

# The Hundredth Monkey

ACTIVITIES THAT INSPIRE PLAYFUL LEARNING



Nate Folan and Friends



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# Emogene Nelson Physical Education Workshop

## The Hundredth Monkey

### Activities that Inspire Playful Learning

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#### Session 1

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- 1. Copy Claps** – Without saying anything, step out into the group and clap once. You can expect a response of one or two claps, or none at all. If anyone claps, give an affirming head nod or eyebrow raise. If not, no problem! Clap twice and allow for a response from most of the group. Clap 3 times, followed by a response from the entire group. Follow this with a few rounds of random rhythmic clapping.
- 2. Circle Call (Superhero – Airplane – Velcro)** – A quick and playful activity to help groups develop the skills of circle forming that subsequently prepares them to share information with each other. Once the 3 types of circles have been introduced, call each type randomly and with the understanding that the group will respond by moving into each formation and make the appropriate sounds.
- 3. Stationary Handshake** – Form a circle. Invite participants to casually greet their neighbors, then challenge them to greet as many people as possible with both feet planted to the ground, with one pivot foot, and while moving from their spots.
- 4. 5 Handshakes 5 Minutes** – A quick, interactive, and playful icebreaker/energizer of creatively quirky handshakes. Participants attempt to perform each of the 5 handshakes introduced with as many people as possible. 5 Handshakes, 5 Minutes is an excellent choice for engaging large groups.
- 5. Rock Paper Scissors Splitz Championship** – Two people place their feet heel to toe and toe to toe with their partner, then play rock paper scissors. The person who wins moves their front foot immediately behind their back foot. The person who did not win slides their front foot to touch toe to toe with their partner. Always move the front foot. Players play until someone falls or touches the ground with their hand or body (other than feet). Winner continues in the tournament. Person who did not win becomes the biggest fan of the person they lost to.
- 6. Pogo Stick Tag** – Play Pairs Tag on pretend pogo sticks! Invite everyone to find a partner. One person starts as It attempting to tag their partner. Tagged players become it and must 'dink and sparkle' or some other delay before attempting to tag their partner. Remember

players may only move by hopping around their room on a pretend pogo stick.

- 7. Fist to Five** - Display 0-5 fingers in response to a question, i.e. how fun was that? How safe did you feel? Etc.
- 8. Sonic 2** - Provide each player with a container and scatter fleece balls among the wiffle balls. Players balance their container on an open palm and attempt to collect as many wiffle balls into their container as possible. Anyone at any time (given they have at least one wiffle ball in their container) may throw a fleece ball at another person's container attempting to knock it over. If a container is knocked over, practice resiliency and get playing!
- 9. Traffic Light Debrief** - Invite students/participants to stand near a Green fleece ball if they noticed a behavior that made the game fun and should keep happening, a Yellow fleece ball if they noticed a behavior that was concerning or on the edge, a Red fleece ball if they noticed a behavior that should stop. Simply, Green = Go behaviors, Yellow = Check in behaviors, Red = Stop behaviors.
- 10. Sonic 3** - Players now pair up and suspend one container between them using only two fingers each. Pairs now attempt to collect as many wiffle balls into their container as possible. Anyone at any time (given they have at least one wiffle ball in their container) may throw a fleece ball at another pair's container attempting to knock it over. If a container is knocked over, pick it up and get back in the game!

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#### Session 2

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1. **Jump In Jump Out** - Invite participants to Jump In, Out, Left, and Right based on:
  - Level 1: Hear what I say, Say what I say, Do what I say
  - Level 2: Hear what I say, Say the opposite, Do the opposite
  - Level 3: Hear what I say, Say what I say, Do the opposite
  - Level 4: Hear what I say, Say the opposite, Do what I say
  - Level 5: Hear what I say, Say what I say, Jump/step in any direction while taking care to not hurt one another (another way to say this might be: Jump/step in any direction while caring for self, others, and the space around them)
2. **Jump Tag** – Provide each person with a number. Everyone jumps in any direction whenever a number is called. Whoever's number is called also attempts to tag another player, in the air or upon landing.
3. **Frogger** – Set boundaries using ropes for the road, sidewalk and river. Place Hula Hoops in the river. Invite volunteers to be "cars" and "alligators", everyone else will be frogs. Frogs attempt to cross all 3 sections of the play area without being tagged by a car or alligator.
4. **Missile Command** – Set 6 cones at each side of the playing field, roughly 2030 yards. Invite 2-3 people per 30 people to serve as defenders. Divide everyone else into 6 equal lines. Number the lines 1 to 6. Call line numbers 1-6 at random times and order. First person in each line runs through the playing field, avoiding the tag of the defenders, and attempts to knock over one cone on the other side. Once all cones have been knocked over, play again.
5. **Armada** – see description below
6. **Toll Booth Boogie** – see description below
7. **Watch Your Step** - In advance, scatter ropes in a random criss-cross pattern with a clear start and finish line. (Tape may be used if indoors) Explain that all members are challenged to cross the space without touching the rope. Cross the space as individuals, then connected to a partner, and lastly, connected as a whole team. Invite everyone to cross again – as individuals, pairs, and whole team – this time with



more challenging parameters. Each person may only contact the ground with his or her hands and feet. Both hands and feet (per person) must be used before repeating the use of either hand or foot. Only one hand or foot may occupy a space defined by the rope (or whatever was used, i.e. webbing, tape, etc.). The group must be connected (as pairs, quads, or whole team) at all times. When one of these rules is infringed, the individual, pair, or group must start over.

- 8. I'm a Starfish** - Invite participants to "do what you do and say what you say" Crouch down and star jump, exclaiming "I'm a starfish!" repeat 5-6 times, then switch to a crab, ryno, giraffe, puma, hawk, frog...sloth, slug. Make up your own order of animals and invite your participants to add their own as well.

## **Armada**

### **Overview:**

A frantic flotilla of fun for larger groups. Teams play an ever intensifying variation of dodge ball flinging fleece balls, acquiring teammates, and jumping ship. When playing Armada, it doesn't matter which team you are on as long as you were on the team – i.e., everyone playing – that created an epic experience for all! There are many potential outcomes so gather your large group and go!

**Group Size:** 40-80

### **Learning Themes:**

Fun and Play  
Physical Activity and Movement  
Creating Community and Trust Building  
Self-Awareness and Self-Management  
Social Awareness  
Relationship Skills  
Responsible Decision Making

(It's all here if you want it to be!)

**Estimated Time:** 45 minutes or until the sun goes down!

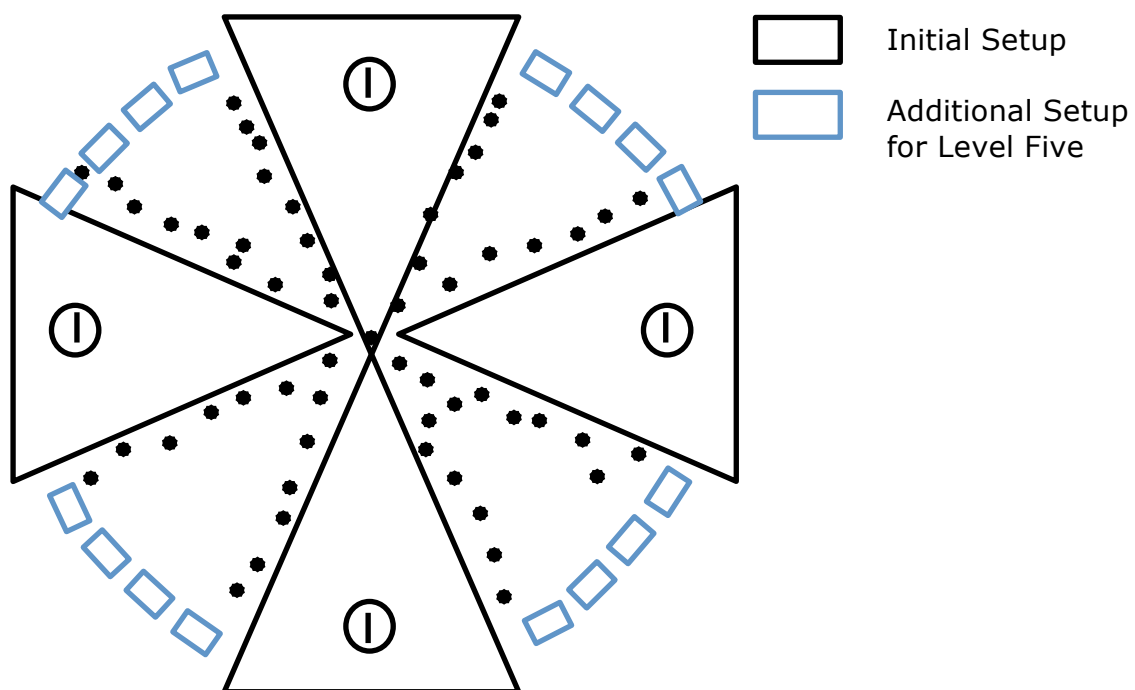
### **Materials/Props:**

- At least 4 120-foot ropes
- Fleece balls (1 per person)
- At least 4 hula hoops
- At least 4 half noodles or boffers
- Foam rectangles (i.e., Stepping Stones)

### **Setup:**



- Shape each rope into a triangle and arrange so that top points face each other.
- Place a hula hoop and boffer in the back third of each triangle.
- Scatter fleece balls along the ropes in the spaces between the triangles. Fleece balls should be "reachable."
- See diagram.



Creatively divide your group into four teams.

### **Framing:**

Say to participants:

"Has anyone heard of the Spanish Armada? Specifically, it is a historical reference to the great fleet of ships sent by Phillip II of Spain against the English in 1588. It refers to a large group of war ships or a large group of moving things (thefreedictionary.com). This does not mean that we are going to war with each other, but we are going to play a game inspired by this historic fleet of ships and, hopefully it gets us all moving around a lot."

### **Procedure:**

1. Once the teams have been created and the players populate their triangle, invite the group to kneel or sit as the rules are explained, especially if it is a large group of very excited players!
2. Explain the setup. Point out the rope boundaries, fleece balls, hula hoops, and boffers, and assign any metaphors that have meaning for your group.
3. Explain and demonstrate the rules of the game.
  - a. Each team will have one minute to identify a "captain or medic" immediately after the rules have been stated.
  - b. All fleece balls must remain on the ground, or floor, until the game starts.
  - c. Everyone begins with their foot on or in the hula hoop.
  - d. Players will be retrieving and throwing fleece balls at one another.
  - e. Everyone must remain within their triangle during the duration of play.
  - f. Players, including the "captain and medic," must kneel where they are if:
    - i. They step out of their triangle.
    - ii. They have been hit by a fleece ball before it hits the ground.
    - iii. A fleece ball that they threw is caught by a player on another team before it hits the ground.
  - g. If kneeling, a player may continue to catch and throw fleece balls, but may not move.
  - h. The role of the "captain or medic" is to revive his or her teammates by tagging them with the boffer. A player who is tagged by his or her "captain or medic," may stand and move again.
  - i. The "captain or medic" *only* may use the hula hoop as a safe zone. This means that if the "captain or medic" is hit while standing with at least one foot in the hula hoop, he or she does not have to kneel.
  - j. The game may end if:
    - i. The "captain or medic" has been hit.
    - ii. A predetermined amount of time, e.g., five minutes, has expired.
    - iii. All of the players, including the "captain or medic," on one team are kneeling.
4. Check for understanding of the rules, and then play!
5. It may be helpful to play a few games at this level before advancing to other levels, if the group has not played this game before or is getting re-acquainted with the rules. Remember to have the participants return the fleece balls to the reachable space between triangles before starting a new game.
6. When the group seems ready, advance through the levels or additional variations described in the Tips and Comments section below.

### **Reflection/Closure/Discussion:**

There is much to reflect on, process, review, and debrief throughout the entire course of this game. Rather than providing specific debrief questions, we are including a few debrief techniques that may be appropriate for this activity and large groups.

- **Take a Stand Debrief** – Take a Stand is a common activity used for a variety of reasons, but mostly as a way for a group to get to know one





another. It can also be used as a technique for debriefing or processing an experience. To do this, consider pre-recording statements that participants could respond to by choosing: Agree, Not Sure, Disagree or All the Time, Most of the Time, Some of the Time, or None of the Time. Identify triangles to represent one response from the set of either three or four responses. Read a statement and ask participants to move toward a triangle that indicates their response to the statement. For example, a statement could read "I played safe." You could then ask the participants to move to the triangle that best indicates their response – All the Time, Most of the Time, Some of the Time, or None of the Time. This technique provides a nice quantitative visual display of responses while being somewhat active. Also, you never know when it will spark a quality conversation...but it's bound to happen.

- **Traffic Light/Take a Stand Debrief** – Combining Take a Stand and Traffic Light Debrief using red, yellow, and green fleece balls creates a moment of quick, interactive reflection that brings awareness but keeps participants in the game. To facilitate this, let the fleece balls be where they are at the end of a game. Invite participants to think about how they and others were playing the game. Specifically, ask them to note a behavior that was:
  - **Red** – something that should stop.
  - **Yellow** – was concerning or prompted a question.
  - **Green** – something that should continue.

Have participants move to a red, yellow, or green fleece ball that matches their response. Ask a few people to share responses or invite either homogenous groups (same color fleece ball) or heterogeneous groups (one of each color fleece ball) to meet and discuss their responses.

- **Remote Control (aka Play, Pause, Reverse, Fast Forward, etc.)** – Create small groups of four by grouping one participant from each team, or reconnecting a group from the original group-splitting activity used before the game began. Ask each of these small groups to re-enact a highlight from the game. Each group should discuss their favorite moments or experiences, choose one, and practice the re-enactment. After five to ten minutes of practice, bring the small groups together. Invite groups to share their re-enactments and allow one person, or the whole group to "click" Play, Pause, Reverse, Fast Forward, etc. on an imaginary or mock remote control. Watch your favorite highlights in reverse, fast forward or even super slow motion. It's like watching your favorite video clips over and over again!

### **Safety:**

There are many safety and facilitation tips woven into the procedure above. Please review those and consider what they offer to create a safe, playful learning environment. Beyond these tips, consider reviewing general considerations when throwing soft objects at each other. For example, participants should not aim at another player's head. The tagging zone is below the shoulders. Also, some participants may find creative ways to retrieve fleece balls that are just out of reach for an individual by relying on the counter balance or spotting of other players. This is acceptable – just be aware and ready to "spot" verbally and physically as needed. Finally, as each level increases in intensity, be prepared to check in regarding the Full Value Contract, especially about safe and fun play.





## **Tips and Comments:**

### *Level Two – No Safe Zone*

1. Play Armada as described above with one simple change – remove the hula hoops. Now the safe zone no longer exists for the “captain or medic,” which means that each team will need to strategize ways to “protect” their “captain or medic” from being hit by a fleece ball.
2. Provide adequate time for each team to develop this strategy.
3. Play a few games at this level, allowing the players the opportunity to reflect on their strategies and make adjustments as needed.
4. When the group seems ready, play at the next level or skip to the fourth level.

### *Level Three – In Hiding*

1. Continue playing Armada with yet another simple change – remove the boffer. In this level, the hula hoop, aka the “safe zone,” and now the boffer, no longer exist. A “captain or medic” still exists on each team. Players now have an added goal of determining who the “captain or medic” on each team is. This provides each team with more opportunities to strategize, communicate, and problem solve en route to discovering who the “captain or medic” is on each team, while trying to protect the identity of their own.
2. Provide adequate time for each team to develop multiple strategies:
  - a. Discovering the “captain or medic” on each team.
  - b. Protecting the identity of their own “captain or medic.”
  - c. Preventing their “captain or medic” from being hit by fleece balls.
  - d. Keeping as many players up and moving for as long as possible.
3. Play a few games at this level, allowing players the opportunity to reflect on their strategies and make adjustments as needed.
4. It might also be beneficial at this point to process the experience. This level provides a great opportunity to explore fairness, communication, execution of a plan, and effective teamwork.
5. When ready, move on to the fourth level.

### *Level Four – Winning Teammates*

1. Hang in there, two more levels to go! Are you asking yourself, “What’s with all the levels?” Levels allow the game to become progressively more complex and interesting at a pace that is not overwhelming for your groups. Make sure that your group is ready for additional rules before moving forward, as more rules can be more fun, or more confusion and unnecessary conflict.
2. At this point, all rules apply, or if you or your group prefer, add rules from this level to any of the three previous levels.
3. At this level, the facilitator may, at any time, call “toe on the line.” When “toe on the line” is called, play stops immediately and every player runs to the nearest side of their triangle facing the player of another team.
4. Once everyone has paired off with someone from another team – on your call –they will play one game of Rock, Paper, Scissors (RPS). Provide a quick reminder of RPS rules as needed. Those who win stay within their triangle. Those who match stay where they are as well. Those who do not win (aka lose) change teams, joining the team of the person they lost to.



5. This variation starts to move people around a bit which may result in interesting dynamics. Some players who lose in RPS have no problem with this and continue playing hard as if they were always a part of their new team. Others love playing against their former team. Others still seem challenged to play for another team or against their former team. Be on the lookout for this and process as needed.
6. Play a few games at this level, allowing players the opportunity to reflect on their experiences. This level provides great opportunities to explore commitment, loyalty, abandonment, name calling, acceptance and letting go and moving on. Also, it is usually a wonderful time to check in regarding Challenge by Choice and/or the Full Value Contract. Use debriefing tools and techniques as needed to reach desired results or discover what is resonating with your participants.
7. And again, when the time seems right, move on to the fifth level.

#### *Level Five – Jumping Ship*

1. By now, you have realized that there is a lot to this game – a lot of fun, a lot to process, a lot to learn. The fifth level frees up the fun, and controlled chaos, even more. It requires a quick addition to the original setup. Place three or four foam rectangles (aka stepping stones) within the wider distance between each triangle. See diagram.
2. To play, maintain the rules you have been playing with until this point and add these additional rules:
  - a. Anyone, at any time, may jump from one triangle to another, as long as he or she can make it without contacting the space between triangles or being struck by a fleece ball.
    - i. If players land between triangles or are hit by a fleece ball while in the act of transition, they must kneel and remain where they are until tagged by their “captain or medic.”
    - ii. If they make it onto another triangle, a couple of things may occur.  
They may get hit with a fleece ball. If this happens, players must kneel and hope that the “captain or medic” will revive them by tagging them with the boffer or a hand if a boffer is not being used.

They may challenge a player on that team to a game of Thumb Wrestling or Finger Fencing. Play a quick game or two of either game to introduce or remind participants how to play. If an opposing player accepts the challenge and wins, the challenger remains. However, if an opposing player accepts and loses, they must return, with the challenger, to the challenger’s team. The opposing player may also choose to decline the challenge altogether. Now, if the challenging player is hit with a fleece ball while engaged in a game of Thumb Wrestling or Finger Fencing, the hit does not count.

- b. Players may also use the foam rectangles (aka stepping stones) as a way to cross from triangle to triangle without touching the space between triangles. If a player who is crossing on the foam rectangles



encounters a player from another team, each player must stop and play a quick game of RPS to determine who moves forward or goes back to their triangle. Once a player makes it to another triangle, the goal and rules stated above apply.

3. One fun thing during this level is to randomly stop play and ask participants from each team to identify themselves, one team at a time. Doing so brings awareness of how much a particular team has scattered and affirms that you do not need to be with your "team" – your people – to have a good time!
4. This variation increases the action dramatically and moves players around even more. This seems to lead, mostly, to more fun! Because there is so much going on, be prepared to stop the game at any time to check in especially around fun, fairness, and safety.
5. Continue playing at the level that seems to be most fun for the group and most effective for reaching desired results. This level provides a look at risk taking, independent action, taking initiative, awareness, and independently resolving conflicts. As stated before, this level is also a wonderful time to check in regarding Challenge by Choice and/or the Full Value Contract. Continue to use debriefing tools and techniques as needed to reach desired results or discover what is resonating with your participants.

## **Tollbooth Boogie**

**Overview:** An exciting and dynamic large group initiative sure to drive a group towards the same great destination. Participants, or teams of participants, set goals and seek efficiency as they travel through hula hoops going from point A to point B.

**Group Size:** 10+

**Estimated Time:** 30 minutes

### **Materials/Props:**

- 30 Spot Markers number 1-30 (as in the Key Punch Kit)
- Stop Watch
- 30 Hula Hoops (or Raccoon Circles)
- 2 Thirty foot lengths of webbing

### **Set Up:**

1. Establish a start and finish line using play rope or webbing.
2. Create 5 rows of 6 Hula Hoops, a total of 30 hula hoops, between the start and finish lines. Place the hula hoops in each row in a straight line. The Hula Hoops represent tollbooths.
3. Then place a numbered spot marker, a total of 30 spot markers, facedown in each hoop.
4. Ensure that each row has at least one odd numbered spot marker and at least one even numbered spot marker.

**Framing:**  
**Vacation Traffic**



"How many of you have ever been in a car heading towards a tollbooth on a weekend or vacation week? Have you noticed how the cars seem to criss-cross the lanes seeking either the open lane, lane with the shortest line, or the desired payment method? It seems problematic. Envision yourself as individual cars, yet a collective group of people hoping for a relaxing vacation. Your task is to find the most efficient way to get everyone through the tollbooths, from Point A to Point B, and on to your well deserved destination!"

### **Goal Setting**

"Goal setting is a relevant way for a group to go from good to great. Revising a goal is essential for fairly challenging the group. Tracking a goal helps accurately assess progress. During this activity you will set, revise, and track goals while working as a team towards the most efficient solution to get from point A to point B."

### **Procedure:**

1. Working as a team, participants attempt to move from point A, the starting line, to Point B, the finish line, by passing through even numbered hula hoops, or tollbooths, as fast as they can.
2. To "pass" through a tollbooth, each participant must physically move their body through the hula hoop, which requires the hoop to be passed from head to toe, toe to head, or a participant stepping through a hoop that is lifted and held vertically off of the ground. Participants may not step, foot only, through a hoop while it is on the ground.
3. A Hula Hoop, after it has been used by everyone needing it, must be placed back on the ground around its original spot marker.
4. Participants may not pass through an odd numbered tollbooth. If an odd numbered spot marker is discovered the participant that discovered it, as well as anyone else who notices it must move laterally to another tollbooth, hula hoop, in that row seeking an even numbered spot marker.
5. Spot markers, whether odd or even, may remain face up once flipped.
6. The event is timed. Time starts when the first person crosses the finish line and stops when the last person crosses the finish line.
7. Provide an opportunity to plan and prepare after the first round and before each sequential round for an additional 3-5 rounds or attempts to improve efficiency tracked by time.

### **Reflection/Closure/Discussion:**

#### **Vacation Traffic**

1. How would you describe your communication?
2. What aspects of your communication, both as individuals and as a group, were most helpful?
3. How did these positive aspects of communication effect your decisions and ultimately your solutions?
4. Can you identify other aspects of your self – values, morals, strengths, limitations, cultural norms, etc – that may have impacted your decisions?
5. What might this tell us about how we communicate and interact with others in our everyday lives?

### **Goal Setting**



1. How would you describe your goal setting, more or less challenging?
2. How many revisions were made to reach optimal efficiency? What went into making these revisions?
3. What is the value of revising a goal?
4. What are the benefits of a positive or challenging goal?

### **Safety:**

- Encourage the group to move safely while attempting to move quickly. Moving too fast may result in tripping over or through a hoop or webbing circle. Additionally, moving too quickly could also result in damaged hula hoops.

### **Tips and Comments:**

- This activity was inspired by many days of travel, especial those incorporating at least one, if not multiple, tollbooths and the fascinating driving behaviors that surround them. The name was generated by my wife, Michelle, while driving North on 95 to visit friends of ours in Maine.
- A few teachers that have tried Tollbooth Boogie early on have shared their students' experiences with me. What was shared was similar. While playing Tollbooth Boogie, students from two different sites, have developed the language of "carpooling" and "toll keepers" to describe specific solutions to being more efficient. Carpooling refers to passing more than one person through a tollbooth, or hoop or webbing circle, at a time. Toll Keepers refers to the individual who lifts, lowers, or holds the hoop in order for others to pass safely and efficiently. Processing either or both of these concepts would allow a teacher or facilitator to explore objects above linked to caring for self and others and creating and sustaining a healthy lifestyle through social support.
- **Variations** – Below are many ways to vary Tollbooth Boogie depending on the overall objective, size of the group, or to provide additional challenges.
  - **Smaller Groups** – For groups of 10-15 people consider using less hula hoops and spot markers. Create a 4x5, 5x4, or 4x4 grid of hula hoops and spot makers.
  - **Larger Groups** – For groups larger than 30, use the larger grid set-up (5x5, 6x5, or 5x6) and consider splitting the group into 3 or 4 smaller groups. When working with this many groups, you may need to use something other than spot markers to indicate which group goes through which hoop. Using different colored tape associated each group placed on the underside of the spot markers is one solution. Another is using different colored blocks. Finally, a more complex option would be to continue using spot markers as described above, however, note that the spot markers provide 4 classifications to assign to each group – odd, even, 1-15, 16-30. So each of 4 groups could be assigned one of the following odd 1-15, odd 16-30, even 1-15, and even 16-30. Whatever you use should not be visual from a distance as a group should discover whether a group can pass through a particular hoop at the least minute. Also, make sure each row of hoops has an option for each group to advance to the next row.



- **Memory or Random Redistribution** – Determine before the activity whether the spot markers will remain in the same place for each round or if they should be randomly redistributed. Keeping spots where they are allows the group the opportunity to memorize or become more and more familiar with the pattern of even numbered tollbooths. Random Redistribution provides novelty during each round. There is value in both options, yet the facilitator, and subsequently the group, should be clear of the challenge prior to the first attempt.
- **Odd and Even (Same Direction)** – Split the group into two teams. Start the teams on the same side with the same objective of traveling from point A to point B and passing through the hula hoops as fast as they can, as described in the procedure above. However, one team may only pass through hoops with an even numbered spot marker, while the other may only pass through hoops with an odd numbered spot marker. Teams could either compete or work towards a collective best, depending on the desired learning outcomes.
- **Odd and Even (Opposite Directions)** – Similar to the odd and even variation above, split the group into two teams. This time however, start the teams on the opposite sides with the objective of traveling from their respective point A to point B, passing through the hula hoops as fast as they can, as described in the procedure above. Again, similar to odd even (same direction) one team may only pass through hoops with an even numbered spot marker, while the other may only pass through hoops with an odd numbered spot marker. Teams could again either compete or work towards a collective best, depending on the desired learning outcomes. Participants should be made aware of the potential for collision and should do their best to avoid contact with other people to ensure a safe passing.

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