

Lesson Plan – Team Building

Class: Year 5 & 6 pupils (9-11 years old)	Date: 28/04/23 & 05/05/23	Number of pupils: 8 Ability level: Mixed Ability	Duration (mins): 60 mins	NC ref & Level/Syllabus: Key Stage 2 Programme of Study – Adventurous activities 1. Overcome challenges of a physical and problem-solving nature with a partner or in a small group
Resources: - Stack of cones 2 Benches 2 Hoops 2 lengths of rope 6 Squares of carpet 2 Survival bags to act as life rafts. 2 Sticks for helium stick task 2 Balls 8 Pieces of pipe - Outdoor learning cards related to activities			Health and Safety Issues: Please see risk assessment attachment.	

Title of unit of work: Team building

Learning Outcomes:

- By the end of the lesson, I will be able to communicate effectively with others to achieve a shared goal.
- I will be able to listen to and appreciate others' ideas.
- I will be able to trust others more confidently, both physically and psychologically.

Official National Curriculum Outcomes, basis for LOs

- “Overcome challenges of a physical and problem-solving nature with a partner or in a small group
 - Acquire the skills necessary for the activities undertaken (effective communication, trust and problem solving)
 - Identify why they should be mindful of their own and others' safety and how to respect the environment.
 - Plan and evaluate their individual or group responses to challenges using key words related to their activity (appreciation of others ideas and negotiate for best way of working together)”
- (National curriculum document pg. 14)

Lesson Structure

Time	Activity Sequence	Organisation	Teaching and Learning Methods	Points to Remember	Assessment Focus
8 mins	 Warm-Up/Introduction (Expectations and sharing learning outcomes)	Small Groups (4 in each group)	Aspects of command, practice, divergent discovery, (no one “right” answer for students to find, teacher makes all pre-impact decisions, but students work by themselves in groups. Students do the tasks all at the same time Learning: All 3 Audial- telling rules, instructions, asking questions	Organisation- management of 2 groups; 2 leaders per group? Behavioural expectations- listen during delivery of instructions, respond appropriately to questions Safety- (benches – height) Step in if there is unnecessary conflict Challenge w/ Task 1 (no talking) if extra time Give one member of the team a leader role and see if that helps them	LO 1 Question & Answer - Listen - Ideas - Plan - What worked well? - Talk amongst yourself remembering to not talk over each other. - Single out people's answers making sure everyone is listening to the suggestion

	Introduce ourselves, have students introduce themselves, and Tuckerman's leadership model - 2006 Where do you place yourself individually in this model? Then jump into task 1 Task 1: Bench organisation task: Split group in half, 1 half on each bench. Task is to line up in alphabetical order by first name without touching the ground (for more difficult task, do so without talking) Task 2: Team hoop task: Using same groups from task 1, give each group a hoop. Task is to have each member of the group pass through the hoop, trying to be faster than the other group. The hoop must start on the ground with no one touching it Review (after each task): Ask how it went, and why it worked or didn't, how did they react to the activity and respond to it, and which of those responses helped and which didn't? Expectations, goals and focuses: Easy group communication with low difficulty tasks, more comfort with group members, and "setting the stage" for what the rest of the lesson will be, as well as seeing student dynamics. Link with Lesson: These warm-ups link well with the rest of the lesson because they are low-stakes, low-difficulty group communication tasks that allow the students to become more comfortable with each other, and they help us see how the students collaborate. This helps us in our facilitation of later, more difficult tasks.		Visual- demonstration, equipment showing points kinaesthetic through demonstration or actively participating	Adapt it to keep it fun and engaging Go back to a designated base between tasks	
15 mins for each	Development Task 1: Marble Run with Pipe Rules: Each group gets 4 pieces of pipe (1 per person), with goal of using pipe to move a ball toward a finish line. You must go back to start if drop the ball, cannot move pipe till ball is out of pipe, are not allowed to tilt it when ball is in your pipe. The fastest group wins. Multiple trials to beat first time After the activity return to the benches for debrief. It gives a chance to talk with the children and ask questions regarding how they felt about the activity, what went well etc. This should also help give the children a chance to regulate their energy and emotions. Debrief Questions: -What worked, what didn't -What can you change for next time to go faster -How did you communicate? -Differences between groups Goals and Focus: Active communication during more physical task, trust in others to do their part	Small groups (4 in each group)	Practice and divergent discovery	Incentives- fastest team wins (bragging rights) Non-participants- Move place in line-up so they start with the ball If they are struggling with the task adapt to make the area smaller Time management Provide feedback/time to discuss strategies between rounds Let them fail- stop and increase the review time move onto next activity sooner Go back to a designated base between tasks	LO 2 Question and Answer • Discuss/ talk • What is working and what could you change • Talk • Decide • Plan
	Task 2: Helium Stick Challenge Rules: Group split in half, standing across from each other. Each person sticks out their index fingers for the stick to be laid on. As a group, they have to lower the stick to the floor. Every student's index fingers must always touch the stick, and no one can hold onto the stick with any other finger.	Whole class	Practice and divergent discovery	Behavioural expectations- Positive attitudes & kindness toward peers (intervene if fighting) This activity is the most difficult so expect/plan for more student frustration	LO 2 Question and Answer • Do you need a leader? • Talk together

	After the activity return to the benches for debrief. It gives a chance to talk with the children and ask questions regarding how they felt about the activity, what went well etc. This should also help give the children a chance to regulate their energy and emotions. Debrief Questions: -Was there any one person leading the group? -Was there any conflict or frustration about a person not doing their part? -What was the hardest part about this task? -If you could do it again, what would you do differently? Goals and Focus: Productive, effective, and respectful communication			Time management Go back to a designated base between tasks	- Consider different opinions - Plan
	Task 3: Lava Flow Rules: 2 groups, each with their own set of “platforms”, set at starting line. The goal is to cross to the finish line without touching the floor (can only touch platforms). Team member must always stay on platform with at least one limb, if platform loses contact with member of team, it will be taken in the flow, if a team member touches lava the whole team starts over, may reset to start at any point but time limit stays the same, every member must cross the finish line to succeed. Need cones for boundaries and mats for platforms. After the activity return to the benches for debrief. It gives a chance to talk with the children and ask questions regarding how they felt about the activity, what went well etc. This should also help give the children a chance to regulate their energy and emotions. Debrief Questions: -Did it work? -What changes did you make (with communication?) compared to the previous activity? -Did you communicate effectively? If so, how? Goals and Focus: Effective communication and collaboration, planning	Small groups	Practice and divergent discovery	Procedures: explain rules clearly (more rules to follow) Do multiple times if extra time, challenge could include no talking, one less square, beat time, farther distance, etc... Go back to a designated base between tasks	LO 1 Question and Answer - Talk - Plan - Change or use first planning method for first activity (did it work well?) - Bounce ideas off each other - Assign roles to different people
8 mins	Warm Down / Conclusion Flip Over Life Raft Challenge Rules Split into 2 groups, each standing on one “life raft”. The goal is to flip the life raft over while still standing on it, with the fastest group winning. No group member should step into the water or else the activity resets, team members must flip over the raft with everyone still on it, groups can move however many people at a time, and there is a time limit of 5 minutes. Need bags to act as rafts and time to plan at the beginning, After the activity return to the benches for debrief. It gives a chance to talk with the children and ask questions regarding how they felt about the activity, what went well etc. This should also help give the children a chance to regulate their energy and emotions. Debrief Questions (for all activities): -What was your favourite activity? -Which task was the completed the best? -What strategies worked best to complete tasks?	Small groups	Teaching styles- h- Divergent discovery (asking open-ended questions) f – Guided discovery (Asking questions to guide them through the model)	Time management- omit questions/shorten activity if running low on time Allow time to plan before Last activity/wrap up so provide a good conclusion	LO 3 Question and Answer - Talk - Understand - Listen Attempt - What worked well? - Did it work better after you planned it? - Could you help the other team?

	-Who communicated the best/worked best within the teams? -Refer back to the model, place yourself in the section you believe you worked the most in (can be more than one for each activity) → highlight changes from the beginning to the end, if time see if group agrees with placement of each person				(Winners help losers from the outside turn into big task)
Contingency Activity (what if?): • Able to do this indoors and outdoors, and able to adapt activities to make them easier or harder relating to ability of group. • If there not understanding or struggling allow to fail and increase the review time or give them pointers to how to improve for next time and if time give them another go with extra help • Illnesses or lack of number of participants etc...					Home engagement: • Make up/use team building activities at home, with siblings/neighbours • Build upon skills like effective communication (practice not talking over each other, electing a leader, planning before jumping into things) in home life

Risk Assessment for primary school students teambuilding activities

Date: 20th April 2023

Completed by : Elenya Moore

Signature:



Facility / Activity	Identify the hazards	Who/what may be harmed	Associated Risks	Risk likelihood and without control measures	Severity of hazard	Existing control measures	Recommendations/ further action required	Risk likelihood with control measures	Risk severity with control measures
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Sports hall on campus – Team development	Slips trips and falls	Participant s and teachers/ facilitator	Injuries, like rolling ankle or grazes on the grass or floor.	Medium	Medium	Wear appropriate footwear Warn about objects on the floor and warn them of slipping when running warn about car park	Ensure there's no objects left around if there's equipment on the floor bring to the attention of participants so their aware like ropes marking things out.	Low	Low
	Roots, tree branch/ trees logs	Participant s and teachers/ facilitator	Tripping over them, falling onto them walking into trees.	Medium	Low	Highlighting during briefing of any of the hazards in the area (unavoidable) set up away from hazards. Examine area before use to ensure safety	First aid kit on standby. Brief about area	Low	Low
	Lack of supervision and instruction	participant s	Falling over, grazes injuries, cars	Medium	Medium	Instructors to be present and professional during the whole session, clear instructions during session and planned before hand.	All instructors to hold a safeguarding qualification	Low	Low
	(If inside) bouldering and climbing wall/mats	Participant s and teachers/ facilitator	Walking into it, climber falling, onto you and	Medium	Medium	Corner off and set a clear boundary explain hazard of someone falling onto you	Brief group about boundaries and hazard of the wall	Low	Low

		other users						
Weather conditions	Participant s and teachers/ facilitator	Slipping hazard if muddy and wet. Cold if not dressed appropriately	Medium	Low	Make sure participants dress suitably for the weather conditions. Ensure group has enough water/fluids.	Decision to cancel the session if weather too dangerous and is deemed unsafe (thunder and lightning)	Low	Low
Medical emergency due to medical conditions	Participant and teachers/ facilitators	Dying through heart attacks, strokes , fainting ect	Low	High	Ensure medical conditions are brought up to facilitators and personal medication and equipment is on standby and call emergency services if incident happened	facilitators are qualified first aiders carry first aid kit and mobile phone (ensure charged)	Low	Medium

Key and extra information

Likelihood

Low – happens very rarely or never.

Medium- likely to happen if no guidance given

High- typically happens in a session

Severity

Low- bumps and bruises

Medium- first aid required

High- long lasting injury or death

Response

Low – able to continue with activity

Medium – staff able to treat may need further medical assistance

High- imitate emergency response required (call-999)