Teambuilding

Project Skills:
Communication; relationship building; group process; planning or organizing; leadership

Life Skills:
Communication; relationship building; group process; planning or organizing; leadership

Academic Standards:
HE.B.3.2

Grade Level(s): 3-5

Time: 60-90 minutes

Supplies Needed:
- 2 throw able objects (balls, stuffed animals, rubber chicken, etc)
- Whole role of tape per group
- Foam toy noodles

Advance Preparation:
Read over the lesson to become familiar with it and to make sure you have all of the supplies ready.

BACKGROUND
Most programs that deal with youth have those who do not fit in, who are bossy, who don’t get along with others. The following activities are to encourage cooperation and team building among youth in order for them to work together effectively.

Trust is a big issue in today’s world. Before youth can work effectively together, they have to trust one another. Try not to put youth in a situation where they have to compete with each other, instead give them an opportunity to gain a spirit of cooperation.

INTRODUCTION
Learning to cooperate with others is a skill that we all need to develop. When everyone has a responsibility to a group and completed his or her tasks, projects can be completed more quickly and everyone will feel good about the accomplishments. Youth and adults can learn to work cooperatively in order to get a job done. The following activities will give us practice working together to accomplish our goal.

WHAT TO DO
ZigZag- Divide the group in half and form 2 lines, facing each other about 10” apart (extra person can choose either line). Start 1 throw able object at different ends of each line (1 object per line). Time how long it takes to pass the objects’ original starting point. Each group member must catch each object twice. Try to decrease the time it takes to pass the objects. Each player must receive the ball from a player in the other line. Variations: use four objects. Start one at each end of both lines. Use balloons to bat back and forth.

What did it take to be successful? What are some components of teamwork? What was difficult about the activity? How did you solve the problems that came up? Was there any planning...
involved? Is planning important? Does a time pressure affect performance?

**Sticky Situation**—Have the group step into the boundary area. The boundary area depends upon the size of the group. Discuss the importance of boundaries and why they are necessary. Hand someone the new roll of masking tape and give them this challenge: "Staying with the boundaries, completely unroll this roll of tape without breaking it. The only thing that can touch the tape in the process is skin. The only time the tape is allowed to touch itself is when it's coming off the roll. The size of the working space will matter. The larger the space, the easier the initiative. You could start big and then cut back.

What was the initial reaction of the group? What planning took place? How were ideas shared within the group? What unforeseen problems came up? How were they dealt with? Did anyone make any sacrifices for the group? What was the group's end result? Was the process worth the effort?

**3-D Noodle Shapes**—Using foam pool toy noodles, cut the noodle in half with a serrated knife. Give each member a blindfold and have them place over their eyes. Put out the number of noodles you need to make the shape: Cube = 12 or 24; three-sided pyramid = 6, 12, or 24; four-sided pyramid = 8 or 16 noodles. First the group has to find the noodles then make the shape. To add a little more challenge, ask them to hold the shape up off the ground.

Have the players face inward, holding the noodles between their open palms around a complete circle. Now by moving slowly, have the circle stretch outward until the largest size is reached without dropping any noodles. Remember, only the palms should be touching the noodle. This will encourage communication between participants as they reach their limits. Then shrink the circle to the smallest size, and finally return the circle to the original size. When the group is ready to increase the challenge, turn the circle inside out without dropping any noodles. Let them try this anyway they can. When the circle is inverted, ask them to return to the original circle, but this time do not allow fingers to grab the noodle.

**TALK IT OVER**

**Sharing**—
- What planning took place before you started?
- How did your group work together?

**Processing**—
- Is planning important?
- What problems came up?
- Does a time pressure affect performance?

**Generalizing**—
- How will team building help you?
- Have you ever had to work as a team before?
- What types of skills do you need to be a good team member?

**Applying**—
- What are some other situations that would require you to work as a team?
- What would you do differently if you played these games again?

*This lesson developed by Monica Brinkley, Extension Agent IV, CED Liberty County*