

websites:

<http://www.gamesforgroups.com/>

http://www.usscouts.org/games/game_t.html

Take the Challenge!

Objective

For people to contribute their individual talents and skills to the group.

Group Size

10 or more (more is better!)

Materials

Paper

Pens or pencils

Description

Divide the group into teams of five to fifteen members each (the bigger the teams the better). Give each group paper and pen or pencil and give them five minutes to come up with five challenges for the other groups to attempt to successfully accomplish. The group creating the challenge must be able to demonstrate that they can do it before another team is challenged. The challenges may be physical (build a pyramid, one person can carry five people, everyone stands on his/her head, etc.) Or the challenge may be anything else (our group has the most birthdays in one month, our group can sing any TV theme song you name, etc.). The challenge must not be obviously impossible for the other groups to accomplish (our group has the person with the longest hair).

Once the challenges are written down, each group gives out one challenge at a time and demonstrates it, then the other groups get a chance to try to accomplish this task in a given amount of time. you may give points to teams who can "take the challenge" successfully.

Discussion Prompts

1. Was it easy for your group to find things that everyone could successfully do? Why or why not?
2. Did you have to rely on the talents of the group members?
3. Did any team feel like it was hard to find talents within your group? If so, why?
4. How much do you rely on the talents of others or of yourself when you are in a group?
5. Do you always let your talents be known? Why or why not?

Up and Over

Objective

For group members to work together to solve a physical problem and to then help each other implement the various solutions.

Group Size

4 or more

Materials

Boundary markers, or two ropes to make a boundary with
One 2"x6" board at least 6 feet long

Description

Mark off an area about three feet wide and at least ten feet long. Give the group the board and tell them that each person must travel up and over the area, from one end to the other, without anyone touching the ground or any people. The group may use the board to transport people across the area and may walk alongside of the area but cannot go into the area. You will need spotters for this activity who walk along behind and in front of the person who is being transported to ensure their safety.

For an added challenge tell the group that no more than four people (or any number you choose) can go across in the same manner. Some people may be sitting on the board frontwards, others backwards, some may hang from the board by their hands, etc.

Discussion Prompts

1. How did you decide who was going to carry your team?
2. Do some people in your group have different strengths than others? How can these be used to support the group?
3. What strengths do you have that support the group?

Twinkke Tower

Objective

For people to work together to solve a problem in a way that gives the team the maximum reward at the end.

Group Size

2 or more

Materials

1 box of wrapped Twinkies® per team

1 box of mixed plastic silverware per team

1 3x5 index card per team

Description

This activity can be done with one or more teams depending on the group size. Teams should have two to eight players each. Give each team one box of individually wrapped Twinkies® (they usually come in a box of ten), one small box or bag of plastic silverware, and one 3x5 index card.

Then give the following challenge: Use the Twinkies® and the silverware to create a structure that is at least 3" tall. The 3x5 card is to be used only as a measuring device. Any Twinkies not used in the structure itself can be placed on the structure. At the end of a given time limit, any Twinkies® supported by the structure and still in their wrapper may be eaten. Any Twinkies® that are not supported on the structure or that were used in the building of the structure may not be eaten.

Discussion Prompts

1. Were you happy with your reward at the end?
2. How did you decide the number of Twinkies® used in the structure?
3. Did everyone on your team agree with all of the decisions being made?
4. Did everyone on your team strive to save as many Twinkies® as possible?
5. How do you feel your team did during this challenge? What is your proof?

Variation

This can be done with other wrapped food items that people would like to eat at the end of the game.

Bridge Toss

Objective

For group members to work together to solve what appears to be an individual problem.

Group Size

6 to 12 is ideal

Materials

1 Frisbee® (or similar object) per person

Description

Mark off an area that the group must get across and give each person a Frisbee®. Challenge the group to use their Frisbees® to make a bridge across the area while abiding by the following rules:

1. No one can touch the ground inside the area with any part of their body. 2. Each person gets one chance to throw their Frisbee® into the area from the same starting line. Once it lands on the ground and stops it cannot be moved (although it may be turned upside down so it doesn't break when people walk on it).

3. You may not enter the area until after you throw your Frisbee®.

4. You may only cross to the other side by stepping on the Frisbees®

5. Once all of the Frisbees have been thrown, if your group cannot make it across you must start over.

Tell the group only the rules above and let them take the challenge. Some groups may be able to throw the Frisbees® perfectly and make a bridge (this is easier done on grass than on a surface that allows the Frisbees® to skid). Or, they may throw them one at a time, walk to the end of the bridge and have the next person pass their Frisbee® down the line until it can be placed on the ground.

TIP: You may want to omit rule number three in order to make it more challenging for the group to figure out the answer.

Discussion Prompts

1. How did you account for different Frisbee®-throwing skills in the group?

2. Was the answer to this problem obvious at first?

3. If someone came up with an answer, did everyone else see the same answer before this person said it?

4. Some things are obvious once we see them, but not at first. How do we find the answers to things that aren't obvious? How does being a part of a team help with this?

Baton Pass

Objective

To increase the comfort level of the group.

Group Size

4 or more

Materials

Timer

Small baton-like item

Description

Ask for four volunteers to come to the front of the room and give one of them a baton-like item (a paper towel roll will work). Select a category such as: Disney® cartoon characters, breakfast cereals, kinds of candy with chocolate in them, NFL® teams, US states, names of people in this group, books of the Bible, etc. Once the category is given set a timer for about 30 seconds. The person holding the baton must name something in the category and pass the baton to the next person, who must do the same. Players may not name something that has already been said. When the person keeping time yells "stop," the person holding the baton is out and must sit down. Give the group a new category or let them continue with the same one. The last person left wins that round. You may play several rounds with different people.

Variation

Have the group members say the words of the pledge of allegiance, a song, cheer, etc. The first person says the first word, the second person says the next word and so on down the line until someone makes a mistake.

Bid and Build

Objective

To work together as a team to build a bridge out of the objects your team obtains.

Group Size

4 to 20 participants is ideal

Materials

A large sheet of paper (or chalkboard, dry erase board, etc.)

A writing utensil for the paper, chalkboard, or dry erase board

Various items that can be used or not used to get a group from point A to point B (i.e. Frisbees, sheets of paper, rope, hula hoops, pieces of wood or cardboard, an old garbage can, a tumbling mat, or anything else you can find)

Paper

Pens or pencils

Optional: Play money

Description

This activity is two teamwork activities in one! For the first part, list all the items that you have gathered on the large sheet of paper, display it for the group to see, and show them the items listed. Divide the group into at least two smaller teams of two or more and give each group a piece of paper and a pen or pencil. Explain to the groups that their task is to attempt to get their entire team from one side of an open area to the other side (at least ten yards apart) using any of the items listed and without anyone on their team touching the ground at any time.

First the teams must bid for the items listed. Each team gets 100 points (or \$100 in play money) that they may spend however they wish on the items. They must divide up the points based on what they think will help them the most and write down their bids on the paper given to them. For example, one team may bid 75 points on the Frisbees, and 25 points on the rope. Another team may bid 50 points on the rope, 25 points on the Frisbees, 10 on the paper and 15 on the cardboard.

After all the bids are completed, collect them and divide up the materials based upon the highest bid. In the example, the first team would end up with the Frisbees and nothing else, but the second team would get the rope, paper and cardboard. If there is a tie for any item, you have the teams bid again on certain items or divide the items up if possible.

Once the teams have their items, the second part of this teamwork activity occurs. They must now work together to get their entire team across the open area without any of the team members touching the ground in the process.

Discussion Prompts

Was it hard for your team to agree on what numbers to bid? Why or why not?

What did you do to come to an agreement?

When you disagree with others how do you handle it?

How do you feel about your ability to work with others after this activity?

What role do you usually take when in a group that is making decisions? Do you feel this is a good role for you? Why?

Variation

This activity may be done for an art project as well. Teams must bid on items that can be used to create a piece of art.

Cup Stack

This activity has been a strong favorite at the Therapeutic Activities and Games Workshops that have been held around the country. Some groups complete the task very quickly while other groups must keep trying and trying to complete the task successfully. The hardest part is not giving up when things get tough or frustrating or more importantly not to cheat (I've seen plenty of that at the workshops too)! Either way it's always a favorite and a fun activity.

Objective

To work together to accomplish a difficult task without quitting or giving up when someone gets frustrated.

Who

People who have difficulty working with others but who need the practice in order to improve their social skills. People who give up easily.

Group Size

3 or more (ideal to have groups of 6)

Materials

Scissors

FOR EACH GROUP:

10 paper cups of equal size

One rubber band (must fit around a cup)

6 pieces of string (two to three feet long each)

Description

(Prior to the activity cut six pieces of string, into two to three foot long pieces for each group.) Tie each piece to a rubber band as evenly spaced as possible so you finish with a rubber band with six pieces of string attached to it (it should look like a sunshine with six sun rays going out in all directions). Make one of these for every six people.

Divide your group into smaller groups of six (or as close to this as possible). Give each group a stack of ten paper cups and one of the rubber band/string implements that you have prepared. Place the paper cups on the table, spread out and upside down.

Challenge the group to build a pyramid out of the paper cups (four on the bottom, three on the next row, then two, and finally one on the top). Group members may not touch the cups with their hands, or any other part of their bodies for that matter, even if a cup falls on the floor.

Each person should hold onto one of the strings that are attached to the rubber band and the group then uses this device to pick up the cups and place them on top of each other (by pulling the rubber band apart and then bringing it back together over the cups). If there are less than six people on any given team, some team members may have to hold more than one string (but this does make it a bit easier).

Discussion Prompts

Was anyone frustrated at all during this activity? If so how was it handled?

Why was teamwork so important for this activity?

Are you ever in a situation where you must use teamwork? Is this always easy for you? Why or why not?

What are some skills needed to be good at teamwork?

What is so hard about teamwork?

What did you do today to contribute to the teamwork on your team?

Gift Wrap Challenge

Moving in the same direction and working towards the same goal isn't always easy for a group of people to do. Even though it isn't easy, it is often very important to be able to work towards the same goal with others.

In this activity people will find that wrapping the boxes is a little harder than it would be normally, but with teamwork and communication the group can be successful and maybe even have some fun in the process.

Objective

For people to show teamwork when working with a partner to complete a project.

Who

People who need to learn to work with others and can handle close contact in a frustrating situation.

Group Size

2 or more

Materials

(For every 2 people)

Description

Divide the group into pairs. Have each pair face each other and hold out their arms towards each other. Tie each pair together with the cloth or bandannas so both wrists are tied. The right wrist of one person is tied to the left wrist of the other person.

Give them their supplies for the activity. Instruct the group that they must wrap their package as neatly as they can. Once everyone is finished, show the finished products to the rest of the group.

Discussion Prompts

1. What did you and your partner have to do in order to wrap you package successfully?
2. Are you happy with the way your package looks? Why or why not?
3. Did you both work equally together or do you feel that one person did more of the work? Why did this happen?
4. Did you and your partner have any difficulties when working together? Why or why not?
5. Can you think of a time in your life when it is important for you to be able to work together with someone else?
6. What is important for you to do in order to work together with someone else successfully?

Variations

Do this activity around Christmas time for actual gifts that need to be wrapped.

Tie more than 2 people together to form a larger group.

Who Are You at the Zoo?

Objective

To explore how people are feeling as individuals and as a part of a group.

Group Size

4 to 10 (or a larger group may be broken into smaller groups)

Materials

1 large sheet of white paper for each group
Colored markers, crayons, or colored pencils
Optional: colored paper, glue, yarn, glitter, ribbons, scissors, tape

Description

Divide a large group into smaller groups of ten or less people each and give each group a large sheet of white paper, colored markers and/or anything else you have gathered together.

Each group needs to work together to create a zoo on the large piece of paper using the materials they have been given. The zoo should be given a name that reflects the characteristics of the group. Each person needs to select an animal or person (zoo keeper, popcorn vendor, animal cage-cleaner, etc.) who is found at the zoo that represents how they see themselves.

You may be very specific with your directions about what the animal or character represents based upon your group. For a church group you may select animals that represent your relationship with God; for a corporate group you may look for things that represent how you feel when at work; or for a therapy group you may pick animals that represent your emotional state or relationship with others. Each person should draw or place his/her own animal on the paper drawing of the zoo.

Ask each person to explain their choice of animal or person and to write this down or verbally share it with the rest of the group. If you have more than one small group, allow time for each group to share their creations with the rest of the group.

Discussion Prompts

1. What did you learn about yourself while doing this activity?
2. What did you learn about the group or about other members of the group today?
3. Is there a different animal or person that you would rather be? Why or why not?

The Game of Life

Objective

To explore how people are feeling as individuals and as a part of the group.

Group Size

1 or more

Materials

Large sheet of green paper

White paper

Colored markers

Scissors

Description

On a large sheet of green paper, draw a simple football field in the middle as if it were in the middle of a stadium. Give each person a piece of white paper and ask them to think of the person at a football game who best represents them. You may be specific and ask them to think of the person they are most like in terms of their relationship with God, with their family, when at work, when on this team, etc. The person selected can be anyone from a player or referee to a fan, peanut man, blimp driver, usher, owner, etc. Each person should draw their character, cut it out, and glue it to the paper in relation to where they think it should be. After everyone is finished, have them explain why they chose what they chose.

Discussion Prompts

1. What did you learn about yourself while doing this activity?
2. What did you learn about the group or about other members of the group today?
3. Do you like being the person you are in the game of life or is there someone else you wish you could be? Why?

Family Fun Times

Some families do many things together while others just seem to live in the same house but don't do much together. Activities can build relationships among family members if everyone enjoys what the family is doing together. Sometimes people don't realize that they could be doing more with their families, and their family fun time (or lack of) need to be evaluated.

Objective

To encourage people to build relationships with their family members through leisure activities.

Group Size

1 or more

Who

People who could benefit from doing more activities with their family and who need to take a look at how their family spends their time together.

Materials

Paper
Pens or pencils

Description

Start the activity by asking each person to identify the people in their life that make up their family. For some people a family is obvious but for others it may be an aunt, uncle, grandparent, neighbor or even the people in their group home or foster family. After the group shares about their families, give each person a piece of paper and ask them to brainstorm and make a list of ten things their family enjoys doing together (anything from eating popcorn to going camping). Then ask them to look at their list and to put different symbols by each activity.

- \$ - If the activity cost more than \$10
- » - If you must go more than 100 miles away for the activity
- o - If the activity brings your family closer together
- :) - If your family has done this in the last three months

Now circle you three favorite activities and think about what these activities say about your family values or lifestyle.

Discussion Prompts

1. What do these activities say about your family's values or lifestyle?
2. Do most of the activities require money?
3. Do you have to travel far for many of the activities?
4. Do the activities bring your family closer together?
5. Do you do activities with your family very much?
6. What things would you like to do with your family but don't do now? (you may add these to your list)
7. Why don't you do these activities? Would it be possible to do these activities?
8. How can doing things with your family help your relationship with your family members?

Family Totem Pole

A totem pole is a tall woodcarving consisting of animal heads and/or bodies and is used to tell Native American stories or legends. A family totem pole can be created to tell the story of a family in a fun and unique way.

Objective

For people to explore feelings, perceptions, and relationships that they have with their family members.

Who

People who need to share about their family life with the group or with a counselor but who have a difficult time talking about family dynamics and family situations.

Group Size

1 or more

Materials

Construction Paper

Glue

Scissors

Tape Colored markers

Optional: Cardboard tube (i.e. toilet paper roll, paper towel roll or wrapping paper tube)

Optional: Goggle eyes, felt, fabric, puff balls, pipe cleaners, or anything else that can be used to create animal faces.

Description

Ask the group if they know what a totem pole is and explain how each totem pole tells a unique story. Explain to the group that they are to create their own unique totem poles about their families. Each person chooses a different animal to represent each family member and places the animal on the pole wherever they think that family member should be in their own story. For example, one pole may have a lion for a brother who is good looking, athletic and everything seems to come easy for him, and who also happens to be known for being quite lazy. Each totem pole must include at least three people and each person must put him/herself on the totem pole s/he is creating. Emphasize that a family can be whoever they feel is their family is at the time. For some it may be a foster family, grandparents, a special relative, or even a group home.

Give each person a cardboard tube or create one by rolling construction paper long ways into a tube and taping it. Supply the group with all the animal face creation supplies that you have gathered that can be used to create animal faces. Instruct them to create animals out of the materials and to glue them onto their totem pole. Allow quite a bit of time for this activity and people will do a really good job and be proud of their totem poles when they are finished with them. Allow for sharing time at the end so that each person may explain his/her special family totem pole to the group.

Discussion Prompts

Discuss each totem pole after it has been explained to the group. You may allow group members to ask questions or use this time to discuss family relations that are occurring in each separate family.

Variation

Create the totem poles out of modeling clay or play dough.

Hats

Throughout our lives we will wear many different "hats" as we take on many different roles. By recognizing what hats we have to wear and the roles that others think we have, we can learn more about ourselves and become aware of how we fit into the big picture.

This activity lets group members choose a hat for themselves to represent how they are feeling today. Then they get to create a hat for someone else to show how they perceive that person.

Objective

For people to share feelings of self-perception to the group and for each individual to learn how s/he is perceived by a peer.

Who

Group members who are familiar with each other.

Group Size

2 or more

Materials

Newspaper or butcher paper

Tape

Colored markers

Description

Each person is assigned another member of the group and is instructed to make a paper hat for that person. Each participant makes a hat for him/herself and for the individual to whom s/he has been assigned. The hats should be colored in a way to create a type of hat which symbolically represents the person it is for (i.e. colored like a ski cap for someone who is "warm to all those around him/her" or a chef's hat for someone who "takes all the small things in life and brings them together to make great things"). Encourage people to be creative.

When the hats are finished, hold a "ceremony" in which everyone has a chance to explain their own hats and to present the other hat to the individual for whom it was created. This activity should be done with a group of participants that have been together long enough to know each other well.

Discussion Prompts

1. What do you think about the hat that was created for you?
2. How did you decide what kind of hat to create for yourself?
3. How many different hats do you wear in your life?
4. Do you have any hats that you wear in your life that you would like to change? If so, what are they and why do you wish to change them?

To You, But From Who?

Sometimes it is difficult to hear and accept compliments, especially when the compliment is given in front of other people. But if those compliments are a part of a guessing game, they are easier to hear and even more fun to give.

Objective

For people to give and receive many positive comments as a way of improving their self-esteem.

Who

People with a low self-esteem who could benefit from hearing positive comments about themselves as well as those who need practice giving positive comments to others.

Group Size

4 to 15 participants

Materials

One envelope per person

Paper

Pens or pencils

Description

Give each person an envelope, pen or pencil and several small slips of paper. Ask everyone to put their names on the envelopes and then pass their envelope to the person sitting next to them.

Once you receive your neighbor's envelope you write down an attribute that you admire about that person on a slip of paper. Add your name and then place the paper in the envelope. Continue passing the envelopes around until everyone has written down a comment for everyone else in the group.

Once all of the envelopes are full, they should be passed to the leader. The leader then selects one of the envelopes and selects a comment to read out loud to that person, without reading the name of the person who wrote it. The person whom the comment was written about will then try to guess who wrote the comment, and if s/he guesses correctly, s/he receives a point. The object is to be the one in the end with the most points. Go around the circle reading one comment from each envelope before starting over with the first person. Continue in this manner until all the comments are read from each person's envelope.

After the game is finished, each person may collect their own envelope and keep it as a reminder of all their good qualities.

Discussion Prompts

1. How do you feel after hearing all those positive things about yourself?
2. Do you often hear positive things from others? How does this affect you?
3. Will you keep this envelope? Why or why not?
4. Why is it important to hear positive things from others?
5. Do you believe everything that was said about you? Why or why not?

Variation

After everyone has written attributes down and filled the envelopes, redistribute the envelopes among group members, so that each person takes turns reading a comment from the envelope that they have. This is simply a way to get everyone more involved in the process.

Mirror

When we look in a mirror, we may not see ourselves the same way that other people see us. Often we see the negative parts, what we don't like about ourselves, how we fail to do what we think we should do. We may simply fail to see the good in ourselves that others see in us.

This activity is one of self-reflection. Are we too hard on ourselves? Do we ever pay attention to our good qualities? When people realize how hard they are on themselves, maybe they can ease up and start to realize the good qualities that they possess. Perhaps they will even feel better about themselves.

Objective

To explore how group members view themselves and to compare this perception to how they are viewed by others in the group. To increase self-esteem by receiving positive affirmations from others in the group and to recognize the origins of one's own self-esteem.

Who

People who have low self-esteem and/or negative self-perception. The group members should be familiar with each other.

Group Size

1 or more

Materials

Blank sheets of paper

Rulers

Colored markers

Pens, pencils

Description

Give each group member a blank piece of paper. Have each person draw a mirror frame, leaving at least one inch of blank space around the outside. Everyone must put their names on the top of the pieces of paper and then write down words or sentences inside of the mirror frame that describes how they view themselves.

Once everyone has completed this task, have them all place their mirrors in a pile. Allow time for everyone to write positive comments for everyone else in the blank space on the outside of each of the mirrors in the group. These comments should reflect how each individual views the others in the group. Encourage the group to be positive.

Once everyone has finished this task, give everyone back their mirrors and allow time for them to read the comments prior to discussion time.

Discussion Topics

1. Is there a difference between how you view yourself and how others view you?
2. Are you surprised by what others see in you?
3. Why is it important to find positive aspects of your personality?
4. Where do you get your self-esteem?

Variations

If the group is large, break the group into smaller groups when it is time to write on the mirrors.

If the group is young children or low functioning, provide an outline of a mirror frame for them to color in, rather than allowing them to create their own frame.

Based upon the type of group, it may be appropriate to allow group members to write down anything, not only positive comments.

Don't emphasize the fact that the comments written about others should be positive. This gives people with a low self-esteem more faith in what was written about them rather than assuming people wrote positive comments because they had to.

Direction Direction

In our society there is a constant transfer of information from one person to another. You must be careful when you pass information on if you want it to stay accurate. One great example shows up in the rules for a game. If you check with people in different parts of the country, you will find out that many of the games have different rules. Someone, sometime changed the rules a little bit.

In this activity someone gets a set of rules and the group gets to see how easy it can be to make mistakes in passing them on. This can be a fun way to see what can happen when information is not passed on correctly.

Objective

For people to recognize the importance of using good communication skills when giving directions and when receiving directions. To recognize the difficulties encountered when interpreting what someone else said.

Who

People who believe everything they hear. People who could benefit from listening carefully to directions and passing them along correctly.

Group Size

2 or more

Materials

Varies

Description

Chose a game that has a few specific rules that must be followed in order to play the game (and enough rules to make it hard to remember them all). Prior to the activity select one person and give him/her the directions for the game without telling the rest of the group. Verbally explain the game and clearly state all of the rules.

At the time of the game, the person who has heard the rules will give the directions to the rest of the group without any help from you. Allow the group to play the game at least once through before having a group discussion or making any corrections or clarifications in the rules of the game.

Discussion Prompts

Was there any confusion about the rules of the game?

Why do you think the game was explained correctly (or incorrectly)?

What is important to remember when listening to others and when giving directions?

Variations

Select a game that requires two teams. Separate the two teams and select one member from each team to receive the directions for the game. Each person explains the rules to his/her team.

Give each team a different set of directions, on purpose.

Anger Choice

- From the book "The wRECKing Yard of games and activities" -

Some people explode when they are angry while others keep things inside and let their anger eat at them. Some people get boiling hot and some people get ice cold. From one extreme to the other, it is important for group members to look at themselves and recognize how they handle their anger. This activity helps the group members become aware of the choices that they make. That understanding moves everyone a step closer to making good, healthy choices.

Objective

For people to recognize ways that they handle their anger and to open up conversation about appropriate ways to handle anger.

Who

People who don't understand their anger and how to deal with it appropriately.

Group Size

1 or more

Materials

 None

Description

Read the following list of choices to the group and ask participants to choose the one that they feel fits them best. Designate a place to stand for each choice (i.e. one side of the room for choice A and the other side for choice B).

After each choice is read and participants make their choices, ask them to explain why they chose what they chose. Then get the group back together and go on to the next set of choices.

When you are angry are you most like...

- | | |
|---|--------------------|
|  A. Shaken can of soda pot | B. A cup of coffee |
|  A. Lake | B. Ocean |
|  A. Hammer | B. Nail |
|  A. Swimmer | B. Hockey Player |

- A. Flute
- A. Steak
- A. Tiger
- A. Lava

- B. Trumpet
- B. Hamburger
- B. Kitty cat
- B. Avalanche

Discussion Prompts

1. Why did you pick your response?
2. Do you think the other people in the group made correct choices?
3. Do you think that your choice is really the best choice?

Variation

Designate four areas in the room for choices a, b, c, or d. Read the situations (found below) and ask participants to choose how they would react to the situation.

Situation Choices

1. Your friend breaks your favorite pair of very expensive sunglasses. You... a. Say "It's Okay it was an accident.", b. Yell at him/her and make sure s/he feels bad. c. Break his/her sunglasses. d. Make him/her pay for them.
2. Your friend is supposed to be at your house at 7:00 and doesn't show up until 8:00 and gives you no excuse. Inside you feel very upset and hurt. You... a. Act like it doesn't bother you and let it go. b. Act like you just got ready and were running late also. c. Tell your friend that you made other plans and would have to cancel. d. Ask your friend to explain why s/he is late and then express your feelings.
3. Someone that you know very well tells you that your shirt is really ugly and teases you about how much weight you have gained lately. You... a. Swear at him/her and make fun of him/her. b. Ignore him/her and walk away. c. Tell the person that the comment was rude, that you didn't appreciate it and that it hurt your feelings. d. Punch the person in the face and tell him/her to "shut up."