

TRAINER'S MATERIALS

MODULE: COMMUNICATION AND CONFLICT RESOLUTION

TOPIC 3: TEAMWORK

THE SET OF EXERCISES FOR THE TRAINING SESSION

DURATION OF THE SESSION: 120 MINUTES

Time	Table of content	Exercises
5'	Introduction to the training Presentation of the professor and all the students. Goal: break the ice between students and the teacher and meet the classmates	<i>No exercises for this part</i>
10'	Topic presentation Teamwork Index and objectives Theoretical concept Resolve questions	<u>This is my friend</u> Description: The teacher tells the students to form a circle in the middle of the class. One begins by introducing the partner on the left with the formula "this is my friend X", when he says the name he raises his friend's hand in the air and says a characteristic of his friend; the game continues until everyone has been introduced.
30'	Characteristics of teamwork Differences between teamwork and group work Advantages and disadvantages of teamwork Teamwork is recommended?	<u>The wrong message</u> Description: The group is divided into two teams (you can also make one group in a circle). The first in line (or in the circle) is given a message in the ear so that he can transmit

	<p>Resolve questions</p>	<p>it to the rest of the group in secret correctly, one at a time. Then the last person in each row (or circle) is asked aloud what message was communicated. He then confronts himself with the real message conveyed.</p>
<p>30'</p>	<p> Steps to create an efficient team What is a cohesive and efficient team? Steps to create an efficient team Roles team Person qualities Resolve questions </p>	<p><u>Our prejudices</u></p> <p>Description: The teacher prepares ribbons to place around the head various stereotypes: "flirt", "annoying", "smart", "ass-kissing", "responsible" ...</p> <p>The animator places the ribbons at forehead level without being seen by the person to whom they are attached. Once all the people have the tapes on, a topic is proposed for discussion. Each person will treat the other people, during the discussion, based on what the stereotype they see on their forehead means to them. You don't have to say openly what it says, but treat that person with the idea you have of a person who responds to that "label".</p> <p><u>The messages</u></p> <p>Description: The teacher divides the class into 4 groups that are located at the ends of the class. Each group chooses a representative. This representative is placed behind the opposite group. Each representative is given a message to convey to their group. At a</p>

		<p>signal, the 4 representatives send their message. The more they shout, the better. The first group to transcribe the message wins.</p> <p>The messages can be pieces of text, and the game ends when each subgroup recites the original text.</p>
40'	<p>Communicarion in the teamwork</p> <p>Minimum requirements for communication</p> <p>Group techniques</p> <p>Brainstorming</p> <p>Group discussion</p> <p>The six hats</p> <p>Resolve questions</p>	<p><u>The most important thing in the world is...</u></p> <p>Description: The class will be divided into groups of two or three people. Each group will write five names of objects on pieces of paper. All the papers are collected and one member of each group will choose a paper blindly. Then each group should think about why that object, the one written on the paper, is the best invention of mankind. Once they have established the reasons, one member of the group will confront another member of another group to defend the importance of their object. The other group members can help when their representative needs it.</p> <p><u>Finish the story</u></p> <p>Description: The teacher divides the class into equal groups and places them in different parts of the classroom. Then the teacher tells a story, such as: "There were some friends planning their summer vacation, so they</p>

		<p>decided to meet for a snack at the house of one of them. So..."</p> <p>From this point on, each group must continue the story, which must have an ending according to what the teacher establishes (happy ending, sad ending, open ending, dramatic twist, tragic ending...). The first group to finish the story will expose it in front of the whole class.</p> <p><u>The six hats</u></p> <p>Description: The teacher divides the students into groups of 6 people. Each group will distribute the hats among the members of the group. The teacher will explain a problem, for example: "We are a small company located in a village for the last 10 years, but we are growing and want to establish ourselves in a larger office in the next town. Is this a good idea?"</p> <p>Some facts to consider:</p> <ul style="list-style-type: none"> - The price of the offices in the city. - Availability of offices in the city. - Most of the employees currently live in the city. - Need to hire security for the offices. - Restaurants near the city. <p>Each group should face this problem, each member according to his or her own hat, and find a reasoned solution to the problem.</p>
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5'	Summary of the session	<i>No exercises for this part</i>