

**CHAPTER 3**

**PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**





**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Cut up Scrambled Words Handout located at Attachment A into strips.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall have explained the responsibilities of a follower in a team environment.

**IMPORTANCE**

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting makes cadets more aware of what is expected of them. This knowledge enables them to contribute to the overall success of the team.

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**Teaching Point 1**

**Explain the following four responsibilities of a follower.**

Time: 10 min

Method: Interactive Lecture

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**RESPECT THE LEADER AND OTHER TEAM MEMBERS**

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

**COOPERATE WITH OTHERS**

In order for the team to effectively and efficiently achieve an objective the members must co-operate. Through co-operation a great deal more can be achieved than by working alone.

**ADMIT MISTAKES AND LEARN FROM EXPERIENCE**

In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.

**ACCEPT CONSTRUCTIVE CRITICISM**

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS:**

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

**ANTICIPATED ANSWERS:**

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

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**Teaching Point 2****Explain the following five responsibilities of a follower in a team**

Time: 15 min

Method: Interactive Lecture

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**ASSUME RESPONSIBILITY**

Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and relies on these members to be prepared and willing to take on the responsibility.

**BE HONEST**

Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

**ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE**

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences allows the group to communicate and cooperate.

**KNOW THE JOB AND BE PREPARED**

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

**COMMUNICATE CLEARLY WITH OTHERS**

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

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**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS:**

- Q1. Why is it important to be honest in a team?
- Q2. What does it mean to communicate clearly with others?
- Q3. Why must a team member assume responsibility?

**ANTICIPATED ANSWERS:**

- A1. Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.
- A2. A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.
- A3. Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and will rely on these members to be prepared and willing to take on the responsibility.

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**END OF LESSON CONFIRMATION**

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**ACTIVITY**

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Time: 5 min

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**OBJECTIVE**

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

**RESOURCES**

- Scrambled responsibilities found in Attachment A.
- Container to pick scrambled responsibilities from.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the class into nine groups. If the class is too small, fewer groups can be formed.
2. Have one member from each group pick a slip from the container.
3. Each group will unscramble the words to reveal one of the responsibilities of a follower.
4. The group is to discuss what the responsibility means.
5. Each group is to present their answer to the class.

**SAFETY**

Nil.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 Mar 06, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>

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SCRAMBLED WORDS

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RPCOEAEOT TWHI TSERSON

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**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the SMART Goal handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of the lesson, the cadets will have mapped a personal goal for the training year.

**IMPORTANCE**

It is important for cadets to set goals that will encourage personal development and motivate them to complete tasks.

**Teaching Point 1****Explain the concept of goal setting.**

Time: 10 min

Method: Interactive Lecture

**DEFINITION OF A GOAL**

A goal is an aim an individual or group works toward; an object of ambition / effort.

**DIFFERENCE BETWEEN SHORT-TERM AND LONG-TERM GOALS**

Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometers by the end of the year, their short-term goal could be to run two kilometers within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

**HOW TO DEVELOP GOALS**

Goals should be set with a specific purpose in mind. They should be measurable and achievable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

**SMART GOAL SETTING**

Distribute the SMART Goal handout located at Attachment A. Discuss with the cadets what each letter in “SMART” represents and give an example of a SMART goal.

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.

**S** stands for specific: the aim of the goal must be precisely defined.

**M** stands for measurable: identify a standard against which to assess achievement.

**A** stands for attainable: ensure needed resources are accessible for accomplishing the goal.

**R** stands for realistic: ensure the goal is worthwhile for the cadet.

**T** stands for timely: the completion date of the goal.

Ask the following questions to the cadets to help elicit SMART goals:

**Specific.** What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.

**Attainable.** How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.

**Realistic.** Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Running a marathon is a big goal and one that will not likely be achieved by many; however, joining a running club or running smaller distances may be realistic attainable goals.

**Timely.** When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.



### SMART Goal Example

**SMART GOAL:** By the Commanding Officer's (CO's) parade in December, I will have all of my badges sewn onto my uniform in the correct positions.

**Specific:** I will have all my badges sewn onto my uniform in the correct positions. I will not have any loose threads.

**Measurable:** I will get a copy of the dress instructions that show where badges will be sewn onto the uniform. I will ask my mom to help me sew the badges onto my uniform. I will work on my sewing every Thursday night until all the badges are sewn correctly. I will meet my Flight Sergeant the week before the December CO's parade to make sure my badges are sewn onto my uniform in the correct positions. I will spend the Monday night before CO's parade correcting any errors my Flight Sergeant finds with the badges on my uniform.

**Attainable:** I will check with my fellow Proficiency Level One cadets to ensure my uniform is correct. I will also seek advice from my Flight Sergeant.

**Timely:** I will start at this week's parade night by asking for a copy of the dress instructions. I will work at completing my goal each Thursday night until CO's parade.

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## CONFIRMATION OF TEACHING POINT 1

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### QUESTIONS

- Q1. What is a goal?
- Q2. What is the difference between short-term and long-term goals?
- Q3. What is SMART?

### ANTICIPATED ANSWERS

- A1. A goal is an aim an individual or group works toward; an object of ambition / effort.
- A2. Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals.
- A3. Specific, measurable, attainable, realistic, and timely.

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### Teaching Point 2

**Conduct a goal mapping activity.**

Time: 15 min

Method: In-Class Activity

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## ACTIVITY

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### OBJECTIVE

The objective of this activity is to have the cadets map a personal goal for the training year.

## **RESOURCES**

- SMART Goal handout located at Attachment A, and
- Pen / Pencil.

## **ACTIVITY LAYOUT**

Nil.

## **ACTIVITY INSTRUCTIONS**

1. Have the cadets brainstorm and record on flipchart paper a list of achievable training year goals.
2. Have each cadet pick a goal from the list.
3. Have the cadets complete the SMART Goal handout based on their identified goal.
4. Check that each cadet has completed the form.
5. Cadets will keep their completed form.

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### **CONFIRMATION OF TEACHING POINT 2**

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The cadets' participation in the activity will serve as the confirmation of this TP.

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### **END OF LESSON CONFIRMATION**

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The cadets' participation in the activity will serve as the confirmation of the lesson.

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### **CONCLUSION**

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## **HOMEWORK / READING / PRACTICE**

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

You will have many opportunities to set goals in the cadet program. When you set goals remember to be SMART!

## **INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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- C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

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**SMART GOAL**

	<b>Definition</b>	<b>My Smart Goal</b>
<b>Specific</b>	<p><b>What do I want to do?</b></p> <p>What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).</p>	
<b>Measurable</b>	<p><b>How much and how often will I do it?</b></p> <p>How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.</p>	
<b>Attainable</b>	<p><b>How will I do it?</b></p> <p>How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.</p>	
<b>Realistic</b>	<p><b>Can I do it?</b></p> <p>Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Large goals can be broken down into smaller goals that are more easily obtained and tracked.</p>	
<b>Timely</b>	<p><b>When will I do it?</b></p> <p>When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.</p>	

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**COMMON TRAINING  
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INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure that an OHP has been set-up.

Bring paper and pens for group work.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

## **IMPORTANCE**

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.

**Teaching Point 1****Conduct the teambuilding activity “the Human Knot.”**

Time: 10 min

Method: In-Class Activity

**BACKGROUND KNOWLEDGE****CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide the class into groups of approximately 10 cadets.
2. Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
3. Have them do the same with their left hands.
4. Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the "Human Knot."

## SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the activity will serve as the confirmation of this TP.

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### Teaching Point 2

### Conduct the teambuilding activity "Memory."

Time: 10 min

Method: In-Class Activity

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## ACTIVITY

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## OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.

## RESOURCES

- Collage found in Attachment A.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flip chart.
- Markers.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Place a copy of the collage found in Attachment A on the OHP.
2. Turn the OHP on and have the cadets observe the overhead for 15 seconds.
3. After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.

4. After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
5. Split the cadets into two groups and have them compile a group list of items they recall.
6. After two minutes compare the individual results to the group results.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 2**

The cadets' participation in the activity will serve as the confirmation of this TP.

**Teaching Point 3****Conduct the teambuilding activity "Silent Birthdays."**

Time: 10 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to line up according to birthdays without speaking to one another.

**RESOURCES**

- Paper; and
- Pens.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
2. If the task becomes daunting for the cadets provide a method to assist them (i.e. using pens and paper).
3. The pens and paper can be laid out on a table in the vicinity of the activity.
4. When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 3**

The cadet's participation in the activity will serve as the confirmation of the TP.

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**Teaching Point 4**

**Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

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**DISCUSSION QUESTIONS**



**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?
- Q4. Why do you think teamwork is important?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

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**END OF LESSON CONFIRMATION**

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The cadets' participation in the activities will serve as the confirmation of the lesson.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.



**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

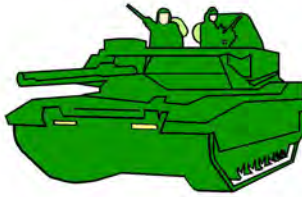
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**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.

A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.

**IMPORTANCE**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

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**Teaching Point 1**

**Conduct the icebreaker activity “True Confession Toothpicks.”**

Time: 5 min

Method: In-Class Activity

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**BACKGROUND KNOWLEDGE**

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**ICEBREAKERS**

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

**RESOURCES**

- Large amount of toothpicks.

**ACTIVITY LAYOUT**

A circle classroom arrangement may be appropriate for this activity.

**ACTIVITY INSTRUCTIONS**

1. Give each cadet five toothpicks.
2. Select a cadet to go first; ask them to talk about something they have never done (eg. I have never jay-walked).
3. After the statement, anyone in the group who has done the action must forfeit a toothpick.
4. The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
5. The disclosers continue until someone has lost all five toothpicks.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 1**

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The cadets' participation in the activity will serve as the confirmation of this TP.

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**Teaching Point 2****Conduct the icebreaker activity “Two Truths and a Lie.”**

Time: 5 min

Method: In-Class Activity

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to get cadets thinking about differences and similarities between themselves and others.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide cadets into groups of four;
2. Cadets will brainstorm three characteristics that make every cadet in the group the same;
3. Cadets will brainstorm three characteristics that make every cadet in the group different;
4. Each group of cadets peer share their similarities and their differences with the rest of the class.

**SAFETY**Nil.

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**CONFIRMATION OF TEACHING POINT 2**

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The cadets' participation in the activity will serve as the confirmation of this TP.

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**Teaching Point 3****Conduct the icebreaker activity “Self Disclosure Introductions.”**

Time: 5 min

Method: In-Class Activity

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to provide innovative ways for the cadets to know one another by adding adjectives to their first or last names.

**RESOURCES**

Nil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTION

Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

## SAFETY

Nil.

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### CONFIRMATION OF TEACHING POINT 3

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The cadet's participation in the activity will serve as the confirmation of the TP.

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#### Teaching Point 4

**Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.**

Time: 10 min

Method: Group Discussion

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## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

## SUGGESTED QUESTIONS:

Q1. Did the tasks help you introduce yourselves to one another?

Q2. Did the activity help include everyone in the team environment?

Q3. How did you feel about the others in the group after the activity was completed?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

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### END OF LESSON CONFIRMATION

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The cadets' participation in the activities will serve as the confirmation of the lesson.



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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995). *101 More games for trainers*. Minneapolis, MN: Lakewood Books.

C0-028 ISBN 0-07-046513-4 Newstrom, J and Edward, S. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

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**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO C103.02 – PARTICIPATE IN SELF INTRODUCTIONS**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about self-introductions.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall introduce themselves to the group.

**IMPORTANCE**

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

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**Teaching Point 1****Conduct a self-introduction activity.**

Time: 15 min

Method: Interactive Lecture

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**BACKGROUND KNOWLEDGE**

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**COMMUNICATION**

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to have each of the cadets present themselves to the class.

**RESOURCES**

- White board with markers;
- Pens; and
- Paper.

**ACTIVITY LAYOUT**

If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

**ACTIVITY INSTRUCTIONS**

1. Have each cadet stand in front of the class and present a short introduction.
2. The introduction should include information such as:
  - (a) their name;
  - (b) what school they attend;
  - (c) what grade they are in;
  - (d) why they joined cadets;
  - (e) their hobbies;
  - (f) their interests; and
  - (g) their general career ambitions.
3. Write this list on the board for the cadets to reference during the introduction.

4. Give the cadets two minutes to write some notes to use during the introduction.
5. Each introduction should be no more than two minutes in length.

### SAFETY

Nil.

### CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

### Teaching Point 2

**Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.**

Time: 10 min

Method: Group Discussion

### DISCUSSION QUESTIONS



#### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

### SUGGESTED QUESTIONS:

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

### END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation of the lesson.

### CONCLUSION

### HOMEWORK / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.



**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

**IMPORTANCE**

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

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**Teaching Point 1****Conduct the teambuilding activity “Jigsaw.”**

Time: 5 min

Method: In-Class Activity

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**BACKGROUND KNOWLEDGE**

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**CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to stress the importance of each team member’s individual contributions and the importance of working as a group.

**RESOURCES**

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for re-assembly;
- CD player (optional); and
- Appropriate CDs (optional).

**ACTIVITY LAYOUT**

Nil.



**ACTIVITY INSTRUCTIONS**

1. Select a suitable picture puzzle (Attachment A).
2. Break the puzzle into nine connectable subsets (so the subsets can be connected to each other)
3. Distribute the subsets to each participant (divide cadets into groups if there are more than 9 participants).
4. Have the cadets assemble the subsets of the puzzle.
5. After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
6. Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 1**


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The cadets' participation in the activity will serve as the confirmation of this TP.

**Teaching Point 2**

**Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.**

Time: 5 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What was your reaction were experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.

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**CONFIRMATION OF TEACHING POINT 2**

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

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**Teaching Point 3**

**Conduct the teambuilding activity "Alphabetically."**

Time: 10 min

Method: In-Class Activity

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

**RESOURCES**

- Blindfolds (optional)

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
2. Direct one cadet to say the first letter of the alphabet.
3. The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 3**

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The cadet's participation in the activity will serve as the confirmation of the TP.

**Teaching Point 4****Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?
- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested.

**END OF LESSON CONFIRMATION**

The cadets' participation in the activities will serve as the confirmation of the lesson.

**CONCLUSION****HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

### **INSTRUCTOR NOTES / REMARKS**

Nil.

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### **REFERENCES**

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C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

