

TEAM-UP FOLLOW UP PROGRAM

Thank you for participating in the Waterloo Warriors Team-Up program. The goal of the Follow-Up program is to review the Six Keys to Success so students understand them better and to learn how they can be used in their own lives by demonstrating them in team-building activities. Here are some activities and resources that your class can use. There are a mixture of worksheets and activities to run!

If you have any questions or comments, please contact warriorsteamup@uwaterloo.ca



ACTIVITY

SETTING GOALS

TEAM UP KEYS #1 SET GOALS

REVIEW:

Long Term Goals: something that you want to accomplish in the future.

Short Term Goals: smaller goals that help you reach your long term goal.



Long term goal: I want to play on the Waterloo Warriors Basketball Team when I grow up.



Short term goal: I need to practice my shooting. I want to shoot at least 5 foul shots in a row by the end of the December.



WHAT ARE YOUR GOALS?

Long Term Goals:

What do you want to be when you grow up?

Short Term Goals:

How are you going to achieve your long term goal?



HOW TO SET SMART GOALS

MY GOAL IS: _____

S	SPECIFIC	<ul style="list-style-type: none"> » What do I want to accomplish? » Why do I want to accomplish this? » What are the requirements? » What are the constraints? 	
M	MEASURABLE	<ul style="list-style-type: none"> » How will I measure my progress? » How will I know when the goal is accomplished? 	
A	ACHIEVABLE	<ul style="list-style-type: none"> » How can the goal be accomplished? » What are the logical steps I should take? 	
R	RELEVANT	<ul style="list-style-type: none"> » Is this a worthwhile goal? » Is this the right time? » Do I have the necessary resources to accomplish this goal? » Is this goal in line with my long term goal? 	
T	TIME-BOUND	<ul style="list-style-type: none"> » How Long will it take to accomplish this goal? » When is the completion of this goal due? » When am I going to work on this goal? 	

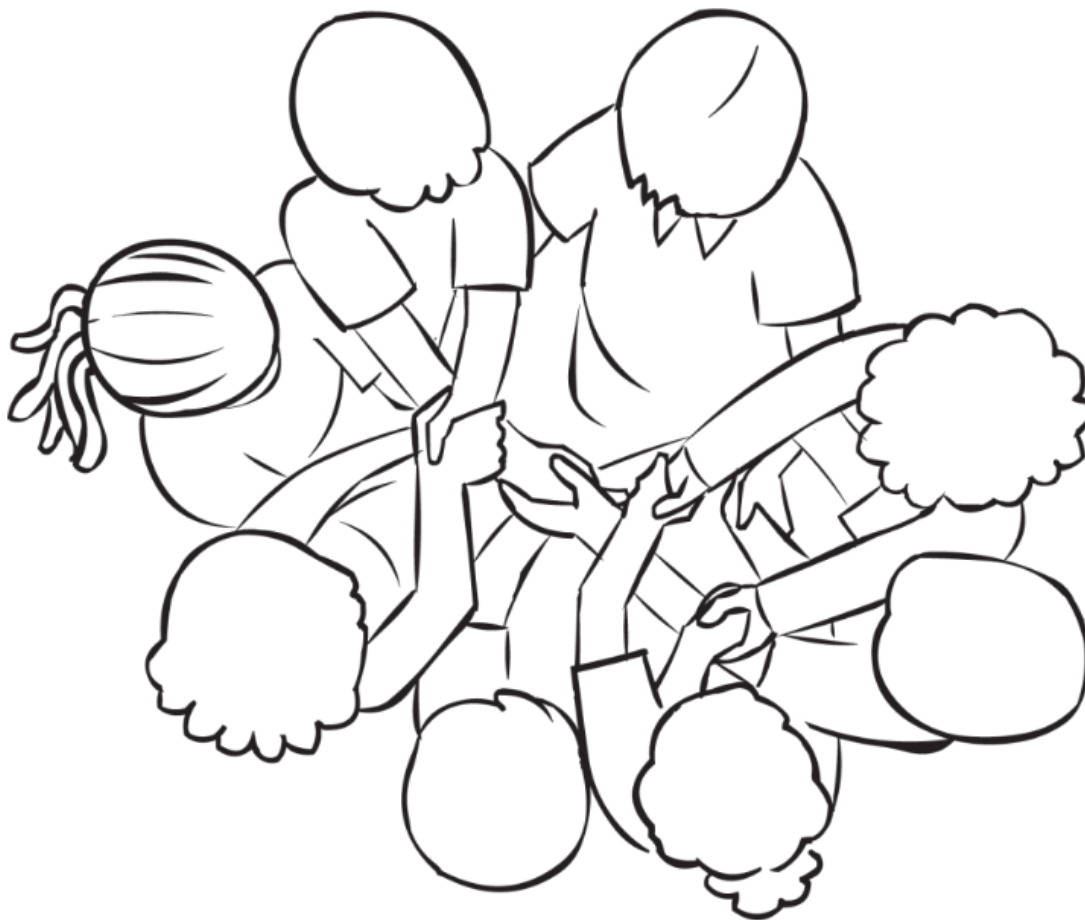


ACTIVITY

HUMAN KNOT

TEAM UP KEYS #1 SET GOALS #4 BE A TEAM PLAYER #6 MAKING CHOICES

- » Get students to stand in a circle with shoulders touching
- » Have each person raise their right hand and grab the hand of someone else in the circle
- » Do the same with their left hand
- » ****Make sure that no one is holding both hands with the same person****
- » As they work to untangle themselves, encourage them to communicate and support each other
- » If time permits, sit down with them when they are done and discuss what made their team successful (or not successful) and what being a team player means





TEACHER HANDOUT

WHO IS YOUR ROLE MODEL?

TEAM UP KEY 5 HAVE POSITIVE ROLE MODELS

- » Provide each student with an outline of a person
- » Get students to draw the person that they look up to
- » Have them write the name of the person and the relationship they have with them at the top
- » Write characteristics of their role model around the outside of the body
- » While students are doing this, athletes/facilitator circulate and ask them about who they are drawing and why they are drawing that person
- » With 1-2 minutes remaining, bring the group back together and get them to share one characteristic that makes their role model a positive one

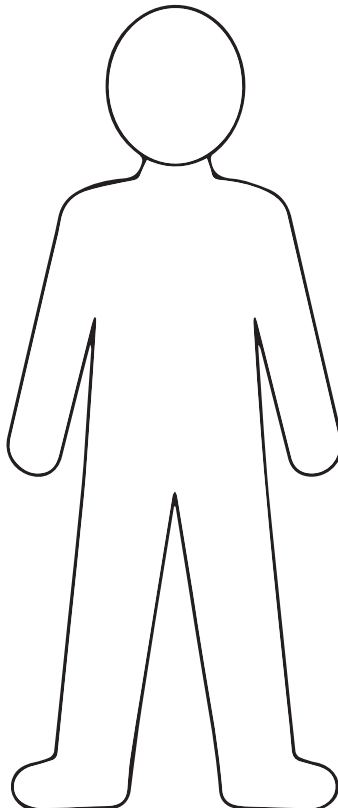


DEBRIEF

- » *Probably the most important aspect of the activity
- » Reemphasize what a role model is, and that we often pick role models that we want to be like
- » The point of the activity is to identify what traits they admire in their role models, and the next step is how do you incorporate those traits into your own behaviour and actions.



Draw your role model. Think about why they are your role model. Write different characteristics in the boxes eg. They are brave





ACTIVITY

BLIND IMAGE

TEAM UP KEYS #2 WORK HARD #3 HAVE A POSITIVE ATTITUDE
#4 BE A TEAM PLAYER

MATERIALS

- » Clipboard
- » Simple images drawn on blank paper (square, circles, lines): images are connected, an example image below

INSTRUCTIONS

- » Pick one person to be the illustrator and the front of the class in front of chalk board
- » The illustrator is not allowed to see the drawing, and the rest of the class needs to instruct the illustrator how to draw the image.
- » Alternatives: these make it more challenging for the students and lets them see the different sides of communication
 - No talking
 - A lot of what communication is through body language
 - Can't use hand symbols or gestures

ENDING (5-10 MINS)

- » Bring the classroom back with 10 minutes remaining the session. Go over the 6 keys to success again and do the normal quiz.
- » It is important to review was the students learn and bring it back full circle. So, by going over the keys to success it reinforces to the students why those activities were done
- » Hand out prizes, talk about the ticket and the promo code, explain the reporter of the month, and then open the floor for any questions.



DEBRIEF

- » Debrief after, each round that you do. Analyze what was good what was bad, and how they can correct the negative parts other activity
- » This helps show students that communication is a two-way streak. That sometimes when other people are not listening to instructions or cannot understand you it may be because you are not communicating in a way that allows the other person to understand you.



ACTIVITY

MINEFIELD

TEAM UP KEYS #3 HAVE A POSITIVE ATTITUDE #4 BE A TEAM PLAYER
#6 MAKING CHOICES

MATERIALS

» Plastic cones, cups, tape, chairs.

INSTRUCTIONS

- » Define a square area (this may be done with tape, plastic cones, chairs, etc.) which now has become a minefield.
- » Then divide the students into two-person groups. In these groups, one student will be blindfolded, while the other gives orders/directions.
- » The students must navigate the minefield without touching or knocking over the plastic cups (or other material materials you decide to use) while blindfolded.
- » The student who is not blindfolded will give accurate orders (i.e., "1 step to the left") to help the blindfolded student navigate the minefield without setting of a "mine."

ENDING

» At the end of the activity reemphasize the six keys to success and talk about how this activity relates.



DEBRIEF

» Debrief after each round that you do. Analyze what was good what was bad, and what they can do to improve.