Cross-Curricular Adventures in Team Building

Building Community in the Classroom

Concept: Geoffrey R. Lorenz Author: Heather Knowles Editor: Deborah Kopka Book Design: Brenda J. Knowis

ELE90/102005 ISBN: 978-0-7877-1949-4 Release Date 2015

Copyright © 2009 Lorenz Educational Press, a Lorenz company. P. O. Box 802 Dayton, OH 45401-0802 www.LorenzEducationalPress.com All rights reserved.

The pages in this packet were originally published in Adventures in Team Building, (ELE90/1020).

Permission to print or photocopy the student activities in this book is hereby granted to one teacher as part of the purchase price. This permission may only be used to provide copies for this teacher's specific classroom setting. This permission may not be transferred, sold, or given to any additional or subsequent user of this product. Thank you for respecting copyright laws.



Lorenz Educational Press Milliken Publishing Company Teaching and Learning Company Show What You Know® Publishing LEP interactive

PIGTURE THIS

Materials Needed: Photocopied and cut out set of the scene cards, pages 45–46

Divide the class into teams of six. Distribute the pictures among the teams; the first six to the first team, the second six to the second team. (Make copies of the pictures if there are more than 12 students in the class.)

Students should only look at their own picture and no one else's on their team. As a team they must discuss their pictures—what is in them, what is happening, etc.—without letting each other see them. The goal is for each team to place its pictures in chronological order with every team member looking only at his or her picture to do so. Once teammates think they have the correct chronological order, they must lay each picture face down on a table or desk in what they think is the correct order. Then students may turn them rightside up to see if the order is correct. The first team to arrange its pictures in the correct chronological order so that they tell a story wins.

Extension Activity

Have students try this activity without talking and by only using hand gestures and signals to communicate to their teammates.

BLIND OBSTACLE COURSE

Materials Needed: Classroom objects (desks, books, or pencils) Blindfold

Make an obstacle course in the classroom. For example, this could involve a maze of desks, a "fire pit" of textbooks, or a "river" of pencils. Divide the students into pairs, and blindfold one of the partners.

Have the blindfolded partner go through the obstacle course guided by the partner who is not blindfolded. The partner who is acting as the guide cannot touch the blindfolded partner. Instead, he or she must guide the teammate through the obstacle course just using words.

Another way to play is to divide the students into larger teams of three or four and have all of them guide their blindfolded teammate through the obstacle course. This will be especially challenging for the blindfolded person because he or she will be hearing directions from two or three teammates at once.





