



working with more than one person:

a set of three activities

- timing is everything
- communication maze
- giving partnership a chance

- purpose**
- To increase participants' awareness of the challenges of working with more than one person
 - To identify issues involved in schedule conflicts
 - To challenge participants' skills in communication and highlight the role communication plays in partnerships

trainer note: Another section of this activity will look at how working with more than one person may be a longer process but is necessary for group participation and ownership. It can be more time consuming to practice clear communication when groups comprise more than two people.

time Approximately 90 minutes total (approximately 30 minutes per activity)

group size 8 to 24 participants

materials See each activity for specific materials



option To add a fun and competitive aspect, participant teams may be awarded points, using a scale of 1 to 10, according to which team finishes first, second, and third at the end of each activity.

why would someone need these activities?

- If a group is becoming frustrated with partnerships.
- If a group is having scheduling conflicts.
- If a group is worried about the issue of responsibility.
- If people are not being fully involved in a project due to lack of time.

trainer note: These activities may be used together in one session or as separate activities.



timing is everything

purpose • To increase participants' awareness of the challenges of working with more than one person and to identify issues with scheduling conflicts

time 30 minutes

group size 8 to 24 participants

materials Handout: Schedule Maps A–F (pg.138-143).

introduction

Tell the group that the object of this activity is for each group to juggle its multiple schedules and eventually find a time that is mutually workable to meet.

step one

Separate groups (at least four members per group) as equally as possible. Ask each group to establish a leader and a team name.

step two

Once a leader has been established, give each member of the group (other than the leader) a different copy of the provided schedule maps. Explain that the group members cannot show each other their maps.



trainer note: If a group has more participants than there are separate schedule maps, it is okay for more than one person to use the same map as long as the group has one of each map.

step three

Explain that the leader's job is to try to plan a 2-hour meeting as quickly as possible because, as he or she will discover, the team is very busy. This leader must be able to work around the schedules of his/her diverse and busy group. The only rules are as follows:

- No one may cancel any appointment, and they may only move the underlined appointments.
- Each person must be asked about a specific slot in order to reply. In other words, a person cannot offer up when he or she is free but can only answer specific questions.

step four

Explain to the groups that when they have successfully planned a day and time for their meeting, they should signal you to verify that their scheduled time is workable for everyone. Every group should continue working until the members have completed the objective.

step five

Finally, when all the groups have scheduled the meeting, bring the whole group back together to process the activity.



reflection and discussion

Lead a discussion by asking participants the following questions:

- Can someone briefly explain what we just did?
- What about this activity sticks out most in your head?
- What was easiest about this activity?
- What was most difficult in completing this activity?
- What are some similar issues you face in your project or work?
- What is one thing you will take from this activity that may help you with your youth–adult partnerships?

weekly schedule (a)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (a) - a handout

Monday 1	school 8a.m. - 3 p.m. play practice 3 p.m.- 5 p.m. <u>basketball game at school 6 p.m.- 8 p.m.</u>
Tuesday 2	school 8a.m.-3 p.m. play practice 3 p.m.- 5 p.m.
Wednesday 3	school from 8 a.m.- 3 p.m. play practice 3 p.m. - 5 p.m. work 6 p.m. - 10 p.m.
Thursday 4	school 8 a.m.- 3 p.m. <u>meet group at library to work on project for school 5:30 p.m.</u>
Friday 5	school 8 a.m. - 3 p.m. work 4 p.m. - 8 p.m.
Saturday 6	work 10 a.m. - 4 p.m.
Sunday 7	church 10 a.m. - 12 p.m. <u>work on group project for school 1 p.m. - 5 p.m.</u>

weekly schedule (b)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

Monday 1	meeting @9 a.m. lunch 12 p.m.- 1p.m. office from 1 p.m. - 5 p.m.
Tuesday 2	office 9 a.m. lunch 12 p.m. - 1 p.m. office 1 p.m. - 3 p.m.
Wednesday 3	day off <u>go shopping for niece's birthday</u>
Thursday 4	office 9 a.m. - 3 p.m. <u>grocery shopping 3:30 p.m. - 6 p.m.</u> staff meeting @ 6:30 p.m.
Friday 5	office 10 a.m. - 3 p.m.
Saturday 6	leave for family reunion out of town until monday
Sunday 7	out of town

weekly schedule (b) - a handout

weekly schedule (c)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (c) - a handout

Monday 1	teach class 8 a.m.- 4:30 p.m.
Tuesday 2	teach class 8 a.m.- 3 p.m. staff meeting 3:30 p.m. - 5 p.m.
Wednesday 3	class 8 a.m. - 12:30 p.m. workshop 2 p.m. - 4 p.m. <u>go out to dinner with friends 6 p.m. - 10 p.m.</u>
Thursday 4	teacher institute day 9 a.m. - 3 p.m. kid's first band concert 7:30 p.m.- 9 p.m.
Friday 5	teach class 8 a.m. - 4 p.m. <u>stay home with kids after 4 p.m.</u>
Saturday 6	teacher re-certification class 8 a.m. - 4 p.m.
Sunday 7	<u>spend the day with family</u>

weekly schedule (d)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8pm and 8am.

weekly schedule (d) - a handout

Monday 1	meeting 11am-3pm kid's doctor appointment at 5:30pm
Tuesday 2	office @ 8am lunch 11am-12pm staff meeting 1pm-3pm
Wednesday 3	office 8am-2pm workshop 4am-6pm
Thursday 4	office 8am-3pm <u>yoga 7pm-9pm</u>
Friday 5	office 8am-3pm appointment with accountant @ 4pm stay home with kids (babysitter's day off)
Saturday 6	kids soccer game (bring juice and snacks) 10am-4pm
Sunday 7	church 9am-1pm <u>spend rest of the day with family</u>

weekly schedule (e)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (e)

Monday 1	class 10 a.m. - 1 p.m. interview downtown 3 p.m. - 6 p.m.
Tuesday 2	no classes <u>work on final project</u>
Wednesday 3	class 9 a.m. - 12 p.m. work 4 p.m.- 8 p.m.
Thursday 4	class 1 a.m. - 3 p.m.
Friday 5	work on final project 3 p.m. - 7 p.m.
Saturday 6	<u>study for finals 12 p.m. - 4 p.m.</u> birthday party around 7p.m.
Sunday 7	study for finals and complete work on project

weekly schedule (f)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

Monday 1	no school <u>hang out with friends</u>
Tuesday 2	school 8 a.m. - 3 p.m. soccer practice 3 p.m. - 5 p.m.
Wednesday 3	school 8 a.m. - 3 p.m. soccer practice 3 p.m. - 5 p.m. youth group 7 p.m. - 9 p.m.
Thursday 4	school 8 a.m. - 3 p.m. indoor soccer game 7 p.m. - 10p.m.
Friday 5	school 8 a.m. - 3 p.m. babysit 4 p.m. - 12 a.m.
Saturday 6	orchestra rehearsal 10 a.m. - 3 p.m.
Sunday 7	

weekly schedule (f) - a handout



communication maze

- purpose**
- To challenge participants' communication skills
 - To look at what roles people play in partnerships

time 20 minutes, depending on group size

group size 8 to 24 participants

- materials**
- Blindfold
 - Newspaper
 - Masking tape (or another thick tape)
 - Obstacles (chair, crumpled paper, box, etc.)

prepare ahead Using masking tape, create a rectangle on the floor long enough that all participants can stand comfortably along both sides of the length of the rectangle.

introduction

Tell the group that the object of this activity is for each team to successfully get its leader from one end of a rectangle to the other without bumping into any roadblocks.

step one

Divide the participants into two groups.

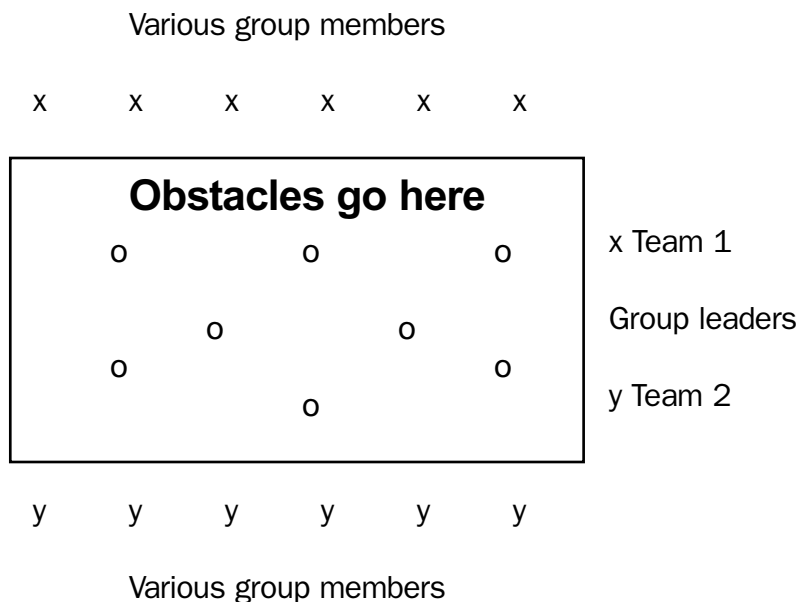


step two

Have each of the groups elect a leader. This leader has now become the team’s “game piece.”

step three

Line up the two game pieces along the width of the rectangle and have the remaining teammates line up along both sides of the length of the rectangle.



Once the remaining teammates have selected a place to stand, they may not move.

step four

Blindfold the game pieces and set up an obstacle(s) in the rectangle. You may wish to use chairs, cans, newspaper, or anything else of your choice as obstacles.



step five

Explain that the blindfolded game pieces are to make their way across the room trying to reach the other side of the rectangle without running into any obstacles or people. The game piece must listen for his or her teammates and try to follow their direction. The teammates are responsible for communicating to their game piece the safest route through the maze. Teammates are not allowed to touch the game piece.

step six

If the game piece does run into an obstacle, the trainer is to immediately yell “FREEZE,” and all movement and voices stop. The game piece who ran into the obstacle must return to the beginning of the maze. The trainer should guide that game piece back so that he or she does not have the chance to see or study where the obstacles are located. Start the activity again.

step seven

The first team to have its game piece reach the other end of the maze wins! If time permits, you may allow the other game piece to finish. After everyone completes the activity, bring the whole group back together for a reflective discussion.



reflection and discussion

Ask participants to briefly describe what they did during the activity. Then ask the following questions:

- What are some of the words or phrases you remember hearing others say?
- How did you aid the leader?
- How did your team aid the leader?
- What was easy about this task?
- When did you feel challenged during this activity?
- Ask the leader(s): What was helpful to you? What was not helpful?
- What similar real-life experiences have you had as a leader?
Or as a team member?
- Who were the influential team members? Why?
- How did verbal and nonverbal cues play a part in getting the leader to the finish line?
- How does this activity relate to your partnership activities?
- What are some lessons from this activity that may be applicable to your project or work?



giving partnership a chance

- purpose**
- To explore how the process of working with more than one person may take longer and complicate communication
 - To see how expanded time and communication are necessary for group participation and ownership

time 30 minutes

group size 8 to 24 participants

- materials**
- Newspaper
 - Masking tape
 - Object cards (cactus, martian, paintbrush, etc.) (pg.151)

introduction

Tell the group that the object of this activity is for each small group to construct a specific object out of newspaper and tape. Only the leader knows what the object is. Other challenges include limited time and means of communication.

trainer note: You may want to supply each group with newspaper and tape before you begin the activity.

step one

Divide large group into smaller groups of four to five people. Have each group choose a leader.



step two

Give the leader an object card and explain that he or she cannot share that card with anyone. Let the groups know that group members will have 15 minutes to work together to create the object to the best of their ability using only newspaper and tape. Also explain that everyone must play a part in creating the object.

trainer note: To ensure confidentiality, you may want to collect the cards before the activity.

step three

Explain that the leader will not be allowed to talk during this activity unless asked yes/no questions by group members. Only then will the leader be able to answer, saying either yes or no. The leader is allowed to build the project with the group.

optional step three

You may give the group members limits or roles to increase the difficulty of the activity. Such roles may include the following:

- Some group members may be prohibited from speaking.
- Some members can play roles, such as being a positive or negative force.
- Group members may be blindfolded.
- Group members may be able to use only one hand.

step four

Give groups 15 minutes to create their object.

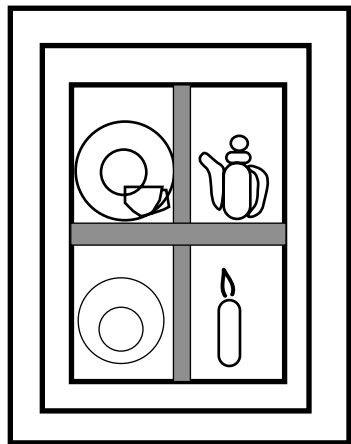


reflection and discussion

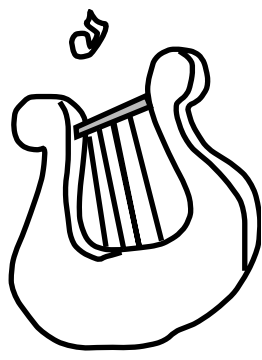
Start by going around the room and asking each person to share one thing he or she did during the activity. Then ask the following questions:

- What do you remember seeing others do during this activity?
- What made the process quicker?
- What made the process slower?
- How did communication affect your activity?
- How is this activity similar to other projects or work you are involved in?
- What have you learned from this activity that you may be able to apply to your work or project?

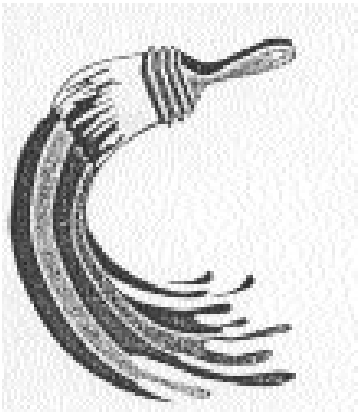
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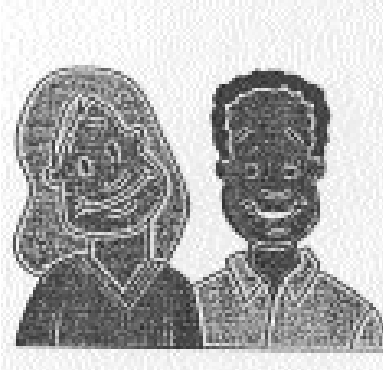
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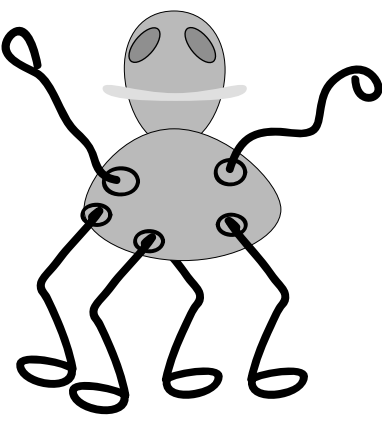
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