

Teambuilding Period Notes

Below are the descriptions of three activities we would like each group leader to present during the Teambuilding Block. Although different groups may have variety levels of achievements or outcomes, our goal is for the students to have a similar experience and shared lessons extracted from the period.

1) Stepping Stones:

Objective: For the group to traverse a section of space without touching the ground using a specific resource to stand upon.

Set-Up:

- Markers indicating the start and end of the challenge should be placed within a space, these are often play rope, across a pavilion or using natural features like going to the dirt road.
- The “stones” (typically poly-spots or wooden blocks) should be provided with 1 or 2 less than the number of participants in the group. (Ideal quantity also depends on the size of the spots).

Directions:

- You cannot touch the ground in this activity once you go beyond the starting line.
- To cross from one side to the other you must use the “stone” provided under particular conditions. The stones cannot be moved across the ground once they have been placed down AND they must remain in contact with someone at all times when resting on the ground.
- (Optional rule) The group must remain connected at all times.

Give the group planning time and then allow for them to create a shared idea of how to tackle the challenge and then allow them to execute. This is an activity where groups often restart a time or two before executing the solution successfully.

2) See No Evil, Hear No Evil, Speak No Evil

Objective: To get a blindfolded participant to do a task set by the facilitator or an appointed student.

Set Up: Prepare a space with playful props like a cone, throwables, pool noodle and a hoop where the ground is even and a blindfolded participant can be kept clear of any hazards (the facilitator can spot and stop the action if the blindfolded person moves towards danger).

Select two students to be the blindfolded person and the interpreter. Have them cover their ears and close their eyes. Show the “audience” who are seated outside the area where the task takes place what the task will be. Lead the interpreter over to a set location (sometimes marked with a hoop). They must face the audience without turning to look at the blindfolded person and attempt to interpret verbally what the audience is acting out. When the blindfolded person has been guided to complete the task, two new volunteers can be chosen and another round played.

Directions:

3) Turnstile:

Objective: To get all the members of the group through a turning rope without touching it.

Set Up: turn a play rope as one would for jump rope (it is much easier if the rope travels towards the group at height). Choose an area free of tripping hazards and with no obstacles if someone runs too far. Be ready to drop the rope if someone becomes tangled as a retired climbing is still strong enough to hurt if held tight.

Directions: There are many variations. You could start with explaining that all must get through in a single turn and have the group build skills until they get there. Gen’s favorite is levels where first the group has lots of time to get each person through safely but restarts if anyone is hit and then all must get through safely but no turns can be empty and finally fewer and fewer turns can be used to get all folks through. Another popular frame is to give a riddle that describes a pattern that students must cross in singly, in twos and in threes and let them work to match the pattern.