

TEAM BUILDING

Performance Standard 21A.I

Interact in a group setting to establish safety limitations for a group physical activity accordingly:

- *Knowledge:* Knows group dynamics.
- *Process:* Interacts positively in a group setting while creating a drill strategy or new game.
- *Explanation:* Assess individual contributions to the group as well as other group members' contributions.

Procedures

1. ***In order to demonstrate individual responsibility during group physical activities (21A)***, students should experience sufficient learning opportunities to develop the following:
 - Establish safety limitations for a group physical activity.
 - Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.

Note: Students should have worked on decision-making and group interaction skills, have a knowledge of the activity in order to modify it to meet a particular objective, and possess developed leadership skills.

2. Assign students to small groups.
3. Define the parameters of the assignment as follows:
 - create or modify a drill or strategy to reflect the performance level of the group, or
 - modify an existing game to meet particular objectives, or
 - create a new game to meet specific objectives.
4. Define time limitations to complete group assignment.
5. Ask each group to define the game, drill or strategy in paragraph form that includes a description of the safety parameters. .
6. During the developmental phase of the activity, each group member must communicate and make decisions in a cooperative manner.
7. Ask each group to teach the activity to the rest of the class utilizing the written information.
8. Use the rubric dimensions 1-3 on the “Teacher’s Rubric for Group Score” to evaluate the group. .
9. Ask each student to identify his or her contribution to the group process using the “Self and Group Evaluation Rubric”.
 - *Knowledge:* The knowledge dimension was demonstrated in the performance.
 - *Process:* Interacted positively in a group setting while creating a drill strategy or new game.
 - *Explanation:* Assessed own contribution to the group as well as that of other group members.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- To be determined by task (creating a strategy will require less time than creating a game)
- Students need time to create rules, safety procedures, develop the task and to practice it. Group work is necessary. It is anticipated that the task will cover several days.
- Some parts of the assessment are done by the teacher and some by the students. No more than 5 minutes per group is necessary for the evaluation.

Resources

- The teacher will present the objectives of the activity.
- No additional materials are necessary for the evaluation.
- Team Building Rubric

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NAME _____ DATE _____

- Exceeds = 18 - 20 total points
- Meets = 15 - 17 total points
- Approaches = 12 - 14 total points
- Begins = 1 - 11 total points

Following the evaluations as described above, each student in a group will use the other rubric to evaluate self and group members. The group member's peer evaluation will be averaged for one score. Therefore, each student will receive a score of 3-12 on the teacher group score, a score of 1-4 on self-evaluation, and a score from 1-4 from their group members. The total possible score on this assessment is 20 points.

Teacher's Rubric for Group Score

	Paragraph defining the game/drill	Safety parameters	Cooperative planning
4	<ul style="list-style-type: none"> • All objectives of the activity are clear and rules and directions given are clear • Activity is appropriate for all skill levels in the group • All parameters for the activity are followed • Entire class is able to participate in activity • Group thoroughly accomplishes objective 	<ul style="list-style-type: none"> • All safety precautions/ descriptions are specific and appropriate for game/activity/drill, and also include information for psychological safety/well-being 	<ul style="list-style-type: none"> • All members of group worked well together because all members provided input and leadership and followership roles were used by all
3	<ul style="list-style-type: none"> • Most objectives of the activity are clear and rules and directions given are clear • Activity is appropriate for the skill levels in the group • Most parameters for the activity are followed, but activity does not work when class attempts to play 	<ul style="list-style-type: none"> • Most safety precautions/ descriptions are specific and appropriate for game/activity/drill 	<ul style="list-style-type: none"> • Most members of group worked well together because some members lead while others followed, yet all participated in discussion to formulate basic plan
2	<ul style="list-style-type: none"> • Some objectives of the activity are clear, and some rules and directions given are not clear • Activity is appropriate for some skill levels in the group • Some parameters for the activity are followed 	<ul style="list-style-type: none"> • Some safety precautions/ descriptions are same as general classroom rules, not specific to this activity 	<ul style="list-style-type: none"> • Some members of group worked well together because some members took charge and delegated to other members who followed
1	<ul style="list-style-type: none"> • Not clear what the objective or the activity is • Students in the group do not have the performance skills to use the strategy or play the game • Group did not follow the parameters given for the task 	<ul style="list-style-type: none"> • No description of safety considerations 	<ul style="list-style-type: none"> • Group did not work together, some individual(s) dominated and other(s) withdrew
Score			

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Rubric (Evaluate Self and Group)

	Individual member participation	Self	Student #2	Student #3	Student #4	Student #5
4	<ul style="list-style-type: none"> • I participated in all phases of the task, and was involved in several roles (leader or follower) in different situations 					
3	<ul style="list-style-type: none"> • I participated in most phases of the task, but generally was involved in only one role (leader or follower) 					
2	<ul style="list-style-type: none"> • I participated in some phases of the task, but generally was involved in only one role (leader or follower) 					
1	<ul style="list-style-type: none"> • I did not participate in creating of the activity or in teaching it to the class 					
Score						

Safety is a key element in floor hockey. To compose a safe proceeding, you must keep these elements in mind. To maintain physical safety, there should be no crosschecking, or lifting the stick over your shoulders. Also you should try to keep the puck on the ground so no one is harmed.

The drill we are modifying consists of four cones and a puck. With people on each side, you pass the puck through the cones to your partner on the other side. Do not hit the cones because it will defeat the purpose and intent of the drill.

"Exceeds"

Group 1

This is a passing drill. There are two lines facing one another with the group split evenly between the two lines. It starts by the first person in line one passing the puck to the first person in line two. Once the person has passed the puck he/she hustles to the back of the opposite line.

This drill continues on until the puck reaches the last person, who shoots the puck into the net.

The safety issues of this drill are keeping people from high sticking and learning to pass while keeping the puck on the ground. Also it helps with aiming so the puck is accurately passed to a teammate.