

# Serious Team Building Through Silly Improv Games

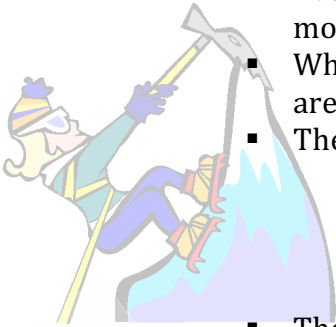
Teamwork Training and Development Session



## • Hey, What Are You Doing?

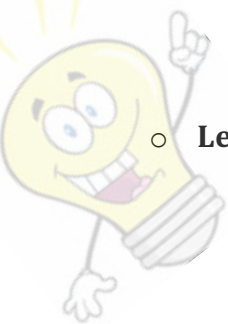
### ○ Instructions

- Everyone will think of a physical action, stand up, and perform that action as they move around the room.
- When instructed, each person will find a partner (or two) and ask each other “What are you doing?”
- They will share what they are doing and switch who is doing which activity.
  - **EXAMPLE: One person is “climbing a mountain” and another person is “shopping for groceries,” after they meet and ask each other “What are you doing?” the mountain climber will begin shopping for groceries and the grocery shopper will begin climbing a mountain.**
- Then those people will find a new partner to switch activities with.
- Eventually, most people will have done other people’s activities.
- At the end, participants can find out who has done the activity that that participant started.



### ○ Learning Objectives

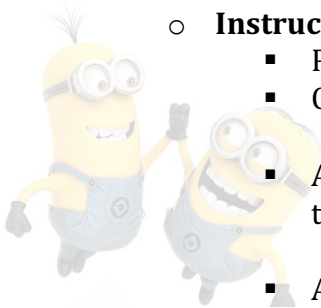
- Participants feeling that their ideas were validated.
- Hearing and utilizing other people’s ideas can build teamwork and synergy.
- Paying attention to others can make your work easier! (do not reinvent the wheel!)
- You can reduce your workload by paying attention to others.



## • Mind Meld

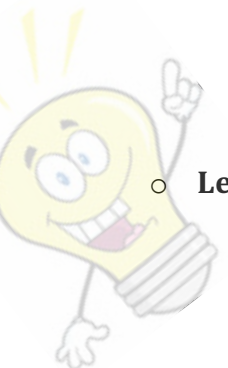
### ○ Instructions

- Participants will partner up.
- On the count of 3, both partners in each group will say one word that comes to mind.
  - **EXAMPLE: “Boat” and “Tractor”**
- Assuming they don’t say the same word, they’ll each try to think of a word that ties their first two together and, on the count of 3, say their new words.
  - **EXAMPLE: “Transportation” and “Engine”**
- Assuming they don’t say the same word, they’ll try again to think of a word that ties their two new words together and again, on the count of three, say their new words.
  - **EXAMPLE: “Transportation” and “Engine”**
- They’ll continue to do this until they actually do say the same word (or until it has been six or seven tries if you’re in a time crunch) ☺



### ○ Learning Objectives

- We are not always on the same page (mentally, emotionally, etc.), and to get there requires working together and respecting each other’s choices.
- Working well together takes time and patience to make happen.
- When you work together, you share in successes and challenges.
- There is great individual and collective satisfaction when you realize you are on the same page and achieve a common goal!



## • FREEZE!

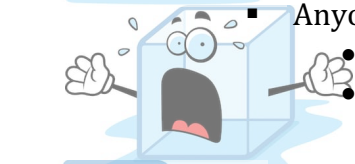


### ○ Instructions

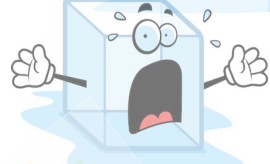
- 2-5 volunteer participants will be the performers.
- The audience will suggest:
  - A location where the performers are
  - An activity those performers are doing at that location
    - **EXAMPLE: Kids painting a barn on a farm in North Dakota.**
- The performers will begin acting out that activity and talking in character.



- Anyone from the audience, at any point, can say "FREEZE!"



- The performers will immediately freeze in whatever position they are in. Then that audience member will come up, tap someone on stage to replace, and take over their spot *IN THE SAME PHYSICAL POSITION THE ORIGINAL PERSON WAS IN*.
- Then the new person will restart the scene, using the position they took over to change the activity.
- The other performers will join the new person in the new activity.
  - **EXAMPLE: an audience member yells "FREEZE!", replaces one of the painters, and restarts the scene pretending that they are now waving a magic wand and everyone else will be part of the new casting magic spells scene, too.**



### ○ Learning Objectives

- Paying attention to others can help you figure out ways to jump in and help.
- You can be inspired by others and then turn that inspiration into action!
- When new ideas are introduced, we must adapt and support those ideas.
- There's always room for different perspectives and new ideas.



## • The Paperclip Game

### ○ Instructions

- Stand in a circle.
- Choose someone to start.
- That person is going to say, "I am a (noun), and I (verb phrase related to that noun)."
  - **EXAMPLE:** The namesake example for this game is "*I am a paperclip, and I hold papers together*". Another example would be "*I am a flashlight, and I help people see in the dark*"
- Going either clockwise or counter-clockwise, the next person will use EITHER the noun or the verb phrase from the first person, and then change the other.
  - **EXAMPLE:** "*I am a paperclip, and I pick door locks*" OR "*I am a rubberband, and I hold papers together*". For the flashlight example the person could say either "*I am a flashlight, and I help in emergencies*" OR "*I am a glow stick, and I help people see in the dark.*"
- *As you keep going, try getting faster and/or getting into a rhythm.*



### ○ Learning Objectives

- Building off each others successes involves adding your ideas onto others' ideas.
- Small changes have a big impact, and they can accumulate to great new outcomes.
- Adaptation requires paying attention to others and critical thinking.
- Being decisive does not always require a lot of time—trust your intuition, too!

## • The All-Knowing Brain

### ○ Instructions

- 2-5 volunteer participants will stand up in front of the group.
- They represent the VERY knowledgeable Amazing Know-It-All Brain.
- Audience members will ask a question, one at a time.
  - **EXAMPLE: "How do rainbows form?"**
- The Amazing Know-It-All Brain will then answer
  - Each part of the Brain adds one word to the answer at a time.
  - When a part of the brain thinks the answer is complete, that part of the brain will say "period" or "exclamation point" or "question mark" to end the response.
    - **EXAMPLE: "Rainbows. Form. When. Small. Airplanes. Drop. Lucky. Charms. From. The. Sky. And. It. Rains. Period."**
- Next question!

### ○ Learning Objectives

- Listening to others and paying attention can prepare you for your job or role.
- You do not get always make the decision when working with others.
- You sometimes have to accept others' decisions and make them work.
- Sometimes we have to come up with a solution on the spot, under pressure!

## • Name 3 Things

### ○ Instructions

- Stand in a circle.
- One person will start as the topic-chooser.
- The topic-chooser will ask one other person in the circle to name 3 of whatever topic they choose.
  - **EXAMPLE: Name 3 types of cars.**
- The topic-receiver will then name 3 of that topic, as fast as they can.
  - **EXAMPLE: BMW. Mustang. Hot Wheels.** \*Note, there aren't really wrong answers and they don't all have to be the same level of category—like here one is a car company, one is a specific type of car, and one is a type of toy car.
  - If the person is stuck, others can (kindly) help them finish their list.
- Once 3 things have been named, the topic-receiver becomes the topic-chooser and sends a topic to someone else in the circle.
- **As you keep going, try getting faster and/or increasing the number of things!**

### ○ Learning Objectives

- You may be more ready than you think, with the ability to respond fast.
- Being decisive does not always require a lot of time—trust your intuition, too!
- There is not always time to plan, and sometimes you have to do the best you can at that moment.
- When you're under pressure, let others help!