



Unit 7: The Whitecaps

The Importance of Teamwork

Featured teams: 1979 Whitecaps [M], 1989 86'ers, 2004 Whitecaps [W]
Lesson Plan | Suggested Grades: 4-8

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Lesson Plan



**Featured Teams:
1979, 1989, 2004
Whitecaps/'86'ers**

Objectives:

Students will:

1. Identify and discuss the attitudes, roles, and behaviours that can help groups/teams work together effectively, or "teamwork."
2. Discuss the importance of teamwork, using the following as examples: 1979, 1989, 2004 Whitecaps/'86ers teams
3. Participate in an entire class team building activity that uses soccer equipment.

Required Materials

1. Computer with internet access and projector OR printed out copies of the information on the three Whitecaps teams that have been inducted as members to the BC Sports Hall of Fame:
 - 2004 Vancouver Whitecaps Women (W):
<http://www.bcsportshalloffame.com/inductees/inductees/bio?id=47&type=team>
 - 1989 Vancouver '86ers (M):
<http://www.bcsportshalloffame.com/inductees/inductees/bio?id=44&type=team>
 - 1979 Vancouver Whitecaps (M):
<http://www.bcsportshalloffame.com/inductees/inductees/bio?id=35&type=team>
2. ****Access to an open space (ex: a field or gymnasium) for the last part of the class (the activity)****
3. Soccer balls for the team building activity. One soccer ball per group of students
4. *Optional:* method of demarcating the start and stop lines for the activity (ex: masking tape, cones, etc.)
5. *Optional:* whistle and stopwatch (for teacher's use)

Opening (10 minutes)¹

As a class, discuss the word "teamwork," using the following questions (or similar questions) as starting points):

- What does this word mean?
- Why is teamwork important? To whom?
- Can you (the students) provide any examples of when you've seen or experienced teamwork?
- Are there different kinds/types of teamwork? (Ex: verbal encouragement, teaching/practicing a new skill together, sharing equipment, etc).

Student Activity (30 minutes)

1. Tell students that you would like to share with them the biographies of three specific soccer teams that have been inducted into the BC Sports Hall of Fame for their accomplishments.
2. Before introducing the first team, ask students to consider the role that teamwork potentially played in helping each of these teams succeed.

1 - NOTE: These time allocations are approximate, and have been estimated to fit into a class period of 45 minutes total. Please adjust the times to better suit your class if necessary.

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3. Display the first team's biography, either using the projector or by distributing the photocopies. The order in which the teams are presented is at the teacher's discretion.
4. Ask students to read parts of the biography aloud, while the rest of the class follows along.
5. After reading through all three of the biographies, return to the question that was posed to the students: how these three teams may have benefitted from teamwork? Invite the students to share their ideas.
6. Now tell students that they will be participating in an activity that will require them to use teamwork in order to ensure that they will all succeed. Have students line up quickly (but safely/quietly), and then follow the teacher to a predetermined open space².
7. Divide students into small groups (five to seven students), and have the groups line up next to each other at a starting line (ex: if inside a gym, have groups line up against one the walls). Then give each team thirty seconds to come up with a one word team name.
8. Have each group organize themselves into a straight line, with one student in front and the other students lined up behind him/her. Once a group is ready, hand the student at the front a soccer ball, and ask them to hold on to it with their hands.
9. Explain the drill to the students:
 - In their group, each student must put their hands on the shoulders of the student in front of them (the student in the front holds the soccer ball). The student in front must bounce the ball off of their knees as many times as possible, without it rolling away (similar to a "high knees" drill in soccer), during a ten second span. The ten seconds should be counted out loud by the teacher, in order to ensure that all groups have the same amount of time. If the student at the front loses control of the ball, they must leave their group and go retrieve it (the other students must stay in their positions). While the person in the front bounces the ball, the students behind him/her must keep their hands on the shoulders of the person in front of them, while also cheering the student in front on.
 - After the ten seconds has elapsed, the entire group yells out their team name and takes as many steps forward as the lead person was able to bounce the ball on their knees (ex: three bounces = three steps forward). Then the student in front 'detaches' from the group, passes the ball to the student behind them, and runs to the back of their group's line. They then put their hands on the shoulders of the person in front of them, and the process begins again. The goal is to be the first team to travel from the start to the finish, and to do so safely.
 - If students do not follow the activity's rules (ex: do not keep their hands up on the shoulders of the person in front of them), the teacher can choose an appropriate "response" – send the entire team back to the starting line, make the team take one giant step backwards, etc. Once a group reaches the end, they should all sit down to signal the teacher that they are done. *Time permitting:* the race can be conducted again, with different variables (new team, number of bounces etc.)

- 2 - The teacher may want to briefly review general safety procedures – always look where you are going, listen for the teacher's voice/whistle, make sure to play fair, etc.

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Conclusions and Reflections (5 minutes)

1. Once all groups have finished the race, engage them in a class discussion about the activity:
 - Did they enjoy the activity?
 - What was fun about the activity? What was challenging about the activity?
 - Did they observe/utilize teamwork in the activity? How/where? What kinds?
2. Have students return the soccer balls to you, and then return to the classroom.

Evaluation

1. Did the student participate in the class discussions?
2. Did the student participate in the teamwork activity?
 - Did they follow the rules of the activity?
 - Did they support their teammates?
 - Did they act safely and appropriately within the gym?
3. Is the student able to provide a definition and/or example of teamwork?
4. Is the student able to explain why teamwork is important?

Adaptations and Extensions

Adaptations for Grades 1-3

- Select only one or two of the Whitecaps team biographies to read.
- The teacher reads the entire biography/biographies, instead of the students.
- Decrease the number of consecutive bounces required during the activity.
- Decrease the distance between the start and finish lines of the race.

Adaptations for Grades 9-12

- Increase the number of consecutive bounces required during the activity.
- Increase the distance between the start and finish lines of the race.
- Put a time limit on how long the students have to get across the gym.

Extensions (all grades)

- In groups, have students design their own games/activities that focus on teamwork. Have each group teach their activity to the rest of the class.
- Students participate in other teambuilding games and activities (as explained/demonstrated by their teacher). Many examples can be found online, but additional examples have been provided as well on the following page.

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1. Alphabet spelling

- Divide students into groups, and explain that they will be expected to use their bodies to spell out different words (all groups at the same time, one word at a time). Students will only be given a limited amount of time to spell each word, so they need to work together quickly.
- The group to spell their word first (and correctly) is considered to be the winner. Repeat the process with different words.
- It is at the teacher's discretion whether they want to start with having students create individual letters instead of words. Additionally, the length of the words will likely be dictated by the number of students in each group.
- This activity could be linked to other subjects by using vocabulary/spelling words (ex: science vocabulary).
- To conclude, have all students form one large group and then try to spell out a word (or possibly even a very short sentence).

2. Charades

- This can be done as a class or in smaller groups. Students can perform their charade alone or with other students (ie: in pairs). Providing students with this choice may facilitate the participation of shyer students. The students can generate their own list of topics, or the teacher can generate one ahead of time.

3. Trust obstacle course (ideal for older students)

- Prior to the start of the class, set up a simple obstacle course using available gym equipment. If possible, set up multiple courses next to each other.
- At the start of class, split the students into pairs. Ask each pair to decide who will be the speaker and who will be the listener. Have each pair go stand at the start of one of the courses.
 - NOTE: if there are not enough courses for all of the pairs, have some of the pairs sit against the wall and watch.
- Once the teacher says go, the listener must shut their eyes and proceed through the obstacle course under the guidance of the speaker. The speaker must ensure that they plan the safest route for the listener to proceed along. The pair that safely completes the route the fastest is the winner.

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Curricular Links:

Grade 4 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A3** Listen purposefully to understand ideas and information

Physical Education

- **C1** Demonstrate an ability to participate safely in specific physical activities
- **C2** Describe fair play principles for participating in physical activity
- **C3** Demonstrate leadership in selected physical activities

Grade 5 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A3** Listen purposefully to understand ideas and information

Physical Education

- **C1** Demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- **C3** Demonstrate fair play in physical activity
- **C4** Demonstrate leadership in physical activity

Grade 6 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A3** Listen purposefully to understand and analyse ideas and information

Physical Education

- **C1** Demonstrate safe procedures for specific physical activities
- **C2** Model fair play when participating in physical activity
- **C3** Demonstrate leadership in respecting individual differences and abilities during physical activity

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Grade 7 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A3** Listen critically to understand and analyse ideas and information

Physical Education

- **C1** Apply safe procedures for specific physical activities
- **C2** Model fair play in all aspects of physical activity
- **C3** Model leadership in creating a positive climate for physical activity

Grade 8 PLOS

English Language Arts

- **A4** Select and use a range of strategies to interact and collaborate with others in pairs and groups

Physical Education

- **C1** Demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- **C2** Follow guidelines for proper use of equipment and facilities
- **C3** Demonstrate fair play in physical activities across the activity categories
- **C4** Exhibit leadership in specific physical activities