

# TEAM GAMES

## LESSON PLAN



**WOLF RIDGE**<sup>SM</sup>  
ENVIRONMENTAL LEARNING CENTER

# TEAM GAMES



## CLASS DESCRIPTION: A Group Building Class

As members of a team, students learn about the life skills of trust, communication, cooperation and logical thinking while playing games, solving problems, and working through challenges. The team will be collectively analyzing how effective they were before, during, and after the games. Processing experiences will focus the students on discussing how to use these skills to solve problems and challenges they encounter at home, at school, and in the community.

**Total Time:** 3 hours (2.5 hrs outdoors)

**Audience:** 6-20 students, 4th grade through adult

**Activity Level:** Moderate

**Site:** Volleyball Court

## GUIDING QUESTION:

How can we practice being an effective team?

## CONCEPTS:

- Effective teams communicate well, make plans, cooperate, and include everyone.
- Team members need to trust each other when situations become difficult.
- Experimenting with being both a leader and a follower helps us recognize our strengths and weaknesses.
- Processing and evaluating group performance helps improve future experiences and challenges.
- Practicing team and life skills in simulated situations can teach us how to use them in real life situations.

## OUTCOMES:

Upon completion of the Team Games class students will be able to:

1. Use logical thinking, trust, effective communication, and cooperation with others to solve problems.
2. Experiment with being a leader as well as a follower during team game scenarios.
3. Practice self-evaluation of their performances.
4. Understand that practicing team skills in games can empower us to reach our goals in real life.



**Our mission** is to develop a citizenry that has the knowledge, skills, motivation and commitment to act together for a quality environment.

6282 Cranberry Road | Finland, MN 55603-9700 | [www.wolf-ridge.org](http://www.wolf-ridge.org)

*Wolf Ridge Environmental Learning Center and the USDA are equal opportunity providers and employers.*



## Equipment

### Kit Room:

- hula hoop
- 70-foot old climbing rope
- 20 blindfolds
- soft throwables
- 20 spot markers
- 1 set of processing props (UBUNTU cards, body part cards)

### At Site:

- 2 pairs caterpillar boards (9 people/pair)
- 1 A-Frame
- 4 tires
- 4 eight-foot 2x6 boards
- 2 stump stand platforms
- 1 initiative wheel
- 1 initiative 12' wall
- 1 spider web

## Appendices

- Additional Information
- References
- Skills Grid
- Spiral Learning Sheet
- Planning Outline

## Set-up (15 min.)

- Classroom/class prep description
- Safety Management

## I. Core Principles of Team Games

- A. Sequencing and the Team Games Spiral
- B. Themes
- C. Processing

## II. What Skills Do Teams Need to Succeed? (10 min.)

- A. First Game
- B. Overview of the Class and Outcomes

## III. How Can We Practice Being an Effective Team? (155 min.)

- A. Beginning Games
- B. Intermediate Games
- C. Advanced Games/Elements
- D. Off the Ground Games/Elements

## IV. What Did We Find Out About Our Team? (15 min.)

- A. Review Experiences
- B. Discussion
- C. Relating Games to the Future and Real Life

## V. Foul Weather Options

## VI. Fun, Quick Change Pace Options

## Clean-up (15 min.)

### Set-up (10 min.)

#### Classroom/class prep description

While most of the props are outside at the volleyball courts or in the "grove of elements" near the West volleyball court, there are bins of props and games in the Ed Building kit room and the evening programs area of SC 1. Take some time to decorate your chalkboard to make it a teaching prop as well.



#### Safety Management

Adhere to and be familiar with all general safety practices designated by Wolf Ridge. Be aware of any student's special needs (medical, etc.) and adjust the activities as needed to maintain safety.

- First aid kit is located in the kit room.
- Instructor will maintain constant supervision of activities and immediately curtail inappropriate behavior or actions.
- Students will be trained in spotting techniques by the instructor during the trust building activities. Students must practice and demonstrate spotting techniques. The instructor will evaluate if the group shows appropriate regard for safety and spotting techniques. The instructor will restrict groups from doing the Wheel and the Wall, unless the group has proven their readiness for spotting and safety.

## I. Core Principles of Team Games

### A. The Team Games Spiral and Sequencing

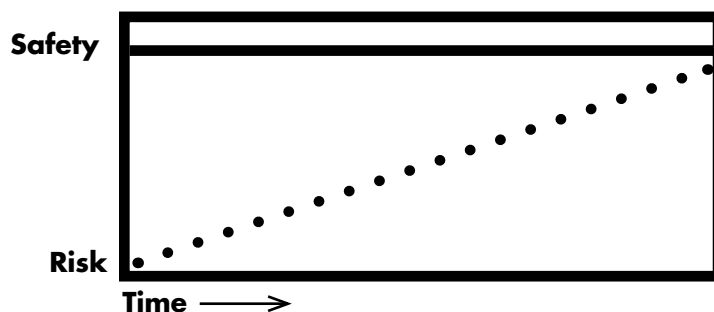
Team Games is fairly unique compared to other Wolf Ridge lesson plans, in that it has spirals for each individual game, as well as a master spiral for groups of games. All the games fit into three categories: Beginning, Intermediate, and Advanced/Elements. Each game should be debriefed individually, and a group debriefing should happen at the end of every group of games as well (refer to the Team Games spiral). Fitting within the Team Games Spiral, choose which games will make up the best sequence for the class.

Sequencing means finding the right combination of activities for your particular group and putting them in the right order. The same activities you use with one group may flop with the next, so know as many different games/activities as you can, and get to know your group well throughout the class and improvise as needed.

Regardless of the group, there is an important framework to follow when designing your class. For most everyone who comes to the class, it will be an entirely new experience.

Students may not know each other, they may be afraid to be outside, they may be uncertain of their skills. So, you have a handful of social, personal and emotional fears racing around within the group and within individuals. That's the beauty of the class—you, the instructor, weave your knowledge of games, people, and facilitation to create a positive, fun, learning experience for your students.

One way to think of sequencing your class is like this:



Safety: Physical, emotional, mental, social. Real or perceived by the individual or the group.

Risk: Physical, emotional, mental, social. Real or perceived by the individual or the group.

The above chart illustrates a framework for sequencing activities. In the beginning, groups and individuals need to feel safe, and they are not willing to risk much (i.e. shout out an answer or idea, touch other people, step forward to be a leader). However, they most likely are willing to participate in activities that are "safe" emotionally and mentally. Ideally toward the end of class, the group has developed a sense of trust, has established effective communication patterns and is able to move on to more challenging and demanding activities. Simply put, begin with "low risk/high safety games", move toward "high risk/high safety games." (Some may think the safety line should inversely correlate to the risk line. As the group progresses, the games they accomplish may seem "less safe" in comparison to the games at the start. More physical contact, more self-disclosure, more reliance and necessity to trust others in the group: these situations can feel more unsafe to an individual. But if the group is able to reach this level, safety is not compromised and should remain high.)

Games don't only vary in level of difficulty, they also vary in skills required, like silent communication, strategy, trust, problem solving, and use of personal space. Craft your sequence of games with a progression of difficulty as well as with a variety of different skills. For a breakdown skills required in these games, refer to the game skills table in the appendix.

## B. Themes

Another component to creating a successful Team Games class is setting the tone. This is the fun part where the instructor can really get creative. The sequence determines what types of games you do and at what time. The theme provides a string or connection between all the games. One of the major goals for this class (and one of the hardest things to do sometimes) is to help students see the connections between group dynamics and interactions while playing their games to the group dynamics and interactions in their own lives. For example, positive communication IS effective in Mine Field, or in math class, or with a sibling. A theme can 1) get more people involved and invested because it's silly or fun, 2) help the students feel as if they're building up to something big while creating a sense of accomplishment, 3) make connections between the activities, helping students to build from what they have already learned, and 4) transfer the lessons from these games to their own personal lives.

Themes can be metaphors, storylines, or anything you think will relate to your particular students at that time during their stay. Some examples might be:

### INSTRUCTOR NOTE:

*All activities conducted during this class are safe. It is the responsibility of the instructor to be in control at all times and prevent potentially unsafe situations.*

### INSTRUCTOR NOTE:

*You are responsible for the safety of your students. Use discretion and good judgement in deciding whether to attempt each activity with a particular audience.*

- Athletes training for Wolf Ridge Olympics
- Explorers trying to reach the treasure chest of wisdom
- They were shrunk by an evil-doer and need to reach the "growing machine" to restore their size.
- The class is a metaphor for their year at school—getting to the end is like reaching graduation.
- Superheroes of people skills with superpowers for working in groups get together to form a super group.
- Applicants at interview for a job in a restaurant.
- Students are playing a life size board game. Instructors add interesting twists and students are ultimately trying to get to the finish.

Remember that team games are fun! Themes can keep the tone light throughout the more serious processing.

### C. Processing

The goals of this class are team building, followed by personal growth and outdoor recreation. Processing or debriefing the experiences of the group will be the reflective learning times of the class period. Although it is easy to skip the processing time and keep "playing", processing is essential in focusing the group on learning from the games so as to apply that to future experiences. Following games where the group practiced a certain skill or demonstrated an important lesson, gather the group at the benches beside the volley ball court. Students will know what to expect when they go there, and this provides a time and place to quiet down, regroup and focus. If necessary stop a game in the middle and "process" or ask what's going on, what the group is doing well, what they need to improve on, etc. Sometimes "freezing" the group can provide valuable information that will help the group continue in a positive direction or move into a positive direction.

### Instructor's Role as Facilitator

The instructor must create a safe environment in which thoughts and feelings can be shared without fear of ridicule. You may choose to have students agree in advance to be positive and supportive during debriefing sessions. The instructor will be the "Reflective Storage Bank" of information. Practice guided reflection through questioning and have students discuss what happened before, during and after the games.

Processing doesn't happen only after a game or challenge is over. If groups are struggling with a challenge for while, stop the activity and ask: What is working here? What part of your strategy needs to be refined or changed? What do you need to do next?

Give honest, specific feedback. To say "You did a great job today" gives a positive message but little more. A more specific response is, "You gave great support to each other for the Spider Web. You talked about what order to go in. You let the person who expressed concerns go first and made sure everyone was ready before the start." Giving honest feedback also involves holding people accountable for their actions. For example, "In the last three activities I observed a couple of people wandering away from the group." It is appropriate to give honest feedback on how the group performs, even if it differs from the students' perceptions.

All the processing should eventually apply what we learned here to our "real lives." Use of "real life" metaphors for the games may help a student visualize the application to future situations. The instructor should have some metaphors in mind, but metaphors from the students are best.

Encourage everyone to be a good listener. As the instructor, you need to be the role model by being open, honest and sharing your thoughts.

## Possible techniques

Gathering perceptions and responses is sometimes difficult with a group that may not be used to divulging personal feelings in front of each other. Some possible techniques follow:

**Note Taking** - To prepare for the debriefing, take written notes regarding how the group performs, names of students and behaviors you observe, etc. It is very difficult to remember all the good stuff a group does as it happens so quickly.

**Peer Observer** - Appoint one (or two) students as the observers for the activity being conducted. Ask the observer to note what is happening in the group and how well the group is using their members and skills. The voice of a peer may mean more than an instructor they just met. There is obvious potential for disaster if the observer is not diplomatic with his/her observations; choose the person carefully.

**The What, So What and Now What** - To begin each debriefing, get the group to answer the questions: What happened? So What did we learn from that experience? Now What can we apply to future games or real life challenges?

**UBUNTU Cards** - You can find these cards in either of the kits. There are dozens of ways to use these cards in debriefing. One way is have everyone take a card and look at the single-image side of the card. Ask them how that image can represent a skill or something they observed during a challenge or during the class. For more ideas on how to use these cards, visit the website <http://high5adventure.org/ubuntucards/>

**Thumbs Up** - Share your perception of what was happening during an activity and how well the group communicated. Ask students to give you a "thumbs up" or "thumbs down" response to indicate if they agree with your perception or not. Ask individuals why they gave your perception a "thumbs up" or a "thumbs down."

**Memory game** - Ask one student to tell exactly what happened from the moment the activity began. Any other students can say "hold it" if they want to add something that happened. When a student says "hold it", he/she must then take over the description of what happened until another student says "hold it."

**Definitions** - Ask students for definitions of Spotting, Leadership, Involvement, etc.

**The Whip** - The instructor begins a sentence that the members of the group must finish. "Jennifer was frustrated as leader because..." "During Tumble Home I was glad that..."

**Go Around** - The question "How did you feel?" is very intimidating and difficult to answer for many children. Instead of asking for a whole sentence as a response, you may have better luck asking for one word or a phrase. Ask each member of the group to state a one-word description of how they felt or possibly how they saw someone else feel during the last game. Students may often have difficulty stating how they felt but greater ease in stating an observation. At least then, you have them talking.

**Talking Stick** - Use of a "talking stick" is an effective reminder to students that they must listen to the person with the "talking stick". As facilitator, use the "talking stick" when giving instructions, asking questions, etc. Students can also pick up the "talking stick" when they have an idea, response, or comment. An excellent tool for use during the debriefing periods.

### INSTRUCTOR NOTE:

*Change techniques throughout class. A variety of processing strategies can increase student participation.*



## II. What Skills Do Teams Need to Succeed? (10 min.)

### A. First Game

This is a fun-filled class...begin it with that tone. Welcome your students in and play a game to get them loosened up, laughing, talking with each other, touching each other. Work on breaking down some barriers (i.e. cliques, popular vs. not popular students, loud vs. quiet students, etc) and getting every one involved. Appropriate games for this stage of class are "safe games" (low physical and emotional risk), learning names, learning something about everyone, non-competitive, just plain silly games. (See "Beginning Games" section for examples )



**Assessment (Concept 1): Effective teams communicate well, make plans, cooperate, and include everyone.**

*Processing this first game will establish the routine of reflection after every game experience. Using a debriefing technique of your choice, ask questions that explore reflections like "What did you notice? Where did you see teamwork? What skills do successful teams use? This will introduc setting up team building concepts such as using strategy, teamwork, communication, and planning ahead.*



### B. Overview of the Class and Outcomes

As an instructor, you know the goals of the class. It's not essential to tell your students directly: "We are going to make you into an effective group today." In fact with some groups that may be de-motivating. Let them know a bit of what you'll be doing, that it will be fun, and that it might be a little different. Everyone will be required to be involved, and that they'll talk about it throughout the class. The overview can foreshadow and focus their brains on the class at hand.

## III. How Can We Practice Being an Effective Team? (155 min.)

When you begin the games, come up with a "Code of Conduct" you as a group have made. Make sure certain items are included to ensure safety, such as the ones below:

- Listen when I am speaking, and when others speak. (For safety and respect)
- Do not do anything until I say "go." (Think time) Use your mind first.
- Do not hurt anyone or do anything to anyone that you would not want done to yourself. Everyone deserves to have fun today and to be treated with respect.
- Everyone must be given the chance to participate.
- Speak positively, honestly, and openly with others (processing time) to help us learn from our experiences.
- Listen and receive constructive feedback from others.



Many of the games work best with groups of 8-14 students. Divide larger groups in half for some of the activities. When activities call for groups of 2-4, assign groups to prevent students from always working with the same partners.

Be creative. Call for people with glasses, wearing blue, eye color, first letter of name, birthdays, the number of letters in last name, physical location, etc. Once students are in groups, you can give each person a generic name such as "You are all potatoes; one of you is mashed, one baked, one french fried. All the french fries are in the middle." This can be done with pop flavors, fruit, seasons, colors, etc.

Feel free to modify game rules for varying situations. Handicap students in some way: blindfolds, limit talking, or paralyze one so they must be carried during an activity. To complete all the activities listed in the lesson plan would take much longer than two or three hours; choose one or possibly two from each category.



## A. Beginning Games

These are the safe, low-risk activities that introduce the group members to one another and help move beyond social or physical inhibitions. You can have:

- “mental” warm-ups - getting kids ready to open themselves up to other students, to laugh at themselves, and to share their thoughts and feelings.
- physical warm-ups - needed to keep kids warm in cold weather - jumping jacks, hopping, etc.

### 1. Name Juggle

Get the group in a circle. Let each person state his name to the group. Then call someone's name and throw an object to that person (any object, a shoe, a ball, a Beanie Baby, etc) That person then calls someone else's name and throws the object to him. After this goes on for a bit, add another object. Keep adding objects until it gets too chaotic. Variations: Do a speed round in which the object has to touch everyone's hands in the shortest amount of time possible. Add objects with this too.

### 2. Birdy On A Perch

Have students choose a partner, then have the two sets of partners split into two groups; one group forming a circle facing out, and the other group forming a circle around the first group, facing their original partner. When you say "Begin," both groups will walk in a circle to the right, in opposite directions of each other. When you say "Birdy on a Perch!," both partners need to quickly find each other, and one needs to assist the other in getting one person's feet completely off the ground. Students are free to interpret how they want to accomplish the task, as long as they can do it safely. The last team to get a person's feet off the ground is eliminated from the game. The game ends when only one team is left.

### 3. Turnstyle

Stretch the rope down the center of the volleyball court between two people, preferably between you the instructor and an adult helper. Gather students on one side of the court. Swing the rope like a giant jump rope, with the rope swinging towards the students on the down swing. While the rope is swinging, the group must get all of their members from one side of the rope to the other. There can be many rule variations on how they must do it, but a good place to start is that they must send one person at a time, and one person every rope revolution. If the rope touches anyone, if they send more than one on a revolution, or if they don't send a person every revolution, the whole group needs to start over. Once they complete this challenge, think about trying other variations (two at a time, jumping over, etc.).

### 5. King/Queen Frog (a good "quiet down" game)

The group sits in a circle. Chairs are helpful but not necessary. You start by showing the signal for King/Queen Frog which is one hand striking off the other in the motion of a jumping frog. Have everyone practice it. Then each person must make up a signal for an animal (they may not make mouth noises). Everyone gets a turn to show their symbols and everyone gets a chance to practice them. Go around a couple of times to make sure everyone remembers the signals. The game starts with the Highest Frog (King or Queen) doing your signal, then someone else's signal. That signal passes to that person. If someone misses (forgets to do their signal first, does a signal wrong, or takes too long) then they take the spot of King/Queen frog. Then everyone moves over until that seat is filled.

### 6. Tell Us More....

Pass around a bucket of blue glass beads. Instruct everyone to take some. Once everyone has a handful, let the group know that for every bead taken, that individual is responsible for telling something about him or herself to the group. This game can take a long time....

#### INSTRUCTOR NOTE:

*The instructor's role should be to supervise, referee and interpret rules, not to give help. If nothing happens for thirty seconds or so, ask a question or give a suggestion.*

#### INSTRUCTOR NOTE:

*Beginning games set the tone for the class. Assess your group. Do they need to be energized or need a more mellow tone? Are they shy and quiet or are they all talkers? Choose the most appropriate games to start off class.*

### 7. Everybody's It

When the game starts, everyone is IT and tries to tag everyone else. If you're tagged, you're out. VARIATION: For a little longer game try SORE SPOT TAG. The same rules as above apply. However, if you were tagged, you must hold the spot where you were tagged, but you stay in the game. If you are tagged once, hold the first spot with one hand, if you are tagged again, hold the second spot with your other hand. Now you must tag with your hip. If you are tagged three times....you're out of the game.

### 8. Speed Rabbit

Ask the group to make a circle, with you in the center. When everyone is ready you point to a person and say "Moose," "Beaver," or "Chickadee." That individual, and the two people to that person's right and left must perform the proper pantomime before the center person counts to 10. Change center people when the person who has been pointed to makes a mistake. The actions: Moose: Middle person sticks arms straight out in front like a long snout, people on either side make antlers with arms in air. Beaver: Middle person stands tall like a tree with arms in air, and people on either side kneel down and "chew" on bark. Chickadee: Middle person stands with hands to mouth opening and closing like a beak, and people on either side flap outside arm like a wing.

### 9. Guard the Chicken

Students stand in a circle. One student stands in the middle and guards the rubber chicken (or something else). The instructor calls out descriptive statements. If the statement is true about a student, then that student must try to steal the chicken in the middle. The chicken guard tries to tag the chicken stealers. If a student is tagged, he/she returns to the circle to wait for another statement. If a student gets the chicken, he/she becomes the chicken guard. Some sample statements include, "Students wearing a red shirt", "Students who have traveled to a different state", or "Students wearing glasses".

### 10. Platypus/Aardvark

Students stand in a circle. One student is the start. He/she turns to the left, and says, "Here's an aardvark." The receiving person says, "What?" The giver says, "An aardvark!", and the receiver says "Oh, an aardvark!" The receiver now turns to the left and says to the next person, "Here's an aardvark" and the receiver says, "What?", and the giver turns back to the first person and says, "What?" The first person says, "An aardvark". That statement gets passed back to the present receiver. This sequence continues all the way around the circle. At the same time, "platypus" gets passed to the right around the circle. Somewhere the two will cross.

### 11. Where's My Chicken? (Can also count as an intermediate game, depending on the group)

This game is very similar to "red light green light, with a slight twist. One person is "it," and stands on one end of the volleyball court with the rubber chicken, or any other object, near their feet. The rest of the group stands on the other end of the court, and the object of the game is for the group to steal the chicken and get it from one end of the volleyball court to the other without the "it" person seeing it. When the "it" person turns their back on the chicken and the rest of the group, the group can move towards the chicken. When the "it" person yells "Where's my Chicken?" and turns around, the group must freeze and not move within a reasonable amount of time. If anyone is caught moving during that time, that person must return to the far side of the court and start over. The "it" person then turns their back again, and the group can resume trying to steal the chicken.

Once the group steals the chicken, they now need to get it back to the far side of the court without getting caught. When the "it" person says "Where's my Chicken?" and turns around, the group members must freeze and hopefully hide the chicken somehow.

#### INSTRUCTOR NOTE:

*After some activities, discuss the activity: Was it successful, easy, hard? What helped the group succeed? What could be better next time?*

Every time the "it" person turns around, they have one chance to guess who has the chicken. If they guess right, the chicken is returned and the group must try again. If they guess wrong, then the game continues. The game ends when the group successfully gets the chicken to the far side of the court without getting caught.

**Assessment (Concept 1, 4):**

- 1. Effective teams communicate well, make plans, cooperate, and include everyone.**
- 4. Processing and evaluating group performance helps improve future experiences and challenges.**

*After completing the games you have chosen in the beginning category, use a reflection technique of your choice to explore major takeaways from this group of games. What worked well? What can we improve? Takeaway lessons will depend on how individual games went and progressed, but some common themes can include thoughtful and effective communication, making and carrying out plans, and including everyone.*

**B. Intermediate Games**

When the group seems ready, move up to games with a higher level of difficulty. These games require participants to present ideas to the group, rely on other group members to accomplish the task, be silly, or physically close to one another. Constantly refer to the "Code of Conduct", making sure the guidelines you and the group created are being respected and followed.

**1. Shoe Tie**

Have everyone untie their shoes, then attempt to re-tie them cooperatively with each person using only one hand.

**2. Line up by Height Blindfolded**

Have the students divide into two groups, hold hands in a circle, and put on their blindfolds. Instruct the students that they must make a line from one point to another, from shortest to tallest without speaking. Give them a couple of minutes to discuss how they should best do it and then begin. For a greater challenge, line up by order of birth date, without speaking of course. (You may do some line ups with or without blindfolds.)

**3. Silent Geometry**

Using the old climbing rope tied into a circle, have all the students grab onto a part of it. Instruct them to make a given shape out of the circle (triangle, square, star, etc.) without talking.

**4. Duo Sit and Group Sit**

Have students in pairs stand back-to-back, link elbows, sit down, and stretch out their legs. From this position get up, keeping arms linked. A variation of this is the group sit, starting with two people, adding one each time, until the whole group links arms and tries to sit down then stand up. Also try a duo-race, where two people face each other, one stands on the other's feet, and they race to another point.

**5. Circle the Circle**

The whole group will form a circle holding hands. The instructor will have two students break their handclasp and reach through a hula hoop and re-clasp hands. The group must now move the hula hoop around the circle without breaking the circle. Each person will have to get their head, body, and legs through the hoop and onto the next



person. Assistance by other members is allowed if the hand clasps of the circle are not broken.

### 6. Everybody Up

Two people of comparable size sit on the ground facing on another so that the bottoms of their feet are sole to sole, knees bent and hands tightly grasped. They must now pull themselves up to an upright standing position. If successful try it with three, then four people. If too difficult, students can place their feet toe to toe. This is similar to the Duo-sit but somewhat more difficult.

### 7. Hog Call

Ask the group to form two equal lines facing each other. Each person should be facing another person....this is their partner. Have each partner come up with a combo-word (i.e. Peanut-Butter, Foot-Ball, Ham 'n Eggs, Ship-yard, Under-water); each person should choose one of the words or sounds. Each pair can then announce their word to the group to make sure there are no duplicates and to hear the creativity. Each line then walks to opposite ends of the VB court and put on blindfolds when they arrive. After the instructor shouts a beginning word: (HUZZAH or YIPEE or UP AND AT EM....) the partners try to find each other by yelling their half of the word. You may have to demonstrate just what type of volume is needed. When partners find each other, have them take off blindfolds and tell one another what was hardest and what would have helped. Safety reminder: Tell students to put out "bumpers"- their arms in front of chest with palms out to prevent face to face slams.

### 8. Mine Field

Again, each person finds a partner and stands on opposite sides of the VB court. One of the partners will have a blindfold. In the middle of the court you have strategically placed "mines", objects of various shapes and sizes and locations (some could even be adults as moving or swinging mines). The object is for the sighted person to guide the blindfolded partner across the minefield safely using only verbal commands. If the traveller hit a mine, they must start over. Play it a couple of times and give time for each pair to develop a strategy. "Bumpers" are a good idea here too, though most likely it will come automatically.

### 9. Helium Stick

Take the tent pole segments and put them together to make a segment long enough for students to line up in two lines facing each other with the segment stretching between them. The students will stretch out their pointer fingers straight out, knuckles up, alternating fingers every other student. Place the pole segment on top of student fingers, so that all the fingers are touching the segment. Without losing contact with the segment, the students must lower the segment to the ground.

### 10. The Maze

Lay out the blue tarp with the grid. On a scrap paper, the instructor should mark down a path through the grid from one side to the other. The students must get through the maze by figuring out that route. Students may not talk or gesture. Only one student may enter the maze at a time, one grid box at a time. If the student chooses correctly, he/she may continue. If he/she chooses wrong, the instructor indicates as much and another student must start at the beginning.

### 11. Down the Chute

Students must use the short sections of cut pvc piping to create a continuous chute that they then must use for rolling a ball down and into a designated container. Each student must hold a piece of pipe. Once the ball starts rolling it must continue to roll, and it must touch every piece of pipe. If the ball stops or drops on the ground, the students must start over.

## 12. Frog Pond

Lay out the rope in a circle and place colored stop markers inside the circle, one for every person. Invite them to imagine that they are frogs on the banks of a pond that want to be on the lily pads but not touching the water. Challenge them to hop onto a spot marker without touching the "water" inside the circle. After the first round, invite someone to move a spot marker and remove a spot marker. Then challenge students to get on the spot markers without touching the "water." The goal is to get to the lowest number of spot markers while still staying safe.

### SAFETY NOTE:

The following games include spotting, catching, and supporting another student's weight. Safety is a major concern as you move into these games. Make sure you teach spotting well and that students are taking their role as "catchers" seriously. If the group is unable to accomplish these activities safely, don't do them. Spend time instead working on skills necessary to participate in games such as these. **FOR EVERY STUDENT OFF THE GROUND THERE NEEDS TO BE AT LEAST 4 SPOTTERS!**

## 13. Two Way Pass

Divide into groups of three. Give each person a generic name. Call out the name to be in the middle. The other two people stand one in front, and one behind, the middle person. The middle person, stays stiff with eyes closed and arms crossed and falls forward. The two people gently push him/her back and forth, slowly moving farther apart, until they are as far apart as they can be and still successfully catch him/her. Trade places until all have tried being caught. This is a version of the classic Trust Fall. **Trust Falls off elevated objects are not allowed.**

## 14. Human Spring

Students divide in groups of three, stand side-by-side. The two outside people grab the middle person's elbows. The middle person has their hands on their hips. On the count of three the middle person jumps, and the other two assist lifting them as high into the air as possible. How high could one person alone jump? As a small group the one can achieve a much greater height with the assistance from the two.

## 15. Lap Sit

All members of the class stand shoulder to shoulder in a circle. Then turn to their right, and take two steps toward the middle. Each person holds the shoulders of the person in front of them, and on the count of three, everybody sits down on to the knees of the person behind them. Try to hold for ten seconds. If they are doing well, have them try to hold their arms out straight, or walk along while sitting.

## 16. Wind in the Willows

The group forms a circle standing shoulder to shoulder with everyone in "spotting position." The instructor stands in the center of the circle with feet firmly together, arms folded over chest. The faller begins with: "Spotters ready?" Spotters: "Ready!" Faller: "Falling?" Spotters: "Fall away..." the center person begins to fall toward one side of the circle. The spotters catch her and gently stand her up to the center. She then falls a different direction. There must always be three pairs of hands on the faller whenever she falls and it is up to the faller which direction to fall. (I have never written the word "fall" so many times in one sentence!) Possible variations: faller closes eyes, spotters make a sound whenever they catch like a pinball machine, total silence when the faller falls, etc.

### INSTRUCTOR NOTE:

*Some groups may not be ready for these final challenges, which require mandatory spotting. If your audience does not show sufficient responsibility and maturity, do not include these last two activities in your class.*

*In these activities, you must be constantly in a position to step in as the primary spotter if necessary.*



## **Assessment (Concept 1, 2, 3, and 4):**

- 1. Effective teams communicate well, make plans, cooperate, and include everyone.**
- 2. Team members need to trust each other when situations become difficult.**
- 3. Experimenting with being both a leader and a follower helps us recognize our strengths and weaknesses.**
- 4. Processing and evaluating group performance helps improve future experiences and challenges.**

Once again, after completing the games you have chosen in the intermediate category, use a reflection technique of your choice to explore major takeaways from this group of games. What worked well? What can we improve? If it hasn't been brought up yet, take some time to explore questions and concepts that explore trust and leadership roles. When did you have to trust someone else on your team? What was that like? What was it like to have someone trust in you? Will that change any of our other challenges going forward? Who are some people that you thought were leaders? Why? What makes someone a leader? What can we do to help others be leaders and have their voices heard?

Conversations exploring group roles are particularly important leading into advanced games and elements, as these games require higher levels of strategy, trust, communication, and physical proximity.



## **C. Advanced Games/Elements**

These are higher risk games which usually involve the entire group to accomplish successfully. Where other games may focus on a particular skill such as communication or cooperation, these games involve multiple skills. Choose the ones that best fit your group based on characteristics they have presented to you throughout the class.

### **1. Caterpillar Walk**

All members of the group must take positions on the 10-person skis, holding onto the ropes available, and walk from one point to another (about 30') without anyone touching the ground.

### **2. Yurt Circle**

This activity should have at least 8 people. Everyone makes a circle by linking hands, and stepping as far back as possible. First, have everyone lean slowly out, keeping their bodies stiff and their feet in place, and using their neighbors for support. Then count off by twos, and have all evens lean in and odds lean out as far as possible without falling.

### **3. Human Knot**

A group of five to ten people face each other. Each person grabs the hands of any two different people. Then without letting go of hands, the group must unwind and untie until they form a circle. It is possible.

### **4. Alligator Swamp**

The group is given two tires and two boards to get everyone from one side of the swamp to the other, using only the boards and tires to stand on as they cross the swamp. Both the tires and boards will need to be moved as the team progresses across. If people fall in the swamp, they must return to the beginning and the team must go to get them.

### 5. Toxic Waste

This challenge requires taking a plastic cup, putting a rubber band around its diameter, and tying pieces of string or twine to the rubber band (the more pieces of string, the greater the challenge). Place two spot markers on the ground apart from one another (the greater the distance, the greater the challenge). Fill the cup about half full and put it on one of the spots. Inform the group that the cup is full of toxic waste that needs to be transported to a safe location, the other spot marker. Unfortunately, the group has a limited number of imaginary HAZMAT suits, and when someone puts on a suit, they can't see (they have to wear a blindfold). Give out enough blindfolds for one person per string connected to the rubber band. Team members that aren't blindfolded need to be at least 20 feet away from the toxic waste at all times. The team's goal is to transport the toxic waste, without touching the glass or spilling the water, from one spot to the other spot.

### 6. All for One

Set up a line of tires or carpet squares that are spaced so that students can easily step from one to the next. Designate a starting and finishing line on either end of the line of tires. The students must get from one side to the other, stepping only on the tires or carpet. Once a student touches a tire or carpet square, the group must maintain contact with that tire or carpet square. If the group loses contact (i.e. a student takes a foot off), then the group loses that tire or carpet square. The group may not move squares or tires.

### 7. Building Bridges

Place the two plain wooden boards on the ground, one on top of the other. Move the two wooden platforms so that they butt up against each end of the boards, and so that the boards cannot span the gap between platforms. Students then must take the boards use them to get from one platform to the other without touching the ground in between. Do not allow jumping between platforms.

### 8. Electric Fence

Take a rope and tie it around three trees at waist height to form a triangle that is large enough to fit your group of students. The students are given a board and must stand inside the "electric fence". They must get everybody out of the triangle without touching the fence. Students must spot each other. Students may not jump and may not go under the fence. The board may not go over the fence, but it may be moved under the fence.

## D. Off the Ground Games/Elements

### 1. All Aboard

Depending on the size of the group, use one or both of the movable wooden platforms. All members of the group stand on the platform, with no part of anyone touching the ground for a total of five seconds. For more of a challenge, put a stone under the stump, thus adding greater difficulty with balance.

### 2. The A-Frame

Lay the A-Frame down flat on the ground with the ropes layed out. Inform the students that the A-Frame is a mode of transportation and they must transport a rider (usually the instructor) from point to another. Only the rider can touch the wooden parts of the A-Frame and the ropes can only be held below the knot on the rope. The A-Frame must always have at least one point of contact with the ground and can have no more than two. Eventually, students will discover that the best way to do this is to stand the A-Frame upright with the rider standing on the crosspiece of the A-Frame, then "walking" it from one point to the other using the ropes. Usually the instructor should be the rider, but another participant can be the rider if they exhibit enough maturity. The rider doesn't need spotters since they can easily step down if they need to. Neatly arrange

the ropes at the end of the challenge to reduce tangling. DO NOT ATTEMPT THIS CHALLENGE IF THE GROUND IS ICY!

### 3. Levitation

This is another variation on the classic Trust Fall. Split the group up into teams of at least 8 people. One person will be "levitated" by the other 7 people. The person being levitated stands in the middle while the rest of the team stands around them, forming a sort of bed with their arms (at least 3 people on either side and one person in charge of the head. The person being levitated crosses their arms over their chest, stays stiff, and leans back into the arms of the spotters until they are completely horizontal and lifted off the ground. Spotters can hold the person there for awhile and even elevate them higher if the wish (decide if your group is ready for this), then they can gently return the person back onto their feet.

### 4. Spider Web

The group must get each member through the web (always passing feet first and keeping head above feet) without touching the strands. There are many variables on this activity: pass a rope through each opening without touching a web strands, and without any arms extending through an opening; use a hole only once, once you have been through you can't return to the other side, someone is blindfolded or unable to speak, the group is timed, etc. It doesn't always need to be a spider web either; it can be a stained glass window.

### 5. The Wall

In this activity, all members of the group must get over the wall and down the back side. Spotting is essential. If your group has not displayed enough spotting responsibility, the instructor should not conduct this activity. No more than three students may be on the upper backside platform at one time, and they may not have their head lower than their feet (they may not lean their bodies over to help other people, only their hands and arms). Students already over the wall should come to the front and help spot others, but may not touch them or help them up the wall. If your students are having difficulties, at your discretion you may add one person to the top for assistance in starting the process. Instructors may also vary the activity in other ways, as long as they do not alter the safety and spotting standards.

## IV. What Did We Find Out About Our Team? (15 min.)



### **Assessment (Concept 4, 5):**

**4. Processing and evaluating group performance helps improve future experiences and challenges.**

**5. Practicing team and life skills in simulated situations can teach us how to use them in real life situations.**

*Begin your final class reflection with a general review of the class. Using the UBUNTU cards, hand out one card to each student. Using THINK, PAIR, SHARE, have them look at the single image side of the card, and have them think of a way that that image can represent something else they saw during class. After they have had some time to think, have them share in small groups, then have a few share within the larger group.*

*Using a TALK MOVES strategy, use this initial card activity as a springboard to bring up and discuss relating games to future real-life challenges. What did we find out about our team and ourselves? What can we celebrate and learn from? What can we gain from practicing skills like this? How can what we experienced today relate to challenges in the future? What might be different in a real situation as opposed to a game?*



The assessment box above gives a good example of how to end a Team Games final reflection, tying in review of experiences and looking towards future experiences. However, there are many different ways to structure a closing reflection and it is important to know several different approaches and routines for conducting a closing reflection, depending on timing and group dynamics. Regardless of group dynamics, timing, and group experiences, a closing reflection should include the elements of the following three themes:

### A. Review Experiences

What happened during the day? Use observations as well as the theme you created to spark a discussion of the students experience.

### B. Discussion

Discuss feelings concerning their accomplishments, group interactions, and development of life skills. How do the students think they performed? Could all of them have performed better? How? Why didn't that happen here today?

### C. Relating Games to the Future and Real Life

Have the students discuss how they will use these skills in the future, in normal life situations, as well as for unique challenges. As a class group how will you use these skills or how might you experience similar challenges back at school? How about on a sports team? In your family?

The following situations involve a problem, challenge, or conflict. Ask students which skills (logical thinking, trust, communication, cooperation) they would need to solve the problem or complete the task.

1. Your group has been chosen to plan a theme party for a first grade class at your school. You can't agree on what activities to do at the party.
2. All the members of your group play musical instruments in the school marching band. A new kid at school joins the marching band but doesn't speak English very well and has trouble understanding the marching band commands. Your group wants to help him/her out.
3. Your group is a sports team. At practice you are always arguing and fighting about everything. You want to stop fighting so your team can improve.

## V. Foul Weather Options (Indoors)

These options are provided as options for extremely cold/rainy conditions, when the outdoor portion must be broken up by an indoor session to warm up. The final portion of the class should always be culminating events like the Alligator Swamp, Caterpillar Walk, or possibly Tumble Home and The Wall; use the indoor options only as short warm-up periods.

### 1. Something In My Pocket

Students sit in a circle. As the instructor, you take an invisible ball of clay out of your pocket and mold it, without talking, into something important to them, such as a guitar. Other students try to guess what the object is, and when they do, you tell why it is meaningful, then roll the clay back up into a ball, and pass it on to the next person. This activity teaches people to trust others personally, to be willing to try things in front of them, and share a part of themselves.

### 2. Happy Landings

One student is a person in a lifeboat and unable to see because of the fog. He needs to make it to the dock safely, missing all the rocks in the harbor. All students sit, stand, or lay on the ground and don't move for the rest of the activity. (They are the rocks). One person is blindfolded, and walks backwards, guided only by the voice of one other person, until he reaches the dock. Upon reaching the dock, he takes the place of one

of the rocks, and all rocks can change positions, while a new lifeboat person is chosen. A variation of this is the "haunted forest", where people are trees. (Another trust & communication activity.)

### 3. Human Mirror

Two students face each other. One student moves hand and body positions, staying in the same place, while the other tries to mirror exactly what the first person does. The goal is not to go so fast to make your partner goof up, but to cooperate to create a perfect human mirror.

### 4. Stories

**Redondo Stories** - Clipboards, pencils and paper should be handed out to each member of the group. Each person should start writing a story. When a person becomes stumped as to where the storyline will go next, he/she says "Redondo" out loud. Everyone hands their story to the person to the right. It progresses like this until everyone receives their own story again. Have the students finish their stories and read them aloud.

**One Word Group Stories** - The instructor starts this story by putting the beginning of a sentence on the board, i.e., "I thought my walk in the woods would be normal, but..." Ask the students to add one word at a time to the story as you go around the group. Hopefully you'll go around a few times and get five to eight sentences. Have fun!

## VI. Fun & Quick Activities (that change the pace or give a laugh)

### 1. Sylvia's Silly Sequence

Balance a penny on someone's nose when she is lying down and watch her try to get it off without moving her head. Variation: Put a rubber band around someone's head below the ears and over the tip of the nose and watch her try to get it off without her hands. This is fun because more people can see the hilarity of the situation.

### 2. Human Camera

Each person gets a partner. One of the pair is blindfolded. The "seer" leads the blindfolded one to a place, and takes the blindfold off so they can see the "picture." Then the partners switch roles.

### 3. Dog Shake

Just as it sounds, imitate a dog shaking water off itself from the tip of the nose to the tip of the tail. You as instructor may have to demonstrate first. It works better if the group has been together for a bit of time. It's really silly!

### 4. Mrs. O'Grady

The group stands in a circle and the first person begins by asking a question: "Did you hear what happened to Mrs. O' Grady?" Reply: "No, what happened?" Asker: "She died." Reply: "How did she die?" Asker: "With one cocked eye." Then the asker cocks his eye. The sequence continues around the circle until everyone has one cocked eye. The sequence begins again but this time Mrs. O' Grady died with "her mouth awry...", "her head to the sky...", "with her leg held high...", and so on.

### 5. Balance Broom

A student holds a broom or meter stick straight up in the air with his arm extended up too. Then, while looking at the very top of the broom he performs 15 complete 360 turns, puts the broom down and steps over it. There is a possibility for falls, so have spotters near by to cushion the fall. Do not immediately let go of a dizzy person, the world will still be turning to him even if his body is not. NOTE: Those prone to nausea shouldn't do this, the dizzy feeling could last for hours.

## Clean-Up (15 min.)

Return all game props and supplies to the Team Games bin. Rearrange ropes on elements so they are neat and not tangled. If it is winter, prop up all outdoor props and elements against volleyball posts and trees so they won't be lost under snowfall.

## Appendices

### Additional Information

#### Individual Games Spiral Prompts (from *The Processing Pinnacle* by Bocher, Miller, and Simpson)

Team Games is a very dynamic class, and each individual game can seemingly have an infinite number of subjects and ideas that can be explored in a single debriefing section. Below are a few question and concept prompts that can be inserted into the reflection and invention sections of the individual games spiral. This is by no means an exhaustive list, but merely a few ideas to start your debriefing sessions.

### Communication

#### Reflection

- Who spoke most during this game? Who spoke least in the game? Why?
- Was communication mostly to individuals, or to the whole group?
- How did talking contribute or distract from completing this game?
- Were the people who talked during this activity the same people who do most of the talking in other situations? Is that ok?
- Why do some people talk more than others?
- Should we do anything different about who talks during the next game? If so, what?

#### Invention

- Experimenting with being both a leader and a follower can teach us more about our personal and team strengths and weaknesses.
- Many voices offer more ideas, possibly leading to more solutions.
- Thoughtful and successful teams listen to all possible ideas and solutions.

### Complacent about Rules and Safety

#### Reflection

- What were the potential risks of the last activity? When during the game could have someone gotten hurt?
- Was the problem of safety due to the game or to the way in which the group did the game?
- What is the main reason that the lapse in safety happened?
- Can you think of anything today that is more important than having a safe experience? If so, what? If not, why is safety the most important thing?

- What can we do to avoid lapses in safety?
- Do you think that this group is ready for activities that have potential physical risk? Why or why not?

#### Invention

- Safety of team members should be the top priority in all team games and real life experiences.
- Teams often perform at their highest possible levels when all members feel supported and safe.

### Frustration

#### Reflection

- What caused frustration during the past game? When did it start?
- Did the cause of the frustration begin with this game, or was it there before? Explain.
- Was frustration appropriate reaction during this game?
- What effect, either positive or negative, is frustration having on the group?
- What specifically can we do to address frustration in the next activity?
- In general, what typically frustrates you?
- How do you deal with frustration in your daily lives?
- How can the solutions that we've decided to use in the next game also be used with your daily frustrations?

#### Invention

- Pent-up frustrations lead to more serious problems.
- Frustration can be vented in respectful and socially acceptable ways.

### Not Finishing a Challenge

#### Reflection

- Was the last challenge completed to your satisfaction? What specifically did or didn't get accomplished?
- What are some specific factors that prevented you from completing the challenge?
- Would you call what just happened a failure? Why or why not?
- Is it possible to actually complete task, but still fail? Is it possible to not complete a task, but consider the effort worthwhile?

#### Invention

- The merits of success and failure can be relative and need to be evaluating within the context of growth and challenge.
- Failure can be a very helpful experience if we are willing to learn from it.

### Problem Solving

#### Reflection

- How did you solve the last challenge, and what did you do that allowed you to find the solution?

# TEAM GAMES

---

- Were there any doubts about if the solution would work? What were these doubts?
- In hindsight, what could have been done to make the solution even better?
- Give an example of a limitation or barrier that you encounter regularly in everyday life. How do you deal with those?

## Invention

- All of us carry assumptions that get in the way of creative thinking.
- Creative thinking is both a natural and/or a learned skill.
- Habit interferes with original thinking.

## Teamwork

### Reflection

- Provide two specific instances of the group exhibiting teamwork.
- Provide one specific example of where the teamwork broke down.
- By a raise of hands, how many people were satisfied with the level of teamwork in this activity? How many were not?
- Pick a specific challenge that we encountered that is also a problem at home/school/work, etc., and make one solid suggestion for addressing the challenge.
- What is one thing we can do in the next activity to ensure teamwork and avoid the problems that occurred this time?

### Invention

- Effective teams reflect on their past experiences, learn from them, and keep them in mind when they encounter other challenges.

## Trust

### Reflection

- What were the exact moments during the last activity where trust was needed?
- How did people who were trusted handle that trust?
- What are three specific things that a person can do to build trust? What about things to break trust?
- Have you ever done something that has built or broken trust?
- Did we enhance or damage trust during the last activity?

### Invention

- Trust among team members is critical to success.
- Distrust curtails progress and cooperation.
- 

## References

- *Silver Bullets*, Karl Rohnke, Project Adventure, Hamilton, MA @ 1984
- *Cow's Tails and Cobras II*, Karl Rohnke. Project Adventure,

Hamilton, MA @1989

- *Islands of Healing*, Schoel, Prouty and Radcliffe, Project Adventure, Hamilton, MA @ 1988
- *The Processing Pinnacle*, Steve Simpson, Dan Miller, Buzz Bocher, Wood 'N' Barnes Publishing, Bethany, OK @ 2012.
- *The New Games Book*, Andrew Fluegelman, Headlands Press, San Francisco, CA @1976
- *Outdoor Adventure Activities for School and Recreation Programs*, Paul Darst, Burgess Publishing Company, Minneapolis MN @1980
- *Bottomless Bag Again?*, Karl Rohnke, Kendall/Hunt, Dubuque, IA @ 1991

Game	Top Skills	Trust	Personal Space	Strategy	Silent Communication	Blindfold	Problem Solving	Off the Ground	Just for Fun
All Aboard	Problem Solving, Personal Space	★	★	★			★	★	
All for One	Problem Solving, Personal Space		★	★			★		
Alligator Swamp	Problem Solving		★	★			★		
A-Frame	Problem Solving, Trust	★		★			★	★	
Birdy on a Perch	Strategy, Personal Space, Fun		★	★					★
Building Bridges	Problem Solving		★	★			★	★	
Caterpillar Walk	Communication		★	★	★	★	★		
Circle the Circle	Problem Solving, Personal Space		★				★		
Down the Chute	Strategy			★			★		
Duo Sit and Group Sit	Personal Space	★	★						
Electric Fence	Problem Solving, Trust	★	★	★			★	★	
Everybody Up	Personal Space	★	★						
Everybody's It!	Fun			★					★
Frog Pond	Personal Space, Strategy		★	★			★		
Guard the Chicken	Strategy, Fun			★					★
Helium Stick	Communication		★	★			★		
Hog Call	Trust, Communication	★				★			
Human Knot	Personal Space		★				★		
Human Spring	Trust, Personal Space	★	★					★	
King/Queen Frog	Fun, Silent Communication			★	★				★
Lap Sit	Personal Space	★	★					★	
Levitation	Trust, Personal Space								
Line Up By Height Blindfolded	Communication			★		★	★		
Mine Field	Trust	★		★		★			
Name Juggle	Strategy			★			★		
Platypus/Aardvark	Communication						★		
Shoe Tie	Problem Solving		★	★			★		
Silent Geometry	Silent Communication			★	★		★		★
Speed Rabbit	Fun								
Spider Web	Problem Solving	★	★	★			★	★	
Tell Us More...	Trust	★							
The Maze	Problem Solving			★			★		
The Wall	Trust, Problem Solving	★	★	★			★	★	
Toxic Waste	Blindfold, Problem Solving	★		★		★	★		
Turnstyle	Problem Solving, Communication			★			★		
Two Way Pass	Trust, Personal Space	★	★						
Where's My Chicken?	Problem Solving, Communication, Fun			★	★		★		
Wind in the Willows	Trust	★	★						
Yurt Circle	Trust	★		★					

IMAGINATION

What do you want to celebrate? How do you use these skills in everyday life?

What will you keep doing and what will you change?

What will you keep doing and what will you change?

What are some expectations for playing and supporting each other?

Safety instructions.

Continue to use these ideas in future experiences.

Here are the next games. Off-the-ground safety reminders.

Here are the next games...

How can we bring these ideas into our next game?

Specific games let us practice skills important for strong teams. (See theme specific prompts...)

What did we notice? What worked well? What can we improve? (See theme specific prompts...)

What did you notice? Where did you see teamwork?

What worked well? What can improve?

What role did you play? When did you have to trust someone?

What did you notice? skills? trust? roles?

Where did we see teamwork? We noticed teamwork when...?

Share what worked well and what can improve.

What roles did you see other people playing?

How could this be different if we did these first?

Team Games

How can we practice being an effective team?

Game are fun. Success requires strategy, teamwork, and planning.

Effective teams communicate, make plans, and include everyone.

Experimenting with roles helps us recognize our strengths and weaknesses. Team members need to trust each other when situations become difficult.

Advanced and off-the-ground challenges bring all these skills together. Team Games can prepare us for real-life challenges.

Initial game. (ex. Name Juggle, Birdy on a Perch...)

Beginning challenges. (ex. Silent Geometry, Turnstyle...)

Intermediate challenges.

Advanced challenges/elements.

create story and develop meaning

group reflection

individual reflection

authentic experience



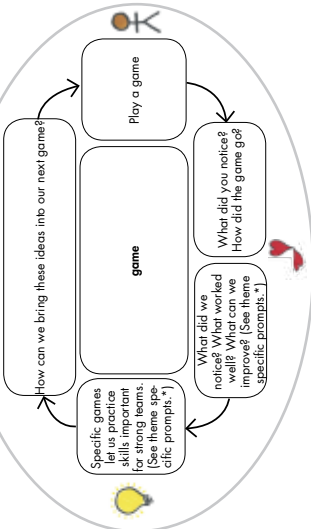
PERCEPTION



INVENTION



REFLECTION



# PLANNING OUTLINE: Team Games

## GUIDING QUESTION

How Can We Practice Being An Effective Team?

*What do I know about this group that could influence how they learn and how I teach?  
What could I find out from them?*

## I. Core Principles of Team Games

Key things to remember -

Questions to ask -

Assessment routines -

Relating to my learners -

## II. What Skills Do Teams Need to Succeed? (10 min.)

Key things to remember -

Questions to ask -

Assessment routines -

Relating to my learners -

## III. How Can We Practice Being An Effective Team? (155 min.)

Key things to remember -

Questions to ask -

Assessment routines -

Relating to my learners -

## IV. What Did We Find Out About Our Team? (15 min.)

Key things to remember -

Questions to ask -

Assessment routines -

Relating to my learners -