

WILL to MotivatE(U)

Teambuilding and Preparation

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Spot: Gym of the Szeged Centre for Vocational Education and Training Móravárosi Special and General Secondary School

Date: 20. November 2018.

Participants: members of the **WILL to MotivatE(U) Erasmus+ KA2 project team**

Number of participants: 12

Duration: 9.30-13.30

Schedule:

	Topics
09.30 - 09.40	Welcoming the participants. Starting round
09.40 - 10.30	Parachuting, Learning names by Super Vampire game
11.30 - 11.00	<i>Break</i>
11.00 - 12.05	Shield and Sword. Spider's web and Bog trotting
12.05 - 12.20	<i>Break</i>
12.20 - 13.00	Jedi Master and the plumbers
13.00 - 13.30	Evaluation. Closing.

I. Welcoming the participants. Starting round

1.1 The team leader greets the participants.

1.2 **Starting round** – *Introduction, getting in tune with each other.*

(Tool: a teddy bear)

[Participants introduce themselves one by one. They say their first name, where are they from (country), the subject they teach and the names of the participants they already know. Then throw the teddy bear to another participant]

II. Parachuting, learning names by Super Vampire game.

1. Parachuting

1.1 Unload – *Getting in tune with each other.*

(Tool: Pedagogical parachute)

[Group members take the parachute out of the sack not touching the ground then grab it and form a circle]

1.2 Wind generator- *getting in tune with each other, icebreaker*

(Tool: Pedagogical parachute)

[By moving the pedagogical parachute up and down, generating as big wind as possible]

1.3 Rainbow – *getting in tune with each other, icebreaker*

(Tool: Pedagogical parachute)

[The group moves the parachute up and down. The team leader says a colour present on the parachute and the members of the group holding that colour, change place under the parachute. When he says „ Rainbow” everybody let the parachute and change place with one another under the parachute.]

1.4 Playing with many small balls – *getting in tune with each other, icebreaker*

(Tool: Pedagogical parachute, 50 pcs small balls)

[Group members hold the parachute moving it but keeping the balls together and the balls mustn't fall down. They send the balls into the colourful section in front of them. At the end they shot out the balls until all of them will fall on the floor,]

1.5 Hut – *getting in tune with each other, icebreaker*

(Tool: Pedagogical parachute)

[The group keep moving the pedagogical parachute up and down. When the group leader gives a sign everybody steps ahead, crouches and pulls the parachute behind themselves.]

1.6 Tidying up – *getting in tune with each other, icebreaker*

(Tool: Pedagogical parachute)

[The group members put the parachute into the sack without touching the floor.]

2. Vampire of names

2.1 Vampire of names– *Icebreaker exercise, learning names (building confidence).*

(Tool:-)

[The group members tell some methods used to defend against vampires. But these methods don't provide protection against the super vampire. The super vampire, the team leader, from a distance clearly points at the intended victim and moves toward.

Ways of defence:

- the intended victim is touched on the shoulders by two-two neighbours.
- the intended victim is touched by one-one shoulder.

- the intended victim is touched by one-one neighbour and they say his name.
- the intended victim is touched on the shoulder by one-one neighbour and they say his name. The vampire decides whether accept the defence or not. If not, then the vampire and the victim change position.]

BREAK

III. Shield and Sword. Spider's web and Bog trotting. Jedi Council

1. **Shield and Sword.** – *Energizing, icebreaker, confidence builder game.*

(Tool:-)

[The group members gather around, facing the centre of the circle. Their trigger-finger is the sword with which downwards they stick into their neighbour's open left hand's palm, into the sword. At the given mark the shield must be closed the palms clutching the sword but at the same mark the sword must be pull out of the shield.]

2. **Spider's web** – *Teamwork, collaboration, common objective, group roles*

(Tool: cords, bells)

[The members of the group must get across the spiderweb, made of cords. It has as many holes as participants. Each hole can be used once. Meanwhile they mustn't touch the spiderweb otherwise the giant man-eater spider comes, and he eats those men who touched the cord (go back to the starting position).

The exercise ends when all participants have got across the spiderweb.]

3. Bog trotting – *Teamwork, collaboration, common objective, team roles*

(Tool: 2 benches, 2 stools)

[Each team must get across from the safe, starting point across the bog to the safe destination area. With the help of two benches they can build two bridges and get across the bog. Maximum 3 person can stay on one bench at the same time. On the island (2 stools), which is approximately on halfway, more person can stay simultaneously. The participants also must pay attention that somebody always stay on the mobile bridge otherwise the alligators living in the bog would destroy the bridge. The exercise ends when all the participants got across the bog.]

4. Feedback (*Challenge – Performance – Entertainment triangle*)

(Tool: Triangle made of rope, colourful balls)

[The team leader asks the members thinking through what they thought, felt in the previous exercise. If they thought over, take a colourful ball and put inside the *Challenge – Performance – Entertainment triangle*. The ball's distance of the peak is inversely proportional to the intensity of the given emotion.

5. Discussion, reflections (*At the beginning Magic Bear introduces himself*)

[The team members are sitting around the triangle.

The team leader introduces the Magic Bear (or an optional stuffed animal). The magic power of the bear: helps to compose the thoughts and strengthen the expressiveness of the person who is holding it. Also helps the others to keep quiet and listen their peer who is holding the Magic Bear.

Questions to discuss. Asking the Magic Bear, they can ask to speak.

At the end of the discussion everybody tells one by one (passing around the Magic Bear)

- Where did he put the ball and what would to express?
- *What do the colourful balls put on different places mean to you on the scale?]*

BREAK

IV. Jedi master and the plumbers.

1 Jedi master

1.1 Jedi knights – *energization*

(Tool: A colourful pool noodle for every team member)

[The team leader welcomes the participants of the Jedi World Council, who are practising their annual fencing lesson. The rules of Chivalry are the following: they can fence only in pairs with sword of different colours. Head is a sensible part so arm, leg can be attacked, parts of the body covered by clothes.

They greet each other and start fencing at the given sign, at another sign they stop, and exchange sword and the same pairs are fencing.

At the next sign new pairs are forming, observing the rules regarding the colour of the sword.]

1.2 Feedback (*Did you feel yourself safe? - Raise up the noodles.*)

(If more people signs that they didn't feel themselves in safe then you can speak about it. What caused their fears? What can be done to prevent the development of the fear?)

2. Plumbers

2.1 Water into the channel - *Teamwork, collaboration, common objective, group rules*

(Tool: A colourful noodle for every team member)

[The team leader greets the best plumbers of the world, who gathered to resolve a practical problem. The participants must carry water across the desert from the spring to a basin suitable for storing drinking water. The basin, symbolized by a square made by 4 noodles, the water by a blue sponge ball. The plumbers must drive the water into the basin with the piece of water conduit hold by them (noodle). Due to the hygienic requirements the drinking water mustn't be touched, fell on the ground and they can't change the place but the position of the piece of conduit (noodle), across which the water is flowing.

The water must be driven approximately 20 metres.

If the water runs out of the channel or the basin or somebody touches it by hands then they must start from the beginning, from the spring the conduction of the water.]

2.2 Water in the channel, also at night - *Teamwork, collaboration, common objective, group rules*

(Tool: A colourful noodle for each team member, eyepatch for the volunteers.)

[The volunteers are blindfolded (maximum the half of the group), because it's night. The others have night-vision goggles. The exercise is the same as before.]

2.3 Feedback- *Nonverbal*

(Tool: A colourful noodle for every team member)

[The participants form a circle and hold the noodles with both hands and by raising it up can express: „ What was the collaboration during the conduction of the water?“]

Evaluation. Closing.

1. Evaluation

1.1 “Who has bigger little finger?” – *energizing, forming groups*

(Tool: -)

[The team members compare their little fingers and line up according to the size the team leader says a letter to the members (A, B or C). In this way forming the 3 groups.]

1.2 Making poster in small groups - *collaboration, introduction, feedback*

(Tool: A2 size drawing papers, colourful marker pens)

[In groups of four they discuss the experience of the exercises, their feelings and make together a poster for advertising this meeting.]

1.3 Displaying the posters - *tolerance, introduction, feedback*

(Tool: -)

[The small groups elect their spokesman and introduces their posters.]

1.4 Closing - *tolerance, introduction, feedback*

(Tool: stuffed animal)

[The participants tell one by one

- how they felt themselves
- what they learnt
- how many names of the participants they know.

They throw the stuffed animal to somebody who hasn't told his experience, yet.]

1.5 Closing

(Tool: -)

[The team leader closes the session.]

+1 Take many group photos in different positions.