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# 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.

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## NATIONAL STANDARDS

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

### ***Fine Arts***

NA-T.K – 4.1 Script Writing by Planning Improvisations Based on Personal Experience, Imagination, Literature, and History  
NA-T.K – 4.2 Acting By Assuming Roles and Interacting in Improvisations

### ***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.3-5.1 Understand numbers, ways of representing numbers, relationships, and number systems  
NM-NUM.3-5.2 Understand meanings of operations and how they relate to one another  
NM-ALG.3-5.3 Use mathematical models to represent and understand quantitative relationships  
NM-GEO.3-5.4 Use visualization, spatial reasoning, and geometric modeling to solve problems

### ***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-C.K-4.1 What is Government?  
NSS-G.K-12.1 The World in Spatial Terms  
NSS-USH.K-4.3 The History of the United States



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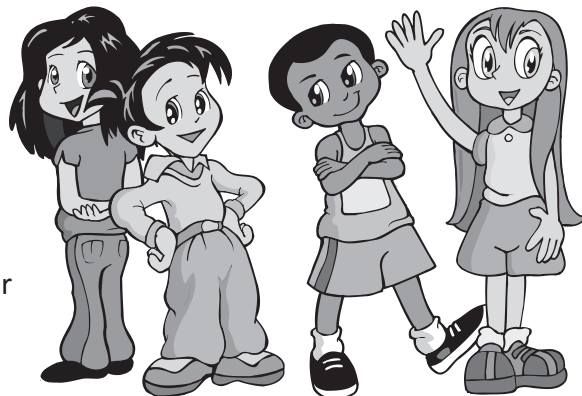
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# SELECTING THE TEAMS

Choosing the teams for these activities is very important, and it is vital to 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 works 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 need to arrange themselves in the correct order by the day before counting off into teams.

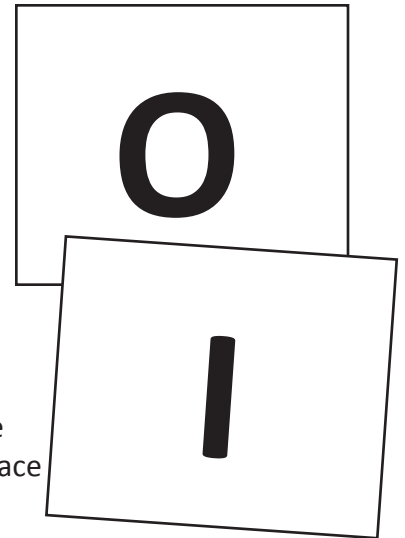
Student-to-student interaction is very important in the classroom, not only for developing good communication skills, but also for helping students understand the importance of teamwork and respect. Team activities can be a lot of fun for the students, and they can also create a positive learning atmosphere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

## PIN THE VOWEL ON THE WORD

**Materials Needed:** Photocopied and cut out set of the vowels from the alphabet cards, pages 41–42, for each team  
Blindfold for each team  
Tape  
Chalk or dry eraser marker

This classroom version of “Pin the Tail on the Donkey” will demonstrate to students the importance of giving and listening to good directions. Begin by selecting a vocabulary word for each team. This can be the same word or a unique word for each team. Write each word on the board but leave out the vowels. Make sure the words are a good distance from each other so the teams have room to move but where the students can still reach them.

It may be beneficial to do this activity with half of the teams playing first and the second half playing after them, depending on the amount of room and board space in the classroom.



Each team discusses the word on the board and decides which vowels need to be added to it. The first player from each team stands about six feet away from the word and is blindfolded. The player is handed the appropriate vowel with a piece of tape on the back of it. The team spins the player around twice and faces him or her toward the word.

From this point on, the team may not touch the player. Team members must work together to give the player directions for placing the vowel correctly in the word. The player cannot use his or her hands to feel any surroundings except for finding the board. The team has one minute to have its player successfully place one vowel, or the team is disqualified. If the word has more than one vowel, the next team member is blindfolded and given directions. The team that places the vowel(s) in the words with the most accuracy is the winner.

## GROUP SPELLING

**Materials Needed:** Note cards and pencils for each team

Divide the students into five groups. Assign each group one new vocabulary/spelling word to study together. After giving students a designated amount of time to help each other learn how to spell the word, have them write the word and its definition on note cards. Each team should make enough note cards for its word so every student in the class has his or her own card.

When all teams are finished, each student should have four note cards (not counting their own team’s) that each contain a different new word. Students should keep these to help them learn the new vocabulary words.

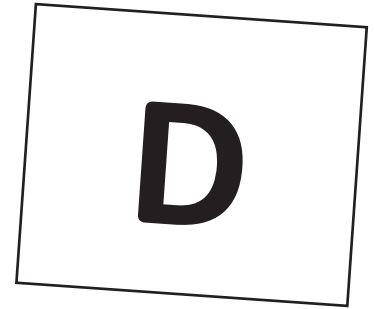
# ALL ALLITERATION

**Materials Needed:** Photocopied and cut out set of the alphabet cards, pages 41–42  
Hat or bowl  
Clock or stopwatch for timing the activity

Divide the class into teams of three or four. Place the alphabet cards in a hat or bowl, and have one student draw a card and read the letter aloud.

Time the students for one minute. Each team is to write a sentence in which every word (or nearly every word) begins with the letter drawn. For instance, if the letter is **D**, students could write, *Drew draws dragons dancing down dark driveways.*

Teams earn one point for each word in the sentence that begins with the selected letter. The team with the most points wins that round. Keep track of each team's points, and continue playing until a team earns 50 points altogether.



Driveways  
Down  
Dark  
Dragons  
Drew  
Dancing  
Draws

# TEAMWORK POETRY

**Materials Needed:** Piece of paper and pencils for each team

Write the word *teamwork* on the board. Have the class discuss words and ideas associated with the word *teamwork*, and write these on the board. Once the class has finished brainstorming, divide the students into groups of two or three.

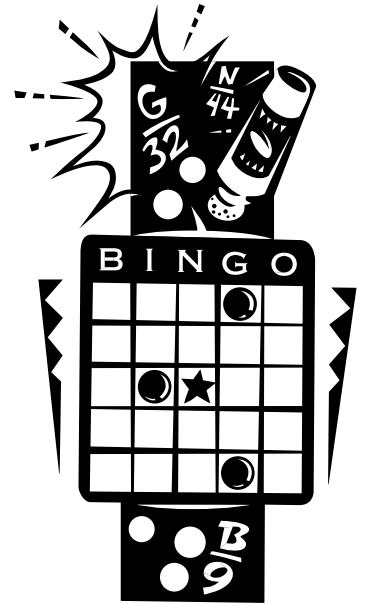
Have each group come up with a poem entitled "Teamwork." The poem must contain at least three of the words written on the board, and it must be at least six lines long. It does not have to rhyme, but it should sound like a poem. Once each team is finished, have one student from each team read its poem aloud to the class.

# MATH "BINGO"

**Materials Needed:** "Bingo" board and markers (paperclips or pennies) for each team  
Math problems on note cards

Divide the students into five teams. Make a "Bingo" board for each team by drawing a five-square by five-square grid and numbering the squares from 1–25. Each board should have its numbers in a different order. On separate cards, write math problems in which the solutions equal the numbers 1–25. Give each team several markers, such as paperclips and pennies, to cover their boards.

Read the math problems aloud. The teams should work together to figure out the answer to each problem. Once team members reach a solution, they should use a marker to cover that number on their board. The first team to cover five squares in a row—across, diagonally, up, or down—and call out "bingo," wins.



# LUCKY NUMBER 13

**Materials Needed:** Paper and pencils for each team

Divide the students into teams of three or four. Have each team generate as many math problems with solutions that equal 13 as they can. These problems can be as simple or complicated as the students want, for example,  $6 + 7 = 13$  or  $10 + 10 - 8 + 1 = 13$ .

After the students have had 10 minutes to generate and write down these math problems, have them compare their problems with those of the other teams. Give the teams a chance to check the math of their opponents. Once all the problems have been sorted through, the team with the most problems wins.

$$6 \times 2 + 1 = 13$$

$$2 + 11 = 13$$

$$20 - 7 = 13$$

$$5 \times 2 + 3 = 13$$

$$5 \times 3 - 2 = 13$$

$$12 + 1 = 13$$

# EGG DROP

**Materials Needed:** Carton of eggs  
Packing supplies, such as bubble wrap or Styrofoam packing peanuts  
Paper  
Rubber bands  
Tape  
Large sheets of plastic or newspaper

Place an equal number of each of the supplies at different tables, and divide the students into teams of four or more. Cover the floor of the work area with plastic or newspaper.

Give each team one egg to start with (teams may need more eggs if their experiments prove faulty). Have each team design a package to protect the egg. Once all the teams have created their egg packages, have a person from each team drop their egg to test how well their package works. To be fair, make sure each team drops its packaged egg from the same height. Any team with an unbroken egg wins.

## Extension Activity

Have the teams with successful egg drops make a list of materials they used. Have students identify the common materials the winning teams used and discuss why these materials worked better than others.



# BRIDGE BUILDING

**Materials Needed:** Paper, tape, and pipe cleaners for each team

Divide the class into teams of four or five. Have each team use the materials to build a bridge that joins the surface of one desk to the surface of another desk.

As the teams construct their bridges, there must be no talking. Students may communicate nonverbally but may not speak during the process. The bridges must be strong enough to hold the weight of a book. The first silent team to make a bridge that holds a book without breaking wins.

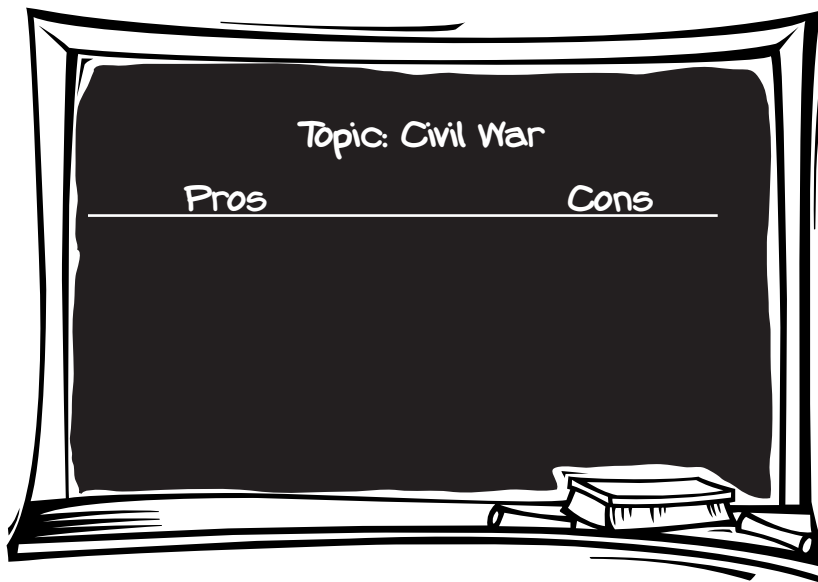
## THAT'S DEBATABLE

**Materials Needed:** Chalk or dry erase marker

After discussing an important historical conflict such as the Civil War or an issue in a fictional book or story, have the class generate a list of pros and cons for the issue and write these on the board.

Divide the class into two teams. Assign one team to argue in favor of the issue (the “pro” side) and the other team to argue against the issue (the “con” side.) Give the teams time to discuss their arguments with their teammates.

Then set up the classroom with one team on one side of the room and the other team on the opposite side. Let the teams debate the issue in an orderly way, making sure students raise their hands and only one person speaks at a time.



## HISTORY TIMELINE

**Materials Needed:** Five key historical events written on separate sheets of paper and photocopied for each team

Write at least five key historical events the class has been studying, each on a separate sheet of paper. Divide the class into teams of four or five. Make copies of the historical events so each team will have all five different events.

As soon as all the papers with events written on them have been handed out, each team must put the historical events in chronological order. The first team to do this correctly wins.



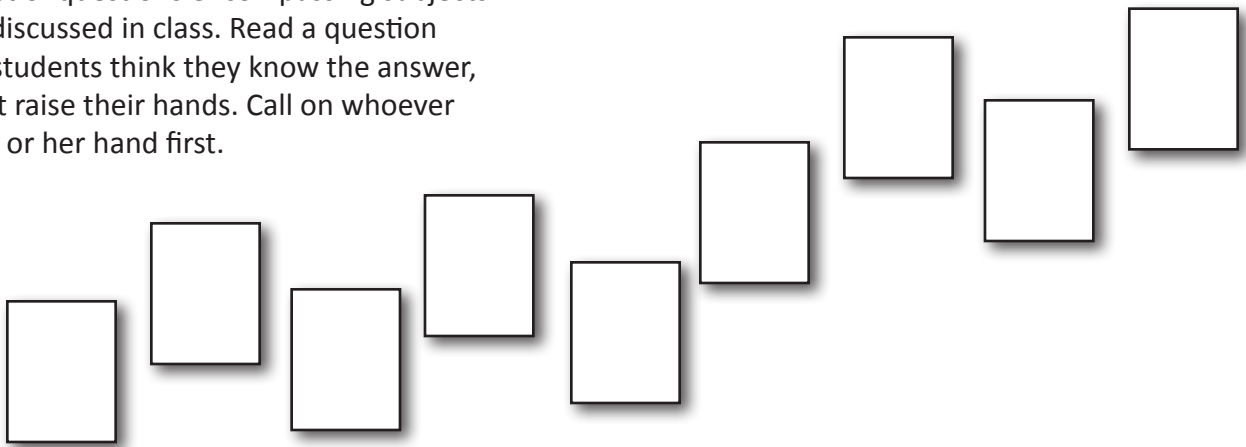
# STEPPING STONES

**Materials Needed:** Paper  
List of questions

Place several blank sheets of paper going across the classroom as though they were stepping stones. Make two equal rows of “stepping stones” so that each team will have its own “stones.” Divide the class into two teams, and have each team line up behind its row of stepping stones.

Make a list of questions encompassing subjects recently discussed in class. Read a question aloud. If students think they know the answer, they must raise their hands. Call on whoever raised his or her hand first.

A student who answers correctly gets to step onto the first “stone.” Once a student has answered a question correctly, he or she may not answer any further questions. If his or her teammate answers a question correctly and steps onto the first stone, then the person standing there moves to the next “stone”. The first team to have a student cross the stepping stones wins.



# BACK-TO-BOARD

**Materials Needed:** Chalk or dry erase marker

Pair off the students so everyone has a partner. If needed, form one team of three. Select the first two pairs to come to the board with one partner facing the board and the other partner standing with his or her back to it, facing his or her partner.

Draw a picture of something on the board, such as an animal or piece of food. Have the partner who is facing the board describe the drawing to his or her teammate. The first student with his or her back to the board to guess the drawing correctly wins that round.

The winning pair stays at the board while the other pair returns to their seats. Then the next team comes up to challenge the winners. Begin the game again by erasing the first drawing and drawing something new on the board.

For each round a team wins, they earn one point. After all teams have been able to play, the team with the most points wins.