INTEGRATION
ACTIVITY
Sheet

Impact—Experiential Activities to Launch Successful Teams

PRICE: $9.95

Personal Skills

- Integrity
- Work Ethic
- Professionalism
- Responsibility
- Adaptability/Flexibility
- Self-Motivation

- Computer and Technology Literacy
- Job-Specific Skills
- Safety and Health
- Service Orientation
- Professional Development

Technical Skills Grounded in Academics

SkillsUSA.

- Communication
- Decision Making
- Teamwork
- Multicultural Sensitivity and Awareness
- Planning, Organizing and Management
- Leadership

Workplace Skills

™

DESCRIPTION: This is a collection of more than 35 engaging and proven activities promoting team interaction, trust exercises and problem solving. In addition, "Impact" includes suggestions for group facilitation and the use of debriefing questions. Activities incorporate the SkillsUSA Framework by developing personal, workplace and technical skills grounded in academics. Every activity included in "Impact" has a specific purpose geared toward helping participants understand the big picture of the topic being learned. The various workshops and activities embrace two essential learning processes: experiential learning and discovery learning. The 6 inches by 9 inches, 64-page book is ideal for teachers to tuck in next to an electronic device or chapter leaders to keep in their backpack for easy use.

ESSENTIAL ELEMENT IDENTIFICATION:

The activities in "Impact" are designed to help students get active, work together, and enjoy time with their peers. Students engaging in these fun activities will generally and implicitly (not through explicit instruction) learn about the Essential Element of Teamwork. Specific Essential Element connections have been identified for each individual activity.

Student Learning Objectives:

- Participate in new activities, possibly with new people.

- Expand their own comfort zone.

- Share in experiences to create mutual understandings.

- Contribute to a fun and exciting atmosphere with their peers in a safe learning environment.

IN-PERSON INTEGRATION EXAMPLE:

Activity: **Maze**

Additional materials needed: One maze for every ten students participating. A 6-foot-by-8-foot tarp; duct tape to create grid on the tarp. The grid should be 1-foot-by-1-foot squares. If a tarp isn't available, use painter's tape to mark the grid on an area of the floor.

Time Frame: 30 minutes

Directions: The facilitator has a significant role in this initiative. In addition, you can implement limits on the group, if needed, to challenge the group to have a higher level of engagement (e.g., remove voices, alter time to complete).

Prior to the activity, the facilitator creates a secret maze pathway (this can be written on a piece of paper) consisting of adjacent squares. See the example below.

START HERE						
					X	
				X		
					X	
			X	X		
	X	X				
			X			
				X	X	
						X
END HERE						
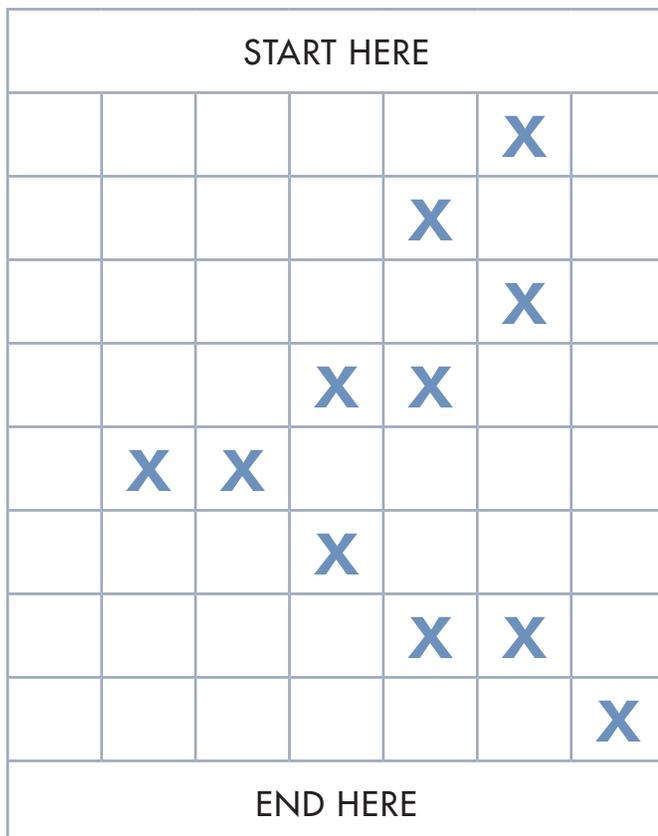
- ☐ The objective of this activity is to find the hidden path across the maze and get all teammates across the maze as fast as possible.
- ☐ Only one team member may enter the maze at one time.
- ☐ As the team member moves across the maze, both feet must be placed within each of the squares crossed.
- ☐ If the square the team member steps on is part of the hidden path, facilitator will say "go."
- ☐ If the square the team member steps on is not part of the hidden path, facilitator will say "beep," and the person must exit the maze.
- ☐ The next team member in line may then enter the maze from the start and attempt to discover the hidden path.
- ☐ Once all team members have attempted the maze, members can rotate back through the maze in their original order.
- ☐ The pathway movement consists of adjacent squares.

1. Share the above guidelines.

2. Take the next two minutes to develop a plan to complete the maze and determine the order you will enter the maze.

3. Line up at the start point. When I say "maze," you may begin.

4. What questions are there? "Maze."
   - First individual steps into their selected first square. Facilitator will recognize step with either a "beep" or "go." If it is a "beep" they must exit the maze; if it is a "go" they can take an additional step as the process continues.

5. Once the group has completed the maze (or reached a significant point in the process), huddle up and have a seat around the maze to process using the following questions:
   - What did it feel like when you heard "beep"?
   - What did it feel like when you heard "go"?
   - What made this activity difficult?
   - What leadership qualities were needed to accomplish this activity?
   - What role did encouragement play in keeping everyone engaged?
   - What would you do differently if you tried this activity again?

Activity: **Giants, Wizards and Elves**

Additional materials needed: None.

Time Frame: 10–15 minutes

Directions:

1. Before the event, let everyone know to bring their favorite baseball hat to wear during the class or meeting.

2. Students who become a part of Room 1 will wear their hats forward in the normal position and students in Room 2 will wear their hats backward.

3. Allow online platform to automatically split the group into two rooms.

4. Send students to breakout rooms, allowing them to see who is in their group and get hats on.

5. This game is like rock-paper-scissors except that, instead of using those objects, students will be acting out a representation of giants, wizards or elves.

6. Together, everyone practices the representation of characters with cameras on.

   - Giants will hold your hands above your heads and growl. Let's practice — Giants?

   - Wizards, hold your hands in front, shake them and make a buzzing sound. Let's practice — Wizards?

   - Elves, make big ears with your hands, move them back and forth. Practice — Elves?

   - Celebrate effort.

7. There is a hierarchy like rock-paper-scissors: Giants beat elves, elves beat wizards, wizards beat giants.

8. When I say "plan," you will be sent to your breakout room. Once everyone has arrived, you will have one minute to decide which representation to perform.

9. When returning to the main room, you must wait until hearing the word "show" before performing your presentation.

10. What questions are there?

    - "Plan." Send to breakout rooms.

    - Once everyone has returned, remember there can be a little lag when returning. "Show."

11. Play several rounds.

12. Process the activity. Consider using the following questions:

    - What did you learn about yourself in this activity?

    - How did you make a group decision about what to perform?

    - What strategy did you use to try and out-think the other team?

An alternative is students individually play against a person who has been determined as the "leader" for the activity. If they lose to the representation that the "leader" demonstrates, they turn off their camera.

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