Trust Activites/Team Building

Content Area: **Physical Education and Health**
Course(s): **Phys Ed 6, Phys Ed 7, Phys Ed 8**
Time Period: **June**
Length: **2 Weeks**
Status: **Published**

Transfer

Trust Activities/Team Building

Enduring Understandings

By acquiring skills of trust, cooperation and problem solving, we are well equipped to be successful in real life situations. In addition, we are prepared to professionally work together with others in healthy ways.

By allowing for personal challenges, we can set goals according to our own personal limitations and abilities thus creating positive self esteem.

Essential Questions

What is done to ensure all opinions are heard and valued?

Why is cooperation and trust crucial to both individual and group successes on the course?

What safety techniques are necessary to secure a safe climate?

Transferring lessons learned on the ropes course, how will these situations benefit real life scenarios?

What is challenge by choice?

What are the fundamentals necessary in order to gain and keep trust of another person?

Content

trust, personal growth, environmental awareness, processing, debrief, ready position

Learning Objectives

Find creative ways to engage in social activities that promote a comfort level that ensures a positive learning environment.

Investigate multiple ways to overcome obstacles when participating in cooperative activities

Compare and contrast strength versus intelligence when solving problems.

Determine factors that will help and hinder one's success during trust activities.

Explore factors necessary to become a leader.

Resources

Cooperative Games

- Have You Ever
- This Is Me
- Noodle Run
- Scarf Toss
- Perimeter
- Down The Line
- Fling It
- Knuckles & Fives

- Pipeline

- Rock, Paper, Scissors Celbration

- Loud & Proud

https://www.youtube.com/watch?v=aRB1mbHtSm8

Standards

HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.5.8.C.CS2	Movement activities provide a timeless opportunity to connect with people around the world.