

NAME: Winner's Cup

SOURCE:

Internet search for games and warm-up activities – compiled by James Hill 2017

INTENTION: This is a series of playful and highly engaging activities which can be used individually as “warm-ups” or together to explore a variety of concepts related to ACT, DNA-V, or workability. They were designed to use readily available and limited supplies in a variety of different ways.

MATERIALS:

- 40 plastic drink cups (color A)
- 40 plastic drink cups (color B)
- Balloons
- Bottles
- 12 ping-pong balls (color A)
- 12 ping-pong balls (color B)
- Stopwatch (optional)

GAMES (cups only):

Cup Race

- Player starts holding a stack of 20 cups (color A) and 1 cup (color B) on the bottom of the stack.
- When Referee says “Go” player(s) remove cup from top of the stack and place on the bottom as quickly as possible, repeating this until the color B cup arrives again at the bottom of the stack.
- Players can compete against each other or against the clock.

40 Cup Dash

- 4 rows of 10 cups are placed top down in front of player on a table top.
- When Referee says “Go”, players using 1 hand only, stack cups as rapidly as they can.
- Players can compete against each other or against the clock.

Yank It

- 4 cups and 3 quarter sheets of paper are given to each player
- When Referee says “Go”, players are to stack cups into a tower, with a slip of paper between each cup. Then, grasping the paper, remove each slip quickly so that the top cup drops onto the cup below it without falling over. This is repeated until all cups are stacked.
- If cups fall the player must start over.
- Players can work in pairs to accomplish the task (adds interpersonal problem solving component).
- Players can compete against others or against the clock.

Stack Attack

- Players are given 28 cups
- When Referee says “Go”, players stack cups into a pyramid (bottom row = 7 cups, next row 6, etc.) and the disassemble and restack cups as quickly as possible

- Players can compete against each other or against the clock.

GAMES (cups + bottles / balloons):

Flip Out

- A bottle, filled with liquid for stability) is placed on the table. Players start with a cup positioned top down on the edge of the table, with the lip hanging off of the table edge.
- When Referee says “Go”, players hit the lip of the cup in an attempt to flip it up and onto the bottle. Players repeat until successful.
- Players can compete against each other or against the clock.

Blow It

- A row of 20 cups are positioned along the edge of a table
- Players are given a balloon
- When Referee says “Go”, players inflate the balloon and use the air from the balloon to blow the cups off the table. Players repeat until all cups are off the table.
- Players can compete against each other or against the clock.

No Hands

- A row of 10 cups are positioned in a row in front of the player right side up.
- Players hold a balloon in their mouth
- When Referee says “Go”, players inflate the balloon inside of a cup, lift the cup, and place it inside another cup, until all cups are in 1 stack. If cups fall the player starts over.
- Players can compete against each other or against the clock.

GAMES (cups + ping-pong balls):

Long Pong

- Place a cup $\frac{3}{4}$ full of water near one end of a long table (alternatively you can use 2 small tables or TV trays to achieve some distance)
- Players start with 10 – 100 ping-pong balls. If you are using a smaller number, another player can catch and return the balls adding a dimension of teamwork.
- When Referee says “Go”, players bounce the ball off the table and try to land it in the cup. Players repeat until they succeed.
- Players can compete against each other or against the clock.

Tic-Tac-Pong

- Place 9 cups $\frac{3}{4}$ full of water in the center of a long table in a tight group of 3 rows of 3. (alternatively you can use small tables or TV trays positioned to achieve some distance)
- Players start with 10 – 100 ping-pong balls. If you are using a smaller number, another player can catch and return the balls adding a dimension of teamwork.
- When Referee says “Go”, players bounce the ball off the table and try to land it in the cups in an effort to achieve a line of 3 in a row.
- Players can compete against each other or against the clock.

DISCUSSION: Possible questions or topic to address

1. These are great activities to explore DNA concepts and tie them to experiences that arise during the activities.

2. These activities also lend themselves well to ACT concepts

- Acceptance / Avoidance
 - When did you open yourself to uncomfortable feelings or risk of failure?
 - Were you able to be conscious of these feelings while acting in opposition to the urges they created?
- De-fusion
 - What thoughts emerged about yourself / other / predictions about your performance during the activity?
 - Where any of the thoughts that emerged accurate / inaccurate
 - In the moment were you able to notice them as thoughts?
 - Did you “buy” what they were saying?
 - If you “bought into” what your mind was saying how might this impact your actions (moving towards your values).
- Present Moment Attention
 - When were you most present during this activity?
 - What happened to concerns you might be focused on outside of this group during that time?
 - When your attention was not present on yourself / the activity, how did that impact your performance?
 - How many of the errors that you made were related in some way to attention?
- Self-As Context
 - Did you have any stories about yourself when you first approached this activity?
 - How did this influence you?
- Values
 - What gave you a sense of vitality or fulfillment about your involvement today?
 - What was most important about this experience?
 - Was your attention focused on what mattered most (friendship, accomplishment, playfulness) or what felt most urgent (winning)? How does this work in your life?
- Committed Actions
 - Were you conscious at any point about choosing to do something today because it mattered to you?
 - How much of your actions were inspired by choosing to do something, verses a feeling that you had to do something.
- Workability
 - How did you find what worked best in each activity (trial and error, noticing what worked for others...)?
 - Did you persist with approaches or strategies that were not working as well? What motivated this?
 - Why in life do we sometimes stick with strategies for living that aren't working?
 - Sometimes we measure what we are doing based on if it is working, but we measure ourselves in other ways: right-wrong, win-lose, liked-not liked, comfortable-uncomfortable. Can people identify other rulers you use? Which ones do you use the most? What impact does that have on your actions, feelings, self-perceptions