## Activity Name:
Minefield

## Energy Level:
Moderate

### Topic:
- □ Music / Drama
- □ Cooking
- □ Arts/Crafts
- X Getting to Know You
- □ Science / Math
- □ Teambuilding
- □ Thrive
- □ Gym
- □ SEL
- □ Introducing Topic
- □ Reinforcing Topic
- □ Technology

### Learning Objective (main thing you want youth to have an opportunity to do / to practice): Building physical and emotional trust between participants

### Kid-Friendly Way to Introduce “Learning Objective” to Youth (1—3 sentences):
This game is an opportunity to practice teamwork- you will need to rely on your partner and will need to figure out the best way to talk with one another/ communicate

### Kid-Friendly Way to Introduce Activity to Youth (bring the excitement here--this is what you would say to help youth pick between multiple activity options):
You and a partner will have a very important mission to complete- you have to make it through the dangerous minefield without stepping on (or tripping over!) any of the mines. There’s just one catch- you will be blindfolded and relying on your partner to get you through safely. Your partner can’t go into the minefield- if there are too many people walking around in there the mines will go off!

### PLAN

#### Environment Set Up

In the gym, MPR or other open space mark a large rectangular area with tape or rope to designate the minefield. Ensure that there is a clear area around the entire outside of the minefield so participants can walk all around the mine field. Use tape or poly spots spread out at random intervals throughout the field to represent the mines. Mines should be spread out enough that participants have more than one reasonable safe path through the field.

#### Kid-Friendly Version of Directions

1. Ok- for this game we will be guiding our partners through a pretend mine field- who can explain what a minefield is for me? (can reference mine craft)
2. Since our partners will be blindfolded, respecting others and helping them to stay safe is very important in this game- what are some ways we can respect others? (give good directions, stay focused on our partners, use appropriate volume so other groups can hear their partner, etc.)
3. Awesome, and how can you respect yourself during this game? (stay focused, trying my hardest, following instructions, etc.)
4. And what’s our last R? Right, how will you respect the environment in this game? (Being careful with the course, using walking feet, not misusing equipment, etc.)

#### Anticipate Potential Challenges

Some participants may be uncomfortable with the idea of being blindfolded. This activity is a “challenge by choice” opportunity- no one should be forced to attempt a role. If a participant is nervous about being blindfolded allow them to act as the seeing partner only, or explore possible modifications with them to help them be more comfortable. Use expectations to establish a safe environment and outline ways in which individuals can participate in challenge by choice.

If any partnerships are in conflict using processing questions to help them improve communication and resolve the conflict. Monitor the
5) Ok, now I am going to divide you up into partner groups- I want you to line up by birthday- without talking! January birthdays on this side, December birthdays on that side.
6) Once you have a partner, talk a little about how you want to go through the minefield and decide who should be blindfolded first and who should give directions first.
7) Once you're in the minefield if you step on a mine you must go back to the beginning of the field.

**Step-by-step of the activity:**
1. Divide group into pairs
2. Pass out 1 blindfold to each pair
3. Instruct each pair to line up along one end of the minefield
4. Have one person in each pair blindfold their partner (assist if needed)
5. Tell participants that when you say “go” the blindfolded partner can enter the minefield
6. Monitor the progress of all groups- sighted partners must stay outside the field
7. Ask processing questions to support groups in developing effective communication strategies
8. Ensure that all participants are following the safety guidelines outlined above
9. Once all participants have made it through the minefield have pairs switch roles and allow the other partner to complete the minefield

**Processing Questions:** (questions to ask youth DURING the activity to encourage learning and reflection)
What’s challenging about this activity? What’s working well? What’s hard or confusing? Who is doing most of the talking? Do you want to say anything (give feedback to) your partner?

**Questions to Review Activity:** (group experience)
What Happened? What was the goal of this game?
How did this game go?
How did we do as a group?
Were there any challenges we faced as a group? How did we approach those challenges?

**Questions to review learning:** (individual experience)
Did you learning something new about someone in the group?
Did you find anyone who has something in common with you?
Did you find out something about yourself that is unique?
What surprised you?

**Questions to predict how to apply learning:** (future experience)
If the group faced challenges during the game, how could we approach the game next time? How might you use what you've learned about the group in the future?

### SUPPLIES

<table>
<thead>
<tr>
<th>At site</th>
<th>Recycled supplies needed</th>
<th>Need to purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-it notes, index cards, or poly spots.</td>
<td></td>
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### SITE DIRECTOR COACHING CHECKLIST

- □ Yes □ No Is the planner full and complete? *(Grayed out sections for newer staff, more sections for more veteran staff)*
- □ Yes □ No Does the planner state a clear learning objective? Does the activity / the “Do” section meet the objective?
- □ Yes □ No Is the kid-friendly language simple, concise, and in the right order? Does it set clear limits?
- □ Yes □ No Will the activity fit the time scheduled for it?
- □ Yes □ No Have the two other parts in the “Plan” section been considered: Environment Set Up & Anticipate Potential Challenge?
  
  *(If staff are not able to complete this section on their own yet, use it as a coaching opportunity to guide reflection before staff facilitate the activity)*
- □ Yes □ No Does the “Reflection” tie to the activity / the “Do” section?
  
  Does the “Reflection” tie to the “Kid-Friendly Way to Introduce ‘Learning Objective’ to Youth”?
- □ Yes □ No Are supplies clearly listed *(meaning ALL items needed, i.e., a cooking activity lists ingredients AND cookware needed)*?

### (POST ACTIVITY FACILITATION) STAFF REFLECTION

**How did it go?:** *(Don't forget to identify what went well!)*

**While facilitating, did you come up with any additional “Reflect” questions?:** *(List any/all impromptu questions that helped youth reach a meaningful insight)*

**If you did this activity again, would you:**

- set clear limits and consequences any differently *(in the “Plan” section)*?
- have any (new) ideas of how to increase the challenge with extensions or variations *(in the “Do” section)*?