

Parts of the Whole: Developing a Sense of Team Skills

Teacher Version

Introduction & Purpose

The teambuilding activities up to this point have been a wonderful way to help build team spirit and to have students practice and discuss behaviors that are conducive to working together. The activities may also bring certain individual strengths to the surface. An example of this would be a student who automatically assumes the role of the guide in each initiative during the “**Building a Working Team**” exercise. The following activities are designed to bring these strengths and weaknesses to light even more, and to have students think about the roles they enjoy being responsible for in a group. There are a series of brainteasers that students will work through as a group to assist with bringing these strengths, weaknesses and roles to the forefront.

Objective

To expose students to the multiple skill sets beneficial to working as a cooperative team unit. Students will assume specific roles that are essential when problem solving in a group setting, and will rotate through the roles using various practical brain-teaser problems as the foundation for working together in their specific roles.

Materials Needed:

- 12 wooden matches or sticks the length of wooden matches
- A pair of scissors
- 6 pencils (not sharpened)
- 8 pennies
- Pen/pencil for writing, scratch paper
- Role question sheet (included in **Student Version**)
- Idaho TECH Lab Notebook

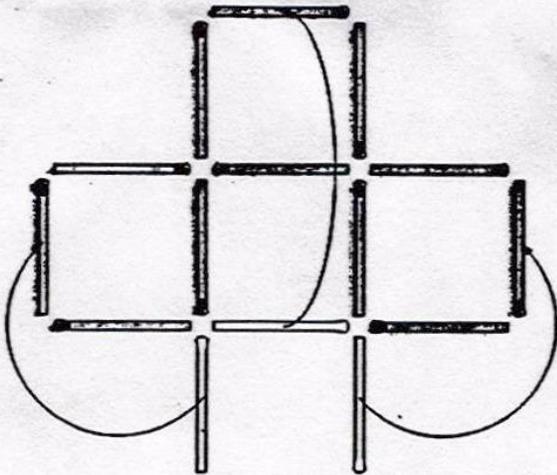
Procedure:

Assist the group with choosing a beginning role for each team member. Also devise a system for alternating roles as the group moves through the various puzzles (the students may wish to devise the plan, but make sure you are aware of it). If they are struggling to solve a puzzle, you may want to give them a *slight* nudge in the right direction. If they are totally stumped, have them move on to another puzzle and come back to the puzzle that they are stuck on later. When they revisit this puzzle, have them assume the same roles, or assume different roles if they feel they need to in order to solve the puzzle on the second attempt. After the group completes a puzzle, have the students answer the questions on the role question sheet for the role they just completed. After each student has had the opportunity to participate in all four roles, have the students discuss their answers as a group.

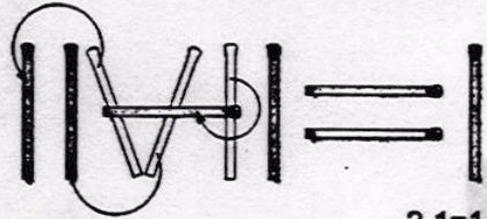
- What role(s) worked best for each student?
- How did student strengths and weaknesses become involved when the students were required to take on specific roles?

Answers to the Puzzles

PUZZLE #1

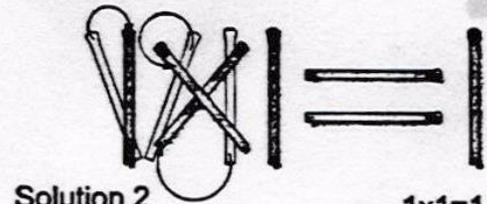


PUZZLE #2



Solution 1

$$2-1=1$$



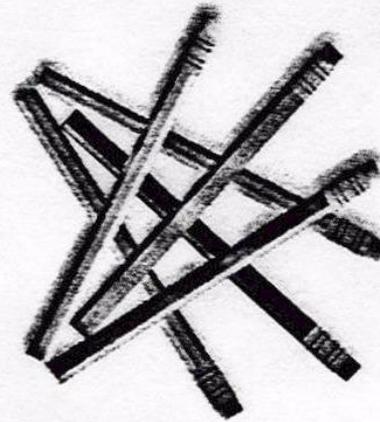
Solution 2

$$1 \times 1 = 1$$

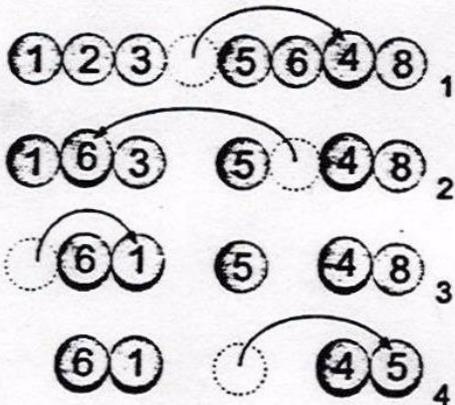
PUZZLE #3



PUZZLE #4



PUZZLE #5



PUZZLE #6

8	3	4
1	5	9
6	7	2