Professional Development is offered at the cluster level, school level, local government level, state level and national level. Educators come together to discover outcomes rather than to be told everything; to explore and discuss rather than listen to lectures; and to make and create rather than receive handouts.

Ice-breakers and Team-building Activities can enhance the training sessions. An Ice-breaker is used to allow participants to introduce themselves to each other and to lead into the content of the training session. Team-building Activities are used to create and enhance the relationship of the participants in the group.

<table>
<thead>
<tr>
<th>Ice-breakers</th>
<th>Team Building Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice-breakers are used to introduce participants to each other, energize the group and focus on the direction of the session. The ice-breakers can be used to provide a baseline – what does the participant know about the content. This information guides the facilitator to the starting point of learning.</td>
<td>Team Building is a process of helping groups improve the way they accomplish tasks while enhancing each individual’s ability to function effectively as a member.</td>
</tr>
<tr>
<td>• Find the Missing Letter</td>
<td>• Team Building Ideas</td>
</tr>
<tr>
<td>• Getting to Know Each Other</td>
<td>• Building Bridges</td>
</tr>
<tr>
<td>• Draw my Picture</td>
<td>• Pieces of the Puzzle</td>
</tr>
<tr>
<td>• Detective!</td>
<td>• Treasure Hunt</td>
</tr>
<tr>
<td>• Guess!</td>
<td>• Categories</td>
</tr>
</tbody>
</table>

Selecting an Icebreaker or Team Building Activity

When selecting an Ice-breaker or a Team Building Activity, consider:

• What you know (or can find out about the group).
• The existing level of collaboration.
• Integrating the pieces or steps they have already completed.
• The size of the whole group and space available.
• The time you have to prepare and your energy level.
• The time available with the group.
• The facilities and supplies needed.
• The balance of relationship-building and task completion.
• Using active strategies that use multiple modalities and hook people’s hearts and minds.
Part I: Ice-breakers

Find the Missing Letter

Length of Time
15 minutes

Size of Group
Unlimited
Grouping of 4-6 participants

Materials Required
• Chalk and chalkboard

Overview
This activity can be used to start discussion with the participants.

Goals
• To illustrate how participants can work together
• To experience a problem-solving approach

Direction for Activities
1. Tell participants they are going to be involved in a problem-solving activity.
2. Draw the following Missing Letter problem on the chalkboard.

```
D  H  I
G  K  ?
J  N  O
```

3. Tell participants they have 2 minutes to think about the identity of the missing letter.
4. After 2 minutes, organize the participants into groups of 5 to 7 people.
5. Ask participants to solve the Missing Letter problem as a group. Tell participants they have 5 minutes to solve the problem.
6. After 5 minutes, ask a Presenter to volunteer the answer and explain why it is the correct answer. Continue until a participant provides the solution.
7. Ask participants to show hands to indicate how many groups came up with the right answer.

**Solution:** The Missing Letter is 'L'. The position of the letter in the middle is midway between the two letters shown above it and below it.

8. Ask participants if there is more than one solution to the problem.
9. Ask participants to suggest how this activity applies to the workshop.

**Possible Responses:** helps discussion, illustrates how working together to solve problems creates synergy, helps to view things from different points of view.
Getting to Know Each Other

Length of Time
15 minutes

Size of Group
Unlimited
Grouping in Pairs

Materials Required
• Chalkboard and chalk

Overview
This activity can be used to introduce participants to each other and to the whole group.

Goals
• To get to know each other
• To discover the background, talents, experiences and interests of the participants

Direction for Activities
1. Tell participants they are going to be involved in an activity where they can get to know each other.
2. Arrange the participants in pairs.
3. Make the following chart on the chalkboard.

<table>
<thead>
<tr>
<th>What is your favorite color?</th>
<th>What is your favorite vegetable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My favorite color is _________ because ______________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My favorite vegetable is _______ Because ______________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Where would you go if you won a Holiday?</td>
<td>How would you like to celebrate your next birthday?</td>
</tr>
<tr>
<td>If I won a holiday, I would go to ___________________ because ___________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On my next birthday, I would like to ___________________</td>
</tr>
</tbody>
</table>

4. Inform participants they will interview their partner by asking the four questions.
5. After 5 minutes, invite participants to introduce his/her partner.

Variations
favorite food, favorite fruit, favorite movie, favorite sport, favorite song, favorite book, favorite story, favorite movie star, favorite subject, favorite place to visit, favorite ‘relaxing’ activity, best moment, favorite birthday present, place of birth, favorite season

**Draw My Picture**

**Length of Time**
15 minutes

**Size of Group**
Unlimited
Grouping in Pairs

**Materials Required**
- Paper and pencil

**Overview**
This activity can be used to introduce participants to each other and to the whole group.

**Goals**
- To get to know each other
- To discover the importance of listening, giving directions and asking questions

**Direction for Activities**
1. Tell participants they are going to be involved in an activity where they can get to know each other by listening and drawing.
2. Arrange the participants in pairs.
3. Ask each participant to get a paper and pencil.
4. Ask each pair to sit back to back.
5. Designate each participant A or B.
6. Ask A to begin by drawing a picture. A should not speak during this drawing; B should not look at what A is doing. This should take about 2 minutes.
7. After 2 minutes, ask:
   - A to describe his/her picture to B.
   - B to draw the picture of A while listening to A’s directions.
8. After 2 minutes, ask:
   - B to draw a picture.
   - A not to look at B’s picture.
   - B to describe his/her picture to A.
   - A to draw the picture of B while listening to B’s directions.
9. After 2 minutes, ask partners to sit together and share pictures.
10. There will be some laughter and some discussions between the partners.
11. Ask participants to share what they learned from this activity.

**Possible Responses:**
l. Listening is important; specific instructions are important; direction words such as right and left, top and bottom, left-side and right-side make the instructions more explicit; using phrases like beside, between, above, and so on
Detective!

Length of Time
15-20 minutes

Size of Group
Unlimited
No Grouping

Materials Required
- A4 paper
- pins or paper clips
- pen or pencil

Overview
This activity can be used to introduce participants to each other and to the whole group.

Goals
- To get to know each other
- To discover the background, talents, experiences and interests of the participants

Direction for Activities
1. Tell participants they are going to be involved in an activity where they can get to know each other.
2. Ask participants to make a line by standing behind each other and facing the front of the classroom.
3. Take a piece of paper and pin or paper clip it to the back of each participant.
4. Tell participants, the objective of this activity is to recognize gifts and talents, personality characteristics, strengths, highlights, and other ‘good’ qualities about the participants that they know. Some facts may be personal and others may be from observation or the reputation of a person. For example, Khalid does not know Aysha personally but Khalid knows from reputation that Aysha is an excellent Headteacher. Another example, Zainab does not know Toyin at all but she has observed that is very good at sports (Look at examples at the end of this activity.)
5. Tell participants they will write a word, a phrase, a comment or make a small drawing on the paper of as many participants as possible in 10 minutes. Emphasize it is important not to talk during this activity as the comments are to remain anonymous.
6. After 10 minutes, ask participants to remove the paper from their back and read.
7. Invite participants to share their comments with the large group.
8. Close the activity by saying that all people have gifts and talents – by knowing what these gifts and talents are – all participants can be appreciated.
Aysha’s Detective A4 Sheet

excellent Headteacher          KIND
helps pupils                   likes sports
nice smile                     always smiling
friendly to all                likes to have fun
makes the best ‘heavy breakfast’
wants everyone to succeed      likes to cook
keeps secrets

Toyin’s Detective A4 Sheet

likes to play soccer
an excellent facilitator      likes to laugh
tells funny jokes              friendly smile
good artist                   great grammar checker
KIND                          GENEROUS
lots of energy                always arrives on time
helps others
Guess!

Length of Time
15-20 minutes

Size of Group
Unlimited
No Grouping

Materials Required
• pieces of paper about 10 cm. x 10 cm. for each participant
• pen or pencil

Overview
This activity can be used to introduce participants to each other and to the whole group.

Goals
• To get to know each other
• To discover what is true and false about the participants
• To discover the background and history of the participants

Direction for Activities
1. Tell participants they are going to be involved in an activity where they can get to know each other.

2. Give each participant a piece of paper.

3. Tell participants to write TWO TRUE statements and ONE FALSE statement about themselves on the paper then turn it over.

Example of Statements

I graduated from Kano State University in 1995.
I visited the UK two times.
I read one book every month.

Question

Which statement is NOT TRUE or FALSE?

4. Invite a participant to read her 3 statements. Ask a participant in the whole group to identify the NOT TRUE or FALSE Statement. If the participant guesses correctly, ask the participant to read his or her paper.

5. Continue until all the participants have an opportunity to share their statements.

6. Discuss briefly about the importance of knowing about one another when working in a group or group activity.
Team Building Ideas

To make participants more comfortable, try these ideas:

- Provide name tags
- Make a display with everyone’s name and school on it
- Try to hold meetings/workshops in a venue away from school
- Make some decorations, banners, or signs to say what you want the workshop to accomplish
- Plan a social activity – lunch at a restaurant instead of the workshop venue; a barbeque in the school yard instead of lunch in the classroom; and so on

Name Tags

Hamisu  
Director of Education  
Kano State

Aysha  
Teacher – Class 3  
Lagos Primary School

If you keep doing what you are doing,  
You will keep getting what you are getting.

It is amazing what people can accomplish when they work together.
Building Bridges

Length of Time
60 minutes

Size of Group
Unlimited
Grouping of 4-6 participants

Materials Required
• lots of old newspapers
• 6-8 rolls of masking tape
• 1 liter plastic bottle ¼ to ½ full of water
• 1 plastic dishpan type container
• Building Bridges Rules Chart

Overview
A quick collaborative activity to help develop teamwork within groups

Goals
• To develop teamwork
• To energize the group

Directions for Activity
1. Tell participants they are going to be involved in a Building Bridges Activity.
2. Tell participants they are going to build a bridge using only the newspaper and masking tape. The bridge must be strong enough to hold this bottle (show the bottle and let participants check the feel of it for weight). The bridge must be tall enough for the dishpan to pass underneath it. The bridge must be free-standing; not attached to the wall, a piece of furniture, a person, or an article of clothing … FREESTANDING.
3. Count off participants into groups of 5 people by counting 1, 2, 3, 4, and 5. Invite participants to get into their groups and appoint a Presenter, a Facilitator, a Recorder, an Encourager and a Timekeeper.
4. Display the Building Bridges Rules and clarify the understanding of the rules:

Building Bridges Rules

1. Build a bridge that the dishpan can pass under.
2. Build a bridge that will hold the plastic liter bottle for 10 seconds.
3. Build a FREESTANDING bridge (masking tape cannot stick to a person/object).
4. 7 minutes to plan.
5. 8 minutes to build the bridge.
5. Tell participants they will have 10 minutes to plan and discuss.

6. Time the 10 minutes.

7. After 10 minutes, give each group a pile of newspapers and a roll of masking tape.

8. Inform the groups, they will now have 20 minutes to construct their bridge.

9. At the end of 18 minutes, allow the groups an additional 2 minutes to complete the bridge and prepare for presentation.

10. Call time. Invite one Presenter at a time to present their bridge. The Encourager from the group will pass the pan under the bridge. Then the Encourager will put the plastic bottle on top of the bridge. When the plastic bottle is put on top of the bridge, all participants from the group will count for 10 seconds. This will be done for each group.

11. Explain that Team Building Activities are stimulating problem-solving tasks designed to help group members develop their capacity to work effectively together. An important part of Team Building Activities is participants’ reflection and discussion about the activity, how they approached the situation, and possible points of learning.

12. Provide the following discussion questions to the Facilitator from each group. Tell participants they will have 10 minutes for discussion.

   **Discussion Questions**

   1. How did you work as a group?
   2. Which part was the most difficult?
   3. Did everyone participate in the same way?
   4. What influenced the type of bridge built by each group?
   5. Why were there no two bridges alike?
   6. How did communication or lack of it affect the work of the group?
   7. What characteristics of teamwork became evident during this activity?

13. Invite the Presenter from each group to take turns answering the questions.

   For example, Group One will answer question a; Group Two will answer question b, etc. When a group has an answer that is different, they should be encouraged to share.

14. Ask participants to suggest how the Building Bridges Activity applies to the workshop.

   **Possible Responses:** helps discussion, illustrates how working together to solve problems creates synergy, helps to view things from different points of view.

15. Thank participants for their participation.
**Pieces of the Puzzle**

**Length of Time**
30 minutes

**Size of Group**
Unlimited
Grouping of 4-6 participants

**Materials Required**
- Jigsaw Puzzles or cut pictures from a newspaper or magazine and make puzzle shapes
- Each person needs about 3 pieces of a puzzle

**Overview**
A quick collaborative activity, using Jigsaw Puzzles, to help develop teamwork within groups

**Goals**
- To develop teamwork
- To energize the group

**Direction for Activities**
1. Invite participants to form a large circle.
2. Tell participants they are going to experience a Puzzle Activity.
3. Give 3 puzzle pieces to each participant.
4. Walk away without giving any instructions.
5. Leave the group to solve the puzzle themselves. Eventually participants will start to solve the puzzles.
6. When the task is complete, discuss the following questions:
   - Where do the solutions lie?
   - What do the pieces represent?
   - How did the process start?
   - Who could the observers be representing?
   - Did the lack of instructions slow down the process?
   - Do all people share their pieces?
   - What signs of collaboration did you see?
   - Do the people who know how, usually get asked to help?
   - Could a group be over-managed or under-managed?
   - Were all the pieces there?
   - Was it fun?
Puzzles

- If you have puzzles – use them.
- If you have no puzzles – use the following puzzles. Cut the pictures into about 9 pieces.
- If you have no puzzles – cut pictures from newspapers, magazines, old calendars, old posters, or unused books. Cut the chosen picture into 9 pieces.
Treasure Hunt

Length of Time
30 minutes

Size of Group
Unlimited
Grouping of 4-6 participants

Materials Required
• List of Treasure Hunt items
• Pieces of paper about 15 cm. x 10 cm. to write phrases
• Felt pens

Overview
A collaborative activity that helps develop teamwork within groups

Goals
• To develop teamwork
• To practice problem-solving skills
• To explore organization skills and work within a time limit
• To create a structure using limited materials

Direction for Activities
1. Arrange participants into groups of 4 to 6.

2. Tell participants they are going to participate in a Treasure Hunt. Each group will be given a list of Treasure Hunt items. Groups will be given 15 minutes to collect the items and design a structure that symbolizes their group.

3. Tell participants the purpose of the Treasure Hunt is to:
   • Work collaboratively together.
   • Create a strategy to collect the items.
   • Collect the items.
   • Design a structure that symbolizes the group (collaboration, cooperation, teamwork)
   • Build the structure that symbolizes the group.
   • Develop a phrase that describes the structure.
   • Appoint a Presenter to share the structure with the large group.
   • Complete the activity within 20 minutes.

4. Give each group a copy of the following list containing the Treasure Hunt items.

Treasure Hunt Items

- 3 leaves, blades of grass or straw
- 3 flowers or blossoms
- 3 small twigs or dry weed stalks
- 2 pebbles or small stones
- 5 seeds or shells
- 1 used envelope
- 2 paper clips
- 1 small plastic bottle
- 2 small plastic bottle caps
- 1 empty match box
- 1 clean tin can
- 1 used plastic bag
- 3 chocolate bar wrappers
- 1 piece of string or twine or thread
- 2 clothes pegs

5. Ask participants if they have any questions. If some of the items are not available in the environment, such as seeds or shells, replace these items with what is readily available in the community. Review one more time the instructions.

6. Remind participants they have 20 minutes to complete the activity.

7. As groups return to the training room with their items, use the following checklist to record their items. The group with the most Treasure Hunt items wins.

<table>
<thead>
<tr>
<th>Treasure Item Check List</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3 leaves, blades of grass or straw</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 flowers or blossoms</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 small twigs or dry weed stalks</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pebbles or small stones</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 seeds or shells</td>
<td></td>
<td></td>
<td>x</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 used envelope</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 paper clips</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 small plastic bottle</td>
<td>x</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 small plastic bottle caps</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 clean tin can</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 used plastic bag</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 chocolate bar wrappers</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 piece of string or twine or thread</td>
<td></td>
<td>x</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 clothes pegs</td>
<td>x</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points (1 point per item)</td>
<td>10</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Invite Presenters to present structure and phrase describing their group.

9. Discuss teamwork, the challenges of finding the items, the solutions, the experience of creating a structure and developing a phrase.
Categories

Length of Time
60 minutes

Size of Group
Unlimited
Grouping of 4-6 participants

Materials Required
• Categories Chart

Overview
This activity can be used to demonstrate teamwork or problem-solving.

Goals
• To develop teamwork
• To experience the problem-solving approach.

Directions for Activity

1. Tell participants they are going to play a game.
2. Arrange participants in groups of 4 to 6.
3. Ask groups to identify a Presenter, Recorder, Timekeeper and Encourager.
4. Give each Recorder a copy of the Categories Chart or draw on the chalkboard and ask the Recorder to make a copy for the group.
5. Tell participants the objective of the game is to fill in as many spaces as possible with a word beginning with the letter on the left. The categories (fruit, vegetable, meat and other food) are at the top of the chart. For example, a Meat Word beginning with the letter “e” is ewe. Encourage participants to use a dictionary if needed.
6. Give participants 5 minutes to complete.
7. After 5 minutes, ask the Presenters to volunteer their words. The group generating the most words is the winner.
8. Discuss the teamwork and challenges involved in completing the chart.

<table>
<thead>
<tr>
<th>Categories … Team Building with Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>M</td>
</tr>
</tbody>
</table>