



**PROJECT** **Team-Building Activities 4 PE!**  
**#soeasy #andfun**

SHAPE America	2015 National Convention and Expo
---------------	-----------------------------------

**Presenter Introductions**

**Outline For Today**

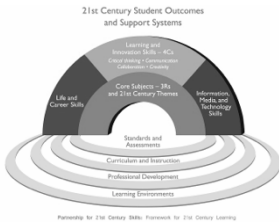
- 1. Why do Team-Building (TB)?**
- 2. Simple TB Activities**
- 3. Incorporating Fitness & Technology in TB**
- 4. Debriefing and Q&A**

**Section 1: Why Spend Valuable Class Time Doing Team-Building Activities?**



"None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful."  
- Mother Teresa

**Reason #1: It Develops Important "21st Century Skills"**



Especially the 4 C's of Critical Thinking, Communication, Collaboration, and Creativity.

Partnership for 21st Century Skills. "Framework for 21st Century Learning" [p21.org](http://p21.org)

## Reason #2: It Develops a Skill Set That Employers Are Looking For Today

### TOP 5 THINGS EMPLOYERS SEEK (IN ORDER OF IMPORTANCE)

1. ABILITY TO WORK IN A TEAM
2. ABILITY TO MAKE DECISIONS AND SOLVE PROBLEMS
3. ABILITY TO PLAN AND PRIORITIZE WORK
4. ABILITY TO COMMUNICATE WITH PEOPLE INSIDE AND OUTSIDE AN ORGANIZATION
5. ABILITY TO OBTAIN AND PROCESS INFORMATION

ADAMS, SUSAN. "THE 10 SKILLS EMPLOYERS WANT IN 20-SOMETHING EMPLOYEES" [forbes.com](http://forbes.com) 11 OCT. 2013

Another study emphasizing the importance of these skills:

## “Are They Really Ready To Work? Employers’ Perspectives on the the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce”

A survey of over 400 employers across the U.S. conducted by the Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills, and the Society for Human Resource Management.

## Key Findings of Survey

“Employers report that new entrants to the workforce need not only the basic skills—reading, writing and math—but that in the 21st century business world, possessing a range of applied skills directly related to the workplace is critical to success. When asked to rank skills in terms of their importance in the workplace, employers put professionalism, **teamwork**, and **oral communication** at the top of the list.”



## Reason #3: It Helps Address a PE Standard!

### National PE Standard

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others

<http://www.shapeamerica.org/standards/pe/>



## Reason #4: Research Shows Team-Building Works!

A comprehensive study called, “Does Team Building Work?” (Klein, et al., 2009) analyzed data from 103 studies conducted between 1950 and 2007. The study considered the impact of four specific team building components of goal setting, interpersonal relations, problem solving and role clarification. Results suggest that team building has a positive moderate effect across ALL team outcomes.

## Section 2: Simple Team-Building Activities



## Run An Effective Team-Building Activity In 3 Easy Steps

### Step 1: Introduce

- A. Title** “The name of this activity is...”
- B. Objective** “In this challenge you’ll have to...”
- C. Parameters** “You do this by...”
- D. Rules** “You May/May not...”
- E. Safety**
- F. Questions & Review**

## Run An Effective Team-Building Activity In 3 Easy Steps

### Step 2: Monitor

- \*Allow the challenge to naturally unfold with as little interruption from you as possible
- \*Let groups fail and talk it through. Let them struggle!
- \*Police the activity by intervening if rules are broken
- \*Resist trying to comment or intervene during the activity
- \*Provide a tip or idea only if the group has been stuck for a while and is clearly frustrated

## Run An Effective Team-Building Activity In 3 Easy Steps

### Step 3: Debrief

- \*Establish clear ground rules for class discussions
- \*Focus on one concept or topic at a time
- \*Ask open-ended questions
- \*Ask students to be specific as to what they saw, heard, felt, understood
- \*Show positive energy and trust in the group
- \*Make connections
- \*Focus on the process and the learning

## "Pipeline" Challenge

Suggested group size: 3-5 per group



Finish line

Equipment: 1 golf club tube or 2 feet PVC pipe per person, marble or small ball that will fit inside the tube

- ❑ Objective: To pass the ball tube to tube from the start line to finish.
- ❑ Parameters: If the ball falls out of the tube you must start over again. Running with the ball in your tube is not allowed.
- ❑ Rules: You may not touch the ball at anytime once it passes the start line. You are not allowed to hold or cover the openings of the tube at any time.
- ❑ Safety: Be careful holding the tubes; no swinging the tube around like a bat or sword.
- ❑ Variation: Have groups compete. Time the group. If they complete the task, see if they can beat the fastest time.

## "Toxic Waste" Challenge

Suggested group size: 8-12



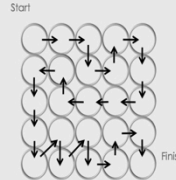
Equipment: 1 inch roll of masking tape, 2 large ropes,

4 ft. ropes tied to roll of tape-1 per person, small ball, can

- ❑ Objective: To safely transport the toxic waste from the power plant to the disposal unit.
- ❑ Parameters: If the waste falls off the harness ring, the group must start over again.
- ❑ Rules: No one may enter the radiation zone (as marked by the large ropes or the group must start over again. They can only hold the ends of the harness ropes so they don't expose themselves to radiation.
- ❑ Safety: None.
- ❑ Variation: Time the group. If they complete the task, see if they can beat the fastest time.

## "Invisible Maze" Challenge

Suggested group size: 10-15



Equipment: 25 hula hoops, cone (horn), copy of maze pattern

- ❑ Objective: To discover the path of the invisible maze from start to finish
- ❑ Parameters: You do this by beginning at the start and move from inside one hoop to the next in the correct path until you reach the finish. One person will be assigned the maze reader and another will be assigned the horn. They will work together and if you step into the wrong hoop the horn will sound meaning you are out and the next person in line will then try. All hoops are used once.
- ❑ Rules: 1) One person at a time. 2) You may only step in hoops immediately horizontal, vertical, or diagonal next to the hoop you're standing in.
- ❑ Safety: Do not step directly on a hoop as you move from one hoop to the next because doing so may cause the hoop to slide under your feet.

## SECTION 3: FITNESS & TECHNOLOGY IN TEAM-BUILDING ACTIVITIES



## What if you don't have enough or any devices to use?

VISIT [k12blueprint.com/Byod](http://k12blueprint.com/Byod) FOR SUGGESTIONS,  
RESOURCES, HANDOUTS AND MORE INFORMATION

### Suggestions for BYOD

1. Talk to your administration
2. Talk to your technology staff
3. Have a clear plan, rules, and policies in place
3. Communicate with parents
4. Communicate with students



## Creating a QR Code

**QR Stuff** get it  
Get your QR codes out there!

Home ABOUT THIS SITE QR CODES PHONE SOFTWARE EXAMPLES FAQ AFFILIATES Twitter 6,348 LinkedIn Facebook Blog

SUBSCRIBERS GET MORE QR STUFF MANAGEMENT DASHBOARD PROJECT FEEDBACK ANALYTICS VECTOR OUTPUT ENHANCED QR CODES BATCH PROCESSING UNLIMITED QR CODES PDF REPORTS PASSWORD QR CODES SIGN UP NOW

QR CODE GENERATOR

**1 DATA TYPE**

- Website URL
- YouTube Video
- Google Maps Location
- Twitter
- Facebook
- LinkedIn
- Instagram
- FourSquare
- App Store Download
- iTunes Link
- Dropbox
- Plain Text
- Telephone Number
- Skype Call
- SMS Message
- Email Address
- Email Message

**2 CONTENT**

Website URL  
http://

Encoding Options

Static - Embed URL into code as-is

Dynamic - Use our opt-in URL shortener

What's the difference?

Subscribers get analytics and dynamic QR code editing when using our URL shortener.

**3 FOREGROUND COLOR**

Color

Foreground Colour (Hex)

Hex

QR CODE PREVIEW

DOWNLOAD QR CODE

Subscribers can also specify image size and resolution, and choose from 6 raster or vector output file types and 6 error-correction levels.

**Volleyball Forearm Pass**

**Skill Contact**  
The forearm pass or "bump pass" is used to receive low hand driven volleyball at wrist height or lower. This pass can be used to receive the serve, free balls and spikes.

**Main Cues**  
Shoulders square to ball  
Flat contact surface  
Straight front  
Knees bent 90 degrees  
Ball contacts forearms  
Slightly above wrists

**Skill Breakdown**  
Learn how to perform this skill with this detailed breakdown.

**Ready Position**  
Feet are shoulder width apart with shoulders square to ball. Feet are slightly wider than shoulder width with knees flexed. Thunk is slightly bent forward with arms in front of the body.

**Pre-Contact**  
Arms must straighten and grip hands together to create a flat contact surface. Feet wrists to elbow. Knees are bent around 90 degrees. One foot slightly in front of the other.

**Contact**  
Arms are straight forming a 90 degree angle with thighs. The trunk is straight with a forward lean. The ball contacts both forearms at a point slightly above the wrists. Arms swing slightly forward and upward to contact the ball.

**Follow Through**  
The body moves forward in a direction towards the target. Then resume ready position in preparation for the next action.

**Video Demonstration**  
Scan the code above with your mobile device's QR code scanning app to watch a video demonstration of this skill being performed.

**Activities For Deliberate Practice**  
Choose your skill level, enter back to this page, and start mastering this skill!

Level One Level Two Level Three

ThePhysicalEducator.com

## Activity Number 1: Scan the 6 QR Codes

If you have a QR Code reader, go around and scan each of the 6 codes. Jot down the name of each exercise and it's station number.

If you don't have a QR Code reader, gently lift the card with the QR Codes and read the other side for the answer.

## Activity Number 2: Relay Fitness


Students participate in a workout consisting of exercises targeting a different movement with a specific number of repetitions. Students perform the assigned exercise one at a time, then high-5 their partner in a relay style

**Problem-Solving Experience**  
Predict fastest time of completion based on participants performance.  
# of rounds= # of exercises


	R1: Fastest Prediction	R2	R3	R4	R5
Station 1					
Station 2					
Station 3					
Station 4					
Station 5					
Station 6					
<b>Time Completed</b>					

**FITNESS STATIONS**


**Frankensteins**




**Ladder Climbers**




**Peacocks**




**Sitting Rowers**




**Figure 8s**



**Peacocks**



**Cross Jacks**



## Synchro Fitness Activity

Perform a list of exercises together as a team in synch with each other.  
 Students must perform all movements with proper form and be synchronized.  
 Team with the fastest time= WINS

## Creating Scavenger Hunt QR Codes




Go to [classtools.net/QR/](http://classtools.net/QR/) and follow the simple directions!


## QR Code Scavenger Hunt

### QR Code Reader Scavenger Hunt


Name of Team Members			




Answer for Question #1



Answer for Question #2



Answer for Question #3



Answer for Question #4

### QR Treasure Hunt Generator! [help]

create your own quiz

1. Provide the title of your quiz here.

2. Type (or copy and paste) your questions and answers here, in the following format:

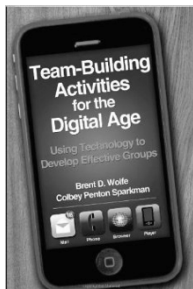
question\*answer  
 question2\*answer2

Video Person A performing 10 push-ups with perfect form\*1  
 Video Person B and C holding a plank position while exchanging high 5's for 30 seconds\*2  
 Take a picture of Person D pointing to their bicep muscle\*3  
 Take 2 pictures of Person A demonstrating the begin and end position for one exercise that helps strengthen the quadriceps muscles\*4  
 Video Person B explaining 2 benefits of strength training\*5  
 Take a picture of Person C pointing to their rhomboid muscle\*6  
 Video Person D performing 10 squats with perfect form\*7  
 Video anyone in your group explaining the benefits of cardiovascular exercise\*8

(note: It is the QUESTIONS are turned into QR codes. The answers are for your reference only).

3. Provide a password so you can edit your quiz later.

## MOVIE POSTER ACTIVITY



Directions:

1. Get in groups of 6-8 people
2. Go around to any QR Code and scan it
3. As a group you'll be asked to creatively depict a movie poster using only the title as your guide
4. Using your device, take a picture of your group
5. Everyone in your group must be involved in the picture (except for the 1 photographer)
6. You can use anything you want as a prop
7. Try to complete all six stations

## Example 1: Depict a movie poster for the film "Of Love and Shadows"



## Example 2: Depict a movie poster for the film "Here Come The Littles"



Share your movie poster pics by using your Instagram app to take the pic and add #ezteambuilding to it. We'll be putting up pics on the screen so everyone here can enjoy!



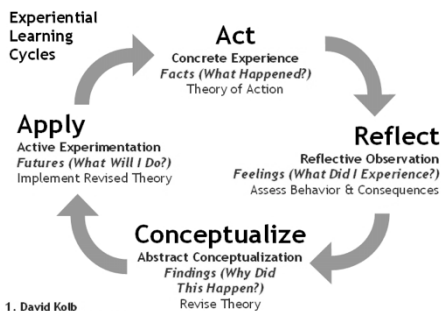


## Section 5: Debriefing and Assessment of Team-Building Activities



How can we make assessment meaningful and yet manageable for teachers and students?

### EXPERIENTIAL LEARNING CYCLE



1. David Kolb  
2. Roger Greenaway  
3. Chris Argyris & Donald Schon  
compiled by Andrea Corney  
[www.edbatista.com/2007/10/experiential.html](http://www.edbatista.com/2007/10/experiential.html)

“Debriefs give students the opportunity to better understand their personal and group interactions. Over time, students may develop more mature ways to think and behave. They may become more compassionate, respectful, accepting of differences, cooperative, and better able to relate to others.”

From “Right Fielders are People Too” by John Hichwa

### 3 Types of Debriefing

1. **Recreational Debrief:** Invites the group to simply reflect on the experience
  - What happened?
  - What was your favorite part?
  - What will you remember most?
2. **Educational Debrief:** Invites participants to analyze their experience and make meaning
  - What did you learn from this experience?
  - What behaviors would you like to keep? Would like to change?
  - What worked well? What might you improve?

### 3 Types of Debriefing

**3. Developmental Debrief:** Invites the group to go in depth and then discuss specific changes or goals. The result is a change or reinforcement in behavior associated with the growth or development of an individual or group

- What are we going to do with what we learned?
- What from this experience will you use immediately from now on?
- Based on what you learned, what would be an appropriate goal for you to set?

From the book "The Hundreth Monkey: Activities That Inspire Playful Learning" by Nate Folan and Friends (2012). Project Adventure Inc.

**Mahalo for Attending!**  
**THE END**

### Additional Resources

1. Teaching Personal and Social Responsibility
2. Two More Team-Building Activities
3. More Fitness Team-Building Challenges

### Cumulative Levels for Teaching Personal and Social Responsibility

Hellison, Don. [tpsr-alliance.org](http://tpsr-alliance.org)

Level 0 "Irresponsibility" - Infringes on other people's rights, blames others, denies responsibility for what they do or fail to do, makes excuses

Level 1 "Respect" - Does not participate but does not interfere with other students' right to learn or teachers right to teach, does not demonstrate a desire to learn or improve

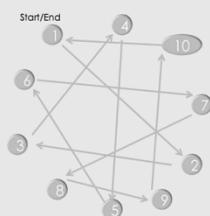
Level 2 "Participation" - Shows respect and participates with supervision, willingly plays, accepts challenges, practices motor skills, and shows a desire to learn and improve

Level 3 "Self Directed" - Shows respect and participates, but they also work without supervision. Can identify their own needs, plan, and execute their plan

Level 4 "Caring" - Demonstrates all of level 3 but also extends their sense of responsibility beyond themselves by cooperating, giving support, showing concern and helping others.

## "Group Juggle" Challenge

Suggested group size: 8-12



Equipment: 10-12 beanbags

- ❑ Objective: To see how many beanbags you can juggle simultaneously as a group without letting any of them touch the ground
- ❑ Parameters: You do this by tossing and catching underhand from one person to the next in the established order from start to finish. We will add one beanbag at a time only if the group is successful with the previous amount.
- ❑ Rules: 1) Must call out the first name of person you are tossing it to prior to releasing the object. 2) Must say "thank you" to the person who has tossed it to you after you received the beanbag. 3) Everyone in the group needs to be tossed to. 4) No handoffs. 5) Toss cannot be to the person on your immediate left or right. 6) If an object touches the ground you must start over again with the same number of objects. 7) May not change the order established on first toss around.
- ❑ Safety: Underhand tosses only

## "Get in Order" Challenge

Suggested group size: 6-15

6 3 7 1 4 2 5

Before:

1 2 3 4 5 6 7

After:

Equipment: Long 2x4 or balance beam, mats

- ❑ Objective: To get your group in order on the beam based on the parameters without having anyone touch the ground.
- ❑ Parameters (choose one but do not reveal until the group is on the beam):
  - ❑ By height
  - ❑ By birth date (day, day-month, day-month-year)
  - ❑ By street address number
  - ❑ By last two digits of social security number
  - ❑ By last three digits of phone number
- ❑ Rules: If someone touches the ground the group must start all over again.
- ❑ Safety: If available, place the beam on the grass, exercise or gym mats to make it safe to fall.
- ❑ Variation: If someone touches the ground they need to start over and the person that touched the ground will be blindfolded.

## Fitness Team Building Challenge: Circuit Medley

Create 4-8 stations focusing on a variety of movements. Students individually choose to complete a station based on personal preference or contribution to the success of the team. As each student completes a station, he/she high-5s the next team mate and cheers him/her on.

**They eventually will finish as a team cheering each other on. Fastest team to complete all stations wins. Teams can test their fastest time predictions by mixing up the order assigning new stations to different teammates.**

## Fitness Team Building Challenge: Centennial Circuit

Circuit workout consisting of a variety of stations. The repetitions for stations are set at 100 or more depending on the difficulty of the exercise or age-level. The idea for this challenge is for pairs to work out a plan to complete each station (i.e. 100 reps) either splitting the reps in half or based on the student's strengths, allowing one to do more reps than the other. Set a minimum # of reps a student MUST do

## Fitness Team Building Challenge: Circuit Relays

Create 4-8 stations focusing on a variety of movements. Students work in pairs to complete each station performing the exercise one at a time (high-5 exchange upon completion), and advancing to the next station after they both complete designated reps of the exercise correctly.

Rounds can be a set # or as many completed reps/rounds in a set time.

## Fitness Team Building Challenge: Pyramid Challenge

Workout consists of the possible formats(decreasing or increasing increments symbolizing a pyramid):

Examples-

50-40-30-20-10-50-40-30-20-10

100-75-50-25-50-75-100

10-20-30-20-10

20-40-60-80-100-80-60-40-20

5-10-15-10-5

Students either individually complete the pyramid then high-5s his/her partner who also completes the pyramid, or pairs switch off after every level, giving each other rest time while one is working.

## Fitness Team Building Challenge: Deck of Cards Workout

-Scatter a deck (or more☺) of cards in the middle.

-Split the class into teams of 4-6 students (the more students in the group, the harder it is).

-Designate each suite to represent an exercise (a joker can represent a exercise too!)

-Teams designate 1 leader to draw a card and lead their group through the exercise.

-Team with the most points (value of cards)WINS!

The same workout can be repeated in the future, and each team can vote on the most positive and inspirational leader.