



Teamwork and Conflict Resolution Mentor Moments

The resources are meant to be downloaded and edited as necessary to meet the specific needs and/or experience level of your Participant group and/or be incorporated into other existing materials in use by your organization.

These activities help to foster the culture of each of the competencies by applying them to everyday situations. The Mentor Moments are quick and easy. These can be used as icebreakers for introductions to each skill. In addition, they can serve as interventions that provide unique ways to reinforce one of the performance indicators. They also provide a common reference point for learners which can be brought up as exemplars or reminders as part of the ongoing skills progression. They are not meant to be full lessons, but rather just-in-time supports to foster skills.

MM 1 – Mirror, Mirror

Trust can begin to be established by using some improvisational skills. Pair up learners. Have students face each other. Have students quietly determine who is the person looking in the mirror (X) and who is the mirror image (Y). Explain learner (Y) must duplicate everything that learner (X) does. This includes hand movement, facial expressions, breathing, and body position. Explain that the pair should try to work together so closely that an onlooker would not be able to tell who is (X) and who is (Y).

MM 2 – Putting It Together

In this lesson learners must all work together and pay close attention to each other in order to create a human model of a complex item. Have eight to ten learners stand in a group. Announce a somewhat complex item to be created. The first learner steps forward and announces what part of the whole he will become and shapes his body accordingly. The next learner announces what part she will become and shapes her body in connection with the first person. The exercise continues until all learners have participated and become parts of the whole. Examples: gaming system, car, bicycle, computer, airplane, amusement ride, sailboat

MM 3 – A Puzzling Problem

Preparation: For each group of four students you will need four jigsaw puzzles. These are easily made from cereal or cracker box fronts, greeting cards, or magazine covers. Cut the item into six to eight pieces. Mix up the pieces from all four puzzles and place them in an envelope.

The purpose of the activity is for each member of the group to complete an individual puzzle. Place the prepared group of puzzle pieces in the center of the group.

The Rules

1. If a member selects a puzzle piece, he/she may not touch another piece until every other member of the group has selected a piece.
2. If a group member asks a question or makes a statement, he/she may not speak again until at least one other group member has spoken.
3. Members cannot take a piece away from any other member.

MM 4 – Successful Still Life

The concept of this activity is that in order to accurately represent the colors in the still life, learners must talk to others and practice communication skills to obtain the colors they need.

Set up a simple group of objects (still life) in a location easily seen by all learners. Make sure you have selected objects with lots of different colors. Give each learner one piece of drawing paper. Give each learner ONE crayon or colored pencil. Each learner should receive a different color. Place up to 10 additional colors in a central supply area. Explain to learners that they are to individually draw the still life. Explain that you do not care how realistic the objects look, but that the colors of the still life must be as accurate as possible. Learners must solve the problem of obtaining all the colors that they will need.

PI- *Is committed to solving problems/finding resolutions*

MM 5 – Emoji Battle

When we are confronted with someone who is angry, we often respond with the same level of anger. In this activity, learners develop positive responses to angry situations. Create a T-chart on large paper or the whiteboard. Above the left column draw an angry emoji. Above the right column draw a happy emoji. Ask the learners to think of an example of an angry phrase. Write this in the angry column. Now tell learners they must come up with an appropriate calming, positive, or deflective phrase to counteract the angry comment. Add these to the happy column. Accept another angry phrase. This time request TWO positive phrases. Repeat the process requesting THREE positive phrases, then FOUR, and so on, until you have filled the positive column.

PI- *De-escalates difficult situations constructively and positively.*

MM 6 – Solve It

Have an assortment of physical puzzles to solve. These could be tangrams, Soma cubes, metal wire puzzles, IQ brand puzzles, or other challenges. Ask learners to work in pairs to solve challenges of ever- increasing difficulty. Most of these are designed to be solved individually, so by working in pairs, learners must be committed to working together.

Crosswalk of Mentor Moments with Performance Indicators for Teamwork and Conflict Resolution

Performance Indicator	Mirror, Mirror	Putting it Together	Puzzling Problem	Successful Still Life	Emoji Battle	Solve It
Establishes a high degree of trust, confidentiality, and credibility with others to develop shared purpose	X					
Encourages others' contribution of ideas, opinions, and perspectives through thoughtful and positive interactions			X			
Coordinates with others to achieve identified outcomes and objectives		X				
De-escalates difficult situations constructively and positively					X	

Is committed to solving problems/finding resolutions				X		X
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