COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 4

EO C103.01 – PARTICIPATE IN ICEBREAKER 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-601/PG-001, *Phase 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 to 3 as it is an interactive way to present icebreaker activities and the learning objective.

A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.

IMPORTANCE

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

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Teaching point 1 **Conduct the icebreaker activity "True Confession Toothpicks."**

Time: 5 min Method: In-Class Activity

BACKGROUND KNOWLEDGE

ICEBREAKERS

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

ACTIVITY

OBJECTIVE

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

RESOURCES

- Large amount of toothpicks.

ACTIVITY LAYOUT

A circle classroom arrangement may be appropriate for this activity.

ACTIVITY INSTRUCTIONS

1. Give each cadet five toothpicks.

2. Select a cadet to go first; ask them to talk about something they have never done (eg. I have never jay-walked).

3. After the statement, anyone in the group who has done the action must forfeit a toothpick.

4. The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.

5. The disclosers continue until someone has lost all five toothpicks.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

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Teaching point 2 **Conduct the icebreaker activity "Two Truths and a Lie."**

Time: 5 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to get cadets thinking about differences and similarities between themselves and others.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of four;
2. Cadets will brainstorm three characteristics that make every cadet in the group the same;
3. Cadets will brainstorm three characteristics that make every cadet in the group different;
4. Each group of cadets peer share their similarities and their differences with the rest of the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching point 3 **Conduct the icebreaker activity "Self Disclosure Introductions."**

Time: 5 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to provide innovative ways for the cadets to know one another by adding adjectives to their first or last names.

RESOURCES

Nil.

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ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTION

1. Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching point 4 **Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.**

Time: 10 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 tasks help you introduce yourselves to one another?

Q2. Did the activity help include everyone in the team environment?

Q3. How did you feel about the others in the group after the activity was completed?



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.

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CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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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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