

2

Cooperative Games



Cooperative game skills

Cooperative games are those in which players work with one another in order to achieve a common objective. The goal of a cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups. Learning to cooperate includes a core set of skills needed in many other game forms.

Cooperative game skills	What this is	What it looks like – Success criteria
Communication skills		
Expressing yourself	It is being able to confidently express yourself both verbally and non-verbally.	<ul style="list-style-type: none"> • Players share their ideas, feelings, and reflections with the group. • Players use non-verbal forms to express support or provide encouragement to someone else.
Active listening	It is concentrating on and acknowledging what is being said by another group member.	<ul style="list-style-type: none"> • The listener looks at the speaker, concentrating on what is being said. • They nod or comment on the message the speaker is conveying.
Assertiveness	It is being able to express thoughts, feelings, and beliefs in direct, honest, and appropriate ways.	<ul style="list-style-type: none"> • Players contribute confidently to discussions in a manner that is neither aggressive or passive.
Positive interaction and support	It is being able to interact with other team members positively to provide support and encouragement in ways that build team cohesion.	<ul style="list-style-type: none"> • Each team member is able to give appropriate support, praise, and encouragement in ways that motivate their team-mates and help team cohesion.
Decision-making skills		
Brainstorming	It is when the group actively encourages a diversity of ideas to be shared for consideration.	<ul style="list-style-type: none"> • The group members are all actively seeking a diversity of ideas to be shared. • Group members are each contributing different ideas and discussing and valuing these.
Negotiation	It is when the group encourages and values diverse perspectives during their discussions in order to enrich the possible outcome.	<ul style="list-style-type: none"> • The group is accepting of each member's ideas and, as a group, discusses and either accepts or dismisses them as a group or majority.
Coming to a decision	It is when the group uses a fair and democratic process of weighing the positives and negatives of each option in order to come to a decision.	<ul style="list-style-type: none"> • Democratic leadership is evident in the way the group weighs the positives and negatives of each option in order to come to a decision.
Being able to compromise	It is when group members are able to make a concession or accept a different outcome in the best interests of the group.	<ul style="list-style-type: none"> • The group agrees on the best decision and all members accept that this is the agreed option, even if it was not their first choice.
Manage your emotions and behaviour	It is when conflict situations arise and players are able to communicate their needs without being aggressive or losing their temper.	<ul style="list-style-type: none"> • Players are able to communicate their opinion and needs objectively without attacking other group members at a personal level.

Cooperative game skills	What this is	What it looks like – Success criteria
Conflict resolution skills		
Clarify and share perspectives	It is a process in which each person is able to describe the situation, express their feelings, and specify what they want done in a way that is clear and firm but not aggressive.	<ul style="list-style-type: none"> All group members are contributing to the discussion. Opinions are made strongly but not aggressively. There are no put-downs.
Coming to a resolution	It is when the group searches for an outcome that everyone can live with.	<ul style="list-style-type: none"> The group explores all alternatives, develops some way to rank them, and then systematically works through the options to find the best solution for the group.
Seeking assistance when needed	It is when the group asks for advice or assistance to help resolve a conflict when a stalemate occurs or an appropriate outcome cannot be agreed upon.	<ul style="list-style-type: none"> The group asks for the expertise of a significant other. This could be from another individual, group, or the teacher or coach.
Group-work skills		
Inclusion	It is when team members demonstrate behaviours such as sharing, including others, reduced egocentric play, and knowing when to take a turn.	<ul style="list-style-type: none"> Group members take turns, share and include everyone. Players are active participants and conduct themselves in a way that contributes positively to the group.
Working towards a common goal	It is when everyone in the group understands and contributes to achieving a goal as a group.	<ul style="list-style-type: none"> Individual players and the group are able to articulate the team goal and explain why this option was selected.
Understanding team roles	It is when group members take on different roles and take responsibility for particular tasks.	<ul style="list-style-type: none"> The group identifies that there are different roles required and uses a democratic process to assign these to different group members.
Working strategically to achieve success	It is when the group works together to decide on strategies that use all the members' strengths to increase their effectiveness as a group.	<ul style="list-style-type: none"> The group discusses and tries out different strategies to solve the movement problem. They express their own and suggest others' role preferences based on their strengths, and they can explain how the allocation of roles increases the effectiveness of the team.

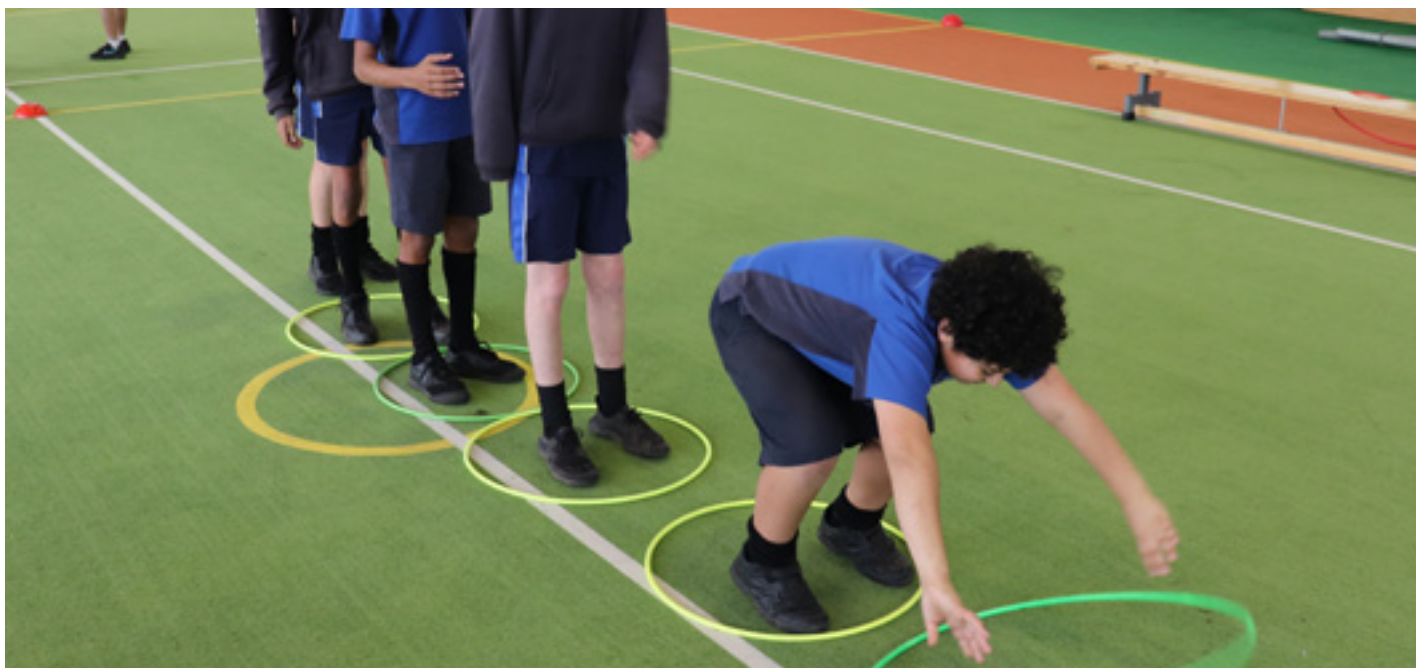
Cooperative games	Page
<p>2.1 Inchworms</p> <p>In this cooperative game, children work in groups to become inchworms exploring the world and collecting treasures that they can trade. The objective of the game can vary from moving around as an inchworm to moving to pick up objects like soft toys.</p> <p>Group-work skills</p>	64
<p>2.2 Team Build</p> <p>This game encourages children to work together to build the structures on their challenge cards. It helps them to learn to take on roles and work cooperatively to achieve success.</p> <p>Brainstorming</p>	66

<p>2.3 P-S-R Battle</p> <p>This game pits two teams against each other in a fun battle of paper-scissors-rock. It is energetic and can be set up so there are several games going at once.</p> <p>Positive interaction</p>	68
<p>2.4 Hot Potato</p> <p>This game sets the problem of how to move a 'hot potato' using only the equipment at hand. It is a cooperative game that requires teams to problem-solve and work together.</p> <p>Group decision-making skills</p>	70
<p>2.5 Save the Kiwi</p> <p>This cooperative game requires children to work in teams to 'Save their Kiwi' by finding the threats to the kiwi on cards hidden under the equipment.</p> <p>Positive interdependence</p>	72
<p>2.6 Clock Dribble</p> <p>Everyone in this game tries to keep the balls bouncing around the circle. It requires good cooperation to succeed without losing control.</p> <p>Inclusion</p>	74
<p>2.7 Satellites</p> <p>The challenge in this game is to stop the satellites from crashing back to earth. By using balloons, children can have a fun game that helps develop cooperation and coordination.</p> <p>Hand-eye coordination</p>	76
<p>2.8 Zoom</p> <p>The challenge in this game is for a group to use a set of picture cards to tell a story. The challenge works on the notion that 'the whole is greater than the sum of the parts'. It encourages children to actively listen to each other, communicate effectively, and cooperate to solve this movement problem.</p> <p>Involvement</p>	78
<p>2.9 Night Train</p> <p>This challenge game gives children the experience of moving without visual cues. It teaches them to give clear verbal instructions and to move using other perceptual cues while developing trust in the team-mate who has sight.</p> <p>Fair and ethical play</p>	80
<p>2.10 Shark Territory</p> <p>The challenge in this game is to use the available equipment to transport the group safely across a territory that is imagined to be frequented by sharks. How many ways can it be done?</p> <p>Self-direction</p>	82

Some of the games in the challenge and cooperative games categories could be interchanged depending on your teaching focus, for example, in challenge games you might focus on problem solving, while in cooperative games you could be focusing on group work, active listening, and/or assertiveness.

2.1 Inchworms

In this cooperative game, children work in groups to become inchworms exploring the world and collecting treasures that they can trade. The objective of the game can vary from moving around as an inchworm to moving to pick up objects like soft toys.



EQUIPMENT



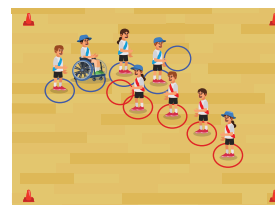
Hoops (18)



Cones (4)



Bean bags (20)



LEARNING FOCUS

The focus is on cooperation, communication, group work, and planning.

Focus the learning on:

- group-work skills
- taking turns
- working cooperatively in order to move and/or pick up items.

SET UP & PLAY

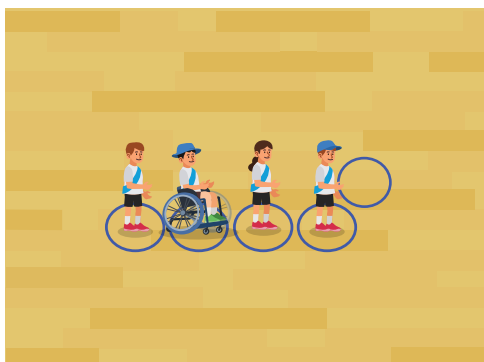
Set up:

- Divide the class into groups of 3–5.
- Distribute a hoop to each group member.
- Give each group an additional hoop.
- Use the cones to define the playing area.

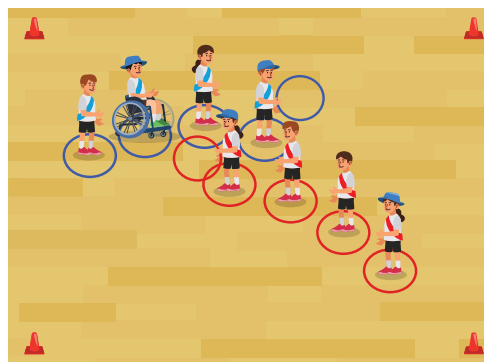
Play:

- To move, the group picks up the spare hoop at the back and passes it to the front.
- The front player places the hoop in front of the line and all team players step forward into the next hoop (which allows the worm to move forward by one hoop).

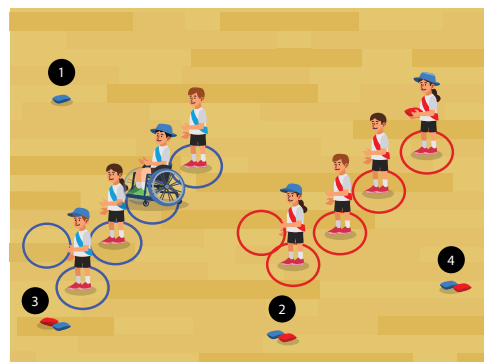
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Be an inchworm. Begin by cooperating as a group to move the worm around the playing space. Stop occasionally to reflect on how the group is performing.



Step Two:
Exploring the world. Set the challenge of having the worms move to all four boundaries of the playing space without bumping into other inchworms. Change the leader at each corner.



Step Three:
Collecting treasures. Scatter beanbags as treasures throughout the playing area. Worms can now collect the treasures and trade them for either an extra hoop (which allows them to move faster) or a challenge task.

LEARNING QUESTIONS

- How did your group cooperate during the activity? What did you do to cooperate?
- Did everyone in the group take turns, and was everyone included?
- How did you deal with any frustrations?
- What were some of the team roles, and how did you decide who took those roles?
- If you played this game again, what would you do differently?

REFLECTION

After the activity, can the children:

- take turns in this activity?
- work in a way that ensures everyone is included and encourages each other?
- work towards the common goal? Can they articulate and demonstrate what the shared goal is?
- understand and take on group roles? Is the same child always at the front of the inchworm or do they share this around?
- work strategically? Does each group demonstrate a collective strategy to achieve the goal?



Group-work skills

Being able to work as part of a group is essential to many games and to being part of a team. *Group work* involves:

1. *Taking turns:* Members must understand the concept of sharing and the value of including others. Encourage the group to ensure that everyone is included and knows when to take a turn.
2. *Working towards a common goal:* This defining characteristic of group work means everyone understands and contributes to achieving a goal as a group. Make sure that everyone knows what the goal of the activity is before they start.
3. *Understanding and taking on team roles:* Children learn that teams are stronger when members take on different roles and take responsibility for particular tasks. Encourage children to try different positions and roles. Don't let players stay in the same role for the whole game.
4. *Working strategically together:* The group must decide on strategies that use all the members' strengths and work cleverly as a group to increase their chances of success. Encourage the group to reflect on what is working for them and also what tactics they could try as a team.

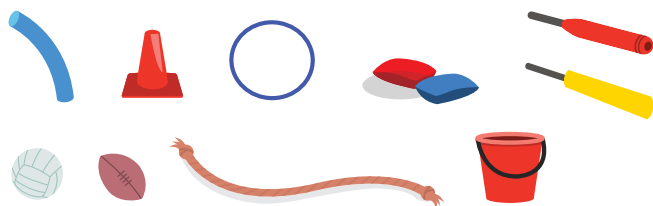
2.2 Team Build

This game encourages children to work together to build the structures on their challenge cards. It helps them to learn to take on roles and work cooperatively to achieve success.



EQUIPMENT

Use a broad range of equipment that children can use for building structures, such as noodles, rolls, cones, sticks, hoops, bean bags, bats, balls, ropes, buckets, etc.



LEARNING FOCUS

The focus of this cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups.

Focus children on:

- cooperative game skills
- brainstorming and problem solving as a group.

SET UP & PLAY

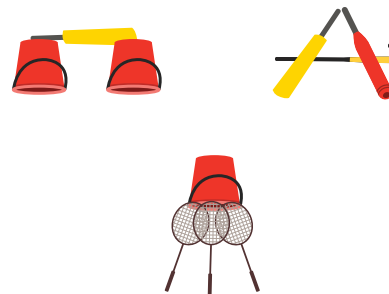
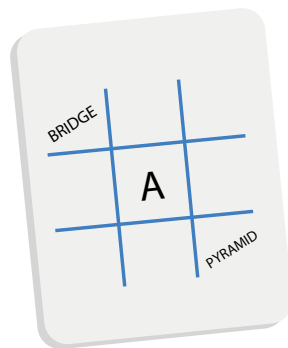
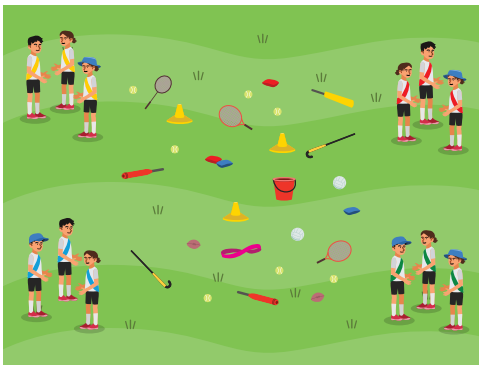
Set up:

- Groups of 3–4 children.
- Mark out a space (30 m by 30 m) and place lots of equipment and resources for building in this space.
- Allocate a role to each group member, for example, resource collector, architect, builder, etc.
- Provide each group with a challenge card that has 5–10 different structures or shapes that can be built using the equipment you have placed in the space.

Play:

- Each group chooses a structure from the challenge card and begins to build it by selecting an item from inside the square and bringing it back to the group.
- Alternate group members around the different roles and encourage participants to reflect on their group-work, communication, and decision-making skills.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

There is no time limit and groups are not competing against each other to complete each challenge card. If some groups finish before others, challenge them to find other ways of building each structure.

Step Two:

Increase the building challenge for each group by either:

- A. Limiting each participant in some way, for example, putting a blindfold on the resource collector or not allowing the builder to use their hands.
- B. Giving the group a list of 5–10 quite difficult structures to build. This places more emphasis on creativity and problem solving.

Step Three:

Play the activity as a game of bingo, where the teacher calls out different structures and the children build those that are on a bingo card. The group that successfully builds three structures on their card calls out “bingo”.

LEARNING QUESTIONS

- How well did your group brainstorm ideas?
- What are some of the strategies your group used to help you ‘think outside the square’?
- What is one change you could make in the way you listen to others that would improve your effectiveness in working in a group?
- How did your group decide which ideas to keep and which ones to discard?
- If you could have had a different role in the group, what role would you have wanted?
- What is one thing you would change if you did this activity again?

REFLECTION

After the activity, can the children:

- use brainstorming to solve problems?
- give examples of how they brainstormed solutions to this activity?
- listen to others and accept group decisions?
- show creativity in the way they build structures and shapes?



Brainstorming

When groups are faced with problems, they need to find a way of devising possible solutions and deciding which ones are effective. *Brainstorming* is useful, particularly in being able to solve difficult problems by tapping into the creativity of the group. Ways to brainstorm in a group include:

1. Think-pair-share: Early sharing of ideas can often stifle conversation and set limits on creativity. The think-pair-share strategy is a good way to generate lots of ideas. Individual members firstly think of two or three ideas, discuss them with a partner, and then share them with the whole group. The goal is to get everyone contributing and generating lots of ideas.
2. ‘Thinking outside the square’: Difficult problems often require creative solutions, so good brainstorming should encourage creative and diverse thinking. Encourage creativity by using starters like “Think of your craziest idea,” or “I hear your idea and improve it by doing ...”

Good brainstorming must come from the group. Teachers and coaches need to resist providing ideas and possible answers and instead provide strategies on how the group can do this themselves.

2.3 P-S-R Battle

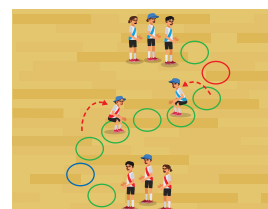
This game pits two teams against each other in a fun battle of paper-scissors-rock. It is energetic and can be set up so there are several games going at once.



EQUIPMENT



Hoops (20–30)



LEARNING FOCUS

The focus of P-S-R battle is on fun and developing positive interaction skills as each team member enters the game to take on an opponent.

Focus the children on:

- each team member contributing to the team performance
- other group members learning to support, communicate positively, and give praise.

SET UP & PLAY

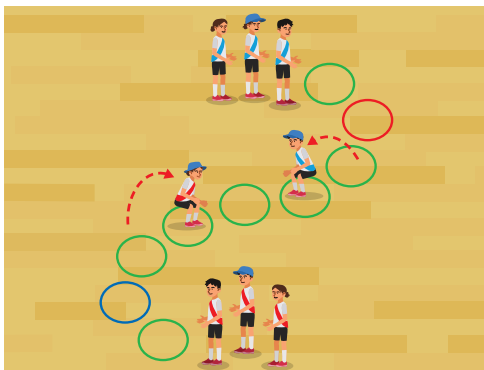
Set up:

- Lay out 20–30 hoops in a line as a hoop highway (wiggly roads are good).
- Two teams, one at each end of the hoops.
- Only one player from each team can be in the hoops at a time.

Play:

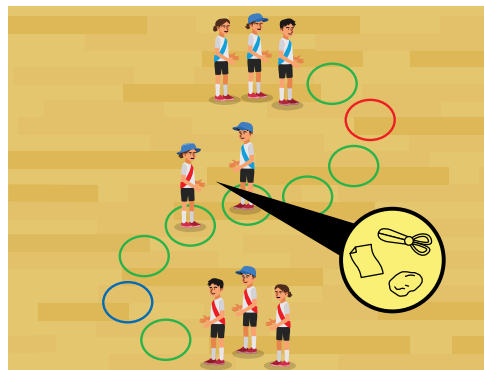
- Each team sends one player at a time into the hoop highway.
- Players advance by jumping from hoop to hoop.
- When players from opposing teams meet, they play a game of paper-scissors-rock. The loser leaves the highway, and the winner continues to move forward.
- The team of the losing player then sends their next player into the highway.
- This new player does battle when they meet their opponent along the highway.
- A team wins by getting someone to the end of the highway.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



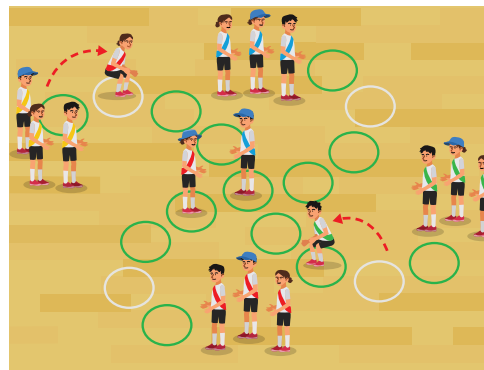
Step One:

Start by teaching everyone how to play paper-scissors-rock. The key point here is to ensure that everyone plays the same way so that it is fair. The game starts with one person from each team jumping down the hoop highway.



Step Two:

When the two players meet, they play paper-scissors-rock. The losing player drops out and the winner keeps moving along the highway until they meet the next opponent. If it is too hard to get to the end, put a goal hoop two thirds of the way along instead. Encourage children to support and cheer for their team-mates.



Step Three:

Connect additional highways together so that more than one team is playing at a time.

LEARNING QUESTIONS

- Is the group encouraging everyone to have a turn?
- What words and actions can you use to encourage and support each other?
- What were some of the things the people in your group did that made the group successful?
- What other things can you do to help others feel part of your team?
- Would you do anything differently if you did this activity again?

REFLECTION

After the activity, can the children:

- work cooperatively as a team?
- use appropriate words and actions to support, praise, and interact positively?
- all participate and contribute to the group?
- transfer this positive interaction to other games and learning experiences?
- explain why it feels good to experience and provide others with positive interaction?



Positive interaction

Positive interactions are communications and exchanges that take place between players and group members that provide support, encouragement, and praise for an individual's efforts. Positive interaction helps build team cohesion and motivate team members and is a foundation for learning. However, while games provide many opportunities for children to interact, not all of these are pleasant or positive. It is therefore important for children to learn the skills needed to play well with friends and other children. Teachers and coaches can do this by:

1. Being a good role model: cultivate positive interactions amongst children by serving as an example and creating a positive tone for the learning environment.
2. Discussing with children the strategies involved with positive interaction. This may include the verbal (words and phrases) and non-verbal (actions and gestures). This can be done using a "sounds like, looks like, and feels like strategy" approach.
3. Reinforcing positive interaction when they see it being used.
4. Ensuring that the support, encouragement, and praise that they and other children give is genuine and authentic. Children are very good at detecting false praise.

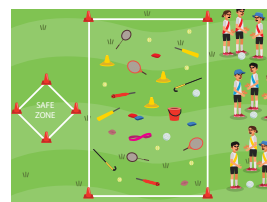
2.4 Hot Potato

This game sets the problem of how to move a 'hot potato' using only the equipment at hand. It is a cooperative game that requires teams to problem-solve and work together.



EQUIPMENT

Use a broad range of equipment that children can use for transporting the potato, such as noodles, ropes, cones, racquets, sticks, etc.



LEARNING FOCUS

The focus in this game is on problem solving and teamwork using group decision-making skills.

Focus the children's attention on:

- creativity, initiative and experimentation
- understanding that there are no right answers, so players are encouraged to brainstorm and test possible solutions
- developing the cooperative skills of decision making, conflict resolution, and group work.

SET UP & PLAY

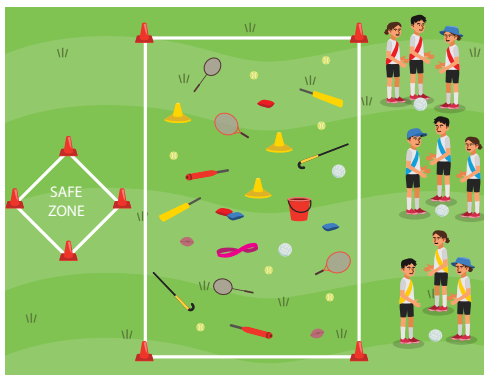
Set up:

- Groups of 3-4, each with a small ball that will be their 'hot potato'.
- Lay out a range of equipment to use to support, carry, and deposit their hot potato into a marked 'safe zone'.

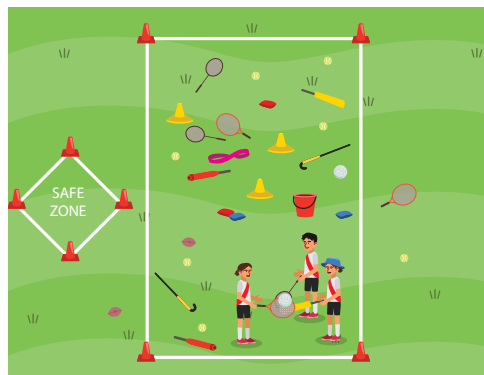
Play:

- Outline the problem by creating your own story about why the potato is so hot and cannot be touched and tell groups that they must find ways to transport their hot potato to the safe zone.
- Groups use any of the equipment to transport the potato.
- No one may touch the potato with any part of their body. If the potato is touched by anyone, or it is dropped while being carried, the group must return to their starting point.

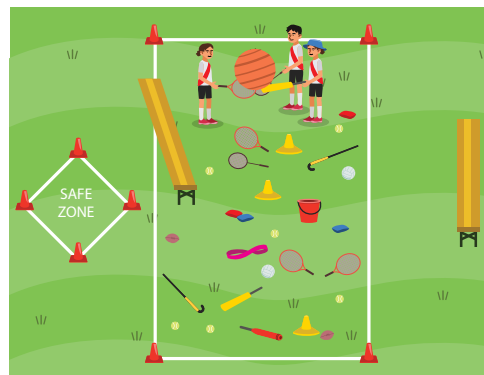
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Start by outlining the problem to the groups. Encourage the children to think about how they may go about brainstorming ideas and testing them. How will they ensure that everyone gets their ideas heard?



Step Two:
The groups begin to test and evaluate their ideas. The objective is not to find only one solution, but rather to find different solutions for transporting the hot potato.



Step Three:
Modify the task to increase the difficulty of the problem. For example, the group may have to navigate some obstacles on their way to the safe zone. Alternatively, each member of the group must use different equipment, or the hot potato could be changed to a heavier or larger ball. Another possibility is to blindfold one group member or require them to move by hopping on one leg.

LEARNING QUESTIONS

- How did your group work together to solve this problem? Was everyone involved in brainstorming possible solutions?
- How did your group make the decision on how you would transport your 'hot potato'?
- Did everyone agree with this decision?
- How did your group resolve any conflict?
- What were some of the ways your group carried the 'hot potato' to the safe zone?
- What different ways did other groups solve the challenge?

REFLECTION

After the activity, can the children:

- cooperate as a group to solve this movement problem?
- consider and evaluate other people's points of view?
- contribute to the group decision-making process?
- demonstrate negotiation skills?
- show creativity, initiative, and experimentation in this problem-solving task?
- come to an agreed decision on how to approach solving this problem?
- participate fully and find different solutions to get the 'hot potato' into the safe zone?



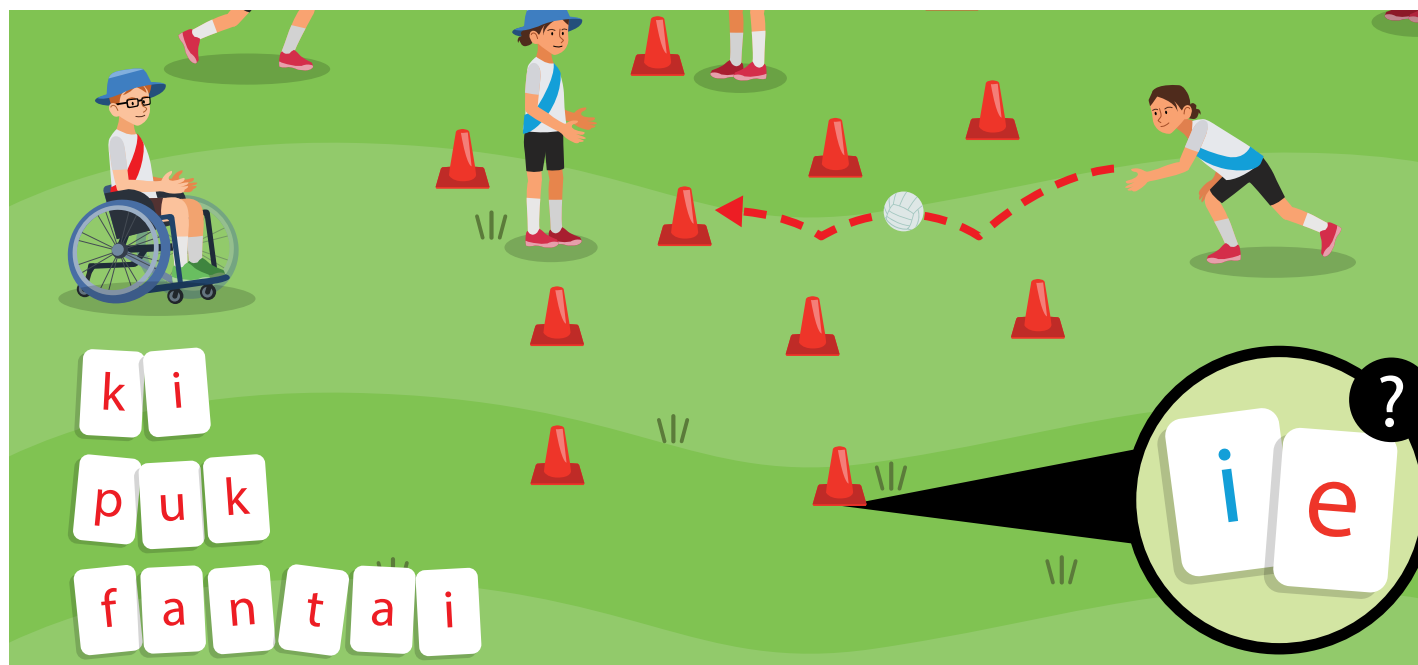
Group decision making

Having an effective *group decision-making* process helps to focus the diversity inherent in a group so that it can efficiently consider and make decisions. Adults can encourage groups to discuss and reflect on some key issues related to group decision making, such as:

1. Who should make the decision? The level of participation involved in group decision making can range from an autocratic decision made by a single leader through to a democratic decision involving everyone in the group.
2. What information is needed to make the decision? This focuses on the need for relevant information to guide the decision-making process. It may also involve the group in a brainstorming exercise to generate possible ideas and options for consideration.
3. How do you ensure that different views and opinions are considered? This highlights how best to facilitate individual voices and opinions of group members.
4. What is the method for making the decision? Will the final decision be made by consensus, majority vote, or leader's decision?

2.5 Save the Kiwi

This cooperative game requires children to work in teams to 'Save their Kiwi' by finding the threats to the kiwi on cards hidden under the equipment.



EQUIPMENT



Hoops (1 per group)

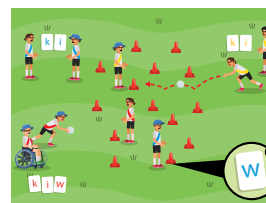


Cones (30)



Foam balls (15+)

One set of letters
"K I W I" per team,
colour-coordinated with
each team's hoop



LEARNING FOCUS

The focus of this game is on developing the communication skills of positive interaction and support as players take on different roles to find and save their kiwi. Players also develop their ability to roll accurately.

Focus the learning on:

- encouraging each group member to contribute to the team performance
- all group members learning to support, praise, and give positive communication.

SET UP & PLAY

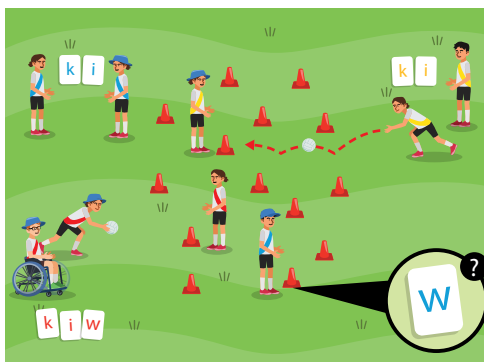
Set up:

- Set up a playing area around 30 m by 30 m.
- Place the cones in a scattered arrangement within the playing area.
- Hide the letters under the cones.

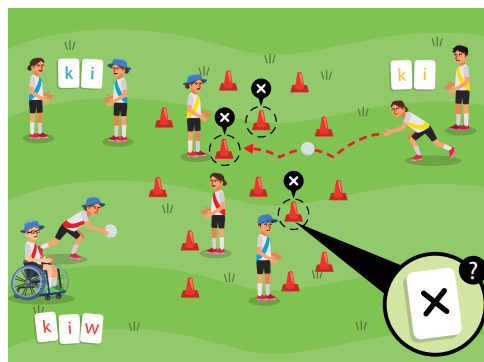
Play:

- Groups of 3–4, each with a coloured hoop.
- Explain that their mission is to 'Save the kiwi' by finding the letters hidden under the cones that match the colour of their hoop. Each cone represents a threat to the kiwi, like a weasel or stoat. The aim is to retrieve all the letters and save your 'kiwi' from all the stoats and weasels.
- Designate team roles: hunter (must roll balls and hit the cones to uncover the letter), tracker (organises the team's letters), ecologist (gets the letters and retrieves balls for the hunter).

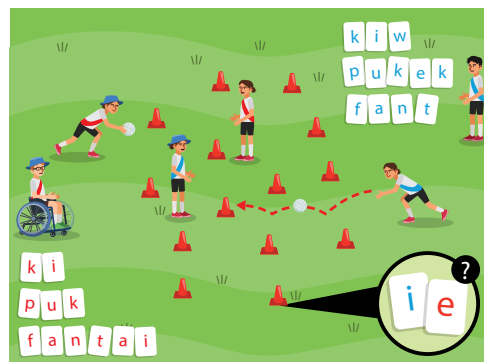
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Play with each team attempting to fetch the coloured letters that match their hoop. At first, play the game as a challenge, and then try it as a competition against the other groups by placing the cards out under different hoops.



Step Two:
Place a taniwha (a ball or small object) under several of the cones. If a group finds a taniwha, they must give the letters they have found to the teacher (who hides the letters under new cones) and start again. Change the team roles around so that everyone has a turn at being the hunter, tracker, and ecologist.



Step Three:
Diversify the number of birds that groups can be saving. For example, include letters for birds such as pūkeko, kererū, pīwakawaka, kākāpō, and kōkako. Many of these names have common letters, so the children can see how many different birds they can save.
Ask the children to create different team roles that are important for saving native birds, for example, DOC ranger, vet, scientist.



Positive interdependence

The concept of positive interdependence is a key feature in productive teamwork. It involves group members understanding that their individual success is linked to the success of every other member of the group. This includes understanding that each member of the group offers a unique contribution to the joint effort of achieving the group's goal.

Positive interdependence does not just happen when children are working in groups. The structure of the group task or problem should be set up in a way that requires each member of the group to contribute to the joint effort. Ways to do this include:

1. Group members taking on specific roles.
2. Group members having autonomy to agree on allocating specific roles that are most suited to group members' interests and abilities.
3. Allocating different resources to group members.
4. Providing different but essential information to each group member.
5. Limiting the time so no one person can dominate the task.
6. Taking turns to work on a task.

LEARNING QUESTIONS

- How did each member contribute to your success as a group in saving the native birds?
- What words and actions were most effective at encouraging you today?
- What were some of the things the people in your group did that made the group successful?
- What team role did you enjoy the most? Why was that?
- What other team roles did your group create?
- What would you do differently if you did this activity again?

REFLECTION

After the activity, can the children:

- work productively as a group to save the kiwi and other native birds?
- show how the role that they took on contributed to the success of the group?
- demonstrate the actions and words they used to encourage and support others to be effective?
- take turns effectively in the different roles to save the native birds?

2.6 Clock Dribble

Everyone in this game tries to keep the balls bouncing around the circle. It requires good cooperation to succeed without losing control.



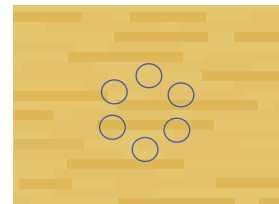
EQUIPMENT



Large balls (4–6 per group)



Hoops (4–6 per group)



LEARNING FOCUS

The focus of this game is on everyone in the group cooperating to keep the rhythm and passing going. The group can only be successful when everyone is succeeding.

Focus the children's attention on:

- working cooperatively to achieve success
- being attentive and looking to receive and make a pass
- enjoyment for all.

SET UP & PLAY

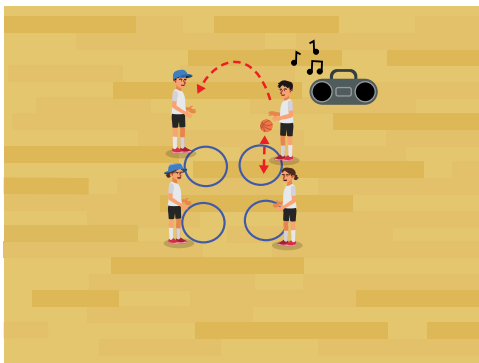
Set up:

- Divide into groups of 4–6 children.
- Each player has a ball and a hoop or chalk-drawn hoop.
- Play on a court or grass area.
- Place each hoop on the ground to make a larger circle and stand outside the larger circle created by these hoops.

Play:

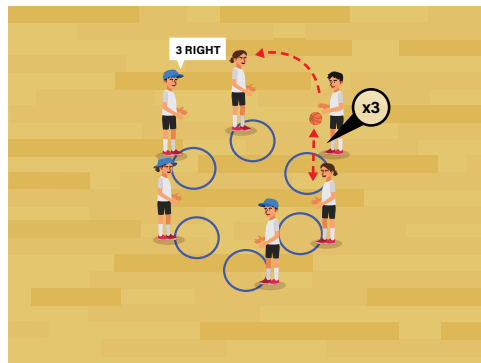
- Begin with each player bouncing their ball continuously in their hoop.
- Team members take turns to call a direction (left or right) and a number (0–4).
- The group then bounce-pass the balls around the circle according to the number and direction called.
- Players then bounce the ball again in their hoop until another direction and number is called.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



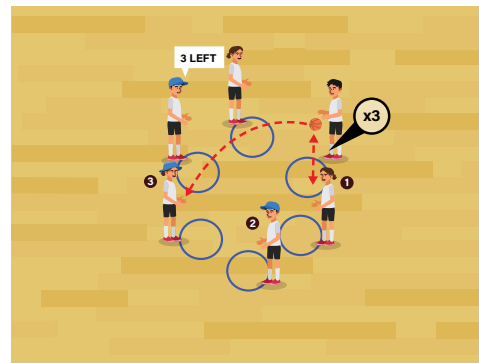
Step One:

Start with smaller groups of four. Bounce the ball to music, try to get the rhythm, and make a directional pass when the music stops e.g., “Three right.”



Step Two:

Increase the group size to six. Bounce the ball the number of times called, then pass in the identified direction (e.g., for “Three left”, bounce the ball three times and then pass it to the left).



Step Three:

Bounce the number of times called, then pass in the identified direction and the number of players (e.g., for “Three left”, bounce the ball three times and then pass it to the third person on the left).

LEARNING QUESTIONS

- How does the team need to work together to make Clock Dribble a successful game for everyone?
- What strategies did you need to use both individually and as a team to achieve the common goal here?
- Was this an enjoyable and successful activity for you and for the team?
- Would you want to play this game again?
- Are there any changes you would recommend?

REFLECTION

After your the activity, can the children:

- take turns at calling the directional pass?
- participate positively?
- include everyone in their group?
- discuss and trial different strategies to solve this movement problem?



Cooperation

A key component in building strong relationships and leading happy fulfilling lives is the ability to work, interact, and cooperate with other people. Cooperation is the process of working together for mutual benefit and involves sharing, following instructions, and taking turns. Learning to cooperate means that a person can think about and balance their own needs and wants with others’ needs and wants. This joint effort is mutually satisfying and a skill that children will use during their entire life.

Teachers and coaches can help children learn about cooperation by:

1. Designing activities that require cooperation, such as allocating roles or giving individual resources so that each person’s contribution is needed in order to succeed.
2. Allowing for choice. Providing choices about how or when to complete a task enables children to choose to be cooperative.
3. Teaching interpersonal skills. Cooperation involves being able to set personal goals, communicate effectively, resolve conflict, and problem-solve as a group. This process takes patience and practice.
4. Praise cooperative activity. When you observe children cooperating, praise them. Try to be as specific as possible as you explain how they demonstrated good cooperation.

2.7 Satellites

The challenge in this game is to stop the satellites from crashing back to Earth. By using balloons, children can have a fun game that helps develop cooperation and coordination.



EQUIPMENT



Balloons (2–3 per group)



LEARNING FOCUS

Satellites is a game that requires children to work cooperatively with others to keep their 'satellite' in orbit. It develops hand-eye coordination as players track their satellite and keep it in the air. When working with a partner, players also need to be sensitive to their partner and work cooperatively to move so that they stay under their satellite.

SET UP & PLAY

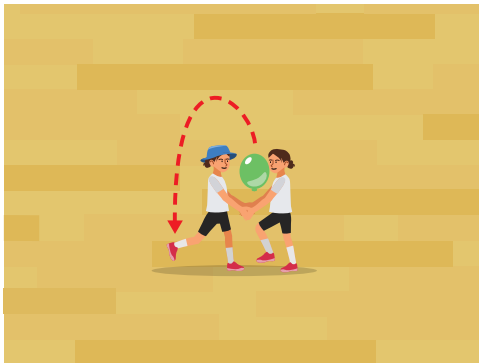
Set up:

- Divide the children into pairs or groups of 3–5.
- Players form a circle by holding hands.
- Define a playing area.
- Give each group a balloon.

Play:

- The objective is to keep the balloon off the ground without breaking the circle.
- The game begins when one player throws the balloon into the air and the group tries to prevent it from touching the floor by moving and using any body part to keep it up.
- Players continue to hold hands in a circle throughout the game.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



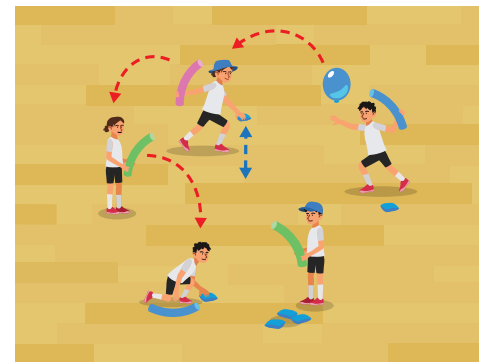
Step One:

Blow up the balloons and let individuals play to explore the task of keeping their 'satellite' up in the air. Any part of the body can be used to keep the balloon up. Take care not to pop the balloon.



Step Two:

Join up as a group by holding hands. Try to keep your satellite in the air by moving as a group. Take care not to bump into other groups. If one balloon is easy, try adding two or three more balloons.



Step Three:

Additional challenges can be introduced by asking children to invent different ways of keeping the balloon up (like using a noodle) or performing different actions between hits, like turning 360 degrees between each contact or picking up bean bags from the floor. (How many can they pick up?)

LEARNING QUESTIONS

- What did you find was the best way to communicate with your partner and group in satellites?
- How many satellites could your group successfully keep in orbit at one time?
- What information were you and your group using to track more than one satellite in orbit?
- Can you show and share with others the challenge at step three that you and your partner invented?

REFLECTION

After the activity, can the children:

- track and move in a coordinated way to keep the satellites in orbit?
- cooperate to work in a group to keep the satellites in orbit?
- create their own versions of this game and challenge themselves to extend their capabilities?
- communicate effectively to keep the game going?

Do you as the teacher feel that you understand the importance of learning in games and what is meant by coordinating perception and action?



Hand-eye coordination

Hand-eye coordination is the learned ability to coordinate visual information with the hands to control, guide, and direct them in performing a given task, such as catching or hitting a ball. As part of the body's perceptual system, vision is more than the ability to distinguish detail. It also involves eye movement abilities, such as focusing and tracking, and coupling this with the coordination of body movement. Children learn hand-eye coordination as they grow and experience a broad range of games and activities that challenge their perceptual system. Children need opportunities to develop the hand-eye coordination critical to:

1. Fine motor skills, such as the delicate and precise movements involved in manipulating objects and in learning to write or draw.
2. Grasping and manipulative actions, such as catching and hitting as well as holding and using equipment.
3. Coordinating perceptual information (like the trajectory and weight of an object) with an action (like moving to catch the ball or keep a balloon up in the air).

2.8 Zoom

The challenge in this game is for a group to use a set of picture cards to tell a story. It works on the notion that 'the whole is greater than the sum of the parts'. It encourages children to actively listen to each other, communicate effectively, and cooperate to solve this movement problem.



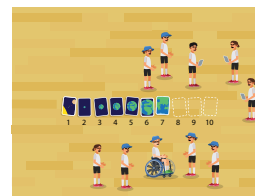
EQUIPMENT



Zoom cards

This game will work with any book that tells a visual story. This version of the game uses the Zoom and Re Zoom books by Istvan Banyai. These are easily purchased online. Laminate each page as a card.

Groups of children can also draw stories for other groups to 'Zoom'.



LEARNING FOCUS

Children need opportunities to learn how to work collaboratively and become involved in a larger group task. Zoom teaches active listening by removing visual cues and relies on larger group cooperation to tell the story.

Zoom develops:

- involvement
- active listening skills
- large-group-work skills
- brainstorming
- reaching a decision
- cooperation.

SET UP & PLAY

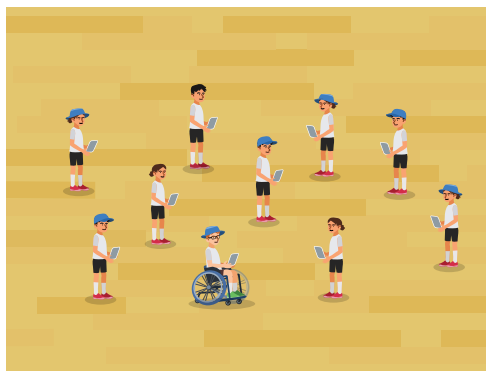
Set up:

- Separate the pages of a picture book into a set of cards that tells a story.
- Place the cards face down in the playing area.

Play:

- Children pick up a card and hold it close to their chest to hide the picture.
- If there are remaining cards, encourage some children to pick up two cards.
- Without showing their card, children describe the image it contains.
- When the group agrees that they have identified the beginning of the story, the child with that card puts it down face up.
- Players negotiate and decide if they have the next card to put it down in the correct order to reveal the story.
- When all the cards are down the children can enjoy the full story.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



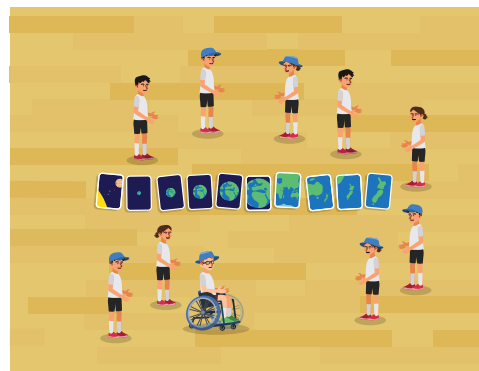
Step One:

Children should keep the pictures on the cards hidden but they are allowed to talk to other players to describe the picture on their card. Players must solve the problem without showing the card. Allow plenty of time to find the solution and resist helping them.



Step Two:

Challenge the children by removing the verbal communication. In this step, the children cannot visually show or verbally describe the image on their card. They need to use charade-type communication to solve this challenge. This can be a very challenging version of the game.



Step Three:

After solving the story on the card, challenge the children to use the cards to tell another story. Can the pictures be used to tell an alternative story?

LEARNING QUESTIONS

- How well did you describe the image on your card? Was it difficult not to show the image on your card to others?
- Did you get involved in this activity and make an effort?
- How well do you think your group brainstormed ideas and solutions to try out?
- Did the group find it difficult to listen to each other? Were there people talking over others and trying to dominate what you should do to solve this challenge?
- What did you do about this, both individually and as a group?
- Was it more effective to describe the image on your card to others in pairs or small groups, or did you work as one large circle to 'Zoom' the story? Which strategy was more effective? Why was that?

REFLECTION

After the activity, can the children:

- understand why they need to be involved in order to be included?
- describe what is meant by active listening?
- demonstrate active listening in this game?
- transfer the process of being involved in this game to another MoveWell game?



Involvement

Exploring the aspects and issues around active involvement can be a very useful focus for children. Involvement is the act of participation or taking part in an activity. It differs from inclusion, which is more about factors that create the opportunity for involvement. By contrast, involvement is focused on an individual's willingness to participate, experience new things, and focus on their own needs and self-improvement. When adults focus on involvement, they help children to reflect on the barriers that may limit them from participating in activities that can become an integral part of their lives.

Some of the aspects that can be used to start discussions about involvement include:

1. *Exploring effort.* Encourage children to explore the relationship between effort and outcomes. The aim here is to disrupt the notion that success is easy or due to natural talent and to appreciate that achievement is usually built on a solid foundation of effort.
2. *Experience new things.* The goal here is to be willing to go outside one's comfort zone to participate in new activities and accept challenges. It is part of constantly developing and living one's life to the full.
3. *Focus on self-improvement and self-awareness.* The goal here is for children to identify their needs and reflect on what might limit them from being fully involved.

2.9 Night Train

This challenge game gives children the experience of moving without visual cues. It teaches them to give clear verbal instructions and to move using other perceptual cues while developing trust in the team-mate who has sight.



EQUIPMENT



Blindfolds
(4 per group)



Bean bags



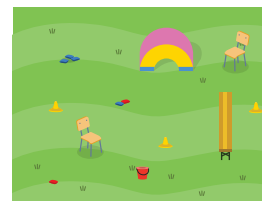
Mats



Balls



Chairs



LEARNING FOCUS

The focus is for children to enter into the spirit of the game and take turns at being both the leader (train driver) and a participant (train carriage). The game allows them to develop and practise respect and inclusion for their group as part of learning about fair and ethical play.

Night Train provides an opportunity for children to:

- be open-minded and willing to participate
- take turns and share
- be included in and enjoy movement with others
- make decisions and be responsible
- be creative and explore movement
- be kind and respectful to other players
- contribute and reflect on fair and ethical play.

SET UP & PLAY

Set up:

- Groups of 5: one train driver and four blindfolded carriages in each group.
- While the carriages wait at a station, the train drivers and teacher lay out the equipment as an obstacle course to navigate.
- Make sure the blindfolded children don't see the course.

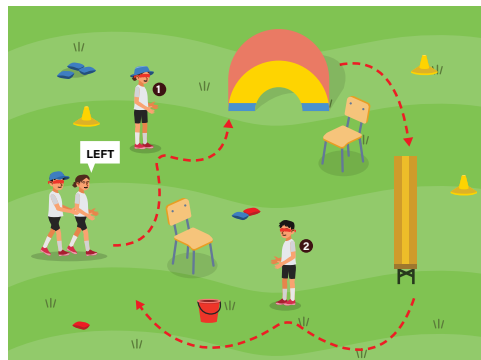
Play:

- The train driver collects all of the carriages and leads the journey with each child holding the waist of the person in front.
- The carriages require non-visual cues to navigate the obstacles.
- The carriages actively listen for instructions and feel the direction of movement.
- After the journey, the train returns to the station.
- Remove blindfolds and discuss the learning questions.
- A new train driver takes a turn.
- The carriages put on blindfolds and wait while the train driver sets up a new journey.

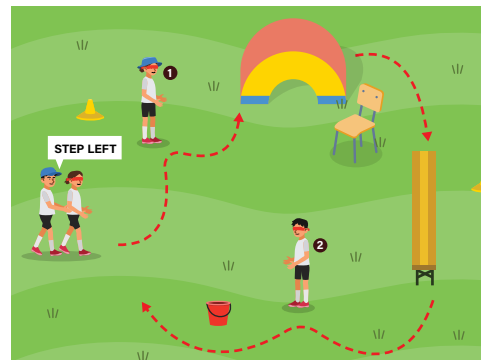
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Play as a Minefield game in pairs. Partner A is blindfolded. The group of sighted children set up a minefield of equipment (bean bags, mats, balls, objects, chairs) scattered across the playing area. Partner B (who is sighted) must navigate partner A through the minefield using only clear verbal instructions and cues.



Step Two:
Gradually include more objects for the train to go over, under, and around. Increase the number of carriages.



Step Three:
The train driver drives the train from the back. In this set-up, the course needs to be simplified and the driver needs to give even clearer instructions to drive the train as the front of the train is not sighted.

LEARNING QUESTIONS

- How difficult was it to drive the train from the front and from the back?
- Which was more difficult? Why was that?
- Were you able to trust the train driver to lead you safely?
- What considerations did you take into account to set up the train journey?
- What did you focus on to get information to move safely around the train journey when you were blindfolded as a carriage?

REFLECTION

After the activity, can the children:

- set up equipment in a safe and challenging way?
- develop and show trust to the different train drivers?
- discuss what we mean by trust and how it can be developed amongst classmates?
- give clear and precise instructions as the train driver?
- discuss the importance and meaning of trusting a group leader?
- take on the responsibility of safety for the group as the train driver?
- explain the importance of giving clear verbal instructions?
- understand the importance of visual cues for movement in games?



Fair and ethical play

Children at an early age develop a sense of fairness and the concept of 'right or wrong'. Games provide an excellent context to develop ethical thinking by teaching them the importance of always playing within the spirit of the game, taking turns, sharing, being open-minded, and ensuring inclusion and enjoyment for everyone involved. Developing the skills of fair and ethical play include nurturing a respectful attitude towards others (both individuals and communities alike), understanding how rules provide structure, reflecting on the nature of character, building capacities for reflective and informed moral judgment, and putting one's beliefs and values into practice.

Adults are essential to helping children develop the disposition for fairness and ethical thinking. Encourage children to reflect on:

- The importance of playing within the rules. Highlight how rules provide shape and structure to games.
- Strategies to resolve conflicts peacefully within the group and resist defaulting to the teacher.
- How to ensure that everyone is included and enjoys participating. Highlight that games are best when they are played between teams of even ability.
- The importance of showing respect for their opponents, fellow players, referees, supporters, and teachers through their gamesmanship, verbal comments, and body language.

2.10 Shark Territory

The challenge in this game is to use the available equipment to transport the group safely across a territory that is imagined to be frequented by sharks. How many ways can it be done?



EQUIPMENT



Planks of wood



Hoops



Bean bags



Benches



Buckets



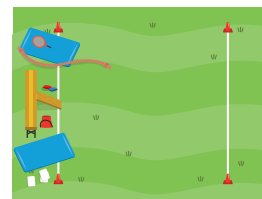
Rope



Bands



Cards



LEARNING FOCUS

Shark Territory provides a fun challenge for children to work together to find a wide range of possible solutions. It enables a focus on cooperative and problem-solving skills, with attention to the need to work together to support less confident and less able children to get across the sand bar.

Focus the learning on:

- cooperation and problem solving
- interpersonal skills such as encouragement, building team cohesion, and motivating others.

SET UP & PLAY

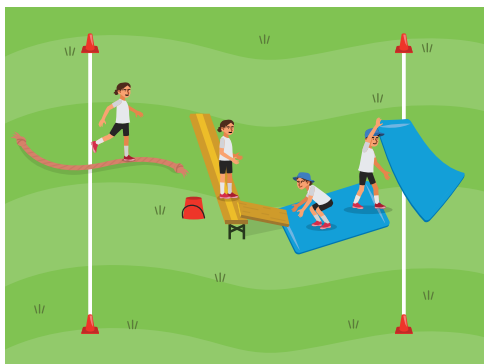
Set up:

- Place a range of equipment across the floor or grass area.

Play:

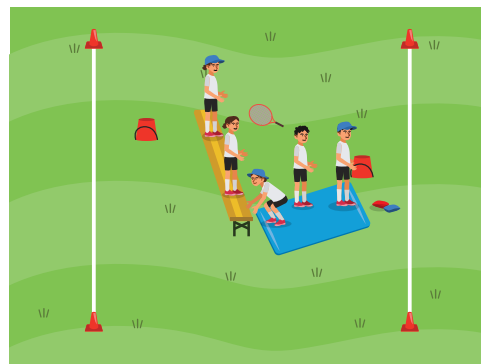
- Outline the problem to the groups: Imagine that you're at the beach and need to cross a sand bar where sharks are known to feed.
- Challenge teams of 6–10 to use the available equipment to transport the group safely across the shark territory.
- No one can step in the water (the floor).
- All of the team needs to be in shark territory before the team gets across.
- Calculate the amount of equipment to challenge the group.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



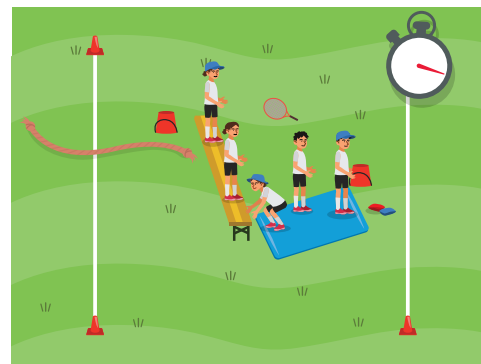
Step One:

Start by outlining the problem. Encourage the children to think about how they might go about brainstorming ideas and testing them.



Step Two:

The groups begin to test and evaluate their ideas. The objective is not to find only one solution but rather to find different solutions for transporting the team across the shark territory.



Step Three:

Modify the task to increase the difficulty of the problem, for example, reduce the amount of equipment, compete against the clock, carry a bucket of water, or blindfold some group members.

LEARNING QUESTIONS

- How well do you think your group brainstormed ideas and solutions to try out?
- What were the main choices you and your team-mates made to get across the shark territory?
- What do you think that you contributed to help others and achieve success in crossing the shark territory?
- How much were you willing to agree with group decisions?
- Are there any changes you would now make that would improve your effectiveness in working in a group?

REFLECTION

After the activity, can the children:

- define the Shark Territory problem presented by this challenge game?
- contribute in a genuine and sensitive way to participating in challenge games such as this?
- show understanding, respect, and empathy towards others in this situation?
- generate, select, and trial a number of solutions?
- show persistence to achieve the goal of the game?
- evaluate their options and select the best solution?
- work as a group to solve the problem and share their group's solution with others?



Self direction

Self-direction is the ability to work without direct supervision, set personal goals, and take responsibility for one's own learning and actions. It requires children to become aware of their individual talents, interests, aspirations, and needs and to develop the capacity to choose their own paths, including resisting peer pressure, as a result. This includes learning to set realistic goals, and plan actions, resources, and information that focus on achieving those goals. Self-direction implies a sense of autonomy over one's self as well as a responsibility to exercise it.

Adults can foster self-direction by:

1. Encouraging children to take ownership of their learning by helping them to identify their interests and needs and ensuring that their personal goals are included in the design of learning activities.
2. Supporting children to discuss and take responsibility for their plan to enhance their hauora/wellbeing.
3. Discussing how peer pressure can influence personal decision making and providing strategies for resisting peer pressure.
4. Providing opportunities for children to work independently without close supervision. This includes noticing when children make difficult choices to pursue their own goals rather than those of their peers.