

# Project Teamwork

## Theme:

Cooperative games encourage students to work together as a team while having fun in a positive environment.

## Concepts:

1. Any collection of people has the potential to work together effectively as a group towards common goals.
2. The ability to work well with a group must be practiced and is a life skill that offers many benefits.
3. Working together requires listening to others and sharing ideas.

## Outline:

### **I. Preparation Before Activity (10 min.)**

### **II. Activity Introduction (5 min.)**

### **III. Processing the Experience (5 min.)**

### **IV. The Projects (80 min.)**

- A. Arrowheads
- B. Danger Walk
- C. Duo-draw
- D. Group Draw
- E. Mystery Statue
- F. Pipeline
- G. Secret Message
- H. Shrinking Island
- I. Story Book
- J. Tarp Flip
- K. Tarp Maze
- L. Team-gineering
- M. Traffic Jam

### **V. Conclusion (5 min.)**

### **VI. Clean Up**

### **VII. Appendix**

- A. Equipment List
- B. Facilitator Cards

# Project Teamwork

## I. Preparation Before Activity

Read over this lesson plan and become familiar with the equipment in the kit provided by your liaison. Each “Project” has a laminated Facilitator Card that has been designed to assist you in setting up, giving directions, and concluding each of the Projects. Each Project will challenge the students to work together as one group, several small groups, or as partners. Select projects that will gradually build your group up instead of frustrating them right away. Feel free to add rules and clarifying directions as needed when explaining projects.

There may not be time to complete all the Projects. However, some groups may move through the Projects more rapidly. If so, additional guidelines may be put in place to make the Projects more challenging: adding blindfolds, allowing only one person (typically one of the quieter students) to talk, increasing distances that the group must travel, or decreasing the amount of time allowed for a Project. Or, you may want to revisit some of the Projects again after all the Projects have been completed and challenge the group to find a new solution to the same Project as many of the Projects have more than one possible outcome.

Remember, the goals for Project Teamwork are to work together and have fun! Help the group by promoting mutual respect and enjoying the humorous situations these Projects often create.

## II. Activity Introduction

Greet the group and introduce yourself. Explain that you will be leading the activity for the evening and other adults may be assisting. Introduce the goals (working together and having fun) and some basic behavior expectations (respect for others, indoor voices, etc...) for the evening.

The Projects, “Pipeline”, “Secret Message”, or “Tarp Flip” are good starting activities. These Projects involve the whole group, are often challenging, and usually lead the group into discussions that will help set up guidelines for the other Projects. For example: “We need to listen to each other’s ideas,” “There’s too much shouting,” or “We need to work together.”

Once the Project has begun monitor the group for safety, respect, and participation. Encourage every student to participate and share their ideas. Try to remember situations, ideas, and comments from the students to share when processing the experience after they have completed the Project.

### **III. Processing the Experience**

Usually students have a lot to say after a Project has been completed. They may want to ask questions, share an idea that they felt no one listened to, or they may be frustrated and need some prompting to share.

When discussing the Project with the group set up guidelines on how to respectfully process:

- Everyone gets a chance to speak.
- Only one person can speak at a time.
- Be respectful. If a student wants to give a specific example they should be considerate of other people's feelings.

Sometimes when a group is very boisterous starting with some "raise your hand if..." questions can help to bring the group together:

- "Raise your hand if you were frustrated by this Project."
- "Keep your hand up if you would like to share your frustration with the group."

Asking the students to recall the steps they took in completing the Project will demonstrate that group work is a process and not just focused on an end goal. "Can anyone remember the first idea the group tried?" Have the group rethink their way through the Project in order to recognize ideas, address respect issues, and to help them put their new teamwork skills into real life situations; for example: "What are some other situations where you need to rely on help from others?"

Lastly, asking the group to think of skills and knowledge that they have gained from this Project that they can apply to their next Project that will help them work together even better. For example: "not shouting", "listening to others", "trying out ideas", "being respectful", and "working together". Often times information may get shared that could be brought up again at the end of the evening during the conclusion.

Even though the Projects should get gradually more challenging the group should also be getting better at cooperating and communicating while working together as the evening progresses.

### **IV. The Projects**

These directions plus helpful photos are included in the laminated facilitator cards located in the kit.

#### **A. Arrowheads.**

##### **Equipment:**

- Puzzle pieces in folder (24)

##### **Set-up:**

- Find a location where the entire group can gather and work together.
- Remove puzzle pieces from the folder and hand them all out; some students will receive more than one piece, if so, both pieces need to be the same color.
- Everyone will be working into two groups based on the color of their puzzle piece(s).

**Directions:**

- Each group will be challenged to create 8 separate arrows of the same size utilizing all the pieces at once.

**Tips for leading the Project:**

- Encourage the groups to work separately, but this is not a competition.
- Try to encourage everyone to participate by having them take turns experimenting with the puzzle pieces.

**Lead the group in a discussion after the activity:**

- Why was this activity challenging?
- How well did the group listen to individual's ideas?
- In this activity it initially appeared as though there were not enough pieces to accomplish the task. What are some similar situations in life and how could you use what you learned here?

**Clean-up:**

- Count puzzle pieces (24).
- Put pieces back into the proper folder.

**B. Danger Walk****Equipment:**

- Blindfolds (10)
- Laminated obstacle cards (10)
- Blue start and end straps (2)

**Set-up:**

- Place obstacle cards throughout the room.
- Designate a starting and ending location with the blue straps.
- Help students select a partner and hand out bandanas.

**Directions**

- Students take turns guiding their partner through the obstacles from start to finish.
- They may not touch their partner; they may only give verbal directions.

**Tips for leading the Project:**

- Limit the number of students attempting to cross the room at the same time.
- Monitor the blindfolded students at all times for safety.

**Lead the group in a discussion after the Project:**

- Did anyone walk into an obstacle?
- What directions were the most important?
- How did your partner guide you?
- Was there any miscommunication? Give an example.
- Name some other situations when miscommunication happens.

**Clean-up:**

- Remove all the knots from the bandanas (10) and place in bag.
- Gather obstacles (10) and return them to their folder.
- Return the start and end straps and the rest of the equipment to the tub.

**C. Duo-Draw****Equipment:**

- Blank paper
- Laminated cards (36: 12 easy, 12 medium, 12 difficult)
- Writing utensils
- Clipboards/surface to write on

**Set-up:**

- Split group into pairs seated back to back.
- One person is given blank paper, a clipboard and a writing utensil.
- The other person has the laminated card.

**Directions:**

- No one can turn around.
- The person with the laminated card describes the image to the person with the blank paper who then tries to draw the image from the spoken directions.

**Tips for leading the Project:**

- Both people can talk, but no looking.
- Encourage students to take their time and ask each other questions.

**Lead the group in a discussion after the Project:**

- What was the most difficult part of the activity? How did you try to overcome it?
- How is giving directions difficult?
- What did you learn about communication? How will this help you at Eagle Bluff? How will this help you after Eagle Bluff?

**Clean-up:**

- Collect used paper for recycling.
- Sort laminated cards into proper category and place in folder.
- Return writing utensils.

**D. Group Draw****Equipment:**

- Scrap paper
- Writing utensils

**Set-up:**

- Place paper and writing utensils in a centralized, easy to view location, like on a table in the center of the room. Students can gather around the paper.

**Directions:**

- As a group they will be drawing a ropes course, a forest creature, or something else Eagle Bluff related.
- Students take turns adding one line at a time to the drawing.
- After each person's turn they return to the end of the line.

**Tips for leading the Project:**

- Encourage the students to agree on a plan before beginning.
- After one picture, try a few more!

**Lead the group in a discussion after the Project:**

- Was it difficult adding just a little bit at a time?
- How did the students agree on a plan of what to draw?
- Did some students contribute more than others?
- How did they rely on the different abilities of the group?
- If doing multiple pictures discuss how they improved.

**Clean-up:**

- Recycle paper if it has been used on both sides.
- Place paper that has only been used on one side back in the proper folder.
- Return writing utensils to the proper container.

**E. Mystery Statue****Equipment:**

- Mystery statue (1) in bag
- Building blocks (5 sets of 6) in bag

**Set-up:**

- Divide the students into five equal groups.
- Each group selects an Architect, a Builder, a Contractor, and a Designer.
- One table will be placed in the lobby.
- Five chairs are needed in the room.

**Directions:**

- The Architects will be stationed with the mystery statue behind a table in the lobby.
- Builders can only be in the lobby, Contractors can only be in the hallway, and Designers can only be in the classroom.
- Architects describe the statue to the Builders. Builders describe the statue to the Contractors. Contractors describe the statue to the Designer. Designers make the statue (A to B to C to D).
- The goal is for the Designers' statue to look just like the Architects' statue.

**Lead the group in a discussion after the Project:**

- Were you satisfied with your role in this Project? Was there a different role you would have preferred?
- What was important when communicating with your group?
- What were some strategies used by the different groups?
- What are some examples of how real teams contribute to a final product?

**Clean-up:**

- Disassemble the group's statues and place in bag along with the glued together mystery statue.
- Return tables and chairs to the proper room.

**F. Pipeline****Equipment:**

- PVC pipe halves (5)
- Plastic container with lid, golf ball, and marble
- Blue starting line strap

**Set-up:**

- Designate a starting location with the blue starting line strap.
- Place the plastic container across the room.
- Distribute the pipe halves.

**Directions:**

- The ball (golf or marble) starts on a pipe half behind the starting line.
- The goal is for the students to transport the ball into the plastic container without dropping or touching the ball.
- The ball may only roll on the pipe halves to move, it may not be carried on a pipe half.
- Students may only touch the cords on the pipes.

**Lead the group in a discussion after the Project:**

- How did the different pipe teams work together?
- What were some of the different ideas that were shared?
- If the ball was dropped, how did the group adapt or change strategies?
- What was the most important part of this project?
- Try the marble if the golf ball was too easy!

**Clean-up:**

- Remove any knots from the cords on the pipes.
- Stack the pipes nicely in the kit.
- The golf ball and the marble are stored in the plastic container with the lid.

**G. Secret Message****Equipment:**

- Secret Message word cards (11)
- Blindfolds (11)

**Set-up:**

- Pick a location free of obstacles.
- Give blindfolds to eleven students.
- After directions are given these same students will receive a word card.

**Directions:**

- Blindfolded students can talk.
- Students without blindfolds cannot talk.
- Students with blindfolds are given a card with a word on it that they must keep.
- The blindfolded students with the help of the other students must unscramble and say their secret message in the correct order.

**Tips for leading the Project:**

- Give clear safety guidelines on how to lead/treat someone who is blindfolded.
- Monitor the blindfolded students for safety.

**Lead the group in a discussion after the Project:**

- What were some challenges for the blindfolded students?
- What were some challenges for the other students?
- Did anyone feel left out or not included?
- How did the blindfolded students learn what word they had?
- How did the “Secret Message” apply in this activity?
- What are some other situations in which the “Secret Message” would apply?

**Clean-up:**

- Collect the blindfolds (11), remove all knots, and place in the proper sack.
- Collect the word cards (11) and place in the proper folder.

## H. Shrinking Island

**Equipment:**

- Large (6' X 8') green and brown tarp

**Set-up:**

- Spread the tarp out flat on the floor.
- Ask all the students to stand on the tarp.

**Directions:**

- Have the students imagine that they are standing on an island (tarp) and cannot touch the water (floor) surrounding their island. Can they “shrink” (fold) their island in half without touch the water?

**Tips for leading the Project:**

- If successful with the first fold, have the students try additional folds.

**Lead the group in a discussion after the Project:**

- What were some of the different ideas that were tried?
- How was the group eventually able to fold the tarp?

**Clean-up:**

- Fold the tarp nicely so that it fits back into the kit.

## I. Story Book

**Equipment:**

- Picture cards (20)

**Set-up:**

- Find an open space where the group can move freely.
- If there are less than 20 students some students will receive 2 picture cards already in the correct order.
- The rest of the picture cards will need to be mixed up.

**Directions:**

- Each student gets a picture card(s). They are not to show it to anyone until the Project has been completed.
- Instruct the students to organize themselves so that their pictures tell a complete story.

**Tips for leading the Project:**

- Encourage the group to take time to study their picture.

- Remind students that the story may be unfamiliar to them.

**Lead the group in a discussion after the Project:**

- How did each student find their correct spot in the story?
- What was easy to communicate in this Project? What was difficult?
- What did you do after you found your correct spot in the story?
- Can you think of other situations where you need other people to understand the whole story?

**Clean-up:**

- Collect the picture cards (20) and return them to their folder.
- Make sure picture cards are in the correct order for the next group's leader.

## **J. Tarp Flip**

**Equipment:**

- Large (6' X 8') green and brown tarp

**Set-up:**

- Spread the tarp out flat on the floor.
- Ask all the students to stand on the tarp.

**Directions:**

- The students will need to turn the tarp over so they are standing on the opposite side.
- They may not touch the ground with any body part during this activity.

**Tips for leading the Project:**

- Encourage the group to try ideas even if they think it won't work.

**Lead the group in a discussion after the Project:**

- What were some of the different ideas that were tried?
- How did the group eventually turn the tarp over?

**Clean-up:**

- Fold the tarp nicely so that it fits back into the kit.

## **K. Tarp Maze**

**Equipment:**

- 6' X 6' green and black tarp
- Tennis ball

**Set-up:**

- Spread the tarp out on the ground number side up.
- Place the tennis ball in the start square.
- All students must have at least one hand on the tarp and may only touch the green edge

**Directions:**

- The goal is for the tennis ball to follow the white line around the holes into the ending square hole.
- If the tennis ball rolls off the tarp or falls through a numbered hole the group starts over with the tennis ball at start.

**Tips for leading the Project:**

- Encourage students to slow down and share ideas.
- Help students to stay positive if they get frustrated.

**Lead the group in a discussion after the Project:**

- What made this project difficult?
- Was anyone ready to give up?
- What was the plan that was eventually successful?
- Are there any other ideas that may have been successful?

**Clean-up:**

- Fold the tarp nicely and place it and the tennis ball in the kit.

## **L. Team-gineering**

**Equipment:**



- Each team receives 25 straws and 18 connectors

**Set-up:**

- Help the students divide into five groups.
- Give each group a set of straws and connectors

**Directions:**

- Each group will be challenged to build a free standing structure as tall as possible.
- Do not cut or crease the straws; slight bending is permitted.
- Each group is allowed to use only the straws and connectors provided in their set.

**Additional Challenges:**

- Making specific shapes: sphere, pyramid...
- Spell out a word.
- Making the structure that can hold the most weight.

**Lead the group in a discussion after the Project:**

- What is difficult about building something as a group.
- Was there a group leader? Who?
- Did anyone feel like they were not involved much with the building? What were some ways that group members participated?

**Clean-up:**

- Make sure all 18 connectors from each group are returned to their proper container.
- Each group of 25 straws needs to be secured with a rubber band.
- Return all items to the proper folder in the kit.

## **M. Traffic Jam**

**Equipment:**

- Laminated arrow cards (20)
- Free space card (1)

**Set-up:**

- Place all the cards in a line with the arrows pointing towards the free space in the middle.
- Remove arrow cards until there is one for each student. (There needs to be an even number of square; if there are 17 students have 9 squares on one side and 9 squares on the other side of the free space.)

**Directions:**

- Instruct each student to stand on a square facing the free space (middle).
- The object is to have the two sides exchange places while only moving in the direction their arrow is pointing.
- Movement is only allowed into an empty space ahead of you or around one person heading the opposite direction onto an empty space.

**Tips for leading the Project:**

- A “U” shape instead of a straight line helps all to see what is going on.

**Lead the group in a discussion after the Project:**

- Did anyone feel impatient waiting for their turn to move?
- Did anyone feel disconnected from the rest of the group?
- Were any roles significantly important throughout this Project?
- Did any leaders emerge during this project?

**Solution:**

For the purpose of explanation the two sides will be called green and blue. First the blue side will have a student step forward onto the free space. Next, a green student will step around the blue student on the free space and stand on the open square. The next green student (behind the one that just moved) will step forward one space. The next step is for three blue students to move forward, one at a time, into the open square ahead of them. Then, four green students will move forward, one at a time, to the open squares ahead of them. Continue to follow this pattern, with each side taking turns, until the two groups have changed places.

**Clean-up:**

- Sort and return all the laminated sheets to the proper folder and place in the kit.

## V. Conclusion

Allow at least ten minutes at the end of the evening's activity for a conclusion. This may mean leaving some Projects out or cutting the last Project short. Try to end the last Project with a positive tone. Ending while the group is feeling frustrated or disappointed may sour the group's opinion of the other Projects on which they did well.

Having the students review what Projects they have completed should demonstrate how far they have come as a group. Ask the students to think back to their first Projects. Have the group evaluate the Projects they have completed and how the group has worked together overall.

- Which Project was the most challenging? Why?
- On which Project did the group work together the best? Give an example of how the group worked well together.
- Which Project was the most fun? What made it fun?

Try to remember some of the comments that were shared from processing the Projects earlier in the evening. Has the group learned from their earlier mistakes? Has sharing ideas and listening improved overall within the group?

The social aspect of our society requires us to communicate with others. Family, work, recreation, and other daily interactions involve listening and sharing ideas with other people. Can anyone list some daily examples of how we communicate with others?

- Family chores
- Transportation
- School assignments
- Team sports
- Band/orchestra/choir
- Theater/dance/performance arts

Through our experiences working together on these projects lets' make a list of tips that help people to better work together in groups. Examples:

- Respect for others
- Polite behavior
- Listening
- Sharing ideas
- Being friendly

As you can see, working with others doesn't end now, after you leave Eagle Bluff, or even once you become an adult. Fortunately, the more practice we have working in groups, the easier it becomes.

## **VI. Clean Up**

Inventory all equipment using the list from the Appendix or the list on the kit. Count and untie blindfolds, set out to dry if necessary. Check initial meeting area and outside play areas for tarps and other equipment. Untie any knots in the rope. Organize kit neatly. Please report broken, damaged, or missing equipment to your liaison.

## **VII. Appendix**

### **A. Equipment List**

- Lesson Plan
- Arrowheads Folder
- Blindfolds (11)
- Danger Walk Folder
- Blue Straps (2)
- Duo Draw Folder
- Facilitator Cards (13)
- Mystery Statue Folder
- Mystery Statue Bag
- Pipeline Pipe Halves (5)
- Plastic Container with golf ball and marble
- Secret Message Folder
- 6' X 8' Tarp
- Storybook Folder
- 6' X 6' Tarp Maze
- Team-gineering Folder
- Traffic Jam Folder

#### **Not in Kit:**

- Clipboards
- Pencils

### **B. Facilitator Cards.**