

Alf Grigg C.P.F., R.D.M.R.
“Thinking out of the Crate”!!!
agrigg@city.toronto.on.ca
PRO Conference Presentation – April 2004

Biography

Alf Grigg C.P.F., R.D.M.R. is the Training Co-ordinator for the City of Toronto Parks and Recreation (South Division). He teaches part-time at Seneca College and the University of Toronto. Alf has six publications – How to Run a Swim Meet Without Water, Creative Ideas for Teamwork Using Old Ties, Brickology – A Creative Idea for Problem Solving, Plungy Not Bungy – How to Run a Boating Regatta Without Water, 50 Great Ice\Breakers and Thinking out of the Crate.

Session/Workshop Description

Participants will learn how to use a crate full of experiential learning activities to deal with issues and address the learning needs of their participants while facilitating a presentation or workshop. Each participant will receive a folder. The folder when opened forms a crate containing a manual with templates of ten experiential learning activities. Each participant will have a chance to try the activities and share their learnings with the rest of the participants.

Target Audience

Introductory/basic

Experienced – for participants looking at new and creative idea for using experiential learning.

Learning Objectives

- 1. Each participant will be able to use “Thinking out of the Crate”!!! as a tool to deal with different issues and learning needs that arise when making a presentation or workshop.**
- 2. Participants will be able to experience the hands-on learning activities and transfer the techniques to their own presentation style.**
- 3. Participants will be able to walk away with a creative resource of “Thinking out of the Crate”!!! that can be adapted and added to as an ongoing process.**

“Thinking out of the Crate!!!”

Content Outline and Description

Creative way of using experiential learning exercises as issues arise with staff. The activities are placed in a milk crate and applied as different situations arise.

<i>Activity</i>	<i>Situation</i>	<i>Description</i>
How Many Chicks equals One Turkey? (Card Exercise)	The group doesn't realize they need to give each member of the group an opportunity for input to make a decision.	Each member of the group is given various numbers of cards until every member has at least one card. Group must solve “How Many Chicks equals One Turkey.” Information is on the cards. Group must share information. Debrief after the answer is presented.
Paper Clippers (Paper Clips and numbers on sheets of paper)	What ways does the group feel comfortable in working together?	The participants are divided into groups. On the floor equal distance from the first person of each group is a piece of paper with the same numbers. Each group is given 3 paper clips. In relay fashion each group member tries to hit the number 5. Then each group tries to get the most points. Last to see which member of each group gets the most points. A debrief follows.
Dot (Large Dot is drawn on a piece of flipchart)	Group needs the opportunity to brainstorm new creative ideas.	A large dot is placed in the middle of a flipchart. The group is asked, “What does this dot represent to you?” As ideas are generated, they are written down on the flipchart. Words are expanded with more detail. The ideas are then prioritized.
Take-out – Lunch Bag (Lunch Bag filled with 5 items)	Group needs to focus on the philosophy of what they are about.	Each group participant is given a Lunch Bag full of five items. The group opens the bag and discusses how that item relates to their philosophy. For example an elastic band – being flexible, having boundaries, stretching ourselves.
Plastic Water Bottle	How to keep ourselves refreshed, motivated and motivating other people.	Each participant receives a water bottle and a blank label. Drink the water. On the label they print WATER. Beside each letter, they write a word that refreshes them. Place label on the water bottle. Share with rest of the group. On a piece of paper they write what motivates them. Share with the group. Scroll their paper and place in the empty bottle of water. When they need to be refreshed, they open their bottle and pull out the scroll.

“Thinking out of the Crate!!!”

Puzzles	Some issues are easier to deal with than others.	The participants are broken into groups. Each group is given a brown envelope with a different puzzle to solve within a time limit. Some puzzles are hard and some are easy. After a set length of time the puzzles are exchanged until each group has had a chance to solve each puzzle. Debrief follows up the process.
Geo-Metric Psychology (Shapes on a piece of flipchart)	The need to have a balance of leadership styles in the group.	The group observes a piece of flipchart paper with five different shapes. They are asked the question “Which shape best identifies your leadership style at the present moment?” Participants break off into groups of the shape they chose. They discuss why they chose that shape and present back to the whole group. The process is then related to the theory of balanced leadership within the group.

<p>Electric Maze (Ground Sheet with squares made from masking tape)</p>	<p>How to deal with change.</p>	<p>The group observes a large ground sheet with masking tape designed as a large checkerboard. The task is for the group to get from one end to the other through a maze of squares. Once the group solves the pattern of getting through. The pattern is changed. Debrief of the process.</p>
<p>Alley Tube (Allies and Cisco Tubing)</p>	<p>Need to work close together as a team</p>	<p>Participants are divided into groups. Each group participant is given a different length of gift-wrap tubing. Each group is given an alley. Each group lines their tubes up end to end in the air. The alley goes through the tube at the starting line. Just using the tubes the alley must travel a set distance to the finish line. If the alley drops the group must start over again.</p>
<p>Pop (Soda) Can</p>	<p>How to deal with being upset.</p>	<p>The facilitator hands a can of Coca Cola to an upset group participant. The participant is asked to shake up the pop according to how they feel. The facilitator asks “How are you going to open that can of pop without the contents flowing all over you and me? Usually, by putting the can of pop down and letting it settle for a few minutes. The facilitator then asks “What are you going to do before we talk?”</p>

Alf Grigg R.D.M.R.
“Thinking out of the Crate”!!!
agrigg@city.toronto.on.ca

Methodology and Process

Introduction:

- . use of ice\breakers to set the learning environment.
- . overview of presentation.
- . handing out of manuals with an explanation.

Body:

- . hands-on experience of trying the activities from the manual.
- . group discussion on how the activities fit into different situations when facilitating groups.
- . participants brainstorm difficult group situations they have come up against.
- . participants have a chance to share experiential activities from their experience that they have used to deal with different situations.

Summary:

- . entertain questions and comments in regards to “Thinking out of the Crate”!!!
- . end with an experiential activity that draws the whole group together.

Room Set-Up and Equipment Needs

A large horseshoe of chairs with a small table at the front of the room. A lot of open space in the room depending on the number of participants.

Equipment needed would be only one flip chart.



Appropriate Use of Documents. Documents may be downloaded or printed (single copy only). Please note that this document is copyrighted and CREDIT MUST BE PROVIDED to the originator of the document when you quote from it. You must not sell document or make a profit from reproducing it. You must not copy, extract, summarize or distribute downloaded documents outside your own organization in a manner which competes with or substitutes for the distribution of the database by Leisure Information Network (LIN). <http://www.lin.ca>

