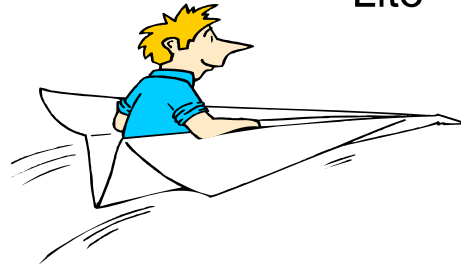


The Aeroplane Game Lite



Overview:

A simple, effective energiser which is fun to play. Participants make a paper aeroplane under time pressure and compete to see whose aeroplane goes furthest.

Sequencing:

Any time it is necessary to get participants into action or to encourage them to broaden their thinking. A good session opener, energiser for a tired audience or time filler. A game that can always be carried in the “kit bag”.

Potential:

This game has the potential to:

- get participants into action
- challenge assumptions
- show how mental models limit options
- broaden thinking and choice
- demonstrate coaching principles
- show importance of results over style
- encourage lateral thinking
- display creative orientation in action
- demonstrate the experiential learning methodology

Participants:

From 3 upwards - no maximum

Timing:

Time to play: 5 minutes
Time to debrief: 5 - 10 minutes

Ratings:



Energiser



Fun



Mental Models



Questioning



Minutes



Indoors



Outdoors



Comments:

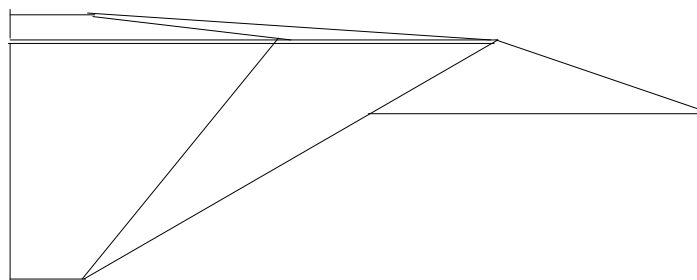
"It is such a great, play-anywhere-any-time game with such a simple and effective message for everyone, that I always carry it in my presenter's kit. A great game for opening up discussion or energising participants after a heavy lunch."

John Radclyffe, Trainer

Logistics:

Essential:	Optional:
Materials: Rules sheet per participant, which doubles up as the raw material for the aircraft. Optional Debrief Sheet per participant.	Music: <i>"Take A Chance On Me"</i> ABBA <i>"Come Fly With Me"</i> Frank Sinatra
Props: None	Assistants: Optional aircraft spotter
Set-up: Hand out rules sheet, clear a "launch zone" (an area to throw the aircraft from such as a stage or simply one end of the room) and a "flight corridor" (the intended path of flight). <i>See sample room plan on page 5</i>	

Typical Paper Aeroplane



**Script:****Introduction:**

Hand out rules sheet

Your task is to construct a paper aircraft that will fly further than anyone else's in the room. You have one minute from now to complete your aircraft

After one minute call stop

Stop! Wherever you're at please stop. Everybody bring your aeroplane to the launch zone

Main Activity:

Lead participants to the designated launch zone area

Place yourself or aircraft spotter at far end of the flight corridor

Line them up at right angles to the flight corridor

Line up, facing me (or aircraft spotter). Get ready to launch your aircraft

Pilots, start your engines

Get them to make engine noises

Five, four, three, two, one ... Go!

Participants launch aircraft

Debrief:

Check furthest aircraft for names of maker and plane (**Note:** The winning solution may be a traditional paper plane, a screwed up piece of paper or one with additional weight added. It may be an "aeroplane" that was thrown or carried.)

Do we have a winner?

Participants return to their seats

Give yourselves a big hand. Everybody back to your seats.

Debrief the game

Please complete your debrief sheets headed the "Aeroplane Game Lite"



Debriefing:

(Please note: possible responses are in parentheses)

- Get participants to record their individual experiences on the Debrief Sheets. Talk them through the questions on the sheet.
- Ask participants if the winning solution met the specifications set out in the rules.
 - *Was it an aeroplane?*
 - *Did it fly the furthest?*
 - *Was it launched?*
- Debrief all participants as a group:
 - *What was the task?* (To make a paper aeroplane that would go further than anyone else's in the room)
 - *What did most/all of you make?* (A traditional paper aeroplane)
 - *What was it that led you to do that?* (We knew what one looked like/experience)
 - *What assumptions did you make?* (That it must be a traditional paper aeroplane)
 - *Did it have to look like the kind of aeroplane most of us made as kids?* (No)
 - *What design would have got a better result?* (Crumpled up paper etc.)
 - *How could it have been "launched" to get a better result?* (Carried)
 - *Do the terms "aeroplane" and "launch" mean different things to different people?* (Yes - if necessary use "*Word Association Exercise*" to demonstrate it)
 - *How is it that when we know how to do something that we stop thinking about the best solution to get the desired result?* (Experience, the power of mental models)
 - *Do our mental models serve us?* (Normally yes, but not always ... treat as one option not the only one!)
 - *What other mental models do you have that might be limiting your performance?* (Relate back to workplace etc.)
- If debriefing as a Coaching exercise add:
 - *As a coach, what would matter most to you, the methodology or the result?* (Result)
 - *Who has heard of the straddle jump in high jump?* (Jump keeping nose to the bar)
 - *How many successful athletes used that method before Dick Fosberry?* (All)
 - *How many use it now?* (None)
- Are there occasions when it helps to throw away the rules?

Source:

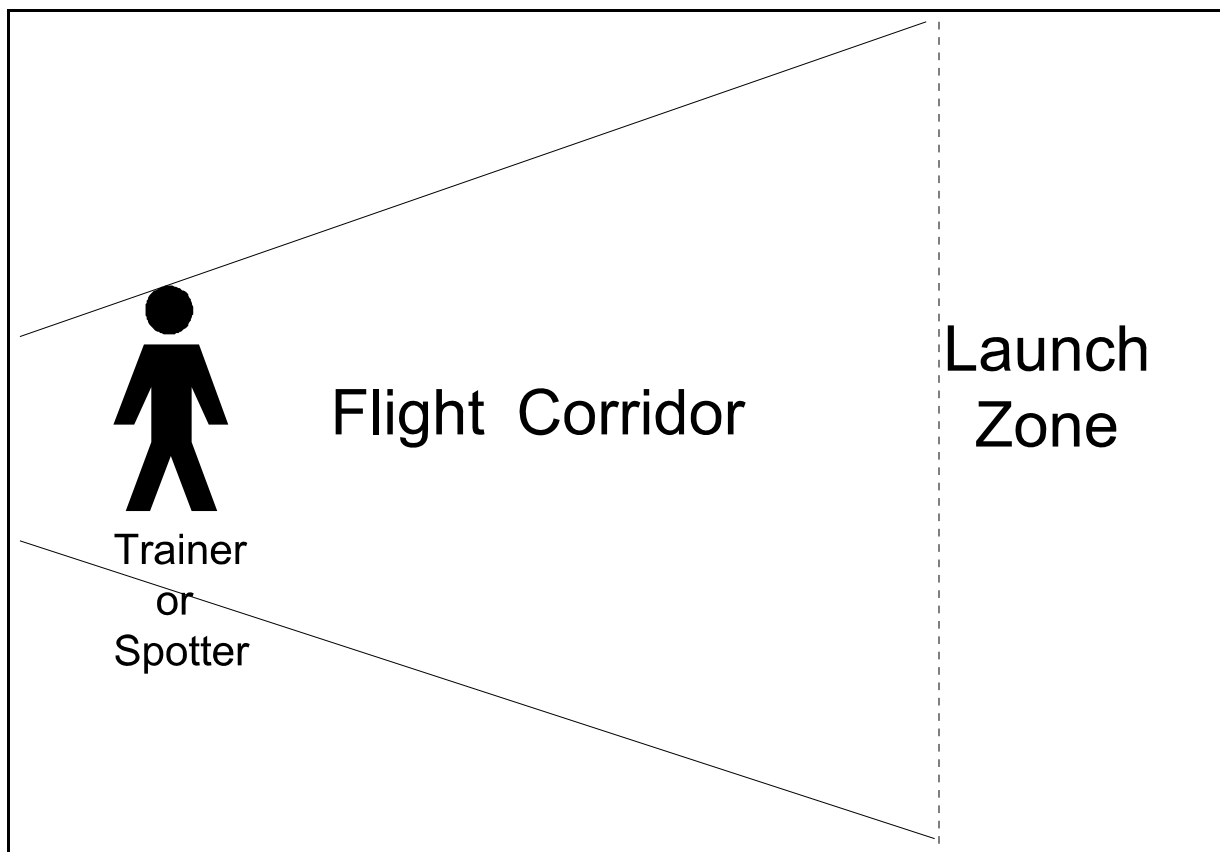
WorldGAMES 2011

Trainers Note:

Please feedback new variations, solutions, outcomes and debriefing points for WorldGAMES to update and circulate.



Sample Room Layout:





The Aeroplane Game Lite Rules

- 1 You are to use this sheet of paper to make a paper aeroplane that goes further than any other aircraft in the room
- 2 You have one minute to construct your aircraft
- 3 When instructed to do so you will move to the launch zone
- 4 On the command "GO" you will launch your aircraft down the designated flight corridor
- 5 You must write your name below in the space provided
- 6 You must name your aircraft below in the space provided

Constructed By

Aircraft Name



Debrief Sheet

1. What were your results ?

2. What assumptions did you make?

3. What would you do differently if you played this game again?

4. How did it feel to play the game?

5. What can you learn?