

## 40 Ways to Say Very Good

1. That's the best you've ever done!
2. You're on the right track now.
3. SENSATIONAL!
4. You are very good at that.
5. I knew you could do it.
6. PERFECT!
7. Best yet.
8. I'm happy to see you working like that.
9. You're really going to town.
10. TREMENDOUS!
11. You've mastered that.
12. GREAT!
13. You remembered.
14. You've got that down pat.
15. SUPERB!
16. Good Thinking!
17. I've never seen anyone do it better.
18. I'm proud of you.
19. CLEVER!
20. Way to go.
21. Now you've got the hang of it.
22. Congratulations, you got it right.
23. I'm proud the way you worked today.
24. That's quite an improvement.
25. FANTASTIC!
26. You're learning fast.
27. I couldn't have done it better.
28. You really make being a learner fun.
29. You haven't missed a thing.
30. Nothing can stop you now.
31. WONDERFUL!
32. Nice going.
33. Now that's what I call a fine job.
34. MARVELOUS
35. Right on!
36. You must have been practising.
37. Well look at you go!
38. Dynamite
39. TERRIFIC
40. You out did yourself today.

Workshop Buckeye Leadership Conference 2016  
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## 50 Great Ice\Breakers: Recipe Card Model

Today, in a lot of work environments getting the task done seems more important than the group dynamics of the staff working together as a team assigned the task. We put staff in situations with other staff they haven't worked with before and expect immediate results. We have to take time to nurture the staff team first then assign the task. 50 Great Ice\Breakers: Recipe Card Model for planning presentations uses a three-circle approach to help develop the staff team before working on a task.

### 3-Circle Model

Image a large circle containing two inner circles. One inner circle is small and the other inner circle is half way between the small inner circle and the large outside circle.

### LARGE CIRCLE

The Large Circle represents staff first coming together to form a team. Some staff may have worked together before and some staff may have never worked together before.

You want to create a positive getting to know your environment. This can be created using simple, inclusive and non-intimidating Ice\Breakers to get everyone involved at the same level.

The following are examples of Ice\Breakers that meet the criteria.

### Oh! Ah!

The purpose is to get the staff feeling comfortable with one another and set a friendly environment. The staff are sitting in a horseshoe formation. The facilitator divides the group in half. When the facilitator tosses a utility ball in the air, one half of the group goes Oh! When the ball hits the floor the other half of the group goes AH! This continues until the ball stops bouncing on the floor. The second time the facilitator uses the same process. However, when the ball stops, the facilitator picks up the ball and holds the ball above his/her head. All the participants stand up and give a Tony the Tiger Cheer GRRRRRRRRRRRRRRRRREAT!

### Wave

The purpose is to help staff to feel comfortable performing in front of their own peer group. The staff stands in a horseshoe formation with their hands on their knees. The facilitator asks one participant at the end of the horseshoe to raise his/her arms to their shoulders make a sound and place their hands back on their knees. The next participant immediately follows suit until everyone has had a chance. The second wave is using the same process only stretching one's arms above their hands. The third wave is starting a wave at each end of the horseshoe. The wave crosses over ending up at both ends. The fourth wave is the reverse wave. The wave starts at one end of the horseshoe. The facilitator calls "Reverse" at random. The wave goes in the other direction.

## **MIDDLE CIRCLE**

The Middle Circle represents staff warming-up to one another and feeling comfortable working together in groups. There is an appreciation for one another's comfort zone. The following are examples of Ice/\Breakers that meet that criteria.

### **Evolution**

The purpose is to mix staff up in a large group. All staff start as eggs in a crouched position.

Each staff plays rock, paper and scissors with another staff. Whoever wins becomes a chicken running around clucking. The loser stays as an egg and looks for another egg to repeat the process. The chicken looks for another chicken and plays rock, paper and scissors. The winner becomes an eagle walking around moving his/her arms in a large sweeping motion looking for another eagle. The loser becomes an egg to go through the process. Once the eagle finds another eagle they go through the process. The winner remains an eagle. The loser becomes a chicken.

### **Line-up**

The purpose is to give the opportunity for staff to learn more about one another. The staff are divided into groups. Each group is set-up in a relay formation. The facilitator asks the groups to line up in alphabetical order according to their first names. A is at the front to Z at the end of the line. They cannot talk. The first group finished with hands on their heads gets to go first in saying their names in the correct order. Using the same process the facilitator asks the staff to line up according to months they were born, January to December. Using the same process the facilitator asks the staff to line up with number of pets in their families, the lowest number to the largest number. Depending on the number of participants, this Ice/\Breaker can be done as a whole group.

## **INNER CIRCLE**

The Inner Circle represents staff working closer together. The staff feels comfortable working together and ready to expand their comfort zone. The following are examples of Ice/\Breakers that meet that criteria.

### **Name Train**

To break the staff into small groups and remember people's names. The staff stands in a circle. If you would like five lines you would ask for five staff volunteers or the number of staff volunteers to form lines. The staff volunteers to be train engines. The engines chug up to any staff in the circle and ask, "What is your name?" They respond by telling the engine their name. The engine does three-stride jumps repeating the staff's names three times. This staff becomes the engine. The former engine becomes part of the training holding onto the engine's waist (asking permission to hold onto their waist). The two staff chug off to another staff standing in the circle. This same procedure continues but when the selected person says his/her name, it is repeated down the "train" before doing the stride jumps. The trains chug around the circle picking up new staff until everyone has had a turn.

### **Group Puzzles**

To help realize that in working together in a group, some tasks are easier than others. The staff are divided into groups. Each group is given a different puzzle in an envelope. (The puzzles have been pre-made by the facilitator using pictures from magazines and cut into 10 pieces with some puzzles harder than others) The groups are given 45 seconds to have all the puzzles solved. Once solved the groups put their puzzle pieces back into the envelope for the next group passing counter-clock wise. The groups are then given 5 seconds less to finish the puzzles. This process continues, reducing the time by 5 seconds until each group has had each puzzle to solve. A discussion follows on which puzzle was easy to solve and which puzzle was hardest and why?

### **SUMMARY**

Progressing through the 3-circle model from the outer circle to the inner circle depends on the individual staff in the initial group make-up. Some groups will progress faster than others will. The facilitator observing the process may pick out some staff feeling uncomfortable moving from one circle to another and may have to slow the process down. The staff remain at one circle until they are comfortable to move on. Once the staff feel comfortable working with one another, they can achieve any work task assigned to them.

### **REFERENCES**

**Apacki, C (1998). *Energize!***

Everyone can be involved and the rules are simple, with emphasis placed on sharing, co-operating and getting along with others.

**Grigg, A.C. (2000) *50 Great Ice/\Breakers***

Recipe Card Box filled with 50 Great Ice/\Breakers indexed and categorized on recipe cards for easy reference.

**Rohnke, K. & Butler, S. (1992). *Quicksilver***

Contains over 150 games, initiatives, ice/\breakers, old standards, trust and closures.

## **“Brickology – Creative Idea For Problem Solving**

**“Brickology – Creative Idea For Problem Solving” is an experiential training exercise for problem solving using bricks.**

### ***Purpose***

- . use of creativity in training**
- . participants can easily understand the problem solving process**
- . participants will understand that unsolved problems create walls**
- . equipment in minimal and easily attainable**
- . fun**

### ***Time Duration***

- . forty-five minutes to one hour**

### ***Maximum number of participants involved***

- . 36 participants**

### ***Equipment***

**If there are 36 participants you divide the participants into six groups. You will need the following equipment for each group.**

- . a brick**
- . one blank paper label to fit on the side of the brick**
- . a sharpee**
- . a strip of masking tape 6 cm long**
- . a cut-out paper hand (trace your hand)**

### ***Set-up***

- . one chair for each participant set-up in a horseshoe formation.**
- . a table to be set-up in the middle of the horseshoe formation.**

### ***Exercise***

**Introduction – to Brickology in regards to the purpose.**

**Following the Introduction – divide the large group into smaller groups for example, if you had 36 participants, you would divide the large group into groups of six.**

#### **Task**

- . once the participants have been divided into their groups, the participants are giving the following task by the facilitator:**

**For example “For fifteen minutes, within your group, discuss in general problems you have with the way the organization is operating.**

**The fifteen minutes gives each group a chance to vent their frustrations.**

**After fifteen minutes, each group is given a brick, a label, a piece of masking tape and a sharpee.**

- . facilitator requests each group to define in detail the real problem they are facing.
- . the group is given fifteen minutes to complete this task.
- . the group prints the problem in five words or less with their sharpee on the label.
- . the label is attached to the side of the brick with masking tape.
- . once the task is finished the facilitator requests each group to bring their labeled brick to the front of the room.
- . each brick is placed on top of one another with the labels facing the group.

Facilitator asks the group "What have we built?"

Common answers are "A wall or a Barrier."

Facilitator – "Who has built the wall or barrier?"

Common answer "We have!"

Facilitator asks the group "Who can take the wall down?"

Common answer "We can!"

#### *Clarification of the Problem*

- . facilitator requests each group in turn to clarify the problem they have submitted on their brick.
- . after each group presents their problem, the whole group is asked if they understand the problem.
- . after all the problems are presented and re-read a vote is taken by the whole group by raising their hands once.
- . the problem receiving the most votes is given top priority.
- . the bricks are adjusted accordingly.
- . the brick with the labeled problem receiving the most votes will be at the top of the wall.
- . the brick with the least votes will be at the bottom.
- . the brick with the top priority problem is re-read to the group. The entire group is given a chance to ask questions making sure they are on the same wave length.

#### *Analysing the Problem*

The facilitator brings the following objectives to the groups' attention in solving problems:

What are we trying to achieve by resolving the problem?

How does this relate to our purpose as a group or organization?

What values and people will be affected?

What are our priorities in meeting these needs?

#### *Solving the Problem*

Each group is given a cut out paper hand by the facilitator.

The facilitator explains the task. Each group is to write on the four digits and thumb on the hand solutions to the problem or one good solution in the palm of the hand within fifteen minutes considering the objectives.

For six groups there could be a maximum of 30 solutions or minimum of 6 solutions to the problem.

Once time is up, one representative from each group in turn reads their solution or solutions to the problem to the group.

After each group reads their solution their hand is taken to the front of the room.

With the use of masking tape the hand is attached to the top of the brick.

If some solutions from the groups are similar, that may indicate that solution may be a good one.

After all the solutions have been heard and hands are placed on the top brick, the top brick is taken off and placed on the table.

The facilitator asks the group "What are we form now?"

The groups' common answer is "A good foundation to solving problems."

#### *Test Alternatives*

Analysing the solutions on the hands, the whole group would write three good things about each solution before eliminating the solution.

From the solutions, select the solution or group of solutions to be put into effect, based on the objectives set-out. Also, consider the resources available and limitations on the groups' time.

#### *Plan for Action*

Choose a planning process appropriate to the potential solution(s) chosen.

Who will do what, with what materials or resources

Plan a schedule of things to happen in a time sequence.

#### *Implement the Plan*

Got for it!

#### *Evaluate*

How well did the plan contribute to the solution of the problem?

How well did the plan meet the objectives set for the plan itself?

Perhaps the analysis and plan were good, but the implementation needs more work.

Once the first problem is dealt with, the group would look at the second problem and follow through with the same process.

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### BLOCKS TO CREATIVE CHALLENGE SOLVING

- B:** Perceptual barriers (seeing only what we expect to see); badmouthing others' ideas (inability to see challenge from different viewpoints)
- L:** Lack of: self-confidence, information, energy, effort, humour, positive outlook, rewards for Innovative behavior,
- O:** Old ways of doing things (force of habit); overlooking the obvious.
- C:** Conformity; clock pressure; close-mindedness; cutting down ideas immediately
- K:** Killer statements (internal and external)
- S:** Self-imposed boundaries; scared to be wrong or laughed at; self- complacency; subservience to authority

### *GUIDELINES TO HELP TAP MORE OF YOUR CREATIVE POTENTIAL*

- C:** See yourself as having **Challenges**, rather than problems.
- R:** **Reserve** judgement when generating ideas.  
**Recognize** attitudinal and environmental blocks to your creativity.  
**Redefine** and restate you problem definition several times (by asking "Why is this important" and by putting yourself in the shoes of those involved in the situation)  
**Reward** innovative thinking and behavior.  
**Relax.** Take risks in offering new ideas or new approaches.
- E:** **Expand**, hitchhike, piggyback on the idea of others.  
**Enjoy**, use humour as much as possible (there is a direct relationship between "HAHA" and "AHA").
- A:** **Alternate** between individual and team work. **Alternate** between concentration and
- T:** **Two** heads are better than one...synergy.
- I:** Seek **Innovative** solutions (off beat). Encourage use of intuition.
- T:** **Try** it, you'll like it...(have self-confidence, experiment with ideas and ways of implementing them.)
- Y:** **Yes** – focus on the good in each idea (when an idea is raised, try to say two positive things about it before you say anything else).

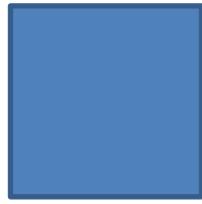
Web Sites – Cre8tivity

1. Hot Rod Your Head – <http://www.botree.com/>
2. Books, Courses & Software related to Creativity – <http://www.pitre.com/createbk.html>
3. Creativity Quotes – <http://www.ideastream.com/public/c-quotes.html>
4. Edward DeBono – <http://www.edwdebono.com/debono/home.htm>
5. Mind Games – <http://q-net.net.au/-gihan/mindgames/>
6. 10 Steps for Boosting Creativity – <http://jpb.com/creative.html>
7. The Creative Centre of the Universe – <http://www.gocreate.com/>

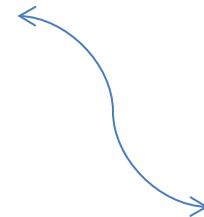
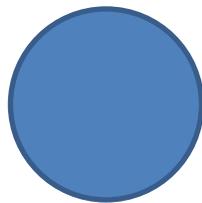
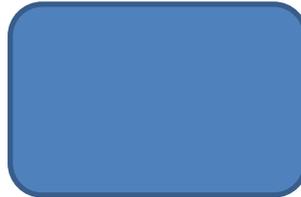
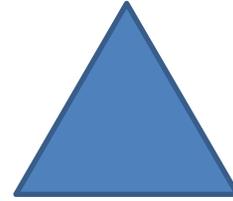
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Geo-Metric Psychology



Focus:

- *Creative way of looking at different leadership styles*
- *Problem Solving*

Equipment:

*A flip chart piece of paper, blackboard or white board with the shapes as drawn as above.*

Process:

*Ask the group to look at the five shapes. Within a 10 second time limit, everyone should decide which shape best represents their individual leadership skill at the present time.*

*Instruct the participants to form five separate groups, according to the shapes they have chosen. Once the groups have formed, give them 10 minutes to discuss why they selected their particular shape. When the time is up, ask each group in turn why it selected its' shape. Write responses beside each shape on the flipchart, blackboard or whiteboard then compare to the research below.*

*Square – Someone who likes structure/Everything is precise*

*Triangle – Task oriented/Someone who likes control*

*Rectangle – Undecided/Needy person*

*Circle – People oriented/Sharing the Task*

*Squiggly – Creative/Idea person/All over the place*

Debriefing: *Ask the groups to identify leadership conflicts and possible solutions.*

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## Great Tools Make Great Teams

Do you give your students tools to use before you put them into teams? Is the task more important than the process? As a training coordinator and as a college professor, I have observed putting students into teams without tools creates a lot of unnecessary problems. Such as not being able to handle conflict, make good decisions, not giving everyone the opportunity to be involved and creating a feeling of not everyone pulling their own weight. How do you solve these problems? Through my focused observations and experiences I have developed creative fun positive tools that students can use in building positive teams.

The following are some fun tools from my tool box you might like to share with staff before you start developing great teams.

### Tool #1 – Twenty Dollar Bill

#### Focus – Value

The students are shown a twenty dollar bill. “Who would like this twenty dollar bill?”

You squish the twenty dollar bill in your hands. “Who would still like this bill?”

The twenty dollar bill is stepped on. “Who would still like this bill?” “Why?”

Learning - No matter what happens to the twenty dollar bill, it still has value.

#### Debrief

What does this mean with other students we have to work together on a project?

How can you relate this learning to working together as a team?

### Tool #2 - Tooth Brush and Tooth Paste

#### Focus - Words we Use

A student is given a tooth brush and some tooth paste. They are asked to put the tooth paste on the tooth brush. “Whoops!” you as the teacher mention, you are allergic to that particular brand of tooth paste. You ask the student to put the tooth paste back into the tube. (This is impossible with a full tube of tooth paste.) The students are asked the following question: “What is the message? If, the tooth paste tube represents you as a person and the tooth paste represents the words coming out of you mouth.

Learning – You have to be careful with the words you use.

Debrief – What can we do to make sure we are sensitive to the words we use working together as a team?

### Tool #3 – Sticks

#### Focus – Delegation

You ask the students for a volunteer to step forward. The volunteer is given a stick to break using just their hands. The volunteer is given a handful of sticks to break at the same time just using their hands. (This request is impossible). You ask, “How can you break these sticks all at the same time?”

Learning - To be successful you have to share the task. Each student is given a stick. All the students at the same time, breaks their stick. Also, you

would look at the size and strength of each student to give them the appropriate size stick to break.

**Debrief** - What are some other messages we can take away from this exercise related to team building?

**Tool #4** – Can of fizzy pop (soda)

**Focus** – Dealing with Conflict

A student volunteers to be angry with you. You give the student a can of fizzy pop (soda). You ask them to shake up the can as angry as they feel. After fifteen seconds you ask “How are you going to open the can of fizzy pop (soda) so that the liquid doesn’t go all over you and me?”

**Learning** – You place the fizzy can of pop (soda) down for five minutes and then you open the can. If, you are angry with someone, take a deep breath and clam down before you talk to them.

**Debrief** – How would you handle the situation when students are working together and they get angry with one another?

**Tool #5** – Q-tip

**Focus** – Quit taking it personally

Each student is given a Q-tip. You then ask: “How do you use a Q-tip? After receiving some answers, you ask: “What does Q, T, I, P mean?”

**Learning** – Q – Quit

T - Taking

I - It

P - Personally

**Debriefing** – How do you keep from getting stressed out working in a team?

**Tool #6** – Save the World

**Focus** – Different Points of View

Students start sitting in a circle. They are given a group task to keep a Beach Ball in the air for thirty seconds. The ball must be always moving. They are given three tries. Once the task is accomplished you ask: “Did everyone have a chance to touch the ball?” “What are three different strategies you can use giving everyone a chance to touch the ball?” Each strategy shared is lead by the staff suggesting the idea.

**Learning** – Working in teams it is important to give everyone the opportunity to participate. It is important to listen and try other team member’s ideas.

**Debriefing** – How would you provide an opportunity for everyone on the team to express their point of view?

***Tool #7 – Diversity***

**Focus – Colour, Shape and Size**

The students are shown a crayon. They are asked the following questions:

What do you know about a crayon?

What happened in 1962 in the USA to change the colour of a crayon? (Civil Rights Movement the colour changed from flesh to peach)

What happened in 1999 in Canada? (The colour of the crayon Indian Red was changed to just red)

What is the most popular colour (blue)

How many different coloured crayons are there today? (164)

The following saying is then read “Some are sharp, some are dull, some are tall and some are small, they come in different colours but at the end of the day, they all

**Learning** – No matter our colour, shape or size the bottom line is we have to find a way to work together.

**Debrief** – What is the message in regards to working together as a team?

***Tool #8 – Flexibility/Friendship***

**Focus** - The students are shown an elastic band. They are asked the following questions:

“What does an elastic band represent when working with other students?”

(Flexibility)

“What happens when you put an elastic band in a refrigerator for a month?”

(It becomes brittle and breaks easy)

“How does this relate to friendship?”

**Learning** – You have to communicate and keep in touch with everyone.

**Debrief** – “How do you keep a team motivated?”

“How do you keep updated communication with everyone?”

***Tool #9 – It’s Okay to Make a Mistake***

**Focus** – Students work in groups – the number of groups depends on the number of students. The students toss a ball to one another across the circle. This continues until everyone has received the ball once and tossed the ball once, remembering the order they have tossed the ball. The ball is then tossed in the same order instead of catching the ball, each student drops the ball on purpose by saying “Whoops!” The rest of the students clap their hands! This continues until each student has had a turn.

**Learning** – It is okay to make a mistake.

**Debrief**: “How do you handle a mistake when a student makes a mistake on your team?”

“Why are the other students clapping after the student drops the ball?”

***Tool #10*** – Words can be harmful.

***Focus*** – An orange is peeled carefully, trying to keep the peel in one piece. Students form groups of ten. Each student is given a toothpick. The inside of the orange is passed around with each student sticking their toothpick in the orange saying a hurtful word. The orange is then covered with the peel.

***Learning*** – We don't always see the affect our words may have on people.

***Debrief:*** “How did you feel doing this exercise?”

“What did you learn?”

“How can you apply your learning to real life?”

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*15 Great Ways of Showing Appreciation – beyond the Hand Clap!*

1. **Standing Ovation!** -the students stand making a circle above their head. Teacher asks what letter of the alphabet is this? Right response “An O.” You have just given yourselves a “standing ovation.”
2. **Seal of Approval** – the students clap the backs of their hands together three times saying “Ark! Ark! Ark!”
3. **Stamp of Approval!** - the students stomp their right foot on the ground three times.
4. **Souper!** – the students hold out their left hand – palm up. With their right hand they do a scooping motion over their left hand saying “Souper”
5. **Big Hand!** – the students place their left hand high in the air.
6. **Micro Wave!** – the students make a fist with their hands and hold them shoulder level in the air. Bending and straightening their little finger rapidly.
7. **Fantastic!** – students hold out their left hands – palms up pretending they are holding onto a bottle of fantastic. With the fore finger of their right hand they pretend to be pushing down the nozzle on their fantastic bottle pointing in all directions. After 5 seconds they make a large circle with their hands and say “Fantastic!!!”
8. **We’re Rocking!** – students are standing on the spot. Swaying their bodies back and forth saying “We’re Rocking!”
9. **Cool!** – students raise their left arm to the left side of their head beside their eyes making the letter “C” with their fingers. They raise the right arm to the right side of their head beside their eyes and make the letter “L” (The eyes are the two os)
10. **Terrific!** – students place their right arm across their stomachs to the left side. As they draw their arm across their stomach they say “Terrific!!!” and place both their right and left thumbs up into the air.
11. **Nail it!** – students place their left arm in the air with their left hand pretending To hold a nail. With the right hand the students pretend they are holding a hammer. The students then tap the hammer on the nail and say “Nailed It!”
12. **Over the Top!** Students wave their right hand over their head and say “Over the Top!”
13. **Unreal!** Students pretend they are holding a fishing rod. They pretend to cast the fishing rod and then reel the fishing rod back quickly saying “Unreal!”
14. **A round of A Paws!** Students hold their arms straight out shoulder height . The students turn their wrists down. They clap the backs of their knuckles together making a round of A Paws.
15. **Purrfit!** Students stand pretending they are hold a cat in their arms. With one hand they pretend they are stroking a cat saying “Purrfit!”

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## *The Wisdom of Hot Chocolate*

*A group graduates, well established in their careers were discussing their lives at a class reunion. They decided to go visit their old university professor not retired who was always an inspiration to them.*

*During their visit, the conversation turned to complaints about stress in their work, lives and relationships.*

*Offering his guests Hot Chocolate the professor went in the kitchen and returned with a large pot of Hot Chocolate and an assortment of cups. Some cups were porcelain, glass, crystal and some just plain looking, some expensive and some exquisite. He invited each to help themselves to the Hot Chocolate.*

*When they all had a cup of Hot Chocolate in hand the professor shared his thoughts. "Notice that all the nice looking, expensive cups were taken, leaving behind the plain and the cheap ones. While it is normal for you to want only the best for yourselves, that is the source of your problems and stress. The cup that you are drinking from adds nothing to the quality of the Hot Chocolate. In most cases it is just more expensive and some cases even hides what we drink! What each of you really wanted was Hot Chocolate. You did not want the cup..but you consciously want for the best cups. And soon you began to eye one another's cups."*

*"Now friends, please consider this....."*

*"Life is the Hot Chocolate. Your job, money and position in society are the cups."*

*"They are just tools to hold and contain life."*

*"The cup you have does not define nor does it change the quality of life you are living."*

*"Sometimes, by concentrating only on the cups, we fail to enjoy the Hot Chocolate."*

*The happiest people don't have the best of everything.*

*They just make the best of everything that they have!*

*Live simple,*

*Love generously.*

*Care deeply.*

*Speak kindly,*

*"The richest person is not the one who has the most, but the one that needs the least.*

*Enjoy your Hot Chocolate.*

### **TRUST/KINDNESS/HONESTY/CARING**

*What most people need to learn in life is how to love people and use things, instead of using people and loving things. – Unkown*

*Learning can be defined as the process of remembering what you are interested in. –*

*Richard Saul Weirman.*

*Only the curious will learn, only the resolute overcome the obstacles to learning. The quest quotient has always excited me more than the intelligence quotient.*

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## *“How to Run a Swim Meet without Water”*

### *Environmental Facts*

Every Canadian dumps about 300 Litres of water down the drain every day! When you use more hot water than you need, you not only waste water, you also waste the energy required to heat it!

### *Materials needed:*

An old trunk or large green garbage bag filled with the following:

- . old shirts
- . spoons
- . old shoes
- . bag of wrapped candy
- . 4 large Javex bottles
- . marker
- . blank paper to be used as a scoreboard
- . two old lifeguard shirts

The amount of equipment depends on the number of students on each team.

### *Objectives:*

- . give all students the opportunity to be physical active with basic skill physical activities
- . transferable skills from a dry land pool to a pool with water.
- . show the students they can be creative and have fun with minimal easy accessible equipment.
- . innovative alternative idea to swimming in an actual pool that may not be accessible to all schools.
- . used as a awesome rainy day program

### *Set-up and Running the Event*

#### *Duration of the Competitive Swim Meet:*

30 – 40 minutes

#### *Preparation:*

Use four large Javex jugs to outline the four corner of your pool. The size of the pool will depend on the number of students, space and their fitness level. Chairs maybe used as starting blocks as long as the students start in the sitting position. If implemented outdoors, find a space that offers both shade and sun.

Divide students into teams and assign them a lane in the pool. Each team should come up with a name for their team and record it on the scoreboard. The teams swim in relay fashion for each event.

*Scoring:*

The first team in each event receives two points. The rest of the teams receive one point for finishing, except for the candy dive. In the candy dive, the teams receive one point for each candy retrieved.

*Activities:*

Each event is started by “Swimmers, take your mark!” a whistle is blown.

*First Event – Butterfly*

The students (swimmers) place their thumbs under their armpits, moving their arms up and down, hop on two feet to the end of the pool and back; touch the next swimmer on the team. After each swimmer on the team has had a turn, the team stands placing their hands on their heads. The first team finished is the winner.

*Second Event – Side stroke*

The first swimmer on each team puts on an old shirt. The starter starts the race. Each swimmer side steps with their feet moving their arms in a sidestroke motion to the end of the pool and back. They take off the old shirt with assistance from their team and the next swimmer in the line puts on the old shirt. They cannot leave until they have their arms through the sleeves and head through the top of the shirt. When all the swimmers on the team have had a turn, the team sits down and places their hands on their heads. The first team finished is the winner.

*Third Event – Breast stroke*

The first swimmer on each team places an old shoe over their shoe on their right foot. Starter starts the race. Each swimmers hops on their left foot keeping their right foot off the floor, balancing the old shoe and moving their arms in breast stroke action. If the shoe falls off, the swimmer does a duck dive to the bottom of the pool, puts the shoe back on and continues the race. Once all the swimmers on the team have had a turn the first team standing and whistling “Row, row, row your boat” is the winner.

*Fourth Event – Back stroke*

First swimmer from each team places a wrapped candy on a spoon. Starter starts the race. The swimmers walk backwards, swinging one arm at a time in a back crawl arm action while the other hand holds the spoon with the wrapped candy. If the candy falls off, the swimmer duck dives foot first to the bottom of the pool, puts the candy on the spoon and continues the race. The first team finished and singing the Mickey Mouse theme song is the winner.

*Fifth Event – Candy Dive*

For this event the lifeguards and judges position themselves, one standing at the end of the pool in each lane opposite the teams. They place a wrapped candy on the ground. The starter starts the race. The first swimmer on each team runs down to

the opposite end of the pool moving their arms in a front crawl action and picks up a candy. As the swimmer swims back to their team, another candy is placed on the ground. The next swimmer goes when the swimmer with the candy tags them. This continues for one minute. The teams, when finished, count the number of candies they collected. The totals are given to the scorekeeper. The candies are shared among each team member.

After the five events are finished the teams are given their total points.

*Accessories for the Pool*

Plastic Canadian flags, water safety posters, and pool safety equipment:

*Note:*

For various physical reasons, some students may not be able to participate. However, make every effort to involve them. They can serve as a score keeper, lifeguard, judge, equipment assistant, timer or starter.

If you are using chairs as starting blocks, make sure the participant standing behind the swimmer that is next is holding onto the chair.

*Variations*

*Synchronized Swim Meet* – each team is given the task of putting together a synchro routine with a song to last thirty seconds. Each team is given five minutes to prepare. Everybody on the team must have the opportunity to be involved. Volunteers judge the routines. Judging is based on music and creativity.

*Diving Meet* – a chair is used as a 3-metre diving board. Students select members from their team to perform three compulsory dives, standing on the chair such as a star, cannonball, and half twist landing on their feet each time. Two members from each team perform their own creative dives landing on two feet each time.

*Building Sand Castles* – the students are divided into teams. Each team is given a pile of scrap pieces of wood. Within a time limit, the teams are to build a castle and prepare a short story about the castle. When the time is up, each team presents their castle and story to the other teams.



## Engagement Love Letter

The following is an Engagement Love Letter I sent to my wife thirty six years ago. I have forgotten the words that fill in the blanks. The word was either a name of a fruit or of a vegetable. Our anniversary is coming up soon-can you help me by filling in the blanks?

I want you to know my heart \_\_\_\_\_ only for you. If you \_\_\_\_\_

at all for me, ask your parents if they will \_\_\_\_\_ get married. Since we

\_\_\_\_\_, I suppose we should have a church wedding. Everyone knows I go

\_\_\_\_\_ over you and I'm sure we would make a happy \_\_\_\_\_,

Please do not \_\_\_\_\_ my hopes. It is a love like yours that makes \_\_\_\_\_

crazy. You're been the \_\_\_\_\_ of my eyes since we met. If you do, there will be

Only one thing for me to do...I'll go the nearest river \_\_\_\_\_ in!

\_\_\_\_\_ my love!

Alf

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## **Lunch Paper Bag Exercise**

**Purpose:** *A creative way of focusing on a topic and exploring the meaning of the topic by the use of objectives.*

**Supplies:** *Brown Paper Lunch Bag, Elastics, Crayons, Plastic Water Bottles, Reflection (A at the bottom of the page), Problem Solving Puzzle (B at the bottom of the page), Red Tape.*

### **Pre-Exercise:**

*Prepare one complete Lunch Bag for each group of five participants.*

*For example, if there are thirty participants in the group, you would prepare six Lunch Bags (Be flexible on the number of participants per group).*

*In each Brown Paper Bag place a Bottle of Water, a Elastic, a Crayon, Reflection Paper and the Problem Solving Paper. Close the Paper Lunch Bag and seal with the piece of red tape.*

### **Exercise**

*Divide the participants into groups of five.*

*Give each group a Lunch Paper Bag with the following instructions on a topic you would like to explore. For example "What are the qualities of a good supervisor?"*

*Each group is to become creative and write down three things about each object on a piece of flip chart paper and how the object relates to a good quality of a supervisor.*

*For example:*

*Water Bottle – A Supervisor needs to keep refreshed.*

*Crayon – A Supervisor realizes all the staff they supervise are unique and different.*

*Elastic – A Supervisor has to be flexible.*

*Problem Solving – A Supervisor has to look at the whole picture before they make a decision.*

*Reflection – A Supervisor needs to take time to reflect on how well the projects are going.*

*Red Tape – A Supervisor needs to look at issues in a positive way.*

*Paper Bag – A supervisor helps their staff open up and grow.*

*After 30 minutes each group shares their thoughts with the whole group. After each group's presentation they post their flip chart at the front of the room.*

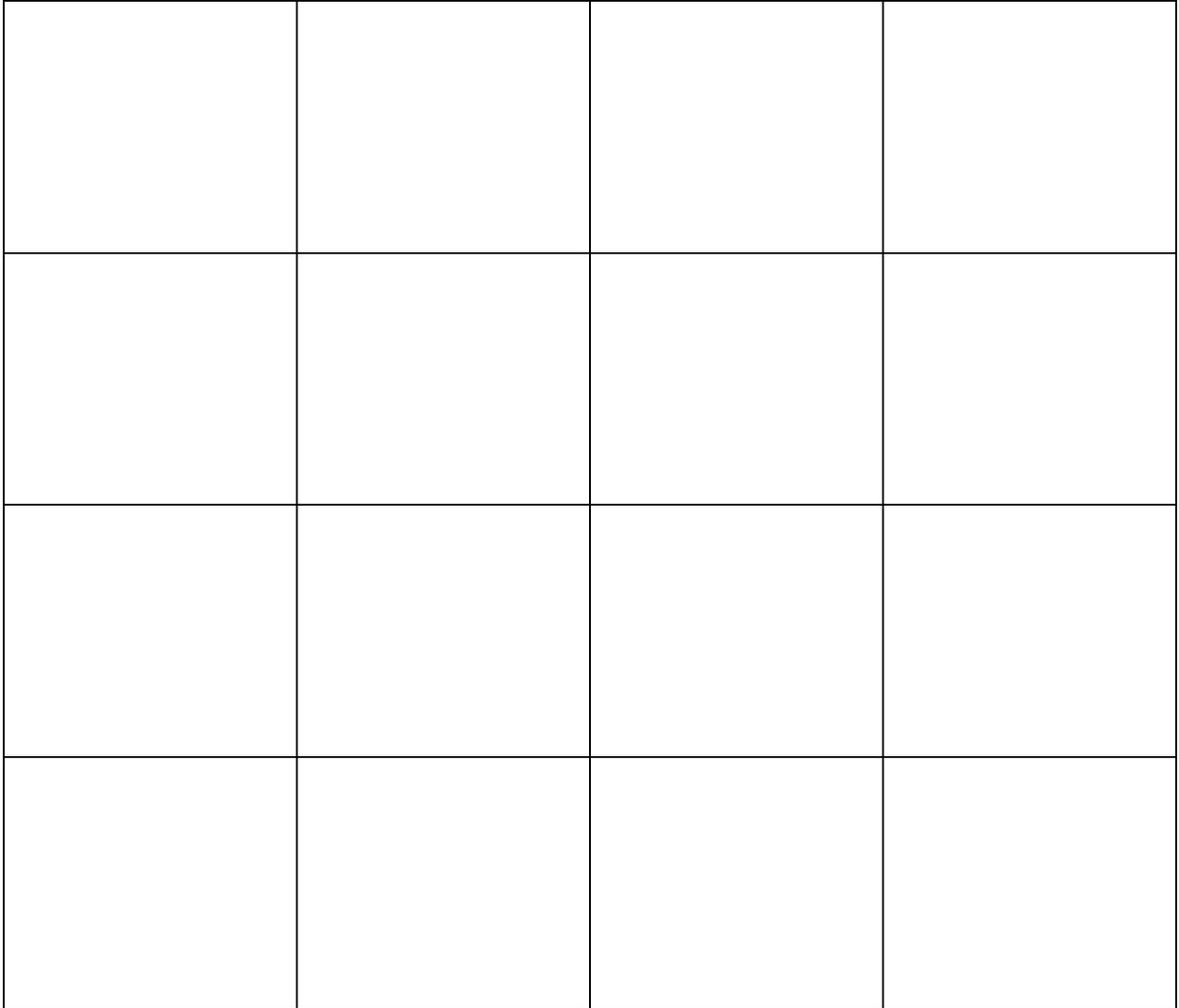
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2

*How Many Squares Do You See? (A)*



**Correct Answer 31**

**You Never Know (B)**

*You never know when someone  
May catch a dream from you,  
You never know when a little word  
Or something you may do  
May open of the windows  
Of a mind that seeks the light,  
The way you live may not matter at all  
But you never know – it might.*

*And just in case it could be  
That another's life, through you,  
Might possibly change for the better,  
With a broader and brighter view,  
It seems it might be worth a try  
At pointing the way to what's right,  
Of course, it may not matter at all,  
But then again – it might.*

## OBSERVE THE OYSTER

*There once was an oyster, whose story I'll tell  
Who found that some sand got into his shell.  
Just one little grain, but it gave him a pain,  
For oysters have feelings, although they're so plain.*

*Now, did he berate the workings of fate  
That brought him to such a deplorable state?  
Did he curse the government? Call for an election?  
Or cry that the "sea should be given protection?"*

*"No," he said to himself, as he lay on the shelf,  
"Since I cannot remove it, I'll try to improve it.  
The years rolled by, as years always do,  
And he came to his ultimate destiny...stew;  
And the small grain of sand that had bothered him so  
Was a beautiful pearl, all richly aglow.*

*Now this tale has a moral – for isn't it grand  
What an oyster can do with a morsel of sand.*

**AND**

*What couldn't We do, if we'd only begin  
Improving the things that got under our skin?*

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## ***Paper Clip Exercise***

***Focus: Creative way of adding the feeling of exploring, cooperation and competition in programming.***

***Supplies: One box of Acme Paper Clips, one large Paper Clip and Targets (Example of a Target on page 2)***

### ***Exercise:***

***Divide the group into a minimum of 6 participants or a maximum of 8 participants.***

***The groups line-up in relay formation behind a straight uniform line on the floor. ( Masking tape can be used in making the line).***

***In front of each group place a target on the floor approximately a meter and a ½ from the start line.***

***The first participant in each line is giving 3 Paper Clips.***

***Each participant at the first of the line tosses one Paper Clip at a time at the Target.***

***The objective is to try and get all three Paper Clips on the number 5.***

***Once the participant has tossed all Three Paper Clips, they pickup up the Paper Clips they tossed and handed to the next participant in line.***

***Once all the groups have finished the task, the next task is for the participants to toss three Paper Clips each at the Target. Each group is to total up the total number of points the group has achieved.***

***Once all the groups have finished, the task is for each individual in the group to toss three Paper Clips.***

***The participant that achieves the highest score will represent their group in a toss off with the other groups.***

***The winner of the toss off receives the Large Paper Clip Award.***

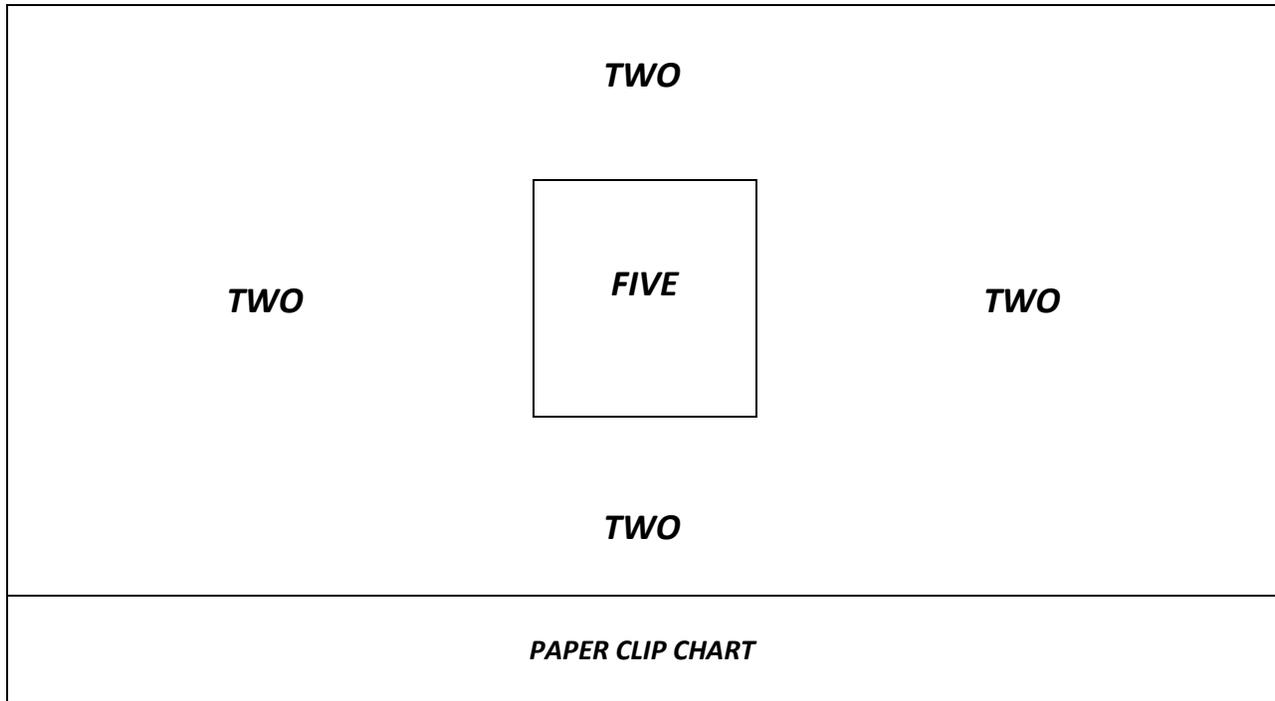
***Once the tasks are accomplished a De-Brief follows. Questions are asked to the participants (some examples).***

***How they felt doing the different tasks?***

***Why the tasks were set-up in this particular sequence?***

***What did you learn?***

***How can you use your learning in your world?***



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## **RISKS**

**To laugh is to risk appearing the fool  
To weep is to risk appearing sentimental  
To reach out for another is to risk involvement  
To expose our feelings is to risk exposing your true self  
To place your ideas & dreams before a crowd is to risk their loss  
To love to risk not being loved in return  
To live is to risk dying  
To hope is to risk despair  
To try is to risk failure  
But risk we must, because the greatest hazard in life is risking nothing.  
Only a person who risks is free**

**Anonymous**

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## **Stone Exercise**

**Focus: A Creative way of giving honest, sincere, positive feedback to people.**

**Supplies: A Stone for each participant**

### **Exercise:**

**The large group of participants are divided into groups of six.**

**All the Stones are laid out on a table. Each participant picks up a Stone.**

**Each group of six participants forms a circle.**

**Each participant in the group takes their turn and relates to the group three things about their Stone.**

**Once they have presented, they place their Stone in the centre of the circle on the floor.**

**Once all the participants in the group have had their turn, they turn around a face the outside of the circle.**

**The person in the group whose birthday is closest to May 21 is the first participant to turn around and pick-up a Stone from the centre of the circle that is not their own. They cannot tell or indicate to the person whose stone they have. Once the first person has a stone the person on their right goes into the circle to pick-up a stone. This continues until everyone in the group has a Stone.**

**Once all the groups have completed the task, they are given the following instructions. They are to observe three examples of kindness of the person whose Stone they are holding during the workshop.**

**At the end of the workshop the participants form their groups.**

**In turn each participant gives the Stone back to the owner giving them their positive feedback.**

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## THE STATION

Tucked away in our subconscious is an idyllic vision. We see ourselves on a long trip that spans the continent. We are traveling by train. Out the windows we drink in the passing scene of cars on nearby highways, of children waving at a crossing, of cattle grazing on a distant hillside, of smoke pouring from a distant power plant, of row upon row of corn and wheat, of flatlands and valleys, of mountains and rolling hillsides, of city skylines and village halls. But uppermost in our minds is the final destination. On a certain day at a certain hour we will pull into the station. Bands will be playing, flags will be moving. Once we get there so many dreams will come true and the pieces of our lives will fit together like a completed jigsaw puzzle. How restlessly we pace the aisles, damning the minutes of loitering-waiting, waiting, waiting for the station.

“When we reach the station, that will be it! We cry. “When I’m 18.” “When I buy a new 450SL Mercedes Benz!” “When I put the last kid through college.” “When I have paid off the mortgage!” “When I get a promotion.” “When I reach the age of retirement, I shall live happily ever after!”

Sooner or later we must realize there is no station, no place to arrive at once and for all. The true joy of life is the trip. The station is only a dream. It constantly outdistances us.

“Relish the moment” is a good motto. It isn’t the burdens of today that drive people mad; is the regrets over yesterday and the fear of tomorrow. Regret and fear are twin thieves who rob us of today.

So stop pacing the aisles and counting the miles. Instead, climb more mountains, eat more ice cream, go barefoot more often, swim more rivers, watch more sunsets, laugh more, cry less. Life must be lived as we go along. The station will come soon enough.

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## **YOU NEVER KNOW**

**You never know when someone  
May catch a dream from you.  
You never know when a little word  
Or something you may do  
May open up the windows  
Of a mind that seeks the light,  
The way you live may not matter at all  
But you never know – it might.**

**And just in case it could be  
That another's life, through you,  
Might possibly change for the better,  
With a broader and brighter view,  
It seems it might be worth a try  
At pointing the way to what's right,  
Of course, it may not matter at all,  
But the again – it might.**

**Anon**

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## *How Many Chicks = One Turkey?*

### *Focus:*

- . Demonstrate that everyone is important*
- . Problem Solving*

### *Equipment:*

*Pre-made packages of 13 recipe cards, with one package for each group of five participants. Each card had one of the following pieces of information:*

*½ NT = 1/8 Turkey*

*2 Chicks = 1 Let*

*100 Feathers – 1 Turkey*

*A Turkey is a Bird*

*Tur+key = Turkey*

*Turkeys are a Fowl*

*2 Lets = 1 Dar*

*Turkeys do not have Chicken Wings*

*1 Dar = 4 Chicks*

*Dars are not Turkeys*

*Chickens get Hen Pecked*

*6 Dar = Large Bar-Be-Que*

*1 NT = 8 Chicks*

### *Process:*

*After participants are divided into groups of five, one member from each group picks up a package of cards. Passed out at random to each of the group's members, the cards must remain face down until all have been handed out. Each participant must receive at least one card, including the person passing out the cards. When all cards are distributed, the facilitator outlines the task for each group by asking, "How many Chicks = one Turkey?" All the information that is necessary to solve this question is listed on the recipe cards. The correct answer is 32.*

*While participant must retain the cards they were given throughout the exercise, they can share information with others. Once a group has the answer, its members raise their hand and the answer is whispered to the facilitator. If incorrect, the group continues until it discovers the right answer. The exercise ends when all the groups solve the problem (a time limit can also be imposed).*

### *Debriefing:*

*Why was everyone given one card? (Everybody in the group is important)*

*Give me some examples of useless information? (Some people just like to talk and really are saying nothing)*

*What processes can we use to get through information that is useless to information that is useful?*

*What happens when a person isn't ready to share or the opportunity to participate?*

*How do we give everyone the opportunity to voice their opinions?*

*What strategies did your group use to get the answer?*

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