

CHALLENGE WITHOUT COMPETITION

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Physical Literacy For You

Why Use Challenge Initiatives?

In order for a group to work effectively, existing barriers and dysfunction must be removed so they can build effective solutions to problems. The learning environment can be further enhanced as the activities are designed to emphasize participation, challenge and fun through the development of cooperation, leadership, social responsibility, problem solving, teamwork, trust and interpersonal skills. Challenge initiatives have the ability to accentuate the purpose of your work and become metaphors for life.

Types of Challenge Initiatives

Icebreakers	Great for introductions and getting to know people in new environments
Initiatives	Challenge participants to work together as a team, think critically and problem solve a seemingly insurmountable challenge
Trust/Team builders	Emphasizes success through group cooperation, problem solving and communication (Most impactful of all Challenge Initiatives)
Energizers	Short, quick and simple activities that inject energy into a group through fun, play and laughter
Brain breaks	Short, quick and simple activities, content free designed to help participants focus and manage attention
Closers	Focus on symbolism and metaphors for life

Facilitation Guide

1. Lead the activity
 - a. Set Guidelines (Safety, Challenge by Choice, Fun)
 - b. Frame Activity (set purpose of game, introduce as a story/metaphor)
2. Guide the focused reflection
 - a. Open-ended questions
 - i. What was the purpose of the game?
 - ii. What did you learn about yourself/group?
 - b. Feeling questions
 - i. How did you feel when you started to pull together?
 - ii. How did you feel when others couldn't/wouldn't cooperate?
 - c. Judgment questions
 - i. What was the best part of the activity?
 - ii. Was it a good idea to?
 - d. Guiding questions
 - i. What got you all going in the right direction?
 - e. Closing questions
 - i. What would you do differently?
3. BE enthusiastic!

Suggested format: 20 Minute block

- 5 min Introduce/Frame activity
- 10 min Activity
- 5 min Reflection/Debrief

ICEBREAKERS

Concentration

- ✓ Form 2 equal lines facing each other
- ✓ Line 1 turns their back on Line 2
- ✓ Line 2 has 30 seconds to change 15 OBSERVABLE things about their group
- ✓ Line 1 tries to find as many as they can
- ✓ Switch roles after

Debrief:

What did you learn about yourself?
What did you learn about your group?
What group dynamics were present?
What did you need to overcome to be successful?

What was the biggest challenge?
What are the links to self-regulation?
What are you ready to do now?

Gudag! (Swedish for Good Day)

- ✓ Have the group find their own space.
- ✓ Select half of the group to put their right hands behind their backs and extend their left hands out for a handshake.
- ✓ The other half does the opposite.
- ✓ When you say "GO" participants move around the space looking for someone with the opposite hand to shake and says "Gudag!"
- ✓ After exchanging greetings, they switch hands and move to find someone else to greet.

Stretch

Objective: To force your partner to stretch as far as they can and lose their balance

- ✓ Find a partner
- ✓ Stand heel to toe with your front toe touching your partner's toe
- ✓ Winner moves their front foot behind back foot and opponent slides forward to touch partner's toe
- ✓ Players always move their front foot only (either forward for loser or backward for winner)
- ✓ Continue until someone loses their balance
- ✓ Play for a set time, eg. 2 min

ENERGIZERS

Rock-Scissors-Paper (RPS) Olympics

- ✓ Divide space into 3 zones: Gold, Silver, Bronze
- ✓ Divide group into 3 relatively even groups and allocate to each zone
- ✓ Within each zone, challenge someone to Rock-Paper-Scissors, Winner stays, Loser moves down a zone
- ✓ Always look for someone new to challenge

Debrief:

What did you like about this activity?
What did you learn about yourself?
How do you feel after this activity?

What group dynamics were present?
What are the links to self-regulation?

INITIATIVES

Square Up

- ✓ Form a square so that the teacher is in the middle of the square.
- ✓ Teacher moves to a different location and the group must reform the square exactly maintaining the original orientation.

Debrief:

What did you learn about your group?

What group dynamics were present?

What did you need to overcome to be successful?

What was the biggest challenge?

What are the links to self-regulation?

What are you ready to do now?

Helium Stick

Equipment: one long pole per 10 or fewer people, or hula hoop

Task:

- ✓ Create groups of 10 or fewer people and provide a pole or hula hoop per group.
- ✓ Have them line up facing each other, with their index fingers extended like a shooter position.
- ✓ The goal is to lower the pole or hula hoop to the floor without losing contact between your finger and the pole or hula hoop.
- ✓ If you lose contact, you must call a foul on yourself and the team needs to reset and start over again.

Debrief:

What happened?

What was the dialogue like?

How did you feel when another group completed the task?

Did you see people cheating? How did you respond?

What was needed to succeed?

How can you relate this experience in your daily work?

3-2-1 Ups

- ✓ Select 1 person to be leader and they say: 3-2-1 Ups!
- ✓ Each group starts with one object
- ✓ On command, they toss the object in the air (must go minimum of 10 feet!)
- ✓ Someone else in the group must catch the object
- ✓ If successful, try to repeat a second time
- ✓ If successful, add another object and repeat
- ✓ Try to see how many objects the group can toss
- ✓ If any object drops, reset to one object and start again

TEAM BUILDING

Photo Finish

- ✓ Form groups of 8-12, identify 1 person as a finish judge
- ✓ Entire group must cross the finish line exactly at the same time
- ✓ Group has 10 minutes to make 5 attempts to cross the finish line
- ✓ An attempt is defined as "click" by the finish judge

Debrief:

What did you learn about yourself?
What did you learn about your group?
What did you need to overcome to be successful?

Did your group experience any frustration? How was that overcome?
How did you decide on which solution to follow?
What are the links to self-regulation?

Traffic Jam

Objective:

Two groups of people exchange positions on a line of squares facing away from each other

Rules:

Illegal Moves:

- Any move backwards
- Any move around someone facing the same way you are
- Any move involving two people moving at once

Legal Moves:

- A person may move into an empty space in front of them
- A person may move around a person who is facing them into an empty space

Debrief:

What happened?
What was the dialogue like?
What was needed to succeed?

How can you relate this to your daily work?
What are the links to self-regulation?

CLOSERS

Count to 19

- ✓ Count to 19 or present number YOU determine
- ✓ Only 1 person can speak at a time
- ✓ If 2 or more people speak, reset to ZERO

Debrief:

What was needed to succeed?
What did you learn about the group?

How can you relate this experience in your daily work?
What are the links to self-regulation?

DEBRIEFING—The most important component of using challenge activities!!

Sample questions for debriefing:

What (are about the experience just had)	So What (can group learn from this experience)	Now What (addresses what participants will do with their new knowledge)
What did you enjoy most about this activity? What was your first impulse when presented with the challenge? What was the biggest challenge and Why? What did you learn about yourself? What did you learn about others?	Was your role in this activity a typical role for you? What strengths did you bring to the group? What was something you needed from the group? How did you feel when....? How did you go about including everyone?	How can you apply this to your daily life? What are some obstacles to implementing what you've learned about yourself? How can you overcome these obstacles? What helped you accomplish your goals? What will you need from others to implement your plan in your life?



Sources:

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Why Paper & Scissors Rock by CIRA