**Counting**

1. Have students stand in a circle.

2. Students should look down and make no eye contact with anyone else in
 the circle.

3. One person at a time, but in no preplanned order or pattern, students
 should count from one to ten.

4. If two people speak at once, they have to start over.

5. If you get past ten… see how high you can go!

Discussion:

1. What made this activity difficult?

2. When the group had to start the activity over, how did you feel?

3. If you felt frustrated during the activity, how did you appropriately
 handle your feelings?

4. Is there anything you learned during this activity that might help us
 work better together as a team here at school?

**Caterpillar Race**

1. Form teams of equal size, with 4-6 people on each team.

2. Have students think up a one-syllable name for their team.

3. Line teams up behind a starting line. Each team should create a caterpillar by
 standing in a single-file line and placing their hands on the shoulders of the
 team member in front of them.

4. Teams will race to be the first to cross the finish line, according to the
 following rules of movement:

 - The first person in line hops one step forward.
 - Continue down the line with one student at a time until the last
 person has hopped one step forward.
 - After the last person hops, he/she must shout the team name.
 - Then the whole team may hop one step forward together.
 - Repeat this process to move the caterpillar along.

5. Players must keep their hands on the shoulders of the team members in front
 of them at all times during the race. Players may move forward by hopping
 one step forward with both feet at once. If a team member breaks any of
 the above rules, the team must return to the start and begin again.

6. The caterpillar that crosses the finish line first wins!

Discussion:

1. How did you Exercise Cooperation during this activity?

2. In this activity you all had to work well together. Do you think it was more
 important to talk and be a leader or just listen to others? OR were both skills
 equally as important?

3. Sometimes we may have really great ideas about how to do an activity, but are
 hesitant to share. Did anyone feel this way? If you felt this way and shared
 your ideas anyway, how did that feel?

4. Is there anything you learned during this activity that might help us work
 better together as a team here at school?

**Human Rock Paper Scissors**

1. This game involves having two clearly defined end zones.

2. Divide the class into two teams.

3. To begin, each team huddles and decides on which play to run (rock, paper, or
 scissors).

4. The two teams then meet in the middle of the field. When given the signal
 (what you decide), students show their team’s symbol.

5. The members of the winning team then chase the other team back to its end
 zone, trying to tag the team members before they get there. Members of the
 losing team who are tagged switch to the other team.

6. Teams huddle up again and play continues. The game ends when everyone is on
 the same team.

Discussion:

1. How did you Exercise Cooperation during this activity?

2. Did you and your teammates always agree on which symbol to play? If not,
 what did you do?

3. Did you ever feel frustrated during this activity? If so, how did you
 appropriately handle these feelings?

4. Is there anything you learned during this activity that might help us work
 better together as a team here at school?

# Mine Field

# This game works best if you have a large area, indoor or outdoor.

# 1. First, set up a series of obstacles (chairs, tables, balls, people, papers, etc.)

# 2. Divide the students into pairs. One person is blind-folded and must make  his/her way through the ‘mine field’ by listening to his/her partner. The  partner verbally talks them through but cannot enter the mine field. If the  blindfolded student hits a ‘mine’, he/she must return to the start.

# 3. After everyone has gone through, swap roles.

# Discussion:

1. Why was communication so important during this activity? When you were
 blindfolded, what was helpful to hear from your partner? What was not
 helpful? As a guide, what was helpful to hear from your partner? What was
 not helpful?

2. When blindfolded, was it easy to trust your partner? Why or why not?

3. When blindfolded, what were some of your feelings during this activity? How
 did you handle them?

4. As a guide, what were some of your feelings during this activity? How did you
 handle them?

5. Was it easier going first or second?

6. Is there anything you learned during this activity that might help us work
 better together as a team here at school?

**Human Knot**

1. Have students get into a tight circle and tell them to grab the hand of
 two different people NOT standing next to them. (Each person will be
 holding the hands of 2 different people – the circle will look like a
 tangled mess).

2. Tell students their task is to untangle themselves without letting go of
 either person’s hand.

Discussion:

1. How did it feel to be so close to your classmates?

2. Sometimes we may have really great ideas about how to do an activity,
 but are hesitant to share. Did anyone feel this way? If you felt this way
 and shared your ideas anyway, how did that feel?

3. Do you feel that you worked well together as a team to complete this
 activity?

4. If you were successful in untangling the knot, how do you feel? Why do
 you think you were successful?

5. If you were unsuccessful in untangling the knot, how do you feel? Why
 do you think you were unsuccessful? What do you think you could do
 differently next time to be more successful?

6. Is there anything you learned during this activity that might help us
 work better together as a team here at school?

7. Now that you have done the activity, do you think there would be a
 better way to approach it next time?

**Name Roulette
This game has two different versions.**

**Version 1:**1. Divide class into 2 groups and have each group form a large circle.

2. The circles should be directly next to each other.

3. Students should face the center of their circle.

4. When you say GO, the circles should start rotating in opposite directions.

5. When you say STOP, two students will be standing back-to-back. When you
 say LOOK, these 2 people should spin to look at each other. The first person
 to say the other’s name (correctly) wins!

**Version 2: (this version requires a sheet or some kind of barrier)**
1. Divide class into 2 groups.

2. Have the groups stand across the room from each other.

3. Hold the sheet up between the two groups so they cannot see each other.

4. Each team should select one person to stand directly in front of the sheet
 (there will be a person from the opposite team standing directly across from
 him/her on the other side of the sheet).

5. On your signal, the sheet is dropped and the two students will be looking at
 each other. The first to say the other’s name (correctly) wins!

Discussion:

1. How did your group work together as a team during this activity?

2. Did you always agree? If not, what did you do?

3. Share one encouraging thing that your heard another classmate say or do.

4. Is there anything you learned during this activity that might help us work
 better together as a team here at school?