

Team Building in PE 2.0

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Team Building in PE 2.0

Grades: PreK – 5th (3rd – 5th in red)

Oklahoma Academic Standards for Physical Education

1. Fitness Knowledge S3.E3
2. Personal Responsibility S4.E1
3. Working with Others S4.E4
4. Health S5. E1

Oklahoma Academic Standards for Health Education

1. Identify the recommended amount of physical activity for children. (1.PA.2.1)
2. Identify healthy ways to express needs, wants, and feelings. (4.IC.2.1)
3. Identify ways to increase daily physical activity. (1. PA.51)
4. Demonstrate effective verbal and nonverbal communication skills. (4.IC.5.1)

Health Behavior Outcomes

Engage in moderate to vigorous physical activity for at least 60 minutes every day. (PA-1)

Objectives

By the end of this lesson students will be able to:

- Describe a variety of ways to be physically active.
- Describe the benefits of being physically active.
- Students will practice verbal and non-verbal communication skills by participating in games that encourage teamwork.

Introduction

Hello my name is (insert here)! I work for the Tulsa Health Department School Health Program, and I am a health teacher.

Health Definition

Our definition of health is:

- Health is when my body feels good, my brain feels good, and I feel safe to learn, grow and play.



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Skill Introduction – Interpersonal Communication

- When people talk and listen to each other in kind and respectful ways, it helps people to stay healthy and get along with others.
- Good communication means using words, body language, and listening to share feelings, solve problems, and build strong friendships. Learning how to talk and listen well can help avoid arguments and work better with others.

Physical Education

- Moving your body every day helps you feel good and stay healthy! It makes your heart and lungs stronger, helps your muscles and bones grow, and can even help you feel less worried or sad.
- When we learn about physical activity, we're learning how to take care of our bodies so we can stay strong, happy, and healthy.

Ask & Discuss

- How many minutes of **physical activity**, or exercise, should children get every day?
 - 60 minutes of physical activity is the recommended amount of physical activity for children to get every day.
- What are different ways to be physically active?
 - Playing at the park, jumping on the trampoline, swimming, riding bikes, walking a dog.
- What are the **benefits** of being physically active?
 - Improves and strengthens the heart, lungs, brain, muscles, & bones.
- Why is it important to choose a **variety** of ways to be physically active?
 - Different activities help to improve different parts of the body. For example, running is good for cardiovascular health. Lifting weights is good for muscular strengthen and endurance. Yoga improves flexibility.
- Today, we're going to learn how to talk and listen to others in a way that helps us make friends, solve problems, and feel understood!
- What is communication?
 - Communication is how we share our thoughts, feelings, and ideas with others by talking, listening, using our faces, and even our bodies.
- How can we communicate?
 - We can communicate verbally and nonverbally. Talking, texting, body language, facial expressions, listening, eye contact.



- Why is communication on a team important?
 - Collaborate
 - Help
 - Include
 - Listen
 - Share
- How do you feel when someone listens to you?
 - When listening to someone why is it important to wait your turn to say something?

Communication Activity – Toe-to-Toe

1. Call out different locomotor skills and then call out different body parts to partner with someone i.e. “Toe to Toe” students will find a partner and go toe to toe.
2. For each prompt there should be a new locomotor movement and partner.

PreK-2nd

- What can you do if a friend is feeling sad?
- How do you show kindness at school?
- What do you like about PE?
- What makes you feel happy?

3rd-5th

- What is more important: being kind or being right? Why?
- What does respect mean?
- What does it mean to be on a team?
- What is the most important characteristic of a teammate?
 - collaborating, helping, being inclusive, listening, communicating, being respectful.
- Show your partner by only using your body language how you are feeling?
- If you could invent something to help people, what would it be?

Summarize

Review Poster. Reflect on the toe-to-toe activity with students.

Collaborate

Did I collaborate with my team?

Help

Did I help others?

Include

Did I include everyone?

Listen

Did I listen to my team?

Share

Did I share my ideas?



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References

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Hula Hoop Twister

Grades: PreK – 2nd

Objectives:

- Students will practice different locomotor skills.
- Students will practice identifying body parts and colors.

Materials:

- Hoops (red, blue, yellow, green, purple, orange)
- Music

Set-up:

- Have students start in the playing area but not inside a hoop.

Directions:

- When the music starts students will do a locomotor skill that the instructor calls.
- When the music stops, the instructor will say a color and body part (left elbow yellow). Students will take their elbow to yellow hoop.
- Instructor will switch up colors and body parts each round.



Build A Pizza

Grades: PreK – 2nd

Objectives:

- Students will practice underhand tossing and aiming to a target.
- Students will work as a team to get all beanbags into their hula hoop.

Materials:

- 12 hula hoops
- 36 beanbags
- 12 poly spots/cones
- 12 dome cones

Set-up:

- Place dome cones equally apart from each other at one end of the playing area to designate starting lines.
- Each team gets three beanbags.
- Place poly spot within throwing range of the hula hoop.
- Place hula hoops at half court line to represent a pizza.

Directions:

- Teams of two to three will line up behind their designated cone.
- On go, the first person in line will grab a beanbag, run to the poly spot, and will underhand throw the bean bag into the hula hoop.
- If the player misses the hula hoop, they will retrieve their bean bag and take it to the next person in line.
- If the player makes it into the hula hoop the beanbag stays and the player will return to their team.
- This continues until all three beanbags are in the hula hoop creating a pizza.
- After each round, the poly spots can be moved for more of a challenge.



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Hula Hoop Pass

Grades: PreK – 2nd

Objectives:

- Students will work together to get the hula hoop passed around the circle quickly.

Materials:

- Hula hoops

Set-Up:

- Have students form a circle by linking hands.
- Place 1 hula hoop in between two students' hands on the arm of one student.

Directions:

- Instructor will disconnect two students hands and place a hula hoop on the arm of one student.
- Instructor will then reconnect the student's hands.
- Students will work together to maneuver the hula hoop around the circle without letting go of each other's hand.

Variations:

- Once students have the concept of maneuvering the hula hoop around the circle, the teacher can split the class into teams, and they can race each other.



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Cone Flip Mixer

Grades: PreK – 2nd

Objectives:

- Students will practice following directions.
- Students will practice flipping the cone to try and get the cone upright.
- Students will practice taking turns.

Materials:

- 12 hula hoops
- 12 numbered cones

Set-up:

- Make a square with hula hoops around the perimeter of the playing area.
- Use 6 to 12 hula hoops based on the size of the playing area.
- Put a number cone in the center of each hula hoop.

Directions:

- Students will start outside the playing area.
- On go, students will make two laps around the playing area.
- Once the two laps are complete, students will choose a hula hoop to face off with another student.
- Students will take turns flipping the cone.
- The first player to flip the cone and have it land upright wins and gets to stay at the hoop.
- The player that loses the flip will do one lap around the playing area and will find a new opponent to face at a different hoop.
- Students will continue to run until a playing spot opens.



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Tic Tac Toe Relay

Grades: 1st – 5th

Objectives:

- Students will practice teamwork and problem-solving skills while practicing physical activity.

Materials:

- 9 Hula hoops per two teams
- Cones or poly spots
- Bean bags (3 per group of the same color)

Set-up:

- Place 9 hula hoops for the tic tac toe board per two teams.
- Create starting points for two teams per tic tac toe boards.
- Each team will need colored bean bags to mark on their spot on the tic tac toe board.

Directions:

- Divide students in teams of 3 or 4.
- On go, the first person from each team will run down to the tic tac toe board and place their colored bean bag in one of the hula hoops.
- After they place the marker, they will race back to their line to high five the next student in line.
- The next student will then place their marker in an open hoop. The goal is to be the team to get 3 in a row (horizontally, vertically, or diagonally).
- If all 3 markers have been played and there is no tic tac toe, the next student in line will run down and move one of their own team markers into an open hula hoop.

Variations:

- Have students move to tic tac toe board using various locomotor skills



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Hoop it Up (Minute to Win- OPEN)

Grades: 1st – 5th

Objectives:

- Students will practice tossing into a target and catching.
- Students will practice working as a team to get the bean bag through the target as many times as possible.

Materials:

- Throwing objects (ball or bean bag)
- Hula hoops
- Poly spots/cones

Set-Up:

- Split class into teams of 3.
- Each team will have a hula hoop, bean bag, and poly spot.
- Each group will have a designated playing area.

Directions:

- Each person in the group is assigned a role (thrower, catcher & hula hoop holder). One person throws the bean bag through the hoop, one person catches the bean bag underneath, and one person holds the hula hoop.
- The thrower will mark the throwing spot with a poly spot a few feet from the hula hoop.
- When the game begins, the thrower and catcher will try and score points as fast as they can by successfully tossing the object through the hoop. The thrower will toss the bean bag through the hoop for the catcher to catch it underneath.
- If the bean bag hits the ground, or the bean bag doesn't go through the hoop, a point is not scored.
- Each time the catcher catches the bean bag below the hoop, they run and switch spots with the thrower. The thrower then runs to catch the bean bag underneath the hoop. The hula hoop holder remains in that position until the round is over.

Variations:

- Have students go to a higher number of catches or walk farther away for throwing into the hoop.



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Toss 3 (Flag Football OPEN)

Grades: 3rd – 5th

Objectives:

- Students will practice tossing and catching.
- Students will practice working with different students in the class to toss and catch.

Materials:

- Dodge balls
- Cones
- Music

Set-up:

- Students will work in pairs.
- Pairs will scatter throughout the playing area.
- Each pair has a dodge ball.

Directions:

- When the music starts, the partner with the ball will begin with an overhand throw. Each pair will make 3 passes.
- The partner who now has the object will travel and find a new partner who is not holding a ball.
- The partner without the ball will travel and find a partner who does have one.
- Students will continue to find a new partner after each set of 3 passes.
- Students will communicate with classmates while moving to the open spaces when they need a new partner.
- When the music stops, students should be ready for the next set of instructions.



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Factory Lines

Grades: 3rd – 5th

Objectives:

- Students will transport objects from hoop A to hoop B like a factory line while working as a team.

Materials:

- Hula hoops
- Variety of objects (balls, bean bags, cones, thin pins)

Set-Up:

- Set hula hoops on one side of the playing area with objects placed in the hoops. Place empty hula hoops across from the hoops with objects (Distance will depend on team sizes).

Directions:

- Divide students into teams of at least 5 people.
- Students will sit on their pockets in a straight line between the two hoops and must remain stationary besides turning their bodies.
- Students can only use their feet.
- The student closest to the hoop with the objects will grab any object with their feet and turn to pass it to the next student and all the way to the end and place it in the hoop.
- If the object is dropped at any time, it must be passed back to the beginning.
- The game will keep going until a team gets all the objects from point A to point B.

Variations:

- Students can stand and use arms to pass objects or elbows without grabbing with hands to pass objects.



Rubik's Cube Relay

Grades: 3rd – 5th

Objectives:

- Students will work as a team to get their colored dome cones into the designated pattern.
- Students will work together as a team to switch the cones around and group like colors in a row like a Rubik's cube.

Materials:

- 24 - 27 dome cones (3-4 sets of like colors)

Set-Up:

- Place cones in a 3x3 or 4x2 pattern with the colors in random order at the opposite end of the playing area for each team.
- Split the students into 2-3 even teams and place them at the opposite end of the playing area, facing their teams Rubik's cubes.

Directions:

- Relay style, the students will run or perform a locomotor movement based on what the instructor says down to the pattern and switch two cones right to left or up and down. NO DIAGONAL SWITCHES ALLOWED.
- This process will be repeated until a team configures all like colors in a row.
- The first team to solve their Rubik's cube successfully, wins that round.

Variations:

- Make a larger Rubik's cube.



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Pinball

Grades: 3rd – 5th

Objectives:

- Students will work together on teams to knock the opposing teams' thin pins down.
- Students will practice rolling dodge balls to a target.

Materials:

- Dodge balls (20)
- Thin pins (10)
- Dome cones (10)

Set-Up:

- Set up a center line in the playing area with dome cones.
- Place dodge balls on the center line between the cones.
- Place 5 thin pins on one side of the playing area and 5 on the opposite side.

Directions:

- Divide students into two teams on each side of the center line.
- On go, each team will run to the center line and grab a dodge ball.
- Some students will want to gather dodge balls, and some may want to be defenders of their team's pins.
- Students may then roll the dodge ball bowling style to try and knock over the other teams' thin pins.
- If a student is hit with a rolling dodge ball from the opposite team, that student must step outside the playing area and preform an exercise of the instructor's choice. Once the exercise is complete, the student may enter back into the game.
- The team that knocks down the opponent teams pins first, wins.



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Sort Yourself

Grades: 3rd – 5th

Objectives:

- Students will work together to sort themselves into groups based on their card. (Color, number or suit)

Materials:

- 1 deck of playing cards

Set-Up:

- Students will scatter throughout playing area.

Directions:

- The instructor will give every student a playing card.
- Students cannot look at their own card.
- Students will place their card on their forehead facing out.
- The instructor will prompt students to get into groups of similar number, color, or suit.
- Students will sort themselves into groups without speaking. This is a nonverbal game.
- The group that orders themselves correctly first wins.

Variations:

- Once students have successfully grouped themselves into the correct color group, they will be required to place themselves into an “ascending” order from Ace - King.
- Once students have successfully grouped themselves into the correct color group, they will be required to place themselves into a “descending” order from King -Ace.



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Line-Up Game

Grades: K – 5th

Time: 5 minutes

Objectives:

- Students will practice interpersonal communication skills by working together using non-verbal communication.

Set-Up:

- Have students stand on a line in the playing area.

Directions:

- On go, students will line up without talking; shortest to tallest, alphabetical order, birth month/date, and shoe size.

Variations:

- Instructor will time each round.



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