



Forks, Knives, Spoons

Participants try to clear the area of forks, knives, and spoons as quickly as possible

TIME

30-45 minutes



TEAM STAGE

Storming, Norming, Performing

MATERIALS

Plastic forks/knives/spoons, objects for obstacles, rope

SUMMARY

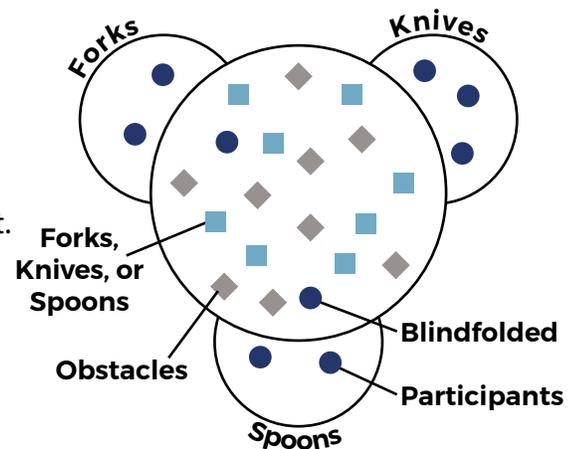
Group members will need to work together to avoid obstacles and collect all of the forks, knives, and spoons (FKS). Groups will need to trust one another as they navigate obstacles and other players.

SET UP

- Make a large playing area with the rope.
- Designate three separate areas around the rope boundary for the small groups using more rope.
- Arrange the obstacles and FKS in the area. Make it so that some of the FKS are easier to get and some are more difficult.

INSTRUCTIONS

- Divide the group evenly into the three designated areas.
 - **Facilitator Note:** Be careful NOT to refer to the groups as teams. This activity is not designed to be a competition, though many groups will interpret it that way. Simply tell participants which of the three areas to stand in. Interpretations of the rules and instructions can be addressed during the debrief.
- Tell participants that the goal of the activity is to clear the area of FKS as quickly as possible, and explain the rules:
 - The forks must be returned to one area, the knives to another, and the spoons to the last area.
 - At any time, only one person from each of the three areas may be in the main playing area. That person must always be blindfolded. The rest of the group may not leave their designated area.
 - The playing area is full of obstacles. Each time an obstacle is touched, the consequences will increase in severity. Here are some examples:
 - *The person holding the utensils has to let go of their utensils.*
 - *All the people in the main space holding utensils must give up their utensils.*
 - *All the utensils that have been collected (but not necessarily the ones they are holding) are put back in the main area.*
 - *All the utensils, those already collected and being held, must be returned to the main area.*
 - *All the people who are currently in the main area must return to their small area (still blindfolded) without picking up any other utensils, and a new person must enter.*
 - Throwing utensils is not allowed.
- **Safety:** Although blindfolded participants will have people looking out for them, the facilitator should also keep an eye on them to ensure they are safe from bumping into objects or other participants - especially when carrying FKS.





INSTRUCTIONS *(continued)*

- Allow the group to ask three questions. If they ask questions that will give them too much information too quickly, just repeat the instructions.
- Monitor the playing field and act as a referee - implementing consequences as needed.
 - **Facilitator Note:** This activity is often challenging for groups – don't be afraid to regroup or take a timeout if needed.
- Give the group a time limit if the activity begins to run too long.
 - **Solution:** Each of the groups will either be able to complete the exercise and retrieve all of their objects or they won't. No matter the outcome you can debrief the dynamics of the team and how they did or did not work together to achieve their end goal.

VARIATIONS

- Tell participants that they will all be working together to complete the challenge and then provide instructions. This may change the way that groups choose to collaborate or experience conflict.
- **High Risk:** To facilitate a higher risk version of this activity, include several different types of objects as obstacles - some of which will be innocent while others trigger consequences. Tell the group that there are objects that represent "consequences", but that it is up to them to figure out which items they are in the course.
- **Large Groups:** To facilitate this activity for a large groups, make two separate playing fields or double the size of a single playing area.

- **Online:** To facilitate this activity virtually, set up a virtual slide document with a red, green, and blue box at the bottom of the slide. In each box, include four donut shapes. Divide participants into three groups and put their names into the three boxes as well. In the upper section of the slide, add several red dots, green dots, and blue dots. Also include several black shapes to be obstacles. Give participants their instructions:



- The objective is to get each of the dots back to the square that matches its color.
- The dots can only be moved when they are encircled by a donut.
- One participant from each of the three groups will go at a time.
- When it is your turn, you can do one of two things: 1. you can select one of the donuts from the square that contains your name, or 2. you can select a donut in the playing field along with the dot that is inside the donut. Then, close your eyes.
- The rest of your group will direct you where to move using the arrow keys on your keyboard.
- Your turn is over when one of three things happens: 1. the donut you are moving encircles a dot in the playing field, 2. you return a dot to the correct colored box, or 3. the donut you are moving touches an obstacle. When your turn is over you may open your eyes.
- If a donut touches an obstacle, that donut must be returned to one of the colored boxes, and if there was a dot in the donut that dot remains in the playing field.
- The facilitator may add in additional penalties if obstacles are touched several times.
- The activity is over when all dots from the playing field have been returned to the correct colored box. [\[click here for video\]](#)
- **Facilitator Note:** When facilitating the online variation, call the activity "Dots and Donuts" instead of "Forks, Knives, Spoons".



DEBRIEF QUESTIONS

- What:
 - What strategies did your group use to try to achieve the objective of this activity?
 - Do you think you were successful in this activity? Why or why not?
 - So What:
 - What does this activity tell us about how we define success as a group?
 - What other factors might determine success?
 - Now What:
 - How do we want to define success for ourselves moving forward?
 - What impact will this new definition have on our group or our work?
-  **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed.