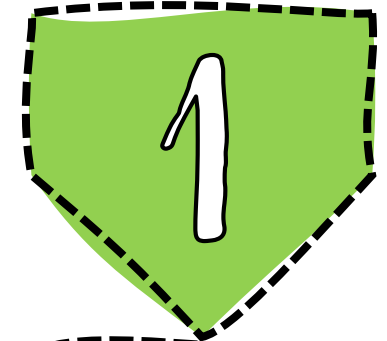


# TEAMBUILDING

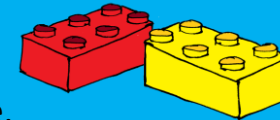
## STAYING SAFE

- Remain in bubbles for these activities.
- Wash hands before and after doing activities.
- Where possible, individuals should keep the same equipment throughout the activities.
- All equipment should be cleaned and sanitised before and after the activities.
- Physical contact should be avoided where possible.



## DRAW / BUILD WHAT YOU HEAR

- Work in pairs and sit facing your partner but maintain a safe social distance.
- Each member of the pair will need a piece of paper, something to lean on and a pencil.
- Either place a screen (pile of books) or tip your paper towards you so it can't be seen by your partner.
- One person in the pair thinks of something simple to draw (but keeps it secret). The first person draws the picture slowly section by section, describing out loud what they are doing as they go, without giving away what it is.
- The second person should attempt to draw the picture based on the descriptions that they hear.
- Once the drawing is finished, the second person should attempt to guess what the first person was drawing.
- Now show your pictures and see how similar they look.



## EQUIPMENT

- paper and pencils
- building blocks

## HOW TO ADAPT AND EXTEND THIS ACTIVITY

- Try using non-verbal methods of communication such head or eye movements.
- Try using building blocks (sanitise before and after use) instead of drawing.



**CLICK HERE TO CHECK  
OUT A VIDEO OF THIS  
ACTIVITY**

# TEAMBUILDING

## LEADER & DETECTIVE

- In groups of 6 – 12, sit or stand in a circle.
- One person is the detective and should leave the room (accompanied by staff if required).
- The remaining group then choose someone to be the leader.
- The leader puts together a series of creative motions (e.g. clapping, clicking fingers, tapping hands on knees) which the rest of the group should follow as closely as possible.
- Whilst the leader is doing the motions the detective returns.
- The detective must observe the circle and figure out who the leader is. How quickly can you work it out?

### CONVERSATION POINTS

- What communication methods are you using for this activity?
- How did the leader try to keep their identity a secret?



## SECRET HANDSHAKE

- As a class / bubble you are going to create a “socially-distanced-secret-handshake”, that you can use throughout the year.
- First you will need to think of some different motions.
- Some possible motions include:
  - air high-5s
  - air fist bumps
  - air handshakes
  - wiggling or moving a body part
  - turning around
- As a class / bubble, try to develop a series that is about 5 movements or 5 seconds long.
- After you agree on the “socially-distanced-secret-handshake” practice it a few times, and then continue to practice it every morning and afternoon as a group.

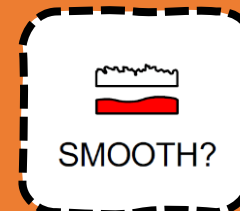
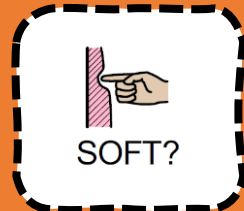
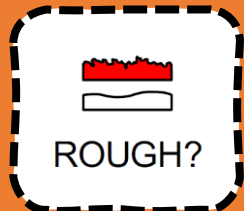
# TEAMBUILDING

## TREASURE HUNT

- The aim is to find safe items or objects around the classroom / school or at home / garden.
- Why not see how quickly you can find all the items? You could try to beat your own time or play against other people.
- If working as a small group, make sure you keep a safe social distance.
- You may not be able to touch the items or objects that you find, so perhaps you could take photos with an iPad or something similar.



### CAN YOU FIND SOMETHING THAT IS...



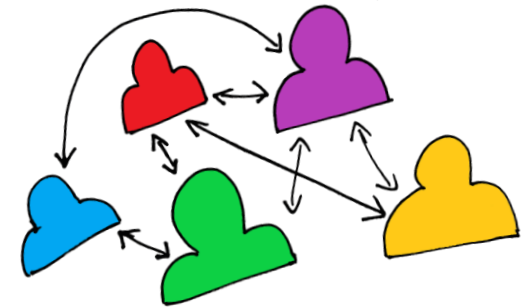
# TEAMBUILDING

## COMMON CONNECTIONS

- The aim of this activity is to see if you can connect everyone in your class / bubble through common connections.
- To do this, you will need to know some things about each other, so perhaps you could spend some time talking with some people you don't know very well first.
- As a group, start making the common connections.
- It might be something like this: *Mary is connected to Mike, Margaret and Muhammad because their names all start with "M". Muhammad is connected to Sarah because they both have 2 brothers. Sarah is connected to Kim, James and Lola because they all like the colour pink. Lola is connected to Jonathan because they both like to read. And so on...*

### HOW TO ADAPT AND EXTEND THIS ACTIVITY

- Once you have connected the whole class / bubble in a few different ways, try limiting the connections to one or two commonalities such as favourite foods or members of the family.
- See if you can connect everyone in 10 or less links.
- You could build a paper chain as a representation of your class' / bubble's common connections and hang it in your classroom.



## OTHER RESOURCES

VISIT THE SENDACTIVE PARTNER  
SCHOOL DASHBOARD AT  
[WWW.SENDACTIVE.ORG](http://WWW.SENDACTIVE.ORG)  
FOR ADDITIONAL  
TEAMBUILDING RESOURCES



Let us know how you got on!  
Tag @SENDactive on Twitter