

LESSON 1: SAFETY AND WORKING TOGETHER 101

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 Outcome

Working with others: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

Lesson Objective

The learner will cooperate with peers during the different adventure activities in the lesson.

Equipment and Materials

Poly spots or dots

Introduction

Today, we start our adventure activities module. We will start with small challenges and work our way up to larger, more difficult challenges. Throughout this module, you will be expected to work with classmates, to communicate effectively, and to always focus on safety.

Instructional Task: Explain Expectations and Safety Guidelines

■ PRACTICE TASK

Safety is our top priority during this module.

We will follow the hand contract.

- *Pinky = safety (because it's the weakest finger)*
- *Ring = commitment to ourselves and our task*
- *Middle = anger; we should not bring each other down*
- *Pointer = direction for both you and the group*
- *Thumb = thumb's up or positive interaction*

For more information, perform an Internet search for “team building activity hand contract.”

Student Choices/Differentiation

Visual aid if needed

What to Look For

Students are taking the task seriously and understand the importance of respecting the hand contract.

Instructional Task: Scar Story

■ PRACTICE TASK

Students form a circle and share stories about injuries they've sustained or a scar they have from an injury. Every student will have the opportunity to share.

EMBEDDED OUTCOME: S4.M4.6. Discuss with students that we all have scars, and it is important to remember as we go throughout this module and the rest of the school year that no one is perfect. We all make mistakes, and we all have scars to remind us of this. We need to accept differences and provide encouragement.

Student Choices/Differentiation

Have a couple of scar stories to share if students are not willing to share theirs.

Students may tell a scar story about someone else if they don't feel comfortable talking about themselves.

What to Look For

Students are participating and willing to engage and share with the group.

Instructional Task: People to People

■ PRACTICE TASK

Students pair up in a small area. Any student without a partner will lead. (If there is an even number of students, you will need to play.)

The leader announces appropriate body parts that the partners will “glue” together (e.g., hand to hand, elbow to shoulder). Partners work together. After a few pairings, the leader announces “people to people,” whereupon everyone finds a new partner, including the leader. The next person left without a partner then takes over as leader.

Refinement

Point out and discuss with the class when you see groups who are making tasks look easy by problem solving.

Guiding questions for students:

- What do you think this activity was supposed to teach you?
- Did it matter who your partner was?
- Did you find yourself working with others to scout out your next spot?

Verbal, non-verbal, and physical communication plays an important role in every task we do.

Student Choices/Differentiation

- Challenge students to find a partner who is farthest away.
- Challenge students to find someone who is least or more like themselves.
- Students perform the commands with eyes closed (making sure to open them when the leader calls people to people).

What to Look For

- Student participation
- Cliques that may form
- How students communicate
- Student behavior and attitudes

Ensure that pairs are participating, switching, and not repeating the same partners.

Instructional Task: Group Machine

■ PRACTICE TASK

Students work in assigned teams to create a moving machine.

Each student has to play an active role, and the machine must have sound.

The teacher assigns the type of machine to each group.

Example: Students work together to become a ceiling fan, with someone being the pull string and four people the fan blades, who move around while making a whirring noise.

Extension

Students choose the type of machine they create.

Refinement

Make sure students are participating safely.

Guiding questions for students:

- How did you decide who would play each part of the machine?
- Was anyone in your group taking charge?
- What examples can you give of your group cooperating?

Student Choices/Differentiation

- Students get to choose the objects they become (easy or more difficult).
- The size of the class or groups could be changed to make the challenge harder or easier.
- Provide picture examples if needed.

What to Look For

Are students

- working together?
- playing equal roles?
- stepping into a leadership role?
- falling behind?

Instructional Task: I'll Bet You've Never . . .

■ PRACTICE TASK

Students stand on poly spots in a large circle with ample room between them. One student (or you) is in the middle and says the leading phrase, "I'll bet you've never . . ." Those who have done the activity (including the person in the middle) must find a new dot. Students who have not done the activity must stand where they are.

Someone new is left in the middle to ask the next question.

Rules

1. Students may not move to the dot next to them.
2. Students may not move to the same-color dot they are currently standing on if different colors are available.
3. The content should be school-appropriate.

Refinement

It is important that students ask creative questions and not boring questions such as "I'll bet you've never worn shoes." Re-direct students if the questions are too simplistic.

Student Choices/Differentiation

Lead students into fun, informative questions by giving examples such as "I'll bet you've never eaten alligator, had a pet duck, ridden in a helicopter, tripped and fallen while trying to look cool, or dropped your cell phone in the toilet." The more creative the leading statement, the more fun the game is. (Remember that the person in the middle must have completed the activity, though.)

What to Look For

- Ensure that the game doesn't get rough and that students are respectful of one another's space.
 - Listen and learn new things about students that you can respond to and may be able to use later.
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Formal and Informal Assessments

- Informal assessment during scar activity
- Exit slips:
 - Have students define the hand contract in their own words and what it means for them and their classmates.
 - Have students write one thing they learned about someone else in the class.

Closure

- What are three things we worked on today?
- What could the group do better next time?

Next class, we will continue our adventure activities, so be prepared to work together, problem-solve, and communicate.

Reflection

- How did students work together?
- What are their strengths and weaknesses?
- Do any students need assistance or need activities modified to ensure success?
- Do any students need to be redirected or watched for bullying or negative behaviors?

Homework

Come up with the top five characteristics of a good team member, and be ready to discuss them with the class.

Resources

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

Internet keyword search: "team-building hand team contract"