

**Activity: You Can't Lose**

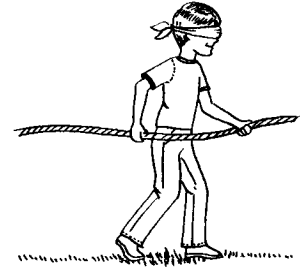
**Grade Level:** Grade 1

**Major Emphasis:** Cooperative Learning

**Major Curriculum Area:** Human Relations

**Related Curriculum Areas:**

Refer to Outdoor Education Curriculum Matrix K-2



**Program Indicator:**

The student will develop the initiative and responsibility necessary to accomplish a task.

**Student Outcomes:** The student will:

1. cooperate with others to accomplish a task.
2. communicate with others to accomplish a task.
3. interact with others to develop trust.

**Readiness:**

1. Introduce vocabulary:  
cooperation                      spotting  
trust                                      safety  
teamwork
2. Introduce some basic safety rules relating to group games.

**Materials:**

- bean bags
- hula hoops
- 3 plywood squares (2 foot x 2 foot)
- rope - one 50 foot piece (walk)
- rope - two 25 foot pieces (shaping)

**Procedures:**

1. Assemble students in an open area.
2. Discuss safety rules, trust and cooperation.
3. Select 3 to 5 cooperative activities from the activity list.

## Cooperative Activities: (DL1,2&4)

1. *Instant Replay*, More New Games Book, p. 71.
  - a. Working in a group of 6 to 8 students, have students form a circle. Select a student to begin the game.
  - b. The student steps into the circle, announces his/her name and makes a gesture.
  - c. Everyone else is to repeat the name and gesture as close as possible. Continue around the circle until all students have had a turn.
  
2. *Aura*, New Games Book, p. 37.
  - a. Stand facing your partner at arms' length. Touch palms and close your eyes.
  - b. Keep eyes closed, drop your hands and turn around in place three times.
  - c. Without opening your eyes, try to relocate your partner's hands.
  
3. *Willow in the Wind*, More New Games Book, p. 67.
  - a. Working with a group of 6 to 8 students, select one student to be the "willow." The other students make a small circle around the willow.
  - b. The willow stands in the center, eyes closed and hands crossed over the chest. The willow relaxes and sways gently back and forth, side to side.
  - c. The other students are the "breeze." They gently support the willow and give the willow gentle pushes. Each player should have a turn to be "the willow in the wind."
  
4. *Doctor*, Initiative and Confidence Guidebook of Activities.
  - a. The group stands in a circle holding hands. One member of the group has been asked to leave and to look away from the group.
  - b. The group is instructed to tie itself into a knot by going over or under each other's arms without letting go of each other's hand.
  - c. The excluded member of the group is asked to return and to attempt to untie the group without breaking the handgrip of the group.
  - d. The participants should be cautioned not to force themselves or anyone in the group into a position which is physically impossible or extremely uncomfortable.
  
5. *Hand Scramble*, Initiative and Confidence Guidebook of Activities.
  - a. The group begins in a circle formation.
  - b. Each group member will hold hands with two other members who are not immediately adjacent to them in the circle.
  - c. The group is then asked to form a circle without letting go of each other's hands.
  - d. The group should be able to form a circle, two or more independent circles or a figure-eight formation.
  
6. *Rope Shapes*
  - a. Have the students form a circle holding onto a piece of flagging or rope. Students are not to let go of the flagging or rope throughout this activity.
  - b. The instructor calls out a letter or number and the students make the shape with the flagging or rope.

7. *Pass the Hoop*
  - a. Students begin in a circle holding hands.
  - b. Place one or two hula hoops between the students. Students hold hands through the hoop(s).
  - c. Pass the hoop around the circle without breaking hands. Hoops can go in opposite directions.
  
8. *Frozen Bean Bag*
  - a. Each student places a bean bag on their head.
  - b. Have them walk around in a designated area with the bean bags on their heads. If a bean bag falls off, the person has to "freeze."
  - c. Someone with a bean bag on their head may unfreeze a "frozen" student by picking up the bean bag and replacing it on the "frozen" student's head. At the end of the pre-set time, observe whether everyone is still moving.
  
9. *Group Juggling, More New Games*, p. 61.
  - a. Have the students form a circle with their hands raised in the air.
  - b. Toss a ball to a student across the circle.
  - c. The student will then toss the ball across the circle to someone whose arms are raised. After the ball is tossed, the student lowers his/her arms. Students with lowered arms are no longer eligible for a ball toss.
  - d. Continue tossing the ball around the circle until everyone has had a turn.
  - e. Now try to repeat the same pattern. *Be sure to emphasize the pattern as the ball is passed. It is important to remember who they will pass the ball to in order to keep the pattern going.*
  
10. *Sightless Sculpture, More New Games*, p. 77.
  - a. The leader stands in front of the group; the sculpture poses behind the group.
  - b. The leader will give the group a series of directions so that they will be able to "mold" themselves into the same pose.
  - c. Switch roles and repeat the process.
  
11. *All Aboard, Cowtails & Cobras*, p. 66.
  - a. Use a 2 foot x 2 foot piece of plywood. The goal is for the entire group to get on the platform at the same time.
  - b. Each student must have both feet on the platform and hold this position for 10 seconds.
  
12. *Impulse, Cowtails & Cobras*, p. 22.
  - a. Arrange students in a circle holding hands.
  - b. Create a wave impulse by gently shaking a student's arm from left to right.
  - c. After feeling the wave impulse, the student shakes another's arm until the impulse has traveled around to complete a circle.
  
13. *Blind Walk, Sharing Nature with Children*, p. 25.
  - a. Form pairs with one student as the leader and the other with eyes closed.
  - b. The leader guides his partner along a designated course while carefully watching for logs, low branches, etc. The leader also guides his partner's hands to interesting objects and brings him within range of interesting sounds and smells.

c. The students then switch roles.

14. *Blind Trail*, *Sharing Nature with Children*, p. 29.

- a. Set up a rope-guided trail that follows a shady forest path.
- b. Tie a knot where you want the students to stop for a sensory experience (touch, smell, hear).
- c. Have students close their eyes and follow the trail by holding onto the rope.

**Summary:**

1. What do cooperation and trust mean? How did you use these concepts today? Give an example.
2. Have students name three games in which they needed the help of others. Have them give examples of how they helped others.
3. Have students name one of the activities in which they had to put their trust in someone. Have them define trust by giving examples.

**Follow-Up: (DL1,2,3,4&5)**

Select your favorite cooperation activity. Draw a picture of you participating in that activity on the 3 inch x 3 inch square piece of paper provided. Construct a class graph using their squares.

<b>Our Favorite Activities</b>		
<b>Juggling</b>	<b>Bean Bag</b>	<b>Aura</b>
<input type="checkbox"/>		
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**Extension Activity: (DL3&4)**

Read *Swimmy* by Leo Lionni. Discuss this story in terms of the trust and cooperation shown between the characters.

**Teacher Resources:**

Books:

- < \**The New Games Book*, Fluegelman, 790 FLU.
- < \**More New Games*, Fluegelman, 790 FLU.
- < \**Cowtails and Cobras*, Rohnke, 796 ROH.
- < \**Sharing Nature with Children*, Cornell, 507 COR.
- < \**Silver Bullets*, Rohnke, 796 ROH.
- < *Swimmy*, Lionni.