

Team Building Ice Breaker
Teamwork Activity

Item	Description
Objective:	This is an ice breaker designed as a prelude to teamwork-based training.
Materials Needed:	Flipchart or whiteboard, construction paper, tape, and scissors.
Total Time for Activity:	15 minutes* (*Activity times are highly dependent on class size and dynamics. The time given is approximate. This activity creates a spirited discussion; you may need to limit discussion to meet time constraints.)
Set-Up:	Set class up for small groups as needed.

Step:	Preceptor Instructions:	Activity Time:
1.	Divide the class into small groups.	1 min.
2.	Demonstrate how to make the chains: <ol style="list-style-type: none"> a. Cut the construction paper into strips. b. Tape together the two ends of a strip to make a link. c. Loop the next paper strip through the previously made link. d. Repeat step “b.” e. Continue this process to make a chain. 	1 min.
3.	Instruct the groups that they have two minutes to create the longest chain.	2 min.
4.	After two minutes, instruct each group to hold up and display the length of their chains. Have the groups set those chains aside.	1 min.
5.	Instruct the groups to now make a new chain in two minutes; however, each group member may use only their left hand.	2 min.
6.	After two minutes, instruct each group to hold up and display the length of their second chains. Have the groups set those chains aside.	2 min.
7.	Instruct the groups to now make a new chain in two minutes. However, this time, each group member may use only their left hand, and is not allowed to speak. Each group will have 30 seconds to discuss the activity before beginning.	3 min.
8.	After two and a half minutes, instruct each group to hold up and display the length of their final chains.	1 min.

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Step:	Preceptor Instructions:	Activity Time:
9.	Upon completion, debrief the exercise with the class as a discussion.	

Preceptor Discussion

Starting with the groups that had the longest chains, go around the room asking the participants in each group the following questions:

- What techniques or methods did you use for working well as a team when making the chains?
- What hindered your group in working as a team?
- How did the additional time to plan affect your team's technique? How did the limited communication change it?

As participants respond, rephrase their responses back to them and incorporate the teamwork skills listed below that they applied in the activity. If one of the skills is not brought up after each group responds, bring up that skill briefly afterward.

Teamwork Skills

- Someone assuming the leadership role
 - Point out a group in which someone assumed a leadership role and helped the team plan for the times when team members were no longer able to communicate verbally. If none of the groups had a member who did this, point out how this would have helped.
- Clearly defined team roles
 - Ask if any of the teams had designated people who agreed to take on certain roles (e.g., cutting the paper strips or taping). Ask if anyone was standing around wondering what to do because a clearly defined role was lacking.
- Mutually supporting/helping other team members
 - Point out situations in which participants helped each other, rather than simply wait on another team member.
- Situation monitoring
 - Ask if anyone observed when other team members were finished cutting strips of paper or needed a piece of tape. Ask how this action affected performance.
- Communication
 - Ask participants if, in the third part of the exercise, the task became significantly more difficult without the ability to communicate verbally with other team members.