

How to Use This Book

Adventures in Team Building presents class-participation games and activities that combine student interaction with problem solving. Simple yet interesting, the activities in this book take only a short amount of time and can be easily incorporated into your day-to-day lesson plans.

These activities are easy to set up and require few, if any, additional materials. Students can play most of them 1, 2 or 10 rounds, depending on the amount of class time you have available. Reproducible game cards are included in the back of the book, and several of the activities use the same set of cards. You can reproduce these cards on cardstock and even laminate them to reduce wear and tear and to save you the time of copying them again for future activities.

National Standards

The games and activities in this book address the following National Education Standards:

Fine Arts

- NA-D.K-4.1 Identifying and Demonstrating Movement Elements and Skills in Performing Dance
- NA-T.K – 4.2 Acting By Assuming Roles and Interacting in Improvisations
- NA-VA.K-4.1 Understanding and Applying Media, Techniques, and Processes
- NA-VA.K-4.2 Using Knowledge of Structures and Functions
- NA-VA.K-4.3 Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Language Arts

- NL-ENG.K-12.3 Evaluation Strategies
- NL-ENG.K-12.4 Communication Skills
- NL-ENG.K-12.5 Communication Strategies
- NL-ENG.K-12.6 Applying Knowledge
- NL-ENG.K-12.11 Participating in Society
- NL-ENG.K-12.12 Applying Language Skills

Math

- NM-PROB.PK-12.2 Solve problems that arise in mathematics and in other contexts
- NM-PROB.PK-12.3 Apply and adapt a variety of appropriate strategies to solve problems
- NM-PROB.COMM.PK-12.1 Organize and consolidate their mathematical thinking through communication
- NM-PROB.COMM.PK-12.2 Communicate their mathematical thinking coherently and clearly
- NM-PROB.COMM.PK-12.3 Analyze and evaluate the mathematical thinking and strategies of others
- NM-NUM.PK-2.1 Understand numbers, ways of representing numbers, relationships, and number systems
- NM-NUM.PK-2.2 Understand meanings of operations and how they relate to one another
- NM-ALG.PK-2.2 Represent and analyze mathematical situations and structures using algebraic symbols
- NM-ALG.PK-2.3 Use mathematical models to represent and understand quantitative relationships
- NM-GEO.PK-2.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes
- NM-MEA.PK-2.2 Apply appropriate techniques, tools, and formulas to determine measurements
- NM-DATA.PK-2.1 Formulate questions and collect, organize, and display relevant data to answer

Science

- NS.K-4.2 Physical Science
- NS.K-4.3 Life Science
- NS.K-4.4 Earth and Space Science
- NS.K-4.6 Personal and Social Perspectives

Social Studies

- NSS-G.K-12.1 The World in Spatial Terms
- NSS-USH.K-4.3 The History of the United States



Table of Contents



SELECTING THE TEAMS 4

LANGUAGE ARTS

ABC Shuffle 5
 Order in the Classroom 5
 Scrambled Letters 6
 Rhyming Match Up 6
 Fax Machine 7
 Scavenger Hunt 7
 Contraction Contraption 8
 Treasure Hunters 8
 Double Vision 9
 Living Words 9
 Backwards Alphabet 10
 Match and Rhyme 10
 The Long and Short of It 11
 ABC Board Races 11
 Rhyme Time #1 12
 Rhyme Time #2 12
 Kittens with Mittens 13
 ABC "Bingo" 13



MATH

Splat! 14
 Backwards Math 15
 Paper Airplanes 15
 It's Time For 16
 Blind Shapes 16
 Toxic Tapioca 17
 School Shopping 18
 Measure Up 18
 Charts and Graphs 19
 Math Grid Relay Race 19
 Math Golf 20
 Beginning Architects 20
 Team Peep Versus Team Sheep 21
 Spare Change 21

SCIENCE

Hunt for the Food Groups 22
 Hairy Friends 22
 What's That Smell? 23
 Dressed for the Occasion 23
 Animal Artists 24
 Group Compositions 24
 Planets 25
 Hidden Treasures 25
 Listen Carefully 26
 Found Sounds 26

SOCIAL STUDIES

Heroes 27
 Laying Down the Law 27
 Time Capsule 28
 School Spirit 28
 Birthday Party 29
 Finders Keepers 29
 Timelines 30
 Team Crest 30
 What's My Job? 31

BASIC SKILLS & CROSS-CURRICULAR

Secret Leaders 33
 Action! 33
 Color Cues 34
 Following Directions 34
 What Am I? 35
 Word Associations 38
 Making the Scene 38
 Portraits 39
 Classroom Murals 39

ADDITIONAL MATERIALS

"Bingo" Board 40
 Team Crest 41
 Bo Peep and Sheep 42
 Clock Cards 43
 Rhyming Word Cards 44
 Number Cards 46
 Alphabet Cards 47





Selecting the Teams

Choosing the teams for these activities is very important, and it is vital that you put students together who may not normally associate with each other. Be sure to use a selection method that will combine students in a nonbiased manner. For example, have the class line up according to any of these examples:

1. Alphabetically by last name
2. Alphabetically by first name
3. By birthday
4. By height
5. Alphabetically by street name
6. In numerical order by street address
7. In numerical order by last four digits of phone number
8. By numbers drawn from a hat

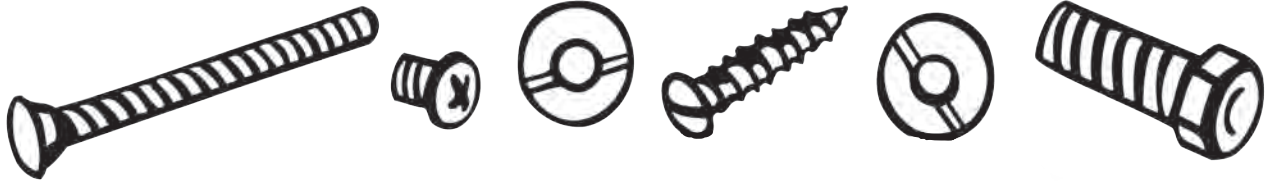
It is important to continually mix up the teams in every activity in order to build a more cohesive classroom. Feel free to choose your own criteria from the list above. But keep in mind that separating teams by gender or ethnicity could have a negative impact on the teams and thus should be avoided.

After students line up according to the selected criteria, have them count off in the number of desired teams. For example, if you want to divide the class into five teams, the first student would say “one,” followed by the second student with “two”, etc. After the fifth student says “five,” the counting starts over again with the next student. Continue counting until all students have a number. Students with the same number will make up a team.

Choosing an appropriate number of teams depends on the amount of time you have and how much interaction you want students to have. Students can play the games faster with large teams, but interaction between all team members may be reduced. It is also important to consider the total number of students—a 20-student class lends itself to teams of four, while a 21-student class would work well with teams of three. Teams of three to five students are ideal, but find what works best with your class.

Having the students discover their teammates can be a team-building activity in itself! For example, if you choose to divide the class based on birthday, the students need to communicate in order to find classmates with birthdays in the same month and then arrange themselves in the correct order by the day before counting off into teams.

Student-to-student interaction is very important in the classroom, not only for developing good communication skills, but also for helping students understand the importance of teamwork and respect. Team activities can be a lot of fun for the students, and they can also create a positive learning atmosphere for future lessons. Enjoy!



Contraction Contraction

Materials Needed:

- One piece of paper for every two students

For students beginning to learn about contractions, this seek-and-find game is fun yet challenging. Cut each piece of paper in half in a zigzag pattern so that each half is a puzzle that only fits with its other half.

Write a contraction on one-half of the paper and the two words that form that contraction on the other half of the paper. There may be more students than contractions, so some contractions will have to be repeated.

Hand out the halves of paper so each student has a half; tell students to find the contraction or words that match their half. The pair who finds each other first wins.

This activity may also be used to pair up students before beginning another activity.

Suggested Contractions: I'm, I'll, can't, don't, won't, we're, it's, she'll, how's

Treasure Hunters

Materials Needed:

- Set of index cards for each team

This treasure hunt is sure to be a lot of fun and is ideal for learning to spell common items found in the classroom. Divide the class into teams. Create a set of index cards labeled with basic classroom terms (see examples below) for each team. Also make a single card for each set labeled *Winner!* Put the cards in each set in a specific sequence. This will help you determine where to hide the cards. Each card needs to be hidden according to the term on the card before it in the set.

Example Card Set Order: book, desk, chair, Winner!

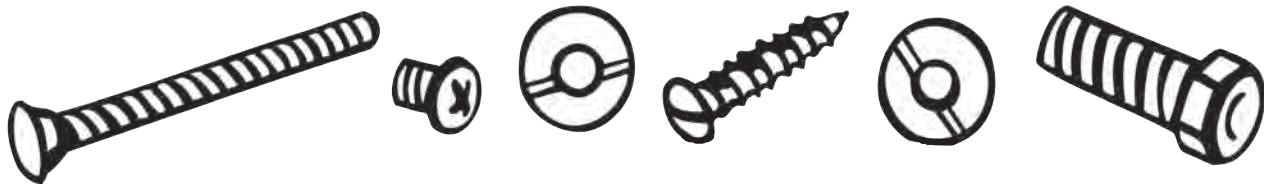
Book: This is the first card in the set and is therefore the card given to each team to start the treasure hunt.

Desk: Because the first card is labeled *book*, the students need to find their next clue in or around a book. Therefore, the *desk* card needs to be hidden with a book. However, the card should be fairly easy to find—that is, it should be clearly sticking out of the top of a book or taped to the cover of a book that is sitting out. Hide each *desk* card from all of the card sets in books around the classroom.

Chair: As before, the students will have found the *desk* card in the books and will need to find the *chair* card in or around a desk. Hide all *chair* cards so they can be easily found in or on the desks in the classroom.

Winner! This is the final card in the treasure hunt, and it should be hidden in or on chairs around the room.

The goal is for each team to be the first to find a *Winner!* card. Because each team can choose from one of several *book* or *chair* cards, each team is free to take the first card it finds. Keep an eye on the teams to avoid any disagreement about the rightful finder of the cards.



It's Time For...

Materials Needed:

- Photocopied and cut out set of the Clock Cards, page 43

This activity helps students learn to tell basic time and relate time to their daily lives. Divide the class into small teams.

Select one card from the set, and show it to the teams. Announce whether the time that appears on the card is AM or PM. The goal of the activity is to have the students think about the different events that often happen at the time. For example, if you show the 6:00 PM card, one team might say “dinner time,” and another team could follow with “homework.” An answer such as “breakfast” or “going to school” does not make sense for the time on the card and would therefore not be accepted. Every team that gives an appropriate answer receives one point.

At the end of each round, discuss the answers with the class. What other times might people eat dinner? What might make them eat dinner earlier or later than 6:00 PM? Is it light or dark outside at 6:00 PM?

After all teams have had a chance to give an answer for the first card, move on to the next card. Continue in this way until all cards have been shown.

Blind Shapes

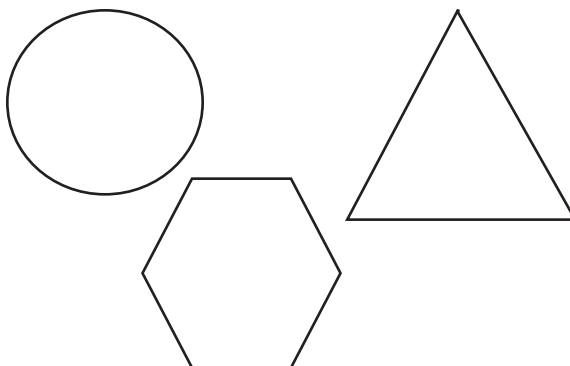


Materials Needed:

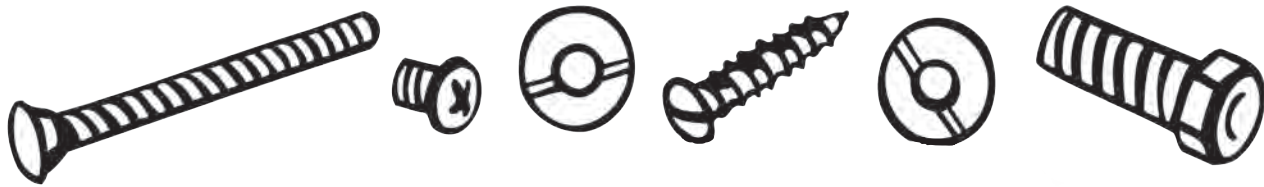
- None

The class might have a firm grasp on drawing basic geometric shapes, but can they make shapes (1) using their own bodies, and (2) with their eyes closed? Divide the class into groups of three to four. Instruct everyone to close their eyes and hold hands with their group members.

Announce a basic shape, such as square, circle, or triangle. The groups must work together to create the shape (while standing) using their arms. Encourage the students to talk to each other about the properties of the shape, such as its number of sides or angles. It might be a good idea to initially recommend that the groups pick a leader to help give directions. Give the students a fair amount of time to work on their shapes—it's much more difficult than it seems! After the groups have finished, tell everyone to open their eyes and see each shape that was formed.



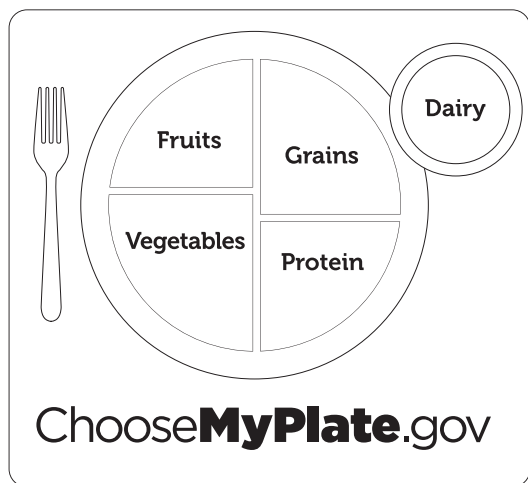
To increase the level of difficulty, select larger groups of students or announce more complex shapes.



Hunt for the Food Groups

Materials Needed:

- Large sheet of paper, magazines, scissors, and glue or tape for each team



USDA's Center for Nutrition Policy and Promotion.

Divide students into teams, and provide each team with a few magazines. Challenge each team to find and cut out different items that fit into MyPlate. Have each team draw MyPlate on large sheet of paper and glue or tape the foods on it in the appropriate category: fruits; vegetables; protein; grains; dairy.

Hairy Friends

Materials Needed:

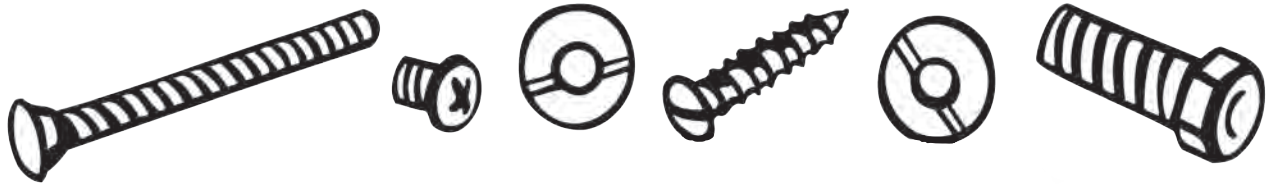
- Styrofoam cup, potting soil, grass seed, and crafting materials (markers, glitter, glue, stickers, sequins, etc.) for each team
- Water

Here is a simple way to create a whole group of classroom pets while learning about plants and what they need to grow. Divide the class into groups of two to three, and supply each group with a cup, potting soil, grass seed (which can be found at your local nursery or home improvement store), and crafting materials.

Encourage each team to decorate its cup with the face of an animal by using the crafting materials. You may even want to have each group name its "pet" when finished. Help each group fill its cup about three-quarters full of potting soil and sprinkle on the grass seed. Top off each cup with more potting soil, add a little bit of water, and put the pets in a window that gets sun at least part of the day. In a few days, the classroom pets will have a full head of "hair"!



Use this activity to talk about what plants need to grow and survive.



Heroes

Materials Needed:

- Chalk or dry erase marker for each team

Heroes are so important in the lives of children, and history has shown that heroes can change the way we live our lives. But what makes a person a hero?

Talk to the class about heroes, and encourage students to talk about their criteria for determining a hero. Divide students into teams, and ask each team to nominate someone as a hero. This person could be a historical figure, a character in a book, or someone in their daily lives. The students on each team must decide on a hero together.

After each team has reached a decision, ask them who they chose to be nominated as a hero and why. Have the teams each draw a picture of their hero on the board.



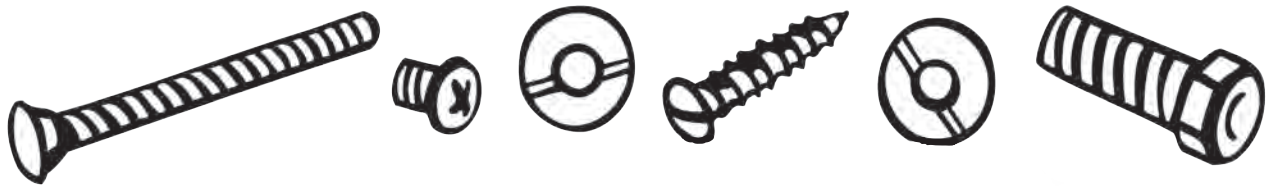
Laying Down the Law

Materials Needed:

- Large sheet(s) of paper
- Crayon or marker

Rules are everywhere—the United States has laws, sports have rules, even classrooms have a set of guidelines that must be followed. How do you get a classroom full of students to follow the rules? Let them create their own! Divide class into teams. Have each team decide on one new rule or law for the classroom. Each team must work together to decide on a law it thinks is important for the entire class. After a short amount of time, ask each team to present its new law and explain how it will benefit the classroom community.

With the students, create a Classroom Constitution on a large sheet of paper to hang on the wall that includes all of the teams' rules (as well as any rules already in place for the classroom).



What Am I?

Materials Needed:

- Chalk or dry erase marker

This activity challenges students to work together to identify an object with as few clues as possible. Set up for the activity by writing the name or number of each team on the board, followed by a list of numbers 1–5.

Begin by selecting a clue set from the list provided on pages 36 and 37. Read the first clue aloud. Give each team a few seconds to come up with a guess to the mystery object based on this first clue only. Ask each team for its guess for that round, and write it on the board. The clues are listed in order from general to specific, so it is unlikely a team will know the answer after the first clue, although team members can guess anything that fits the clue. Any guess is better than no guess.

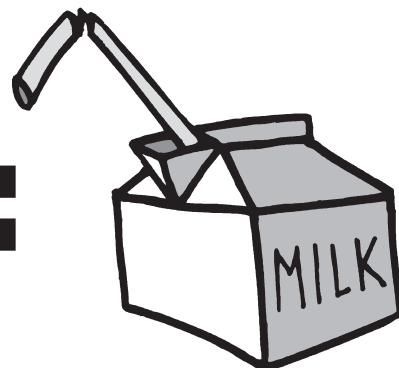
After all teams have announced their first guess, read the first clue and the second clue aloud. Repeat the process of deciding and guessing based on the information from both clues. This can be the same answer as they chose on the first clue or a completely different answer—that is up to the team.

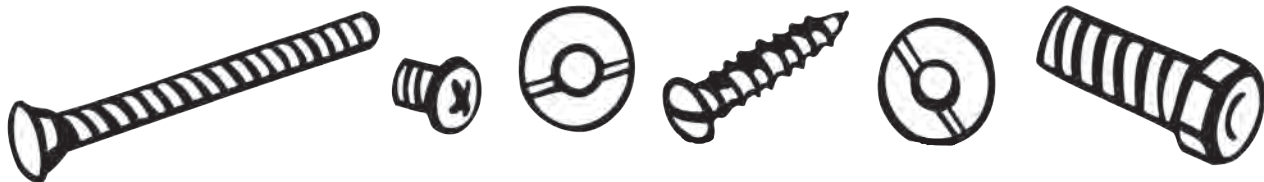
Continue in this way until all clues from the set have been read aloud. Then ask the class “What am I?” After the correct answer has been announced, determine the winning team by reviewing the answers written on the board. The team that guessed the correct answer after the fewest clues is the winner!

Example:

1. I need to be refrigerated.
2. I am a liquid.
3. I contain a lot of calcium.
4. I am white.
5. I am made by cows.
6. I am poured over most cereals.

ANSWER: I am milk.





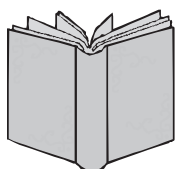
1. I live outside.
2. I live in the jungle.
3. I am covered in fur.
4. I have a tail.
5. I can swing high in the trees.

ANSWER: I am a monkey.



1. I can be found in homes and churches.
2. I am often used in emergencies.
3. Sometimes I smell really good.
4. I am used to light up a room.
5. I have a wick.

ANSWER: I am a candle.



1. I am found in every school.
2. I can fit into a backpack.
3. I am used during class and for homework.
4. I have words printed on me.
5. I have pages within my cover.

ANSWER: I am a book.



1. I am originally from Africa.
2. I can be found in most zoos.
3. I eat the leaves off of tall trees.
4. I am covered with large spots.
5. I have a very long neck.

ANSWER: I am a giraffe.



1. I can be found in a garage.
2. I have two handles.
3. I have wheels.
4. I have two pedals.
5. I carry people to other places when they use my pedals.

ANSWER: I am a bicycle.



1. I am found in the bathroom.
2. I have a handle.
3. I should be used at least two times a day.
4. I have bristles.
5. I help make sure your teeth stay clean and healthy.

ANSWER: I am a toothbrush.