CLASSBUILDING & TEAMBUILDING

KAGAN STRUCTURES
Kagan Strategies are great for developing cooperative learning, but what if students are having conflicts and not cooperating with each other?

Then you might be missing...
1. Classbuilding

The process by which a room full of individuals with different backgrounds and experiences become a caring community of active learners.
CLASSBUILDING

For fun ? = ONE time a week

For content ? = as needed
Classbuilding #1
Getting Acquainted

Find Someone Who
Find That Classmate
For classbuilding, students submit a characteristic their classmates probably wouldn’t know; facts compiled on a worksheet; students hunt for the classmate that matches that characteristic

People Hunt*

Similarity Groups
Student Characteristics
Teacher announces topic such as favorite dessert or dream car; everyone with same answer forms a group; students pair up within the group to discuss why they chose what they did; teacher calls on different groups to summarize answers

Inside–Outside Circle
Who Are We?
Form circles with students facing each other; teacher asks questions such as “How did you get your name?”; students take turns responding; rotate and share with a new partner

Getting Acquainted Question Cards
Each student writes 2 getting-to-know-you questions they’d like to share with their classmates, for example, “What is your most exciting memory?” In Inside–Outside Circle, students read their question and give their answer. Then trade cards and rotate. Flip cards over for a new question.

Class Project
Birthday Calendar*
**Classbuilding - Getting Acquainted**

**Formations**

**Class Bar Graphs**

Students form a bar graph such as number of blocks they live from school, how many times they have moved, number of pets they have; can later make team or individual bar graphs.

**Linkages**

**Student Preferences**

Students stand in a circle around the perimeter of the room; one student steps to the middle and states something about themselves, such as “I’m Janelle and I like chocolate ice cream.” Any student can then link by holding hands or linking arms and saying, “I’m Angel and I’m glad you like chocolate ice cream because I do too. And I like to go to the movies.” A student who likes to go to movies then links on by saying, “I’m Carlos and I just love the movies too. I also like fishing.” Continues until all students are linked. Last student links to the first and all say “We are (name of class) and we are all linked!”
Classbuilding #2
Class Identity

Class Name
Class Logo, Banner, or Mural
Class Door

Class Song or Chant
Classroom Signals
Class Mission Statement
Hidden Helpers – Each student is assigned a secret pal. Their job is to do something nice for their secret pal each week without the student discovering who their hidden helper is. Guidelines are necessary – you can limit to compliments or favors – if you allow gifts then a dollar limit is necessary.

Ticket Agents – Every day assign one or two students to hand out “tickets” to those who are being very helpful, considerate, or cooperative during the day.

Chain of Friendship – Ask students to start noticing kind and helpful things other students do at school. During the day, a child may come tell the teacher about a good deed. That child will receive a colored “link” on which to write a good deed. Student announces the deed to the class and it is glued/stapled onto the chain.

Service Learning Projects
- Help the Elderly
- Care for Animals
- Help Other Children
- Beautify the Community
- Help the Homeless
Corners

Preferences – 1. Announce corners, with a number in each corner. Usually there are 4 corners, but sometimes 3 or more are appropriate. If possible, post visuals.

2. Give students a bit of silent think time to clarify for themselves their preference. Have them write the number of their preferred corner on a slip of paper. (This helps avoid just choosing because their friend likes that one.)

3. Students go to their corners and pair up to express their reasons for their preferences. They form groups of 4 within the corner and each shares with their group the reasons their partner gave. The teachers calls on students from one corner to announce to the class the reasons for that choice.

4. Students in the corners paraphrase the reason. This last sharing and paraphrasing is used for each corner.

5. When students are back in their teams, they make sure everyone can name a reason supporting each choice.
Classbuilding - Valuing Differences

Agree–Disagree Line-Ups

Taking a Stance – a statement is announced, and students take a stand on an imaginary line that stretches from one end of the classroom to another. The strongest agree stands at one end and the strongest disagree at the other. The remaining students stand between, closer to one end of the other depending on how much they agree or disagree with the statement.

Sample Statements

Understanding and Caring

• I feel that my classmates really try to understand my opinions.
• I feel like someone in this class really cares about me.
• I have people in this class I can really trust.

Getting to Know You

• My classmates really know who I am as a person.
• Everyone in this class really knows and understands me.
• I really know everyone in this class well.

Class Climate

• This is a fun class to be in.
• I feel safe to take risks in this classroom.
• I feel safe to ask for help in this classroom.
• I feel safe in this classroom to state my beliefs, even if they are different.

Through Timed Pair Shares, students listen carefully to those with a similar point of view (those standing next to them in line). The line is then folded, and then they paraphrase what their partner across from them says so they listen and understand a point of view different from their own.
Classbuilding #5
Developing Synergy

Formations

Geometric Forms – teacher draws a geometric figures such as two concentric circles, a square, or a triangle; students form the figure with their bodies by holding hands; it is more challenging if they are not allowed to talk

Objects – examples include becoming a happy or a sad face, a melting ice cream cone, make number sentences, act out the solar system, etc.

Class Projects

Class Plays, Skits, or Performances*
Reflect on Cooperation*
2. Teambuilding

The process by which a group of students with different backgrounds and experiences become a cooperative and caring team.
Teambuilding

2 times a week
Teambuilding #1
Getting Acquainted

Round Robin

My Autobiography – students create their autobiographies as a book with a cover page/title, each page has a photo or illustration of important life milestones and brief text; no need for detailed description because the goal of the book is for teammates to share their autobiographies orally. After sharing, books can be combined into a team book or kept for other classbuilding activities.

The “Me” Bag – Each student is given a brown lunch bag. Their goal is to pack 5 items in their bag that best describes them. Items can be anything – pictures, objects, etc. Students decorate the outside of the bag. During a Timed Round Robin, students pull out their items one-by-one and describe what each item represents.

Weekend Suitcase – similar to “Me” Bag – students pack a shoebox with 5 items that represent the things students will need for an ideal weekend, follow “Me” Bag procedure.

Question Cards*

My Favorites*
TEAMBUILDING #2
TEAM IDENTITY

Team Names
Team Hats
Team Handshakes
Team Cheers*

Team Banners
Team Logos
Team Greetings
Team Colors
Clapping Game – 1. One person from each team steps out of the room. 2. The remaining teammates agree on an object somewhere in the room that the teammate can touch. The object cannot be a person or ON a person. 3. Students outside return to their teams and begin simultaneously searching for the object their teammates have chosen. The teammates clap louder and faster as their team member approaches the selected object. 4. When the team member touches the object, the team stands up, gives a cheer, and welcomes the searcher back to the team.

Blind Caterpillar – Teammates stand in a line, each with their hands on the shoulders of the person in front of them. The leader has their eyes open and leads the others who keep their eyes closed. The leader talks to the teammates while leading them around the room, telling them where they are in the room, and providing support. At intervals, the teacher calls, “Switch!” and the person in the front goes to the back. This activity produces feeling of trust. After each student has been a leader, teammates return to their seats and reflect on how it felt as the leader and as a follower.

Thank You Cards*
### Teambuilding #4

**Valuing Differences**

**Value Lines**

**Where Do I Stand?** Students discuss their responses with their teams to discover and appreciate individual differences.

**What Values Are Most Important?** After working with the values, students share and celebrate their uniqueness as revealed by their differences.

**Team Projects**

**Donating to Charity** First each student ranks the charities. Next students discuss their rankings and attempt to come to a consensus. The RULE is that before a student can express an opinion, he or she must paraphrase the thoughts of a teammate, even if their opinions differ. Students are then told there is no one correct solution to the problem and that it is acceptable for them to “agree to disagree” not reaching a team decision. The purpose is to give each person an opportunity to express his or her opinions and to be listened to with respect and understood by his or her teammates.
Simultaneous Round Table

Squiggle Art – each student has a different colored crayon or marker and draws one squiggly line on a piece of paper; students then all pass their papers to the person on their right within the team. The papers continue to go around as students continue adding one detail each time they receive a new paper; they build on the efforts of their teammates to create a picture.

Cooperative Blind Pictures – each student has a piece of paper and, with eyes closed, draws the frame of a house; they all pass the paper to the person on their left within the team; next they draw a window, STILL with eyes closed; the paper is passed again and a door is drawn (eyes still closed); finally a chimney is placed on the house; students open their eyes and have a good laugh – this activity can be used repeatedly with a turkey for Thanksgiving or an Easter scene.

Team Statements*
Classbuilding

up & moving

interact

positive climate
Teambuilding

fun

non-academic

easy for all
THANKS!

Any questions?

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Credits

Special thanks to all the people who made and released these awesome resources for free:
- Presentation template by SlidesCarnival
- Photographs by Unsplash