

KEEPING IT GOING

Title: SOLVING A PROBLEM

Purpose: To generate a variety of solutions to a problem or concern.

Group Size:
Any size

Time Needed:
15-20 minutes

Room Arrangements:
Any arrangement

Materials: 4 x 6 cards, pens or pencils

Description:

1. Participant writes name at the top of a card, then writes a problem or concern they are experiencing. (For example, a participant in a cooperative learning workshop may not feel thoroughly comfortable with how to conduct a jigsaw for his third grade class.)
2. Participants now pass their cards clockwise one person. The person receiving the card reads the problem and if they can offer a helpful hint or solution to the problem or concern, they write down their name and phone number.
3. The cards are then passed clockwise to the next person, repeating #2.
4. This is done several times until each person's card has at least two names on it.
5. The cards are then passed back to the originator. They now have 2-3 others they can talk to or call to gain some helpful information.

Trainer Notes:

KEEPING IT GOING

Title: **HELPING TRIOS**

Purpose: To facilitate problem-solving in a safe, supportive environment.
Can also be used to process content and help participants plan for application and use.

Group Size:

Any size

Time Needed:

50 minutes

Room Arrangements:

Participants need to be able to form small groups of three

Materials:

None

Description:

1. Divide participants into groups of three. Have one person become person A, one person become person B, and one person become person C. (5 minutes)
2. Person A describes a problem or concern related to the topic of the meeting or workshop. B and C listen **only**. They should not interrupt with questions or comments. (5 minutes)
3. B and C ask A clarifying questions. Their goal is to check for correct understanding of A's concern or problem. (5 minutes)
4. B and C brainstorm possible solution strategies. A listens and may ask questions for clarification. (5 minutes)
5. Repeat process for B. Repeat process for C.

Trainer Notes:

KEEPING IT GOING

Description:
(continued)

8. Instruct each group to read the information the previous group has posted. Tell them to analyze it and determine if they want to add anything to the 'wall.' If so, they should add one item per piece of paper and tape them up in the appropriate place. Explain to them that they are free to rearrange any of the pieces that the original group has posted. Spend ten minutes on this step.
9. Depending on the size of your group, you might invite the groups to move one more poster to the right or to return to their original 'wall.' Thus, after posting their own information and then looking at one or more of the other group's 'walls,' the groups return to their original 'wall.' Ask them to examine the additions and rearrangements the other groups have made, if any. Instruct them to decide whether they consider their original 'wall' better than the additions. If so, they should return it to its original format.
10. Ask the groups to write a summary statement of what they know about their component part on the flip chart page that you originally posted on the wall to assign them their specific component of the topic.
11. Designate a speaker in each group and then ask for an oral report from each group during which they express the summary of what they learned.

Trainer Notes:

EXPECTATIONS

OBJECTIVE: To help ensure that the stated objectives of the training session are in general concert with those of the participants.

PROCEDURE: At the beginning of the session, the trainer defines the objectives of that particular module of instruction. An overview of the session with the major points and subpoints of the session are then identified. The attendees are told that in order to make sure their individual objectives are "in sync" with those objectives already stated, they will be asked to jot down 2-3 items they are looking for in this session (they should use "Expectations" form copied from page 5). After they individually write out their own expectations, form groups of 3-4 people. After groups report their findings, these are summarized and recorded on flip charts.

As the individual or group responses are reported to the group, be certain to acknowledge each and every item. If the attendees were given an advance agenda of the topics, most of their expectations will likely fall into these already identified areas.

On occasion, a participant's need may surface that is outside the objectives or content of the program. If so, thank the individual or group for their need, but suggest that this particular topic is really outside the agenda. If the requested topic is one with which the facilitator has some experience, offer to spend time with the individual at break times to discuss. If it is outside the trainer's expertise, ask group if they can assist. In all likelihood, a colleague will happily respond.

MATERIALS

REQUIRED: Form as shown.

APPROXIMATE

TIME REQUIRED: 15-20 minutes.

SOURCE: Unknown.

SIGN-IN PARTY

OBJECTIVE: To give attendees a chance to become acquainted with other participants.

PROCEDURE: At the opening (or preopening) social event of large scale association or corporate meetings, have 20-25 sheets of flip chart paper taped to walls around the room. (Make sure this has been OK'd by hotel staff and that pens won't bleed through paper). Premark sheets alphabetically, A, B, C, etc. Here attendees sign in alphabetically. They may simply write their names on the appropriate sheet or write a message or comment.

A variation of this would have names of states on flip chart paper whereon participants might sign their names and also their hometowns by the respective home states.

After at least 4-5 people have assembled at most of the stations, ask each subgroup to find out at least 3 things they all have in common.

**MATERIALS
REQUIRED:**

Flip chart paper, 25 marking pens or pencils.

**APPROXIMATE
TIME REQUIRED:** 15 minutes.

SOURCE: Unknown.

THE WHOLE ROOM HANDSHAKE

OBJECTIVE: To have participants meet at least half of the entire group.

PROCEDURE: Have group form into two large circles--one inside the other. Participants in the inner circle turn and face those in the outer ring, quickly introduce themselves and continually move to right. The outer circle rotates left and the inner circle rotates right until all participants meet each other. (NOTE: This activity works best with groups of 100 or less.)

MATERIALS

REQUIRED: None.

APPROXIMATE

TIME REQUIRED: 10 minutes.

SOURCE: Maggie Bedrosian, The Synergy Group, Silver Spring, MD.

TOMBSTONE PLANNING

OBJECTIVES: To encourage participants to open up and disclose something meaningful about themselves.
To encourage participants to circulate among other group members during breaks.

PROCEDURE: Provide everyone with tent cards (e.g., 5 x 8 index cards folded in half) and the opportunity to use a magic marker.

Have everyone print their name on the front side (this gives them the chance to write a nickname such as "Liz" instead of the formal "Elizabeth" which may have appeared on their registration materials.)

Now instruct everyone to "Design your own inscription for their future tombstone." This should be a brief phrase, couplet, or limerick that in some way provides a commentary on their lives, their achievements, their character, or their relationships. Examples may range from a cryptic "Ted is dead," to the emotion-dripping statement that "I told you I was sick, George!"

Now move on to your normal agenda for the session, reminding participants that they may roam around the room during refreshment breaks to inspect others' tombstone inscriptions.

DISCUSSION QUESTIONS: What inscriptions most caught your attention? What are they telling you?

If you now had the chance to design a new inscription, what would it be? (Note: In a two-three day workshop, you may wish to give people the chance to "wipe their slates clean" every day, and send new signals to their co-trainees.)

MATERIALS REQUIRED: Tent cards and magic markers; perhaps an illustration or two drawn on overhead projector slides.

APPROXIMATE TIME REQUIRED: 5 minutes.

SOURCE: Unknown.

MERRY BIRTHDAY?/HAPPY CHRISTMAS?

OBJECTIVE: To provide a sure-fire way to match up workshop participants for mutual introductions or any other two-person activity.

PROCEDURE: Collect a set of used greeting cards you have received. Examples include birthday, Christmas, Easter, Thanksgiving, anniversary, first communion/confirmation card etc.

Cut off all but the first page.

Cut the first page in half. You may wish to strategically cut the page in two, dividing the major greeting into two parts (such as "Happy" and "Anniversary"). This will provide a slightly greater challenge for participants, who then cannot just call out for a "Birthday" partner, but must match the entire message.

Distribute one-half of a card to each participant, making sure that both halves of each card are distributed within the group. This may necessitate waiting until all participants have appeared (if you historically have no-shows in your groups). You may also need to warn them that they must not only get the major greeting correct (e.g., "Happy Birthday") but also the verse on the card.

Instruct them to mix with each other until they find the person holding the other half of the card. Then they should uncover enough interesting information about that person to enable them to effectively introduce that person to the rest of the group when you give the signal.

Note: You may also wish to point out to the participants that this is effectively a group task, since if any two people get the wrong match ("Happy Christmas"), then two others will also be stuck with the wrong match ("Merry Birthday").

**MATERIALS
REQUIRED:**

Several dozen used greeting cards.

APPROXIMATE

TIME REQUIRED: About 15 minutes for distribution and discovery of partners, plus adequate time for mutual introductions, depending on the size of the group.

SOURCE: John Newstrom, Duluth, MN.

THE WALKING BILLBOARD

OBJECTIVE: To provide a novel way to stimulate participants to mingle and share key information with each other.

PROCEDURE: Tell the group that they have the opportunity to design their own get-acquainted session. Ask them to propose major factors that they would like to discover about other participants in the session. List these for them all to see. Examples might include:

- a. favorite food
- b. pet peeve
- c. best book recently read
- d. all-time favorite movie (or actress or actor)
- e. ideal vacation

Ask for a quick show of hands regarding the three most useful items from the items generated. Using a rough tabulation, select the five or six items receiving the greatest support, and identify those for the group.

Provide every participant with a sheet of flip chart paper and a marker. Ask them to place their name at the top, and then list the 5-6 categories down the left side, and answer each for themselves.

Now (and this will produce some laughter) use masking tape to attach the sheet to the person's shoulders (they will look like a walking billboard). Then invite them all to walk around the room and discover who everyone is. (Further exploration of what is written is encouraged.)

DISCUSSION QUESTIONS:

What are your reactions to this group-designed method of ice-breaking?

Now that we've done it once, what new categories of information would you like to seek (and share!) if we were to repeat it later in the program?

MATERIALS REQUIRED:

Flip chart paper and a marker for each participant; masking tape.

APPROXIMATE

TIME REQUIRED: 15-20 minutes (you may have to put a stop to the mingling!).

SOURCE: Mary DeVine, Phoenix, AZ.

GETTING IT STARTED

Title: CREATING A VISION

Purpose: This activity is designed to better acquaint individuals as well as getting a glimpse of the values of each person.

Group Size:
6-8

Time Needed:
15-20 minutes

Room Arrangements:
Participants seated at tables

Materials: None

Description:

1. Instructor explains that this activity is a journey into the world of imagination. Participants will be creating a vision of the school (or school district) of their dreams using the following descriptors:
 - physical environment
 - parents
 - curriculum
 - staff development opportunities
 - trust among staff
 - availability of instructional materials
 - skill level of the staff
2. Participants are given 5-7 minutes to reflect upon these criteria.
3. Participants then share their vision in the small groups.
4. Participants may be challenged by the instructor to consider what they could do to contribute to their vision becoming a reality.

Trainer Notes:

BUT I'VE ALWAYS DONE IT THAT WAY...

OBJECTIVE: To illustrate how easy it is to develop and continue using unconscious habits.

To point out that there are often equally effective alternative ways to accomplish an objective.

To illustrate that old ways of doing things may interfere with our acquisition of new behaviors, and therefore require "unlearning" first.

PROCEDURE: Ask one or more participants (e.g., all those wearing a suit coat, sports jacket, or even a windbreaker or cardigan sweater) to stand and remove their coats.

Ask them to put the coats on, noting which arm went in first.

Ask them to take the coats off again, and put them on this time by putting the other arm in first.

DISCUSSION QUESTIONS: How did it feel to reverse your normal pattern of donning your jacket? (How did it look to observers who were watching?)

Why was it so tough (awkward) to do?

What prevents us from adopting new ways to doing things? How can we make changes without old habits interfering with them?

How can we open ourselves to change within the program, and accept the fact that there may be equally effective (or better) ways to accomplish our tasks than we've used before?

MATERIALS REQUIRED: None.

APPROXIMATE TIME REQUIRED: Five-ten minutes.

SOURCE: Bob Holmes, Mt. Olive, AL.

WHO CARES?

OBJECTIVE: To allow individuals to identify a quality about themselves and to translate that trait into a benefit.

PROCEDURE: Toss a foam ball randomly into the audience. The person who catches the ball stands up, gives her/his name and states a quality about her/himself, a product s/he sells or distributes, or anything else about her/himself or organization. The audience responds "Who cares?" The individual then translates the stated fact or quality into a benefit or an advantage, or states what the item means to the client or customer. The individual then throws the ball to someone else. Repeat the procedure as time allows.

MATERIALS

REQUIRED: Foam Nerfball (or simply a lightweight object).

APPROXIMATE

TIME REQUIRED: 15-20 minutes.

SOURCE: Pam Lontos, Thousand Oaks, CA.

BRAINTEASERS

(I.Q. Tests)

OBJECTIVE: To be used to introduce any session on creativity, problem-solving, or related topic.

To be used as a "just for fun" or a "change of pace" activity.

PROCEDURE: Hand out copies of any of the following "IQ Tests" (page 95-133, with answers). Suggest that each block represents a well-known phrase or saying.

MATERIALS

REQUIRED: Handout sheets for each person or small group.

APPROXIMATE

TIME REQUIRED: 5-10 minutes.

SOURCE: Varied.

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>U S T I</p>	<p>2</p> <p>STROKES! STROKES STROKES</p>	<p>3</p> <p>SOMETHING</p>	<p>4</p> <p>KJUSTK</p>
<p>5</p> <p>S T I N K</p>	<p>6</p> <p>W A L K G N I</p>	<p>7</p> <p>you just me</p>	<p>8</p> <p>M M A P</p>
<p>9</p> <p>FISHING</p> <p>c</p>	<p>10</p> <p>GET IT GET IT GET IT GET IT</p>	<p>11</p> <p><i>more it it thani</i></p>	<p>12</p> <p>VAD ERS</p>
<p>13</p> <p>i.e. ●</p>	<p>14</p> <p>GOLDEN GATE H₂O</p>	<p>15</p> <p>WAY</p> <p><u> </u> PASS</p>	<p>16</p> <p>END N D</p>

ANSWERS

1. It's up to you
2. Different Strokes
3. The start of something big
4. Just in case
5. Fouled up
6. Jay walking
7. Just between you and me
8. Time's up
9. Deep sea fishing
10. Forget it
11. More to it than meets the eye
12. Space invaders
13. That is beside the point
14. Water under the bridge
15. Highway overpass
16. Making ends meet

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

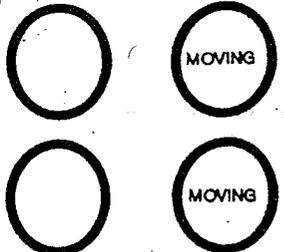
<p>1</p> <p>HAMLET WORDS</p>	<p>2</p> <p>d o o d l e</p>	<p>3</p> <p>late n e v e r</p>	<p>4</p> <p>clou</p>
<p>5</p> <p>lo head ve heels</p>	<p>6</p> <p>THAT</p>	<p>7</p> <p>BED FAST</p>	<p>8</p> 
<p>9</p> <p>CAR JACK TON</p>	<p>10</p> <p>1. GLANCE 2. 3. GLANCE</p>	<p>11</p> <p>momanon</p>	<p>12</p> <p>ca se case</p>
<p>13</p> 	<p>14</p> <p>NINTH</p>	<p>15</p> <p>C C C C HOLIDAY</p>	<p>16</p> <p>SKIING</p>

ANSWERS

1. Play on words
2. Dipsy doodle
3. Better late than never
4. Partly cloudy
5. Head over heels in love
6. Fancy that
7. Bed and breakfast
8. This round is on me
9. Jack-in-the-box
10. Without a second glance
11. Man in the moon
12. Open-and-shut case
13. A round of drinks
14. Middle of the ninth
15. Overseas holiday
16. Downhill skiing

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>cry milk</p>	<p>2</p> <p>MAN campus</p>	<p>3</p> <p>111111</p> <p>another another another another another</p>	<p>4</p> <p>BUSINES</p>
<p>5</p> <p>CANCELLED</p>	<p>6</p> 	<p>7</p> <p>R O A D</p>	<p>8</p> <p>sitting world</p>
<p>9</p> <p>ME ME ME day AL AL AL</p>	<p>10</p> <p>VIT _ MIN</p>	<p>11</p> <p>S T E P P I N G</p>	<p>12</p> <p>REVIRDTAES</p>
<p>13</p> <p><u>NO NO</u> CORRECT</p>	<p>14</p> <p>head ache</p>	<p>15</p> <p>heatheatheat</p>	<p>16</p> <p>MOUNTAIN</p>

ANSWERS

1. Cry over spilled milk
2. Big man on campus
3. Six of one; half dozen of another
4. Unfinished business
5. Cancelled check
6. Moving in the right circles
7. Middle of the road
8. Sitting on top of the world
9. Three square meals a day
10. Vitamin "A" deficiency
11. Stepping over
12. Backseat driver
13. Right under your nose
14. Splitting headache
15. Heatwave
16. Mountain climbing

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

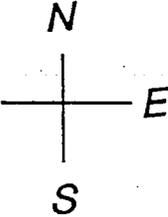
<p>1</p> <p style="text-align: center;">i n w a i t</p>	<p>2</p> <p style="text-align: center;">ho ho <u>+ ho</u></p>	<p>3</p> <p style="text-align: center;">LOVE SIGHT SIGHT SIGHT</p>	<p>4</p> <p style="text-align: center;">WRit ING</p>
<p>5</p> <p style="text-align: center;">G R E A N I N O S</p>	<p>6</p> <p style="text-align: center;">N O S E</p>	<p>7</p> <p style="text-align: center;">PETS A</p>	<p>8</p> <p style="text-align: center;">S O L DANUBE</p>
<p>9</p> <p style="text-align: center;">Symphon</p>	<p>10</p> <p style="text-align: center;">encounters encounters encounters</p>	<p>11</p> <p style="text-align: center;">3. O 2. U 1. T</p>	<p>12</p> <p style="text-align: center;">1 3 5 7 9 11 vs. U</p>
<p>13</p> <p style="text-align: center;">eyebrows</p>	<p>14</p> <p style="text-align: center;">r o rail d</p>	<p>15</p> <p style="text-align: center;">T RN</p>	<p>16</p> <p style="text-align: center;">budget ^</p>

ANSWERS

1. Lying in wait
2. Tally ho
3. Love at first sight
4. Put it in writing
5. Circular reasoning
6. Broken nose
7. A step backward
8. Sold down the river
9. Unfinished symphony
10. Close encounters
11. Out numbered 3 to 1
12. Odds are against you
13. Raised eyebrows
14. Railroad crossing
15. No U Turn
16. Balanced budget

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>belt hitting</p>	<p>2</p> <p>EXIT LEG</p>	<p>3</p> <p>often not often not often not</p>	<p>4</p> <p>night fly</p>
<p>5</p> <p>MIGRAINE</p>	<p>6</p> <p>SPRING SUMMER AUTUMN WINTER</p>	<p>7</p> <p>9ALL5</p>	<p>8</p> <p>once upon a time</p> 
<p>9</p> <p>GIVE GET GIVE GET GIVE GET GIVE GET</p>	<p>10</p> <p>breth</p>	<p>11</p> <p>∠00-0WZH</p>	<p>12</p> <p>esroh riding</p>
<p>13</p> <p>EMPLOY T MEN</p>	<p>14</p> <p>wire just</p>	<p>15</p> <p>GRIMY SMUDGED FILTHY BESMIRCHED UNWASHED FOUL SOILED TARNISHED UNCLEAN SOOTY SULLIED DUSTY</p>	<p>16</p> <p>DO12"OR</p>

ANSWERS

1. Hitting below the belt
2. Out on a limb
3. More often than not
4. Fly by night
5. A splitting headache
6. A man for all seasons
7. All in a day's work
8. Westside story
9. Forgive and forget
10. Short of breath
11. Accident prone
12. Horseback riding
13. Men out of work
14. Just under the wire
15. Dirty dozen
16. A foot in the door

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1 PERSON PERSONS PERSONS PERSONS</p>	<p>2 insult + injury</p>	<p>3 EVARELTO</p>	<p>4 (S T E A K)³</p>
<p>5 NO WAYS IT WAYS</p>	<p>6 ALL world</p>	<p>7 <u>1 3 5 7 9</u> WHELMING</p>	<p>8 CCCCCCC</p>
<p>9 gettingitall</p>	<p>10 alai</p>	<p>11 CUS TOM</p>	<p>12 MAUD</p>
<p>13 $\begin{array}{r} T \\ T \\ +T \\ \hline 3T \end{array}$</p>	<p>14 RASINGINGIN</p>	<p>15 FAIRY WOLF DUCKLING</p>	<p>16 24 Hours</p>

ANSWERS

1. First person singular
2. Add insult to injury
3. Elevator out of order
4. Cubed steak
5. No two ways about it
6. It's a small world after all
7. The odds are overwhelming
8. High seas
9. Getting it all together
10. Jai alai
11. A break in custom
12. Mad about you
13. Teetotaler
14. Singing in the rain
15. The good, the bad, the ugly
16. Call it a day

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>safe s o r y</p>	<p>2</p> <p>FUSS</p> <p>○</p>	<p>3</p> <p>ejppæupd cake</p>	<p>4</p> <p>(</p> <p>TIK</p> <p>○</p>
<p>5</p> <p>o L D</p>	<p>6</p> <p>TILL IME</p>	<p>7</p> <p>JOB</p> <p>AN</p>	<p>8</p> <p>W O R L</p>
<p>9</p> <p>P P O D</p>	<p>10</p> <p>INITIA _</p>	<p>11</p> <p>FILE</p>	<p>12</p> <p>JUS 144 TICE</p>
<p>13</p> <p>WOHNICLEE</p>	<p>14</p> <p>L O V</p>	<p>15</p> <p>1 T 3 4 5 6</p>	<p>16</p> <p>BRING</p> <p>BALLERINAS</p>

ANSWERS

1. Better safe than sorry
2. Big fuss over nothing
3. Pineapple upside down cake
4. Arctic circle
5. Growing old
6. Till the end of time
7. An inside job
8. World without end
9. Two peas in a pod
10. The first noel
11. Change of life
12. Gross injustice
13. Once in a while
14. Endless love
15. Tea for two
16. Bring on the dancing girls

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>COUNTRY COUNTRY</p>	<p>2</p> <p>1 + T < WHOLE</p>	<p>3</p> <p>shrif</p>	<p>4</p> <p>GRATIS</p> <p>ALL ALL ALL ALL</p>
<p>5</p> <p>THE SAND</p>	<p>6</p> <p>COLLAR 102°</p>	<p>7</p> <p>to ngue ngue</p>	<p>8</p> <p>COLT Jr.</p>
<p>9</p> <p>NOW IN HERE</p>	<p>10</p> <p>hoRN</p>	<p>11</p> <p>[income]</p>	<p>12</p> <p>D DUMP D U goose U M feathers M P DUMP P</p>
<p>13</p> <p>ME</p> <hr/> <p>IT IT IT IT IT IT IT IT IT IT IT</p>	<p>14</p> <p>ACUM</p>	<p>15</p> <p>GAG U</p>	<p>16</p> <p>LEAST</p>

ANSWERS

1. Cross country
2. The whole is greater than the sum of its parts.
3. Short shrift
4. Free for all
5. Head in the sand
6. Hot under the collar
7. Forked tongue or tongue twister
8. Son of a gun
9. Nowhere in sight
10. Little Big Horn
11. High income brackets
12. Down in the dumps
13. It's below me
14. See you in the morning
15. The gag's on you
16. Last but not least

I.Q. TEST

Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

<p>1</p> <p>LESODUB TENNIS</p>	<p>2</p> <p>timing tim ing</p>	<p>3</p> <p>JJJ BBB</p>	<p>4</p> <p>1/4 1/4 1/4 1/4 1/4</p>
<p>5</p> <p>hand hand hand deck</p>	<p>6</p> <p>e e q u a l s m c</p>	<p>7</p> <p>goodbye</p>	<p>8</p> <p>DR. DR.</p>
<p>9</p> <p>dipping</p>	<p>10</p> <p>fighting</p>	<p>11</p> <p>S O E S H W R</p>	<p>12</p> <p>GGES EGSG GEGS SEGG</p>
<p>13</p> <p>HEAD SHOULDERS ARMS BODY LEGS ANKLES FEET TOES</p>	<p>14</p> <p>KANEL</p>	<p>15</p> <p>a chance n</p>	<p>16</p> <p>THE END ↑</p>

ANSWERS

1. Mixed doubles tennis
2. Split second timing
3. The birds and the bees
4. Close quarters
5. All hands on deck
6. $E = MC^2$
7. Waving goodbye
8. A paradox
9. Skinny dipping
10. Two black eyes
11. Scattered showers
12. Scrambled eggs
13. Head and shoulders above the rest
14. Twisted ankle
15. An outside chance
16. Beginning of the end

WHERE YOU STAND DEPENDS ON WHERE YOU SIT

OBJECTIVE: To encourage participants to broaden their horizons, and look upon their environments as opportunities, not as limitations.

PROCEDURE: Present the top half of the figure on page 139 to participants, preferably by projection on a screen so all can see it at once.

Ask how many think that Circle A is larger, and how many think Circle B is larger.

Demonstrate, through revelation of the bottom half of the figure, that both circles are really the same size.

(For a laugh) Ask how many think that Box A is larger, and how many think that Box B is larger. Now you'll really have them worried!

DISCUSSION QUESTIONS:

Why does one circle appear larger than the other?

In what ways do we let our minds work in similar fashion as we view our worlds? What impact does this predilection (e.g., to focus on constraints, problems, and barriers) have on our own productivity?

How can we prevent or diminish our tendency to limit our own thinking patterns like this?

Does the apparent truism "Where you stand depends on where you sit" necessarily hold equally true regarding our thought processes and perceptions (e.g., "what we perceive is what we will react to")?

MATERIALS REQUIRED:

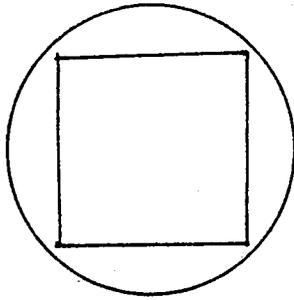
One transparency, or separate handouts of the top half of the figure for each participant.

**APPROXIMATE
TIME REQUIRED:** Five-ten minutes.

SOURCE: Ryder Systems; Inc., advertisement in Fortune, September 14, 1987.

WHICH CIRCLE APPEARS LARGER?

A



B

