

## ESTIMATED TIME

1 class period

## PREREQUISITES

- Before the lesson begins, review the Ice-breaker and Team Building activities and decide whether you want to do these activities in the class or out of school. Choose alternate activities if desired and prepare any material needed beforehand. The only material needed for the suggested activities is a set of numbers on sticky notes.
- If using *Sakai*, students need to know how to find the lesson assignment and submit it online.
- Have a camera or video camera on hand to record the activities. You can upload the pictures in *Sakai* to share with students who can use them to illustrate their reflections.

## RESOURCES AVAILABLE

- *Community Building Rubric*

## ACROSS THE CURRICULUM

Establishing a strong community is important for any classroom. If students learn to collaborate productively and rely on their classmates, they will be well prepared for any future work.

## LESSON GOAL

Participate in group collaboration, group problem solving, and trust-building activities to understand what a community is.

## Essential Question

What is a community?

## Student Expectations

1. Participate in an ice breaker activity to learn about each member of the community.
2. Explain what physical and emotional safety is.
3. Participate in two team building activities to develop trust, communication, collaboration and self-awareness.
4. Write a reflection on the activity experiences.

## LESSON OBJECTIVES

1. Demonstrate effective team collaboration in different activities.
2. Participate in all activities.

## RATIONALE

This lesson is critical for introducing students to each other and establishing what a community is. The activities can be done in school or they can be done out of the school building. On one occasion, the entire Graham School went to a local green space and hired a company to work with the students on a community building festival. If the school makes a lesson like this a priority and a special time, it will be most meaningful to students. Businesses often host retreats to accomplish the same goals to develop collaboration and teamwork.

Icebreakers and team building activities have a host of benefits, including:

1. Establishing a positive atmosphere where people can take risks and try out ideas.
2. Providing an intentional opportunity to learn about other members of the team.
3. Creating expectations of participation in a non-threatening environment.
4. Making it easier to form early relationships to facilitate collaboration.



Community Building Rubric

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Community Building Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students will be participating in three activities and then writing a reflection about them.
2. **SMALL GROUP** Plan to use the following Icebreaker activity or choose from Icebreaker activities in the Additional Resources. Break the class into four groups. Have each group identify three things everyone in the group has in common. For example, it could be that they are all middle children or they all have dogs. Then have each member of each group identify one thing that he or she does not have in common with the other members of the group.
3. **WHOLE GROUP** Have each group share its commonalities and differences with the rest of the class. Make a class list of everything everyone has in common. Then have each student identify him or herself by name and describe the one thing that is unique about him or her. At the end of the activity check to see if everyone knows everyone else's name.

### ASSESSMENT

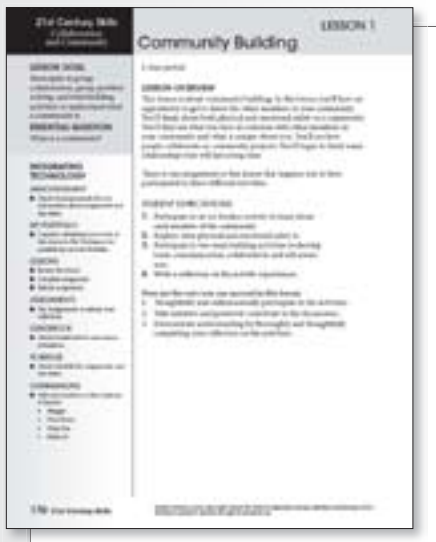
**Icebreaker** Actively participate in the icebreaker activity.

4. **WHOLE GROUP** Ask students what *safety* means to them. They might say wearing a seatbelt or being careful with sharp objects. Ask about the difference between physical safety and emotional safety. As a group establish a maximum of three rules to ensure the physical and emotional safety of every member. Explain that this class should be a safe environment in which everyone respects one another and where everyone is free to try out leadership or follower roles and to try things they normally would not consider trying.

### ASSESSMENT

**Class Discussion** Contribute to the discussion of physical and emotional safety.

5. **WHOLE GROUP** Plan to do this activity or choose an alternative from the Additional Resources.  
In this activity students have five minutes to put themselves in numerical order without talking. Give each student a number on a sticky note or small piece of paper (for example: 1, 3, 4, 8, 10, 14, 33). The numbers should not be in numerical order and students are not to share them with anyone else. There should be no order to the numbers given but there should always be the number 1 and the number that represents the total number of participants. Ask for questions. Then invoke a no talking rule. Watch as leaders and followers emerge. At the end of five minutes, check the numerical order and then ask the following questions.
  1. Who acted as leaders?
  2. How were the leaders able to get others to follow?



Student Pages

3. What are effective leadership qualities?
4. What are effective qualities of a follower?
5. What are some ways to communicate without words?

### ASSESSMENT

**Team Building** Actively participate in the activity and follow-up discussion.

**6. SMALL GROUP** Divide the class into groups of 3 or 4. Give each group 3 minutes to design an ampersand, the *and* sign (&), a symbol they have seen many times but is difficult to recreate without being able to see or copy it. The activity will show that students can be able to recognize something well but be incapable of recreating it. This activity requires knowledge and skill. Some students will have knowledge of the ampersand and others will have the skill to able to recreate it. Some will have both. At the end of three minutes, have each group present its design and then discuss the following.

1. Who acted as a leader in this activity in your group?
2. What skills were demonstrated in each group?
3. What knowledge and skill did the activity take?
4. Did everyone have the same knowledge and skill?

### ASSESSMENT

**Team Building** Actively participate in the activity and follow-up discussion.

## REFLECTION

Have students reflect on the following. Have them submit their reflections using the *Sakai* Assignments Tool or, if they are not using *Sakai*, in some other way.



## ASSIGNMENT

1. Name one person you met today whom you did not know before.
2. What did you find out about this person?
3. What strengths did you see in this person during the activity sessions?
4. Name and describe one activity you performed today.
5. What did you learn about collaboration, communication, and trust, as a result of this activity?
6. What did you learn about yourself as a result of the activity?
7. If you were doing the activity again, what would you change?
8. Based on these activities, define what you think a community is.
9. Explain how you can build a community.
10. What does safety have to do with community?

### ASSESSMENT

**Reflection** Complete a reflection on the activities.

## ASSESSMENT

Use the *Community Building Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

## Ohio Academic Content Standards

### Grade 9 English Language Arts

#### Writing Processes

Generate writing ideas through discussions with others and from printed materials, and keep a list of writing ideas.

#### Communication: Oral and Visual

Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students with IEPs may need adaptations for the activities selected. Teachers should be mindful of students' IEP needs before selecting an activity. For specifics, consult the student's IEP coordinator or the school's IEP specialist. Request certain students to assist students with IEPs during the activity, or IEP students may be given additional time to complete the written reflection.

### GIFTED AND TALENTED

Gifted students usually do not have any difficulty participating in these activities. There are students who may perceive themselves to be above their classmates, so some discussions may need to be held elaborating on the values of a community and how students can support one another within a community. If a student is an especially able-bodied participant, he or she may be able to assist with the safety monitoring of any activity or help setup and breakdown any activity.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

#### Icebreaker Activities

- Lansing Community College, The Center for Teaching Excellence. <http://www.lcc.edu/cte/resources/teachingettes/icebreakers.html> Use this site to find alternative icebreaker activities.
- Maine Learns: The Maine Learning Technology Initiative <http://mainelearns.org/region6/icebreaker.html> Use this site to find links to several website with icebreakers and other activities.
- Activities Central Leadership Resources <http://www.activitiescentral.org/Leadership%20Ice%20Breakers.html> Use this site to find .pdf's with icebreakers, team building activities, and attention grabbers.

#### Team Building Activities/Initiative Games/Problem Solving Exercises

- Wilderdom <http://wilderdom.com/games/InitiativeGames.html> Use this site to find alternative team building activities and games. Each activity includes a detailed description, instructions, list of equipment, pictures, explanation on how/why it works, links to alternative versions, questions for reflection, and references.
- Wilderdom <http://wilderdom.com/games/TeamBuildingExercisesWebsites.html> Use this site for recommended links to team building exercises and a review of the Top Ten team building websites on Google.

### BOOK SOURCES

#### Team Building Activities

- Newstrom, John W., and Edward E. Scannell. *The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. New York: McGraw-Hill, 1997. Use this book for activities that provide an effective way to build team spirit, communication, and trust
- Rohnke, Karl E. *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. Boca Raton, FL: Kendall Hunt Publishing, 1984. Use this book to find classic and popular guides to initiative problems, adventure games and trust activities.
- Rohnke, Karl E. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses and Adventure Curriculum*. Boca Raton, FL: Kendall Hunt, 1989. Use this book as a guide to games, initiative problems, and adventure activities.