Zoom and Re-Zoom

Élményakadémia

N° of pax
20-30

indoors

60 mins

team building

PURPOSE

• practicing communication and listening
• decision making - leadership
• stress management

PREPARATION

• To create the game from the book, separate the picture pages of the book into one page sheets and laminate or place them in clear plastic sleeves to protect them from prolonged usage. • Make a circle of chairs - placed 1 meters from each other - with one chair for each participant

MATERIALS

• ZOOM cards - printed and laminated
• Zoom and/or Re-Zoom books by Istvan Banyai. (This book is shipped intact. To create the game, the pages of the book need to be separated into one page sheets, trimmed, and then can be laminated or placed in clear plastic sleeves) *Find the books online, for example Amazon - (cca. 10 euros) - Banyai, I. (1995). Zoom New York: Viking / Penguin. Banyai, I. (1998). Re-Zoom New York: Viking / Penguin.*
• Re-Zoom needs more advanced skills than Zoom. The collection of pictures requires more effort to sort them out.

INTRO

This engaging group activity helps develop communication skills, perspective, and problem-solving skills. This game is based on the intriguing, wordless picture books „Zoom" and „Re-Zoom" by Istvan Banyai which consist of cca. 30 sequential „pictures within pictures." The Zoom narrative moves from a rooster to a ship to a city street to a desert island and outer space. Zoom has been published in 18 countries. The Re-Zoom narrative moves from an Egyptian hieroglyphic to a film set to an elephant ride to a billboard to a train. To create the game from the book, separate the picture pages of the book into one page sheets and laminate or place them in clear plastic sleeves to protect them from prolonged usage.

A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to the others. The activity requires patience, communication, and perspective taking in order to recreate the story's sequence.

STEPS

Frontload the activity with highlights of some learning goals you believe they should practice (communication, leadership, decision making etc.). You can give a time frame to complete the activity - 30-40 minutes. It is important not to call the activity "Zoom" because you give a strong hint for the solution - you might call it Picture flow or River. /

1. Hand out one picture per person (make sure a random sequence is used). You can place the picture in front of their chairs on the floor, with the picture facing downwards. **2.** Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Depending on the challenge level you want to facilitate, you can give the group two times 1 minute to study the pictures. The first one minute can be used right at the beginning when the time limit starts. The second 1 minute is up to them when they want to use it within the time frame of the activity. They just need to decide it as a group and they have to inform you when the second 1 minute is applied. **3.** Encourage participants to study their picture, since it contains important information to help solve a problem. The challenge is for the group to put the pictures in the correct order sequence without looking at one another's pictures. **4.** The last action of the group is when they place the pictures still facing downwards on the floor in the middle of the circle in the sequence they worked out together. **5.** When the group believes they have all the pictures in order, the pictures can be turned over for everyone to see. **6.** Once the challenge is finished, allow everyone to take a good look at the pictures and encourage participants to sort out any mistakes in the order (can be done on the floor), then let everyone walk around and view the pictures in sequence so they understand the full story. **7.** Start the reflection circle. (20-30 minutes).

REFLECTION

• How did you experience your group work during this activity? What about leadership and decision making? • How did you experience your role in this activity? • How did you feel during the activity? How can this experience be useful for your own well being in a group context?

COMMENTS

• Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story. • If there are a few more people than cards, then pair people up. • For smaller groups, try forbidding talking. This increases the difficulty and creates the need for expressive sign language. • In general, allow large groups to talk because there is enough complexity sorting out all the pictures. • Another way to increase complexity with small groups is to give each person more than one picture.