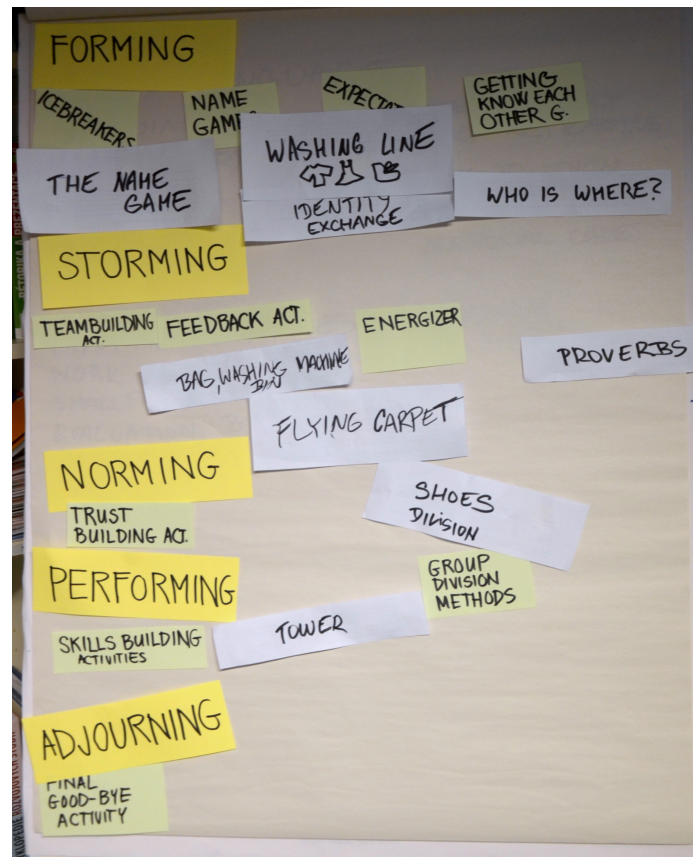


Group dynamics

(game examples for particular stages)



Forming stage

Opening stage, members of the group are trying to identify who's who and where they fit. Atmosphere of insecurity, pax are not usually ready to take responsibility over the programme.

Role of leader: create safe, friendly environment, activities oriented to getting to know each other better, giving sufficient information about the project and finding out expectations. **Suitable activities:**

Name games

A quick game of names

The group forms a big circle and the leader explains that this is supposed to be the quickest game in the world. The point is to say all names of all participants in the circle as quick as possible. The leader starts measuring the time. Someone starts by saying the name of a person standing on their left. That person then continues by saying name of a person on his left. If someone doesn't know the name of the next person, they ask and the said person will answer by whispering it into their ear. The game continues into a few next rounds until the names are said really quickly and the time doesn't change much anymore. The leader then stops the game and announces a new world record!

Getting know each other games

Identity Exchange

The players Exchange their identities in this way: first they need to make pairs, then each of them places their hand onto the second player's head. Then they must say their name and something they like (for example „I am Harry and I like football“). Now their bodies switched. Then they continue by finding a new partner and repeating the process, but now they have to introduce themselves by the new identity (not Harry, but the name he got in the first exchange). They should gradually meet everybody. The game continues until everybody gets their own identity back.

Penny For Your Thoughts

Each kid gets a coin. When asked, they share something significant that happened to them the year the coin was made in. This is basically just a novel way to get conversation flowing and is probably best played with older kids who have been alive longer (make sure you check that the dates on the coins are not before the kids were born!)

It could also be a good way to split groups up (ie. one group can be the 1970s, another the 1980s etc)

Buddy bingo

Bingo is one of the most popular ice breakers because it's so easy to customize for your particular group and situation, and everyone knows how to play it. Instructions - If you know your participants, make a list of 25 interesting traits that describe different aspects of them, things like, "plays the bongos," "once lived in Sweden," "has a karate trophy," "has twins," "collects children's art," "has a tattoo." If you don't know your participants, make a list of more general traits like "drinks tea instead of coffee", "loves the color orange," "has two cats," "drives a hybrid," "went on a cruise in the last year." You can make these easy or difficult depending on how much time you want the game to take. If you're making your own, bingo cards have five boxes across and five boxes down. Fill in the boxes with facts and leave room for signatures. When you're ready to play, give each participant a bingo card and a pen. Explain that the group has 10 - 15 minutes to mingle, introducing themselves, and finding people who match the traits on the card. They must put the person's name in the corresponding box or have the person sign the appropriate square. The first person to fill five boxes across or down yells BINGO! and the game is over. Ask participants to introduce themselves and share one of the interesting traits they learned about someone else.

We

Divide the participants in two teams. The two teams get paper and they have to write down 10 things they all have in common within the team (we have a brother, we went to university, we like ice cream...). The first team that writes down all 10 points wins. The teams then read to each other what they wrote.

Icebreakers

Proverb

The leader writes down on paper some proverbs and then cuts them in half so the first half of the proverb is on one paper and the second half is on second paper. Then he let all participants to take one of the papers. The participants then walk around and look for someone who has the second part of their proverb. Everyone should try to talk to everyone.

Expectations and worries games

Washing line

The participants first create a piece of clothing (dress, pants, t-shirt...) by using given material (coloured papers, scissors, etc.). When it is done, they write down their positive expectations of the oncoming event, and negative worries on the other. The leader of the activity then reads all the expectations aloud and makes comments on them. At the end, all the clothes are hanged up on a washing line so that everyone can read it during the following program.

Storming stage

Group members are more secure and they are defining their role in the group.

The first conflicts and competition among pax are happening, creation of small groups.

Role of leader: make space, adapt program, be sensible to what is going on in the group. Try to resolve conflicts. Suitable activities:

Skills building activities (with a little bit of stress so that the door may be opened to discuss what is really going on)

Flying carpet

Story: Your group is on a magic carpet ride, high above the fields of the surrounding countryside. You suddenly realize that you are going the wrong direction, because the carpet you are riding on is in face, up side down! Since you are no longer touching the ground, you must turn the carpet over, without stepping off the carpet.

Task: To turn the magic carpet over, without touching the ground surrounding the magic carpet. The magic carpet consists of a single piece of bedsheet or some plastic cloth.

Inside out

Prepare a rope and make a circle. Have the entire group step inside the circle. The task now is for the entire group to go from the inside of the circle to the outside, by going underneath the rope circle, without anyone in the group using their arms, shoulders, or hands.

Machines

An activity in which participants create a human machine and then have to change the machine per customer's request. Divide the group into two teams. Give each team 6 minutes to plan a human machine. All participants must be a part of this machine. Watch each team demonstrate its machine. Then select a participant from each machine. Announce that these machine pieces are obsolete. The teams now have 3 more minutes to adjust or reinvent their machines using their selected participant in a new way.

Challenging teambuilding (communication games)

Where is Bob?

All the participants move through the room and they are watching each other. When the leader says stop, they stop immediately and close their eyes. The leader chooses one of the participants (for example Bob) and asks „Where is Bob?“. The participants with their eyes still closed must point at where they think Bob is right now. Then they open their eyes and see if they were right. Then the game continues until the leader called all the names.

Tied

A simple activity in which the participants try to cross the finish line at exactly the same time. Participants see how an activity that looks simple, when it involves coordinating others, rarely is. Prepare a long rope or tape to represent a start line and a finish line. Line the group up behind a starting line. On your signal, they are to proceed to the finish line. They must all cross the finish line at exactly the same time. If they are not all together, they need to go back to the starting line and try again. They need to keep trying until they succeed.

Feedback activities

Bag, washing machine, bin

Tell the participants to draw three pictures – a backpack, a washing machine and a trash bin. When the drawings are prepared make the participants think about the previous activity and let them write down which aspect of it they liked and therefore would place in their backpack as a positive memory, which part would they put into washing machine to improve it and what would they throw into a trash bin and not use any more.

Norming phase

Breath of fresh air, good things are beginning to happen, sharing and trust building, participants are more opened, they stop fighting for their status, closer communication and relationship network is created.

Role of leader: observing the group, more space for group. Suitable activities:

Trust building games

Shared food

The leader ties participant's hands together with one rope, so there are 30-40 cm gaps between each participant. When all of them are tied together, we let them eat. Their task is to eat. It sounds easy but it requires a lot of communication, cooperation and strategy.



Popcorn

A fun activity in which participants, working in pairs, feed each other pieces of popcorn on a spoon while both are blindfolded. Have the participants pair up. Distribute blindfolds, spoons, and popcorn to everyone. While both are blindfolded, one participant feeds 10 pieces of popcorn to his or her partner on the spoon, one at a time. After they are successful, reverse roles and repeat.

Performing phase

Feeling of unity, group members identity with the team, most productive stage.

Role of leader: letting the group express, keeping motivation, be active. Suitable activities:

Skills challenging activities (building, managing...)

Tower

The participants divide into two teams. Each team gets a packet of wooden sticks and one duck tape. Their task is to build the highest tower possible within 10 minutes. However each participant can only use one hand. The two teams compete and the team with higher tower wins.

Bridge

The participants divide into two teams. The leader must prepare some materials for the two teams (same for both), the materials can be: wooden sticks, tape, pizza box, strings, pens, scissors, cardboard, coffee boxes, toilet paper rolls and so on. Then the participants get this instructions (on paper preferably): With this material, you have to build a part of a bridge which can join the other part built by the other team. There will be two meetings between the two teams. The two parts must be the same. At the end, a small car must cross the whole bridge without a problem. First, you have to choose your leader. He will represent the group for the meetings. Those meetings will be in 15 minutes and in 30 minutes. During this meeting, the leaders will share information about the parts of the bridge. Each meeting will last 3 minutes. You cannot draw your bridge or any part of it during the meetings. When you have chosen your leader, you can start the building. Good luck!

Square

In this activity, the team has to form a perfect square using rope while blindfolded. Get everyone to stand in a circle while holding the rope. Once the circle is formed, they can lay the rope on the floor. Each participant then puts on their blindfold, and have them take 5 steps backwards. The task is to work together to form a square while blindfolded. Once the team is blindfolded, they can begin the activity. The activity ends when the team thinks that they have formed a square. Participants then take off their blindfolds and see the final result. If you have time, you can run the activity a second time and give the team the chance to do better.

The Worst-Case Scenario

Fabricate a scenario in which students would need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Ask them to work together to concoct a solution that ensures everyone arrives safely. You might ask them to come up with a list of 10 must-have items that would help them most, or a creative passage to safety. Encourage them to vote — everyone must agree to the final solution.

A Shrinking Vessel

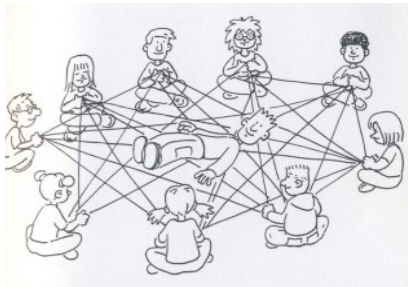
This game requires a good deal of strategy in addition to team work. Its rules are deceptively simple: The entire group must find a way to occupy a space that shrinks over time, until they are packed creatively like sardines. You can form the boundary with a rope, a tarp or blanket being folded over or small traffic cones. (Skills: Problem-solving; teamwork)

Adjourning phase

Final stage when participants are giving overall feedback, making conclusions and giving recognition. Suitable activities:

Role of string

The participants sit in a circle. One of them gets a roll of string. He twists the string around his wrist a few times and then he looks around the circle and chooses someone he shared some nice memory with. He explains the story and then he throws the roll of string to the participant. The new participant now repeats the same process. In the end, everybody should have a piece of string around their wrist and there should be a web in the middle of the circle. Now the participants can take scissors and cut the string. However there's string around their wrists which they can use as a cool bracelet which will remind them of the activity and their connection.



Activities that may be used within all phases

Energizers

Bomb and Shield

Ask everyone to choose silently someone in the room that is their “bomb” and another person who is their “shield”. There are no particular criteria on which to base their choices – selections are entirely up to individuals. Once everyone made their choices tell them to get as close as possible to their “shield” while getting as far as possible from their “bomb”. People can move quickly but should not grab or hold anyone. After a few minutes, participants stop and reverse the process 😊.

Group division activities

Shoe pile

This game will divide participants in two halves. Each participant must throw one of their shoes into a big pile in the middle of the room. The leader of the activity then divides the big pile into two smaller piles. He can do so by taking one shoe at a time and throwing it on one side, then take another shoe and throw it on the other side. When he's done, the leader will announce that people whose shoes are on the same pile are in the same team.

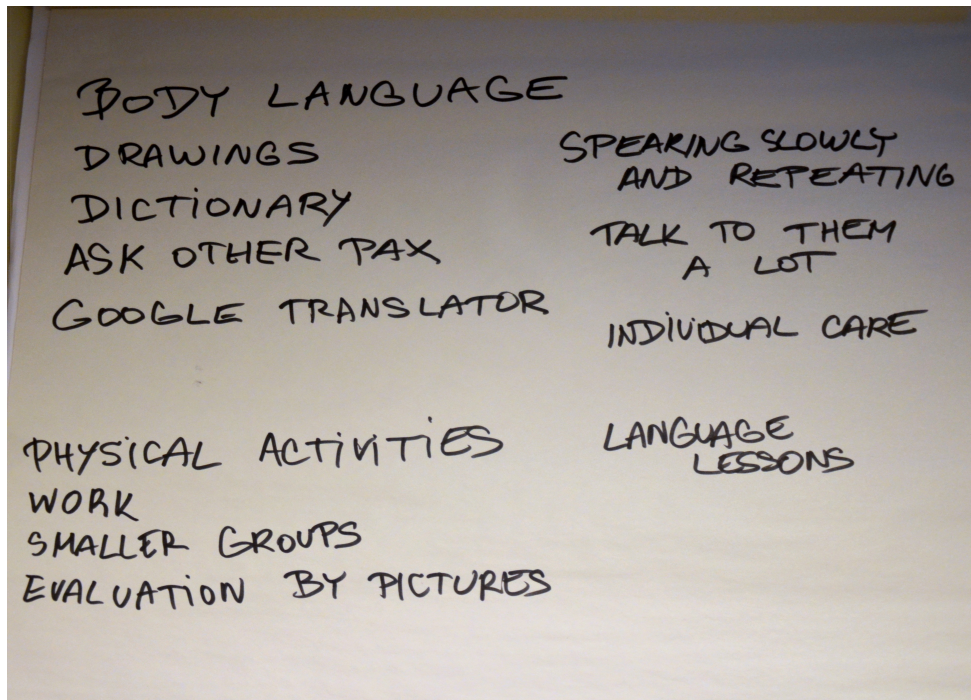
Scissors, paper, stone

In this decision game, the aim is to decide who will be in group A and group B. Two players play against each other. The winner is in group A and the loser in group B. If several groups should be chosen, several rounds are possible.

In order

The group orders themselves according to size, age or initials in alphabetical order. Every second person is chosen for the first group.

IDEAS HOW TO SUPPORT PARTICIPANTS WITH LIMITED ENGLISH



WHAT IF....?

What if . . . One or more people don't want to participate?

What you'll see: Rolling eyes, Lack of eye contact with you, or other negative body language, Negative comments about the activity or teambuilding in general, Direct comments that they do not want to participate, Direct refusal to participate, Participants dragging their feet on getting started, Suggestions for an alternate activity ("Why don't we just . . .").

The most likely causes: Past team-building exercises that were unpleasant, Not understanding the purpose or value of the activity, Shyness or fear of being embarrassed, The activity doesn't sound fun or worthwhile

How to prevent this from happening: Be clear about the purpose of the activity when you introduce it to the group, Be sure the purpose of the activity is one that is needed or valued by the group, Reassure them that everyone will do it (and no one will be singled out and maybe embarrassed), If it's an activity that allows this, have the less shy people go first, If you expect resistance from a particular individual, privately approach him or her beforehand to gain his or her commitment to participate

What to do if it happens anyway: Unless it's critical, don't make a big deal of it, perhaps after witnessing one or two team-building activities, they will become more willing to participate next time, Remind them that in order for it to be teambuilding, everyone must participate; otherwise, the rest of the group won't benefit from the exercise, Let the group know someone doesn't want to participate, and allow them to handle it. (Beware, they may apply more pressure than you would, or they may not allow that person to participate at

all.), Find a way for the person to still be involved— perhaps as Scorekeeper, or Timekeeper, or Observer

What if . . . They don't understand the directions I am giving?

What you'll see: Confused looks, Participants asking each other what to do, Participants not doing what is expected, Nothing happens when the activity begins, Lots of questions for clarification.

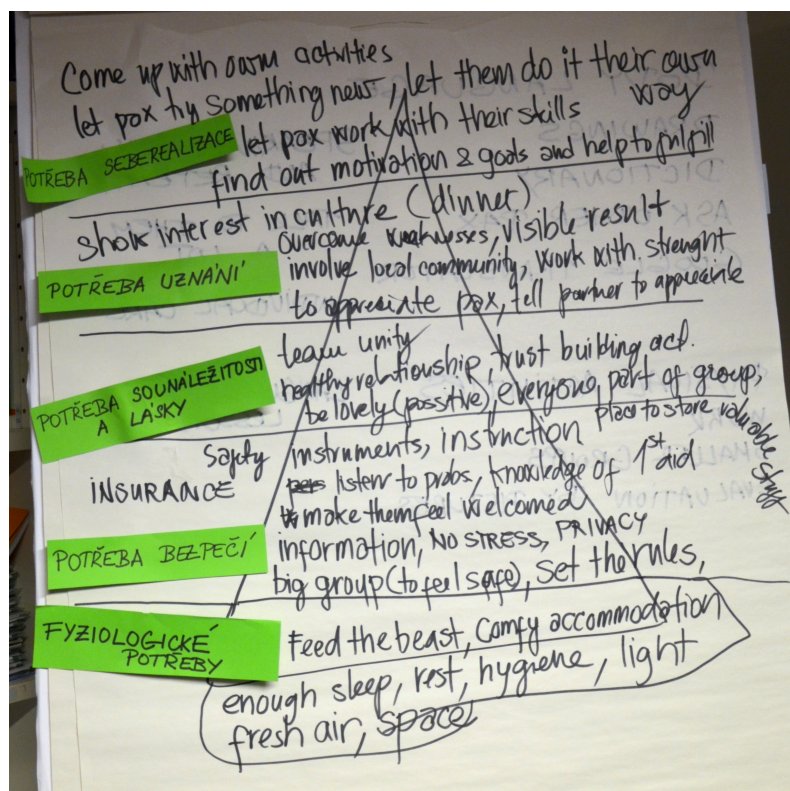
The most likely causes: Directions were given out of order, Directions were poorly explained, Side bar conversations distracted attention, Directions were given too fast, Directions were too lengthy and not posted

How to prevent this from happening: Read and reread the directions to make sure you prevent this understand them well, Practice explaining the activity to others until they understand. Use their questions to help you adjust the way you explain it next time, Pause after each direction to let it sink in, Speak slowly as you explain the activity, Repeat what seems like the obvious when you give directions (e.g., "First I want you to pair up. That means we need everyone in groups of two—find one partner to be with right now.").

What to do if it happens anyway: Start over. Repeat all the directions, so the difficult ones are put into context. This time, slow down even more, Ask someone who did understand to help you explain, Do not get frustrated (either with yourself or the team). Stay calm and focused. Be patient with yourself and with them until you are successful, If applicable, demonstrate the activity.

Maslowova pyramida potřeb

(v realitě dobrovolnického projektu)



How to motivate your volunteers (by FundsForNGOs.org)

Make them at Home: Your volunteers want to feel a part of your organisation and that their contribution is valued. There are thousands of different organisations that they could be spending their free time with but instead they have chosen to work with you. Make them feel at home by providing them with somewhere comfortable to work, introduce them to other staff and volunteers and generally pay an interest in their lives. Volunteers are there primarily because they want to help but they also want to enjoy their time with your organisation. Make them feel included and keep them informed of what is happening including asking their opinion when it is appropriate. Volunteers may see an opportunity or a way to improve that others have missed, give them a chance to make a difference.

Understand your Volunteers: Every volunteer does so for a combination of different reasons. Understanding these motivations is the key to getting the best from them as well as providing them with the best experience that you can. Some volunteers may be working with you to gain experience in certain fields such as management or fundraising whilst others will be there solely because they want to make a difference to your cause. It is rare that you will find a volunteer who is only with your organisation for just one reason. Put yourself in their shoes, they have chosen to give up their free leisure time to work instead, why? Don't be afraid to ask them, it is the only way that you can provide them with an experience that is truly valuable whilst ensuring that they make the biggest positive impact on your work as they possibly can. If you understand your volunteers you will know how to motivate them and keep them around for the long term.

Give Back: Your volunteers are giving up their time, skills, knowledge and experience to help your cause, you have a responsibility to give back to them and invest in them in return. For most volunteers, not all, they will need to learn how to do whatever job it is that they will be doing for your organisation. Even if it seems basic and obvious to you, it is courteous to walk them through it, answer any questions they have and ensure you are always around to support them in case of any problems, as well making sure that they do not feel abandoned. Treat your volunteer like a staff member, the better they are trained the better and quicker they will be at their tasks, allowing your organisation to do more, which is ultimately why you need and want them there in the first place.

Share everything you can: The more your volunteers know the more they will be able to help you to do your job better. Often volunteers are on the frontline and learn opinions and experience situations that management may be too far away and too busy to notice. They will notice the little things so it's important that there is an open exchange between volunteer and manager. If your volunteer knows that you're considering starting a new service, for example, they may well already have an idea what your beneficiaries think about it or know of potential challenges in service delivery that you haven't considered. Share with your volunteers what you are working on, what the ultimate goal is and what your hopes are, get them to buy into what you're doing and they will see how they are contributing to the bigger picture. Volunteers are time consuming to replace so you never want to lose one when you don't have to, by sharing what is going on in the organisation you can help to integrate them further into your organisation's vision and hopefully keep them involved for the long term.

Recognise their work: Volunteers, like any of us, will feel better about their work if they feel appreciated and that they are making a positive contribution. Remind them what a positive impression they are making and share with them what would happen if they weren't there. Without volunteers paid staff would have far less time to focus on developing new projects, raising funds and managing the organisation. We recommend trying to stop at least once a day to thank them for their

work, especially at the end of the day so that they go home feeling like they have achieved something.

Thank and reward: Many organisations simply couldn't survive or do anywhere near as much if they suddenly had no volunteers. Make sure that they understand their true value by finding an appropriate way to thank them. From volunteer thank you evenings to a simple thank you letter signed by all of the staff, it doesn't have to cost money and the personal touch will always leave the best impression. If you've followed our other tips you will have done your best to get to know your volunteer and will be in a great position to arrange a little something that you know they will appreciate. Use your imagination and make your volunteer feel like a king at least once a year!

Be flexible: Volunteers give a great deal to organisations in their time, energy and expertise, but sometimes life crops up and they will have to stop for a moment. At these times it is important to be as understanding and supportive as you possibly can, even if it is going to cause you problems. Some situations can't be helped but you can make a volunteer feel much better about letting you and your organisation down by being positive and helping them in anyway that you can.