

## Week 4 – Teamwork and Communication

### Materials

How To Survive Handout  
Headbands  
Blank paper  
Pens  
Listening Activity objects (list)

### Energizer: Magic Shoes

Start Time	3:00
End Time	3:15
Group Size	Full group
Activity Leaders	

#### *Materials:*

None

#### *Set-Up:*

Set two points about 15 feet apart.

#### *Description:*

Say that this is a volcano/quicksand/swamp/ whatever and the group needs to cross it. They can't jump it because it is too far. There is no way to go around it. The only way that a person can cross is if they have the magic shoes. The magic shoes allow a person to cross, but the person can only wear the shoes once and only in one direction. Everyone in the group has to cross or they have to start over.

#### *Desired Outcome:*

Students practice problem solving skills and teamwork, learning how to compromise and use the leadership skills they've been learning about in a fun setting.

#### *Discussion Questions:*

What strategies worked?  
Did you have to change your initial plan or did the first one work?  
Did anyone ever get frustrated?  
Did any one person stand out as the leader of the group?  
What made them the leader?

## Conflict Resolution

Start Time	3:15
End Time	3:30
Group Size	Full group, Small groups (pairs)
Activity Leaders	

*Materials:*

None

*Set-Up:*

None

*Description:*

Break up students into pairs and give them a scenario to re-enact. Have students analyze their way of dealing with the conflict

*Desired Outcome:*

Students will gain a better understanding of what conflict is how they deal with it and perhaps learn ways to approach conflict more effectively.

*Discussion Questions:*

Why are you in the position you're in with respect to conflict?

What do you think are effective ways to deal with conflict?

What sort of conflicts have you guys dealt with?

How did you handle them?

What other ways could you have dealt with them?

Is one mode of dealing with conflict better than another? Why?

What about in different situations? When would it be better to deal with conflict in X kind of way?

## How To Survive?

Start Time	3:30
End Time	4:00
Group Size	Full group
Activity Leaders	

### *Materials:*

Decision Making Activity Handouts

<http://www.fi.edu/pieces/schutte/survivalprint.html>

### *Set-Up:*

None

### *Description:*

Students are given the survival handout and put down individual rankings of the materials on the sheet based on what they feel they need to survive most in the situation given.

Then, they will get into groups of 3-4 and rank the items again. They must come to a unanimous decision within the group. They will then read the solutions and score their individual and group rankings.

### *Desired Outcome:*

Students will realize the importance of teams in decision making and will practice their teamwork and conflict resolution skills.

### *Discussion Questions:*

Was your individual or team score better?

Was it easier to rank them individually or with your teams?

How did you make decision within your group?

## Failure Seminar

Start Time	4:00
End Time	4:15
Group Size	Mentor groups
Activity Leader(s)	Mentors

*Materials:*

None

*Set-Up:*

None

*Description:*

Students and mentors will discuss the importance of failure and how it helps us to grow through personal stories or other examples.

*Desired Outcome:*

Students will gain a better attitude about failure as a step in the learning process rather than a discouraging event. They should also learn about more constructive ways to deal with failure.

*Discussion Questions:*

What does failure mean?

What was a time where you feel you failed?

How did you handle that situation?

Did you learn from that failure?

## Listening Exercise

Start Time	4:15
End Time	4:35
Group Size	Pairs
Activity Leader(s)	

*Materials:*

None

*Set-Up:*

None

*Description:*

Students will break into pairs. Partner 1 receives a picture of an object or random shapes. Sitting with his/her back to partner 2, partner 1 should describe the picture to partner 2 who draws his/her interpretation on a blank sheet. When they are finished they compare.

*Desired Outcome:*

Students will practice listening with a purpose as well as asking relevant questions to elicit the information they're searching for.

*Discussion Questions:*

What strategies did you use to draw your partner's picture?

Did it feel different than a normal conversation? How?

How is listening with a purpose different than the way you normally listen?

## Communication Headbands Activity

Start Time	4:35
End Time	4:50
Group Size	Full Group
Activity Leaders	Mentors

### *Materials:*

Food, plates, cups, drinks  
Paper cut in strips, tape

### *Set-Up:*

Place food along the back table and create eating space.

### *Description:*

Break the students into groups of 5 or 6 and put headbands or sticky notes on their head that say things such as “interrupt me,” “question me,” “disagree with me,” “don’t look at me,” “treat me like a child,” “support me,” etc. and allow them to socialize. They should try to guess what is on their forehead afterwards.

### *Desired Outcome:*

Students should realize what it’s like for others to disrespect them through poor communication techniques and become more cognizant of their use of some of these when communicating with others.

### *Discussion Questions:*

What was it like for people to treat you like \_\_\_\_\_?  
Has anyone ever used these poor communication techniques with you?  
Have you ever used them with someone else?

## **Homework:**

Prepare a resume. (*This is a very tall order for one week and in the summer. Maybe not have this at all or have students bring a list of important activities.*)

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