

TEAM-BUILDING

Performance Standard 21B.I

Students will interact positively in a group setting by creating a drill strategy or new game or modifying an existing game and students will identify their own contributions to the group process and the attainment of the goal:

- *Knowledge and Reasoning*: Knows the decision making process for working in groups and how to evaluate behaviors.
- *Process*: Interact positively in a group setting while creating a drill strategy or new game.
- *Explanation and Evaluation*: Evaluate how each member of the group performed including a self evaluation.

Procedures

Students should have worked on decision-making and group interaction skills. They must have knowledge of the activity in order to modify it to meet a particular objective. Leadership skill development is also necessary.

1. ***In order to demonstrate cooperative skills during structured group physical activity(21B)***, students should experience sufficient learning opportunities to develop the following:
 - Respects the contributions of others during structured group physical activities, and
 - Respects the performance of others during structured group physical activities.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. In order to complete this assessment, the following conditions must be met:
 - Create conditions for the activity.
 - Students work within small groups to contribute to the goal.
 - Define safety limitations for activity.
 - Require students to make decisions on safe conditions for game play.
 - Cause students to apply safe conditions for created "game play" to universal safety procedures for game play.
 - Complete the task in a given amount of time.
 - Require students to work within a prescribed time frame for game play.
4. The task is concurrent with the assessment for Goal 21 A, Stage I, but this time the students are conducting self and peer checklists.
5. Each student will use the prescribed checklist for a self evaluation (checking yes if the student believe he/she did that behavior).
5. In addition, each student will evaluate all others in the group using the same checklist.
6. The teacher will present the objectives of the activity. It may be the creation of a drill to develop a strategy, a new strategy or creation of a new game or modifying an existing game. Any activity may be used. It is suggested that this assessment be carried out several times during the year, and with several different games, dances or sports.
7. Evaluate the student's performance using the attached rubric as follows and add the scores to determine the performance level:
 - *Knowledge and Reasoning*:
 - *Performance*:
 - *Explanation and Evaluation*:

Examples of Student Work

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

Time Requirements

- Depending on the 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.
- Allow 5 minutes at the end of the activity for the evaluation

Resources

- Team-Building Rubric

TEAM-BUILDING

NAME _____ DATE _____

- Exceeds 71 – 80 total points
 Meets 60 - 70 total points

- Approaches 40 - 59 total points
 Begins 39 or fewer total points

The teacher should distribute the following rubric to the students prior to the beginning of the activity. There should be one rubric for each student's self evaluation, and one rubric for each student in the group. A total of 80 points are possible for the evaluation; 40 for self evaluation, and 40 from the group average evaluation for each student.

	Follows Directions	Cooperation	Task Performance	Sportsmanship	Time	Respect Suggestions	Respect Performance	Acted Responsibly	Listener	Attitude
4	<ul style="list-style-type: none"> Always follow directions 	<ul style="list-style-type: none"> Always works cooperatively with others 	<ul style="list-style-type: none"> Always performs assigned task correctly 	<ul style="list-style-type: none"> Always demonstrates good sportsmanship 	<ul style="list-style-type: none"> Always effectively used the group time 	<ul style="list-style-type: none"> Always respected others suggestions 	<ul style="list-style-type: none"> Always respected others performance ability 	<ul style="list-style-type: none"> Always acted responsibly 	<ul style="list-style-type: none"> Always listened to others 	<ul style="list-style-type: none"> Always displayed positive, motivated attitude
3	<ul style="list-style-type: none"> Follows directions most of the time 	<ul style="list-style-type: none"> Works cooperatively with others most of the time 	<ul style="list-style-type: none"> Performs assigned task correctly most of the time 	<ul style="list-style-type: none"> Demonstrates good sportsmanship most of the time 	<ul style="list-style-type: none"> Used the group time effectively most of the time 	<ul style="list-style-type: none"> Accepted others suggestions most of the time 	<ul style="list-style-type: none"> Respected others performance ability most of the time 	<ul style="list-style-type: none"> Acted responsibly most of the time 	<ul style="list-style-type: none"> Listened to most of the time 	<ul style="list-style-type: none"> Displayed positive, motivated attitude most of the time
2	<ul style="list-style-type: none"> Follows directions some of the time 	<ul style="list-style-type: none"> Works cooperatively with others some of the time. 	<ul style="list-style-type: none"> Performs assigned task correctly some of the time 	<ul style="list-style-type: none"> Demonstrates good sportsmanship some of the time 	<ul style="list-style-type: none"> Used the group time effectively some of the time 	<ul style="list-style-type: none"> Accepted others suggestions some of the time 	<ul style="list-style-type: none"> Respected others performance ability some of the time 	<ul style="list-style-type: none"> Acted responsibly some of the time 	<ul style="list-style-type: none"> Listened to others some of the time 	<ul style="list-style-type: none"> Displayed positive, motivated attitude some of the time
1	<ul style="list-style-type: none"> Seldom follows directions 	<ul style="list-style-type: none"> Seldom works cooperatively with others 	<ul style="list-style-type: none"> Seldom performs task correctly 	<ul style="list-style-type: none"> Seldom demonstrates good sportsmanship 	<ul style="list-style-type: none"> Seldom uses time effectively 	<ul style="list-style-type: none"> Seldom accepted others suggestions 	<ul style="list-style-type: none"> Seldom respected others performance ability 	<ul style="list-style-type: none"> Seldom acted responsibly 	<ul style="list-style-type: none"> Seldom listened to others 	<ul style="list-style-type: none"> Seldom displayed a positive, motivated attitude
Score										

Total Points From Self-Evaluation _____

Total Average Points From Group Evaluation _____

Total Score _____

NAME _____ DATE _____

TEAM BUILDING

D.E.C.I.D.E. Process Task Sheet

Define the problem _____

EXPLORE OPTIONS/ ALTERNATIVES Identify (brainstorm) as many options as you can for dealing with the problem.	CONSIDER POSITIVE CONSEQUENCES What are the best things that could happen if you chose the option to solve the problem?	CONSIDER NEGATIVE CONSEQUENCES What are the worst things that could happen if you chose the option to solve the problem?	PEOPLE AFFECTED BY THE DECISION Who will be affected if you chose the option to solve the problem?

Compare all of the options you listed above and identify your choice: _____

List two reasons for making the choice that you did: 1. _____

2. _____

All decisions are governed by your values; IDENTIFY THE VALUE reflected by your choice: _____

DECIDE AND ACT Make an action plan (what three steps would you follow to carry out your decision?)

1. _____ 2. _____ 3. _____

Identify barriers and discuss how you would deal with them (what could possible stand in the way of you successfully carrying out your decision?)

1. _____ 2. _____

EVALUATE Would another option have been better? Why or why not? _____