



ACTIVITY 'S NAME: Not the London Bridge

Type of activity: intrapersonal & interpersonal

Number of participants: Minimum 4, ideally no more than 16

Participants' academic profile(s): minimum Lower secondary education

Participants' average age: over 16 years old

Duration: 30 minutes

Necessary materials:

Great amount of paper straws, party elements such as glasses, plates, balloons, of different sizes colors, and shapes preferably with no character motives. Hand and crafts building materials, tape, color markers, scissors, computer, projector, Internet connection, candy bags (as a prize for each team), whiteboard and whiteboard markers.

Aim or Purpose

Encourage your class to think creatively and work as a team trying new ideas to see what they can come up with!

Expected Outcomes

- Student will be able to develop attitude of collaboration and solidarity
- Students will be capable to assess their personal possibilities to solve everyday life situations
- Students will be able to have fun and get motivated for the next activity to do

Competencies that will be developed:

- Develop positive relationships with peers,
- Build a feeling of belonging to a group,
- Think creatively.

Skills that will be developed:

- Team – building
- Interpersonal Communication

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Key terms / special vocabulary about / during the activity:

In this activity, the aim is to create positive personal relationships between the students and, as a type of student, their personal relationships are based on having fun, affection, sympathy, affection and sincerity. And in this sense, it must be taken into account that the greater the degree of intellectual disability, the greater the difficulties in establishing new friendships and personal relationships. When carrying out this activity, keep this aspect in mind: a student may not want to interact with his classmates, or he may want to "lead" the activity. There can be hostility, interactions of indifference, condescension and friendship and it is in your hands to manage these reactions in a positive way.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Sufficient construction materials for building a bridge as long as a big cardboard sheet needs to be prepared. If there would be 8 people on a group, this would result on two groups of 4 people, each group of 4 is in charge of one bridge. In a group, two people work on one end of the bridge and two people work on the other end of it. The bridge needs to stand above the ground by using ALL building materials and it can't touch the ground except for the materials distributed.

Using this activity as a warm-up, you generate in students a feeling of freedom and motivation towards subsequent activities.

Activity's step-by-step description:

1. The trainer asks all: *"can you explain to me what a bridge is as if I had never seen one? Maybe as if I was an alien from a planet where there are no bridges"*. Participants try various answers and the trainer adds the ideas on the whiteboard trying to get a global concept of bridge (valid for any and every bridge).
2. The trainer asks all if they remember any bridges nearby, or any famous bridge in their country or elsewhere.
3. The trainer will display some pictures of bridges of various places, times and cultures on a Power Point format. After which the trainer will describe the activity:
4. Each team will get building materials and has 40m minutes to build a bridge: The bridge has to stand on its own, it needs to have a name and all materials need to be used in its construction.
5. The trainer makes sure all have understood the standards and asks participants to form groups of 4 with one criterion: they need to be as diverse as possible in every way.
6. The trainer indicates that each group needs to occupy a place in the room and he or she distributes the material for each group that need to be equal in amounts and diversity of items.

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7. The trainer reminds all of the given standards and informs all that time is on!
8. During the activity, after the teams have been working for a while, the trainer goes around the room and asks participants to step out of the group one at a time. The trainer asks three questions to each participant:
 - How are you feeling until now within the group?
 - Which is the way in which you are helping?
 - Who is activating the group and how does she / he do it?
9. The trainer sure there is a break after which he/she indicates how much time is available. The trainer negotiates with the groups in case they need more time.
10. After the time is up and bridges are completed (the trainer encourages all to finish and use all materials) The review to the projects designed will start. The trainer will go to each project and ask all if the result is according to the standards defined. The trainer will ask the group if they wish to have feedback about group work dynamics amongst them. The trainer will explain that providing feedback to somebody needs to be requested and that if somebody does not want to receive it, it is her or his right not to.
11. The trainer describes the work for each group and stresses the value of shared leadership (how everyone was the leader of some aspect of the work that has been done).
12. In the end, the trainer explains that four awards will be delivered (most complying with standards, most original, most good looking, craziest idea... many other are possible). Upon delivery of the awards, the trainer will give each group one bag of candy for all team members.
13. A final round takes place; the trainer asks: *"can you tell us in one word how do you feel now having finished the activity?"*

Recommendations (How to use the tool/resource)

You can adapt the time and the type of "bridge/construction" to your students. You can simplify the procedure organizing a simple building procedure.

These kinds of activities are used to bring together individuals and help the people start working together more cohesively towards shared goals or plans.

If you have on mind to organize a team building activity about any of the previous modules, this can be a good icebreaking activity to build a team feeling among your students.

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Evaluation

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- "How did you feel during the activity?"
- Have you discovered anything new about yourself? And about others?
- Has there been something that you have not realized about yourself / about your behavior which your partners have realized? What was it, if you want to share about.

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

This activity is possibly going to create a lot of material left overs; make sure you are equipped with big bags to contain all used materials for recycling. Music is welcome during the activity; if participants volunteer, they can be in charge of that factor. Otherwise, the trainer should decide.

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