

A background image showing a group of people's hands stacked together in a circle, symbolizing teamwork. The image is overlaid with a semi-transparent blue-green filter.

# Introduction teambuilding activity

[tellyourstorymap.eu](http://tellyourstorymap.eu)



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## **INTRODUCTION AND TEAM BUILDING ACTIVITIES**

This document aims to provide guidelines for using the activities implemented during the blended mobility of Tell Your Story project.

Before then starting to introduce the course, it is good practice to spend some hours of the first day with non-formal activities to break the ice and start to lay the foundations for a positive group atmosphere.

Below you can find the list of the warm-up and team building activities implemented in the first three hours of the first day. Each session is followed by an explanation of its goals and is linked to an info sheet attached, containing all the information to follow per each activity.

### 1. Getting to know each other (30 minutes)

The first activities we suggest to propose are games to know the names of the people in the group and to start a first contact.

1.1. Sorting out Names

1.2. Throw the ball

### 2. Setting ground rules (30 minutes)

As a second activity is good to set the basic rules to be followed by all the members of the group in order to have a common understanding and a common ground for talking and avoiding conflicts.

2.1. Diversity, Respect, Confidentiality and Collaboration

### 3. Expectation and concerns (20 minutes)

This space is necessary in order to create a safe environment, where the participants feel free to express their fears and their expectations concerning the course. Therefore, it is a very important tool for the trainer to understand which is the level of the group, if there is any special need, any particular barrier to take care of and which is the level of expectation in the group.

3.1. Expectations – Fears - Contributions with the scale



#### 4. Group building activities (30 minutes)

To spend time in group building activities is highly important, especially on the first day of the course. Through this, you give the participants the possibility to know each other better by cooperating for the same goal. In addition, participants have the opportunity to see and experiment themselves as individuals inside a group and to reflect on group dynamics, on soft skills and leadership skills that emerge during the game.

It is important that the facilitator follows and observes the group dynamics and provides at the end of the game a final roll up. The facilitator should give a feedback on the meaning of the activity and ask the participants how they felt in this role they were playing, if there was any frustration, any leadership or any cooperation, if the final result were reached by a common contribution and cooperation or someone took decision in a less democratic way, if someone wanted to take the speech and for some reason he did not, and so on.

4.1. Marshmallow challenge

4.2. Train of trust

#### 5. Final evaluation

At the end of the everyday session, it is good to make a final daily evaluation with the group.

With these guidelines, we want to share the activities and the methods we decided to adopt in our project, but of course, there are many other similar activities with the same goals to be chosen. The list described above is just a suggestion for how to start a training course session with positive mood and how to create a good group to work with during the following days. This is why we suggest to the facilitators to choose the activities and the order in which they will implement them on the basis of the course's and participants' needs.



## LEARNING MODULES O2&O3 ACTIVITY SHEET

<b>TITLE</b>	Sorting out Names
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Getting to know each other
<b>DESCRIPTION, STEP BY STEP</b>	<p>The participants stand in a circle and “sort themselves out” according to the first letter of their first name. Everyone changes places without speaking so that finally, they are in alphabetical order.</p> <p>At the end, every participant receives one clothes-peg and write his name on it.</p>
<b>LEARNING OUTCOMES</b>	The participant will be able to know the name of each member of the group
<b>DURATION</b>	15 minutes
<b>ROLE FACILITATOR - TIPS</b>	Give clear instructions and make sure no-one use the voice for communicating.
<b>LEARNING MATERIAL</b>	<a href="#">Games and Exercises International Workcamps and Seminars</a>
<b>ADDITIONONAL COMMENTS</b>	Materials needed: clothes-pegs



## LEARNING MODULES O2&O3 ACTIVITY SHEET

<b>TITLE</b>	Throw the ball
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Getting to know each other
<b>DESCRIPTION, STEP BY STEP</b>	<p>The participants stand in a circle with a ball. The first person who takes the ball says his name and throw the ball to another participant who will say his name and so on. After 3 mins, the rules change: the first person who catches the ball has to say his name and the name of the person that he wants to throw the ball to, and so on.</p>
<b>LEARNING OUTCOMES</b>	The participant will be able to know and fix in their minds the name of each member of the group
<b>DURATION</b>	15 minutes
<b>ROLE FACILITATOR - TIPS</b>	The facilitator leads the game saying out aloud when the rules change.
<b>LEARNING MATERIAL</b>	
<b>ADDITIONNAL COMMENTS</b>	Materials needed: ball



## LEARNING MODULES O2&O3 ACTIVITY SHEET

<b>TITLE</b>	Diversity, Respect, Confidentiality and Collaboration
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Setting ground rules
<b>DESCRIPTION, STEP BY STEP</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into four smaller groups to create few rules around the following themes: Diversity, Respect, Confidentiality and Collaboration.</li> <li>2. Each group can write the rules they created on a piece of paper from a flipchart and hang it in the room so that participants can refer back to it.</li> <li>3. Review the workshop ground rules as a large group. One person per group shares with all the others the results and the facilitator writes in the meantime on a big flipchart the ground rules to keep for the overall training.</li> <li>4. The facilitator reads them aloud and asks the participants if they agree.</li> </ol>
<b>LEARNING OUTCOMES</b>	The participants will be able to set together the ground rules to be followed during the days, in order to create a common understanding, to avoid conflicts and make participants responsible and respectful.
<b>DURATION</b>	30 minutes
<b>ROLE FACILITATOR - TIPS</b>	The facilitator has to be fast to catch the common rules written by all the groups, and to summarize the content and to avoid synonyms; if some rule has been mentioned only by some group, ask aloud to all the participants if they all agree on it before then writing down the final list.
<b>LEARNING MATERIAL</b>	<a href="#">TRAINING GROUND RULES, National Democratic Institute (NDI)</a>
<b>ADDITIONNAL COMMENTS</b>	Materials needed: 5 Flipcharts Markers Tape



## LEARNING MODULES O2&O3 ACTIVITY SHEET

<b>TITLE</b>	Expectations- Fears- Contributions
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Expectation and concerns
<b>DESCRIPTION, STEP BY STEP</b>	Each participant receives 3 different colour post-it and writes down Expectations- Fears- Contributions. Then, one by one they stand up and hang the post-it up on the big scale drawn on the flipchart.
<b>LEARNING OUTCOMES</b>	The participants will be able to express their fears, their expectation regarding the course, and what they can give to the group. By analysing the results at the end of the course, participants will be able to follow their growth path and to realise if they went forward or not.
<b>DURATION</b>	20 minutes
<b>ROLE FACILITATOR - TIPS</b>	The facilitator gives clear instructions and the 3 colourful post-its.
<b>LEARNING MATERIAL</b>	<a href="#">Expectations - fears - personal contribution, Salto-youth</a>
<b>ADDITIONONAL COMMENTS</b>	Materials needed: 5 Flipcharts with a scale drawn, Markers, Tape



**LEARNING MODULES O2&O3  
ACTIVITY SHEET**

<b>TITLE</b>	Marshmallow challenge
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Group building activities
<b>DESCRIPTION, STEP BY STEP</b>	The group is divided into 4 groups. In 18 minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top. Debriefing.
<b>LEARNING OUTCOMES</b>	The participant will be able to work in groups, to experiment their soft skills and their leadership skills
<b>DURATION</b>	20 minutes
<b>ROLE FACILITATOR - TIPS</b>	<p>The facilitator gives the participants clear instructions and keeps the time in order to not give an advantage to no-one. He observes the group dynamics and provides at the end of the game a feedback on the meaning of the activity and leads a debriefing on the session, reflecting with the participants on the different strategies adopted by the groups and by comparing team's performance.</p> <p>The facilitator may ask them who worked better? Who worse? Why? Did you feel frustrated at some point? Why? Did your group first agree on a common strategy and then built the tower or on the contrary you suddenly started to build it? Which role did you have inside your group and how did you feel? And so on.</p>
<b>LEARNING MATERIAL</b>	<a href="#">Marshmallow-challenge, Tom Wujec</a>
<b>ADDITIONNAL COMMENTS</b>	Materials needed: 80 sticks of spaghetti (20 x 4 groups); Tape; String, 4 marshmallows



**LEARNING MODULES O2&O3  
ACTIVITY SHEET**

<b>TITLE</b>	Train of trust
<b>MODULE &amp; ITEM RELATED</b>	Introduction and team building activities
<b>OBJECTIVE</b>	Group building activities
<b>DESCRIPTION, STEP BY STEP</b>	<p>The participants are divided in 4 rows. Everyone is blindfolded, except the last one that has to lead the row to reach a specific place. This “driver” can only use his hands with some particular gestures to drive the others: one tap on the back to make the row go straight ahead, one tap on the left shoulder to go left, one tap on the right shoulder to go right, and finally two taps on the back to stop everyone. The message passes from one another to the head of the “train”, who leads the movements on the basis of this information received. The goal is to make the participants think about the importance of communication and trust in a working group.</p>
<b>LEARNING OUTCOMES</b>	The participants will be able to create a safer environment, to trust and listen to the other people from the group.
<b>DURATION</b>	10 minutes
<b>ROLE FACILITATOR - TIPS</b>	<p>Give clear instructions and make sure no-one is able to see, except the last one who has to speak aloud in a clear way in order to be listened by the whole row. Be sure that in the rooms there are no physical barriers and that the people can easily reach the final place.</p>
<b>LEARNING MATERIAL</b>	
<b>ADDITIONNAL COMMENTS</b>	Materials needed: 25 eye patches



**TELL YOUR STORY WORKSHOPS PROGRAMME FOR LEARNING MODULES O2 & O3**

Module and Item related	Title	Activity	Duration
<b>FIRST SESSION (max. 360 minutes)</b>			
	Introduction and team building activities	<ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Setting ground rules</li> <li>- Expectations and concerns of the participants</li> <li>- Group building activities</li> </ul>	180 minutes
O2 1. WHAT IS STORYTELLING 1.1 Introduction	Presentation of the TYS project, workshop aims and objectives	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- First part of the evaluation</li> </ul>	15 minutes
O2 1. WHAT IS STORYTELLING	What is a story?	- Starting point of storytelling	30 minutes

1.2 What is a story?		<ul style="list-style-type: none"> <li>- Introduce yourself through 3 sentences!</li> <li>- Debriefing about necessary ingredients for a story</li> </ul>	
O3 1. DIGITAL MAPPING 1.0 How to make your map	Presentation of ArcGIS and its practical use	<ul style="list-style-type: none"> <li>- “Learning by doing” Creation of accounts by the participants and exploring the platform (Maps and data – creating your map – basics – finding data, selecting maps and data – mapping features)</li> <li>- Debriefing about the benefit of using digital maps. The added-value of ArcGIS platform</li> </ul>	120 minutes
<b>SECOND SESSION (max. 360 minutes)</b>			
O2 1. WHAT IS STORYTELLING 1.3 What is the structure of a story?	How to tell and write stories & Basic elements of the story	<ul style="list-style-type: none"> <li>- Draw yourself!</li> <li>- We all are heroes!</li> </ul>	60 minutes
O2 1. WHAT IS STORYTELLING 1.4 Varieties of storytelling	Different types of storytelling	<ul style="list-style-type: none"> <li>- Brainstorming about different types of storytelling</li> <li>- Let’s practise storytelling!</li> </ul>	45 minutes

		Participants had to create a story in different ways: written way, visual way: acting, pictures from old magazines, using DIXIT cards.	
<p>O2</p> <p>2. WHY TELLING STORIES</p> <p>2.1 Assets of telling a story</p> <p>2.2 Get the motivation going</p> <p>3. HOW TO TELL STORIES</p> <p>3.3 Digital storytelling</p>	<p>Advantages of telling a story through digital tools.</p> <p>Introduction to digital storytelling</p>	<ul style="list-style-type: none"> <li>- Presentation of Life story &amp; photography</li> <li>- Presentation of different video CVs and examples of different existing tools for digital storytelling (stop motion technique, video with camera...)</li> </ul>	45 minutes
<p>O3</p> <p>1. DIGITAL MAPPING</p> <p>1.1 How to develop your Story-Map</p>	<p>Following tutorials and creating your story map. <b>Part 1.</b></p>	<ul style="list-style-type: none"> <li>- Presentation of different templates young people can use to tell their own stories.</li> <li>- Presentation of different media which can be inserted and how.</li> </ul>	120 minutes
<p>O2</p> <p>3. HOW TO TELL STORIES</p> <p>3.1 Connecting stories to your personal experiences</p>	<p>Connecting stories to your personal experiences</p>	<ul style="list-style-type: none"> <li>- Weather Report</li> <li>-Walk what you feel</li> <li>- Memory storm</li> </ul>	60 minutes

**THIRD SESSION (max. 360 minutes)**

<p>O3</p> <p>1. DIGITAL MAPPING</p> <p>1.1 How to develop your Story-Map</p>	<p>Following tutorials and creating your story map. <b>Part 2.</b></p>	<ul style="list-style-type: none"> <li>- Presentation of different templates young people can use to tell their own stories.</li> <li>- Presentation of different media which can be inserted and how.</li> </ul>	<p>60 minutes</p>
<p>O2</p> <p>3. HOW TO TELL STORIES</p> <p>3.2 Storytelling and story- sharing</p>	<p>Storytelling and story- sharing</p>	<p>Mapping the Journey of Life</p>	<p>120 minutes</p>
<p>O3</p> <p>1. DIGITAL MAPPING</p> <p>1.1 How to develop your Story-Map</p>	<p>Continuing creating your own story map <b>Part 3.</b></p>	<ul style="list-style-type: none"> <li>- Working in pairs? (Depending on the size of the group). Choose a part of a story to tell from your Journey of Life.</li> <li>- How to plan a digital story map?</li> <li>- What do I want to share and how? What kind of multimedia content do I need?</li> </ul>	<p>180 minutes</p>

**FOURTH SESSION (max. 360 minutes)**

O3 2. CREATE MULTIMEDIA CONTENT FOR YOUR STORY-MAP 2.3 – 2.8	Presenting and developing multimedia content for personal story-maps.	– Tips to create media production : videoshow, how to make a storyboard ... – Creating material to integrate to the story map	360 minutes
<b>FIFTH SESSION (max. 360 minutes)</b>			
O3 3. LAW & ETHICS 3.1 - 3.2	IP & Licencing Ethics & Media Usage		60 minutes
O3 2. CREATE MULTIMEDIA CONTENT FOR YOUR STORY-MAP 2.3. – 2.8	Continuing developing personal Story Maps	Integration of the material in the Story Maps	120 minutes
<b>Official presentation of stories</b>			120 minutes
<b>Evaluation</b>		– Second part of the individual questionnaire – Discussion by group	60 minutes

NB:

- During each session, it is recommended to dedicate times for breaks and evaluation to do at the end of each session in a non-formal education way (5-10 minutes). It will be useful for final evaluation with the participants at the end of all sessions.
- Make sure you have available all materiel you need (computers, camera, smartphones, internet access)

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