

GROUP ACTIVITIES FROM FCD INSTRUCTORS



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Roleplay for Groups

-a group dynamics exercise

INTRODUCTION

This roleplay exercise allows people to become aware of roles they may play in groups. People often assume roles in specific groups that are different from their normal roles because of how they want or need to be perceived. Often, they are playing a role but not aware of it. Some roles are healthy, some are not. This exercise helps create awareness of role characteristics. This exercise can be modified for use in about any kind of group.

HOW TO DO THE EXERCISE:

This exercise is often done after a group has been together for a period of time so that roles in the group have emerged. You announce to the group that you will need some of them to play some roles that are often found in groups. State that you need eight (six to ten) volunteers to roleplay and they will draw their roles randomly out of a hat (basket). Each role is described and each will have one or two goals that demonstrate some characteristics of the role. In your introduction, make it sound like fun because it is in most situations.

Roleplayers will sit in a circle facing each other in the middle of the room while the rest of the group becomes observers. Their task will be to determine each role. "We will do this for 15 - 20 minutes. The observers will then tell what they observed and then the roleplayers will tell what it was like to play the role."

Before you start, ask the roleplayers if any of them have a role they do not want to play. Try to exchange it with another person or allow them to leave the group or quickly select another person or leave that role out. Some people may develop psychological blocks for certain roles and it would not be good for them to play it.

Designate one person as a leader. Help facilitate that person in getting the group started. You can actually start it yourself by saying something like: "Glad to have such a fine group of people here today to have some fun. It's time to start your roles. John, why don't you start us off." If John has a problem getting the group going, step in and help only the minimum, then step out of the circle.

You will know when to stop the roleplay because after awhile (10 -20 minutes) they will usually start getting silly, usually laughing at themselves. If not, just step into the circle and say, "I think we have developed enough of the roles to talk about them."

Start your debrief of the roleplay. Ask observers what roles they saw? Then move to the

roleplayers. You can ask them a number of questions about playing their role, like: Was your role familiar to you? Was it hard to play? Did you like the role? How did the role make you feel? Etc. Following the last debrief, you will need to go to the center of the circle and address each roleplayer to defuse any residual feeling they may have about playing the role. About half the people may get a role they have played. You need to tell them they are no longer playing the role before they leave the circle and ask if any are having a problem with this? A few may and you will need to process this with them so they can let go of the role.

I've found this exercise works better if you do some warm up exercise that is fun or creative first. This gets the creativeness going before they start. I like using [the imaginary ball game \(item13\)](#), but there are others that can be used.

ROLES FOR ROLEPLAY

The following roles are some I take with me to a group. (cut in strips ready to hand out) In addition to these, I often will write out a role that I see would benefit the group to see in the roleplay. Sometimes, I will modify a role to better match what is going on in this group, perhaps combine two. The object is for all to become aware that individuals will play roles in groups and that some roles are healthy and some are not.

THE AUTOMATIC TALKER

This person has something to say about what everyone else says and talks frequently but really does not have much to say.

GOAL: Talk after someone else talks and do this 5 times. Pick up some word the previous talker said and make some comment about it.

VICTIM or the POOR ME

The victim or the "poor me" person tells a number of sad stories and usually with added drama that people know is beyond the real story. They also often speak with a squeaky or high pitched voice and look down with their eyes but will look up to see if they are getting the pity they are looking for.

GOAL: Tell at least two sad stories acting out the characteristics of the victim.

THE DOMINATOR

This person will dominate the conversation in a group, talking about almost anything, but usually about themselves but keeping it "safe" and not reveal much about themselves. --see footnote on Dominator for why they do this.

GOAL: One time in the group, just start talking about something other than the subject. It can be what you did yesterday or some other day. Try to do this for at least 5 minutes. [most dominators talk for at least 15 minutes and may use all the time if the group does not stop

them.] Do it a second time later on in the exercise if time allows.

THE FOLLOW-ON DOMINATOR

This person may be another dominator and will coat-tail a dominator in an effort to avoid the real subject of a meeting.

THE LOOOOONG STORY TELLER

This person has problems expressing themselves and just take a time to get it out. They get confused, backtrack, and take a long time to the their story. They don't know when to stop talking.

GOAL: Tell your "story" in a confusing way and talk for at least 3 minutes. Start by saying you don't know where to start or what to say but will start: "I was born in Kansas to good parents. My childhood was When I was xx years old I But that is not what I wanted to tell, uh, I'm getting confused now. OK, I've got it now... When I was born it was a cold winter day with lots of snow on the ground.... Etc.

THE DUMPER

This person comes into the group with a true sad tale to tell. He/She can't hold the story until the group is really ready to hear it. So they "dump" into the group quickly without regard of the impact on others. This is often too much for some people to hear at this point. The response is too often that on one wants to hear it and someone often changes the subject quickly.

GOAL: You are the dumper and you tell a sad, even hair raising story within about 5 minutes after the group starts. Before this you show sadness by your actions.

THE SPOILER:

The spoiler is the person that responds to the Dumper by changing the subject quickly after the dumping.

GOAL: You are the person that comes right in after the dumper talks and you say something about how nice a day it is and isn't it great we are all hear together today.

THE EGG SHELL KID

This person is very fragile, easily intimidated, seemingly scared of their own shadow. They sometimes overcompensate by trying to play the opposite role, but quickly retreat. People feel like they are walking on egg shells around them. A person like this may say, "What you just said really hurt me deeply." Yet what was said had nothing to do with them that you can tell. This person is similar to the victim but often is very sensitive and really hurts.

GOAL: Play the part once and use body language to show personal hurt.

THE BULLY

This person comes into the group with a big chip on his shoulder. He / she is really angry and feels a need to take it out on someone, they don't care much who it is. They enter the circle pounding their fist and making comments like: "someone will pay for this!"

Goal: Lash out at someone in the group verbally. Then after the person replies, stand up, lean forward and double up your fist and say something like: "I'm going to clean your plow."

PROBER

GOAL: Your role is to probe at least two people in the group to get them to reveal more about something they have said, preferably about themselves. You can do this by making statements like: "I really need to know more about" or "I'm sure the group would like for you to tell us more about Do the probe more than once.

ATTACK THE LEADER

GOAL: You are to attack the perceived leader at least twice by demanding they take some certain action to "make" the group do what it should do.

THE WALK OUT

GOAL: After someone says something to you that is somewhat derogatory. Just get up out of your chair and leave the circle say, "I've had enough of this and I'm leaving."

TEAM PLAYER –PLAY AT IT

This person has all the right phrases and right answers about how the group should work as a team. They can tell you about forming, storming, norming and performing. They avoid personal risk at any cost by making general statements. They often criticize others for not being on the team.

GOAL: play the part once.

THE CLAM

Quiet to the extreme. Even when asked directly and repeatedly the clam has no real contribution. He provided vague answers but does talk.

GOAL: Act the part of the clam by being very indirect in any answer you may give. You may not be asked any question, so you may say: "No one is talking to me." (nothing more) Then when someone asks you a question, reply very indirectly.

THE PHANTOM

This person is master of the hidden agenda and uses the group for manipulative gain. Frequently presents issues then finds a way to blame others or credit self for outcome of what is said. Like: "You took what I said the wrong way."

GOAL: Act the part of the phantom. This is often a hard part to roleplay, but try.

PINBALL WIZZARD

This person often throws out one thought after another. They will talk about anything and everything. They often shift topics without closure to a previous topic. They leave others dazed and not knowing what to do with this person.

GOAL: Throw out at least 2 subjects in the middle of other conversations and then shift the subject to another before closure is reached on the subject you brought up.

INTELLECTUALIZER

GOAL: Your role is to provide an intellectual framework to the group. You should state and expound on two well-known facts or theories before the end of the roleplay.

POLLYANNA

GOAL: Your role is to convince the group that life is great, the group is wonderful and everything will work out in a beautiful way. Make at least two happy statements and try to get one person to agree with you before the end of the roleplay.

ORGANIZER

GOAL: Your role is to devise a way to organize the group and make at least two attempts before the end of the roleplay. Like: "Let's divide into smaller groups because I feel better in small groups."

CRITIC

GOAL: Your role is to judge the statements of members in the roleplay in a skeptical and critical manner. Point out at least 3 faults by the end of the roleplay.

NON-PARTICIPATOR

GOAL: Your role is to make it obvious that you are not participating in this group. Get at least one person to try to include you or draw you in by the end of the roleplay.

FIXER

GOAL: Your role is to give advice to individuals and the group. Correct people when they are in error. Make it clear that you know the solutions to the problems of others. Offer at least three solutions to others by the end of the roleplay. Like: "If you would only do what I did, your problems would go away".

RUBBER BANDER

This person makes commitments then never follows through. "I'll go make the coffee in exactly 5 minutes". Five minutes passes, then 10 and no coffee is being made.
GOAL: Make some kind of firm commitment to the group and then do not do it.

VIPER

This person is often mad at the world, cynical and critical about everything. They may say, "was just waiting for you to say something stupid like that. I expected that from a person like you. At times, they may even form their arm in the shape of a snake and direct it at the other person in snake like motions. They often project on to others what they feel.
GOAL: Play the part once by using hand motions such as pointing a finger, etc.

FOOTNOTES:

These notes will tell why a person may assume a certain role in a group.

DOMINATOR

A dominator can totally destroy a group. There are a number of reasons for their behavior. The main reasons are *high anxiety or a need to control or both*. An anxious person will talk for long period of time nonstop, shifting from subject to subject, but the conversation is usually about themselves and it may go in circles. Dominators tend to be self-centered and even narcissistic. They often dominate to avoid talking about a difficult subject or to avoid intimacy. Dominators are often loners and may play the "victim" role too. They usually are not aware of what they are doing and how the impact group process. They are difficult and when stopped, may start in again. It takes firm facilitation to stop them and keep them stopped. In several cases, I've talked to them out of the group to make them aware of what they are doing to the group. Some will not stop with this, others will not and may need to be asked to leave the group.

PROBER

A person that probes may really just want to know more. But often they do the probing to avoid talking about themselves. If you have two or more probers, then the probing may turn into scapegoating a person, which should not be allowed in any group. The facilitator must stop this immediatly. Certain types of people are most subject to scapegoating than others. They include the victim or the poor-me, or the clam

Group Dynamics and Community Building

by Jerry Hampton

Ice Breakers, Warmups, Energizers, and Motivators For Groups

All groups need ice breakers, warmups and energizers at some time or another. Here are a number that have been successfully used for over thirty years with many different kinds of groups. You can modify most to adapt the characteristics of your group.

When groups first meet, there is often some fear about what may happen. This is true even when many know each other or have attended group events before. Many of these exercises can put a group at ease and build trust . They can be fun too.

If your group is new, make building trust a priority for the first few meetings by using one or more of these exercises.

Some of these encourage more intimacy than others, coming from the heart (feelings) while others are more for what they think (cognitive). In my experience, it is better to start with the cognitive then move toward the feeling exercises. Feeling exercises are not safe for all people. This tends to be more true of men than for women.

THE EXERCISES

1. The Checkin

Start by saying you want them to answer four questions:

1. State your FULL name and what you like to be called.
2. Say where you live now and another place you have lived (may use a different question if all from the same place).
3. State why you are here --if you know. If you do not know say that.
4. And if you have been coerced to attend by your company, spouse, minister or any other person, say something about this. [You will be really surprise at the results this gets -- it often will give such a person permission to be in the group fully.]

Two optional questions if you have the time:

5. For some groups that are in an evening: "Share something about how this day or week has gone."
6. "What do you want most by being part of this group."

You may need to say that the checkin must be done quickly and you will model how to do it. Most people will follow your modeling if you keep it crisp and to the point. Occasionally you will get a person that wants to tell their life story and you may have to

stop them politely by saying they will have time to say more later.

People need to tell something about themselves that is totally nonthreatening and safe to feel like they belong to a new group. Talking about personal aspects of their lives rather than their occupation will in most cases be more productive in the long run. You may find a few people that can only talk about their occupation and you need to allow this to some degree.

2. DIALOGUING

A second introduction method is use of dialoguing. I normally use two: one dealing with the cognitive and one with feelings.

Start by asking each person to team up with another person they *know the least*. Make sure all people have a team mate. If the group is uneven, put three in one group. Then present the cognitive topic. It is best to have open ended subjects, themes or a list for them to choose from.

Explain the first dialogue as being cognitive (point to your head while explaining) and each pair will take about 3 to 5 minutes talking with their partner. They may start slowly, but most will move into the task within a few minutes. Monitor the group and help any pair that seems to be having problems. Give them a one minute warning that time will soon be up. I often gauge how long they talk by observing how they are doing, but limit it before they wind down.

When they finish talking, ask some to share with the large group what they talked about. Then shift to the next dialogue by asking them to find another partner they do not know well. Go on to the next theme by explaining it is about feelings (hold your hand over your heart while explaining this.) Again repeat the above process

In a weekend workshop, I use the [FCE Mission Statement](#) for the cognitive or a list of community principles. ([see here](#)) and ([here](#)) . For the feeling part, I use the FCE Philosophy statement (also known as the [FCE dream](#)) Also see the Long CB Introduction ([click](#)) for more about this exercise.

3. SENTENCE COMPLETION

Using sentence completions allows each person to share something about themselves. Make this fun and on the light side, not too serious. These can be put on a handout or on a wall poster

Examples:

If I could throw caution to the winds and really risk, I would.

The comic character I would like to be like is.

The most important decision of my life was/is.

As a child, my favorite game was.

My favorite movie of all times is.

What makes me laugh is.

Today, I like to play by.

I cry when

Make up statements to fit your group. For example if your group is composed mainly of young married couples with children, make up questions about the behavior of the children, like:

My child embraces me when

or

My child make me really angry when

4. FILL IN THE BLANKS

A second group of questions done slightly different and always done with a handout:

I need _____ to make my life complete. ...because

If I had _____ I would be the happiest person in the world.

I can explain my life as an animal and that animal is a _____

I like to imagine I'm the cartoon character _____ because

A gift I can give others is _____

A gift I would like to receive from others is _____

If I had all the money in the world, I would _____

I will eat anything put in front of me except _____

School for me was(is) _____

If I had to give up a prized possession, it would be _____

Again, make up your own question to best fit the characteristics of your group.

5. PUZZLE -- A Teamwork Creative Motivator.

This can be used as a first exercise for any kind of group and gets the creativity going in a group. It is fun to do and takes just long enough.

PREPARATION:

Make the puzzle pieces. Here's how:

1. Get 8 different colors of poster board, about 8 x 11.
2. Draw one letter on each using all the space. Use the word **T E A M W O R K**, or create your own word. Put a number of xxxxxx on the back side of each letter so they will know which is the front.
3. If you plan to use this exercise more than once, laminate the pages.
4. Cut up each letter into puzzle pieces, using not less than 6 pieces per letter. Put the pieces of each letter into a separate envelope. Now you are ready for the exercise.

EXERCISE:

1. Form the people into groups of 3. You can do this a number of different ways. I usually have them count off to make the groups random. So , if you have 27 people, you would count off by 9's.
2. Have them get in their groups.
3. Hand out the puzzle pieces. Tell them they have a puzzle to put together. Stress they are to have fun doing it. Now go to it. No more instructions.
4. Be ready to coach any group that has a hard time getting started. Walk around in the groups.
5. When you see one group about to finish their puzzle, tell them to announce what letter they have. Other groups will follow this lead.
6. Let them figure out they are to make a word. One group may say, "I've got a W." Be prepared to tell one group then have either an M or a W, which ever you need to do.
7. After the group completes the word Teamwork, have them hang it on the wall. As an option you can have them tell what it was like to do the puzzle. Or, you can just go on with other task for the group.

This exercise is courtesy of my wife, Marge Hampton. She used this recently to start an in-service for a group of teachers.

6. Quaker Questions (one of my favorites)

[See Quaker Questions](#)

7. OPEN SHARING (another favorite)

[This came from a monastery and is called **Antecedent** (going before) **Benevolence** (a kindly act given out of generosity)].

Have people sit in a circle. Ask each person to share something that *has touched them* (in their life or since we last met or in their home life, etc.).

Each person talks no more than 1-5 minutes (time varies with group) so all will have time to share. Give them permission to not speak if that is what they want.

One rule: *no one is to comment in any way on what any other person has said until all that want to share have spoken.*

Some may need to speak more than once to add something to what they have already said. The facilitator decides when the above process is finished, then invites any person in the group to speak about anything they desire. This process usually results in the focus of discussion going where it needs to go in the group. I've used this in the same group a number of times and allowed it to fill the entire meeting.

You model for them so they get the idea.

8. STORY TELLING

Read the part of the Velveteen Rabbit about the skin horse and the rabbit talking about what it means to be real. Then ask the question: "what being real mean to you?" [Click here](#) for this story.

Another good story comes from the book *The True Story of The Three Little Pigs As Told by The Wolf* (a childrens large format book) . Read it and show the pictures (takes about 5 minutes). Then ask how this story applies to their life. This story can be about perceptions or having to change what you think about a person or group. It sometimes brings up a need to apologize to someone or a decision to change some behavior. Look for other similar stories, and children's stories are usually safe and easy to understand.

9. CARTOONS

Cartoons are very safe and allow meaningful sharing. Watch the newspaper cartoons for something about community, sharing, family life, or a related subject. Clip it and hand a copy to each person. Tell them to read the cartoon. Give a few minutes of silence for them to think about it. Ask what the cartoon means to them. Cartoons allow people to express themselves well and without manipulation. I have collected over 100 cartoons that I use. Peanuts is a good source and so is Calvin and Hobbes. You can buy complete books of these at your local book store. I would like to provide some of mine

here, but to use copyrighted cartoons cost \$100 each !! I've had some very surprising deep conversations develop from using cartoons.

10. AN ADVANCED EXERCISE

Do this exercise after the group has established some trust .

Pair off the people. Have them sit facing each other and they can allow their knees to touch.

Tell them you are going to give them a question to talk about for 3 minutes each. *Person A* will talk first while *person B* remains totally quiet. Then after 3 minutes *Person B* will talk while *Person A* listens.

First tell them they can not talk about what they do for a living or their work, only about their person. You may need to give personal examples.

The question they are to answer is:

"I am"

If the speaker stops speaking for 30 seconds, then the listener repeats the question "Who are you?" If the speaker does not respond, wait another 30 seconds and say the question again.

Their task is to talk about who they are for the 3 minutes. Many people will struggle with this but that is exactly what this exercise is for. In one culture, I only had two pairs that could do this exercise and they struggled a great deal. This has never happen in the US, but many will get very stuck. In there stickiness they will discover they need to learn who they are.

There are 2 follow on questions that can be used:

- Tell what you look like, giving details about your face.
- List 10 things you like about yourself.

11. MASK EXERCISE [\(Click here\)](#)

This is an advanced exercise that can allow people to learn about themselves and I use it often.

12. VALUES QUESTIONS

If I suddenly found out that I had 24 hours to live I would spend them

If I had to give up some modern convenience, like TV, car, toilet, telephone, lighting, I

would select

If I had to choose between losing my hearing or sight, I would choose

NOTE: The following two games were learned when I attending a **Playfair** at Southern Methodist University in the early 80's, done by Dr. Matt Weinstein. These are document in his book titled *Playfair*, dated 1980. This is an excellent book that is out of print, but some are often available in the used market. This book has about 100 non competitive games that are very useful

13. GAME -- IMAGINARY BALL

I use this game to create some fun and to build creativity in a group before we do an exercise that works better with some creativity. I almost always use it before doing any role play.

I usually start with a tennis ball, bouncing it up and down in front of my chair. I may toss it to several people and ask them to toss it back. Then I announce we are going to play a special kind of ball game called Imaginary Ball, and we are not going to use the tennis ball. Then I form my hands in front of me like I'm holding a basketball and may even go through the motions of dribbling it in front of my chair adding a few appropriate sounds. I look across the room and say, "I'm going to throw this basketball to Jim and I want you to throw it back to me.

Then I say, "I'm going to throw this to Steve next and Steve, I want you to throw a ball of some kind, not a basketball, to another person. Call out that persons name and tell them the kind of ball you are going to toss them. That person is to catch it and make up a different kind of ball and throw it to someone else, again calling out their name before you do it.. You can make any kind of round object as long as it won't hurt anyone else. Are you ready?"

If people do not know each others names at the point you play the game, you can use it to help people learn each others names. I tell them to point to a person and ask their name and to repeat it several time in the process of throwing the ball. You can emphasize several times during the game to add sound effects and body movement. For example when throwing a bowling ball to stand up and roll it on the floor.

Your facilitative task is to keep it going and to keep track of who has and has not had the ball. Most groups will do an excellent job of this and see that everyone in the groups gets the ball. But sometimes they loose track and that is when you step in and tell them a certain person has not had the ball yet.

A creative way to end the game is to say, "There are only three people left to get the ball. I want the last two people to find a creative way to end the game." An example is that one person throws the last person an orange. That person peels the orange and eats it

in pan-to-mime.

I often have the group stand up after their game and give themselves a standing ovation.

14. GAME -- HOW TO START AN ARGUMENT

This game is used in special applications where it is useful as a safe way to express anger.

Pair off and stand face to face. Demonstrate first: I'm going to say a word like YES. My partner is going to say an opposite word like NO. Another example using 2 words is "It's Cold" "It's Hot". Each set of words is said softly at first then more and more and more forcefully, then reversed to less forcefully, then back to soft. A twist you can offer is to state a third word that is in the middle of the two words, like WARM. This is said by one partner and they decrease the forcefulness and it needs to be said as if it is a question using voice inflection. Waiting to see if the other will say the third word is the object to ending the argument with compromise. You can repeat the cycle a number of times, say 5 or so.

Following the exercise you can debrief the group, getting them to say how it felt.

Videos:

Every Meeting Ever:

https://www.youtube.com/watch?v=K7agjXFFQJU&feature=emb_logo

Conference Call:

https://www.youtube.com/watch?v=DYu_bGbZiiQ&feature=emb_logo

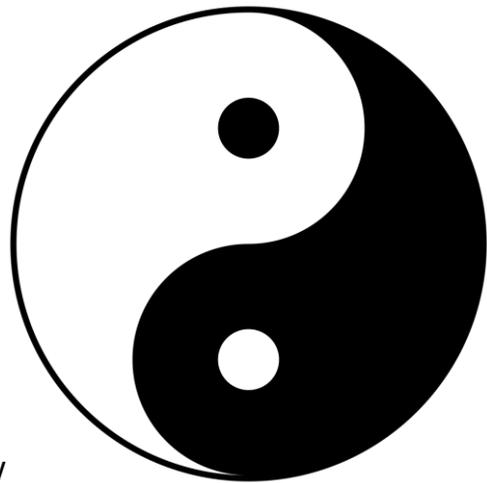
Good Boundaries Free You:

https://www.youtube.com/watch?v=rtsHUeKnkC8&feature=emb_logo

EITHER/OR

You **EITHER** with us

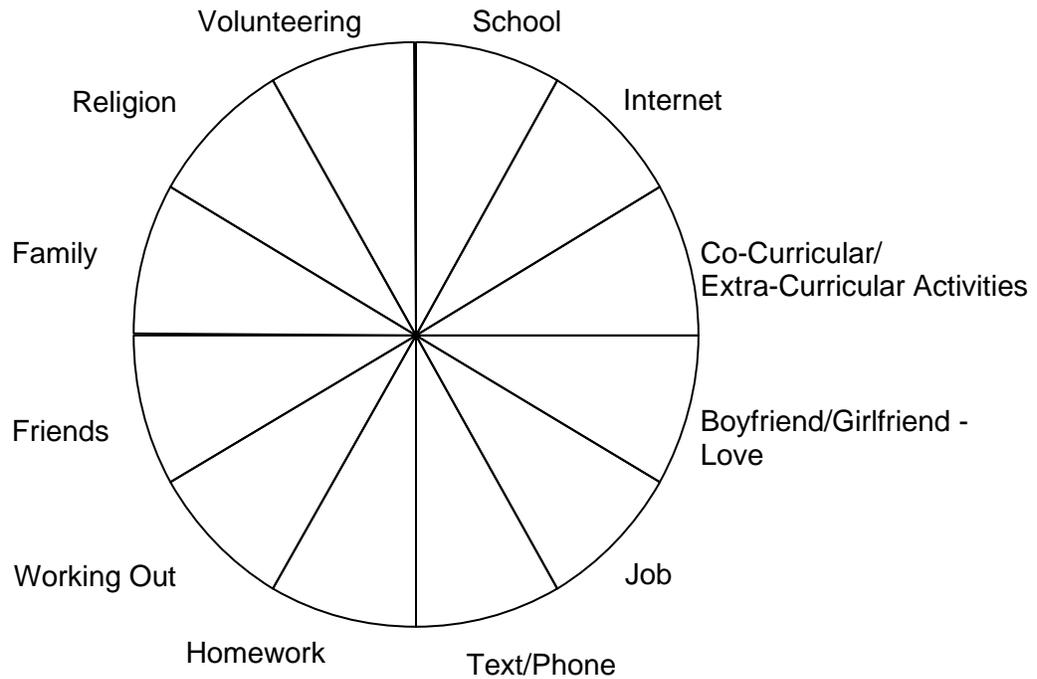
OR you are against us



AND/

BOTH

Wheel of Life Exercise



The Wheel of Life is a great way to look at how you balance the important things in your life. It helps you identify the areas in your life to which you want to spend more time and helps you understand where you might want to cut back. It's all about getting your life in balance.

This Wheel of Life contains twelve sections that, together, represent one way of describing how you break down your day.

First, use the blank wheel and, taking the center of the wheel as "0" and the outer edge as "10", decide how much time and energy you put in each of these categories by putting a mark across each section. Then, connect the dots. Your new 'wheel' will probably be really crooked.

Next, use the blank wheel again and, using the same scale of "0" to "10", draw a line across each section representing your perfect day.

Now you have a way to look at what you are doing now and what you would really like to be doing. What are gaps? These are the areas of your life that need attention or areas you are putting all your attention. Remember, the gaps can go either way. They can really help or really take all your energy.

The challenge now is to work toward balancing things out.

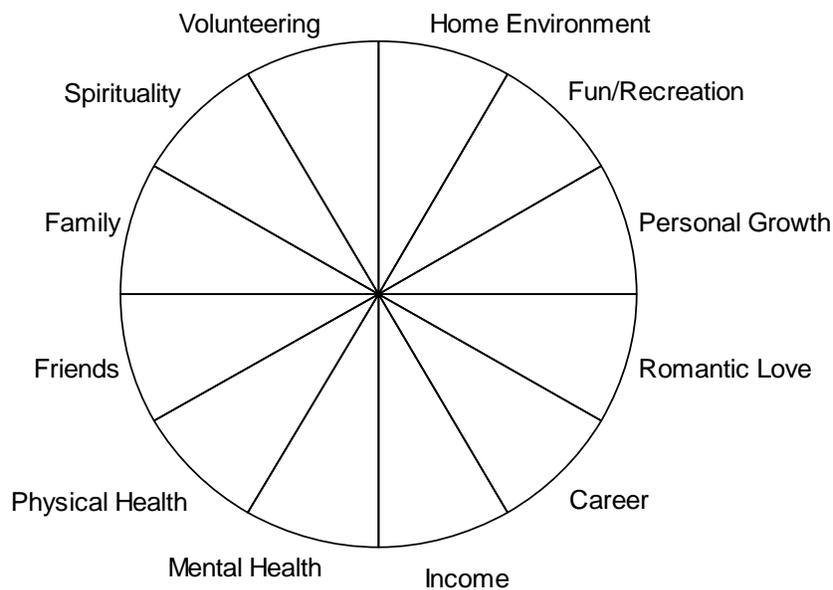
When you are doing something special, a project or school, or have a new love in your life, your energy is all on one area and it is easy to find yourself "off balance", not paying attention to other areas of your life. It is important to really work hard to get things done or feel really loved, taking this too far can be really frustrating and stressful.

That's when the Wheel of Life helps in taking a "helicopter view" of your life, so that you can kind of see how to bring things back into balance.

So, let's use the Wheel of Life to set a goal. Take a look at each of these categories, below, and see what parts of your life that you would like to do more or do less to find a positive balance.

Things I will do more to help balance my life.	Things I will stop doing, or do less, to balance my life.

Wheel of Life Exercise



The Wheel of Life is a great tool to help you improve your life balance. It helps you quickly and graphically identify the areas in your life to which you want to devote more energy, and helps you understand where you might want to cut back.

This Wheel of Life contains twelve sections that, together, represent one way of describing a whole life. This exercise is intended to measure the amount of attention you are devoting to each of these areas, recognize the gaps, and regain your life balance.

First, use the blank wheel and, taking the center of the wheel as “0” and the outer edge as “10”, rank each of the areas by putting a line across each section showing how much energy you are putting in. Then, connect the lines. Your new ‘wheel’ will probably be rather jagged.

Next, use the blank wheel again and, using the same scale of “0” to “10”, draw a line across each section representing your ideal energy life balance.

Now you have a visual representation of your current life balance and your ideal life balance. Where are the gaps? These are the areas of your life that need attention. Remember, the gaps can go either way. If you are putting large amounts of energy into one section, another will suffer.

The challenge now is to transform this understanding into a more balanced life with a positive program of action.

When life is busy, or all your energy is focused on a special project, it's very easy to find yourself "off balance". While you need to have drive and focus if you're going to get things done, taking this too far can lead to frustration and stress.

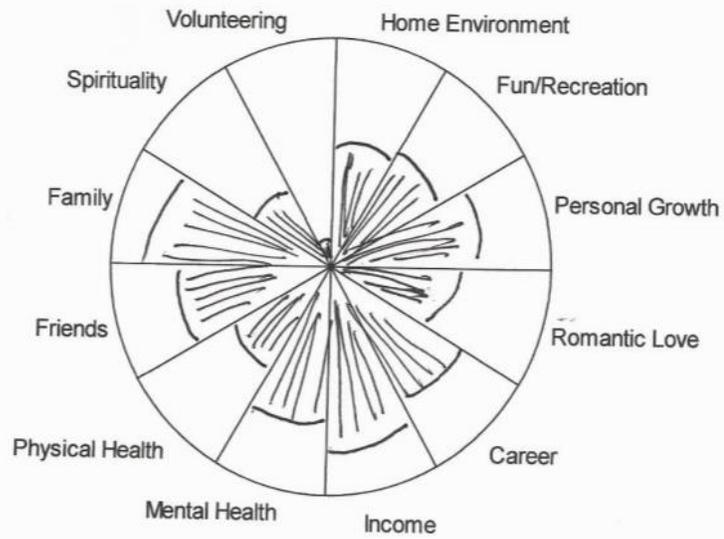
That's when the Wheel of Life helps in taking a "50,000 foot view" of your life, so that you can bring things back into balance.

So, let's use the Wheel of Life as a stress reduction technique. It will help identify the areas you want to work on and is a great way to visualize your current and desired life. Once you are working on improving your life balance, it's also a useful tool for monitoring your priorities as they change over time.

Things I will start doing to regain balance in my life	Things I will stop doing, reprioritize or delegate



CURRENT Wheel of Life Exercise



Chapter 2 activities:

1. Use the Standards and Competencies on page 40 - 47 of the [South Carolina Comprehensive School Counseling and Career Guidance Model](#) to create learning objectives for students. Use the chapter worksheet to create one learning objective for question 5.

- Ensure that each objective aligns with SMART goals

2. Complete one of the Learning Styles online assessments and be prepared to discuss the results/validity

1. Hemispheric (left/right brain)

<http://capone.mtsu.edu/studskl/hd/learn.html2>

2. VARK (Meets Goal #6)

<http://www.vark-learn.com/english/page.asp?p=questionnaire3>

3. Index of Learning Styles (ILS)

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html4>

3. Read the following article and view the youtube video then write a brief opinion (at least one paragraph of 3-5 sentences) of the information, Then respond at least one sentence to another class member's comment:
article:

http://blogs.edweek.org/teachers/teaching_now/2019/09/teachers_still_believe_learning_styles_other_myths_cognition.html (Links to an external site.)

Video:

https://www.youtube.com/watch?time_continue=76&v=855Now8h5Rs&feature=emb_logo

Go here to participate in the "Learning Styles"

chat: <https://padlet.com/sherrywilliams8507/pag31jhsxxq8>

Sherri Williams

I teach the chapter but incorporate examples of all the group techniques in my lesson plan and point those out while I teach so that the student has opportunity to view the technique in action, perform it as part of my lesson plan, and then debrief for their application. . I also use this chapter as a way to try new activities.....for example, instead of basic dyad, I line people up in two lines facing one another. I pose a question for discussion, give them X number of minutes to discuss then I ask one line to move two people up so that they have a new partner.....similar to speed dating. Accomplishes the same thing but gets them up and moving and can discuss multiple topics in shorter periods of time. Topics do not have to relate to one another; can be used to discuss multiple elements of a larger objective.

Monieca West

If you are not able to run a group for the second part, based it on past experiences in one of the trainings or groups that you have conducted or run.

The first is to observe a colleague in a training or public speaking session. This could be a colleague you admire, respect, or believe you can learn something from regarding presenting to groups.

Watch for things such as:

- Their classroom management techniques
- Their use of pairs, triads, small groups
- Their appeal to different learning styles
- Their teaching methods

The second is to conduct a training with your students or clients and summarize the skills you utilized and how things went for you. Base it on a past experience if you are not able to run a current training or group.

Write your responses to both experiences in this discussion forum.

Magazine story

Put together a team of employees to interview their coworkers and take photos around the office for a magazine. Each team member can go through the office and talk one-on-one with coworkers to get to know their hobbies, family life or history with the company. Have each interviewer write up a brief article, and allow the team to organize the publication as a team. They can publish the magazine in paper or digital format when it's done and distribute it throughout the office.

The idea behind the magazine is to get people working together in ways they normally wouldn't interact and give a voice to people who might not otherwise talk much about themselves. The magazine can also be used to talk about projects that are ongoing in the workplace, who's working on what and the skills that people use for their roles.

A magazine can be a one-off publication for the purposes of a team-building exercise or it can be published on a regular schedule to reflect the latest news in the office. If done regularly, it could be a nice way to recognize those who work for the company and their effort.

Office trivia

Trivia games give everyone a chance to test their knowledge. Consider creating questions revolving around the company and employees. Source material can come from observations about the type of work done daily, someone's well-known quirks or habits, a piece of equipment that is notoriously unreliable and anything else in the office that works for a game of office trivia.

This game can be a fun way to have employees connect to the company, laugh about the quirks of the office and get to know more about their coworkers. If employees are split into teams, this friendly competition can promote teamwork, critical thinking and analysis skills between smaller groups. Trivia can be part of a day-long itinerary for a training day or a fun activity during a work party.

Shark tank

This activity has participants pitch ideas for workplace improvements to the rest of group acting as judges. Everyone involved in a team project gets a set amount of time to stand up in front of everyone else and try to sell their idea to the rest of the group. In turn, the group can vote on the idea, take elements of the idea and use them or pass on it entirely.

The shark tank idea gives everyone a voice and the chance to make themselves heard even if their ideas aren't ultimately used. It promotes the sharing of opinions and honoring their value, which can help bring teams and employees closer together and improve empathy. This activity can be part of a day-long itinerary of training activities for a training day.

Mark Danaher

1. Engage in break out room discussions to get to know each other briefly or break the ice after introducing the session topic.
2. Bring them back together in the online lobby and query about the different types of groups they lead and or want to lead.
3. Give them random topics to present in breakouts with the assignment of engaging all of their "learners" in learning and applying the topic being discussed. 10-15 minutes per breakout.
4. Return to online lobby to discuss favorite take-aways.
5. Repeat this until each member in the break out session is able to present their topic. Ideal group size is 4. 1 Person to take notes on how the person is engaging the team members and their style of presentation. 2 people to participate as students. 1 presenter.
6. This approach gets the creative juices flowing, breaks down any perfectionist road blocks (due to time constraints) and gets the entire group involved from the get go before going into a brief presentation on the topic followed by discussion as a group and an assignment to lead an engaging 15 minute presentation at the next meeting.

Keri Aaver