

EXPLORE



Outdoor Education *Team Building in Outdoor Education*



texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.



EXPLORE

TEXAS 4-H OUTDOOR EDUCATION



Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H meetings.

With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

"To Make the Best Better!"

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

Participating in 4-H

4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in an "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

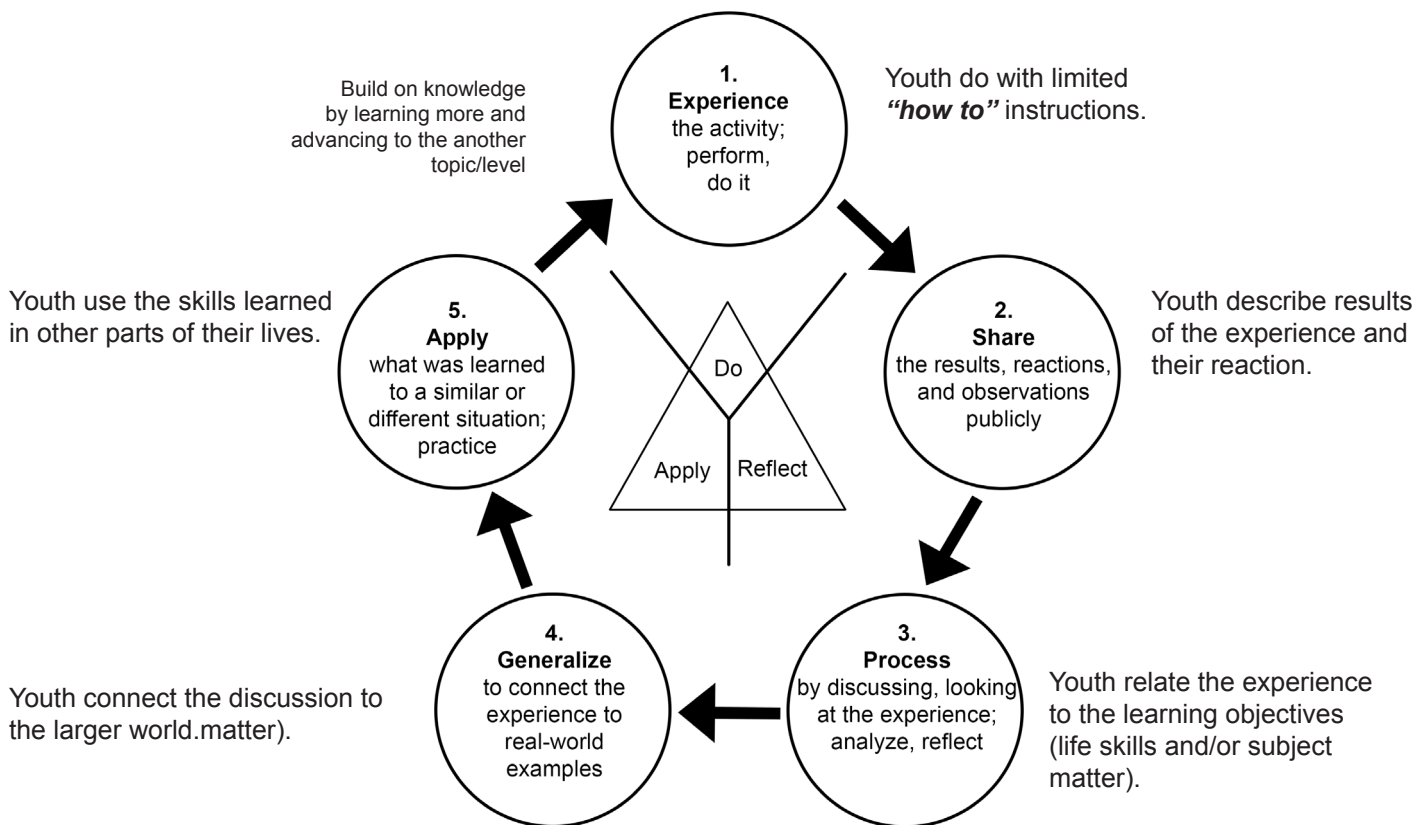
Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities.



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives





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Developed by:
Cari Snider



EXPLORE THE CONTENT:

An Ice Breaker is a game or activity that serves to relieve inhibitions or tension between people or start a conversation. These types of experiences are important in creating positive group dynamics on which to build subsequent activities. Energizers are fun activities that get the group excited and begin the fun. They can also work as ice breakers to pull people out of their shells.

Team building is the action or process of causing a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation.

TIME:

- 25-50 minutes

MATERIALS NEEDED:

- A line on the ground (firing line, rope, crack in the sidewalk, etc.)
-

GROUP SIZE:

- No more than 20 (if needed, have more than 1 group)

OBJECTIVES:

The 4-H member will:

- Know other group members by names
- Become acquainted with other group member likes and interests
- Create positive group dynamics

DO:

Activity 1: Name Game

Gather the group into a circle; if there are more than 20 participants break them into 2 or more groups so there are 10-15 in a group.

Go around the circle and have each participant introduce him or herself by picking a describing personal characteristic that starts with the first letter of their name and make a motion to go with it.

For example: "Hi my name is Rodeo Rylee" and the motion is twirling a rope over your head, or "Hey I am Drummer Dan" and the motion is air drums.

After each participant introduces him or herself, the entire group repeats their name, description and motion. You will then just add the next person to the process and continue until all have joined in.

- Participant 1- "Hi I am Rodeo Rylee" (Twirling a rope above your head movement)
- Entire Group- "Hi Rodeo Rylee" (While making the same movement)
- Participant 2- "Hey I am Drummer Dan" (Playing air drums)
- Entire Group- "Hey Drummer Dan, Rodeo Rylee" (Making the motions specific to each person)
- And so on, until the entire group has introduced themselves.

Activity 2: Chicken Noise

Gather the group into a circle; if there are more than 20 participants break them into 2 or more groups so there are 8-15 in a group.



This is a serious game, you don't want to laugh (or smile so that your teeth are showing), if you laugh or smile too big, you are out. There are motions and noises involved in this activity:

1. Take your hands and connect your index finger and thumb to make a circle and put the circles around your eyes.
2. The first noise is a simple chicken "Bawk". You make this noise and move one hand off of your eye to signal a direction. The person who starts the game selects the direction to go in.
 - a. Take your right hand off of your eye and "Bawk" to signal the person to your right to make a motion and noise.
 - b. Take your left hand off of your eye and "Bawk" to signal the person on your left to make a motion and noise.
3. If you want to change the direction of the game, you take both hands off of your eye and make a loud chicken noise "BACKAW".
 - a. If the "Bawk" is coming from the right and someone makes the loud "BACKAW" with both hands, the direction switches and goes back the other direction. The goal is to make others laugh and be the last one standing. To do that, you can change your voice and add motions or whatever it takes.



Activity 3: Exchange Log

Materials: A line on the ground (firing line, rope, crack in the sidewalk, etc.). Have the group stand with both feet on the line or object. Give a scenario related to the program or project you are working on. For example, if you are going over hunter skills, explain to the group that they have come up on a bridge that is locked on the other end (point to one end), and to open the gate to get on the hunting property they must crack the code. The "code" for this bridge is to get in order of your birthdays, pinky size, height, etc. Explain that to do that, you must stay on the line and follow these safety rules:

- Do not stack on top of each other (piggy backs)
- Move slowly
- No jumping
- Keep one foot on the line or object (do not pick anyone up to switch spots)
- Use fellow participants to help you move
- No interdigitating of fingers (pancakes not waffles) or linking at elbows
- You can hold on to wrist for more support
- Watch fingers on the ground so they don't get stepped on
- If you think you may fall, step off/out of the movement and get back on the line

Also tell the group that they must stay quiet or they will scare all of the game off. If there is one person taking command and the others are unable to work, then you can mute that person(s). Facilitator should support the group and when there are maneuvers happening, spot to make sure the group is supported at all times.



**REFLECT:**

- How did you feel when starting this activity?
- How did you feel when completing it?
- What was the plan to complete the team building activity? Did it work?
- Why is an activity like this important in building a team?

APPLY:

- What is the importance of sharing personal information among team members?
- In what other settings might get acquainted activities be important?
- How could personal information help you better communicate, understand a different viewpoint, or resolve an issue?



Learning to Work as a Team



EXPLORE THE CONTENT:

Processing is guided reflection that follows an activity to allow the transfer of learning. Processing makes an activity a learning experience when you ask questions that allow participants to think and build on the experience and apply it to real life situations.

Helpful hints:

- Allow participants time to think, silence is okay
- Ask open-ended questions instead of yes or no questions
- Be prepared to “pull” answers from participants

Different ways to Process:

1. Sit and Get- sit in a circle and allow discussion to all questions.
2. Pair and share- have participants get in pairs and then share their experiences.
3. Journaling- write out experiences and answer questions on paper.
4. Virtual Slideshow- look at an imaginary screen, make a clicking sound, and describe scenes from the day. Go around the circle and allow anyone to participate.

DO:

Activity 1: Nemo

Most of us have seen the movie “Finding Nemo”. This energizing “get to know you” activity will get your group moving and meeting each other in an interactive manner.

Ask the group to gather into a circle and close their eyes. The instructor walks around the circle to select Nemo by tapping the chosen individual one time on the shoulder. Continue to be discrete and walk around the circle at least one complete time. Once you have completed the circle the instructor should say “I have found Nemo! You can open your eyes.”

The participants must then go around and shake the hands of other participants and say, “Hi I am ____, are you Nemo?” and the response should be something like, “Hi ____ I am __ I am not Nemo are you?”

The person selected as Nemo should answer “No” at least 3 times before confirming that they are in fact Nemo. When they say “Yes!” they can be as loud or quiet as they would like. When this happens the participant that “found Nemo” should get behind “Nemo” and start a single file line. The rest of the group should try to get in line behind nemo as fast as possible and try not to be last.

TIME:

- 30-50 Minutes

MATERIALS NEEDED:

- Tape and string (optional)

GROUP SIZE:

- 10+ if necessary break into multiple groups

OBJECTIVES:
The 4-H member will:

- Identify team members by name
- Complete the tasks presented as a team
- Select items in nature to build an object





To add another element to the game you can add another character, Bruce. "Bruce" is identified when you are selecting Nemo, except Bruce will get 2 taps on the shoulder. Bruce never reveals who they are until the single file line has been formed. The instructor will ask for Bruce to raise their hand, resulting in everyone behind him to be "out" for the next round of the game. Bruce's goal is to get as many people out of the game as possible, so when Bruce raises his hand, everyone behind them would be out for the next round.



Activity 2: Eye Contact Tag

Gather the group into a tight circle. Explain the rules: "When I say so, everyone will look at their feet; you can close your eyes if you wish. I will count to 3 and you will look up and attempt to make eye contact with another person in the circle. If you are looking each other in the eye you must scream and then back out of the circle. The goal is to be the last person or persons standing in the circle."

Other variations of noises are; cat meows, whisper yells, pig snorts, and any other crazy noises you can think of.

Activity 3: Build a Bridge or Tower Scavenger Hunt

Split the group into teams of 5-8 people. Explain that they are going to build a bridge or tower (select one), and the goal is to have the tallest tower or the sturdiest bridge. The only supplies they can use are, upon your choice, what you give them, sticks, leaves, and other items they can find around the area. Give them boundaries to look for materials and a time limit; 5-10 minutes should be enough time.

Once they get back from the scavenger hunt for supplies, have them wait until you give them the signal to start so they all have the same amount of time to build. 10-15 minutes should be a good amount, but you can determine that on the group you are working with. Give them time markers, let them know when they have 5 minutes left, 2 minutes left, and 1-minute left.

Allow the group to name their creation and present it to the rest of the group, and then measure or test the creations.



REFLECT:

- What materials did you use?
- What do you wish you had more of? Why?
- When did you develop a plan? Did it work? Why/why

APPLY:

- Why is it important to know your team members names?
- What is the importance of shaking people's hands when greeting them?
- How did the scavenger hunt effect communication?

SOURCE:

- Cain, J. (2012). *Find something to do!: 123 powerful & practical no prop activities for trainers, teachers, facilitators, presenters, managers, counselors, coaches and group leaders of all kinds*. Place of publication not identified: Teamwork & Teamplay.

Storming as a Team



EXPLORE THE CONTENT:

A consensus activity allows participants to discuss a question or topic in-depth. Participants can completely understand the topic or question and hold discussion with the group. At the end of the activity, the goal is to have consensus among the group, but there is no failure when the group cannot completely decide together.

The four stages of group development are: forming, storming, norming, and performing. Groups are composed of many different individuals who all have different personalities, characteristics, backgrounds, and needs; this will cause the group to go through steps to develop their own way of operating.

- Forming: the group gets to know each other and find what is acceptable among the group.
- Storming: the most difficult stage of group development, marked by arguing and questioning others. Helps establish individual roles within the group.
- Norming: group members resolve differences and accept others in the group.
- Performing: Members know their role and utilize their strengths.

Continue going over what ice breakers, energizers, and team building activities are.

DO:

Activity 1: Mingle

There is no specific shape the group should be in, they just need to have enough room to walk around. They should take their index fingers and put them on either side of their head and wiggle them as they walk, also as they walk around they should say "mingle, mingle, mingle" repeatedly until a command is called out.

The instructor will call a command and the participants should group up according to a command. Commands can be anything from: hair color, shirt color, shoe size, number of siblings, or you can even call out numbers and they have to get in groups of that number. After you have called out a command give them time to introduce themselves and shake hands. Continue for 5-10 minutes or until the group is comfortable with each other.

TIME:

- 30-45 Minutes

MATERIALS NEEDED:

- Speaker with microphone or loud voice, rope 5-8 feet long, 1-2 ropes long enough to make 2 lines between poles or trees.

Group Size:

- 15 +

OBJECTIVES:

The 4-H member will:

- Interpret the four stages of group development
- Build trust among group members
- Apply team work in each activity





Activity 2: Knot or Not

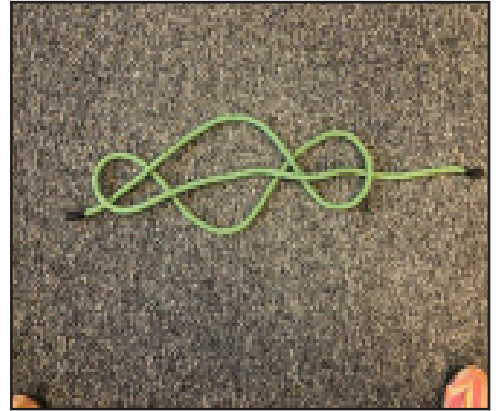
This activity will allow the participants to make their own decisions and then try to convince the others to believe what they believe. The goal is to get everyone on the same side. Prepare this activity in advance or while the group is taking a break. Take the rope and set it up similar to the pictures.



Step 1



Step 2



Step 3 - This is where you can change the end result.

Allow the group two minutes to look at the rope and decide if, when the two ends are pulled, if it will make a knot or not. After they have decided their answer, have them stand on a side of the rope, all the "knots" together and the "not knots" together.

Explain that the goal is to have a consensus agreement. Now have them partner up with someone on the other side. Each person should take a minute to explain why they think they are right. The partnership then has to pick a side together. Explain that this is a critical part of working as a team and trusting your partner. Sometimes you will make the right decision, sometimes you won't.

After the partnership has selected sides, allow the group to back out on their partner and go back to their original side. Now the instructor should grab both ends of the rope and slowly pull them out. Allow for some suspense.

Discuss decision making and if their actions built trust within the group.





Activity 3: Over, Under, Through

This set up would be like a barbed wire fence. There should be enough room under and between the ropes that anyone can get through them. The highest rope should be around the shoulders of the tallest participant. This activity requires the team to get to the other side going over, under, or through the rope.

Follow these safety rules:

- No one may touch the ropes at any time or the team will have to start over (this is flexible based on your judgement and ability of the group).
- One person must go over the highest rope. There must be at least 3 people on the other side to assist and getting them down safely.
- The instructor should be on the side where the participant's head is at for extra spotting/support.
- Only one person must go under the lowest rope.
- The rest of the team must go between the two ropes.
- You cannot go around the ropes.
- Emphasize safety and teamwork!

REFLECT:

- Was your opinion changed about something today? What?
- What was the plan for Over, Under, Through?
- Did the group accomplish each task today? Why/Why Not?

APPLY:

- Are disagreements in a group important, why?
- In what other settings would disagreements be important?
- How does your voice get heard in these situations?

SOURCES:

- Jones, A. (1998). *104 activities that build: Self-esteem, teamwork, communication, anger management, self-discovery, coping skills*. Richland, WA: Rec Room Pub.
- Cain, J. (2013). *Rope games: Using a finite collection of ropes to facilitate an infinite variety of group experiences*. Brockport, NY: Teamwork & Teamplay.



Riddles to Team Work



EXPLORE THE CONTENT:

Riddles create the need for problem-solving techniques to be solved and occasionally you must work as a team to figure out the solution.

Problem-solving is a process where you have to find solutions to difficult or complex issues.

DO:

Activity 1: *Green Glass Door*

This is a riddle type game that can be used as an ice breaker and can go as long as you want it to. Inform the group that you are about to go through a "Green Glass Door" and that everyone needs to bring *something* with them. The goal of the game is to determine what can be brought through the Green Glass Door.

1. The instructor should go first and say the following: "I can bring a kitten through the Green Glass Door, but I cannot bring a cat."
2. The rest of the group will then take turns saying what they can or cannot bring. You can popcorn throughout the group or go around the circle.
3. The key is that the name of the object must have double letters, either consonants or vowels, such as kitten.
4. If a player tries to take an object through the Green Glass Door that does not have a double letter, say: "You cannot take that through the Green Glass Door."
5. Players will try to catch on to the pattern. If a player believes they know the pattern, the leader of the game should acknowledge him or her and ask him or her to give an example rather than stating the answer, so that other participants can continue to play.
6. When everyone figures out the game that is the end. This can last all day or just the amount of time you have allotted for this game.

Activity 2: *Bobsleds*

Get the participants into groups of 4 and have them get in a single file line with their hands stretched out touching the persons shoulders in front of them (this is optional). Tell them they are now training for the Winter Olympics in Bobsled. In order to train properly, they need to learn the commands for the sport. That's when you will then explain the commands you will be calling out throughout the game:

TIME:

- 35-50 Minutes

Group Size:

- 10+

MATERIALS NEEDED:

- Speaker with microphone (optional). Pen or marker, 1 string per participant, and paper or something to write on - 1 set per group of 5-8. Attach the strings to the writing utensil, across not all at one point.

OBJECTIVES:

The 4-H member will:

- Define the solution to the riddle
- Recognize the commands in the energizer
- Complete each task as a team



- Change: the person in the front moves to the back of the team.
- Switch: The person in the 2nd position switches spots with the person in the 4th position.
- Rotate: Everyone turns around 180 degrees.

To begin the first training exercise, the groups need to begin walking around in their "bobsleds". You will start slowly giving the commands listed above, one at a time, allowing the teams to practice. Depending on the ability and energy of the group you can move onto the next exercises.



The second training exercise comes when the teams seem to have it figured out. Combine the commands above. This could be a variation of the commands like; switch-change-rotate-change-change. You just begin to make it more challenging as you go.

For the third training exercise, you build onto exercise two by adding another command: Loose Caboose, this is where participants split up and form a new group. Give them a moment to get moving again and start with commands.

Activity 3: Draw Something

If you have more than 10 participants, split them up into groups of 5-8. Give each group a pen with enough strings connected to it for each participant to have one and the material to write on. Explain that they will write/draw "Teamwork" on the paper, without touching the writing utensil, only using the strings attached to the writing utensil. Each person should hold a string and the team should work together to 'write' the word. You can time the group based on ability or you can have someone judge the words based on how legible they are.



REFLECT:

- What did it take to write teamwork?
- What made your team successful?
- What could you have done differently to succeed?

APPLY:

- What experiences from today will help you when working with new groups?
- Where will you encounter a variety of commands at one time like in bobsleds?

SOURCE:

- Cain, J. (2012). *Find something to do!: 123 powerful & practical no prop activities for trainers, teachers, facilitators, presenters, managers, counselors, coaches and group leaders of all kinds*. Place of publication not identified: Teamwork & Teamplay.

Learning More About Each Other



EXPLORE THE CONTENT:

When working in a group as a team, it is important to utilize effective communication. Communication allows the whole team to understand what the end goal is and develop a plan on how to reach that goal.

DO:

Activity 1: Story of your Name/Scar

Have the group gather in a circle. Depending on size and time the groups may need to split up. There are two options for stories to be told. As the leader, you can select one or present both and let the participants choose.

1. Story of Your Name: There is usually some sort of meaning behind our name - you may be named after a relative or maybe even your parent's favorite celebrity or place. Often our middle name is significant as well. This ice breaker allows us to share that story with the group. Have the participants tell the group their name and explain where it comes from, they can even share if they like it or not, and then they can add what they prefer to be called.
2. Story about Your Favorite Scar: This one is very similar to the one before. We all have scars of some sort, some show more than others but there is usually something there. This story can connect the group through experiences. Have the participants go around and tell the group their name and then the story of when, where, and how they got their scar. If it is appropriate they may also want to show the scar, the instructor can determine if they want to allow that.

Activity 2: 50-Yard Scream

Have the participants' line up in a line, no one stacked behind anyone else. Explain that this is an energetic activity that they must accomplish while screaming after taking one single breath. The goal is to run/walk/skip/high knee/heel toe/etc. as far as they can on one breath while screaming the whole time. Participants must stop running/walking/etc. when they stop screaming. Determine the activity and when you say go, the participants will do the activity to the best of their ability on one breath. You can do different rounds all with different actions.

TIME:

- 25-45 Minutes

Group Size:

- 10+

MATERIALS NEEDED:

- Plenty of space to run, a sheet/tarp for everyone to stand on, plenty of space, a line/rope

OBJECTIVES:

The 4-H member will learn:

- Build a more meaningful connection with team members
- Utilize team work characteristics to accomplish a new task
- Demonstrate effective communication when working as a team





Activity 3: Group Hop/Step

Group Hop- Have the group stand on the sheet or tarp and have them select one volunteer. Ask the group, "Have you ever seen a magician pull a table cloth out from under fancy dishes and none of them really moved?" Then share with them that they are going to reenact this "magic trick" but it must be successful in 3 tries or less. The spot the group originally stood on is where they must stay for the activity, they cannot move during or after instructions.

Allow them 2 minutes to plan how they will succeed. During this time, they can talk it out and practice the jump, but they cannot pull the sheet yet. Once the group is ready or time is up they can attempt the "trick". If they accomplish it the first time, then you can step up the difficulty.

Higher difficulty examples may include:

- Have everyone close their eyes
- Jump on one leg
- Holding hands/ or not holding hands
- No talking

Group Step- Have the group stand in a single file line on one side of a rope, crack in the sidewalk, or firing line. Explain that they must all step over the line at the same time. Their feet must all hit the ground on the other side of the line at the same time. They have 3 chances to accomplish this task.



REFLECT:

- What worked well?
- What was the most difficult?
- What did you have to do to succeed?

APPLY:

- Why is it important to get to learn more about your team members?
- What strengths do your team members bring to the table?

SOURCE:

- Cain, J. (2017). *100 activities that build unity, community & connection*. Monterey, CA: Healthy Learning.

Team Work is Fun



TIME:

- 35-50 Minutes

Group Size:

- 10+

MATERIALS NEEDED:

- A square of carpet, square of side walk, or wooden box. Each of these should have around 20-inch sides.

OBJECTIVES:

The 4-H member will learn:

- Utilize each team members strength to complete the task.
- Practice multiple team work skills
- Define the meaning and the importance of each activity

EXPLORE THE CONTENT:

Review: An Ice Breaker is a game or activity that serves to relieve inhibitions or tension between people or start a conversation. These types of experiences are important in creating positive group dynamics on which to build subsequent activities.

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DO:

Activity 1: Yonk

Gather the group into a close circle, 10-15 per circle. The game starts with the tallest person in the circle and they simply say "Yonk" any way they want to. If anyone in the circle laughs they are out. The goal is to make others laugh and get them out so you are the last person standing. Whoever has the "Yonk" can pass it to either person on their right or left. Be dramatic and crazy to see who the last person standing will be.



Activity 2: Where's My Chicken

Have the group sit in a circle, you can split off into smaller circles, but it is not required. Select a person to be "it" (person A).

- Person A then walks around the circle
- Person A selects one person (Person B) and asks them "Have you seen my chicken?"
- Person B then answers "I don't know, what does it look like?"
- Now the Person A must describe another person behind them who is sitting in the circle, "it has glasses, brown hair and is wearing a blue shirt."
- Once the person being described (the chicken) realizes it they should chase Person A (similar to Duck, Duck, Goose).
- If Person A makes it to "the chicken's" spot first they are safe and "the chicken" is now it.
- If the Person A didn't make it to their spot then they are it again.



Activity 3: All Aboard

Have the group gather around a square small enough that it makes it a challenge to fit everyone in or on it. The goal is to have everyone in the group standing with both feet on or in the square long enough to sing a verse of a song such as row, row, row your boat.

**REFLECT:**

- What worked well/not so well?
- What if we had more people?
- Do you think we could succeed with a smaller space?

APPLY:

- When in close quarters can you work as a team?
- What strengths were utilized and how would that relate to a different situation?
- Are there needs in the world for groups that can work together?

SOURCES:

- Cain, J., & Jolliff, B. (1998). *Teamwork & teamplay: A guide to cooperative, challenge, and adventure activities that build confidence, cooperation, teamwork, creativity, trust, decision making, conflict resolution, resource management, communication, effective feedback, and problem solving skills*. Dubuque, IA: Kendall/Hunt Pub.
- Cain, J. (2012). *Find something to do!: 123 powerful & practical no prop activities for trainers, teachers, facilitators, presenters, managers, counselors, coaches and group leaders of all kinds*. Place of publication not identified: Teamwork & Teamplay.



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ⊖ ⊕

4-H Explore Project Book Evaluation
- Outdoor Education

1. Please read the statement in the left column of the table below. For each item listed below, mark the number in the left column for your level of understandg BEFORE the program; then mark the number in the right column for your level of understanding AFTER the program.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
	1	2	3	4	1	2	3	4
As a result of participating in the Outdoor Education lessons and activities...								
I understand the difference between an Ice breaker and an Energizer activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of working within a team effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that communication is a key factor when working with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that my plan to complete a task may be less effective than a plan that my team member has.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that there may be difficult challenges to overcome when working with a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: As a result of participating in the Outdoor Education lessons and activities...	Yes	No	Unsure
I can assist others and lead team building activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to incorporate team building activities in my club.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: As a result of participating in the Outdoor Education lessons and activities...	Strongly Disagree	Disagree	Agree	Strongly Agree
I am more comfortable working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more willing to listen to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more comfortable speaking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my abilities as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ☒ ☓ ☐ ☑

3. What is the most significant thing you learned in Teambuilding in outdoor education?

Please tell us about yourself.

Gender: Female Male

I consider myself to be: African American White
 Asian American Other
 Native American

I consider myself to be: Hispanic Non-Hispanic

Grade: 3rd 5th 7th 9th 11th
 4th 6th 8th 10th 12th

Most of the time, you live . . .

<input type="radio"/> Farm or ranch	<input type="radio"/> Suburb of city between 50,000
<input type="radio"/> Town less than 10,000	<input type="radio"/> Central city/urban center with more than 50,000
<input type="radio"/> City between 10,000 - 50,000	

Please provide any additional comments below.

