



zoom

June 11
3:00pm MST /
5:00pm ET

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BY MICHELLE CUMMINGS

Team Building From Six Feet Apart

Ideas for Facilitators in
Post-Covid programming



By Michelle Cummings

(and friends!)

A Note from Michelle Cummings

Hello!

This e-book was thrown together quickly to help facilitators transition back to in-person events after Social Distancing during the Covid-19 era. This is a follow up session and handout to the [Virtual Team Building Games](#) sessions I lead when Social Distancing first went into place and facilitators around the world scrambled to convert in-person activities to the virtual space. Now we are doing the reverse again!



Please keep in mind that what is written here is not gospel, and that not all of the activities listed here will work with every audience. Please adapt and change what you learn here to meet the needs of your participants and parameters.

There are many additional things to consider for team building with physical distancing practices. It requires some creativity, reimagining and redesigning, all while keeping the integrity of the program intact. We will continually have to think about ways to increase engagement with set boundaries in an environment where humans are naturally drawn to one another. As the need for physical distancing delivery increases, I will continue to put out more content on my [Blog](#) as well as in my Free Online Newsletter called [The Spokesperson](#).

A Big Shout Out to many facilitators that emailed in activities to include in this document. We are in this together! Here are several Team Building Activities From Six Feet Apart you can use. Enjoy!

Have Fun Out There! ~Michelle Cummings, [Training Wheels](#)



Managing Physical Distancing

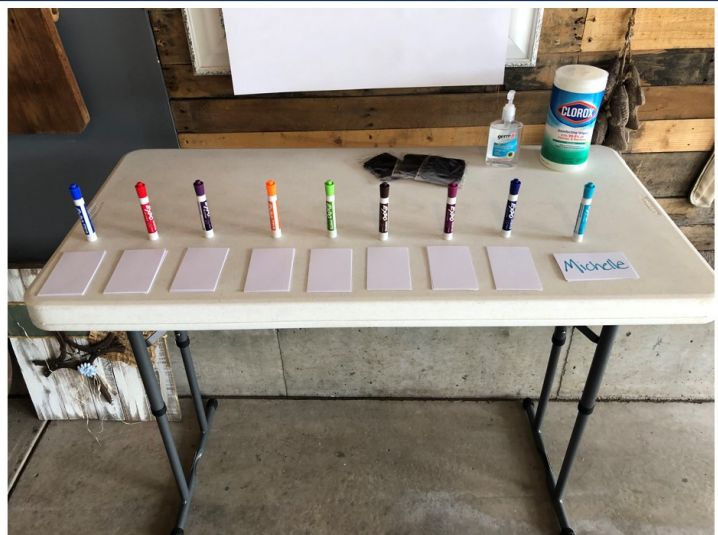


Considerations for In-Person Team Building Activities



Stations for Participants Upon Arrival

- Clorox Wipes
- Hand Sanitizer
- Masks
- Individual Materials (notecards, playing cards, Spot It/Ubuntu Cards)



Consider Having Stations For Participants

Disinfecting Shared Participant Gear – Plastic/Laminated

- Bucket with Bleach Water for Gear or a Spray Bottle
- Non-Protective Gear
- Consider Using Color-Safe Bleach to protect participant's clothing



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Consider Individual Buckets for each Participant

- Bucket for each participant
- Individual parts to activities inside
- Personal belongings
- Also use it as a chair!



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Consider Having Individual Buckets For Participants

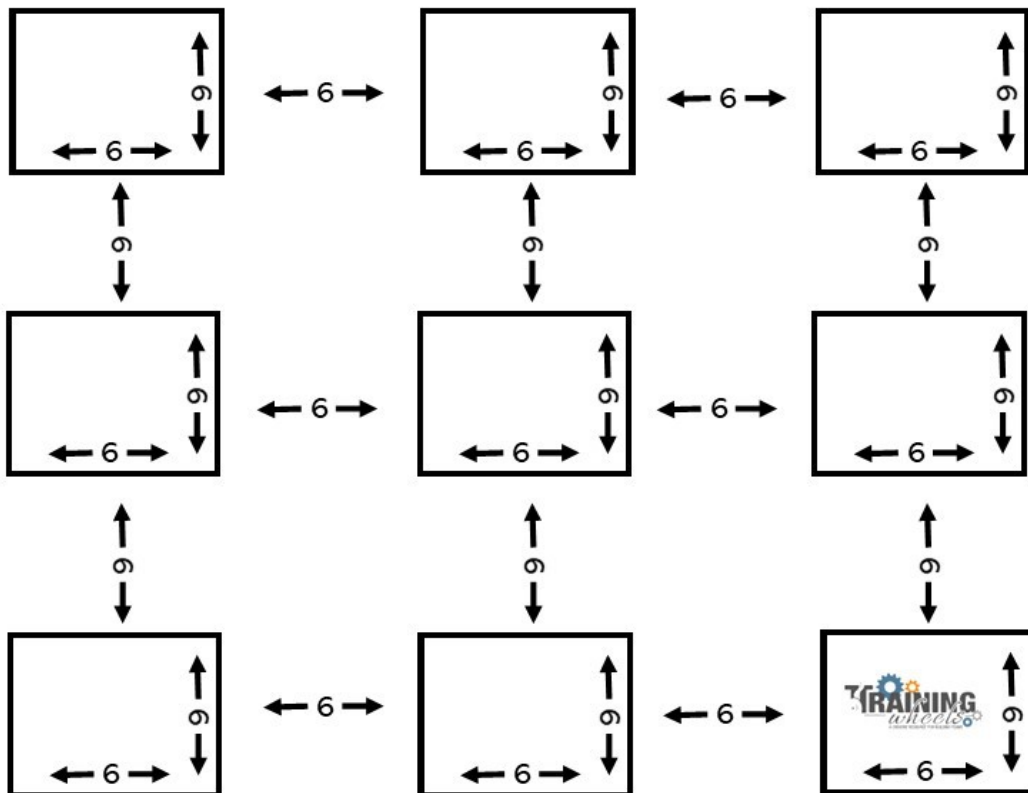


[Watch this video](#) for a demonstration of what gear can be included in the Participant Bucket.

Distance Handshakes

DISTANCE HANDSHAKES

- * Lumberjack
- * Salmon
- * Cow
- * The Fonz
- * Incorporate Content
- * Established Partners



Distance Handshakes

Props Needed

- * None

Activity Directions

- * Invite your participants to find a partner and stand six-feet away from them.
- * Introduce your first handshake and related discussion question.
- * After two minutes of discussion, tell your participants to remember who their partner is and have them find a NEW partner.
- * Introduce your second handshake and related discussion question.
- * After two minutes of discussion, tell your participants to remember who their partner is and have them find a NEW partner.
- * Introduce your third handshake and related discussion question. Allow 2 minutes for the paired discussion question.
- * Give instructions for the "Handshake Frenzy."
- * Call out each of the handshakes one at a time and have participants quickly greet their '*insert handshake name*' partner. Then after 20 seconds, or long enough that everyone has successfully found their partner and completed their handshake, call out another handshake. Continue until all three handshakes have been completed.
- * Time Needed: 15-20 minutes

Three handshakes and related discussion questions:

Lumberjack handshake: Begin by giving a 'thumbs up' sign with your left hand. Your partner will grab your thumb with their forefingers and give a 'thumbs up' sign with their thumb. Repeat this process until all four hands are in this position. (See picture) Utilizing the same movement as a single jack lumber saw, pretend to saw a log together. Move your arms back and forth saying each others' names gruffly, in a deep lumberjack voice (Michelle, Peter, Michelle, Peter).

Lumberjack handshake icebreaker discussion question: *"Discuss with your Lumberjack handshake partner something you are looking forward to in today's program."*

Salmon handshake: Align your arms with your partner in a 'zipper' fashion. (See picture) The palms of your hands should be aligned with the forearms of your partner. Gently slap your hands back and forth against your partner's forearms, duplicating the sound of the salmon tails slapping against one another.

Salmon handshake icebreaker discussion question: *"The plight of the salmon includes a challenging swim upstream. Discuss with your Salmon handshake partner something that challenges you in your current role."*

Cow handshake: One person will create udders with their hands. This person will need to lace their fingers together with their thumbs pointing up and as far apart as possible. They will then invert their hands so that the thumbs now point down creating the udders of the cow. (See picture) The other partner will pretend to milk the cow by alternately squeezing their partners' downward pointing thumbs.

Cow handshake icebreaker discussion question: *"How many people did I just push outside your comfort zone? Raise your hand to elicit a response from the group. "As leaders we often have our comfort zone boundaries pushed. Discuss with your Cow handshake partner something that pushes you outside your comfort zone in your current role."*

Icebreaker Wheelies

Icebreaker Questions

- Icebreaker question exchange - We usually pair people up and have them answer a question, then trade cards and find a new partner.
- Instead of having people trading cards, provide five cards per person, that way we aren't touching and spreading germs on props.
- Conversations can still be had standing six feet apart.



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Props Needed

- * Question cards, one card per participant. Consider laminating question cards.

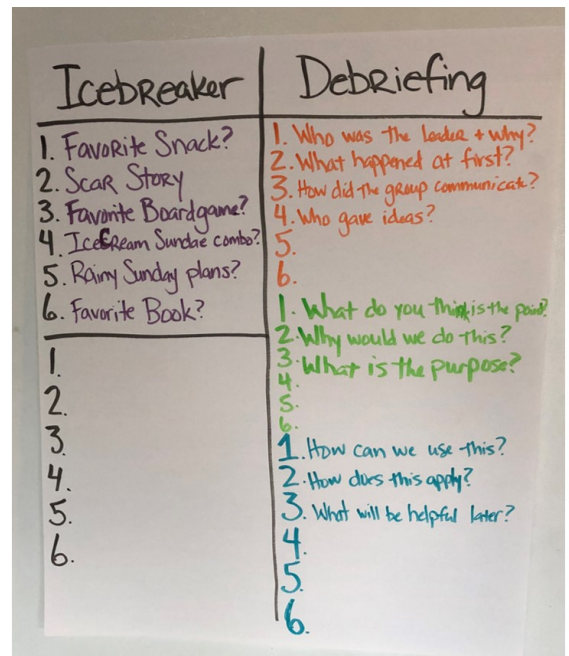
Activity Directions

- * Have the participants stand in a circle. Include yourself in the circle.
- * Hand each participant one card.
- * Ask participants to find a partner and stand next to them.
- * Participants will ask their partner to answer the question written on their card. After the two have each shared their response to their partner's question, have them exchange cards and find a new partner. This way they will have a new question to ask their next partner.
- * Encourage 3-4 partner exchanges.
- * Time Needed: 10-15 Minutes

Teachable Moments

- * Get to know the names of a few people in their group
- * Pairing and Sharing, Warm Participants Up to Talking
- * Don't make things too awkward at first. Conversations come to a natural end.
- * Appropriate tool to use if participants arrive late.
- * Easy to make your own with Notecards and a writing utensil
- * Commercial products available from Training Wheels: [Icebreaker Wheelies](#)

Dice App



Props Needed

- * Pre-set Questions, either [Icebreaker Question or Debriefing Questions](#)
- * Dice App for your phone, app shown in photo is called 'Make Dice' and cost \$2.99 from the App Store

Activity Directions

- * Download your preferred Dice App to your mobile device
- * Input names or photos of participants onto dice
- * Create Question lists on poster board paper or in your PPT slide deck.
- * Participants answer the question based on whose name lands face-up on the dice and the question associated with the number on the dice.
- * Time Needed: 10-15 Minutes

Teachable Moments

- * For use with small groups, 6-12 people.
- * The Dice are choosing who gets to answer.

Consider using Participant's phones for programming

ASK PARTICIPANTS TO DOWNLOAD APPS

- * Most participants will be bringing their phones with them to your program
- * Could open up programming possibilities
- * Recommend downloading ahead of time
- * Playing Card App
- * Change Display/Brightness settings – Auto-Lock, Never

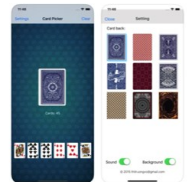


Deck of Cards -
Card Simulator



Card Picker
Utilities
★★★★★ 5

OPEN

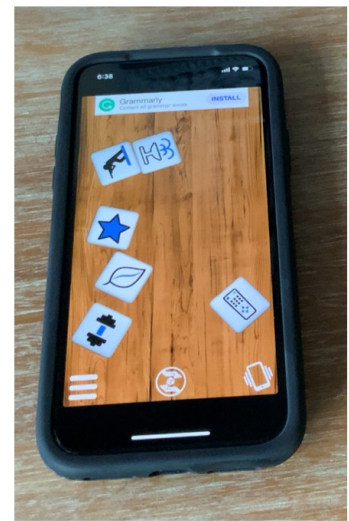


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STORY DICE

- * Go to the App Store and download Story Cubes app
- * Shake the phone and look at the images on their dice
- * Use for Processing Prompts or impromptu stories utilizing the cubes provided



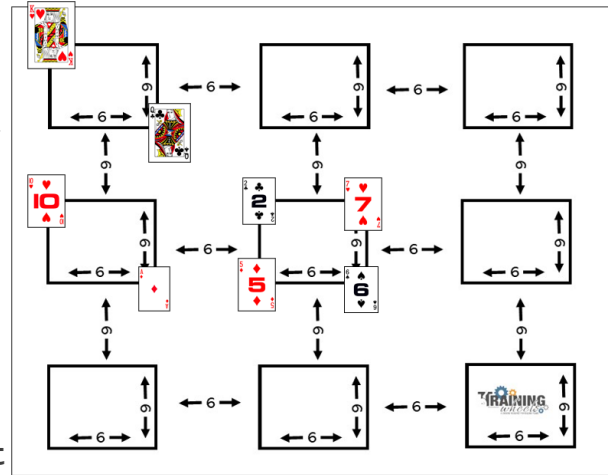
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Group Blackjack

Group Blackjack

- Invite your participants to spread out maintaining six feet between them and other participants
- Silent activity, participants may not use their voices for the duration of the activity.
- Card/Phone to their forehead
- Play 'Blackjack'. Using addition only, each participant must be included in a 'hand' that equals a combined value of 19, 20, or 21.
- Put masking tape/rope/tarps on the floor six feet apart



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Props Needed

- * Playing Cards, one per participant
- * Could use a playing card App for mobile devices. Ask participants to turn their Display Screen setting to 'Auto-Lock Never' so the screen does not black out during play.



Deck of Cards -
Card Simulator



Card Picker

Utilities

★★★★★ 5

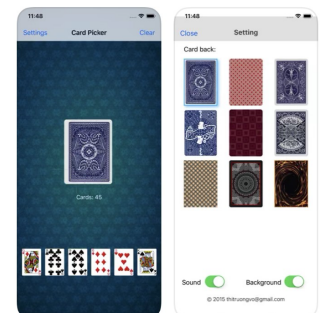
OPEN

Activity Directions from the book, Playing With a Full Deck

- * Invite your participants to get into a large circle. Consider having spot markers on the ground to encourage six-feet apart distancing.
- * Give each participant a card and ask them not to look at it.
- * Inform the group that this is a silent activity and they may not use their voices for the duration of the activity.
- * Ask them to place their card/phone to their forehead so it is visible to the rest of their team.
- * Instruct them to play 'Blackjack' as a large group. Using addition only, each participant must be included in a 'hand' that equals a combined value of 19, 20, or 21.
- * Time Needed: 10-15 Minutes

Teachable Moments

- * Topics of Inclusion.
- * Creative communication.
- * Non-verbal body language.

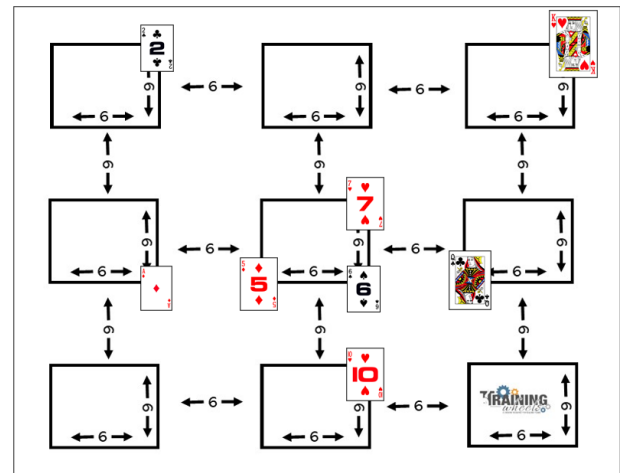


Pokerface

Pokerface

- Invite your participants to spread out maintaining six feet between them and other participants
- Silent activity, participants may not use their voices for the duration of the activity.
- Card/Phone to their forehead
- Treat other participants the face value of the card on their forehead
- Put masking tape/rope/tarps on the floor six feet apart

Low Cards Middle Cards High Cards



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Props Needed

- * Playing Cards, one per participant
- * Could use a playing card App for mobile devices. Ask participants to turn their Display Screen setting to 'Auto-Lock Never' so the screen does not black out during play.

Activity Directions from the book, [Playing With a Full Deck](#)

- * Invite your participants to spread out maintaining six feet between them and other participants. Consider having spot markers on the ground to encourage physical distancing.
- * Give each participant a card and ask them not to look at it.
- * Inform the group that this is a silent activity and they may not use their voices for the duration of the activity.
- * Ask them to place their card/phone to their forehead so it is visible to the rest of their team.
- * Instruct them to mingle around the group and treat one another based on the face value of the card they see on someone's forehead.
- * Debrief well.
- * Time Needed: 10-15 Minutes

Pokerface

Activity Directions

- * This activity involves the players mingling around the room, holding their card on their forehead, and treating each other based on the face value of the cards that they see. You can play this game silently or you can allow talking—both ways are powerful. Playing the game silently usually has a more powerful impact. If you choose this option, instruct the group that they do not have the resource of their voice.
- * Then ask them to place their card to their forehead and say, “Please treat each other based on the face value of the card that you see. Ready, Go.”
- * The mingling begins and there is some slight confusion at first. Some participants are uncertain how to treat others.
- * Some typical behaviors are: 1. The royalty cards are usually bowed down to, given high fives, and generally treated very well. Most cards want to ‘hang out’ with the high cards. Usually royalty cards start grouping together. 2. The middle cards are pretty much ignored. They sometimes get a ‘so-so’ hand motion demonstrated to them or a shrug of the shoulders. 3. The low cards are treated many different ways. Some get a dismissive hand gesture; some get the letter ‘L’ sign on a forehead depicting ‘Loser.’ Some low cards will get a pretend kick their way or dirty looks by others. Some will get a thumbs down motion. These behaviors are obvious and can look somewhat severe to onlookers. Often participants with low cards will form smaller subgroups and begin to back out of the middle of the mingling area.
- * After some mingling, ask the players to stop talking and stand still—DON’T LOOK AT THE CARDS YET! Ask the group to separate into what group they think they are in, low cards, middle cards, or high cards. Players place themselves based on how they were treated. When everyone is in a group, ask the participants to look around the room at the order of cards on each player’s forehead, and then look at their own card.

Debriefing Sequence - Teachable Moments

Start with the low cards and ask them these questions:

- What were some behaviors that were done towards you that led you to believe you had a low card?
How quickly did you realize you had a low card?

Then move to the middle cards and ask them these questions:

- What were some behaviors that were demonstrated towards you that led you to believe you had a middle card?
How long did it take you to realize what value of card you had?

Then move to the high cards and ask these questions:

- What were some behaviors that were demonstrated towards you that led you to believe you had a high card?
How quickly did you realize you had a high card?

The next round of questioning starts with the high cards, then moves to the middle cards, and then moves to the low cards. Ask each group this question:

- After you realized what value of card you had, did it influence the way you played the game?
What were some specific behaviors you did towards others because of the value of card you had?

The responses to this question are pretty profound. Typically the royalty cards report that they treated others poorly because they had the power. It’s interesting to watch the royalty cards get bowed to and the “2” cards get pushed away and treated poorly. During the activity the participants with the low cards will usually back out of the middle of the mingling area. This can lead to a great discussion on one’s willingness to fully participate in a group if they are being treated poorly.

This activity also leads to a great discussion on who places value on you. What happens when people feel left out? Isn’t the “2” card sometimes the most valuable card when playing blackjack and you have a 19? How would the activity be played differently if there were no royalty cards in the deck? If you were running a race wouldn’t you rather be second than tenth? These are great topics of discussion for diversity, cultural norms, and society in general. People of all abilities can play.

NOTE: This game can bring up some interesting emotions that you may have to deal with. These are the teachable moments! Some teachable moments are more powerful than others for different people. Keep a watchful eye over all your players. Make sure they all leave the activity with their self-esteem intact.

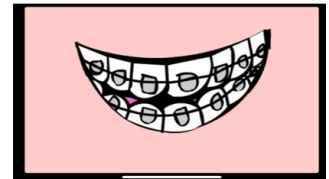
Moving Mouth App

MOVING MOUTH APP

- * Masks Hide Mouths
- * Moving Mouth App
- * Mouths Lite



Mouth Mover (Lite)



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Props Needed

- * Moving Mouth App for mobile devices. Ask participants to turn their Display Screen setting to 'Auto-Lock Never' so the screen does not black out during play.

Activity Directions

- * This is not really an activity, rather some comedic folly to add some laughter to your program!

Thumballs

Use Thumballs!

- Thumballs can still be used, just one person would hold the ball and toss to themselves and announce the question/statement for each person to answer.
- If you don't have one, you can create your own with a beach ball and a sharpie.
- Tell the group how the Thumball works. You will throw the ball up in the air, catch it, look under your thumb and announce the question the participants will answer.
- Roll it with your feet!



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Props Needed

- * Thumball

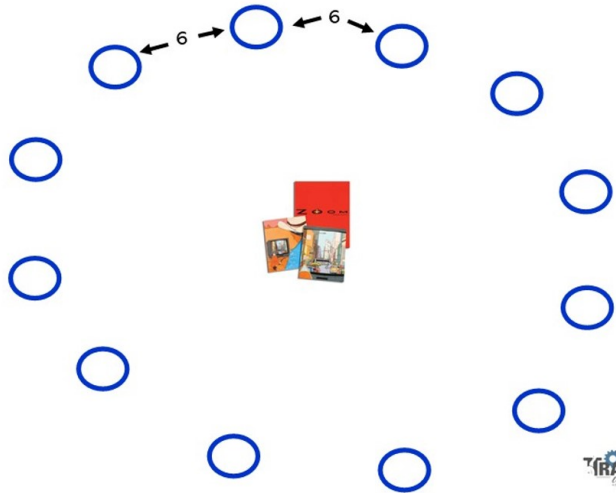
Activity Directions

- * Even though this is usually an 'in-person' activity, with a little out-of-the-box thinking, you can do this virtually. It does require that you have a Thumball in your possession! If you don't have one, you can create your own with a beach ball and a sharpie.
- * Tell the group how the Thumball works. You will throw the ball up in the air, catch it, look under your thumb and announce the question the participants will answer. You could also invite participants to roll the ball with their feet to another participant.
- * Pick one participant to start, or ask for a volunteer.
- * After they have answered their first question, invite them to pick the person they would like to answer the question next and pretend to throw the ball to them.
- * Continue this process until everyone has answered one question.
- * This works well as an Icebreaker activity, as well as a Debriefing Activity.
- * We have over [20 different Thumball designs](#) on the Training Wheels online store. Everything from Icebreakers to Leadership to Conflict Resolution to Debriefing Thumballs! We also have a Numbers Thumball and an Alphabet Thumball, so you could create your own questions in your slide deck and participants could respond to the correlating number or letter. We also have a [Blank Thumball](#) so you can write your own questions on the ball.

Zoom Activity

LAMINATED ZOOM

- * Zoom book, by Istvan Banyai
- * Cut pages out of the book, or purchase a laminated set
- * One page per person
- * Get back in order from beginning to the end



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Props Needed

- * [Laminated Zoom or Re-Zoom Book](#)

Activity Directions

- * Distribute one page to each participant.
- * Have players closely examine their picture for all the details. Let them know that they are NOT to show their picture to anyone else and are NOT allowed to look at anyone else's picture.
- * Instruct players to line up in the correct sequence according to the picture they received.
- * Participants will generally mill around talking to others to see whether their pictures have anything in common. Remind them to remain six-feet apart from others. Sometimes leadership efforts will emerge to try to understand the overall story.
- * When they have done their best, allow them to reveal their pictures to the rest of the group and reposition themselves if they made any errors.
- * Time Needed: 30 minutes

Zoom Activity

Teachable Moments

- * How did the group first start solving the problem?
- * Why was it hard to get the story together? (everyone had a piece, but no-one had the big picture)
- * How many people stayed within their sub-group once they found someone who had similarities on their page? How is this like the real world? Do we tend to gravitate towards those who are similar to us?
- * What type of communication was used?
- * Imagine if, at the outset, the group had taken the time to let each person describe his/her picture to the rest of the group. What would have happened then? Would the solution have been found faster? What prevented such strategies from being considered?
- * What kind of leadership was used? Who were the leaders? Why?
- * What style of leadership might have worked best?
- * How does one's perspective play into the success of this activity?
- * What can we learn from this activity that will be helpful to the team
- * What real-life activities are similar to this activity?
- * Perspective is one's "point of view"—the choice of a context for opinions or beliefs and experiences. Your perspective can be very different based on where you stand. In the Zoom activity, a page at the beginning of the storyline had a very different perspective than a page at the end of the storyline. Both pages were crucial to the success of the activity. In teams, people with different responsibilities have very different perspectives. Both are valuable and important to the team's success. They are both part of the big picture. How these perspectives are valued and communicated can impact the relationships of the team members.
- * Commercial products available from Training Wheels:
[Zoom or ReZoom books](#)



Invisible Maze

INVISIBLE MAZE

- * Group has to figure out the invisible path on the maze through trial and error
- * One person on the tarp at a time
- * Each person has to correctly step through the maze
- * Rope circles on ground for observers, advance to next circle



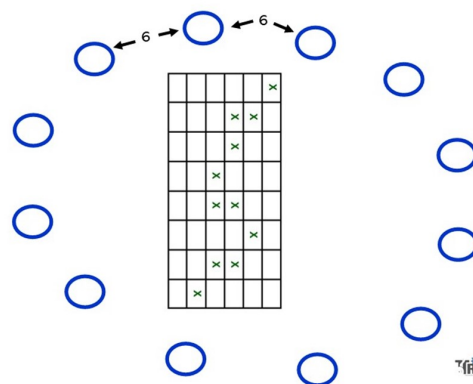
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Props Needed

- * Tarp with Grid or Masking tape on floor
- * Noisemaker for Facilitator

Activity Directions

- * Explain to the group that there is an exact sequence they need to figure out in this maze. Each member of the group must figure out the path and pass through the maze by stepping out the sequence correctly.
- * This should be done with the least amount of errors possible. They must figure out the way through trial and error.
- * Ask participants to maintain physical distancing by staying in the rope circles on the outside of the tarp. Advance to the next circle when the person in front of you advances.
- * Using a noise maker, the facilitator buzzes the participant that steps in an incorrect square and they must step out of the maze go to the end of the line. Explain that only one participant may be on the tarp at a time. Also explain to them that once they have figured out a correct square, the next square in the sequence will be one of the squares touching the square they are standing in. Marking the correct path with coins, blades of grass, rocks, or whatever else is in the vicinity is not allowed. The maze is broken when everyone in the group has passed through the stepping sequence correctly.



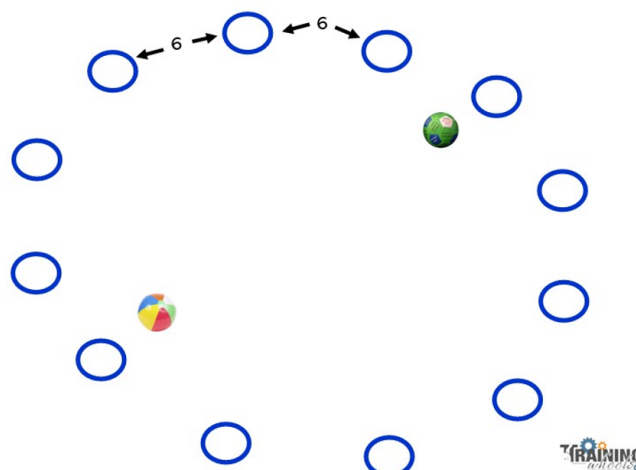
Teachable Moments

- * Was it easier to be on the outside of the maze as an aide or easier to walk the maze?
- * How much help did you rely on from your group?
- * How was the group able to accomplish this task?
- * How was this activity like every day life?
- * Is it easier to see a problem (or the solutions to the problem) from the outside looking in or when you are in the middle of it?
- * What might the maze cards represent to you?

Group Juggle

GROUP JUGGLE

- * Kick or roll objects through a specific sequence
- * Normally thrown through the air
- * Changes from 3D to 2D, which should be more challenging



Props Needed

- * Several round items that roll easily. [Gertie Balls](#), [Thumballs](#) available from Training Wheels

Activity Directions

- * Ask participants to maintain physical distancing by staying in the rope circles placed on the ground.
- * Establish a rolling pattern. The facilitator starts the pattern and rolls a ball to someone across from them in the circle. Then that person rolls the ball to someone across the circle from them that has not received the ball yet.
- * Continue this process until everyone has received the ball one time. The last person to receive the ball rolls it back to the facilitator. After one ball has circulated through the system, ask the group if they remember who they rolled it to and who rolled it to them. You may want to practice the pattern one more time to make sure everyone remembers.
- * Once the pattern is established add three balls/items. Tell the group you are going to add a few items to the pattern but to continue rolling and receiving to/from the same people. When the group is ready start with the first ball, wait a few seconds and roll the second ball into the pattern, wait a few more seconds and roll the third ball into the pattern.
- * After all three balls circulate through the pattern ask the group how they thought they did. After some discussion ask them how many items they think they could successfully keep going at one time. (hence the group juggle!) Let the group set a goal around how many items they think they can do. Then give them as many attempts as you see fit for them to accomplish their goal.

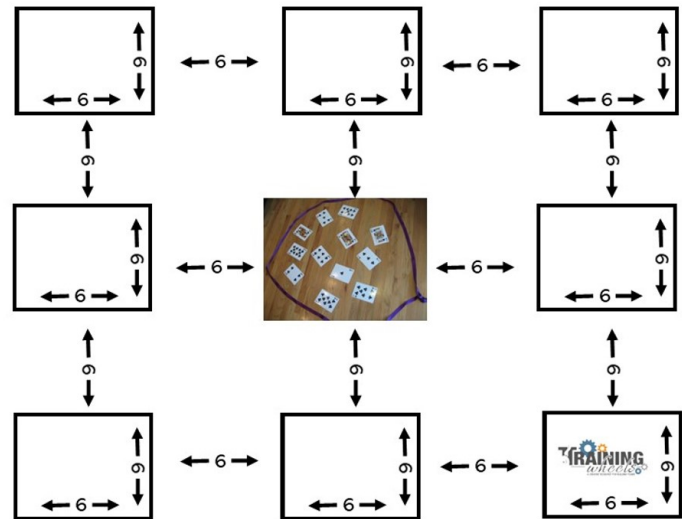
Teachable Moments

- How successful do you think the group was at this activity?
- What was difficult?
- What were some helpful tricks you learned?
- How many different things do you juggle in your life on a daily basis?
- What are some things that you juggle?
- What happens at work/school/home when someone 'drops the ball'? Who picks up the slack?
- Who do you lean on for support to help you with the many things you juggle?

Keypunch

KEYPUNCH

- * Touch numbers in a specific sequence
- * Assign numbers to participants
- * Timed event
- * Continuous Process Improvement



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Props Needed

- * Numbered discs, playing cards, alphabet tiles . [Keypunch Discs](#) available from Training Wheels

Activity Directions

- * Ask participants to maintain physical distancing by staying in the designated boundaries.
- * Place numbers randomly on the floor inside a border or on a table (tape in place)
- * Have the group stand 15 or more feet away behind a line and then give them these instructions.
- * The numbers must be touched in sequence.
- * No one can touch inside the circle or the table, except for touching the letters or numbers.
- * Only one letter or number can be touched at a time.
- * One person may not touch two letters or numbers in sequence.
- * Any infraction means starting over.
- * Time the first round to create a baseline.
- * Repeat the activity giving the group the purpose to decrease their time and raise their quality. This can be done several times.
- * You can have the group determine the fastest time they can do it in, which will lead to quite a discussion and a process of coming to consensus.
- * Or – you can set an arbitrary goal – quite a bit less than their current attempts.

Teachable Moments

- How successful do you think the group was at this activity?
- What was difficult?
- What were some helpful tricks you learned?
- How can continuous improvement practices help our team?
- Give examples of processes in your life that you utilize continuous improvement.

Prediction

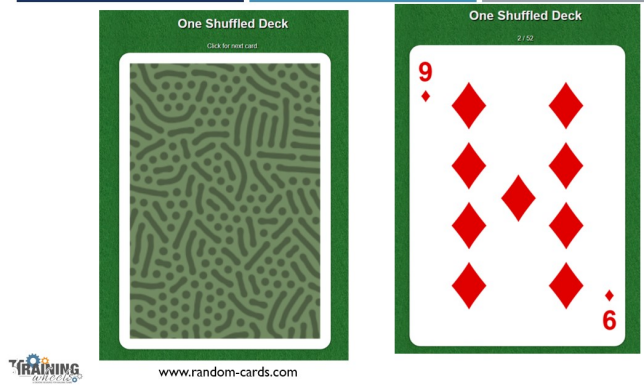
Source: [Playing With a Full Deck](#), by Michelle Cummings.

Props Needed: One full deck of playing cards

Aim of the Game: To turn over all 52 cards in a deck without predicting one correctly.

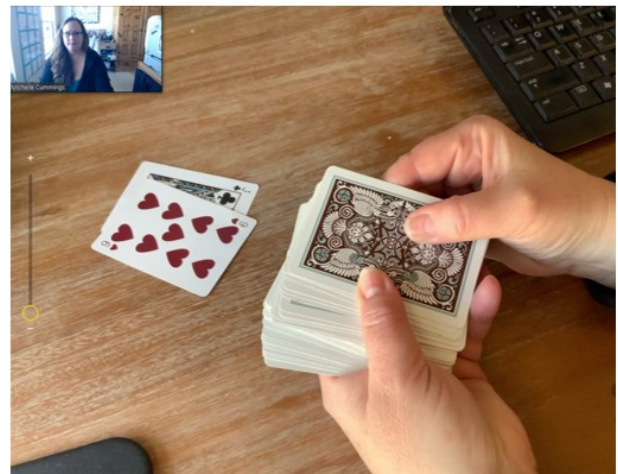
Can be done in person or Virtually. Shuffle a deck of cards or use an Online Card Shuffler like www.random-cards.com. Explain that before turning over the first card, select one person to begin. They must announce a rank of card. For example, 'Five.' They must say the word out loud and be clear. The goal is to try to avoid predicting the card they are about to turn over. If the announcement coincides with the rank of card revealed, the game is immediately over. So if they announced, 'Six' and then turned over the six of diamonds, the game is over. Then the cards can be shuffled and the game recommences with the next participant.

The game continues in this way until they either predict a card or you get through the entire deck. This latter situation is extremely rare. This game is also made harder by the rule that you cannot make the same prediction in consecutive turns.



TEAM ACTIVITY – PREDICTION

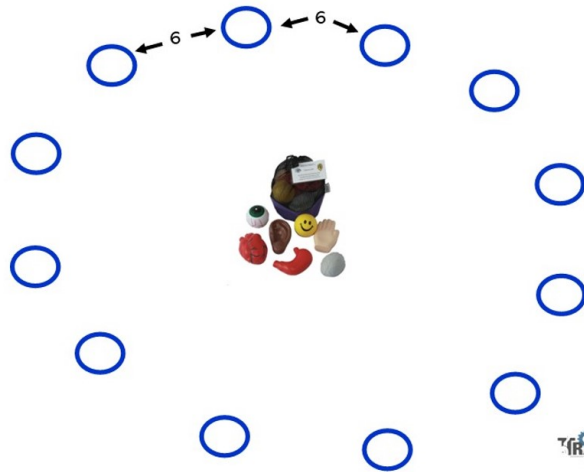
- Shuffle a deck of cards
- One person starts and announces what the next card should NOT be
- If the card turned over is NOT the card they said out loud, the game continues.
- If it is the card they said out loud, the game is over.



Reflection Activities

BODY PART DEBRIEF

- * Reflection Activities
- * Set chairs/buckets six feet apart
- * Place reflection tools in center
- * Body Part Debrief
- * Any Debriefing Activity



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Props Needed

- * Reflection Tools. [Body Part Debrief](#) and other [Reflection tools](#) available from Training Wheels

Activity Directions

- The Body Part Debrief is one of our personal favorites, as the metaphors are easy for people to connect an experience to the metaphor of a body part.
- * The basic concept for this activity is that you have different balls or objects that are shaped like body parts. Each part can represent a metaphor related to that part.
- * Place the Body Parts in the center of the room on the floor or on a table.
- * Describe each object and give a sample metaphoric response.
- * Ask participants to match and experience in the program to one of the metaphoric parts.
- * Invite participants to Pair and Share their choice with a partner.
- * Ask for 3-4 volunteers to share their choice with the larger group.
- * Time needed: 10-15 minutes

Teachable Moments

- * The body part metaphor is easy for people to relate to seeing how most people possess the same parts on their body. They understand the function of each part, so it is easier for them to attach an experience to the metaphoric action associated with each part.
- * Children as young as three years old have been successful with this activity.
- * For younger audiences, focus on one or two parts at a time, starting with external body parts. The more exposure and experience they have with this style of processing, you may advance to more difficult parts.
- * Create your own set by printing photos of anatomical body parts from your computer, or finding props such as Mr Potato Head or science related toys.

New Book! Team Building from the Toy Aisle

NEW BOOK! DUE OUT IN NOVEMBER 2020

- New Book by Matthew Broda, Michelle Cummings and Trevor Dunlap!
- Deconstructing readily available toys and games and tweaking the games for the team building field
- Goal: November 2020



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Look for the new book, Team Building from the Toy Aisle by Matthew Broda, Michelle Cummings & Trevor Dunlap due out November 2020. You can find it on our Online Store www.training-wheels.com.

About Michelle Cummings

Michelle Cummings M.S. Bio

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Michelle Cummings M.S. is the Big Wheel and founder of Training Wheels, a known leader in the Team Development industry. She is an accomplished author and sought-after speaker and consultant on leadership, teambuilding, and experiential learning. Michelle has created a wide variety of facilitation, debriefing and teambuilding activities that have collectively changed the way trainers and educators work. Michelle is also the co-founder and Chief Creative Officer for Personify Leadership, a leadership development company.

Michelle has delivered innovative leadership programs for hundreds of camps and non-profit organizations. Michelle works with professional associations, corporations, universities, and non-profit organizations throughout the world. Her online teambuilding gear site has over 350 different books, activities and kits dedicated to the teambuilding field.

Michelle speaks at more than 15 local, national, and international conferences each year and authors a monthly teambuilding newsletter called [*The Spokesperson*](#) that has over 22,000 subscribers in over 100 countries. Michelle Cummings has authored six books, 1. [*A Teachable Moment*](#) 2. [*Bouldering Games for Kids*](#) 3. [*Playing With a Full Deck*](#) 4. [*Setting the Conflict Compass*](#) 5. [*Facilitated Growth*](#) and 6. [*Tag, You're It*](#). She has three new books coming out this year, 1. [*Team Building From the Toy Aisle*](#) 2. [*Table Top Team Building*](#) and 3. [*Storytelling as Experiential Education: Building Resilience, Leadership and Community*](#). She also designed a unique course for teaching new facilitators called [*Experiential Facilitation 101*](#).

Michelle also wrote a novel called [*The Reel Sisters*](#), a story about a group of women fly fishers that was released November 4, 2017.

Michelle received her Bachelor's degree in Psychology from Kansas State University and her Masters degree in Experiential Education from Minnesota State University at Mankato. Michelle currently lives in Littleton, CO with her husband, Paul, and two sons.

Sign up for Michelle's free games newsletter to receive updates on these titles and for free activities online at www.training-wheels.com.

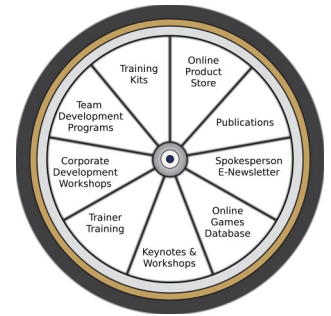


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