

Activity: No Problem

Grade Level: Grade 3

Major Emphasis: Cooperation and Trust

Major Curriculum Area: Human Relations

Related Curriculum Areas:

Refer to Outdoor Education Curriculum Matrix 3-5
Physical Education



Program Indicator:

The student will develop cooperation and trust within a group.

Student Outcomes: (DL1&5) The student will:

1. communicate with others to accomplish a task.
2. demonstrate trust through group cooperation and participation.
3. show respect and patience for individual abilities and limitations.

Readiness:

1. Introduce vocabulary:
cooperation responsibility
trust participation
teamwork respect
spotting

Materials:

beach ball
beanbags

Procedures:

1. Assemble students in an open area and form a circle.
2. Discuss the necessity of working cooperatively. Ask students to name some animals in nature that must work together to accomplish a task.
3. Working with a group of 6 to 12 students, play the Name Game. Instead of using a word that rhymes with his/her name, the students may say an animal's name that begins with the same letter as his/her name.
4. Select other Initiative and Confidence Games (refer to Initiative and Confidence Guidebook of Activities for descriptions of games) such as:
 - ① Trust Circle
 - ② Doctor
 - ③ Hand Scramble
 - ④ Traffic Jam

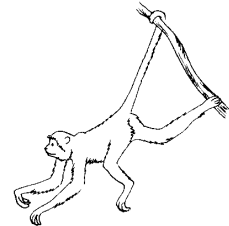
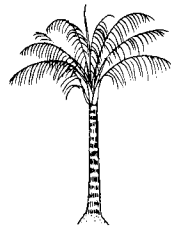
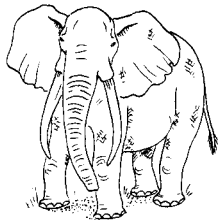
5. Reassemble group and select games from the list below to complete the activity period.
 - ① Thread the Needle
 - ② Yurt Circle
 - ③ Elephant, Palm Tree, Monkey
 - ④ Frozen Beanbag
 - ⑤ Body Shapes

Game Descriptions:

- ① *Thread the Needle, The Cooperative Sports and Game Book, p. 33.*
 - a. A single line of eight students join hands. To the tune of “The Bear Went Over the Mountain,” the first student, as the needle, begins by leading the line (thread) under the raised arms of the last two students (seventh and eighth) while singing:

*The thread follows the needle,
The thread follows the needle,
The thread follows the needle,
Until we make a stitch.*
 - b. The seventh student ends up facing the eighth with his/her arms crossed in front of him/her. This forms the first stitch. The needle then continues in the same direction and leads the line under the arms of the sixth and seventh students, which forms another stitch.
 - c. This is repeated until the entire line has been stitched, with the leader turning under his/her own arms to complete the last stitch.
 - d. To “rip” the stitch, the students raise their arms overhead (still holding hands) and turn back to their original positions.
 - e. The eighth student now moves to the front of the line to become the new needle. Continue until everyone has had a turn as needle.
- ② *Yurt Circle, More New Games, p. 123.*
 - a. The instructor should first give the students a description of a yurt. A yurt was a tent used by Mongolian nomads. The roof of the tent pushed equally hard against the walls to keep the structure standing. Now you and a group are going to become a yurt.
 - b. Have the students form a circle with an even number of people. Everyone stands facing the center, almost shoulder to shoulder and holding hands. The instructor then goes around the circle with the first student alternately saying, “Out.” When you are through, each “In” should be between two “Outs” and vice versa.
 - c. On the count of three, all “Ins” lean in very slowly and gently toward the center of the circle while the “Outs” lean back. Be sure the students keep their feet stationary and support themselves with their held hands.
 - d. After some practice, try counting to three and have the “Ins” and “Outs” switch roles while still holding hands. After a lot of practice, you can try switching back and forth in rhythm. Adults should be spread out around the inside and outside of the circle for spotting to avoid injury.

- ③ *Elephant/Palm Tree/Monkey, More New Games, p. 147.*
- The elephant, palm tree and monkey are represented by a three-person pose.
 - An elephant is formed by one student in the middle leaning forward, with hands clasped together to represent the trunk. The students on either side will become large floppy ears by leaning forward at the waist (toward the trunk) while working their arms at the elbow to form the ear shape.
 - The palm tree is formed by the middle student standing tall as the tree trunk, the reacher for the sky. The students on either side will be arching branches, bending at the waist with arms arching over their heads.
 - Monkeys always travel in threes and when confronted, assume the classic “Hear no evil, see no evil, speak no evil” pose. All three students crouch down while the middle student covers his/her eyes, the student on the right covers his/her ears and the student on the left covers his/her mouth.
 - Before the activity begins, the students should form a circle and practice making all three characters with the students learning all three roles for each character.
 - Start with one student in the center as a spinner who will point at one student and call out the name of one of the characters. The student who is pointed at must assume the middle part of the character’s pose while the student’s on either side complete the pose.
 - All three must strike the pose before the rest of the group can shout, “elephant/palm tree/monkey.” Whichever student gets the most fouled up is the next spinner.



- ④ *Frozen Beanbag, The Cooperative Sports and Game Book, p. 20.*
- With a beanbag on each student’s head, all the students begin by moving around a designated area at their own pace. The leader can change the action or pace by asking the students to try to skip, hop, go backwards, go slower, go faster, etc.
 - If the bag falls off the student’s head, he/she is frozen. Another student must then pick up the beanbag and place it back on the frozen player’s head to free him/her without losing his/her own beanbag.
 - The object of the game is to help your friend by keeping him/her unfrozen.
 - Music can be added. At the end of the game a quick count of helping acts can be taken.
- ⑤ *Body Shapes, The Cooperative Sports and Games Book, p. 12.*
- As a group, the students are asked to make a certain number, shape or letter with their bodies. How they do it is up to them as long as everyone in the group is part of the activity.
 - A large group can make more than one number, shape or letter at the same time.

Summary: To end this activity, ask the following questions. **(DL4&5)**

1. What activities did you do that involved cooperation?
2. What would be the outcome of the game if there was no cooperation?
3. Which game did you like the best and why?
4. Why do you think trust is important?

Follow-Up:

1. Repeat the activities at school. **(DL1)**
2. Participate in other similar activities. Ideas are found in the “Teacher Resources” listed below.
3. Discuss similarities between the cooperative activities they participated in and the cooperation shown by bees or ants. **(DL3)**
4. Make up an original game. Write down the directions and play the game to see if it is fun. **(DL5)**

Extension Activities:

1. Explain how a handicapped child could play one of the games (choose a handicap).
2. Teach one of the games to a younger or older group of students at home or school.
3. Make a list of people you can trust.

Teacher Resources:

Books:

- *Cowtails and Cobras, Rohnke, Karl, Project Adventure, 796 ROH.
- *More New Games, Fluegelman, Andrew, Doubleday & Co., 790 FLU.
- *Playfair, Weinstein, Matt and Goodman, Joel, 7980 WEI.
- *Sharing Nature with Children, Cornell, Joseph.
- *Silver Bullets, Rohnke, Karl, Project Adventure, 796 ROH.
- *The Cooperative Sports and Games Book, Orlick, Terry.
- *The New Games Book, Fluegelman, Andrew, Doubleday & Co., 790 FLU.

Supplementary Materials:

- *Initiative and Confidence Guidebook of Activities, Outdoor Education Program.