

Professional Development Games for use in Sikh Youth Camps, Meetings and Forums

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2 Team Building Events Structure

A typical team building event can have the following classic format structure:

Time allocated for the activity should be:

- 1) 10-15 minute for an ice breaker
- 2) 10 minutes for a brief on the activity
- 3) 30 minutes - 1 hour for the team building event
- 4) 10 -20 minutes for a summary of key learning's and possibly some interesting theory regarding team working / leadership / motivation etc.
- 5) Award ceremony for the wining team if applicable

All in all one team building event should last for around 1 - 2 hours

3 Team Building Activities

3.1 Egg Tower

The teams are issued with a set of daily newspapers, a roll of cellotape and an egg/ball. The aim is simple- to build as tall a tower as possible that will support the egg/ball!

Teams are given a 10 minutes to plan their design and then the race is on to build the tallest tower. Bonus points are awarded for other categories including:

- 1) Planning and design
- 2) Height
- 3) Aesthetic design
- 4) Best named tower

Finish off by doing a presentation on the mechanics of team work and key ingredients of highly effective teams.

3.2 Magic Stick

The group is asked to place a Helium Stick on the ground, as a team.

They are restricted in that everyone must support the Helium Stick on the backs of their index fingers at all times. The stick must remain in contact with all fingers at all times.

Typically the Helium Stick goes up rather than down, until the team organise themselves.

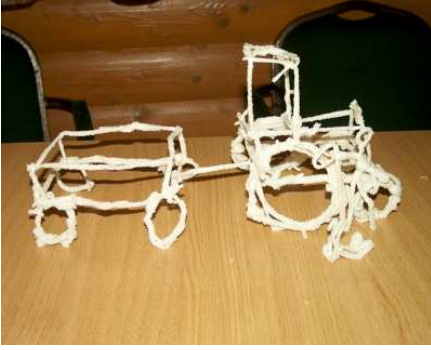
This activity can last for between 10-20 minutes depending on the number of people. The more the people the harder it becomes.

This activity could also be used as an ice breaker.

Finish off by doing a presentation on the mechanics of team work and key ingredients of highly effective teams.

3.3 Pipedreams

This is a simple activity that gets everyone involved and immediately makes the team feel relaxed with each other. The teams have to create an interesting or topical object out of a packet of pipecleaners and give a short presentation of what they have made.



Finish the exercise with a talk around presenting ideas and tools for boosting creativity and idea generation.

3.4 Blind Instruction Exercise

This exercise can be carried out in pairs with several pairs playing the game at the same time, or one pair playing and the remainder of the group observing. Two people sit back to back. Each has a piece of paper (can be any sheet of paper provided it is rectangular - not square - a large sheet of newspaper works well particular if the activity is being observed). One player (the instructor) folds and tears his/her sheet of paper at the same time reading pre-prepared instructions to the other person (the student) as to how the student is to fold and tear/cut their sheet of paper. For added interest issue each pair with a hole-punch and a pair of scissors (smaller sheets of paper are more likely to require scissors). Other than giving the instructions the delegates cannot discuss or explain anything else. Instructions must be read out exactly as they appear on the instructions sheet, which is created and supplied by the facilitator. Neither player must be able to see what the other is doing while the exercise is under way. After the instructions have been completed, the team members turn and face each other, unfold their sheets and compare their paper doilies, which will look quite different, even though each has been made from the same instructions. Here are examples of instructions for the instruction sheet (you can create your own variations or use these, or reduce them for a quicker simpler exercise - do not include the bracketed points, which are facilitators notes and to help with the review):

1. Fold the paper in half horizontally (this depends on what way the sheet is held and could be interpreted to be folded along the landscape or portrait axis)
2. Fold in half again diagonally (again, this is open to interpretation - normally an asymmetrical fold corner-to-corner).
3. Fold in half again vertically (again, this is open to interpretation).
4. Fold the top right corner so that the point is at the centre of the folded sheet (the folded corner could be one of four).
5. Fold the longest point to the corner farthest away from it (can be open to interpretation).

6. Fold in half again or as close to two halves as possible (it may not be possible to fold exactly into two symmetrical or even asymmetrical halves).
7. Tear or cut off 2cm of the sharpest corner with a straight cut or tear.
8. Tear or cut off 1cm of the opposite or farthest corner to the above corner with a curved cut or tear (curved what way? - again this is open to interpretation).
9. Punch three holes along the longest edge (where exactly along the edge is open to interpretation).
10. Punch two holes in the next-to-longest edge (where exactly along the edge is open to interpretation).
11. Cut a 0.5cm sharp 'V' two-thirds into the shortest edge (this is open to interpretation).
12. Unfold the paper and compare your doily with your partner's doily.

Points for the debrief and review discussion: How many of you ended up with paper projects exactly the same? Why were you unable to end with exactly the same doilies? What instructions were the least helpful and why? How could these instructions have been made clearer? What clarifying questions would you have asked if permitted to clarify the instructions? What additional tools or devices would help the reliability of the instructions and fullness of understanding (the obvious ones are a ruler, and a diagram for each stage - the point here is that complex instructions often need tools, references, examples or other devices to enable proper clarity and accuracy, and the responsibility is with the writer to take the initiative to use and include these aspects if required - don't assume that words alone are sufficient, because they rarely are).

As an extension of the exercise ask everyone (in pairs or as a group discussion or brainstorm exercise) to re-write the instructions so as to guarantee producing two identical doilies.

At the end make a reference to famous examples where people have not asked obvious questions and made too many assumptions which have ended in a disaster result such as in Nasa where half the engineers were working in Imperial measurements and the other half were working in metrics and both assuming that everyone was working in their units.

Highlight the importance of communication and clarifying understanding of a problem before undertaking the same.

3.5 Bridge

In teams of 3 to 5 using only the newspaper and Sellotape each team must construct a bridge, including floor-standing supports at each end and a horizontal span. The winning construction will be the one with the longest span between two floor-standing supports. If any additional floor-standing support is created, qualifying span measurement will be the longest length between any two of the floor-standing supports. There must be at least (say) 20cms

clearance between the span and the floor. Any of the span lower than 20cms clearance will not count towards the measurement. The span must support certain objects issued (eg apple, chocolate bar, can of drink - consumable items are more fun) which must be placed (not fixed with Sellotape) on the span. The objects can be positioned anywhere along the length of the span, but must not touch the floor-standing supports. The floor-standing supports must be free-standing, ie not attached to the floor or any other object or surface. The use of Sellotape as 'guys' from the bridge to the floor or another object or surface is not allowed. Time allowed for planning and building and placing objects on the span is say 20 (max 45) minutes.

Variations to tower and bridge games:

- Build a newspaper and tape bridge between two tables, to support the greatest weight (number of given objects).
- Build the longest horizontal pier from a table top, supported with newspaper struts or not.

3.6 Washing Powder Advert

Using props and a Polaroid camera, the team have to make a washing powder advert, take photographs and make a presentation to the rest of the group. This calls for creativity and imagination.

Afterwards talk about some creative idea generation tools such as brain storming, mind maps etc.

3.7 Bollywood Dreams

Teams of 10 people get 2 hours to select a song, plan, rehearse, practice and perform a dance sequence to a popular Hindi or Punjabi song. This is a useful exercise for young Sikhs getting together to perform at e.g. a cultural evening

Afterwards there can be a talk on the different ways that Sikhs can contribute to society and in turn make their own lives more fulfilling. Also talk about the mechanics of team work.

3.8 Team Puzzle

Teams can be given pieces to a number of different puzzles or even one puzzle and they are required to work together to complete the puzzle/s.

Finish the task with a look at team working and roles.