

Active Games (Tim Davis, CCE Ontario)

Physical activity is an important component of a healthy lifestyle. Active games will not only get you moving, but can also assist with a variety of youth and adult group dynamics (get-acquainted, ice-breakers, problem solving, communication, and support).

The modifications made for healthy living discussions are listed below the games.

Contact me if you have any questions or if I can be of any assistance. Thanks for coming to the Active Games session. It was fun playing!!!

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Categories

Equipment: One place marker (e.g. carpet square, rubber spot, poster board) for each group member.

Task: Have people stand in a circle, arms length apart, while standing on their place markers. One person is selected “it”, who takes their place marker out of play, and then stands in the middle of the circle. “It” identifies a category that they meet and at least one other person in the group meets (e.g. has blue eyes, likes pizza, enjoys math). Individuals meeting this category must move from their place marker to another open place marker vacated by someone else meeting the named category. “It” also attempts to move to an open place marker. The person left without a place marker to stand on becomes “it” and identifies the next category.

Instructor’s Role:

1. Check area for unsafe ground cover.
2. Clearly present the problem, participants responsibilities and answer questions before the group begins the task.

Participant’s Responsibilities:

1. To safely move to open place markers without crashing into other group members.
2. Not to shove people off place markers.
3. Not to dive for spot markers.

Choose Health Adaptation: Load questions and have the person in the middle to explain their answer. (Be sure to give them the option to pass.) "Anyone who remembers eating a very healthy meal." "Anyone who has tried a new fruit or vegetable during the past year and liked it." "Anyone who has blown through 500 calories snacking after dinner."



Corporate Maze

Equipment:

- Maze Tarp (plastic tarp with 10 rows, 8 columns of squares marked off with duct tape) or 80 carpet squares.
- Corporate Maze Sheet and Pencil
- “Squeaky” Toy

Challenge: Identify the one path that will take your group from its current position to a position that better meets your goal/objective.

Task:

1. The group begins at one end of the Maze (end with 8 columns).
2. One group member selects a square in the first row and steps on it. If the square is part of the correct path, the facilitator will squeak the toy to provide positive feedback. After this, the group member moves to another connecting square (e.g. forward, backwards, diagonal). The facilitator will squeak the toy again if the new square is part of the path.
3. If a group member steps onto a square that is not part of the path the facilitator will make no sound. The group member in the maze must then back out of the maze through the proper path.
4. Group members take turns going into the maze to try to establish the next steps that will allow them to achieve their goal to reach the other side.
5. Everyone must get through the maze in the established time frame (e.g. 30 minutes) for the group to be successful.

Instructor’s Role:

1. Check area for unsafe ground cover.
2. Clearly present the problem, participant’s responsibilities and answer questions before the group begins the task.
3. Do not allow the group to mark the correct path (e.g. stones on the correct squares, writing the correct path down on a piece of paper).

Participant’s Responsibilities: Fully participate by helping other group member’s move through the maze.

Debrief:

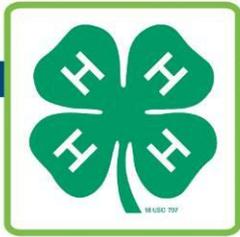
1. What steps do we need to take within our organization to reach our goal of ...
2. Trying something new often involves a level of risk. How did it feel when you had to take a “risk” on selecting your next step. What risks do we face within our organization when we try something new? How can we help other people in our organization to minimize the risk associated with the “next step” that needs to be completed in order to achieve our goal?



3. Did you consider it a mistake when you tried a square that was not part of the path? For this activity, a step on a square that was not part of the path provided valuable information for your group. A step should only be considered a mistake if we repeat due to not learning from previous experience. Where does this happen within our organization?
4. How did it feel to receive only positive feedback? Where in our organization is it important that we provide feedback other than positive?

Variations:

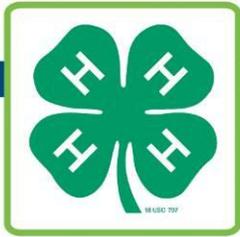
1. Do not allow group members to talk.
2. Have one-half of the group start at opposite ends. Brief the activity so that it appears that groups are in competition with each other, but in reality they have the same path to reach the same goal. (Is there competition between groups in our organization? If so, is this healthy or does it interfere with our larger objectives? Where do different individuals or groups within our organization approach a challenge from different perspectives? How can groups within our organization work better together?)
3. Add a dead-end path. (What dead-ends can we face in our efforts to achieve our goal? How does this dead-end drain resources/block our efforts in achieving our goal?)



CORPORATE MAZE

	X						
		X					
			X				
			X				
		X					
			X	X	X		
						X	
						X	
					X		
					X		

Choose Health Adaptation: Mark spots with index cards. On the side of the index card laying on the floor, write a food that is clearly either a healthy or an unhealthy food. Make the path through the maze a trail of healthy food. Another variation is to make the path a series of exercises that individuals are to do.



How Do You Do?

Equipment: None

Task: One person is selected “It”. The rest of the group stands in a circle, arms length apart, facing in. It walks around the outside of the group until she is behind the person of their choice. It taps this person on the shoulder who turns around to face It. The two shake hands while It introduces herself by saying “Hello, my name is Jill”. While still shaking hands the selected person introduces himself by saying “Hello, my name is Jack.” Continuing to shake hands, the two people introduce themselves another two times in this manner. At the conclusion of the third introduction, It takes off running one way around the outside of the circle of people. The other person must immediately go in the opposite direction around the outside of the group. It is now a race to see who can make it back first to the selected person spot. If It makes it to the spot first, the selected person becomes It, and then chooses another person to introduce themselves to. If the selected person makes it to the spot first, It moves on to select another person to introduce themselves to.

Instructor’s Role:

3. Check area for unsafe ground cover.
4. Clearly present the problem, participant’s responsibilities and answer questions before the group begins the task.
5. Provide an out for It if they are unsuccessful in winning the race around the outside of the group in three successive attempts.

Participant’s Responsibilities:

4. To safely and under control run around the group without crashing into the other person running or other group members.
5. Not to dive for the open spot.

Magic Carpet

Equipment: Blanket

Task: Begin by having the group stand on a blanket, which is stretched out on the ground. The group is to flip the blanket over and stand on the other side without ever getting off the blanket.

Instructor’s Role:

1. Check area for unsafe ground cover.
2. Clearly present the problem, participant’s responsibilities and answer questions before the group begins the task.

**Participant's Responsibilities:**

1. Do not get on each other's backs (e.g. piggy back).
2. Step off the blanket if you feel you are going to fall.

Debriefing Questions:

1. Prior to the beginning of the task, have the group write on the blanket the problems/barriers/challenges that they are experiencing. After the task, have them talk about how they will work together to turn those problems/barriers/challenges around.

OR

2. You were able to turn the blanket around by working together. What problems do we need to work together to turn around?

Choose Health Adaptation: Place the tarps near each other. Brief the activity so that groups think they are competing with each, but be careful not to say this. During the debrief, have the groups get back on their tarps so that they can see that it is much easier to succeed by working together. How can we better work together to lead a healthy lifestyle?

Peek A Who

Equipment: Blanket

Task: Two people hold a blanket so that it may acts as a temporary wall that two groups can hide behind (one on each side). Split the remaining participants into two equal groups (one group may have an extra person if you have an odd number). The groups hide behind opposite sides of the raised blanket. Each group chooses one person to kneel near the center of the blanket on their side, facing the blanket. The two people holding the blanket drops the blanket on the count of three, allowing the two people kneeling to see each other. The two kneeling people try to be the first to call out the name of the person kneeling on the other side of the blanket. The kneeling person who correctly states the other person's name first wins and has that person join their team. Raise the blanket and repeat until everyone is on one team.

Variations: People kneeling near the center of the blanket face away from the blanket. When the blanket is dropped, their other group members describe the person on the other side. Groups cannot use put-downs to describe the person on the other side or use rhymes for their name (e.g. Tim – His name rhymes with rim).

Instructor's Role: Clearly present the problem, participant's responsibilities and answer questions before the group begins the task.

Debriefing Questions: None



Choose Health Adaptation: After the first round of face-to-face, the two near the tarp go **back-to-back**. Their respective groups describes the healthy food that begins with the same letter of the name as their opponent identified in Toss A Name. The person at the tarp has to guess who is on the other side based on the clues given by their team. For example: A group might describe an apple if Allison is on the other side of the tarp. Jill who is at the tarp has to figure out her group is describing an apple and then remember that it was Allison who said that this was a healthy food that she enjoyed.

Toss A Name Game

Equipment: One soft and round throwing object (ball).

Task: A leader introduces the game by saying his/her first name, then tosses the ball to the person on his/her right/left. Continuing in one direction, each person says his/her first name and continues tossing the ball in sequence until the leader again has the ball. The leader then calls out someone's name in the circle and lofts the ball to her/him and person calls another individual's name, etc., etc.

After the ball has been flying about for a few minutes, or more usually after you begin to get a feel for all the names in the group, start up another ball, increasing the frequency of names being called. Add a third ball toward the end of the game just for fun, because at this point the law of diminishing returns creeps in.

Ask for someone who can name everyone in the group.

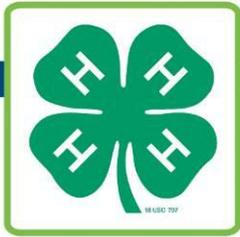
Instructor's Role:

4. Check area for unsafe ground cover.
5. Clearly present the problem, participants responsibilities and answer questions before the group begins the task.

Participant's Responsibilities:

1. Gently toss the ball in an underhand manner to other group members.
2. Value each other by making sure everyone is included in the activity.

Choose Health Adaptation: State your name and a healthy food they enjoy that begins with the same letter as your name.



Warp Speed

Equipment: One soft and round throwing object (ball).

Task: For a group (in a circle about arm's width apart) to pass a ball through a predetermined order involving everyone as fast as possible. The ball must go from one person to the next (e.g. one person can not hold onto the ball and touch each member in order).

Note: To determine the order, ask everyone to raise one hand and to keep it raised until they have received the ball, at which point they can put their hand down. Everyone is to remember who they received the ball from and who they threw it to. Have the group practice their order once before you time how long it takes to get it through the total group. Start measuring the time when the ball leaves the first person and stop timing when it reaches the last person. Whatever time you receive is your current world record. Have the group decide how many seconds faster they think the sequence can be done. Repeat until goal is met. You may also suggest a faster time yet.

Instructor's Role:

1. Check area for unsafe ground cover.
2. Clearly present the problem, participant's responsibilities and answer questions before the group begins the task.

Participant's Responsibilities:

Be truthful about if the ball touched them in the predetermined order.

Debriefing Questions:

1. Who assumed a leadership role? What did they do?
2. Where everyone's ideas valued?
3. How did everyone contribute? (Supported the group decision through active participation.)

Group Juggling

Equipment: 6-8 soft throwing objects (balls, stuffed toys, dog toys)

Task: For a group (in a circle about arm's width apart) to "juggle" a group of objects through a predetermined order dropping as few as possible. Emphasize that all objects are to be tossed gently under handed after the thrower has called out the person's name and has made eye contact with the person to received it.



To determine the order, ask everyone to raise one hand and to keep it raised until they have received the ball, at which point they can put their hand down. Everyone is to remember whom he or she received the ball from and whom he or she threw it to.

Have the group practice their order. After the group has the order established and practice, pass a new object through the order every 2-3 seconds. Multiple objects will be “juggled” at the same time at different points in the established order.

Instructor’s Role:

3. Check area for unsafe ground cover.
4. Clearly present the problem, participant’s responsibilities and answer questions before the group begins the task.

Participant’s Responsibilities:

Wear closed-toe shoes and remove all jewelry and wrist bracelets (except medical alert tags which must be taped to the body).

Choose Health Adaptation: What do we have to juggle to lead a healthy lifestyle? (e.g. finances, time, availability, taste, knowledge, social norms) What is the most important thing that we shouldn't drop in living a healthy lifestyle?



A FEW OTHERS IN THE WORKS

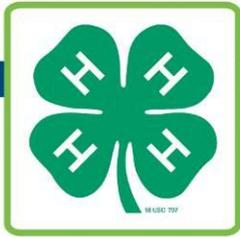
Unfortunately, I have not yet written up Catch the Dragons Tail, Elephant/Palm Tree/Monkey, or Tusker Tag. So here are short summaries of the activities.

Catch the Dragons Tail: Stand in a Kindergarten straight line (each person facing the back of the person in front of them). Grab the waist of the person in front of you. The person at the start of the line tries to grab a handkerchief out of the rear pocket of the last person in the line. Stop when the line breaks apart, restart when everyone has reconnected the line.

Elephant/Palm Tree/Monkey: Group stands in a circle, except for one person who stands in the middle and is "It". It points to one person in the circle and says "elephant". This person must form the trunk of an elephant (hands clasped together with arms extended) and the two people on his/her sides must form the ears (one hand on middle person's waist, other hand on middle person's shoulders), before "It" counts to five. If "It" points to someone and says "rabbit", that person sticks out their paws and hops up & down. The two people on the side of the person in middle lean into him/her and thump their outside foot on the floor. If "It" points to someone and says "Monkey", that person peels a banana. The two people on the side of the person in the middle lean into him/her and scratches **their** outside arm pit.

Choose Health Adaptation: Change to Carrots (middle person carrot, two side people sprout), Peas (middle person vine, two side people pods), and Apple (middle person tree, two side people apples). After a few minutes, add Milk (middle person udder, two side people milk the udder).

Tusker Tag: One person starts with a pool noodle or a hot water pipe cover in each hand. At go, this person tries to gently tap someone in the group with one of the noodles. When they have tapped someone, they hand the noodle to that person and then join hands. People are added to the line each time someone is tapped and handed the noodle. Emphasize safety with participants as some will try to go through the line while the line will try to "collar" them.



4-H Camp Bristol Hills Games/Problem Solving Bag

Bed Sheet/Tarp	1 (heavy enough so that you may not see through it)
Beach Ball	1
Bird Nest Pipes	1 set (instructions in Teamwork & Teamplay)
Boffers	2
Bull Ring	2 (instructions in Teamwork & Teamplay)
Carpet Squares	20
Climbing Ropes, Retired	2
Deck Rings	6
Dice	4
Gym Dots	30
Masking Tape	1
Mouse Run	1 set (instructions in Teamwork and Teamplay)
Neckties	20
Playing Cards	1
Pylons, Small	6
Softies	32 (balls, rubber animals, stuffed toys, etc.)
Stop Watch	1
Tin Cans	5 (varying sizes)
Web Slings – 30'	6

Quantities are appropriate for a group of 16.



ADVENTURE PROGRAMMING RESOURCE LIST

Bag of Tricks II: More Great Games for Children of All Ages by Jane Sanborn. Published by Search Publications, Florissant, CO, in 1994.

The Book on Raccoon Circles by Dr. Jim Cain and Dr. Tom Smith. Published by Learning Unlimited Corporation Tulsa, Oklahoma, in 2002.

Bottomless Bag by Karl Rohnke. Published by Kendall/Hunt Publishing Company, Dubuque, Iowa, in 1991.

Bridges to Accessibility: A Primer for Including Persons with Disabilities in Adventure Curricula by Mark D. Havens. Published by Project Adventure, Hamilton, MA, in 1992.

Conscious Use of Metaphor in Outward Bound by Stephen Bacon. Published by Type-Smith of Denver, CO, in 1983.

Cowstails and Cobras II – A Guide to Games, Initiatives, Ropes Course, & Adventure Curriculum by Karl Rohnke. Published by Kendall/Hunt Publishing Company, Dubuque, Iowa, in 1989.

50 Ways to Use Your Noodle by Chris Cavert & Sam Sikes. Published by Learning Unlimited Corporation, Tulsa, OK in 1997.

Gold Nuggets: Readings for Experiential Education edited by Jim Schoel and Mike Stratton. Published by Project Adventure, Hamilton, MA, in 1990.

More New Games...and Playful Ideas from the New Games Foundation by Andrew Fluegelman. Published by Dolphin Books/Doubleday & Company, Inc., Garden City, NY in 1981.

New Games Book by Andrew Fluegelman. Published by Dolphin Books/Doubleday & Company, Inc., Garden City, NY, in 1974.

Processing the Experience: Strategies to Enhance and Generalize Learning by John L. Luckner and Reldan S. Nadler. Published by True North Leadership, Monecito, CA in 1992.

Quicksilver – Adventure Games, Initiative Problems, Trust Activities and a Guide to Effect Leadership by Karl Rohnke and Steve Butler. Published by Kendall/Hunt Publishing Company, Dubuque, Iowa, in 1995.

Silver Bullets – A Guide to Initiative Problems, Adventure Games and Trust Activities by Karl Rohnke. Published by Wilkscraft Creative Printing, Beverly, Massachusetts, in 1988.



Team Building through Physical Challenges by Donald R. Glover and Daniel W. Midura.
Published by Human Kinetics Publishers, Champaign, IL, in 1992.

**Teamwork and Teamplay by Jim Cain and Barry Jolliff. Published by Kendall/Hunt
Publishing Company, Dubuque, Iowa, in 1998.**