COMMON TRAINING

PROFICIENCY LEVEL ONE

INSTRUCTIONAL GUIDE

SECTION 6

EO C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare all materials listed in the resource section of each activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

IMPORTANCE

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

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Teaching point 1 **Conduct the teambuilding activity "Jigsaw."**

Time: 5 min Method: In-Class Activity

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for re-assembly;
- CD player (optional); and
- Appropriate CDs (optional).

ACTIVITY LAYOUT

Nil.

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ACTIVITY INSTRUCTIONS

1. Select a suitable picture puzzle (Attachment A).
2. Break the puzzle into nine connectable subsets (so the subsets can be connected to each other)
3. Distribute the subsets to each participant (divide cadets into groups if there are more than 9 participants).
4. Have the cadets assemble the subsets of the puzzle.
5. After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
6. Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching point 2 **Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.**

Time: 5 min Method: Group Discussion

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as "great idea" or "excellent response, can anyone add to that?".
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

Q1. What was your reaction were experienced when you realized your importance to the overall team?

Q2. What impact did the time deadline have on the effectiveness the group completing the task?

Q3. What was the impact of having team members available to help with the task?

Q4. What do you feel the completed picture puzzle represents?

Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.

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CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching point 3 **Conduct the teambuilding activity "Alphabetically."**

Time: 10 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

- Blindfolds (optional)

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTION

1. Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).

2. Direct one cadet to say the first letter of the alphabet.

3. The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in the activity will serve as the confirmation of the TP.

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Teaching point 4 **Lead a discussion on the characteristics of a successful team.**

Time: 20 min Method: Group Discussion

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?

Q2. What makes this activity so difficult?

Q3. If a pattern was created, was the activity then easier to complete?

Q4. Was the activity easier to complete with eyes open? If so, why?

Q5. How did you feel about the individual contribution that each cadet made?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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CLOSING STATEMENT

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/ Hunt.

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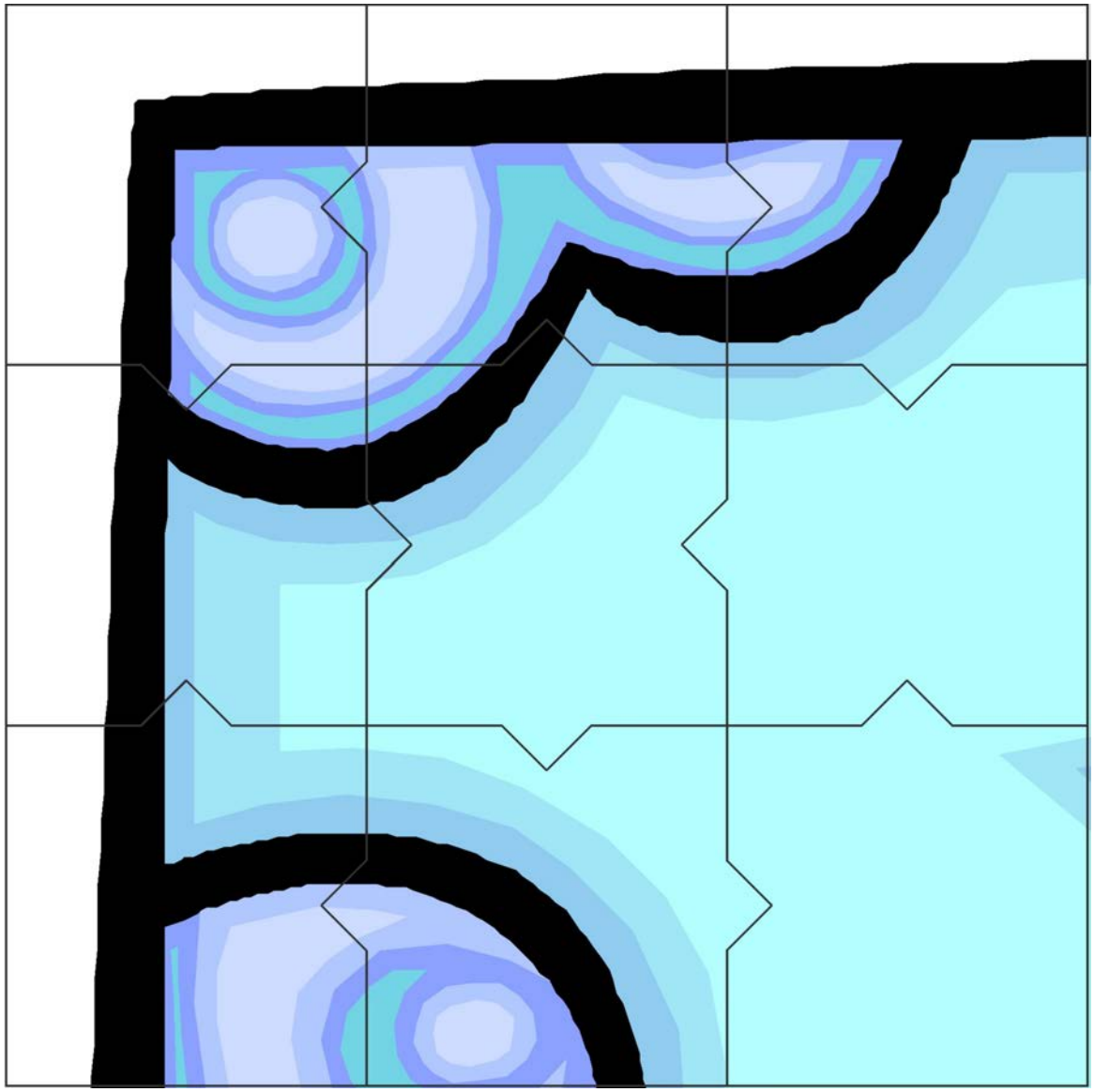

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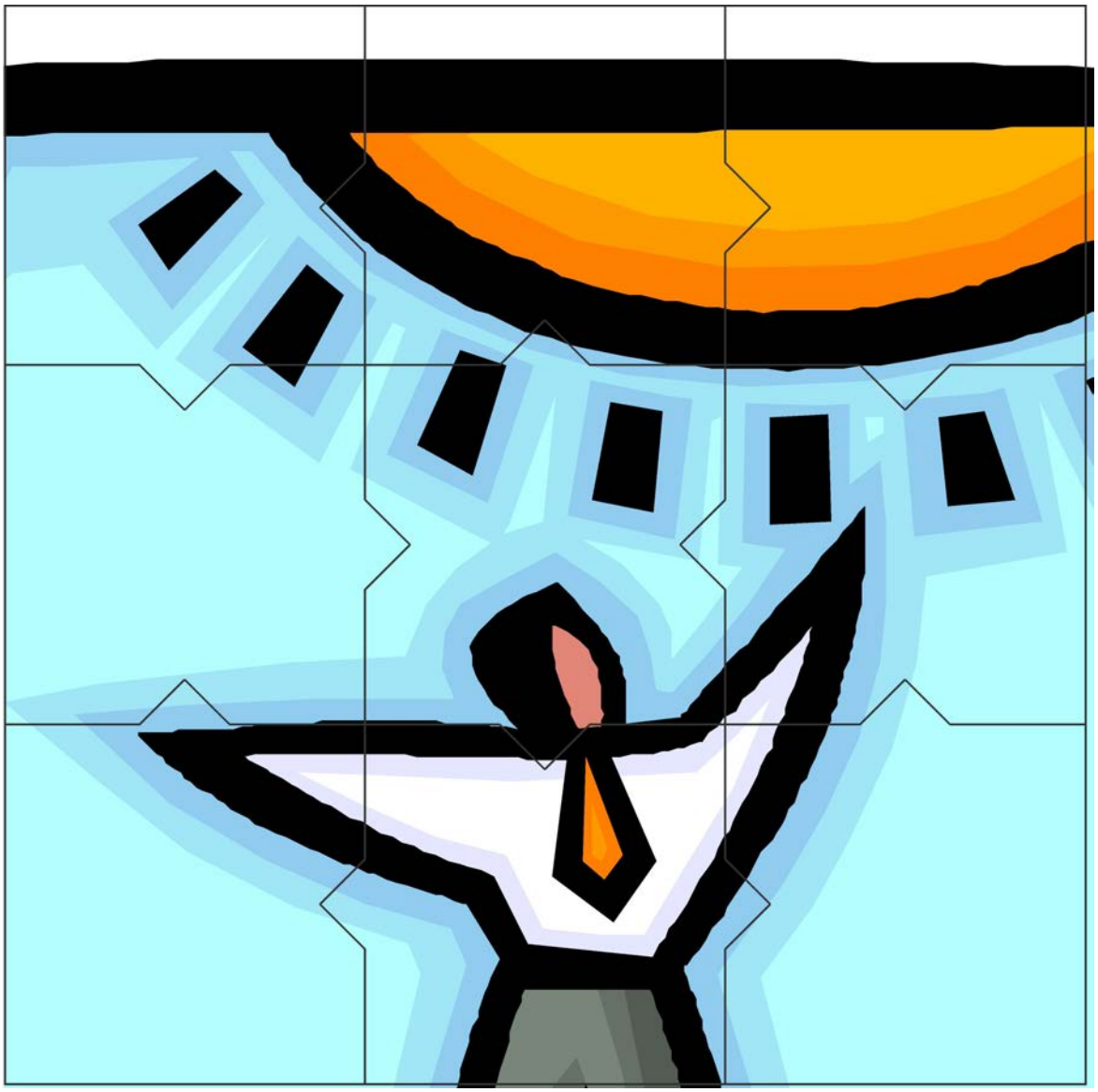

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