**RRT Training Package**

**A2.5d Teambuilding activities - Facilitator guide**

**1. Egg drop teambuilding activity**

Group size: 15 to 50

Time: 60 minutes

Materials: For each group/RRT: 1 raw egg (plus extras in case of accidents), inflatable balloons x 5, blank paper x 5 sheets, large size post it x 5, thin straws x 10, scotch tape x 1.

Objective: To build teamwork and creative thinking.

**Instructions**

Groups/RRTs take materials and build something to protect a raw egg. The eggs that survive a 10+ foot drop successfully complete the challenge.

**Setup**

1. Divide the group into small groups/RRTs. Give each team the material above listed.
2. Explain the rules of the teambuilding activity. Tell them that the goal is to design and build a structure that will prevent their raw egg from breaking from a high drop. Teams will be given about 15 minutes to make the structure. If more than one team is successful, then the team that uses the least amount of straws/material wins. Should more than one team succeed in protecting their egg, the winner will be determined by the fewest straws/material used.
3. Separate the teams so they are not very close to each other (to prevent copying ideas).
4. Say GO! and give teams 15 minutes or so to build their structure, with an egg inside.

**Winning the Game**

At the end of the time limit, bring everyone back together. Drop each structure in a consistent way. After dropping all structures, open them up and figure out which eggs have remained intact. The winning team is the one with the least number of straws/material used.

**Debriefing**

* Ask the teams about their experiences; what went well and what was effective in terms of teamwork.
* Ask whether their designs changed or evolved over time.
* Ask about traits or characteristics of good leadership or teamwork, or meaningful contributions during gameplay.
* Ask if teams would do anything differently next time.

**2. Mine Field Teambuilding Activity**

Group size: 15 to 50

Time: 45 minutes

Materials: A very large outdoor or indoor space; several light, soft objects to serve as obstacles (such as large paper cups, empty plastic bottles, cones, soft foam balls, etc.); a blindfold.

Objective: To build teamwork and trust.

**Instructions**

**Setup**

Find a good large outdoor field or large indoor space. Be sure there are no dangerous items or hazards nearby. Set up the “minefield” by placing “mines” (large paper cups, empty plastic bottles, cones, soft foam balls, etc.) in many places all over the space.

Once the minefield is set up, ask each group/RRT to choose a **guide**: the guide will be allowed to see and talk in order to guide his teammates while walking across the minefield but the guide is not allowed to touch his teammates or enter the minefield.

The teammates will be **blindfolded** and will be not allowed to see or talk.

The blindfolded teammates have to walk across the “minefield”

Give each group/RRT a few minutes of planning and preparation for their communication strategy

Once blindfolds are worn and everyone is ready, say “Go!” and the activity begins.

Create a **penalty** for touching a “mine”. Perhaps a time delay, or a loss of points, or (worse case) a restart.

As you lead the activity, try to inspire the players and emphasize the importance of trust and safety. Promote a serious environment.

The goal is for each blindfolded person to get from one side of the field to the other. He or she must safely avoid touching the “mines,” by carefully listening to the verbal guidance of their guide.

Note:

* Be careful that blindfolded people don’t crash into each other. The facilitator should ensure collisions don’t occur. He or she can walk around and help keep people separated.
* Create a penalty for touching a “mine”. Perhaps a time delay, or a loss of points, or (worse case) a restart.
* If a person prefers not to play, do not force a person to be blindfolded.

**Debriefin**g

At the end of the time, debrief and allow for reflection; ask groups/RRTs what they learned from the experience.

Emphasize the importance of preparation, trust and communication, and the role of the leader...

**3. Logo**

Group size: 15 to 50

Time: 60 minutes

Materials: Flip-chart paper and markers

Objective: To develop comfortable working relationships within a team.

When to use: In a workshop where groups must perform specific tasks.

**Instructions**

1. The facilitator should ask the participants to form several small groups and select a name for their team.
2. Ask each team to develop a graphic logo (trademark) that will portray who/what they are to the rest of the participants. Draw a large version on a flip-chart for the group to see. Allow ten minutes for this activity.
3. After they have completed their logo, ask each team to develop a slogan with twelve words or less that explains their logo and creates an identity for the group. Allow ten minutes for this activity.
4. Ask each group to show their products to the rest of the participants and explain what the logo and slogan represent.

**Debriefing:**

Discuss the value of the exercise for the work that they will do.

**4. Tangle-Untangle**

*Group size: 15 to 25*

*Time: 10 to 15 minutes*

*Materials: None*

Objective: To demonstrate that cooperation and team efforts are successful problem solving

techniques.

When to use: At the beginning of a session on cooperation and team-building or participation.

**Instructions**

1. Ask one person to volunteer as the "director".
2. Ask the other participants to join hands and form a circle. Then, without letting go of each

other's hands, move the people over, under, and between each other to form a human knot.

1. After the participants have formed the knot, the "director" is asked to untie them. Everyone

must follow the director's instructions cooperatively. They may not move unless told to do so. Keep track of the time it takes.

1. After the group has been untied, the director is asked to join hands with the group and to

form the knot once again. This time they must untie the knot by themselves, without the help of a director. (It should be much easier.)

1. Compare the time it takes with and without the director.

**Debriefing**

Ask the group what they thought the exercise was about. They will probably comment on teamwork, cooperation, not relying on one director, etc. Allow this to lead to a discussion on the issue of teamwork.

**5. Tricky tales**

*Group size: 10 to 30*

*Time: 20 to 30 minutes*

*Materials: Envelopes and cards*

Objective: To increase analytical and problem-solving skills.

When to use: During a group event which focuses on team work or problem solving.

**Instructions**

1. Assign observers (facilitators can be observers)
2. Write the answers/clues on VIPP cards. Include the numbers of the tales. (See below.)
3. Ask the participants to form four groups with one observer per group.
4. All cards labelled "1" are placed in an envelope marked "1," and so on, for the remaining three sets of cards. Each team should have four envelopes marked 1, 2, 3,and 4.
5. Ask the teams to solve the puzzle. To accomplish this task, each team must do two things: obtain all clues and determine the correct solution. The solution may not be submitted until all of the clues of the tale are in the team's possession.
6. To obtain all the clues, team members must negotiate with the other three teams. The rules for negotiation are:

**Rules**

Only one member of a team may leave the room at any one time. Only one member may negotiate with any team at any one time. Each member of the team must have at least one

opportunity to negotiate with another team. No more than two clues may be exchanged during any one transaction with another team.

**Tale 1: The car crash**

Mr. Smith and his son are driving a car. The car crashes. The father is killed instantly. The son is critically injured and rushed to hospital. The surgeon takes a look at him and says,"I can't operate on him. He is my son Arthur." How do you explain this?

**Tale 2: How about them apples?**

A grocer has some apples for sale. One customer buys one half of all the apples, plus half an apple. A second customer takes one half of the remaining apples plus half an apple. The third customer purchases one half of the quantity left plus half an apple. The grocer is now completely sold out. None of the customers bought fractions of apples. All purchases were

whole numbers. How many apples did the grocer originally have?

**Tale 3: The loser is the winner**

Two people own a horse each. Each insists that his/her horse is the slowest. They were going to have a race to settle the argument but neither person would trust that the other would ride to the fullest, without the slightest holding back of the horse. How can the slowest horse be definitely established?

**Tale 4: Socks fox**

There are twelve white socks and forty-nine red socks all mixed up in a drawer. These are individual socks, not pairs. What is the minimum number of socks you must pull out of the drawer. with your eyes closed, to ensure one matching pair was among the chosen? All socks are the same size and made of the same material so no distinction can be made by sense of touch.

**The car crash**

Answer: The surgeon was Arthur's mother.

**How about them apples**

Answer: The grocer originally had seven apples.

**The loser is the winner**

Answer: Each person rides the other person's horse in the race.

**Socks fox**

Answer: If you take three socks from the drawer, two of the three must match since only two colours exist.

Sit where you can see and hear most of the team. Take notes; include quotes where possible. Note the things that help and hinder the team and the impact of what was said or done.

Look for data on:

* Competitive behaviour (working against the other teams).
* Collaborative behaviour (working with the other teams).
* Task oriented behaviour (focusing on the job to be done).
* Strategic behaviour (seeing the big picture).
* Process behaviour (how the team is working together).

**Debriefing**:

At the end of the exercise, the observers will report on the above and a discussion should take place on what happened in each group and in the whole group.

|  |
| --- |
| **Disclaimer**  **WHO Health Security Learning Platform - Training Materials**  These WHO Training Materials are © World Health Organization (WHO) 2018. All rights reserved.  Your use of these materials is subject to the “[WHO Health Security Learning Platform, Training Materials – Terms of Use](https://extranet.who.int/hslp/?q=content/terms-use)”, which you accepted when downloading them and which are available on the Health Security Learning Platform at: <https://extranet.who.int/hslp> .    Should you adapt, modify, translate, or in any other way revise the contents of these materials, you shall not imply that WHO is any way affiliated with such modifications and shall not use the WHO name or emblem in such modified materials.  Further, please inform WHO of any modifications of these materials that you use publicly, for record-keeping purposes and continued development, by emailing [ihrhrt@who.int](mailto:ihrhrt@who.int). |