**Ice Breaker or Team Building Activity Assignment**

# **GPP3O1 – Leadership and Peer Support**

**Icebreakers and Team Building activities enable a group leader to make the learning process easier for** members of a group. These activities will foster group interaction, stimulate creative thinking, introduce new concepts and put you in a leadership position. The function of icebreakers, especially with a group of people that are unfamiliar with one another, is to make the group more familiar and comfortable with one another. Team Building Activities help individuals increase their understanding of team dynamics and improves how the team works together. Other carefully implemented activities can allow a group to become more receptive to new information or build skills.

**You are required to deliver an activity to the class.**

The activity can be an **Ice Breaker**, a **Team Building Activity**, or another type of **game or activity that teaches**. This can be any **activity with purpose** behind it that relates to leadership. Other themes that would be appropriate include problem solving, building trust, communication, strategy, imagination, creativity, reviewing or debriefing.

Your activity should be approximately **10-15** minutes in length. **If your activity is not at least 10 minutes long** then you should choose a second activity to supplement the first, opt for an alternate activity or if the activity goes faster than expected, improvise to ensure that it is an appropriate length. Your activity should be presented at a logical point in the semester e.g. a get to know names activity is not appropriate late in the semester.

**Write up** and submit a copy of the activity that you will do with the class along with a bibliography of sources used in your research. In your write up, use the following headings: Purpose behind the activity, Description of the activity, Materials Needed and Rules or Guidelines as well as some questions that could be used to generate discussion.

**Lead a short discussion** to **debrief** the activity. Try to generate discussion by using open and closed ended questions and the use of follow-up questions.

# **Resources**

Mrs. Victorino has several books including: **Initiatives, Games and Activities** and **Activities that Teach** that can be viewed upon request. Other resources can be found by searching the web with key words such as “ice breaker”, “challenge and activity”, “Trust Activity”. Again, be sure to keep track of resources for a bibliography.

# **Marking Scheme**

You will be graded based on your ability to deliver the activity in a manner that indicates thorough preparation. Your communication skills, enthusiasm and evident preparation, knowledge of the activity content and ability to generate ideas for a discussion will be graded on the rubric that follows.

See the attached rubric.

# **Ice Breaker or Team Building Activity Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1  (50-59%)** | **Level 2  (60-69%)** | **Level 3  (70-79%)** | **Level 4  (80-100%)** |
| **Knowledge/Understanding** |
| Understanding of concepts, principles, and theories | - demonstrates limited ability to identify and explain the activity. Heavy reliance on notes and little knowledge of the activity demonstrated. No write-up submitted. | - demonstrates some ability to identify and explain the activity with the use of notes – some knowledge of the activity. Poor or no write-up | - demonstrates considerable ability to explain the activity with minimal use of notes – knows the activity. The activity closely resembles the write-up. | - demonstrates thorough ability to explain the activity without the use of notes – knows the activity thoroughly. The activity matches the write-up. |
| **Thinking/Inquiry** |
| Critical and creative thinking skills (e.g., to identify the problem, topic, issue, explore alternative, collect the data) | - demonstrates limited ability to use specific strategies to gather information and generate ideas for a discussion. Questions were were minimal or non existent. | - demonstrates some ability to use specific strategies to gather information and to generate ideas for a discussion. Questions are planned but do not generate discussion | - demonstrates a strong ability to use specific strategies to gather information and to generate ideas for a discussion. Questions are preplanned & generate discussion | - demonstrates considerable ability to use specific strategies to gather information from the activity and to generate ideas for a discussion, uses follow-up questions. |
| **Application** |
| Communication of concepts, skills, and activities with enthusiasm and evident preparation | - demonstrates limited ability to deliver the activity | - demonstrates some ability to deliver the activity | - demonstrates considerable ability to deliver the activity | - demonstrates a high degree of ability to deliver the activity |

**Note:** A student whose achievement is below level1 (50%) has not met the expectations for this assignment or activity.