heard enough and walked up to the door. The doorman said , "ten" and the man replied, "five." But he was not let in.

What should have he have said?

**Answer: He should have said "three." There are three letters in the word "ten."**

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## 15. WHAT AM I ???

### 1. Question

I can sizzle like bacon,  
I am made with an egg,  
I have plenty of backbone, but lack a good leg,  
I peel layers like onions, but still remain whole,  
I can be long, like a flagpole, yet fit in a hole,  
What am I?

**Answer:**

### 2. Question

Only one color, but not one size,  
Stuck at the bottom, yet easily flies.  
Present in sun, but not in rain,  
Doing no harm, and feeling no pain.  
What is it?

**Answer:**

### 3. Question

With pointed fangs it sits in wait,  
With piercing force its doles out fate,  
Over bloodless victims proclaiming its might,  
Eternally joining in a single bite.  
What am I?

**Answer:**

### 4. Question

You walk into the forest and get me,  
You sit down to look for me but can't find me.  
You get up and leave with me,  
What am I?

**Answer:**

### 5. Question

We meet at midnight once a year  
a day goes by I disappear.  
We'll meet the same time every year  
I'll be the same but you'll have changed.

What am I?

**Answer:**

### 6. Question

No legs have I to dance,  
No lungs have I to breathe,  
No life have I to live or die  
And yet I do all three.  
What am I?

**Answer:**

### 7. Question

There's two in a week and  
one in a year;  
and its always at the end of time.  
What is it?

**Answer:**

### 8. Question

My skin is white and black.  
My mouth goes with my appetite.  
My ears are black and sometimes white.  
I can run fast if I use my might.  
I'm faster than most human beings.  
Yet I lack the colors of seeing.  
What am I?

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**Answer:**

## **Minute to Win It**

1. Back Flip- In increments of 2, place pencils on the back of hand and then flip them off and catch all of them ending with 12. Pencils are in a line with 6 groups of 2.
    - a. 24 pencils
  2. A Bit Dicey- Balance six dice on a popsicle stick held in your mouth. Hold for 3 seconds
    - a. 50 popsicle sticks
    - b. 2 dice
  3. Bite Me- Pick up a paper bag laying flat on the ground using only the mouth. Only feet can touch the ground. Coordination!
    - a. 8 paper bags
  4. Bottoms Up- Knock over empty cans using a yo-yo tied to the back of the waist.
    - a. 2 yo-yo's
    - b. 4 empty cans
  5. Tea Party- Flip two tea bags onto the bill of a baseball hat
    - a. 2 hats
    - b. 4 tea bags attached to hats
  6. Caddy Stack- Stack 3 golf balls 1 atop the other.
    - a. 6 golf balls
  7. Candelier- Stack 5 levels of cans, starting with 1 on the bottom and 5 on the top, with a paper plate in between each level.
    - a. 30 red plastic cups
    - b. 8 paper plates
  8. Cantagious- Start with a stack of 3 empty cans in 1 hand, 3 full cans in the other. Without setting them down, transfer stacks into opposite hands.
    - a. 6 full cans
    - b. 6 empty cans
  9. Speed Eraser- Player must bounce pencils into glasses.
    - a. 3 red solo cups
    - b. 20 pencils
-

10. Chop Stack- Stack 4 lip balm tubes using a pair of chopsticks.
    - a. 8 chapstick
    - b. 2 sets of chopsticks
  11. Coffee Topper- Drop CDs over 3 plastic cups and attempt to land them on the mouths of the cups from at least 30 inches high.
    - a. 6 red plastic cups
    - b. 2 CD's
  12. Defying Gravity- Tap 3 balloons to keep them off the ground for a minute.
    - a. 6 balloons
  13. Don't Blow the Joker- Player must blow off 52 cards, leaving 1 on top of a glass bottle.
    - a. 2 gooseneck glass bottles
    - b. 2 card decks
  14. Double Trouble- Using 1 hand, toss 2 balls at the same time so that they land in 2 separate pint glasses.
    - a. 4 red plastic cups
    - b. 4 ping pong balls
  15. Quarter Bounce- Bounce the quarter into the cup
    - a. 2 quarters
    - b. 2 red solo cups
  16. Egg Roll- Move eggs across the floor and into the target area by fanning the eggs with an empty pizza box.
    - a. 2 eggs
    - b. 2 pizza boxes
  17. Elephant March- Knock over bottles with a baseball hanging from panty hose worn on the head.
    - a. 2 baseballs
    - b. 2 pantyhose
    - c. 16 bottles
  18. Flip Your Lid- Flip a cup at edge of a table onto a bottle.
    - a. 2 red plastic cups
    - b. 2 gooseneck bottles
  19. Go the Distance- Transport ping-pong balls across an extended tape measure so they rest in shot glasses at varying distances.
    - a. 2 tape measurers
    - b. 6 ping pong balls
    - c. 6 red plastic cups
-



20. Hoop De Loop- Using backspin, roll hula-hoops and attempt to land 3 around 7 full 2-liter soda bottles placed on the stage.
- 2 hula-hoops
  - 6- 2litre bottles
21. How's it Hangin- Using a banana hanging on a string from the waist, player must guide 2 oranges into a hula hoop.
- 2 banana's
  - 4 oranges
  - 3 hula-hoops
22. Johnny Applestack- Stack 5 apples on top of each other.
- 10 apples
23. Keep the Change- Using only 1 hand, knock a dollar bill out from under 5 quarters stacked atop the rim of a glass
- 2 bills
  - 10 quaters
  - 2 glasses
24. Noodling Around- Pick up six penne noodles placed around the perimeter of a table using only a piece of uncooked spaghetti in your mouth.
- Penne noodles
  - Spaghetti noodles

## **Christmas GAG GIFT EXCHANGE**

YOU WILL PRESENT A GIFT TO THE TEAMMATE CHOSEN FOR YOU. IT IS YOUR TASK TO FIND SOMETHING OUT ABOUT YOUR TEAMMATE (CONTACT HIS TEAMMATES/FRIENDS). YOU WILL GET UP IN FRONT OF THE TEAM AND PROVIDE SOME BACKGROUND/JUSTIFICATION INTO THE GIFT YOU HAVE CHOSEN. DON'T SPEND ANY MORE THAN \$10-\$15 AND ENSURE YOU HAVE PUT SOME THOUGHT AND EFFORT INTO YOUR GIFT (ENSURE YOU DO YOUR BACKGROUND AND SHOPPING NOW, YOUR GIFT SHOULD BE WRAPPED AND PACKED ON THE 26<sup>TH</sup>). FIND OUT AS MUCH AS YOU CAN ABOUT YOUR TEAMMATE WHICH IS GOING TO REQUIRE SOME WORK ON YOUR PART. USE YOUR DISCRETION (CAN/SHOULD BE HUMOROUS BUT DON'T OFFER ANYTHING THAT YOU COULDN'T HANDLE OR WANT YOURSELF) AS WE ARE TRYING TO COME TOGETHER AS A TEAM, NOT ALIENATING ANYONE. WRAP YOUR GIFT AND BE READY TO PRESENT IT THE NIGHT OF DEC 27.

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# Coaches Cup

## OVERVIEW

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- The Coaches Cup is awarded each year at the end of the Team Alberta U17 Provincial Camp to the Team which best exemplifies the qualities of **Respect, Competitiveness, Leadership** and **Attention to Detail**.
- Throughout each day, the Teams and athletes are observed at all times by the Team Alberta / Team Pacific Coaches, Trainers and Administrators. At the end of each day, the actions, inactions and interactions of each Team and Athlete are assessed, and points are awarded or subtracted based on those assessments.
- Running daily and weekly totals are posted each morning, with brief explanations as to the reasons for the scoring decisions. At the conclusion of the Camp, the Team with the highest point total will be crowned the 2010 Coaches Cup Champions.

## SCORING

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- Scoring is in the sole discretion of the Team Alberta / Team Pacific Staff.
  - A typical Daily Scoring Summary might look like this:
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DAY ONE – Tuesday, July 8, 2008

<i>Event</i>	<i>White Points (+/-)</i>  <i>and Notes</i>	<i>Blue Points (+/-)</i>  <i>and Notes</i>
Registration	+1 (all athletes on time)	+1 (all athletes on time)
Orientation	+1 (good questions from group)	-1 (poor interaction, no questions)  -2 (2 athletes late)
Team Meetings	-1 (players talking while Coach giving instruction)	0
Dinner	-1 (1 plate left on table)	+2 (Coach received positive feedback about athletes' politeness from serving staff)
Nutrition Seminar	-1 (poor interaction, no questions)	+1 (good questions from group)
Pre-Ice / Warm-up	+1 (excellent dynamic warmup)	-1 (low energy and focus during dynamic warmup)
Ice Session	+2 (best energy and execution)	0
Post-Ice Cool Down/Stretch  (including dressing room)	-1 (1 player late to join group for stretch)	+1 (excellent static stretch)  -1 (tape on dressing room floor)
Lights Out	0	0
Miscellaneous (Trainers)	0	+1 (Player went out of his way to thank trainer for pre-ice wrap/treatment)
Miscellaneous (Coaches)	0	+2 (Coaches noticed player carry arm load of everyone's sticks into room after ice time)

<i>Daily Total:</i>	<b>1</b>	<b>3</b>
<i>Weekly Total:</i>	<b>1</b>	<b>3</b>

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# **COACHES CUP GUIDELINES**

## **1. FOCUS**

- To challenge each player's level of compete through daily events
- Take pride in competing to the best of your abilities
  - "LOVE to WIN – HATE to LOSE"
- The opposition is the enemy; learn to dislike yet still respect your opponent
- To exemplify leadership, team work and character
  - Do you want to be part of Team Alberta and conform to the team identity?
- Daily points system based on the following:
  - Respect and Representation
    - We must earn the respect of everyone around us such as people from the cafeteria, rink attendants, training staff, hotel staff, bus drivers, flight attendants etc.
    - We want to be the "class" of the Canada Games and it starts at summer camp
  - Leadership
  - Competitiveness
  - Bonus points will be awarded and deductions will be made accordingly throughout camp
- Daily Standings will be posted every morning in the cafeteria

## **2. EVENTS**

- Games
  - Practices
  - Fitness Testing
  - Dressing room
-

- Dorm Rooms
- Cafeteria
- Walking Together
- Team Building
- Other team activities

### 3. **AWARDS**

- Coaches Cup at the end of camp
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Coaches Cup – Daily Scoring Summary

Coach's Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Event</b>	<b>Red Points and Notes</b>	<b>Green Points and Notes</b>	<b>Blue Points and Notes</b>	<b>Black Points and Notes</b>

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<b>Daily Totals:</b>				

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