

## LESSON 2: COOPERATION AND TEAM BUILDING

### Grade-Level Outcomes

#### Primary Outcome

**Working with others:** Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)

#### Embedded Outcomes

**Working with others:** Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)

**Working with others:** Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)

### Lesson Objectives

The learner will:

- work on communication and focused listening skills through basic icebreaker activities.
- cooperate and collaborate to solve problems in the initiatives.

### Equipment and Materials

- Poly spots or place markers: 1 per person
- Index cards numbered 1 to the number of students in class (or more)
- Coffee can
- Tennis ball

### Introduction

*Today, we will continue our adventure activities module. Who can tell me what we did last class? Who is willing to share some of the characteristics of being a good team member from your homework? Why do you think it is important for you to focus on something like team building? Today we will continue to work on cooperation and team-building skills. The challenges will get a little harder. Be ready, use critical thinking, and work together.*

## Instructional Task: I-So-Ko

### ■ PRACTICE TASK

Students form a circle, elbow-width apart. Students must conquer three motions and words to understand the game.

1. I: Student brings either arm horizontally across the chest, pointing to the person next to him.
2. So: Student brings either arm above the head and points to the student next to her.
3. Ko: Student places palms together in a spear-like manner and points to anyone in the circle.

The motions must always go in the I-So-Ko order, so “I” points to someone, who must respond with “So” and point to someone, and that person must respond with “Ko” and point to someone else. That person responds with “I” again, and the pattern continues. The students must say the words aloud.

As the game begins, students can get eliminated for the following:

- Going in the wrong order or doing the wrong motion
- Not knowing it's their turn
- Making up their own motion
- Taking too long to respond

Students eliminated become respectful distractors for those still playing.

## Guiding questions for students:

- What do you think this activity was supposed to teach you? (Answer: focus)
- Was the game harder or easier when the distractors showed up?
- Did anyone know what was next but couldn't get it out?
- As humans, we rarely get to focus on just one thing. We have a lot of distractions in our lives that can lead to mistakes. Can anyone share a life distractor?

## Extension

The students can stop saying the actions and just perform the hand motions.

**EMBEDDED OUTCOME: S.4.M.4.7.** As a class, come up with a couple of rules to make sure students are being “respectful distractors” when they are eliminated from the game. For example, students must follow all school rules, and distractors cannot enter the circle, touch the players, or yell in their ears.

## Student Choices/Differentiation

- Students first practice the hand motions and words.
- Students can step out of the game setting to practice if needed.

## What to Look For

- Are the distractors communicating and cooperating with one another to be more effective?
- Are students focused on the task or trying to get eliminated to become a distractor?

## Instructional Task: Silent Lineup

### ■ PRACTICE TASK

Students must line up according to the number they have drawn. Each student must navigate into the correct order without any type of verbal communication.

Don't assign all sequential numbers (e.g., use 1, 2, 5, 6, 8, 10). That will ensure that students are solving the problem and not just trying to slide into an order.

## Extension

Play the game with birthdays, favorite colors, and so on.

## Student Choices/Differentiation

Students may take 5 to 10 seconds to talk, if needed.

## What to Look For

- What other types of communication surface?
- Are students better or worse at this activity because they can't speak?

## Instructional Task: Warp Speed

### ■ PRACTICE TASK

*We are trying to shoot this tennis ball into warp speed. To do that, each of you must touch the ball to transfer your energy as fast as you can. The goal is to pass the ball to each group member faster than other groups. The clock starts when the first person touches the tennis ball and ends when the last person touches it. For your powers to rub off, you must have full contact with the tennis ball and not just place a finger on it.*

## Extension

Have groups set a time goal for how fast they can complete the task.

## Guiding questions for students:

Each of you were important in sending the tennis ball into warp speed.

- What were some events that caused precious time to be lost?
- What are a few ways you can work together to ensure your success as a group?

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**EMBEDDED OUTCOME: S4.M5.7** Work with students to solve any problems they might have experienced during the activity.

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## Student Choices/Differentiation

- Different objects besides a tennis ball may be used.
- To make the task more challenging, it can be modified to use students' feet.

## What to Look For

- Did the group set a reasonable but challenging goal?
- Are students being creative in the ways they interact with the tennis ball, or are they simply passing it?

# Instructional Task: Can-'n-Ball

## ■ PRACTICE TASK

Students stand in a circle and must pass a can (an old coffee can works well) with a tennis ball in it around the circle using nothing from the shoulders down on their arms. They must stay in their original circle as they get creative to complete their task of looping the group. If either the can or the ball touch the ground at any time, students have to start the task over.

## Extension

If the team gets this quickly, you can add a beach ball circulating the opposite way of the can and ball so that the two items must pass each other.

## Guiding questions for students:

Talk with students about multiple strategies and how they chose the one they executed.

- Why did you pick the strategy you used?
- Do you think there is an easier way to solve the challenge?
- Do you think you could improve your time or teamwork if you did this challenge again?

## Student Choices/Differentiation

- To make the challenge more difficult, students can touch the ground with their feet and nothing else to keep them from sitting.
- To make the challenge easier, students can pass a different item, such as a beach ball.

## What to Look For

- When the class reached success, was it because of one person?
  - Did the class come together to help others, or was this an individual task?
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## Formal and Informal Assessments

Exit slip: Name one thing you learned about someone else in today's class (not the same person from last class). Make sure to include the student's name and what you learned.

## Closure

- As the activities progressed and became more challenging today, do you think the class rose to the occasion or buckled under pressure? Why or why not?
- If you got to choose an all-star team to complete more challenges tomorrow, who would be your first choice and why?
- Why do you think our physical education class is focusing on these skills?

*Come to class tomorrow ready to work together and be successful. The activities gradually progress into more difficult challenges that I know you can succeed in completing.*

## Reflection

- How well did students work together?
- Was there an activity that was difficult or easy for the class?
- Did students include everyone during these activities?
- Was enough specific feedback given during the activities?

## Homework

*Teach any of the activities you learned so far to a group of friends or family.*

## Resources

Curran, E. (2011). Activities and initiatives. *Swofford challenge course manual*. 2nd ed., vol. 1, 19-64. Inman, SC.

Dale, G., & Conant, S. (2004). *101 teambuilding activities: Ideas every coach can use to enhance teamwork, communication, and trust*. Durham, NC: Excellence in Performance.

Internet keyword search: "ice breakers," "team-building games"