

# APPENDIX I

## Group dynamics exercises

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## 1 Line up

### **Objectives**

- To acquaint the participants with one another with regard to both physical and personal characteristics.
- To exercise group collaboration.

### **Duration**

10 minutes

### **Steps**

- A. The participants form two groups. If the number of participants is odd, the smaller group should be complemented by one of the facilitators.
- B. The facilitator explains the rules of game and checks to make sure that everyone understands them. The procedure is as follows:
  - B.1 The two groups will compete to see which can line up most quickly according to personal or physical characteristics following the instructions of the facilitator.



- B.2 After naming the characteristic and giving instructions for how to form the line (e.g. the characteristic is height: line up from shortest to tallest), the facilitator will slowly count to 10. If a group finishes forming the line before the facilitator reaches 10, the participants should all squat or raise their hands (agree on the movement to make) to indicate that they have accomplished the task. The first group to finish will be the first to check whether the sequence they made is correct.
- B.3 The facilitator checks with each group to determine whether the sequence they made is correct.
- B.4 The group that lined up most quickly and with the fewest errors is the winner.

**Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 2 Family members

### **Objectives**

- To form small working groups with simple names that are easy to remember.
- To raise the participants' energy level, especially after lunch or a passive session.

### **Materials**

Pebbles or small pieces of wood, as many as the number of participants minus one.

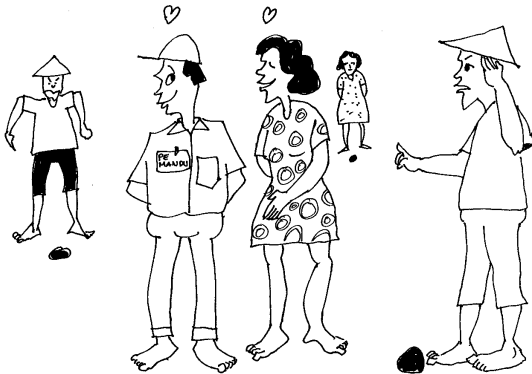
### **Duration**

10 minutes

### **Steps**

- A. Determine the number of groups needed. When assigning groups for field observations, for instance, each group should have four to five members. Place the pebbles or pieces of wood on the ground in a large circle. The number of pebbles totals the number of participants minus one.
- B. Request that each participant stands in front of a pebble. The one who does not have a pebble stands in the center of the circle with the facilitator. Mention that this game requires active involvement of everyone.
- C. Ask the participants to suggest names for the groups to be formed. The names should be related to the activities or themes of the field school, e.g. natural enemy names like dragonfly, spider, or sweetpotato variety names, etc. The facilitator assigns a group name to each person in the circle by counting down (A, B, C, D, A, B, C, etc.), and at last to the person standing in the center of the circle. There should be approximately equal numbers of group members with the same name.
- D. To make sure everyone remembers his or her name, the facilitator calls out one of the group names and the persons with that name raise their hands. All the names are practiced once or twice.

- E. Explain the procedure of the game and make sure everyone understands the procedure before starting:
- The person in the middle calls out one of the group names different from his/her own name.
  - All group members with that name have to move around and change position to another pebble.
  - The one in the middle should try to obtain a position behind a pebble, too, causing someone else to be without pebble and stand in the middle.
  - Then the new person in the middle calls out another name and tries to obtain a position.
- F. Continue the game for a few minutes only until all groups have moved around a few times.
- G. After the game, the participants form small groups for the next activity, using the names and group composition they used in the game.



**Source:**  
*Participatory Learning & Action.*  
*A Trainer's Guide*  
*IIED, London*

### 3 How many squares?

#### **Objective**

- To raise awareness about the importance of considering the perceptions and opinions of other people.

#### **Materials**

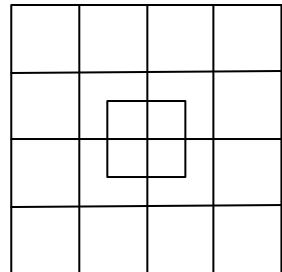
- Newsprint paper.
- Felt-tip marker.

#### **Duration**

5 minutes

#### **Steps**

- A. Draw a large square on a sheet of newsprint paper. Divide the square into small squares as shown.
- B. Ask the participants to count the total number squares. List the various answers on the newsprint.
- C. The answers are likely to differ, since some people may overlook some squares. The correct answer is 35.



#### **Discussion**

- A. Why do the answers differ from one person to another.
- B. What does this game teach us about the perceptions of other people?

#### **Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 4 Family reunion

### **Objectives**

- To stimulate participation.
- To form small groups.

### **Materials**

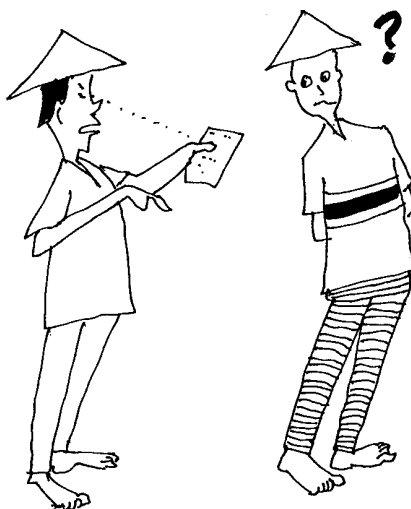
- Small pieces of paper.
- Ballpoint pen.

### **Duration**

5 minutes

### **Steps**

- A. The facilitator determines the number of groups needed and assigns a family name to each group, e.g. the birds, the insects, the crops, etc.
- B. Within each family, each individual is given a name, for example:
  - Birds: mynah, sparrow, pigeon, owl, eagle.
  - Insects: butterfly, ground beetle, dragonfly, honey bee.
  - Crops: sweetpotato, rice, corn, soybean.
  - Etc.
- C. Prepare small pieces of paper and write each individual name on a piece of paper.
- D. Explain the procedure of this game to the participants. Everyone will receive a small piece of paper with a name on it. This name is part of a family and the members of each family have something in common. The family members have to find each other by acting out the name they were given, and looking for others performing similar acts. No one is allowed to speak or to show her/his piece of paper to anyone else.
- E. Make sure everyone understand the procedure before distributing the pieces of paper.



- F. When everybody has received a name, each person should walk around, acting out their name using sounds and movements and looking for the other members of their family.
- G. The game is over when all families are united. The facilitator checks whether the groups are able to identify the family name and that all members are in the correct group. The groups that have been formed continue to work together in the next activity.

**Source:**

*Participatory Learning & Action. A Trainer's Guide*  
IIED, London

## 5 Nine dots

### Objective

To raise awareness about creativity and the conditions that favor and constrain it.

### Materials

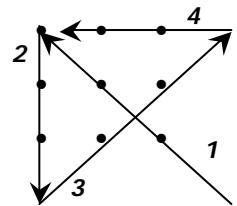
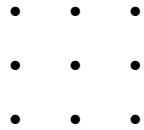
- Newsprint paper.
- Felt-tip marker.

### Duration

5 minutes

### Steps

- Draw nine dots on a sheet of newsprint paper, as shown:
- Ask the participants to connect all nine dots using only four lines and without lifting the pen.
- Let them work individually on the exercise. Request that a few participants work on the problem on a sheet of newsprint at the front of the group.
- If no one can solve the problem, show them how to do it (see picture). Notice how the participants react.
- Discuss why they did not manage to solve the problem themselves? Why was their effort limited to the square formed by the dots and did not they dare to go "beyond the borders"? What restricted their creativity? Conclude that for creativity to flourish people must dare to go beyond their habits, should not feel restricted and need a supportive, judgement-free environment.



### Source:

Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program

## 6 The snake sheds its skin

### Objectives

- To stimulate active involvement, and to make participants make them feel more active and open-minded.
- To enhance group collaboration.

### Duration

5-10 minutes

### Steps

- A. The participants are divided into two groups which stand in two rows facing one another. The first pair of people are given the name of the village where the field school is being held. The next two select a name of a neighboring village, for instance on the route to the nearest city, the third pair of the next village on that route, etc.

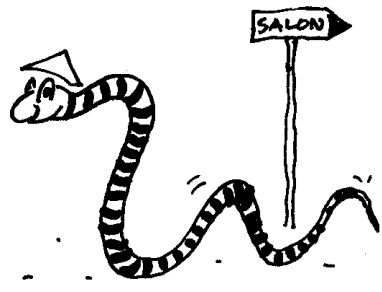
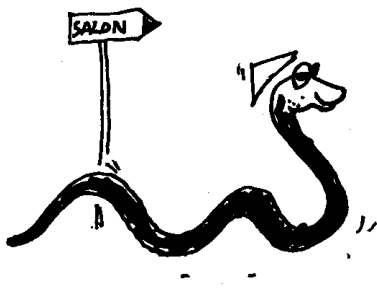
Row 1:	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Village:	A	B	C	D	E	F	G	H	I	J
Row 2	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺

- B. The participants hold hands with those to the left and right of them in the row. They should hold on tight so the row will not break up during the game.
- C. Explain the procedure of the game:
- The facilitator will call: "The snake sheds its skin between village D and E (for example)", after which the two people in each row with that village name should make a tunnel by raising their hands. So each row has its own tunnel.
  - Both ends of each row (numbers A and J in example above) should run as fast as possible to the tunnel of their row with everyone

following. The two ends move through the tunnel, and then get back in line.

→ The row that returns to the original position first without having broken the line is the winner.

- D. Make sure everyone understands the procedure before starting. Do the game several times, calling different names of neighboring villages to have tunnels formed in different places.



**Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 7 Know yourself

### **Objective**

To demonstrate how poorly we observe the details of things we often see.

### **Duration**

5 minutes

### **Steps**

- A. Ask the participants to form pairs.
- B. Ask one member of each pair to close his or her eyes and tell the other person in as much detail as possible what s/he him/herself is wearing (colors, pictures or text, holes, etc.). The one who is looking may probe for details. When they finish, the observer gives a score between 0-10, and together they evaluate the exercise: what was lacking, why was it difficult, etc.?
- C. Then the roles are exchanged and the previous observer closes his/her eyes and tells his/her partner in detail what s/he has in her/his pockets or handbag (without feeling). The observer may probe for details. When finished, s/he has to show the content of her/his pockets to check whether the description was correct. The observer gives a score between 0-10, and together they evaluate the exercise.
- D. The experiences of the pairs are discussed in the large group. To what extent could we give details of our own clothes/pocket content? Why aren't we more observant? How can we increase our observation skills?



**Adapted from:**

*Participatory Learning & Action. A Trainer's Guide*  
IIED, London



## 9 Follow me

### **Objective**

To relax and have fun.

### **Duration**

5 minutes

### **Steps**

- A. The facilitator asks the participants to stand up and imitate all his/her movements.
- B. Extend arms forward and begin clapping hands, first slowly but at increasing speed until everyone claps mechanically. Then suddenly stop. Notice how many participants continue to clap.
- C. The exercise can be repeated by clapping above the head, or with different movements.
- D. Evaluate the exercise. Why did some people continue to clap when the person they imitated stopped? Why couldn't they imitate exactly? What can be concluded from this exercise?



**Source:**  
Collection of Games and  
Group Dynamics Simulations  
Indonesia National IPM Program

## 10 Trust each other

### **Objective**

To demonstrate the importance of trust in collaboration.

### **Duration**

5-10 minutes

### **Step**

- A. Ask the participants to pair up with partners of the same gender and about the same weight. Let the pairs do the following exercises one by one. The should finish one exercise first before the next one is explained.
- B. First, the partners, in turns, massage each other's shoulders.
- C. Second, they clasp arms back to back and take turns lifting one another by bending over.
- D. Third, in a standing position and with the body stiff, they should let themselves fall back into the arms of the partner (who should catch well).
- E. Evaluate the exercise. How did they feel when they had to let their bodies fall. Did they trust that their partner would catch them? Why or why not? What can we learn from this exercise?



**Source:**  
*Collection of Games and  
Group Dynamics Simulations  
Indonesia National  
IPM Program*

## 11 Drawing together

### **Objective**

To raise awareness about the importance of communication within a group.

### **Materials**

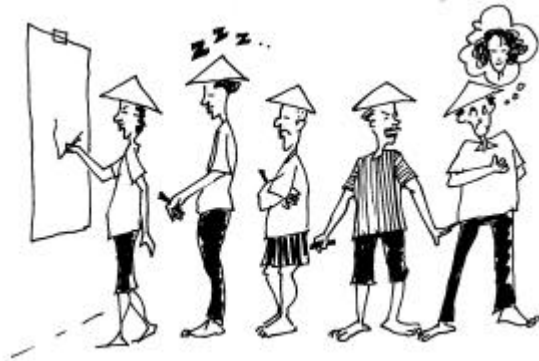
- Newsprint paper.
- Felt-tip marker.
- Watch.

### **Duration**

5-10 minutes

### **Steps**

- A. The participants are divided into small groups of five members. Each member is given a number from one to five.
- B. Each group is asked to make a collective drawing with a marker on sheet of newsprint paper. They are, however, not allowed to speak and each member is given only one minute for his/her part of the drawing.
- C. The facilitator gives the start signal for the number ones. After one minute, s/he signals the number twos to take over, and so on until all the members of each group have contributed to the drawing. The results of the various groups are compared and members should explain what they tried to draw.



### **Discussion**

- A. How many small groups made a coherent drawing?
- B. How did they feel about the collaboration within the group?
- C. How could they have made a better collective drawing?

**Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 12 Play the rope

### **Objective**

To raise awareness about problem-solving strategies.

### **Material**

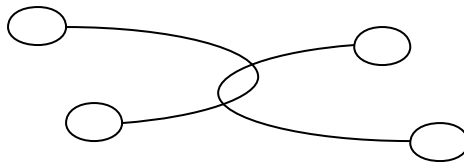
Lengths of rope of 1 m, as many as the number of participants.

### **Duration**

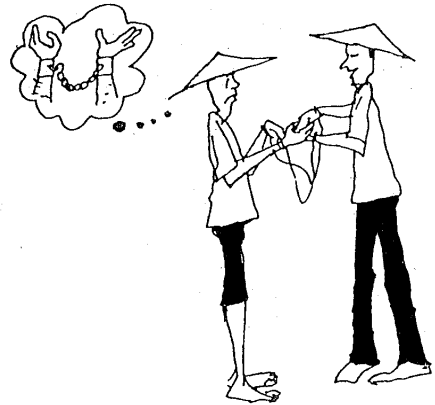
10 minutes

### **Steps**

- A. Cut 1 m lengths of rope and make loops at each end of each, wide enough for a hand to go through.
- B. Ask the participants to form pairs and give each pair two ropes. Each participant should move both hands through the two loops of a rope, but in such a way that the two ropes of a pair cross each other and the partners are tied together.



- C. The pairs should try to free themselves without removing the ropes.
- D. If a pair is successful, ask them to show their solution to the others.
- E. Evaluate the exercise. What did we learn from this experience?



### **Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 13 Mirror game

### Objective

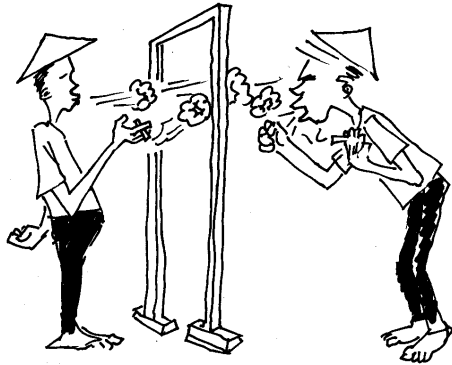
To have the participants experience how it feels to take the lead or follow someone else.

### Duration

5 minutes

### Steps

- A. The participants are requested to form pairs. Each pair stands facing one other at a close distance (about 20 cm) with their hands up in the air.
- B. In turns, one member of each pair makes movements that are imitated by the other person, as if looking in a mirror.
- C. After both have taken their turn, they repeat the exercise but this time with their hands gently touching.
- D. In the last round, they continue to imitate each other in turns, but with their hands holding each other firmly.



### Discussion

- A. What was the difference between your experiences during the three rounds?
- B. How did you feel about leading or following during the three occasions?
- C. Have you ever experienced similar feelings about leading or following in daily life situations?

### Source:

Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program

## 14 Drawing a house

### **Objective**

To raise awareness about collaboration and process control within a group.

### **Materials**

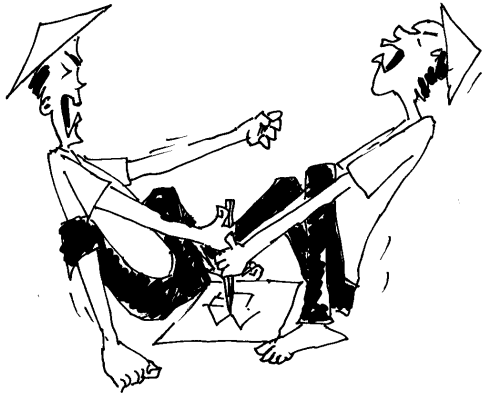
- Newsprint paper.
- Felt-tip markers.

### **Duration**

10-20 minutes

### **Steps**

- Ask the participants to form pairs.
- Both partners of a pair hold the same marker in such a way that they are able to draw or write together.
- The partners draw a picture and write a title together on a piece of newsprint paper. They are not allowed to speak during the exercise.



### **Discussion**

- How did you feel and react during the exercise?
- What factors contributed to or constrained the process of joint drawing and writing?
- What can we learn from this exercise? Have you ever experienced similar feelings and reactions in a real life situation? What constraints do we normally encounter in group collaboration?

Note: The discussion can be done as a small group assignment after which the groups present to the other groups.

### **Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

## 15 Guide the blind

### **Objectives**

- To have the participants experience how it feels to be “blind”, or to lack knowledge of some aspects of what is happening.
- To raise their awareness about the feelings and needs of people who may need assistance.
- To enhance understanding about the requirements for being a good facilitator.

### **Materials**

Handkerchiefs or towels, preferably of dark color

### **Duration**

15 minutes

### **Steps**

- A. The participants are divided into two groups, A and B. All members of group A are blindfolded with a handkerchief or towel, so that they cannot see anything.
- B. Each members of group B selects a “blind” partner from group A, and leads him/her around for about 5-10 minutes to let him/her experience the use of the other senses when vision is lacking.
- C. After they finish, the blindfolds are removed and the participants gather to discuss their experiences.

### **Discussion**

*Group A (the “blinds”):*

- A. How did you feel when you could not see?
- B. What was the most impressive experience you had during the time you were guided by your partner?

- C. How did you feel about your guide? Did you trust him/her? Why or why not? Did you feel that your guide cared for you or that s/he made a fool of you? Why or why not?

*Group B (the "guides"):*

- A. How did you feel guiding a "blind" person?  
B. What special efforts did you make to guide your partner? Did you search for easy or rather difficult things for your partner to experience? Did you give him/her your full attention? Did you supervise him/her tightly or let him/her act freely whenever possible? Did you explain each situation beforehand?

From the answers and comments given by the participants on the above questions, some general conclusions can be drawn regarding leadership and facilitation, for instance:

*A good facilitator is someone who:*

1. Does not leave his/her group to their own devices.
2. Does not force others into his/her own plans.
3. Gives sensible and timely explanations, does not threaten others, but does not hide constraints either.
4. Acts in accordance with the capabilities and emotions of the group he/she is facilitating.
5. Delegates those tasks and responsibilities that can be accomplished by other members of the group.



**Source:**  
*Collection of Games and  
Group Dynamics Simulations  
Indonesia National  
IPM Program*

## 16 Collector's items

### **Objective**

To raise awareness about the importance of planning, collaboration and creativity when doing a collective assignment.

### **Materials**

Small pieces of paper with lists of the items to be collected (see below).

### **Duration**

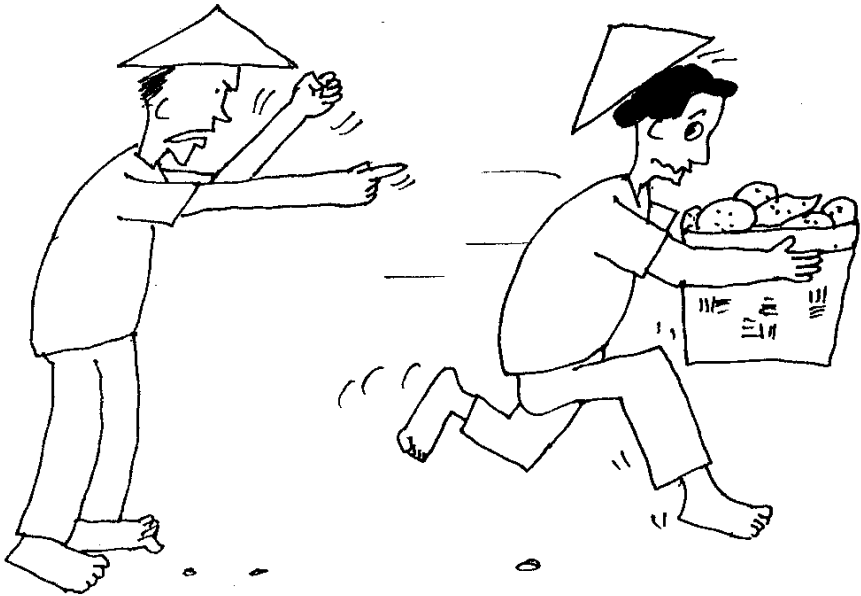
10 minutes

### **Steps**

- A. The participants are divided into small groups with an equal number of members (preferably 5-6 per group). The groups will compete to collect a list of items some of which may be difficult to find, for example:
  - A weevil-infested sweetpotato root.
  - A glass of water.
  - A straw hat.
  - A woman's shoe.
  - A sweetpotato leaf with potassium deficiency symptoms.
  - A spider with prey.
  - A broom.
  - A handful of healthy soil.
  - A village map.
  - A sedge plant.The lists for the groups are prepared in advance.
- B. Explain the procedure of the game. The groups have a maximum of 10 minutes, but those finishing early will receive additional points. When the procedure is clear, distribute the lists to the groups and let them start immediately.
- C. After all groups have finished, check the items that were collected and give points for correct items. Extra points should be awarded for creativity

(e.g. a map drawn by the group itself). The group with most points for speed, completeness and creativity, is the winner.

- D. Evaluate the exercise. What strategies did the groups apply to divide tasks and collect the items? What worked well and what did not? What can we learn from this exercise?



## 17 Wayward whispers

### **Objective**

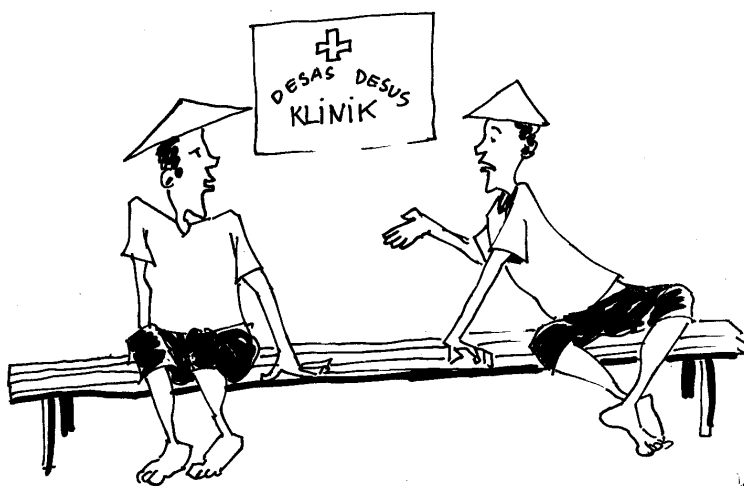
To raise awareness about communication processes, especially about how messages can become distorted and to demonstrate how communication can be made more effective.

### **Duration**

10 minutes

### **Steps**

- A. The facilitator writes a message on a piece of paper. The message should not be more than five sentences long and it should deal with something of interest to the participants. The sentences should preferably not be in a logical order, and should contain several numbers and difficult words.
- B. The participants are divided into three groups with 6-8 members each. Separate the groups at a distance of at least 4-5 meters. The group members should line up and each is given a sequential number.



- C. The numbers ones of each group meet with the facilitator at a place somewhat removed from the other participants so they cannot hear the message. The facilitator slowly reads aloud the message written on the piece of paper, and repeats it only once. No questions are allowed.
- D. The number ones go back to their respective groups and whisper the message in the ears of the number twos. They may say it only once. The number twos whisper it in the ears of the number threes, and so on until the last person in each row has received the message. The last person writes the message on a piece of paper. In turn, the groups read aloud what the last person wrote. Are the final messages different from the original message, and from each other?
- E. Evaluate the exercise. How does the message change when it is conveyed from one person to another? What were the weaknesses of the message itself hampering correct transfer? What were the weaknesses of the people transferring the message? How can we communicate in a better, more effective way?

**Source:**

*Collection of Games and Group Dynamics Simulations  
Indonesia National IPM Program*

