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University of the Philippines Los Baños  
Office of the Chancellor  
**UGNAYAN NG PAHINUNGÓD**

**MODULE:  
TEAM BUILDING ACTIVITY**



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***Makibahagi. Maglingkod. MagPahinungód.***

## Introduction

All of us belong to different groups, whether in school, community or in our country. We are brought together in groups because of common interest and more often, for a common goal. However, not all groups thrive with just a common goal. In the case of group projects, even with the existence of a common goal, say to achieve and submit the best possible output, a group can fail due to numerous factors. Some members of the group may not have been as enthusiastic as the others, limiting their contribution. Some members don't even attend meetings, and fail to inform the others of their absence. Some members plainly fail to deliver their assigned tasks. It is not enough to just have a common goal.

This module is designed to address just that. In improving a group's teamwork, we will follow the **7Cs of Teamwork** theory by Ma. Lourie C. Victor. In her theory, there are seven criss-crossing elements that make a team work seamlessly. These are:

1. Common, Clear, and Elevating Goal
2. Communication
3. Cooperation
4. Competence
5. Collaborative Climate and Culture of Concern
6. Collective Leadership
7. Commitment

### Topics Covered:

1. The 7Cs of Teamwork
2. Conflict Management

### Objectives

At the end of the session, the participants must be able to:

1. Define and reach for a clear, common, and elevating goal;
2. Understand their particular role in the group;
3. Understand other members' feelings and level of commitment; and
4. Perform to the highest extent possible to reach their common goal.

### Activities

No.	Title	Topics Covered	Time Allotted
1	Face Off	Pakilanlan	15 mins
E	Golden Rule		15 mins
2	Circle of Life		10 mins
3	Iisang Paa		20 mins
4	Love Letter		45 mins
5	Word War		25 mins
6	Bawal Mahulog Sa'yo!		20 mins
7	Overall Synthesis	7Cs, Conflict Management	20 mins
<b>TOTAL TIME</b>			<b>170 mins</b>

## Facilitator's Guide

### Common, Clear and Elevating Goal

For a team to function, there must be a goal understood by everyone, that if anyone were to ask a member, answering would be spontaneous and not memorized. How the goal is to be reached and why must also very clear to all. It must also be a goal that inspires or challenges that wakes up the members' adrenalin and initiative.

### Communication

It is only through communication that ideas can be exchanged and since teamwork requires constantly working with other and sharing ideas, communication is indispensable. It is therefore very critical that we polish our communication knowledge, skills and attitudes for teamwork to be effective.

### Cooperation

The concrete manifestation of cooperation is when a group can see itself acting in unity. The human body is a very good example of unity. It has distinct organ-systems that have specific roles and tasks yet they act, in most cases, in perfect interaction, one system never dominating another, resulting in what we call our body. Like the body, cooperation can only be achieved if roles and tasks are clear to team members. It is not enough to belong; each one should have a role, should feel s/he is part of a whole. There has to be structure. Second, the interrelationship of these roles, tasks, and responsibilities should be clear to all. This clarity will bring about effective coordination: everyone knows whom to talk to in case of problems or decisions that have to be made, and who gets affected by whom. Third, knowing one's self and others should be cultivated so that one does not take too much, too little, or inappropriate tasks.

### Competence

An effective team can reach the goal more effectively and efficiently if they are competent in what they do. That means they know what

they are doing and how to do it. If some team members are still not that competent, then the team should take time for these members to learn. This is the reason for trainings, workshops and other forms of exposure.

### Collaborative Climate and Culture of Concern

The work culture in teams is one of collaboration. The interpersonal culture is one of the concern. At work, team members know their tasks and responsibilities but since they see the interrelationships, they see reaching the goal as a shared responsibility. Thus, team members do not hesitate to assist or help each other even if what has to be done is beyond one's scope of work or responsibility. Team members watch out for each other. To rephrase a quote, teamwork is not allowing everyone to fail. Interpersonally, teams have a genuine concern about each other's well-being. There is a culture of nurturing each other's growth, of growing together. *Tsismis* is a no-no. Rather, everyone affirms everyone's self-esteem and sees personal weaknesses as something to help each one overcome.

### Collective Leadership

Being in a team does not mean that it is leaderless. There is leadership but unlike in a boss-subordinate structure where the boss is expected to make decisions and plans, leadership in a team is a process where everyone contributes in planning, decision-making and implementation. This is a manifestation of the collaborative climate. Even success and failure is a shared responsibility. Someone is tasked to coordinate overall in very much the same way that the body has a nervous system, but that is seen more as a task than a position from which power emanates or is concentrated.

### Commitment

Always mentioned, commitment is one of the demands of teamwork from individuals. It is the capacity to give one's self (time, effort, talents, etc.) for the group's goals and growth. In effect, it is the capacity to share one's life with the team.

## **ACTIVITY 1: FACE-OFF [Pakilanlan]**

**Time Allotted:** 15 mins

### **Mechanics:**

1. Divide the class into two groups.
2. Give the participants 2 minutes to know the nicknames, batches, and courses of all their groupmates.
3. Then give them another 2 minutes to know the nicknames, batches, and courses of the members of the other group.
4. Announce the name of the activity.
5. Inform the participants that they must choose one representative for the first round.
6. The two groups is to form parallel lines and face away from the other group.
7. Instruct the participants to close their eyes.
8. The representatives would take two steps backwards.
9. The facilitator would then count to three. After three counts, the representatives would open their eyes and face the other representative. The first one to say the name of the other team's representative gets the point.
10. The first team to reach three points wins.

## **ENERGIZER (GOLDEN RULE)**

**Time Allotted:** 15mins

### **Materials:**

- ✓ Metacards

### **Mechanics:**

1. At the start of the activity, the facilitator should not say the title of the activity first. Each participant should each have metacards. The participants should write a specific task to a person within the group. Activities/tasks should be safe and can be done in the place where the teambuilding is. Participants should write the name of the person they choose (TO), the specific task or activity s/he wants and the name of the participant (FROM).
2. The participants should fold the metacard twice and give it to the facilitator. The facilitator should assure that the details written in the metacard should be complete. Facilitator should ensure to collect all the metacards from the participants before proceeding to the next part of the activity.
3. Facilitator should announce the title of the activity and explain the purpose of the activity, "*Do not Do unto others what you don't want others Do unto you*", it means that the tasks written in the metacard will be done by the participant (FROM).
4. The facilitator will read each of the metacards one by one and the participants should do/perform the tasks. Assure them that this activity is for fun and no one should be offended.

**NOTE TO FACILITATORS:** Choose five (5) first then this energizer will be used in between activities to have enough time to prepare the materials for the next activity.

**Activity 2: CIRCLE OF LIFE**

**Time Allotment:** 20 minutes

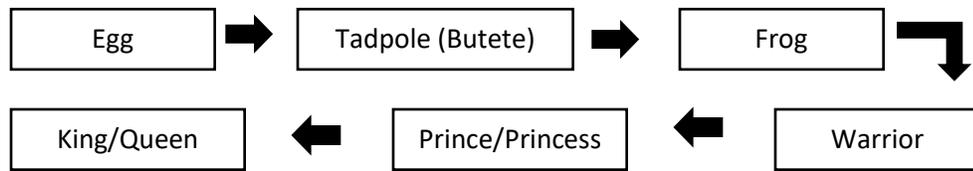
**Topic/s Covered:** Communication

**Materials:**

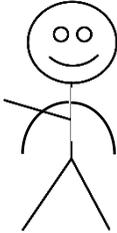
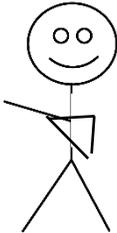
- ✓ Manila Paper w/ evolution flowchart
- ✓ Masking Tape

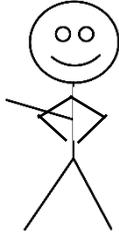
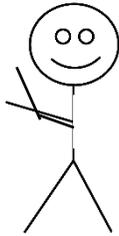
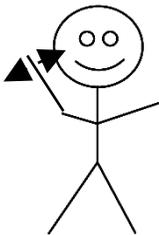
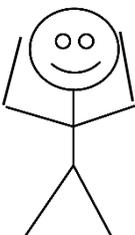
**Mechanics:**

1. The facilitator will let the participants form a semi-circle, facing the facilitator.
2. The facilitator will introduce the game by saying that present day organisms achieved its current form by successive changes in its morphology or evolution.
3. The facilitator will then introduce the name of the game: "Circle of Life", with the goal of becoming a King/Queen from an egg.
4. A manila paper with the succession of evolution will be posted:



5. Each of the life stages has its own action. The facilitator will demonstrate each of the life stages.

Life Stage	Action	Illustration
Egg	Standing position with arms pointing downward in a parabolic way. This position is accompanied by walking similar of a gorilla.	
Tadpole	Standing position with both hands clasping each other in a prayer fashion towards the front. The left and right shaking of the buttocks area accompanies this position.	

Frog	Standing position similar to the tadpole, however, the hands in placed downward in a position similar in giving a CPR. Occasional jumping accompanies this position.	
Warrior	The warrior position is characterized by raising the right hand similar to the UP Naming Mahal gesture (without the pounding).	
Prince/Princess	This is exactly the same with the warrior position, however the participant will sway his/her hands like a beauty pageant contestant in a motorcade.	
King/Queen	The participant will simply put his/her hands near his/her skull in a fashion like wearing a crown.	

6. All participants will start as an egg.
7. To progress in the next life stage, one must beat a person of the same status in **one** game of rock paper scissors.
8. Advise all participants who achieved the king/queen life stage to stand in one side.
9. After the rock paper scissor game, the winner progress to the nest life stage while the loser devolves to the life stage before his/her.
10. The devolution rule does not apply to opposing eggs, for the lowest form of life in the game is the egg.
11. The game ends if there is only one person left to the “lower” life stages.

**Facilitator’s Note:**

- It is highly suggested that you demonstrate the actions more than once.
- Be attentive to non-participating participants.

### **ACTIVITY 3: IISANG PAA**

**Time Allotment:** 20 minutes

**Topics covered:** Clear, common, and elevating goal & Cooperation

#### **MATERIALS**

- ✓ chalk/masking tape
- ✓ 3 x 15 tiles

#### **MECHANICS:**

1. Each group will be assigned with a set of 3x15 blocks as determined by the facilitator/s. They are going to form a single file in front of the blocks.
2. The first participant at the start of the line will step on any block on the first row of blocks. The facilitator will check against the predetermined pattern to check if the participant stepped on the correct block.
3. If the player stepped on the correct block, he or she can move forward, and repeat step number two. However, if the participant stepped on the wrong block, the participant shall go to the end of the line waiting for their turn. The person next in line will have his/her turn in guessing the correct pattern.
4. Whenever the participants steps on the correct block, they are one step closer to finding the correct path, but if the next participant does not pay attention, the number of blocks accomplished by the team will return back to zero, as the facilitator is not obliged to tell them which block did the previous participant walk on.
5. The activity continues until the team discovers the correct path, and every member passes through the correct path and gets to the other side.

Pattern:

		<b>END</b>		
<b>15</b>	1			
<b>14</b>				3
<b>13</b>		2		
<b>12</b>				3
<b>11</b>	1			
<b>10</b>	1			
<b>9</b>				3
<b>8</b>		2		
<b>7</b>				3
<b>6</b>	1			
<b>5</b>		2		
<b>4</b>		2		
<b>3</b>	1			
<b>2</b>				3
<b>1</b>		2		
		<b>1</b>	<b>2</b>	<b>3</b>
		<b>START</b>		

Scoring- ALL MEMBERS MUST BE ABLE TO CROSS THE LINE BEFORE THE TIME ENDS TO EARN 10 PTS. PARTIAL POINTS WILL NOT BE GIVEN.

**INPUT & DISCUSSION:**

- How was the activity?
- What do you think is the purpose of the activity?
- Did you need complete attention to be on the activity? Why? Why not?
- What do you think is the importance of a person getting the correct path firsthand? What about getting the path wrong countless of times?
- How important is the coordination of the group in the activity?
- In your opinion, what is the best strategy in order for the team to have been able to finish faster?

**Deepening:**

Questions must revolve around the following:

1. If we were to shift the context of the activity into our everyday life, where can we apply it to? Elaborate your answer.

Answers can be:

- As an organization
  - As one NSTP section
2. What composes a team/section? Answers can be:
    - Leader
    - Members
    - Goal
    - Cooperation
  3. What do you think are the two most important concepts of the activity that we did?
    - Goal
    - Cooperation
  4. Why are those concepts needed when you work together as a team?

## ACTIVITY 4: Love Letter

**Time Allotted:** 45 minutes

**Topics Covered:** The Weight of Trust

### Materials:

- ✓ Paper
- ✓ Pen
- ✓ 12 bowls/boxes

### Mechanics:

1. Every participant must have three pieces of paper (the size of 1/8 yellow paper) and a pen.
2. On the first piece of paper, the participant must write his/her biggest insecurity. Next, he/she will write his/her most embarrassing moment on the other piece of paper. On the last piece of paper, they will write a secret that only a few people know, if not none. One minute will be allotted for each paper.
3. They will fold each piece of paper twice and write 1,2,3 respectively on each paper.
4. The facilitator must announce and ensure that the participants be as honest as possible. The facilitator must then announce that those three papers are the pieces of their heart.
5. The participants will choose 12 representatives among themselves based on the criteria that will be given by the facilitator (e.g. strongest participant).
6. The facilitator will give a challenge to the representatives. Either a physical challenge, a mental challenge or a daredevil challenge.
7. The participants will choose among the 12 representatives on whom they think can do the challenge by putting one of their paper onto the box/bowl corresponding to their chosen representative.
8. Then, the 12 representatives will do the challenge.
9. The papers on the box of the representative that failed to do the challenge will be read anonymously after the activity.

### Discussion and Input:

The facilitator must be able to ask the following questions:

- How did you feel writing your insecurities, embarrassments, and your secrets?
- How did you feel about knowing that you have to place a piece of your heart in the hands of another person?
- How did you feel about the possibility of your insecurities, embarrassments, and your secrets being exposed?
- It's scary, isn't it? At least if you were honest about your flaws it's scary.

- How did you decide on who to bet your hearts on?
  - Was it through familiarity? Did you bet on your friends or the people you already trust?
  - Was it through competence and ability? Did you bet on the people you think can safely hold your heart?
- For those who put their hearts on the hands of another, then losing their hearts, how did it feel?
- For those who put their hearts on the hands of another, then winning, how did it feel?
- What do you think does the hearts represent? It's not your hearts, technically (it's being vulnerable).

### Points for Input:

- In this game, the participants were forced to trust. However, the participants had the option to choose WHO to put their hearts on, in essence, who to put their trust on. They had the power to decide on who they think can hold their secrets, and has the competency to win the challenge and keep their hearts safe.
- Every person has a standard in deciding who to put their trust on. Whether which ones can handle their secrets better, or which ones would they feel safe.
- Ask the participants if they felt vulnerable. After all, if they seriously wrote their secrets, they would be scared to feel vulnerable.
- Ask the participants if this is anywhere near real life.

### Deepening:

Questions must revolve around the following:

- Just like in real life, though we are not exactly forced, we don't have a choice. To advance with life and live with security, we trust a number of people.
- Who are the first people you trust?
  - Parents
  - Siblings
  - First Friends
- What do you trust them with?
  - As simple as food security, shelter
  - Secrets
  - Crushes
  - Wrongdoings
- How do you choose who to trust?
  - Family is born with.
  - Some, through sharing experiences
- In trusting a person, does this mean you expecting something from this person?
  - Trust back
  - Keep secrets
- How does one break your trust?
- How does one keep your trust?

**ACTIVITY 5: Word War 1****Time Allotted:** 25 mins**Topics Covered:** Conflict Management**Materials:**

- ✓ Paper
- ✓ Pen

**Mechanics:**

1. The activity will have different levels depending on the number of participants.
2. Every participant must have a piece of paper (the size of ¼ yellow paper) and a pen.
3. For the first level, every participant will think of the top three objects that they think would best represent themselves. They must write the name of these objects in the top most part of their paper.
4. They will be given 10 seconds to choose the top two objects written in their paper. After that, they will have to cross out the eliminated one.
5. Same process will be applied for the 2<sup>nd</sup> level leaving only one name of the object in their paper.
6. Then for the 3<sup>rd</sup> level, each member should find a pair. They will be given 15 seconds to convince the other person to use their own object to represent the two of them. After 15 seconds, the one whose word lost the decision would have to cross out their word and write the winning word under it.
7. Fourth level, each pair must pair up with another pair. They will be given 20 seconds to convince the other pair to use their word to represent the four them.
8. This pairing and grouping goes on, with the number of seconds increasing as the groupings increase.
9. The game ends when they reach one single word to unite all of them, or the entire game reaches 20 minutes without a single word to represent them, whichever comes first.

**Discussion and Input:**

1. The facilitator should be able to ask the participants the following:
  - What was your goal? As an individual and as a group.
  - How did you choose your top three words? Are there considerations, criteria, basis, and/or standards?
  - Share the process on how you come up with your one word. Share also on how you decide as a group.
  - What are the challenges you encountered as an individual? How about as a group? Can you cite factors that can contribute to these challenges?
  - Were you able to compromise? How?

2. Points for discussion:

- Diversity is a reality of life. Also, there is a bigger pool of talent, skills, opinions, ideas, etc. It allows a variety of possibilities.
- Diversity can be difficult because opinions and viewpoints may clash and it requires more time to work in diversity.
- *Pakikisama* comes along with diversity. We should learn to be flexible, empathetic, patient, and listen to various voices.
- Individual differences are characteristics of one's individuality, it must be understood as neither right nor wrong.
- Communicate effectively, be open-minded.
- Compromise wisely.

**Deepening:**

Questions must revolve around how they manage to resolve conflict.

- What was the first thing you do to solve the conflict within yourself?
- What did you do to solve conflicts involving other people?

Points to consider:

1. Diversity is a fact of life.
2. Conflict is inevitable but we can manage it.
3. Learn to respect other people's decisions or ideas.
4. Unity can be achieved given diversity.
5. With the awareness of differences comes the desire to commit to change in order to fit in the puzzle.

Change your action and somehow the reaction will change.

**ACTIVITY 6: BAWAL MAHULOG SAYO****Time Allotted:** 20 mins**Topic/s covered:**

- Commitment
- Communication
- Competence
- Clear, common, and elevating goal

**Materials:**

- ✓ A participant's most important possession in person
- ✓ An encircled area (can be chalk if possible, else a rope taped or placed on the ground)

**Mechanics:**

1. The facilitator must ask each participant to get their most important possession in person. He/she must collect all these possessions.
2. The participants is to step inside the encirclement. It should be big enough to house all participants sitting down.
3. The facilitator must place all the possessions outside the circle, far enough as to require the participants to use their entire body length to reach, without going out of the circle.
4. The facilitator must then instruct each participant to get one possession. However, they are not allowed to go out of the circle or to touch the floor outside the circle. The participants must help each other by means they might think is necessary.
5. One participant can only get one possession.

**Discussion and Input:**

1. The facilitator should be able to ask the participants the following:
  - What was your goal? As an individual and as a group.
  - How was the experience? What was your strategy in acquiring different items?
  - What are the challenges you encountered as an individual? How about as a group? Can you cite factors that can contribute to these challenges?
  - What were your considerations in deciding who gets what item?
  - Were there any members who had physical difficulties (aching back, sick, or has a disability)? How did your group go about this?

2. Points for discussion:

- This is one of those activities that actually encapsulate all the 7Cs.
- There is one goal and every member has a role in accomplishing that goal. Every member will both experience being the supporter and supportee.
- Maximum consideration should be made for some members, if at all. And some personal physical capabilities are not readily apparent. These need to be communicated.