

Darius H. Graham Elementary Youth Militaristic Training

Lesson Cycle

Lesson Title/Topic: Balancing Fire Teams Testing/Military-Teamwork

Standards: 74.6 I.E.2 Work Collaboratively

Lesson Objectives: SWBAT teach each other how to maintain control and make their own decisions in a team building environment w/100% accuracy	Assessment: <ul style="list-style-type: none">• Indicate whether the importance and usefulness of teamwork throughout life• Provide definition of balancing• Recognize the importance of trust
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Materials:

(2) 10' 2x8 Planks taped together
2 Cinder blocks
Objects (Bricks)
Chalk or Tape

The teacher will:	The student will:
<p>Focus: Trust V Duct Tape Teambuilding Game Teacher will ask for complete silence from the classroom while providing instructions for the Tag Game.</p> <p>Inform class that there can be absolutely no communication after instructions are given.</p> <p>Students will break into groups of four. Two students will pair up and walk inside of a V and the other two students will pair up and hold each other's hands to the other two students as the V becomes wider, they are not able to break formation.</p> <p>Lead class into a discussion about trust and how useful it can be in your life.</p>	<p>Silently listen to the instructions</p> <p>Without talking students will break into groups and begin activity</p> <p>Switch once they are done the group inside the V will holding hands over the V and the group holding hands over the V will be walking together inside the V</p> <p>Participate in discussion of trust and how useful it can be in your life</p>
Teacher Input:	Ask questions about joining the armed forces how does it look taking the enlisted

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<p>Career in the Armed Forces (Branches): Air Force, Army, Coast Guard, Marines, Navy Careers vary from: Engineering, Logistics, Culinary Arts, Aviation, Medicine amongst many more \$19,500-\$200,000 (based off of ranking system) Ranking System Enlisted (E-1 to E-9) Warrant Officer (W-1 to W-5) Officer (O-1 to O-10)</p> <p>Requirements in joining the military:</p> <p><u>Enlisted</u> U.S. Citizen or resident alien Enlist at 17 with parental or guardian consent, 18 or older without High School diploma or greater Pass a physical fitness exam and meet weight requirements Pass the Armed Services Vocational Aptitude Battery Test (A.S.V.A.B.)</p> <p><u>Officer</u> Same as enlisted, but you have to be commissioned through a college/university armed forces officer candidate program:</p> <p>US Military Academy, US Naval Academy, US Air Force Academy, US Coast Guard Academy, US Merchant Marines Academy, Texas A&M University, Texas A&M University, Texas Christian University (Army ROTC), Tarleton State University (Air Force ROTC) and Prairie View A&M (Navy ROTC) just to name a few.</p> <p>Introduce lesson to students they will be balancing on a plank while maintaining the level of plank. The teacher will explain to students that they are supposed to maintain</p>	<p>or officer route. Figure out what job is suitable for the likeability. Where can be stationed</p> <p>Be seated in their assigned areas. They will listen and observe the teacher's presentation of careers in the Armed Forces how that looks and introduction of balancing fire teams</p> <ul style="list-style-type: none">• Explain the importance of teamwork and how it is useful in the military. How does "Trust V Duct Tape Game" is useful when it comes to teamwork.
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<p>level of the plank by not having it touch the ground.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • Who do you trust? Why? • Based off the people you trust, why do you trust them?" • Why is better in some cases to work as a team versus working as an individual?" 	
<p>Guided Practice: Explain and demonstrate how the planks will be set up on top of the cinderblocks and an object will be in the middle. There will be a team of two one on each side (four individually) The students have to maneuver their way around the plank to the opposite side without it falling off or causing the plank to go down on one side. Have the students follow what the teacher is doing step by step. Correct technique will be used as examples and incorrect techniques will be reviewed and corrected.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • Could the plank balance without the teacher being in the center? Why or why not? • Why can't the team walk off the plank and switch sides? • What happens if you only have one foot on the plank? • Demonstrate effective ways of teamwork and balancing on the plank to help your teammate get to the opposite side. 	<p>Gather in groups of four (might be an odd number based on number of students) Two will stand on opposite sides of the plank while instructor or student will stand in the middle of the plank</p> <p>The two students in the front will help maneuver each other from one side of the plank to the other. The two initially in the back will switch with the two in the front and repeat the steps as follows. All will maneuver through an object to get to the opposite side without falling off of the plank.</p> <p>Once everyone has switched from their original positions you will repeat steps as follows to get back to your original position from once you began.</p> <ul style="list-style-type: none"> • Identify the usage of full body movement through this lesson • Recognize how important body movement is when trying to maneuver from one side of the plank to the other

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<ul style="list-style-type: none"> • Students are not expected to talk, they show what they know through: visually auditorily and body-kinetically • Key concepts-Demonstrate, Teamwork, Maneuver, Explain, Technique Visually, Auditorily and Body-Kinetically 	
<p>Independent Practice:</p> <p>Verbal instruction/active monitoring of the students understanding how critical and vital trust and teamwork is to accomplish a mission. This can be performed with age appropriate music playing usually takes fifteen to twenty minutes. The teacher will observe students looking at:</p> <p>How are they standing on the plank?</p> <p>Are they following the correct sequences of maneuvering from one side of the plank to the other?</p> <p>Are they utilizing their partner or trying to figure it out on their own?</p> <p>Last, are they following the correct sequences for their partner and them to get to the other side?</p>	<p>Collectively perform steps of balancing on the plank and getting to the other side with help of teammate without falling off. Students can refer to the teacher’s kinesthetic demonstration, planking clip as references.</p> <ul style="list-style-type: none"> • Refer back to examples and ask teacher how to maneuver through plank utilizing their teammate.
<p>Closure:</p> <p>Go over how you can maneuver from one side of the plank to the other without falling off.</p> <p>Show me how you can trust your teammate.</p> <p>Who can name an activity or sport in which you have to trust someone or work as a team? That relates to this lesson?</p>	<p>Explain how they can trust their partner and work as a team. They will tell instructor what activities or sports etc. that share a common interest with this lesson</p>

<p><i>Bloom’s Level(s)</i></p>	<p><i>Technology Integration</i></p>
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<p>Apply-How can you use this lesson in your life can it be relatable to you? Executing Implementing</p> <p>Understand-How do you know the lesson you are conducting will work? Why? Classifying Comparing Exemplifying Explaining Inferring Summarizing</p>	<p>Use laptop or Chromebook (present PowerPoint) Cellular device (play age appropriate music)</p>
<p>Extension: Students can do “<i>Sensory Deprivation Knowledge Testing</i>” Working in a group, the group leader will lead his blindfolded partner through a maze by answering questions correctly at every station.</p> <ul style="list-style-type: none"> • Students will guide their blindfolded partner through a course with four stations. The blindfolded individual will only listen to commands given to them by their partner and the team leader to help them complete the course. • If the individual does not answer the three questions at each station they are out of the game. The most people that make it through the course win. 	<p>Reteach: The teacher will reteach the lesson to provide exact and precise understanding of the lesson.</p>

<p>Accommodations / Modifications:</p> <p>Accommodation: Students will write an essay on how important the trust factor and teamwork are. They will have to give examples of times when they had to trust someone and work on a team to achieve a common goal.</p>	<p>References:</p> <ul style="list-style-type: none"> • Guiles, Michael. “Teambuilding Activities.” <i>Young Marines – Youth Leadership and Service Program</i>, youngmarines.com/YM_UPLOADS/libraryDownloads/GEI_Teamwork.pdf. Web 29. Oct 2019 • Heck, Tom. “Team Balance Board Teambuilding Game.” Online video clip. YouTube., 25 Jul 2015. Web 29. Oct 2019
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<p>Modification: Student(s) will have to maneuver each other on the plank with it on the ground versus on top of the cinderblock, but they still have to do it without anyone falling off.</p>	<ul style="list-style-type: none">• Heck, Tom. "Trust V-Duct Tape Teambuilding Game." Online video clip. YouTube.,17 Apr 2011. Web 29. Oct 2019• "Military and Veteran Benefits, News, Veteran Jobs." <i>Military and Veteran Benefits, News, Veteran Jobs</i>, United States Department of Veteran Affairs , 2019, www.military.com/. Web 29 Oct 2019• "Military Ranks in Order." <i>Military Weapons</i>, 2003, www.militaryfactory.com/ranks/index.asp. Web 29. Oct 2019• "Texas College and Career Readiness Standards." <i>Texas College and Career Readiness Standards</i>, Texas Education Agency, 2009, reportcenter.thecb.state.tx.us/agency-publication/miscellaneous/crs-tx-ccrs-final-2009/. Web 29. Oct 2019
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