

A few team building activities

Source: <http://teambuildingactivitiesforkids.com/>

ICEBREAKERS

M & M Introduction

This activity is an icebreaker for children who need to be introduced to each other. Either pass out a handful of M & Ms to your students or purchase the small packs of M & Ms for your students. Do not let them eat their M & Ms yet. Each color M & M must symbolize a certain aspect of their life, such as red is for things you love to do, green is for things you hate, brown is for favorite foods, blue is for friends, etc. The students can go around the room sharing about themselves. Be aware that if you do each individual M & M as a fact, this will take forever to finish. You may want them to just share about the color that they have the most of instead or keep going until your time runs out. Either way, it makes sharing a lot easier when you get rewarded with M & M candy!

Never Have I Ever

This is a fun game that kids will enjoy. Have everyone sit in a circle. Have students hold their hands and all ten fingers out on the floor in front of them. As you go around the circle, each student will tell something that they have never done before. For example, they might say, "Never have I ever eaten strawberry ice cream." If the other players have done that event, they must remove a finger. Therefore, it is a good strategy for students to say things that most people have done but they haven't. This can be a fun and humorous game that will allow the children to learn about each other.

Compliments Game

This is a great activity to do with children after they have had a few weeks to get to know each other. Each student will have a piece of paper that they will write their name on. Put the papers on the desks. The students then will rotate seats until they have the chance to visit every other student's desk and paper. While they are at each desk, they are to write a compliment to that person. They are not to write anything mean. Share lots of examples with students because they are typically not familiar with giving compliments to one another and may have some difficulty coming up with unique compliments. Often you hear, "You're a great friend," or "You're nice." Teach the students how to elaborate on these concepts. This is a keepsake for children that they will treasure, the kind compliments from their classmates. The teacher can participate too. It feels great!

Meet Me Bingo

Everyone knows how to play regular bingo, but this type of bingo has a twist that makes it perfect for kids who are just getting to know each other. Either give students bingo cards or have them create their own. On the bingo cards, they need phrases, such as, "I speak two languages," or "I don't like to watch t.v." or "My favorite food is chicken." The job of the students is to go around the room and interview people about the phrases on their bingo board so that they can be the first to call "Bingo!" This is fun and gets the students up and moving.

Spud

This is a super fun activity that I remember playing from my childhood. Start with each player getting a number (start with one). One person begins and throws the ball up into the sky as high as possible while yelling one of the numbers. The rest of the players scatter as far away from the ball as possible, but the person whose number was called must catch the ball and then yell, "Spud!" All the runners must now freeze. The player with the ball can take three giant steps towards any of the frozen runners. Now the person with the ball tries to hit the target student. The target student is allowed to move all parts of the body to avoid the ball, but cannot move the feet. If the target person is hit, they get the first letter, "S" from S-P-U-D. If hit, they must also become the new ball thrower. If the thrower misses, he or she earns the letter and must continue throwing the ball. Once a player gets all the letters from SPUD, he or she is out of the game.

I'll Be Your Guide

This activity teaches students to communicate well with one another by both giving good verbal directions and listening well to directions. An obstacle course needs to be set up. Students need to be in partners in which one student is blindfolded, while the other is the guide. The guide must verbally give directions for the blindfolded partner to get to the opposite side of the obstacle course. This is a lot harder than you might think!

Here are 2 good ones for a team who may be having some difficulties working together.

source : provided by the Wisconsin 4-H Foundation

Differences

Time Needed: 5 minutes

Materials Needed: Piece of 8 X 11.5 " paper for each person

Instructions:

1. Give each person a sheet of paper & **tell them to close their eyes** & hold the paper in front of them.
2. Instruct them to fold the paper in half and in half again. Then, form a triangle with the folded paper.
3. Tell them to rip off the lower right corner.
4. Open their eyes and unfold the paper.

PROCESSING

Papers will look different. Discuss with participants how this illustrates how we are different and alike. Our perceptions and understanding of the same instructions might be different.

How does this affect our group? What did you learn from this activity?

Teamwork Olympics

Time Needed: 20-30 minutes

Materials Needed:

One or more Large metal washers with 5-7 strings tied to it. The strings should be 2-3 feet in length.

Tennis balls or other firm ball.

Cups, cans or bowls that will hold the balls.

Preparation Needed (Ahead of Time): Tie strings to washers randomly around the washer.

Instructions:

1. Form the participants into teams of 5 –7 each.
2. Give a washer with strings to a team and instruct each team member to hang onto a string.
3. Place a ball on the washer. If the ball falls off the washer they must start again.
4. The team must work together to place the ball in the cup, can, etc. on the other side of the room.
5. One or more teams can do this at the same time as a timed event or one team at a time with observers. Teams can try again if they want.
6. Observers should watch for communication, leadership, and team work skills.

PROCESSING:

How did communication change within the group? Did anyone assume leadership? How did the team work together? What does this say to our group? What did you learn from this activity? How can you apply this to other situations?