



BiP

Activities

Business in Practice

INTRO ACTIVITIES

SEARCH & FIND

Go on your laptop/device and find one company that is a good example of “XYZ” (related to the pre-work given) or using XYZ (software, methodology, etc...)

Each member find /list 2-3 examples of XYZ, share examples and reasoning, move to next team member, as team decide on the final one that will be shared to the class

BRAINSTORMING

Create a mind map relating to your team’s project or current task (Mural, lucid chart, whiteboard, or large paper)?

Start a OneNote or mural with your ideas, combine and edit into one board, add images of real examples

WHAT’S THE WORST THAT COULD HAPPEN?

Each team member shares a worst-case scenario or an example of a bad practice, or of a common pet peeve related to the skill, industry, topic.

This can be used as a group icebreaker, or further to a shared discussion: Group selects one to share with the class. Each team shares their #1 example....teams are told that they may not repeat a given example from another team [encourages early voluntary participation, and how to pivot to a different example].

SPEED ROUND

Set up an exercise/task that has a clearly defined result/deliverable. Have some friendly competition by having a reward for the team that satisfactorily completes it first. Have other teams say how far they got & recognize any roadblocks or confusion they hit. You can encourage winning team to explain how they resolved or overcame those issues.

INTRODUCE YOUR ”NEIGHBOR”

- Let students know they’ll be introducing their neighbor to the class, starting with their neighbor’s **name plus info from 3 questions in less than 30 seconds**.
- Have the student turn to the person near them, or behind them if they already know the person they’re sitting next to.

Give each person 1-2 minutes to answer 3 questions as they wish: [post them where they can also see them]

- Where are you from?
- Where would rather be right now?
- What do you hope to get out of this class?
- What’s your favorite hobby?
- What do you friends or family lean on you to help them with?
- If you could make an impact in an area of the world, what would it be?
- Small or large, what issue concerned you as you started your day today?
- Do you have a lucky number?

Recommend joining in the activity itself or as a way to introduce yourself.

Time: approx. 15-20 minutes, depending on class size, recommended for classes 15-30 students.

QUICK QUESTIONS

Got a minute or two while people trickle into the classroom? Toss out a question and have a bit of fun. Add to a poll or word cloud, and use in discussion...

QUESTIONS WITH PURPOSE

What will be the title of your autobiography?

Theme: Summarizing complex events or concepts

Purpose: Prepare for activities like crafting a vision statement.

What is your superhero name?

Theme: Naming stuff is hard!

Purpose: Practice packing a lot of info into a single, evocative word or phrase.

Who was your first mentor, and what qualities made them a good (or lousy) one?

Theme: Teamwork and support is important

Purpose: Reinforce the idea that relying on each other is a part of growth – good for projects or teams with lots of dependencies.

When did you call customer service to complain?

Theme: Empathizing with customers

Purpose: Remembering what it feels like to be on the customer side of a bad product or service puts us in a compassionate frame of mind before discussing trade-offs or designing a new user experience.

What is one thing you learned from a project that went wrong?

Theme: Failures are learning opportunities

Purpose: Focus on risk identification and mitigation.

"JUST FOR FUN" QUESTIONS

Print and assemble one of our [icebreaker dice](#) for a little extra fun, or just choose one of the questions below.

What animal would you choose to be, and why?

What is the last dream you remember?

How do you let teammates know you're in deep work mode?

Where would you vacation if money were no object?

Books, magazines, or podcasts?

What car did you learn to drive on?

What is one thing you're grateful for today?

When you read or watch TV, do you go for fiction or non-fiction?

Coffee, tea, or soda?

Can you remember a bumper sticker that made you smile?

FILL IN THE BLANKS

I have never _____.

My friends love me for my _____.

If my pet could talk, it would say _____.

[provided by Atlassian](#)

LOST AT SEA

Each team member will get a six-columned chart where:

- 1st column: randomized list of survival items each team has on hand (see the list below)
- 2nd column: empty so that each team member can rank the items in order of importance for survival
- 3rd column is for group rankings
- 4th column is for the “correct” rankings, which are revealed at the end of the activity
- 5th & 6th columns are for the team to enter the difference between their individual and correct scores and the team and correct rankings
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To get the activity underway, divide your group into teams of 4-5 and ask each team member to take ten minutes on their own to rank the items in order of importance in the respective column.

Then, give the full team ten minutes as a group to discuss their individual rankings together and take group rankings, listed in that respective column. Ask each group to compare their individual rankings with those of the group as a whole.

Finally, read out the correct order according to the US Coast Guard, listed above.

Goal: *everyone to be heard and to come to a decision together about what they need most to survive.*

Within this activity, each team will be equipped with the following “survival items,” listed below in order of importance, *as well as a pack of matches:*

1. **A shaving mirror** (this can be used to signal passing ships using the sun)
2. **A can of gas** (could be used for signaling as it could be put in the water and lit with the pack of matches)
3. **A water container** (for collecting water to re-hydrate)
4. **Emergency food rations** (critical survival food)
5. **One plastic sheet** (can be helpful for shelter or to collect rainwater)
6. **Chocolate bars** (another food supply)
7. **Fishing rods** (helpful, but no guarantee of catching food)
8. **Rope** (can be handy, but not necessarily essential for survival)
9. **A floating seat cushion** (usable as a life preserver)
10. **Shark repellent** (could be important when in the water)
11. **A bottle of rum** (could be useful for cleaning wounds)
12. **A radio** (could be very helpful but there’s a good chance you’re out of range)
13. **A sea chart** (this is worthless without navigation equipment)
14. **A mosquito net** (unless you’ve been shipwrecked somewhere with a ton of mosquitos, this isn’t very useful)

**Decrease time of activity> reduce # of items to consider

MOON SURVIVAL

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During the crash landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the trip.

Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance in allowing your crew to reach the rendezvous point.

Step 1: Without communicating with team members, rank each item in order of importance. Place the number 1 by the most important item, the number 2 by the second-most important, and so on through number 15, the least important. Record these in the column labelled “Step 1.”

Step 2: Now, as a team, reconsider the items and come up with a new set of rankings. Record these in the column labelled “Step 2.”

Step 3: After revealing the correct answers and allowing teams to calculate their scores, record the team score and the lowest individual score from each team. Subtract the team score from the individual score; this provides the “synergy” score.

Step 4: Ask the students in the teams with negative synergy scores why they think their team performed as it did. Then ask the teams with positive synergy scores why they think their teams performed well. Listen for evidence of good collaboration in the teams with positive synergy.

Items	Individual Ranking	Team Ranking	Expert Ranking	Difference Ind - Expert	Difference team-expert
Box of matches				15	
Food concentrate				4	
50 feet of nylon rope				6	
Parachute silk				8	
Portable heating unit				13	
Two .45 caliber pistols				11	
1 case dehydrated Pet milk				12	
2 hundred-pound tanks of oxygen				1	
Stellar map (of the moon's constellation)				3	
Life raft				9	
Magnetic compass				14	
5 gallons of water				2	
Signal flares				10	
First aid kit containing injection needles				7	
Solar-powered FM receiver transmitter				5	
Totals			TOTALS		

*take the absolute values of the difference between your rankings and the expert rankings.

For the original individual task (instructions and answer key), see: Hall, J., & Watson, W. H. (1970). The effects of a normative intervention on group decision-making performance. *Human Relations*, 23, 299–317.