

Activity Name: Team Building Adventures: Creating a Positive Classroom Culture	Grade Level: 6-8	Activity Length: 3 Days 35-40 Minutes
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Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the activity.

Standard(s) and Grade-Level Outcome(s) or Indicator(s):

- Standards 2,4,5
- S2.M13 Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)
- S4.M4 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)
- S4.M5 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
- S5.M6 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Materials Needed:

- Double Dice sets
- Hula hoops
- Tubes
- Marbles
- Tarp
- String
- Scarfs
- Platform (aerobic step)
- Stacking cups

Objective(s): *By the end of the activity, students will be able to...*

1. Work cooperatively with a group to solve problems and find a solution to a variety of team building activities.
2. Work cooperatively with a group to make decisions that affect the safety of others while discovering different strategies to solve a teambuilding solution.

Activity Progression

This is a 3-day lesson plan. Besides the 9 team building stations, I have provided 3 fun whole-class icebreaker activities. You may choose one each day as a warm up.

Icebreaker Warm Ups:

- A. Sharks and Ships Icebreaker/ Warm Up (Michelle Dilisio)
- B. Robots, (Let's Move! Active Kansas Schools)
- C. Double Dice, (Let's Move! Active Kansas Schools)

A. Ships and Sharks

Get the group into teams of three or four. Each team should have 1 hula-hoop. Have the teams stand inside their hula-hoop at the starting line. When they hear the word "Ships" they jump out of their hula hoop, hold on to it, and run across the space to the finish line as a team. When they hear the word

“Sharks,” they need to stop running and jump into their hula-hoop before you count to 3-5. Each team tries to get to the finish line and back to the starting line. For an added challenge, if the teams are working well together yell out “switch.” When they hear “switch” every team needs to change hoops. When they change hoops they will stand in their hoops until you say “ships” again. Groups are trying to get to the starting point as fast as they can.

B. Robots

You need groups of 3 for this activity. The group decides on their “sound” (the funnier the better). One person is responsible to keep the other two “robots” moving. When the activity begins, the robots start walking robot style in a straight line. When they encounter an obstacle (other person, wall, chair, etc.) they have to stop and make their “sound” until their helper comes and turns them a different direction. Switch after a while and have a different person be responsible for keeping the robots going.

C. Double Dice

Work in a small group (3-4) and each group has two dice. Take turns rolling the dice, trying to roll doubles. As soon as someone rolls doubles, they begin doing jumping jacks and count each one they do. That person keeps going until someone else rolls doubles, once the next person rolls doubles they will stop doing jumping jacks. Remember how many you did and the next time you roll doubles you start counting at that number. The goal is to be the first person to do 100 jumping jacks.

Transition: Getting Into Teams

Get students in groups of 5-8. Students are instructed to find and sit with selected team in a circle with feet in the middle forming family pods around the gym. This team of 5-8 will have one minute to create a ‘celebration,’ a team name and a movement that reflects their group. For example, name- “Rocket Launchers,” movement – “squat jump with 360 turn.” Anytime the team is called or they complete or begin a task, they will celebrate.

Team Building Activities

Teacher will not give too much information about solving a task, but it is a good idea to set up a positive environment reminding students of the standards they are to focus on including working and interacting in a positive way with their teammates.

A few reminders to go over before the teams begin stations:

- Rotation of the stations
- Working together, interacting with each other
- Safety of teammates

The teacher will place a sign at each station explaining the task that needs to be accomplished by the team. Students will be responsible for reading and discussing how to complete the station. The teams will have 3 class periods to complete the 9 stations.

Below is the name and description of stations along with a link to detailed instructional signs.

[Team Building Instructional Signs](#)

Condor Egg Transfer

Row Your Boat

Magic 15

5 Stars

Down the Drain

Electric Fence

Amoeba Crossing

Team Maze

Tower of Power

Modifications/Differentiations

- Full inclusion allows ALL students the responsibility and opportunity to help ALL students to be a part of the team and have success at their level.
- Teachers may see that a team needs someone to step in to remind students of what a good teammate looks like.
- The teacher can modify any station to allow specific modifications for students with special needs.
- Teachers can choose fewer or more stations depending on the time needed by their students.

Checks for Understanding/Assessment Strategies

- Team name and movement: Teacher calls each group to demonstrate their move while sharing their movement.
- When a team performs their team name and movement, the teacher understands that they accomplished the task.