

Classroom Team Building:
Investigating the Teacher Experience through Action Research

By

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B.Sc., University of Montevallo, 2002

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF ARTS

In the School of Exercise Science & Physical Health Education

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Abstract

This qualitative exploratory study investigated the implementation of team-building activities into an elementary Physical Education Program. The participating teacher was from an affluent school district and her class consisted of twelve grade four students and seventeen fifth graders. It was proposed that a team-building (TB) initiative, with a teacher facilitator being supported and coached by a knowledgeable instructor, would help identify specific enablers and barriers that existed and provide insights into *how* to promote team building implementation by classroom teachers. It was also proposed that the study would enable the teacher to reflect on her actions and decisions made as a team-building facilitator to scaffold teacher awareness, growth, and future change. The “researcher,” also referred to as teacher coach, and participating teacher met initially to decide how they wanted the study to proceed and it was explained that the participating teacher had the liberty of guiding and directing the study in ways she deemed suitable and believed fit. Decisions were made that the teacher coach would visit on-site every second week to facilitate team-building activities with the fourth and fifth graders to aid in the facilitation of activities by the participating teacher. The on-site visits were digitally photographed and video-recorded to help build upon the study and work to uncover underlying data and themes. The teacher coach and participating teacher met pre-study, mid-study, and post-study to reflect at length upon the experience and to explore concepts and ideas that arose from the teacher’s reflective journal entries. Data was analyzed using NVivo and CMap, which formulated the following emergent themes: teacher and student development, fostering and

enriching classroom and school community, “Ahah!” moments, the TB experience, and insights into a teacher-friendly TB manual. Recommendations for research and practice were considered and presented for researchers and educators.

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Acknowledgements

I would like to thank my participating school district for granting permission of my research and enabling me to work with a teacher within your district. I would like to thank the participating teacher for her dedication and amazing support of my/our vision. You have inspired me to be a better teacher and I am honestly not sure if I could ever find the right words to describe how thankful I am that our paths crossed at Camp T back in June '08. Who knew two weeks as “Blossom” would have turned into all of this. Life is funny and is a journey we have to trust and follow. I feel truly blessed that you and your students became a part of my journey and I hope in turn I was able to share in a part of both yours *and* theirs.

Dr. Hopper. Where do I begin? I am not sure you will ever know how much your method of teaching and belief in learning helped me through this experience. Your one summer class reignited my love of learning and reminded me of why I was there. Your patience, enthusiasm, and passion for positive change are incredibly admirable and your belief in your students and their “fresh” ideas is exciting and greatly appreciated. You did not simply teach me but rather you guided me to teach myself.

I would like to thank my patient and helpful committee members: Dr. John Meldrum and Dr. Kathy Sanford. Dr. Meldrum, thank you for your insightful questioning, powerful contributions, great sense of humour, time, and energy. Keep up that tennis! One day that Dr. Hopper is going down! Thank you also to Dr. Sanford for sharing her critical perspective, time, and support.

Dedications

As I sit here, I wonder how I could dedicate this thesis to just one person. And my answer is, I couldn't. My first dedication is to my grandfather, Eric Hazeldine, who passed away this year. A life lived with incredible strength, wisdom, and honour. I know he would be so proud.

I would like to also dedicate this to the two people who have always guided me, pushed me forward, and supported my decisions. Those two people are my mum and my dad. I cannot think of any other way to say this other than by simply saying thank you. You have been there every step of this journey sharing in the triumphs and softening the bumps. You have always believed in me and supported whatever I believe is right for my life. I am thankful every day that you are there to pick me up when I stumble or raise a rum and coke when I soar (thanks dad☺). I love you dearly and thank you for allowing me to be the person I was meant to be.

Finally, I would like to dedicate this to every person who helped shape me into the individual I am today. I believe every person that crosses my path brings something new and enriches my life in a different way. Thank you to my inspirational teachers, my incredible friends down in NC (especially JP) and out east, and of course to my wonderfully talented and supportive older sisters. Every person. Every experience. Every day. I live and grow with you. I continue to be better for you. I am this human being because of you.

Chapter 1

Introduction

Purpose and Significance of Study

The purpose of this exploratory case study was to gain further insight into how an elementary teacher adopts a team-building process in her class and to identify specific enablers and barriers that may have affected teachers' implementation of team-building activities. The plan was to find the root of 'why not', or the elements that might keep a teacher from implementing team-building activities, and identify suggestions from a teacher's perspective of how team building could be made more accessible, meaningful, and effective for use by elementary teachers in their physical education programs. The study worked to provide a better understanding of the team-building process through the eyes of a teacher and to provide insight into ways of broadening team building's scope and prevalence. It was anticipated the collected and analyzed data would be of potential use to teachers and educational administrators considering implementing a team-building initiative for PE programs within their school. The resulting research was used to create an educational website comprised of team-building resources, video clips using voice over of team-building sessions, and teacher success and challenge stories in an attempt to disperse useful information in a way that is accessible, meaningful, and comprehensible.

Team Building Defined

Team building (which will also be referenced as TB throughout) is a developmental program that seeks to change the way participants behave, think, and feel through direction and self-reflection (Priest & Gass, 1997). Walsh and Gollins (1976) describe the process as the learner being placed into unique physical and social environments with others, and then given a characteristic set of problem-solving tasks creating a state of adaptive dissonance. The learner adapts by mastery, which reorganizes the meaning and direction of the learner's experience. Midura and Glover (2005) define team building as, "the cooperative process that a group of individuals uses to solve both mental and physical challenges" and suggest, "while using this process and solving the challenges, the group learns how to share ideas, how to praise and encourage one another, how to support one another both physically and emotionally, and how to start becoming a team" (p. 1). Team building moves from introductory to advanced challenges so a gradual feeling of success results. They also note that team building enables students to be both supportive *to* and supported *by* their peers regardless of athletic ability. They suggest that oftentimes only a talented few students in PE truly get recognized for their abilities, but with team building *all* participants in the activities achieve the "rewards" (Glover & Midura, 1992).

The concept of "team building" took full form in the 1940's by Dr. Kurt Hahn, a German Educator, when he designed the program known as "Outward Bound." The organization was originally formed in response to the high casualty rates of young British sailors, which was attributed to the low physical and moral shape of these individuals during World War II. In 1962, Outward Bound launched programs in the United States targeted at juvenile delinquents and since its creation, Outward Bound has opened up schools all around the world (Martin, 2006), Martin contends Outward Bound was part of a broader educational movement and states Hahn

“sought to provide students with the moral strength to serve as responsible and caring members of the broader society” (p. 19). Hahn’s educational approach was experience and value-centered, and he believed in learning by doing.

The concepts of Outward Bound continued to be highly supported and eventually became the foundation for other adventure programs that emerged such as that of “Project Adventure” in 1971. The program was created in an attempt to bring these concepts to the traditional school setting and believe “a learning environment that utilizes adventure and cooperative learning techniques in a supportive environment is an optimal educative experience” (Collard, 2005, p. 9). Project Adventure’s motto “Bringing the adventure home” clearly and succinctly captures this idea. The program focuses more on the activities and less on the actual location and is based upon three educational principles: challenge by choice, full value contract, and experiential learning. It is deeply rooted in adventure principles and processes, and program objectives are adapted according to participant needs in various settings.

The phenomenon of adventure and team building continued to build and grow leading to “Team Building through Physical Challenges” (Glover & Midura, 1992): also denoted TBPC. Development of this program was done by two physical education teachers who believed that achievement is reached simply by students participating in TB activities. They highly support the concept that students get the opportunity to work cooperatively rather than competitively. A goal of the program is to have all participating students feel good about themselves, and to have the opportunity to play a role in overcoming the challenge. They state, “Mastering a physical challenge and receiving the accompanying positive feedback from teammates provides students with self-confidence to try a more difficult challenge, to make decisions, and to take risks” (Glover & Midura, 1992, p. 5).

Glover and Midura (1992) refer to self-concept as how others perceive an individual and how they react to their efforts. They posit that as mastery of physical challenges occurs, self-confidence will subsequently grow. As students achieve and overcome more difficult challenges, they gain self-confidence and feel better about themselves and their abilities. In reference to team building and teamwork, Glover and Midura state, “Students who have not before enjoyed great success in physical education may discover new motivation and levels of achievement” (1992, p. 3). They continue by suggesting students normally labeled as physically unskilled may emerge as leaders in this alternate environment. It allows students to take ownership in the construction of rules and provides students with an opportunity to practice social skills.

Midura and Glover posit team building enhances personal and team self-confidence (2005) and authenticates power by enabling children to earn their success rather than to have solutions and answers provided *for* them. They also suggest community building, or working as a team, in the academic classroom is a highly valuable component within the educational setting. The many benefits that surround team building support its importance as a learning component within the education curriculum (Midura & Glover, 2005).

Defining Relevant Terms

Team building is a concept utilized in a variety of settings: physical education, adventure education, community building, the business world, and in work environments in general. It is also often used interchangeably with or in relation to terms such as outdoor or adventure education, adventure based learning (ABL), experiential and cooperative learning. The following

will present their relationships, describe their overlapping similarities, and work to clarify their distinct differences.

Outdoor education primarily occurs outdoors and involves interaction with the natural environment (Prouty, Panicucci, & Collinson, 2007). This overarching concept is comprised of two distinct branches: environmental and adventure education. Environmental education focuses on learning in outdoor setting about the ecosystem and ekistic relationships, whereas adventure education focuses on activity mediums such as hiking and rock climbing in a natural setting.

Priest and Gass (1997) describe adventure education as:

The use of adventurous activities that provide a group or an individual with compelling tasks to accomplish. These tasks often involve group problem solving (requiring decision-making, judgment, cooperation, communication, and trust) and personal challenge (testing competence against mental, social, or physical risk) (p. 17).

It is comprised of direct, active, and engaging learning experiences having real consequences and it is suggested that good adventure education results when students are actively engaged in learning outside their comfort zone (Prouty, Panicucci & Collinson, 2007). Adventure education is underpinned by experiential learning: the belief that students must commit to an activity mentally, emotionally, and physically, and is guided by reflection and analysis (Brown, 2006). It is “the sense-making process of active engagement between the inner world of the person and the outer world of the environment” (Beard & Wilson, 2006, p.2). Brown (2006) suggests experiential learning is comprised of two components: providing conditions of the experience for the learner and reflection upon the facilitated experience and expounds learning will be more effective if learners are as involved as possible.

The terms adventure and outdoor education are often used interchangeably; however, adventure education in reference to a physical education setting is concerned with adventure in relation to educational outcomes of intra-, how an individual relates to themselves, and inter-, communication and cooperation with others (Brown, 2006). Brown suggests the third component of adventure education, the development of student relationships with/to their environment, can be a difficult aspect to convey in school-based programs. For this reason, Brown suggests adventure education in the physical education curriculum is coined adventure based learning (ABL): defined as “deliberate use of sequenced adventure activities particularly games, trust activities and problem-solving initiatives for the personal and social development of participants” (Cosgriff, 2000, p. 90).

Cooperative learning, another term often associated with team building, refers to “classroom techniques in which students work on learning activities in small groups and receive awards or recognition based on their group’s performance” (Slavin, 1980, p. 315). Midura and Glover (2005) posit, the difference between team building and other cooperative programs is that TB teams must pay a price if failure results. They state, however, that “failure is only temporary and that when one fails, reorganization and renewed efforts are needed (1995, p. 2) They also note that team building is more than just cooperative learning due to its focus on teaching teamwork skills to kids (2005). Cohen (1994) contends some developers of cooperative learning strongly recommend team building or skill-building activities should be done *prior* to cooperative learning to help develop prosocial skills needed for working successfully with others. Community building similarly refers to TB activities implemented into the academic classroom. The classroom sets goals to achieve and work together to reach those targeted goals (Midura & Glover, 2005).

Teacher Knowledge

A key focus of this study was to enable the teacher to reflect-on-actions and decisions made as a TB facilitator to scaffold teacher awareness, growth, and future change. It involved an in-depth examination of the teacher's experience when facilitating a TB initiative in her classroom through observation, semi-structured discussions, and journal reflections. Robertson (2008) suggests reflection, or critical thinking, allows a teacher to think critically and regularly about issues that *they* experience, and can adapt their practice as they see fit. It helps teachers look critically into their world, and aids in the transformative aspect of new skills and concepts.

As part of his experiential learning process, John Dewey was an advocate for reflective practice and was one of the first educational theorists to discern teachers as having the ability to participate actively in curriculum development. Schon (1983), building upon Dewey's work, suggests that there are three types of reflection within the overarching term "reflective practice": (1) knowledge-in-action; (2) reflection-in-action; and (3) reflection-on-action. Knowing or knowledge-in-action refers to the kinds of tacit knowledge that emerges from the ways we carry out tasks and solve problems; it is used without conscious deliberation and we are often unaware that this knowledge has already been learned. Reflection-in-action deals with encountering a problem and thinking in a new way, which is often referred to as reframing. Munby and Russell (1990) state, "Reframing describes the familiar process in which an event over which we have puzzled for some time suddenly is 'seen' differently and in a way that suggests new approaches to the puzzle" (p. 118). Reflecting-*on*-action, conversely, refers to reflection on the event after or before it has occurred to consider what happened or for planning what *should* happen (Schon, 1983). He notes practitioner's reflect-in-action regularly: a new situation arises, it talks back to the practitioner, the practitioner listens, and then reframes the situation. Reflection-*on*-action is

noted by Schon as an area of high importance; however, it is suggested teachers seldom perform this type of reflection. Robertson (2008) suggests an explanation for this low occurrence: the act of reflective practice demands a significant amount of time that teachers do not realistically possess in their school day and deems this a definitive drawback to the reflective process.

Propositions

Based on this review of the literature and the commitment of the researcher to study team building as a curriculum innovation in an elementary school setting the following propositions were formulated:

1. A team-building initiative with a teacher facilitator being supported and coached by a knowledgeable instructor will help identify specific barriers and enablers that exist, and provide insight into *how* to promote TB implementation by classroom teachers.
2. It was proposed the study would enable the teacher to reflect on her actions and decisions made as a team-building facilitator to scaffold teacher awareness, growth, and future change. The reflection-on-action (Schon 1983) component was used to guide the teacher to learn more about her students, her teaching style, and evaluate her reflection-in-action decisions.
3. It was proposed that the “researcher,” or teacher coach, would reach a new understanding of team building and discover a variety of facets she did not initially conjecture.

Research Questions

Based on the aim of this study, the following research question was generated as a guide:

- Through a facilitator assisting an elementary teacher implementing a team-building unit into her Physical Education (PE) program, what insights can be gained into how to promote the use of TB activities in PE programs?

This broad research question will be guided by the following:

- What barriers and enablers are associated with implementing team building in the classroom?
- When implementing a team-building unit in her classroom, how does the teacher's perception and understanding of student learning and her own learning develop?
- How could team building most effectively be presented to other teachers to evoke their understanding of the approach and to encourage adoption of its use?
- How did my personal perspective as a researcher and view of team building change as a result of partaking in this research study, and how would these insights affect the future direction of my TB endeavors?

The aforementioned research in chapter one works to describe the environments in which team building is often used to enhance growth, self-awareness, and team efforts. To frame the findings of this study and to further inform the research approach, chapter two will offer a literature review that considers the main areas informing TB research suggested in this chapter.

Chapter 2

Review of Literature

Theory of Learning and Adventure Education's Historical Roots

The broad curricular concepts of adventure and outdoor education may be recognized in present day; however, theoretical roots of the adventure education movement are traceable through the works of Socrates, Plato, and Aristotle (Priest & Gass 1997). Plato believed the development of healthy bodies through outdoor experiences would work to enhance healthy souls (cited by Hattie et al., 1997) and believed that physical education had a higher purpose than just developing physical skills. He affirmed virtues, such as wisdom and bravery, were necessary skills needed to attain leadership roles in an ideal society (Priest & Gass, 1997).

These Greek Philosophers' founding principles paved the way for the emergence of the adventure education movement: often attributed to more recent pioneering efforts by Dewey, Hahn, Lewin, Piaget and several others (Brown, 2006). John Dewey, credited as the parent of modern experiential education (Priest & Gass, 1997), believed in an educational philosophy where students and teachers learned together through experience and exploration of their surrounding environment. He created an experiential learning model involving observation of surrounding conditions, recollected knowledge, and judgment combining both observation and knowledge. Priest and Gass (1997) note that his ideas were pragmatic and comprehensible and viewed the teacher's role as an enabler rather than a director of student learning. He encouraged free and critical thinking and believed students should be taught to problem solve cooperatively rather than to memorize facts in a competitive environment.

Hattie (1997) suggests most researchers trace the roots of modern *adventure* education to works of Kurt Hahn: a progressive educational philosopher. He was influenced by earlier works of Plato and is often viewed as the “grandparent” of adventure programming (Priest & Gass, 1997). Hahn, the creator of *Outward Bound* as described above, created the program to prepare youth for ship abandonment as well as to increase self-confidence and social preparedness (Priest & Gass, 1997). The term *Outward Bound* resulted from a term used in reference to ships leaving the safety of harbours heading out to sea and was deeply rooted in Dewey’s concept of experiential education.

David Kolb (1984), another advocate for experiential learning, expounded, “Learning is the process whereby knowledge is created through the transformation of experience” (p. 38). He created an experiential learning model based upon Dewey and Kurt Lewin’s models (Priest & Gass, 1997); also having origins from the well-known writer Jean Piaget. His cyclical four-step model included concrete experiences, observation and reflection, formation of abstract concept and generalization, and testing implication of a concept in a new situation. The model suggests observations and reflections can be comprehended into theory from which implications for new action and experiences can be created.

The aforementioned research demonstrates that Plato, Dewey, Hahn, Kolb, and Lewin were instrumental in pioneering new thoughts and theories surrounding and founding adventure education and its constituent of experiential learning. The categorical concept of team building (TB), a learning outcome or element within adventure education, is based upon Bandura’s (1986) Social Cognitive Theory where individuals have the ability to control their own thoughts, feelings, emotions, and actions. This self-regulatory aspect can also be influenced by the surrounding environment. He suggests social learning results from the observation of behaviors,

attitudes, and consequential outcomes. He also discusses the term “reciprocal determinism” which is a belief that the world and a person’s behavior and values are causes of each other. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Cognitive performance, as suggested by Bandura, is strongly related to actual performance: as development and mastery skills arise, self-efficacy will consequently result.

Importance of a Qualitative Team Building Study in a PE Setting

Solmon and Lee (2008) suggest PE by nature is open to observation and evaluation by fellow peers. Students who perform well develop a high social status in PE and students who perform poorly may develop lower perceptions of competence. They suggest this competence belief and social status can subsequently affect student self-esteem. Students who feel they are being negatively evaluated may avoid physical activity engagement and may be at risk of developing low self-esteem due to low perceptions of physical competence. Students make generalizations about themselves due to self-perceptions or self-schema they have created from experiences. This also relates to socialization, “a process whereby individuals acquire information about acceptable and unacceptable responses, including developing social, cognitive, and physical skills” (p. 230). It is viewed as an interactive rather than unidirectional process and suggests that children are not simply recipients of information, but rather carry knowledge, beliefs, and experiences with them into each situation. Solmon and Lee note, this acts as a lens or filter to which these experiences are interpreted.

A study performed by Suomi, Collier, and Brown (2003) concluded that PE was a socially challenging place for students who were deemed unskilled and unfit even when being taught by an empathetic teacher. They support the need for teachers to carefully examine and consider all aspects of the teaching and learning process. Solmon and Lee (2008) state, “Teachers cannot change levels on individual ability, but they can create an environment that encourages children of all ability levels to engage actively in class activities and to make maximal use of the abilities they have” (p. 234). Rink and Hall (2008) similarly note, “Effective teachers must not only have a clear vision of the developmentally appropriate repertoire of motor skills that all children should learn, they must also devise lesson structures that truly do allow no child to be left behind” (p. 209).

Dyson’s (1995) work supported this notion of “valuing” all when an adventure curriculum focusing on the development of trust, teamwork, and cooperation was studied. Students were encouraged to master tasks as a group rather than to compare themselves with others and reported that they enjoyed PE. Similarly, Walling and Martinek (1995) reported that children were not positive about PE when the curriculum did not carry personal meaning. Graham (2008) cornerstones this argument by noting it is vital an appreciation and enjoyment of PE is created and fostered for all students. Rink and Hall (2008) posit creating and maintaining a positive class atmosphere and focusing on individual development rather than comparison among peers are two ways to infuse value into the PE learning environment. Barab et al. (1999) suggests that meaning and learning develop from participation in the activity as part of an overall whole. They suggest experiences of *doing* as opposed to teacher or textbook-driven practice carry a more meaningful, rich foundation. They support the self-organization model (relational ontology) where “(under the appropriate conditions) the particles (learners), in effect ‘want’ to or

strive to opportunistically to order themselves once the intention has been properly initialized” (p. 350). These appropriate conditions work to connect the learner into the “system” or environment. Barab et al. (1999) maintain that this meaning and ownership cannot be externally arranged for the student by the facilitator but rather develops through the self-organization process of an individual being a participant of the context or experience.

Team building, a collaborative learning activity that encourages this idea of full participation, has been shown to increase self-esteem (Midura & Glover, 2005), and Covington (1989) suggests an increase in self-esteem can lead to a subsequent increase in academic achievement. Team building is structured whereby moving from simple to complex tasks ensuing successful completion. Deci and Ryan (1985) suggest task-mastery leads to an increase in perceived competence. Students who demonstrate this competence perceive themselves to be successful, and individuals who do not show competence display feelings of failure (Williams & Gill, 1995).

Midura and Glover (2005) state, “Practicing team-building in school gives students concrete, practical experience for community building within society later in life” (p. 4), and specifically note the physical education environment is an exemplary resource for building good character. Team building seems to create a domino effect of positive contributions regarding students and their personal and academic endeavors. Maxwell (1996) suggests there is a need for further investigation of TB initiatives in PE because qualitative inquiry may provide insight into the TB process. McKenzie (2000) notes, “More information on how the various characteristics of a program interact to achieve program outcomes would better enable adventure educators to tailor the design and implementation of programs to maximize their effectiveness” (p. 19). Similarly, Brown (2006) suggests a full picture of adventure programs’ achievements in the

physical education setting has not been completed and posits continued qualitative research on participant “voice” may provide more insight into the programmatic issues that still remain. He states, “It is imperative that practitioners and researchers alike make a concerted effort to document both the outcomes and processes involved in adventure education in physical education to improve the scholarly base of our field and therefore improve the educational experiences of our students” (p. 700).

State of Affairs Regarding the Implementation of New Practice

The aforementioned research demonstrates team building’s powerful potential for students and their peer relationships; however, implementation of new practice may be accompanied by an array of challenges. Jerald (2005) suggests several barriers concerning program implementation in schools including lack of knowledge, ideas of insufficient tools and time to learn the new strategies, willingness to change beliefs about traditional and ingrained practices, insufficient support, lack of monetary control, insufficient knowledge of new skill, and lack of time. Zeichner (1996) points out additional challenges: high teacher-pupil ratio and pressure to cover a required curriculum.

Glass and Shoffner (2001), in reference to competence and TB knowledge, suggest that beginning facilitators often emphasize the activity itself rather than developing and placing focus on the processing stage. The facilitator’s insufficient knowledge of leadership in such an environment often leads to the loss of intended learning; this outcome limits the impact of the exercise. The experience alone is not enough to ensure learning will occur; therefore, the reflective aspect to integrate new and past experiences is essential (Brown, 2006). Hovelynck

(1999) suggests a challenge of the reflective experience: allowing students to remain “agents” of their own learning. Hargreaves (2007) addresses the knowledge issue by noting, “Unlearning old practices in which we feel effective and exchanging them for new ones in which our initial competence is low, is neither comfortable nor pleasant” (Hargreaves, 2007, p. 230). However, he proposes the teaching profession should work to welcome these new practices instead of continuing to work with proven practices that are deemed comfortable. Working *with* past strategies rather than against them, and moving forward with them rather than holding onto them is when educational advancement can effectively occur, suggests Hargreaves. Compiling an asset inventory, telling stories of people’s experiences, replacing repetitive change with creative combinations, and creating blended cultures are relevant ways to achieve this progress.

In reference to implementing new practice, Robertson (2008) notes there is a challenge not only with getting people to learn new practice, but more importantly of how to get them to actually *implement* this newly learned skill. Stringer (1999) states,

When we try to get people to do anything, insist that they must or should do something, or try to stop them from engaging in some activity, we are working from an authoritative position that is likely to generate resistance. Such situations are often characterized by processes in which people in positions of authority already have defined the problem and formulated a solution. (p. 47)

Robertson (2008) believes professional development should be provided by credible people within the designated field. Beedie (2000), conversely, contends focus should be placed on developing staff competencies, instead of on external expertise, working to yield competence in their abilities and fulfill their student relationships. Hargreaves (2007) supports this notion by

indicating that instead of creating something new, we should be looking at using the resources we already have.

If schools deem bringing in external expertise to teach new practices as beneficial, there are challenges that surround this strategy as well. Showers (1985) notes, a realistic obstacle as “few staff development budgets can sustain both intensive, ongoing training and the numerous one-shot activities that dominate most programs” (p. 47). Showers also discussed the need for lengthy periods of time for newly implemented skills and programs to work effectively, thus categorically challenging the school budget.

Challenges of Implementing New Practice in the Physical Education Setting

Locke (2008) suggests PE has demonstrated a shift over the years away from the traditional format where it was once fashioned as a means for providing breaks for teachers, allowing energetic students the opportunity to blow off steam, and to meet a legislative mandate. This shift in now viewing PE as a meaningful and powerful vehicle for positively impacting young people has elicited for PE a set of its own unique set of challenges. For example, (1) many PE teachers have had no substantial training of the specific curriculum and activities, (2) teaching PE is one more expectation that is unreasonable in an already overwhelming schedule, (3) insufficient time is blocked for PE suggesting that this limited time allotment is too minimal for PE to have any substantial educational purpose. Graham (2008) similarly suggests another relevant challenge is how to fit *quality* PE into a very demanding, busy school day and how to ensure PE is beneficial for all children.

Another obstacle is that teachers view the benefits of PE in different lights. “Regular” classroom teachers often focus on the pressure for students to perform highly on academic endeavors and limited time in the school day, whereas specialized PE teachers, conversely, view PE as an opportunity to develop student’s motor skills and physical fitness (Graham, 2008). Within elementary and middle schools PE is sometimes offered by a specialized teacher and in other cases it is offered by a homeroom teacher possessing little knowledge of skills in this area. Rink and Hall suggest, “The goal of a good physical education program is to propel children toward adoption of a physically active adult lifestyle” (2008, p. 207) and note, PE programs and PE teachers are considered “effective” if they both contribute to children’s physical activity directly during school years *and* positively affect how children elect to live out their physical lives throughout adulthood. This is an incredibly lofty expectation and invites one to question what *is* the best way to encourage adoption of a physically active lifestyle is and what constitutes “effective.”

The research demonstrates there is no agreed upon or ideal way to implement a new practice, such as team building, into a school environment. This study worked to identify ways of limiting the challenges of a introducing a TB unit into an elementary PE curriculum, and attempted to uncover a means for dispersing valuable information addressing concerns surrounding teacher knowledge.

Chapter 3

Methodology

Qualitative methods were utilized to explore the established research questions for this case study. In qualitative research, case studies are used to search for meaning and understanding, the researcher is the primary instrument for data collection and analysis, it is inductive in nature, and the final product is rich with description (Merriam, 2009). The chosen methodology enabled the inquiry of a selected population with culturally specific beliefs, values, and behaviours. The underpinning ontological beliefs are grounded in elements of an internal idealist account of reality, personal understandability of experiences, and subjective social perception of events. These principles facilitated an environment for relevant research and thematic explorations to unfold.

The following introduction of the researcher is intended to provide a glimpse into the world that underlies the narrative voice and scaffolds study findings. The subsequent sections provide an explanation of research design, school and teacher selection, instrumentation, and study procedures.

Introduction to and Background of the Researcher

I am here. I have made it. But how did I arrive?

This journey began when I was offered a job as an outdoor educator at a fantastic camp in South Carolina. I accepted the position in the hopes of something new, something different: working with children in an outdoor setting? Perfect! I had taught for a year as a fourth-grade elementary teacher and I felt this was a great time to put a new spin on and build upon my repertoire and abilities as an educator. So I packed up my car and headed south. I drove from Ontario to South Carolina in one day and literally watched the snow on my back window melt away with every warmer mile.

While working in SC, I was trained in high and low rope adventure as well as in the facilitation of TB games. The training was executed as if I was a young student and I remember the “Ahah!” moments that I felt while working with my fellow leaders. I was not simply taught how to facilitate but rather how it feels to be a participant in the experience, which I believe guided me to have the tools to be an effective facilitator. Teaching outdoor education and team-building activities to the school groups in the program allowed me to gain the confidence I needed to continue this process in other settings. I returned to the classroom and taught fourth grade in North Carolina for two years. Things were different. My teaching was different. I was different. I began incorporating many of the TB activities I had learned in South Carolina and worked to create a trusting, responsible, communicative learning community. Students who were deemed as having low self-confidence and little desire to play sports or with others in general began to actually participate and walk with a newfound stride. A young girl who cheered and smiled from outside our circle while we “juggled” the soccer ball in a group at recess finally stepped forward one day late in the year. She had been an observer all year long, until that day. That day, she found her courage. And from that point forward, she was there every recess IN the circle participating with her classmates. This transformation, as well as many others, prompted me explore this area even further. I sadly left North Carolina and headed west. Way west. And planted my feet at the University of Victoria to do just that. I never would have imagined that living in a tilted small trailer with the odd lizard as a roommate would have led me to the place I have found myself today. I am thankful for that decision and my heart tells me I am going the right way.

Research Design

Qualitative inquiry, as utilized in this research, is used in a study for description, understanding, and meaning (Thomas, 2005). According to Creswell (2009), qualitative research is used as a means for understanding and exploring a social situation in its natural setting and involves multiple sources of data, and inductive data analysis. In this case, action research was used to explore and gain: (1) an in-depth understanding of the barriers and enablers of team building (TB) that emerge and the teacher’s perspective of its impact on students; (2) suggestions on how to educate other teachers of team building’s potential effectiveness; and (3) insight into the teacher coach’s experience of developing a TB program collaboratively with an elementary school teacher. Robertson (2008) defines action research as, “a process involving cycles of action, which are based on reflection, feedback, evidence, and evaluation of previous actions and

the current situations” (p. 56). Morrow et al. (1995) note the essential relationship between abstract thought and practical activity in action research in that practice comes before reflection, and practice reflects a collective “objective” truth. Action research allows the findings to have an impact on the intervention as it takes place and views the participant as a fellow researcher. Action research seeks to change the social and personal dynamics of research so as to enhance the lives of the participants rather than to exploit them (Stringer, 1999). It is conducive to the surrounding environment and is designed to strengthen the democratic, equitable, liberating, and life-enhancing qualities of social life. Stringer (1999) states, “At the base of a productive set of relationships is people’s ability to feel that their ideas and agendas are acknowledged and that they can make worthwhile contributions to the common enterprise” (p. 31). Action research enables the participant to take ownership over the process and helps to guide the study’s progression (Stringer, 1999) and “as inquiry proceeds, agendas will begin to emerge and become more clearly formulated” (p. 53). Action research is underpinned by the assumption that recordings and analysis of data of an “outsider” perspective is inadequate and assumes participants should be directly involved in the process so applicable benefits will result (Stringer, 1999). It works as “a vehicle for changing some of the internal structures of universities, and as a way to enhance the relationships between academic social researchers and their broader constituencies beyond the university” (Greenwood & Levin, 2000, p. 85).

Robertson’s (2008) coaching model was also incorporated into action research, keeping the participating teacher focused and moving in a forward direction of achieving his/her goals. The coaching aspect “requires people to stop and look critically at the reality of their goals” (p. 57): a dynamic relationship that is constantly changing to meet the needs of the involved participants. This shared responsibility also enabled me, the teacher coach, the reflective space

to: (1) question my own assumptions about the benefits of team building, and (2) the opportunity to examine how team building can be put into practice by another person.

Instrumentation

The focus of data collection in action research is to emphasize what practitioners actually do rather than what they *say* they do (Avison et al, 1999). In an attempt to meet this criterion, the study followed the “look, think, act” format; a process of continuous observation, reflection, and action (Stringer, 1999). Using this cyclical format, data was collected from three independent sources: journal entries, observation, and semi-structured discussions with the participant to strengthen trustworthiness through triangulation (Thomas, 2005). The teacher was encouraged to record reflections and ideas in a journal after each TB session as guided by a set of teacher coach questions (Appendix A). Observation took the form of notes recorded by both the teacher coach and participating teacher during on-site visits. Thomas (2005) suggests these written comments may work to stimulate critical thought concerning the observation experience. The semi-structured discussions were digitally recorded by an MP3 player and took place both formatively and post intervention. The questions were formed as the study progressed and were designed with the study’s direction in mind. A sample of post intervention study questions was formed; however, it was understood that they were likely to change depending upon evolvement of the research study. The digitally recorded data was entered into Microsoft Word verbatim and “member checked” to ensure accuracy with data interpretation. Many of the sessions were photographed and video recorded to further expand upon the study’s potential findings. Short video clips were put together by the researcher of the session and posted on Moodle for the participating teacher’s viewing to assist her in the reflection process of each TB experience.

Using all data from quotations, journal entries, participating teacher reflections, personal observations, and discussion sessions, the teacher coach worked to identify key elements and themes, as described in more detail below.

Selection of School and Teacher

In order for the implementation to take place, the selected teacher needed to be dedicated to the study, therefore, purposeful selection was utilized. A teacher who demonstrated a keen interest in this research study was chosen as the sample teacher and class. The teacher, denoted as Mrs. Lily White from this point forward, was strongly supported by her school principal whom also expressed enthusiasm regarding the prospective introduction of team building into one of her Physical Education classrooms. The participating class from this affluent school was comprised of twelve grade four students and seventeen students in grade five. The physical education time occurred on Wednesday mornings for a time period of forty-five minutes, and the teacher coach visited the site every second week to reflect with the teacher, participate in the implementation procedures, and digitally video record the sessions for later review and use.

Procedures

Once the participating school and teacher were determined, ethical approval for the study and consent from participating parties (Appendix B) was received, the study commenced. Prior to the initial on-site visit with the participating teacher, a pre-study journal entry was created (Appendix C) in an attempt to record thoughts, feelings, and study expectations. I met with the

participating teacher to discuss study goals and expectations of the coaching relationship (Appendix D). The participating teacher was introduced to the online program of Moodle: a community-based tool for sharing information, exploring thoughts, and expanding upon ideas. In this case, it was used for forum discussions, the evolution of a TB glossary, as well as for posting video sessions to aid in teacher reflection. The participating teacher was then introduced to various TB manuals that demonstrated different formats, facilitation strategies, and activities to expose her to a variety of resources. Mrs. White had the opportunity to review the material and make decisions about the desired curriculum or combination of curriculums she wished to use as a guide. A discussion of prospective ways to effectively facilitate a TB experience were discussed and the teacher coach reviewed the steps of the participating teacher's role as a facilitator: setting the scene or presenting the challenge for the students to overcome, monitoring safety and participation, and concluding with an in-depth reflective session on the activity (see appendix E). I explained to the participating teacher that I was there as a coach and guide, and that she had the liberty of steering the study in the direction she wished to explore. She had some powerful and exciting ideas that resulted from our ping-pong conversations such as the possibility of doing some TB activities with their younger peer PE "buddies" in grades 1 and 2 and also to invite parents in to participate with their children. The concept of school community began to blossom from day one and I was already starting to envision its powerful potential. Initial expectations of Mrs. White as a facilitator and her student's reaction to the new dimension added to their PE class were discussed and were audio recorded to aid in fluency of conversation and for accuracy of statements. Lastly, the initial TB day was planned and Mrs. White proposed that facilitation of the first activity would be done by me having her as a participant with her students, followed by her leading a TB activity with me as her guide, and ending with a

collaborative facilitation effort working off each other's lead. Her intent was to allow her students to see that she was learning *with* them and wanted very much to be a part of the action. The teacher had some very insightful ideas right from the beginning and was very keen on taking this study into uncharted, exciting areas of exploration. Following our planning, I recorded my thoughts in preparation for the journey we were all about to explore.

During the second session, I began TB activities with the teacher's class while the teacher reflected on the process and her students' actions. She interacted with the TB lesson as she felt comfortable and deemed appropriate. This was done to familiarize herself with the facilitation process as well as to reflect upon her students' reactions to the activities as separate from the action. This process was aligned with and derived from several aspects of Robertson's coaching model (2008) in educational leadership. She notes that the coaching model "assumes that two leaders believe they will gain equal, but different, benefits from working with each other as they develop and implement their professional and personal goals" (p. 4). The academic professional provides the coaching partner with the necessary skills and assists in working through emergent challenges. In this case, the academic professional worked as a coach of the process and the research done *with* the teacher rather than *on* the teacher (Stringer, 1999). Robertson (2008) similarly suggests power created *through* the people, and not *over* the people, helps teachers gain a deeper meaning of their work.

The subsequent nine weeks involved the teacher implementing a new activity every week (sample activities found in Appendix F) following a simple to complex foundational model. The teacher reflected through a journal entry to present her challenges, triumphs, and varying other outcomes or discoveries. The researcher visited the school site every second week to discuss the teacher's reflections in an attempt to uncover data, as well as to observe and take field notes on

the TB activity the teacher was implementing. Observations also targeted students' understanding of the activities, teacher and student interactions during the activity, and sought answers to the following: When did the teacher interject? Did she allow the students to "struggle" through problems and solve them as a unit rather than providing too much input? What were the student conversations and what actions prompted her to make the decisions she made? These on-site visits were video recorded in an attempt to further build upon the data underlying the study. The data was shared with the participating teacher through the on-line platform of Moodle, as introduced above, and was used to aid in data sharing and analysis so decisions could be made concerning scope and direction of the study.

Around the halfway point, the participating teacher and I met to discuss how the experience was progressing and to consider future actions. The meeting was digitally recorded to aid in accuracy of conversation and parts were video recorded to capture her thoughts to date. Plans were discussed regarding the invitation of parents in for a morning of TB fun and segments from her journal reflections were explored further through carefully planned guiding questions (Appendix G). Mrs. White presented more creative ideas and suggested we put together a presentation or slide show of the experience so the parents could see what their children had been doing in physical education and it would give the students a chance to celebrate the experience with their parents and with each other. I was hoping a presentation would be possible but did not want to take up too much of their time. For this reason, I was pleased that she was thinking along the same lines.

The idea of student "assessment" in PE was introduced to Mrs. White and we considered this concept as a collaborative unit. A conversation of the criteria in which students should be "assessed" in a PE setting were deliberated, resulting in a flexible student evaluative tool. The

subsequent weeks were used as a platform for exercising the created tool and revisions were made as deemed necessary. The final evaluative tool (Appendix H) was discussed at length in our final in-depth discourse. Other areas of exploration in this session included the teacher's thoughts on what a balanced PE session might look like and her thoughts on the most effective way to disperse TB information to other teachers.

After this midway meeting, plans for the final few weeks and preparation for the parent celebration and PowerPoint slideshow were in full motion. The "assessment" tool was put into action and the researcher ensured that all needed photographs and video clips were captured. The final day had arrived and the TB activities with the parents began. The participating teacher and researcher had carefully planned out the morning of events: Line-Up Challenge (where parents were farm animals and had to line up according to their animal's first letter), followed by Circle the Circle, Crossing Hot Chocolate with Marshmallows, Tank Commander, and ending with Balloon Toss. After the events and debriefing session, the students and parents gathered back in the classroom for a celebration. I had created a PowerPoint presentation comprised of pictures and video clips from the nine-week session and the students had the opportunity to share any "Ahah!" moments they may have had in this experience. It was incredible to watch as the morning unfolded and to observe as parents worked through the same challenges their children had previously experienced.

After the nine-week implementation period and the final celebration, the researcher and teacher had a conversation in the form of a semi-structured interview (Appendix I) to reflect at length upon the entire study. The discussion was audio and video recorded to ensure accuracy of data and aid in the fluency of conversation. Appendix J shows the time line for this study.

Chapter 4

Data Analysis

Sorting and organization of the data took place after every second session and transcriptions were entered into Microsoft Word followed by their importation into NVivo 2.0. I read the data carefully and contacted the participating teacher if any questions or uncertainty about the data arose. I then carefully dissected the data line-by-line beginning with coding free nodes: data chunks that the researcher had not yet decided where to group. Through this meticulous process, emerging themes began to take shape. A theme, as defined by Holloway (1997), is a cluster or group of linked categories that carry similar meaning and form a unit. Similar to this case, words, phrases, and ideas with comparable characteristics began to be grouped with an overarching concept evolving from their unity. The inductively approached process allowed themes to emerge *from* the data. These themes were slightly altered, added to, and often changed completely to find the “categorical name” that best represented the data set. In this case, themes were not viewed as convenient “categories,” as supported by quotation marks around this word, however, seen as grouping of ideas and events that gave the “thematic title” meaning. Then, based on the research questions, the themes comprised of comparable data brackets were identified, categorized, and interpreted for meaning in preparation for the following session.

Following the grouping of emerging themes, or groups of data compiled of similar data chunks, overarching ideas were entered into the CMap software (<http://cmap.ihmc.us/>, July 2009) to begin expansion and connections of the data sets through concept mapping. Concept mapping is a tool used for organizing and representing knowledge. It works to link concepts, or perceived regularities in events, together to form contextual meaning (Novak, 2008) and helps

participants visualize the major influences that need to be included and considered in the investigation (Stringer, 2007). The resulting concept map for theme 1 entitled *Teacher Development* is presented below (Figure 1).

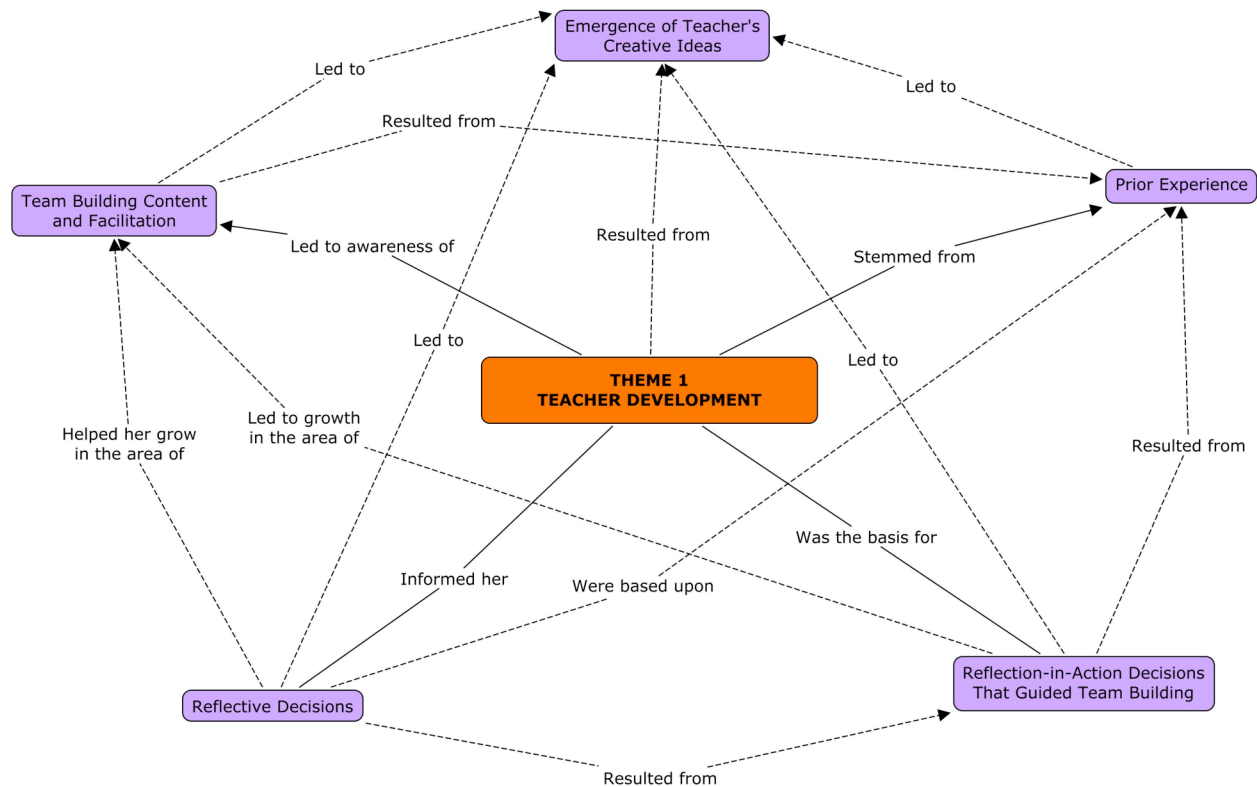


Figure 1 Theme 1 - Teacher development

Theme 1 demonstrates how the sub themes connect to provide meaning to the overarching concept. Connections were made between sub themes when observations or journal entries correlated with more than one “category.” Each “node” in NVivo was viewed and opposing “nodes” were explored one by one; overlapping categories were noted and recorded (Figure 2) to demonstrate interconnectedness and relations within the theme. “Team Building Content & Facilitation” and “Reflective Decisions” in Figure 2, for example, demonstrate an overlap of data. The following quote from the participating teacher was coded within both sub themes. The teacher stated, “I was hesitant to try this because sometimes I don’t know how to guide them, but

I realized I didn't need to know how to solve their 'knotty' problems so will feel more confident about this TB activity in the future." As a result of this data, the sub theme of "Reflective Decisions" was recorded on CMap and linked by noting it helped her grow in the area of "TB Content and Facilitation."

	Team Building Content & Facilitation
Prior Experience	Teacher: I felt the odd time I was not sure, such as the Human Knot and Marshmallow Swamp. I was not sure what to do b/c it was not clear in my own mind but you were very good at helping me through and doing one at the same time. Like Marshmallow Swamp, for example; I got the gist of how it should be done. Now that I've seen it I feel very confident and I feel the same about the Human Knot.
Reflective Decisions	Me: She realized she didn't have to know how the facilitation would play out. She stated, "I was also pleasantly surprised with the enjoyment and tenaciousness shown by all groups during the human knot. I was hesitant to try this because sometimes I don't know how to guide them, but I realized I didn't need to know how to solve their 'knotty' problems so will feel more confident about this TB activity in the future."
Reflection-in-Action Decisions that Guided Team Building	Me: The teacher made effective on-the-spot decisions that shifted the game of Moon ball. When exploring her rationale she responded, "I changed the task for two main reasons: 1) I was worried about the safety of some of my smaller students; some of them were also looking worried. And 2) it looked like the task was going to exclude many of them from the activity and/or the frustration of the task would take away the enjoyment for many."
Emergence of Teacher's Creative Ideas	Teacher: The next TB challenge was one I made up and the kids named it Balloon Garbage. They were in two teams, with one balloon each. The object: to get the balloon from one end of the gym to the other & get the balloon into the garbage can.

	Prior Experience
Reflective Decisions	Me: Mrs. White made an excellent point in one of our discussions. She noted that she realized she did not need to know how each activity might play out prior. She had learned that each one will play out as it does and the facilitator works to make each experience unique. There is no "right way."
Reflection-in-Action Decisions that Guided Team Building	Me: What experiences did you draw on to help inform your decisions? Teacher: I wanted the students to feel excited, enthused, and successful with their first challenges so I was careful about choosing a challenge that wouldn't be out of their comfort zone.
Emergence of Teacher's Creative Ideas	The teacher related this activity back to Tank Commander where they needed to rely on verbal communication to figure out what needed to be accomplished.

	Reflective Decisions
Reflection-in-Action Decisions that Guided Team Building	Teacher: I was aware of all of my students and their engagement level. And it could change from activity to activity. And even in one gym period, what I didn't want to see was that the same few were unengaged but it would usually be dependent on the activity so it meant I needed to figure out a way to change it so all would be included or be more engaged.
Emergence of Teacher's Creative Ideas	Teacher: Well, we all feel exactly the same about your visits! The more I think about it the more I like the idea of a whole morning of team building; perhaps this would be the time to invite parents as well. How do you feel about that?

Figure 2 Teacher development: Overlapping data sets to demonstrate interconnectedness

The subsequent *Findings* section highlights the six broad categorical themes that emerged. This is followed by an explanation of each theme and correlating sub themes, as well as an extensive investigation of thematic meaning within each unit. Each theme is coupled with corresponding data in the form of quotations, journal notes, and observations to demonstrate and support their value. For clarity and fluency, the themes are presented in text form; however, each theme is supported by more detailed examples in table format in the corresponding appendix.

The resulting concept maps for themes 2 through 6 are included in this section and work to graphically represent the interconnectedness between conceptual sub themes that emerged within the study. The supporting data that demonstrates the overlap of data is located in Appendix K.

Overall Thematic Findings

THEME 1 - Teacher Development

- Team Building Content and Facilitation
- Prior Experience
- Reflective Decisions
- Reflection-in-Action Decisions that Guided TB
- Emergence of Teacher's Creative Ideas

THEME 2 - Signs of Student Development

- Observations and support of Student "Role Shift"
- Evidence of Cooperative & Social Development
- Teacher's Perspective of Student Development
- Connection to Other Aspects of Students' Lives

THEME 3 - Fostering and Enriching Class & School Community

- To Fellow Educators and their Students
- To Parents
- Connection to Other Aspects of Students' Lives
- Connection to Other Content Areas

THEME 4 - "Ahah!" Moments

- Working through and with a Teacher
- Learning's *from* the Participating Teacher
- Personal Realizations about Team Building

THEME 5 - The Team Building Experience

- Enablers
- Barriers
- Decisions Made to Guide Team Building's Progression
- Challenges that Arose in Action
- Teacher's Recognition of "Role Shift"
- Teacher's Perspective of Team Building's Potential

THEME 6 - Insights into Teacher-Friendly Team Building Resources

- Team Building Manual
- Disperse of Information

Theme One: Teacher Development

Theme one (graphically represented in Figure 1), *Teacher Development*, evolved from quotations, observations, journal reflections, and discussions that demonstrated the teacher changed or grew in particular aspects of her teaching life/credentials (see appendix L). This theme encompassed four sub themes that unfolded from similar data chunks that were comprised to form meaning within the theme. The four sub themes that emerged included: (1) team building content and facilitation; (2) prior experience with team building; (3) reflective decisions; (4) reflection-in-action decisions that guided TB; and (5) emergence of the participating teacher's creative ideas.

“Team Building Content and Facilitation” demonstrated development in the content and facilitation efforts of team building (TB). For example, Mrs. White noted she had learned that each TB activity would play out differently depending upon the group of students and that the facilitator works to make each experience unique. She realized there is no “right way” to facilitate and that she had the responsibility and ability to change the activity to suit her students' needs.

The second sub theme, denoted “Prior Experience with Team Building,” was defined as experiences the teacher drew upon to make decisions that guided her actions within the TB process. To support its meaning, for example, Mrs. White referenced feeling confident with some of her abilities because she had seen how certain activities should be carried out from her time at an outdoor education camp in Victoria. She also explained she felt comfortable in some respects due to reading various TB manuals and from observing how I ran the sessions with the students.

Sub-theme three, entitled “Reflective Decisions,” referenced decisions made in action according to the situation, and the teacher’s reflections back upon an experience to guide the direction of the study. In a TB activity called Moon Ball, Mrs. White quickly realized the ball was too heavy for the students and altered the rules so there was a bounce in between each hit. In a later activity, she recognized the students were too close together to truly be challenged so she changed the distance between each student. Her quick thinking was highly impressive and it made for rich reflective conversations during debriefing. Mrs. White also had the students discuss the changes and what adjustments they made in pairs and groups to achieve success with this new criteria. This reflective strategy allowed the students to develop the ability to adapt games and for them to learn it was okay to adapt as they reflected on how changes were made and why.

The fourth sub theme within teacher development was entitled “Emergence of the Teacher’s Creative Ideas.” The meaning of this theme was created to acknowledge the participating teacher’s unprompted ideas that were uniquely her own and directed the study in a way best suited to her classroom needs. She suggested, for example, giving the “valuing” tool to the students as well, allowing them to “assess” themselves and their abilities as leaders, followers, and problem solvers. She explained that students could then “talk” to their value and to discuss the areas where they were strong and also the areas where perhaps they needed some work. She also suggested students set a personal goal to perhaps be a better leader or active participant. In summation of a lesson, she presented the idea of open-ended questions such as, “A strength for me today was providing positive support to my classmates,” or “A goal for myself next time will be to listen more closely to the leader’s direction.” She believed this would

provide students with the opportunity to reflect upon the overall experience as well as each student’s individual role.

Theme Two: Signs of Student Development

Theme two, entitled *Signs of Student Development*, emerged from observations or participating teacher notes that demonstrated students interacting and communicating in socially forward ways (see appendix M). This section encompassed instances where positive words and actions were observed and represents their development on both an individual and community level. This theme (graphically represented in Figure 3) was supported by three emergent sub themes that included: (1) observations and support of student “role shift”; (2) evidence of social and cooperative development; and (3) the teacher’s perspective of student development.

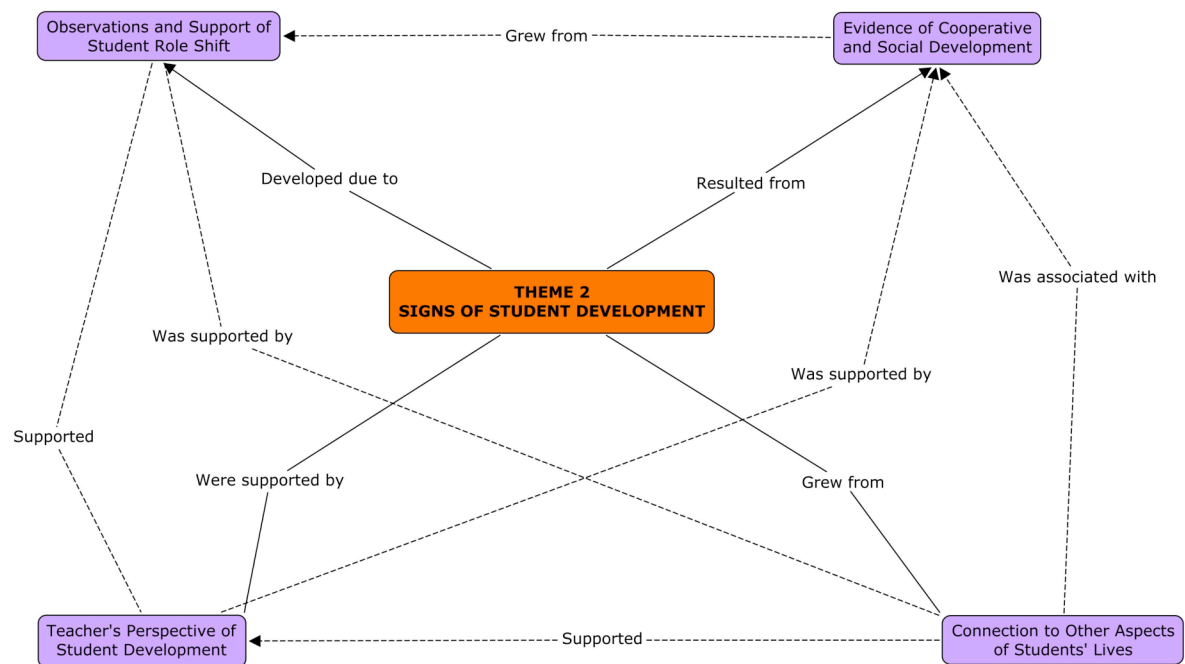


Figure 3 Theme 2 - Signs of student development

“Observations and Support of Student Role Shift” encompassed the in-action observations by the participating teacher of instances when students shifted from their “typical” classroom role and assumed a different function in the solution process. The “shift” was defined as a contrary role to what was expected or an action that was different from that student’s “norm.” In the activity Marshmallow Swamp, for example, many of the more vocal and ambitious students attempted to get across the “swamp” and were initially unsuccessful. There was one student in particular who was quite obviously a louder student who liked to take control, who found himself literally stuck in the middle of the swamp all alone. He had grabbed the “marshmallows” and started throwing them forward without once acknowledging his group. He ended up losing the ones behind him and was literally “stuck” out in the middle of the swamp looking back at his stranded classmates he had left behind. This visual representation of how he had isolated himself by showing poor leadership, a lack of awareness of his peers, was a critical turning point in this activity. He had become a loud student to whom no one was listening. I allowed them to start over and had him verbalize to his classmates (and to himself) what had happened. In the second attempt, he was very open to others’ suggestions and he worked from within the group and was actually leading with his peers. I praised him for this shift and it was evident he was quite pleased with efforts.

“Evidence of Social Cooperative Development” was defined as observations from teacher and teacher coach that support students working cooperatively and socially, developing teamwork, communication, and interpersonal skills within their classroom community. With Mrs. White’s group in Marshmallow Swamp, she praised her group during debriefing and said that it was so interesting to see the shift from a very disorganized, chaotic attempt, to different

attempts to see what worked best for their group, to finally moving from one side of the "mug" to the other in a somewhat organized and communicative fashion.

Sub-theme three, entitled "Teacher's Perspective of Student Development" included teacher's noted observations of students working together to solve challenges and growing as a collaborative unit. After the study concluded, the participating teacher sent along an email that said, "I also wanted to share something that L, the principal, said to me at the end of the year. Apparently, after we started the TB activities in the spring she didn't have one office referral from our class. Pretty strong evidence supporting the benefits of the program, I think!"

Theme Three: Fostering and Enriching Classroom and School Community

Theme three, denoted *Fostering and Enriching Classroom and School Community*, was comprised of tracking the development and expansion of an "isolated" classroom experience to other areas of school culture (see appendix N). Information disseminated to a single pod, or individual classroom, transfused to other vital areas of the school community. This theme (graphically represented in Figure 4) was supported by four sub themes that included: (1) expansion to fellow educators and their students; (2) expansion to parents; (3) connection to other aspects of students' lives; and (4) a connection to other content areas.

"Expansion to Fellow Educators and their Students" sub theme was defined as how aspects from the TB experience with one classroom intrigued teachers from around the school. In some cases the teacher asked for the experience to be brought to their class and in others the team building was brought to them without their initiation. In both cases the participating teacher received highly positive feedback from fellow educators within the school. A neighbouring teacher came in while we were talking and said, "Wow! I'd love it if you came in and worked with my class." The idea of community sharing and learning from others began to develop right

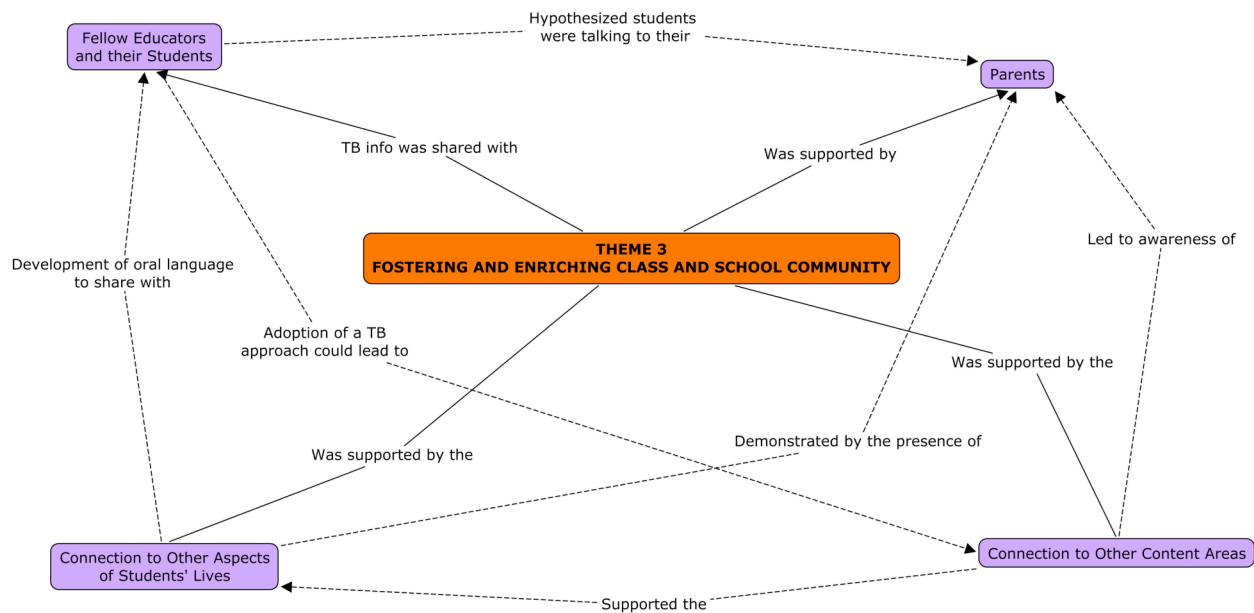


Figure 4 Theme 3 - Fostering and enriching class and school community

from day one. It was something "different" for a school setting and she was interested in the concept. This same teacher came in during PE and asked if the teacher could facilitate Tank Commander for her grade six class. Mrs. White followed up with this idea and her students led TB activities with the younger students in their class. She noted that the older kids thoroughly enjoyed teaching the younger students and the participating teachers of the younger grades were so pleased with the overlap.

The “Expansion of Team Building Ideas and Activities to Parents” was surprisingly effective and was a resulting element that I did not anticipate happening. This sub theme was comprised of evidence that showed the TB information was “reaching” the parents or instances that demonstrated that parents were voluntarily involved and invested in the process. This was clearly represented when some of the students’ parents came in for a morning of TB fun. They participated in Balloon Garbage, Moon Ball, Tank Commander, and Balloon Toss. It was evident they were having so much fun by laughing, talking with all of the students, and partnering with

children who were not their own. It was truly enjoyable to observe as this home to school connection finally played out. In addition, Mrs. White had selected *children* to explain the activities to their peers and parents, which I felt was a powerful and insightful element to include. We were there as guides; however, I was surprised by how little they needed us to clarify. They had been agents of the activities in previous lessons and appeared highly informed on the material they were relaying to the new participants.

“Connection to Other Aspects of Students’ Lives” included observations and teacher notes. This sub theme supported how team building may be affecting various areas of students’ lives in ways other than just their individual growth in a particular activity. In reference to the children’s end-of-study reflections, Mrs. White noted, “Sometimes the role shifted when they were in the classroom and vice versa. Some noted how much it made them work as a team and others noted the connection to life skills.”

“Connection to Other Content Areas,” as labeled for sub-theme four, was represented by the crossover of TB skills and concepts into other content areas, initiated and guided solely by the participating teacher. This was demonstrated in an email received from the participating teacher that said,

We had a fun TB math lesson today. After the modeling with a small group the students got into two groups of 12. I then gave them a math question that had to be solved non-verbally and with the students organizing themselves to show me the answer. For example: 3×4 or 10 divided by 2 . They loved it and found it more of a challenge than they thought. I heard lots of comments like ‘this is a fun way to do math’ and ‘oh, now I get the difference between 12 divided by 3 and 12 divided by 4 .’

The ability of the students to work together to solve a problem seemed to have clearly transferred from the Physical Education TB activities into the classroom math lesson. Transfer of learning to *other* school-based activities appeared in various other ways, (1) students began using non-verbal strategies such as holding up fingers when asked to line up in an expected order, and (2) team building became a part of their homework. Regarding homework, students had a deadline to turn in all final homework, and if they succeeded they would have no more homework for the rest of the year. The rules were that the student must be the one to turn in the homework, not a parent or sibling, and if even one person did not turn it in, homework would continue for all of them. I further investigated this assignment and found out she was very clear to them that she would follow through either way, and they did in fact accomplish the task assigned to them, each and every one of them.

Theme Four: Ahah! Moments

Theme four (graphically represented in Figure 5) was entitled *Ahah! Moments* and encompassed moments upon reflection that ignited the actual feeling of “Ahah!” (see appendix O). This theme included experiences, decisions, and reflections from both the participating teacher and the study itself that were unexpected, unique, and changed who I am as a teacher, a TB facilitator, and as an individual. From this overarching theme, emergence of three sub themes occurred including: (1) my personal insights; (2) learning from the participating teacher; and (3) working through and with a teacher.

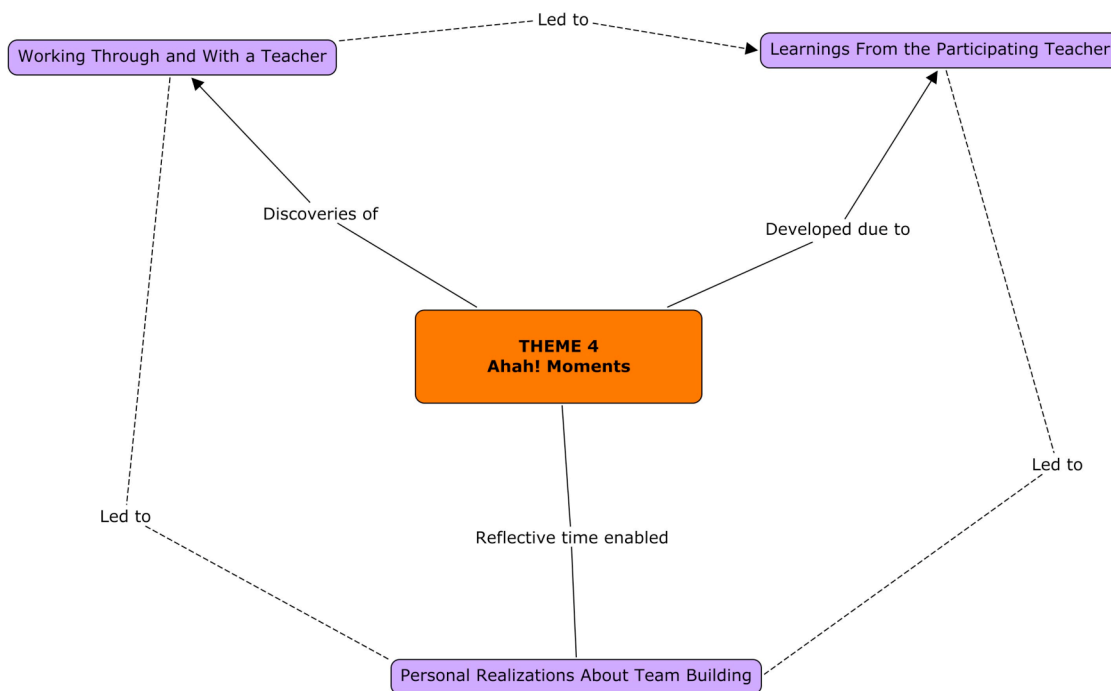


Figure 5 Theme 4 - Ahah! moments

Sub-theme one, “My Personal Insights,” included personal reflections on experiences within the study and from data that emerged. This encompassed my reactions and responses to events that arose and to the conversations that evolved between the participating teacher and myself. In a personal reflection I recorded the following:

Mrs. White made a great point: TB *does* have a cardio and fitness side to it. This would be particularly effective if one added in the impressive transitions that Mrs. White did with the crab walk to their groups and the plank position. I think this made for an excellent balance in activities and strength. I had not considered that before, but she is absolutely right! Tank Commander, Octopus, and The Blob are all very exhausting. This concept has made me think very differently of how a program could be designed and her insights most definitely helped me get to that place.

It is clear here in my comments that Mrs. White's adaptations of my games had expanded my notion of what could be done when children are fully engaged and excited about an activity. The additional cardio challenge that could easily be perceived as a chore by the children had become an exciting and collegial extension to the challenge idea embedded in the TB activities.

Sub-theme two, "Learning from the Participating Teacher," involved content, strategies, and ideas I learned as a result of the participating teacher's decisions and insights. This section represented the information I did not possess before partaking in this study. In reference to her decisions to do the crab walk and plank position between activities, she explained that she does transition activities to help with student's arm strength. She also had them stay in that position for as long as they could and think about how team building has helped them. This was a time for them to individually reflect. She then said that they could sit up when they were really hurting and it was their decision of when they had reached their limit. This again gave them ownership over their decisions and allowed them to push to a place that was challenging for them individually. Perhaps this activity could be further built upon in the future by having students hold their position longer than their previous time. In this way the facilitator continues to address and support competition but focuses on competition from within.

Sub-theme three, entitled "Working through and with a Teacher," was comprised of thoughts and reflections on the experience of working with another teacher to help her facilitate and implement TB activities. Documenting the process of another individual working through the TB process, rather than always having direct contact with the individuals involved in the implementation, really helped me develop my TB pedagogy. For example, my reflections below on a session Mrs. White ran affected how I understood myself as both a teacher and TB facilitator.

Mrs. White ran such an incredible session leaving me with so many highlights to consider: (1) her powerful reflection-in-action decisions in Moon Ball and Ball Toss; (2) her in-depth probing during the debriefing sessions; (3) her engaging transitions; and (4) her desire to move from simple to complex skills allowing the skills to emerge needed for more difficult tasks. This was demonstrated with the Ball Toss in preparation for the balloon race at the end of the year. I left today with such a powerful realization that I was getting so much more out of this experience than I could have ever anticipated. I am used to running two maybe three TB sessions in a period but this gave me a look at the possibilities for an extended session starting from a TB line-up, with three TB activities divided by strategically placed physically active transitions, ending with practice for a more difficult future challenge. It was an inspiring and informative session from start to finish!

From this observation, I realized more than ever before that questioning techniques play a vital role in the direction of the conversation. Her style did not simply initiate discussion for the purpose of debriefing, but rather with the intent of intrinsic evaluation of self. The teacher and I had a discussion in reference to sometimes feeling as though we could quickly debrief and move forward to the next activity. We both decided, however, that these were not “activities” but rather experiences, and critical, intelligent questioning was essential for the experiences to truly resonate and positively affect the participants.

Theme Five: The Overall Team Building Experience

Theme five (graphically represented in Figure 6), “The Team Building Experience,” explores the experience as a whole (see appendix P). From the standpoint of attempting to integrate TB activities into a school environment, this theme is comprised of data that

responded, “I felt very comfortable working with the students and you. I liked being able to ask you questions as they arose, as I was preparing to do the activity.” She also noted,

I felt the odd time I wasn't sure, such as the Human Knot and Marshmallow Swamp. I was not sure what to do because it was not clear in my own mind, but you were very good at helping me through and doing one at the same time like Marshmallow Swamp so I got the gist of how it should be done. Now that I've seen it, I feel very confident.

In Marshmallow Swamp, she had to come over and view how I was running the activity with my small group and then realized the step she had missed in explaining the activity. Also, with Group Juggle she asked several questions while facilitating the activity. This was the first activity she had run on her own and she felt it was important for the students to see that she was not only the teacher but also a student and was learning from this process as well. It was evident that Mrs. White benefited from having a knowledgeable person in this area to consult.

The second sub theme, “Barriers of the Process,” included instances or experiences that made team building challenging in the current situation as well as those predicted to make the continued implementation of such activities difficult after the study concluded. I gave, for example, my TB equipment (listed in Appendix Q) to Mrs. White as a gesture of my deep appreciation for all that she done throughout the experience, but what about other teachers? How would they be able to yield the success of such an experience without the proper “tools?” Would they purchase bandanas, large bouncy balls, or long, thin piping?

“Decisions Made to Guide Team Building’s Progression” categorized sub-theme three and was comprised of the participating teacher’s reflective decisions that guided the experience to head in a certain direction. Mrs. White stated, “I think having a discussion about a student that others may not want on their team is vital.” In response to her decision to have this dialogue with

her students, I realized that they cannot control other students, but they can control how they *react* to other students. A student during Marshmallow Swamp noted that he became frustrated with one of his teammates because everyone was doing it “wrong.” Mrs. White asked him if he remained frustrated or if he actually did something about it to alter the situation. The student explained that he finally discussed with the student some other possibilities and they progressed forward as a group. I am not sure he would have recognized that *his* decisions enabled him to move from a negative to a positive place if Mrs. White had not had him verbalize and recognize his actions. It was very important to invite students to question, “How can I change what *I* do to make this situation valuable for myself and for others around me?”

“Challenges that Arose in Action,” sub-theme four, was formed from unanticipated roadblocks that emerged and the development of unplanned experiences. It included the challenging situations that arose with students through their participation in the TB activities. Mrs. White’s observations during Circle the Circle noted,

One student removed herself from the action and said she did not want to participate. She was offered to find a new place in the circle and a classmate offered her some advice but she was not interested. She finally agreed to try and ended up having a great time. She later went back up to Mrs. White and told her that she was having fun and was glad she joined in.

This example shows that team building has the ability to create an environment that invites students to participate in a way that is fitting and comfortable. It was evident that she was not participating because she felt uncomfortable and not simply because she did not feel like it. This connects back to the introduction of self-schema and supports the notion that it is unlikely she was truly uninterested, but rather she was not willing to attempt it because perhaps she did not

feel competent in her abilities. Once she realized she was in fact able to perform the task as her peers were, she stepped forward to be an equal contributor to the action.

The fifth sub theme, “Teacher’s Recognition of Role Shift,” emerged from teacher's observation and recognition of students taking on different "roles" from their normal school behaviours. In one instance, one of Mrs. White's quieter students emerged as one of the final two in the game Tank Commander and she commented on how good this experience was for him. She explained that some of his days at school were pretty rough. I actually probed this comment further because I was surprised by her comment, considering how confident this student appeared to be in the sessions. The teacher explained that he was actually a very shy student in class, and that the success of reaching the finals in this activity would have been a huge achievement. Similarly, another reserved student was the first to figure out the “trick” to the activity entitled Going to the Moon. Mrs. White stated how proud he seemed to have been the first and how he enjoyed watching as his classmates tried to solve the puzzle. In his thank you letter to me at the end of the experience, he noted that his favorite memory was figuring out how to get to the moon before his classmates. Incredibly, Going to the Moon was played in the very first session, so reading his letter made me realize that moment for this young student had truly “stuck.”

The final sub theme in theme five was titled “The Teacher’s Perspective of Team Building’s Potential.” This sub theme was generated from the participating teacher's perspective and specific ideas on how team building could potentially impact other teachers, students, and schools in general. In one instance, Mrs. White stated,

PE involves a lot of things and not just who can jump the furthest, or the highest, or the run the fastest. In today's world we need to accept that children need to find things that

they like and include it in their lifelong fitness plan. There are so many things out there. Yoga, Pilates, dance. And this is just another aspect. It's good for people that don't like team sports that they might realize they like being a part of a team. They may never have thought they'd be a good leader or they could actually do a team sport.

She also stated, "I realized how powerful it was to do things non-verbally," and ended with one of her final statements in our last discussion with, "I didn't realize the extent that we could grow as a class together." In relation to PE, I feel this is an essential aspect for teachers to recognize and understand. Physical Education does not necessarily have to center around the fastest, highest jumping, most skilled soccer playing student, but rather can be viewed as a healthy journey taken as a class. What skills are best suited for those children? Though specific skill building for sports is important, it is also critical to focus on building skills that will positively affect their lives such as teamwork, communication, leadership, and trust.

Theme Six: Insights into a Teacher-Friendly Team Building Manual

The final theme (graphically represented in Figure 7) that emerged through the grouping of similar data chunks was *Insights into Teacher-Friendly Team Building Resources* (see appendix R). This section worked to uncover the most effective means of dispersing TB concepts, facilitation strategies, and content to fellow administrators and educators. More specifically, it was divided into two distinct sub themes: (1) insights into a teacher-friendly TB manual; and (2) insights into the dispersion of TB information to other educators.

Sub-theme one, "Team Building Manual," refers to insights into how to create a teacher-friendly, easy-to-use manual. This section includes what Mrs. White believes is an effective way to relay the content to fellow educators and her supporting reasons. Mrs. White noted on several

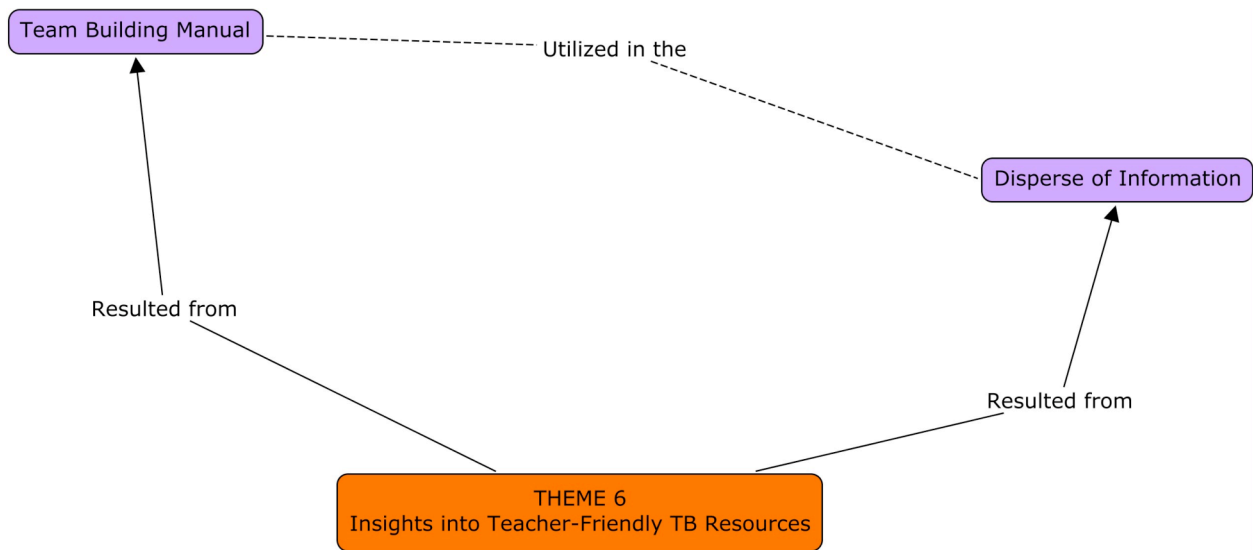


Figure 7 Theme 6 - Insights into teacher-friendly TB resources

occasions that she unquestionably preferred one manual in particular due to its effective, one-page format. She stated, “One [TB activity] per page. It works. It doesn't seem overwhelming.” I completely agree with her choice and her supporting reason. That has always been the one I have used due to its clarity, visual representation, and simplicity. The top of the page includes a diagram of the set up, the middle lists the minimal equipment needed, and the bottom explains the activity in a very simple, clear manner.

“Insights into the Dispersion of TB Information to Fellow Educators” was the final sub theme within theme six. It was formed through the participating teacher’s and teacher coach's ideas of how to spread awareness of TB activities and strategies to fellow educators. We both questioned how we could help school leaders and fellow educators value TB and aid in the implementation of these activities with their children. Mrs. White stated, “The website [in reference to a predicted TB website] shows the teacher exactly what it looks like and there are many teachers that want to be very concrete with their directions and I think that stops many

people from trying it.” She continued by explaining that she was initially concerned about whether or not she would know the “solution” to the activity. However, with experience she realized that with her role as a facilitator she could direct the activity in whatever way was appropriate for her students. She also suggested that seeing video clips of students participating in some of these activities would clarify in their minds how the setup should look. I agreed with this argument and believe that a visual-based website with key pointers for teachers would work to scaffold their efforts and be a template of sorts for them to move forward with confidence. The visual, digital based representation on the website would allow teachers an opportunity to see these activities in action. It would demonstrate how the initial setup should look and an example of how these activities might unfold.

Chapter 5

Discussion Section

The present study was designed to gain further insight into how an elementary teacher adopted a team-building (TB) process in her class as well as to identify specific enablers and barriers that may have affected a teacher's implementation of the activities. The study also provided insight into ways of broadening team building's scope and prevalence for fellow educators. The results demonstrated six categorical themes outlined in chapter four. The themes underpinned the findings in relation to the research questions. The following explores each research question including its supporting informational data counterpart.

I initially explored: What barriers and enablers are associated with implementing team building in the classroom? As Walling and Martinek (1995) suggested, students were not positive about PE unless it was meaningful to them and Rink (2008) posits individual rather than peer comparisons work to evoke this value and meaning. Stumbling blocks surrounding this idea of "meaning" in PE arose in this study in two different ways as demonstrated by a student who showed little and often no emotion toward the activities in which he was partaking and by a very competitive student who initially found the cooperative aspect frustrating and burdensome. In the first situation Simon (a pseudonym created for anonymity) appeared fairly indifferent to what we were doing. He was sparingly engaged and uninterested. The participating teacher explained that this was Simon's personality in general and it was evident as the experience progressed. This again addressed the aspect of self-schema and the aspect of socialization. It is possible he had been socialized to take a certain view on these "types" of activities because they were not sport-

like, or perhaps he simply did not feel competent with his abilities. I questioned and continue to question the following: How would one deal with a student such as Simon? I wonder if a conversation would be in order with the student questioning: What role would you like to play during physical education? What is your role in this class? His progression, however, is notable: In the later activities, he appeared to have found his "place" in the TB process. In the Human Knot, for example, he was fully engaged, appeared to be having a wonderful time, and played a strong role in the solution. He was a quiet observer initially and analyzed the situation before finally offering a suggestion as to a possible solution. Despite his passive leadership, the students surprisingly responded to his direction and worked to carry out the maneuvers he proposed. Simon undoubtedly grew and evolved as both an individual and a team player in this cooperative environment. In reference to the competitive student, who we will name Charlie (for confidential reasons) Mrs. White stated, "For some of the competitive natured students, acceptance is still a difficult task when the 'winning' is at stake." I was left wondering how do you deal with the students who want to compete? Remarkably we only had this one student who made a few initial comments about wanting to do different activities, particularly Dodge ball, but by the middle of the process his comments ceased. Charlie never mentioned wanting to play Dodge ball again. He was always thoroughly engaged in the activities taking place. I wonder though, in a class with a larger number of highly competitive students if this cooperative component, rather than raw competition, would burden these students having a desire to compete.

As previously expressed in the *Literature Review*, a prevalent challenge or barrier in the educational literature regarding implementing new practice includes teachers' lacking the knowledge and expertise needed for proper implementation and insufficient tools and time to learn the new strategies (Jerald, 2005). Zeichner (1996) also notes that an additional challenge in

any innovation is a high teacher-pupil ratio. The context for this study was supportive for innovation due largely to the environment having: (1) a supportive and keen teacher; (2) a supportive school principal; and (3) access to extra equipment that I was able to bring for teacher use. This leads me to raise several questions: How would this work when a teacher did not have these supports? How would an inexperienced TB facilitator react to an activity that went awry when not having an experienced person to discuss the situation? How could we get teachers to attempt some of these activities when they have not seen how they “work”?

To continue discussion of this aspect I questioned the following, when implementing a team building unit in her classroom how did the teacher’s perception and understanding of student learning and her *own* learning develop? The utilization of action research enabled the teacher to guide the study in a way she felt was meaningful and effective for *her* classroom. Her active participation and close relationship to the study allowed for the emergence of a powerful insider account. She commented on what worked, what did not work, insights into an effective TB manual, and ways of spreading awareness of team building to other educators. This supported Brown’s (2006) belief that participant “voice” could potentially provide insight into issues that still underlie adventure programming in PE. Mrs. White’s vital input fostered the emergence of enablers, barriers, and an entire thematic section dedicated to the “Emergence of the Teacher’s Creative Ideas.” A few of her creative ideas are exceptionally noteworthy: (1) pairing up of TB teaching with younger PE buddies; (2) invitation of parents in for a morning of TB fun; (3) having students teach activities with which they felt comfortable to other teachers and students; (4) ways of utilizing an “assessment” rubric in PE; and (5) the idea of having a final presentation for parents and students on the last TB day.

Concerning how the participating teacher grew and evolved as an educator and facilitator, she noted in several instances that the guiding insights from me as a knowledgeable individual was very helpful. For example, in response to the question about her experience as a facilitator she said, "I felt very comfortable working with the students and you. I liked being able to ask you questions as they arose and as I was preparing to do the activity." In Marshmallow Swamp the participating teacher's group made a "move" that she didn't think they were allowed to do. Her teaching assistant came over to ask and I explained that they must have a body part on a marshmallow and if they were standing in the hot chocolate they had to start over again. She replied "Ahah!" and after relaying this message back to Mrs. White, they proceeded to start the group over again. During the reflective session she noted that she was glad I was there to make this correction and she also told her class that she had wanted to try this activity but wasn't exactly sure how to run it. She said that she was glad we had done it so now she would be able to run it with other classes in the future. Subsequently in the final discussion she stated, "I think overall the experience has been great for the children. I feel much more confident and have a much better repertoire now."

In reference to the discussion of *how* we get teachers to see how these activities "work," Mrs. White made an excellent point; she noted that she realized she did not need to know how each activity might play out prior to implementing the activity. She had learned that each one plays out in its own way and the facilitator works to make each experience unique. In other words, there is no standard scenario. There is a guideline and a way to "run" the activity but the uniqueness of individuals taking part will steer the experience in a variety of directions. She discovered that there is no "right way."

Thirdly, I set out to examine how team building could effectively be presented to fellow educators to evoke resonance of the concepts and to encourage adoption of the approach. During a thorough discussion with the participating teacher, she noted she believes a teacher needs to be genuinely interested and that one teacher has the power to spread this knowledge throughout the school. "Invest in one," she said, and deemed it was essential to provide the teacher with as much TB knowledge and skills needed to facilitate and it would probably have a greater chance of being done properly and find its way to other teachers and classrooms. Her theory played out exactly as she had stated in words. One teacher observed them during the Tank Commander game and asked if they would demonstrate it for her grade six class. She anticipated her students would be thrilled to teach the senior students something. In a later discussion, the participating teacher suggested another creative idea: choose some kids to go and teach it to this interested teacher's class. She later suggested coining this concept "TB Teaching Ambassadors." She noted the material would be reviewed and they would get to select activities that were appropriate for the selected grade. She thought her students would love sharing their knowledge with older students, and halfway through the experience I received the following email,

We've just had our first teaching of TB sessions. Three girls taught the grade six class three TB activities; the Human Knot, Chuck the Chicken and Tank Commander. They ALL had such fun! The next lesson is with the K/1 class tomorrow. They're all so excited to be the teachers!

One of the final emails received reported, "All but 3 students have now taught a TB lesson, and WOW what great reviews we had from the teachers and young student teachers! It's been a great culminating activity for all of us." A strategy that began with one single teacher who was interested found its way to so many other classrooms in the school. Upon a deeper discussion

with Mrs. White, she expressed she strongly supported this notion of putting time and energy into teaching one person who is intrigued, open, and interested in the strategies. She believed focusing on helping that teacher master her abilities with supported experiences and strategies could create a change agent in the school. This dispersion of information and skills began from the interactions and experiences between the researcher, participating teacher, and students. Ideas and concepts spread throughout the school, but they needed a starting point from which to build.

Mrs. White's insightful realizations about not needing to know how the activities would play out, as previously presented, coupled with Midura and Glover's (2005) belief that achievement is reached simply by students participating in TB activities, provides teachers the invitation to try these activities. So how do we get teachers to accept this invitation? I realized that there is no pre-determined or correct "result" from doing the TB activities. Collard (2005) similarly believes knowing what it is like to be a participant rather than leader works to strengthen one's abilities as a facilitator. But, how do we get teachers to experience these activities if they are hesitant to try them in the first place? In other words, I believe teachers realize they can run these activities effectively by actually doing them, but if they never *do* them then how do they know they can run them?

To address some of these concerns the participating teacher stated,

You see some of them [TB activities] are requiring too much equipment and to be honest in a school setting you need to keep it to things that will work with larger groups. So many are dependent on a group of 10 or 12 and you could teach it but some of them need that constant supervision. So we need ones that would be appropriate for classrooms and appropriate for class sizes and appropriate equipment that we would typically have.

In this case, the provided activities would need to be suitable for larger groups or simpler ones that can be facilitated by one teacher. In reference to lacking necessary tools, and in this case literally the “tools,” the participating teacher noted, "And it comes down to that you're going to use what's in your equipment room." I already knew this, however, this statement brought me back to my overall purpose, how to spread awareness of TB activities and their possibilities to *schools*. I realized I needed to focus on activities that involved the "typical" PE closet equipment and simple activities with straightforward directions. Mrs. White noted, some of the manuals introduced on day one were confusing and involved too much equipment specific to our purpose, therefore unlikely that these ideas would be implemented. What activities could I provide that would be easy for schoolteachers to follow, easy for them to carry out, and involve as few obstacles as possible? The information needs to be simple, realistic, and meaningful.

Mrs. White also made it very clear that having a knowledgeable person there was beneficial for her situation. She noted, however, that in cases where this was not possible, that a website filled with simple, activities requiring minimal or school-based equipment, and appearing in a one-page format would be an excellent way to share this valuable information with fellow educators.

My Learning Resulting from Research Study Engagement

How did my personal perspective as a researcher and view of team building change as a result of partaking in this research study? How would these insights affect the future direction of my TB endeavors? The action research as a methodology with continuous cycles of planning, implementing, observing, and re-planning (Stringer, 1999) allowed for consistent and valued input by the participating teacher, which in turn impacted me. This enabled us as an exploratory

team to venture into new and exciting areas that I did not anticipate. It was refreshing to get another teacher's point of view and thoughts on various topics and I was pleasantly surprised at how many unique ideas she provided that I feel I never would have considered on my own. It was valuable for my personal growth to observe as someone else implemented and carried out these activities that I had grown accustomed to doing myself.

The excerpt in the sub theme entitled “Working through and with a Teacher” led me to address the biggest challenge and most significant “Ahah!” moment I experienced in this whole process. The journal entry referred to Mrs. White’s inspiring lesson moving from simple to complex and the inclusion of cardio transitions in between activities. Prior to partaking in this study, I felt that running TB activities was powerful in a variety of areas, however lacked the component of physical fitness and often questioned, how does one implement TB activities while still working to improve students’ physical fitness? My views on this subject drastically changed after observing a full TB session that Mrs. White ran involving Moon Ball, the Human Knot, and the Great Ball Toss, as discussed in further detail in the *Findings* section. Observation of this single lesson completely altered my perception of team building and its ability to carry a cardiovascular component. I had never considered that Tank Commander, Octopus, and The Blob are in fact exhausting activities. The most ideal situations result, as Mrs. White noted, when they compete against themselves or against another group while working cooperatively to achieve this task. I believe students working cooperatively to do better than the previous time builds trust, patience, and teamwork. So we do not have to limit these competitive children at all. We have to help them see how their competitive elements can be effectively used. Competition *between* two cooperative groups has potential, if both groups feel successful at overcoming the challenge. This idea of competition with cooperation works to address a question posed earlier in

reference to Charlie, the competitive student in the class. Perhaps a class rich with competitive students could benefit from this concept and incorporation of both competition and cooperation could possibly enrich the lesson.

Upon further investigation, I questioned the participating teacher, “How would you respond to this statement? If we implemented too many TB activities we would be taking away from the number of minutes needed to reach the recommended minutes of physical activity per day.” Mrs. White responded,

I think in team building most of them *are* requiring physical activity. Ours is 30 minutes of DPA. Children moving is the key. Some of the games are quite strenuous. And others are giving them a good stretch like the Human Knot. As long as they’re out of their seats. And not all children would enjoy high levels of cardio for long periods of time. And I learned at a workshop that children thrive on novelty and it’s something that they need. Think about some of the stretching we do. A lot of left to right. And body awareness. Knowing what their body can do.

I later explored this area further, “I loved your crab walk and plank position transitions. How often do you use these and what prompted you to use these in a TB session?” The teacher responded:

In all our PE sessions I try to include a cardio and muscular workout in some way. With that goal ultimately in mind it's become easy to integrate both aspects into all that we do. I also believe that children settle better after they've really had a good physical work out; this year I'm conscious of a few of my boys really needing that exertion in order to be able to do seat work with a focused mind.

My realization that many of these activities in fact *are* physically challenging coupled with the participating teacher’s innovative transitions brought my view of TB’s potential to new, exciting heights. These realizations altered my conception of TB program design and her insights undoubtedly helped me achieve this transformation.

As a result, Figure 8 demonstrates how I envision a program might look.

1. Introduction	Get-to-know you activities.
2. Basic (Communication)	Simple activity requiring group discussion.
3. Cardio Activity (Strategy)	Active, strategic, and fun.
4. Advanced (Problem Solving)	High-level problem solving. Strategy, communication, & leadership.

*****Including cardio transitions between each*****

1. **Introduction/Trust** → Name Animal Game (Laura the Lion...Raaaaar!)
2. **Basic Activity (Communication)** → Circle the Circle, Group Juggle
3. **Cardio Activity (Strategy)** → Tank Commander, Moon Ball, Octopus, The Blob
4. **Advanced (Problem Solving)** → Marshmallow Swamp, Shrinking Island

Figure 8 Envisioned format of an effective team-building session

My reasoning that supports each component are subsequently explained. It is essential to begin with a “get to know you” activity where the students can loosen up and recognize that they can laugh and have fun. This activity alone is often challenging for students because it is outside of their comfort zone. We then move along to an activity that involves communication within the group. They must work together to complete the task properly but play somewhat individual roles compared to the group efforts that will be expected of them during more advanced activities. I think this shows them that they are needed. They must do their part in order for the

group to find success. We would then move along to the cardio activity such as Tank Commander or Octopus. I believe this is an effective strategy to find a balance with students who are competitors. Tank Commander is always a big hit with the students. It focuses them on communication, patience, and strategy. These skills are always a powerful realization for students from the game because they are blindfolded and their partners have to find ways to tell them how to locate the balls and move throughout the “zone.” The crab walk position utilized in this activity is exhausting after awhile which is great for the students’ physical fitness. This is also a great activity to talk about the need to communicate in different ways and the need to listen and follow the directions of your partner. The idea of “followership” is an essential component at this stage. In the initial questioning of “followership” students often respond that being a “follower” is a negative attribute. Through strong reflection and direction from the facilitator, this is a key time to help students understand that “follower” can absolutely be viewed in a positive light. Filling a “follower” role as decided by the individual and group, demonstrates the ability to carry out an assigned task. In Tank Commander, the only way the teams find the balls and hit their targets is if they are good followers, and it is important for students to understand that no matter what their skill, it is valued.

Finally, we would move into an advanced activity such as Marshmallow Swamp. This would be the culminating activity due to its involvement of all previously practiced skills. A level of comfort with each other and each other’s space is required, as well as a need for strong communication, leadership and followership, in order to problem solve the presented challenge. These are typically the ones that “stump” children. It is common in this activity for one or two students to try to take over right away. They quickly realize that their strategy will not work in this situation and they have to figure out a way to put their leadership skills to good use. *How do*

they lead, *how* do they speak to others, *how* do they get others to listen? You also get the quiet students who *want* people to listen but do not know how. *How* do they make their ideas heard? These are the effectual aspects of these activities; they enable the facilitator to have some control over the process by adding in constraints to guide the TB process. This is where the facilitator can sting a student or students with a silent mosquito or put a bandana on them to inhibit use of an appendage. This is the time when a facilitator aids in quieter students finding ways to *be* heard and to step into a role that perhaps they would not normally take. This commissions the facilitator the opportunity to help those louder, more dominant students to understand that other students may in fact have a good argument or idea; that they need to stop and give value to their thoughts. It is vital to have a reflective session after each activity and a thorough one at the end. I personally have grown in this area of reflection due to Mrs. White's ways of running this aspect. I had never thought, for example, of asking students what words *they* said to encourage or help someone else. This enhanced her debriefing sessions and added an element I had never considered.

In summation, Solmon and Lee's (2008) reference to social status, Suomi, Collier, and Brown's (2003) conclusions of PE as a difficult environment for unskilled, unfit students, and Rink's (2008) concept of truly not leaving any child behind, comprise the premise that underpin this study. Excerpts from my journal entries, teacher and researcher observation notes, and information from reflective sessions were used to create the depicted journey of a young girl through this TB process (see Appendix S). This scenario of a quiet, timid young girl who acted and was viewed as an "outsider" and was self-conscious about her participation in PE, works to demonstrate Solmon and Lee's words regarding a targeted goal of physical education, "Make maximal use of the abilities they have" (2008, p. 234). The story written by the researcher

(myself), entitled *She Just Was*, involved the first student met from the entire group. In my mind, she represented team building, finding one's place, filling that role with confidence, and feeling needed by others. I felt honoured to be an observer of this transformation. In the story she moved from an individual on the edge of the group to a full group member. She was no longer external to the action. She became an agent in the system, part of the entity that made the action flow.

Conclusions of Work

This research study entitled *Classroom Teambuilding: Investigating the Teacher Experience through Action Research* explored the challenges, triumphs, and unexpected occurrences of team building (TB) practice within an elementary classroom setting. The research involved an experienced TB facilitator working alongside a teacher with some yet minimal knowledge of the content and facilitation process. The study's goals, to gain insight into how an elementary teacher adopts a TB process in her class, identifying specific enablers and barriers of the experience, and investigating ways of making team building more accessible, meaningful, and effective, were both achieved and accompanied by unexpected shifts in perspective. Due to the action research nature of the study, the "shifts" were invited and explored in detail. The teacher's rich insights steered the study in a direction that suited her classroom needs. The technology aspect did not play as strong a role as anticipated; however, this aspect did not prove to be highly relevant to our working environment.

Through exploration of the presented four research questions, the following six themes emerged: (1) teacher development, (2) signs of student development, (3) fostering and enriching class and school community, (4) "Ahah!" moments, (5) the overall team-building experience, and (6) insights into teacher-friendly TB resources. Subsequently, this study of a facilitator assisting an elementary teacher implementing a TB unit into her Physical Education (PE)

program resulted in six overarching conclusions: (1) Focus on one person who is genuinely interested in the TB efforts. (2) Include cardio transitions between TB activities. (3) Focus on equipment that is currently accessible to teachers. (4) Plan activities moving from simple to complex & be sure to include at least one cardio activity. (5) Plan for activities that are most effective with larger groups. (6) Incorporate competition *between* two cooperative groups if deemed an effective aspect for that type of group.

Summary of Contributions

This research study demonstrated potential to affect a wider audience of educators. The participating teacher suggested creating a website for distribution of these important strategies; this element is currently a work in progress. Inclusion of age-appropriate, school-specific activities is the focus. It will show video and visual materials needed for each activity, group size, and prompts to guide teachers. A creative narrative involving students in a TB activity, such as the human knot, will be included to encourage discussion of social issues for educators as an added “tool.” The purpose will be to demonstrate how the human knot, for example, is to be explained to students and to show success of a young student in a TB activity. There will be supporting questions to initiate discussion of the events that unfolded in the story, and the students will be invited to try the same activity as a class.

In relation to study findings, the emergence of team building carrying a cardiovascular component appeared most significant and relevant to furthering the use of team building in a physical education setting. Many TB elements are physically exhausting; however, for the more sedentary ones that focus on strategy and problem solving, the use of cardio transitions work to compliment their use. The provided format for an effective TB session (Figure 8 on p. 69) is simply a foundation, and invites activity alterations according to each unique working

environment. This comprised of moving from simple to complex activities, with the inclusion of cardiovascular transitions in between activities. It is also essential to note that the TB activities must be school and classroom specific. The activities selected by teachers must be consistent with class numbers and supported by school equipment. These vital elements will work to obtain program success.

Research discussions and outcomes led to the evolution of a “valuing” tool comprised of selected criterion: communication and leadership, problem solving, engagement, acceptance of others, and followership. Conversations surrounding this tool showed it to be flexible in a variety of ways such as: (1) teacher observation of student; (2) pre-activity “ratings” by students on themselves; and (3) post activity to enrich discussions. The teacher suggested using the tool for the same activities at varying times of the year to monitor and record student progress.

Implications for Future Research

The use of action research proved favorable for our study outcomes. The format enabled the teacher to guide the study’s course resulting in the obtainment of the knowledge she sought. The findings revealed three main areas that require more research in the future. Firstly, Mrs. White stated, "There have been so many times in my teaching years that I have wanted to join in with the students." In our case, she actually could. Since it was beneficial for Mrs. White to have a person to ask questions prior and to guide during this leads me to question: how would this work when a teacher did not have this liberty? How could we get teachers to attempt some of these activities when they have not seen how they "work"? How can we enable this to happen?

The role of the teacher in TB activities is an essential area that requires further research, especially the ability to become a participant in the activity.

Secondly, it was uncovered that activities could sufficiently run with equipment currently existing in PE closets; however, a “richer” program would emerge with certain pieces. Teachers would have to know the value of such a program before initiating purchase of materials, so how would we best educate teachers on the necessity of this equipment? This directly relates to the first area of further exploration, namely how to get teachers to know the value of TB activities without ever experiencing it first-hand.

Finally, there needs to be an ongoing exploration into the goals and vision surrounding physical education and its overall development, especially in its capacity to be inclusive of all children. As presented in the *Literature Review*, a continued debate over the contributions of motor skills, fitness, knowledge, and affective considerations to the long-term expectations are consistent and current (Rink & Hall, 2008). Recent emphasis on developing physically active *lifestyles* has caused PE teachers to focus on the needs of those students who have not been met in the traditional focus of team sport. To address the question of how PE teachers are working to address the “fitness” aspect of PE, Glover and Midura (1992) believe that an increase in self-esteem will help children work toward their fitness goals. But I ask, how can we work to create an effective program that combines the two? Fitness *and* enjoyment for all. The piano player. The runner. The dancer. The baseball player. As a result of the thematic evolutions, concept map investigation, and review of all data, this is where the final element of future research for this study lies: program design. Solmon and Lee (2008) suggest, “Reconceptualizing the curriculum by selecting physical activities that are meaningful and valuable to all learners is an important first step toward leveling the social playing field” (p. 237). I support this statement and believe

more research needs to be performed on the specific elements that will enable both fitness and value to occur for all.

We want our children to be active and moving, but more importantly we want them to be active and moving in a way that is meaningful and positive for *all* children. We need to continue to reflect on our current practice and listen to our young people to create a program that will effectively foster the development of healthy, strong, socially contributing young citizens.

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Appendix A

Questions to Guide Teacher Reflection

1. What did you see happening?
2. What worked well? Why?
3. What did not work well? Why?
4. How did you react to any problems that arose?
5. How did you do as a facilitator?
6. What student actions caused you to make the decisions you made?
7. What experiences did you draw on to help inform your decisions?
8. What do you plan to do differently for next time?

Appendix B

Letters to Obtain Study Permission

District Permission Letter

Classroom Team Building Investigating the Teacher Experience through Action Research

This letter is written to ask permission for School X to be involved in a research study entitled “Classroom Team Building: Investigating the Teacher Experience through Action Research.” It is being conducted by Laura Hazeldine: a graduate student in the School of Exercise and Physical Health Education at the University of Victoria. As a graduate student, she is required to conduct research as part of the requirements for a degree in MA masters or PhD program.

Purpose and Objectives

The purpose of this research study is to gain further insight into the teacher team-building process and to identify specific facilitators and barriers that may affect teachers’ implementation of team building activities. The study will make a contribution to the paucity of qualitative literature in the school team-building area and provide a better understanding of the team-building process through the eyes of a teacher. It will work to help the teacher gain insights about her teachings and instill a sense of teamwork and cohesion among the students. Literature has deemed team building to be a powerful tool for enhancing student self-concept and self-esteem; this study will work to uncover ways team building could become more prevalent in classroom settings.

Importance of this Research

Research of this type is important because it provides a more in-depth insight into the world of teachers and young people. This qualitative research will allow some of the struggles and challenges that teachers could face when implementing a team-building initiative in a school setting to be uncovered, and suggest ways of spreading knowledge of team building’s potential to fellow teachers. The findings will contribute to the need for team building in a school environment due to its positive impact on our youth.

Participation and Anonymity

Participation in this study will cause minimal inconvenience to the school and classes will be conducted as normal. There are no known or anticipated risks to participating in this research, and anonymity to the school, school staff, and students will be protected through use of alternate names.

Benefits

The potential benefits to the school's participation in this study include: raised awareness of teacher reflective decisions, positive change in student behaviour and academic success, and tools to spread team-building strategies to other teachers and schools.

Participation and Dissemination of Results

The school, staff and student's participation in the study will be completely voluntary and participants can withdraw at any time without consequence or need for explanation. If any participants withdraw, their data will be excluded from the study. It is anticipated outcomes from this research will be communicated to other researchers, and all data will be disposed of after a period of five years: 2014.

Contact Information

You may contact the primary researcher, Laura Hazeldine, by email: laurahaz@vic.ca or by contacting her supervisor, Dr. Tim Hopper at 250-721-8385 or email thopper@uvic.ca if you have any further questions. In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

Principal

Signature

Date

Teacher Consent Form

Dear Teacher:

You are invited to participate in a study entitled “Classroom Team Building: Investigating the Teacher Experience through Action Research.” It is being conducted by Laura Hazeldine: a graduate student in the School of Exercise and Physical Health Education at the University of Victoria. As a graduate student, she is required to conduct research as part of the requirements for a degree in MA masters or PhD program.

The purpose of this research project is to gain further insight into the team-building process and to explore the impact it has on students from the teacher’s perspective. The study will make a contribution to the limited amount of qualitative literature in the school team building area and provide a better understanding of the team-building process through the eyes of a teacher. Literature has deemed team building to be a powerful tool for enhancing student self-concept and self-esteem; this study will work to uncover ways team building could become more commonly used in classroom settings. It will work to help the teacher gain insights about her teachings and instill a sense of teamwork and cohesion among the students. They will work to be effective listeners, communicators, and leaders, and work as a team to overcome challenges as presented by the two of us working collaboratively. Reflective sessions will be facilitated after each activity to discuss how your students felt they performed as a unit, how they worked to overcome the task, and how they could relate their experiences to challenges they face in their everyday lives. A variety of techniques will be used throughout the sessions (videotaping, digital photography) to capture the action, which will allow you to look back on the experience and reflect.

Research of this type is important because it provides a more in-depth look into the world of teachers and young people. This qualitative research will allow some of the struggles and challenges that teachers could face when implementing a team-building initiative in a school setting to be uncovered, and suggest ways of spreading knowledge of team building’s potential to fellow teachers. The findings will contribute to the need for team building in a school environment due to its positive impact on our youth, and may be used to create a resourceful website or Power Point presentation for teachers to use as a learning tool. This will be decided upon as the study progresses and you will have input into which segments will be used.

Participation will not interfere with your teaching obligations and there are no known or anticipated risks by participating in this research. The potential benefits of your participation include fun and enjoyment with your students, which could subsequent improvement in student self-concept and self-esteem, as well as an improvement in classroom behaviour. It will also allow you to reflect upon the team building sessions to build upon your knowledge and experience in this powerful area.

Your participation is completely voluntary. If you decide to consent to participate, you may withdraw from the study at any time without consequence or need of explanation of any kind. If

you decide to withdraw yourself and your class from the study all data will be shredded or electronically deleted.

To protect yours and your student's anonymity, names will not be used in any part of the research. Codes and alternate names will be created to protect their privacy. Only the researcher will have access to the information during and after the study and your name will not appear on any reports about this project.

Data from this study will be disposed of by both shredding and deleting electronically and all information will be disposed of within five years after the study. It is anticipated that the results will be shared with fellow researchers through my thesis, however as previously noted, actual names will not be used.

I look forward to the possibility of working with you and your children to help foster leadership skills, sport competence, self-esteem, and strong communication skills with others. Please feel free to contact me via phone or by email lurahaz@uvic.ca or my supervisor Dr. Timothy Hopper at 250-721-8385 or email thopper@uvic.ca if you have any further questions. In addition, you may verify the ethical approval of this study, or raise concerns you may have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545).

Sincerely,

Laura Hazeldine
B.S. Elementary Education
Current M.A in Physical Education
University of Victoria

Please *initial* beside one of the following for each:

Photographs of me may be taken:

_____ For research purposes only (to aid in teacher reflection).

_____ To create a team-building resource such as a PowerPoint presentation or website for fellow educators.

_____ No thank you, I do not want to be in the photographed portions.

Video of me may be used:

_____ For research purposes only (to aid in teacher reflection).

_____ To create a team-building resource such as a PowerPoint presentation or a website for fellow educators.

_____ No thank you, I do not want to be in the video portions.

* Even if no names are used, you may be recognizable if visual images are shown in the results.

Another letter will be provided to you after four weeks enabling you to change the selection you have made, however, please feel free to contact me at any point if you change your mind prior to this halfway mark.

Thank you for taking the time to complete the above questions. Your signature below indicates that you have been informed of the research study plan and that you have had the opportunity to have your questions answered by the researcher.

Teacher Name

Signature

Date

Parent/Guardian Consent Form

Dear Parent/Guardian(s):

This letter is written to inform you of an exciting addition to your child's Physical Education class. Mrs. Teacher has been invited to participate in a study entitled "Classroom Team Building: Investigating the Teacher Experience through Action Research" which is being conducted by Laura Hazeldine: a graduate student in the School of Exercise and Physical Health Education at the University of Victoria. Mrs. Teacher will be incorporating team-building activities into your son/daughter's classroom setting for approximately two months during the spring of 2009.

Ms. Hazeldine is a certified elementary teacher with experience teaching both fourth grade as well as outdoor education and TB endeavors. These fun activities will allow your son/daughter to work with fellow classmates to overcome physical and mental challenges as a team. Challenges may range from working to untangle themselves from a human knot to working to successfully getting their team across a sea of hot chocolate (grass) using marshmallows (rubber spots). The purpose of these challenges is for the students to work together to solve and master problems through discussion, creativity, and leadership. They are anticipated to raise student self-esteem and work to create and enhance balance, understanding, and communication within the classroom environment.

Some sessions may be digitally photographed and video-recorded to aid in the teacher's reflection of the experience. It is important to note, however, the study's focus is on teacher rather than student insight and you will have the opportunity to select whether or not you would like your child to be in the video or digitally photographed portions. The results also may be used to create a PowerPoint presentation or educational team building website for teachers, however, this will be decided upon as the study progresses and you will be informed of this plan. You will also have the opportunity to indicate whether or not you would like your child to be in the photographed or video portions on the following page.

I look forward to working with Mrs. Teacher to help foster leadership skills, sport competence, self-esteem, and strong communication skills among her students. Please feel free to contact me by email laurahaz@uvic.ca if you have any questions. In addition, you may verify the ethical approval of this study, or raise concerns you may have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545) or by email ethics@uvic.ca.

Sincerely,

Laura Hazeldine
B.S. Elementary Education
Current M.A in Physical Education
University of Victoria

Please *initial* beside one of the following for each:

1) Photographs of my child may be taken:

_____ For research purposes only (to aid in teacher reflection).

_____ To create a team-building resource such as a PowerPoint presentation or website for fellow educators.

_____ No thank you, I do not want my child to be in the photographed portions.

2) Video of my child may be used:

_____ For research purposes only (to aid in teacher reflection).

_____ To create a team-building resource such as a PowerPoint presentation or a website for fellow educators.

_____ No thank you, I do not want my child in the video portions.

* Even if no names are used, your child may be recognizable if visual images are shown in the results.

Please note: Another letter will be sent home after four weeks enabling you to change the selection you have made. Please, however, feel free to contact me at any point if you change your mind prior to this halfway mark.

Thank you for taking the time to complete the above questions. Your signature below indicates that you have been informed that Mrs. Teacher will be involved in a research study and that you have had the opportunity to have your questions answered by the researcher.

Student Name

Parent Signature

Date

Appendix C

Pre-Study Expectations Journal Entry

I have had great success with team building to date and strongly support its use in both an outdoor adventure and school classroom setting. Have I ever questioned its capabilities? No. Have I ever questioned its impact when not facilitated “properly”? Absolutely! I have had fairly extensive training experience of facilitating TB activities from working as an outdoor educator as well as working as a fourth grade teacher running team game activities. It was incredible to see some of my shy and hesitant fourth graders grow into confident sports-playing young citizens of society. In many of the competitive sports or “out” games, students would withdraw and often drop out completely; however, with the full participation of team- building activities, the overall energy was very different. Students were excited to participate and seemed to appreciate the value of being “needed” by fellow peers.

I am looking forward to working with a teacher as she works to introduce team building into her classroom with her students. Because of the teacher’s great energy and enthusiasm toward this project, I expect she will be very diligent with her implementations and she will be open to suggestions. I believe her greatest intent will be to grow as a teacher in both knowledge of students and knowledge of content as well as to help her students grow and develop both individually and socially. Some themes I believe will emerge include: specific enablers and barriers, development of teacher knowledge, awareness within the school community of teachers, and the teacher’s perspective of student development. I believe her biggest challenge will be the actual facilitation of the TB experience. I think understanding the moments when she should “step in” will be a challenge of balance and awareness gained through reflection on her actions. I believe reflections upon the video recordings will help her develop into a stronger more knowledgeable facilitator. I also believe a major challenge of this research project is going to be the technology component. I think it will take a lot of patience and understanding on both of our parts in order to get to a place of somewhat fluent and confident skills of the video, digital photography, Moodle, and video editing aspects. All I know is that I am very excited to get started.

Appendix D

Planning for Initial Meeting with Mrs. White

- * Intro study
- * Set up Moodle – forum, glossary, collection of TB resources, and video posts
- * Check to see if linked to account (she is notified of my posts)
- * Post a video and see if she can open
- * Practice with Audacity (audio)
- * Have her type a demo journal entry and see if I receive it
- * Audiotape discussion questions
- * Intro TB resources & facilitation strategies (intro, monitor, debrief)
- * Discuss a possible way to gauge student “achievement”

Appendix E

Guide for Teacher Facilitator

The Facilitator's Role

1. Set the scene.

Present the challenge to your students and try to make it exciting and interesting when possible.

→ Example: “Arrrrrrr, you have been shipwrecked and you need to get your classmates to safety before the hungry sharks start looking for lunch.”

2. Monitor the safety and participation of all students.

To address and encourage participation by all, the teacher has the ability to alter scenarios by adding objects or “limiting” certain students to create a more challenging environment for them.

→ Sample Tactics:

- Silent mosquito bite (Can't talk) – “Uh oh, _____ has been stung by the silent mosquito”. The kids think this is hilarious. Use this as part of the debriefing. What did it feel like to not be able to talk? What other ways did you find to communicate your ideas?
- “Broken” arm or leg - tie a bandana around one, two, or three student's arm or leg to make it more difficult. Again, debrief this tactic and discuss how it changed the dynamics of the activity.

3. Debrief.

- How does this connect to situations they're dealing with in everyday life?
- How did an activity make them feel?
- What words did they use to encourage others?
- What words did others use to encourage them?
- What frustrations did they have and how did they solve them?
- How could they improve on this same activity for next time?

Appendix F

Sample of Team Building Activities Utilized in the Research Study

Shrinking Island

Equipment : A tarp or large rope.

Number : Any

Getting Ready : Lay out a big tarp on the ground or make a large circle/square with the rope to make a boundary.

Important : Really stress safety first on this one.

Set the scene

Explain that the students are surrounded by the ocean with hungry sharks (or a similar creature). They must get ALL of their team members on the island (tarp) with no single body part touching the ground (water) and count to 10 or sing Mary had a Little Lamb. Make it fairly large at first. When they succeed, then have them step off of the island and then fold the tarp up to make it a bit smaller. Have them try this smaller island and so on until it is ALMOST impossible and see how they work as a team to get on it.

Debrief

Followership, leadership, communication, and creativity. Also, remember to debrief on topics or ideas that arise specific to your group.

Tank Commander

Equipment : Bandanas (half as many as the # of students you have), cones or rope, and an assortment of soft balls (try and have at least 15 or so).

Numbers : Any

Getting Ready

Set up a playing space using cones or rope to show the boundaries. The space size is up to you but about a 30 sq. foot grid would be a good place to start. Divide the group into pairs of two giving one person in each pair a blindfold (bandana or whatever you can find).

Explain

One student in the pair will be in the middle of the grid blindfolded sitting on the floor. They can only move by “walking” in the crab position with their hands and feet flat on the floor. When they are blindfolded, place soft balls throughout the grid. Explain that the object is for the blindfolded people to find the balls and “hit” other people in the grid with them. Their partners on the outside will direct them using words as to where the balls are and how to hit the intended targets. Any person who is hit three times in the grid is out for that round and then joins the people on the outside to watch as the other teams continue to try and eliminate other teams. Stress honesty! Students have to be honest if they’ve been hit and fairly leave the grid if they’ve been hit three times. The facilitator will help throw balls randomly back in if they venture outside of the grid. Can have students help with this as well.

Challenge

Their challenge is to be the last group standing. You can add a twist and give half of the students in the middle one color blindfold and the other half a different color and could battle color vs. color. This makes it even more exciting!

Debrief

Communication, trust, perseverance, and sportsmanship. Also, be sure to focus on the issue of honesty. Discuss that oftentimes people won’t see what we do but we’re the ones who live with the truth and we can decide to live honourably. Try to praise certain people for fairly leaving the grid or the whole group if this is the case. This is a great activity to talk about this concept.

Equipment : Tennis ball and coin.

Number : 10-24 students per group (even # in each group)

Getting Ready

Divide the students into two even lines and have them shoulder to shoulder facing the other line. All students sit down, cross arms, and hold the person's thumb of the person sitting next to them. Place a tennis ball at one of the ends and the facilitator sits at the other with a coin (quarter).

Explain

All of the students will close their eyes except the two people at the front beside you (the facilitator). You will toss the coin, catch it, and show the two people at the front. If it is heads they are to send an impulse (squeeze) to the person sitting beside them and they are to quickly squeeze the person's thumb beside them and so on until the signal is passed to the two on the end. The first person to grab the tennis ball gets a point for their team. Yay! Note: If it is tails they are to do nothing. If by chance they squeeze by mistake and send a signal to grab the tennis ball, the other team receives a point. Make up a score for them to reach to win.

* Prior to the final toss explain that you always do two things when you win:

1) Cheer and 2) Shake your opponents hand and say, "Good game!"

Debrief

Jump on those moments where there are discussions/arguments. It had to pass every single one of them to get to the tennis ball grab so they win as a team and lose as a team. Relate to sports: if a team scores a goal in soccer, for example, the ball has passed by the forwards, midfielders, *and* defenders, before arriving in the back of that net. Also, draw attention to anyone that is being positive or highly supportive to others.

Marshmallow Swamp

Equipment : Rubber spots, plastic crates, or sheets of laminated paper.

Number : Groups of 8-12

Getting Ready

Decide upon a starting and ending point either designated by rope being put across to make a line or gym floor lines. Put all rubber spots or crates on one side with the students.

Challenge

To get all of their team members across the sea of burning hot chocolate using the provided “marshmallows”. Give them three or four to start with (dependent upon numbers – consider one crate or rubber spot for every 3 students) and have a few by you to conveniently add when necessary. Explain that no part of their body can touch the hot chocolate or that team member must start over again. Also, a body part **MUST** be touching the rubber spot/marshmallow at all times except for when laying it down initially. If they accidentally leave a marshmallow before someone else is touching it, they lose that marshmallow. Note: Let them struggle with this one for a bit. Most teams will have a team member jump to the next marshmallow right away losing it and leaving their team behind. Let them start over and try again and you’ll see how differently they think the activity through.

Debrief

The need for team planning and agreement, communication, and creativity.

Appendix G

Midway Semi-Structured Discussion Questions

1. What are your thoughts on how things are going so far?
2. I would love to hear more about your thoughts concerning the team-building manuals. Please expand upon your comments regarding the simplicity of the outdoor ed and Camp T manuals.
3. What are your thoughts regarding the distribution of team-building resources? How do you think we can best share these tools?
4. What was your reaction to a fellow teacher asking if your students could run a TB session with her sixth graders?
5. What are your hopes and expectations for parents coming in to share in these experiences?
6. How do you currently “assess” students in PE?
7. What are your thoughts on how PE should be viewed? Focusing just on students reaching the recommended number of MVPA minutes per day or implementing some team building which often offers a different “spin” on PE for many students?
8. How would you respond to this statement? If we implemented too many team-building activities we would be taking away from the number of minutes needed to reach the recommended MVPA per day.

Appendix H

Sample “Valuing” Tool of Students Participating in a Team Building Session

Student Name	Communication & Leadership	Problem Solving	Engagement	Acceptance of Others	Followership
1.					
2.					
3.					
4.					

Ranking System 3 → Strong/Excellent - Shows confidence in this area.

 2 → Good - Demonstrates sufficient knowledge in this area.

 1 → Needs Work – Needs better awareness in this area.

<i>Desired Skill</i>	<i>Meaning</i>
Communication & Leadership	The ability to share ideas with others in a clear and organized manner. The student listens to the thoughts and ideas of others.
Problem Solving	The ability to devise a plan of action, carry out the plan, and make revisions if necessary.
Engagement	The level of participation and the ability to be present both physically and mentally in challenges.
Acceptance of Others/ Sportsmanship	The student’s awareness of their surrounding peers and their efforts to include all participants.
Followership	Demonstrates strong listening skills and works hard to carry out their “role” as devised in the team plan.

Appendix I

Final Discussion Questions

1. What was your favorite part of this experience?
2. What was your least favorite part of this experience?
3. How did this implementation impact your students?
4. How did this experience impact you as a teacher?
5. Do you think your students viewed you differently by taking on this role?
6. Did you feel it was a valuable tool to implement in your classroom?
Why or why not?
7. How do you feel you performed as a facilitator? Why?
8. What would help make you a more effective facilitator?
9. What was the biggest overall challenge with your students?
10. What was the biggest overall challenge as the facilitator?
11. In one of your reflections you noted, “For some of the competitive natured students acceptance is still a difficult task when 'winning' is at stake.” How do you think one deals with the students who are highly competitive and might get frustrated if they feel they are being “held back” by others?
12. What specific things could your school do to make team building a success?
13. What could *you* do to help promote other teachers in your school to begin team building?
14. I’m wondering if you have any thoughts on what I can be doing to spread awareness and continue this journey of educating others?
15. Do you have any other suggestions or comments?

Appendix J

Timeline

Thesis Work
Laura Hazeldine

	Action	Date	Work
1	Submit proposal draft to Dr. Hopper	January 17 th	Working on proposal presentation and ethics
2	Wait to hear for feedback from Dr. Hopper & Dr. Meldrum (make revisions)	About a week (ish)	
3	Propose	End of January IF possible however potentially early Feb	Working on ethics
4	Make necessary revisions and submit ethics	Middle of February	
5	Data Collection	April-May (into beginning of June if needed)	Research Work/ Thesis Writing
6	Thesis Writing	May/June/July Would LOVE to graduate by the summer! (but we'll see)	Work work work!!

Appendix K

Data Support Demonstrating Interconnectedness of Themes

Theme 2: Signs of Student Development

	Observation & Support of Student “Role Shift”
Evidence of Cooperative & Social Development	Me: The other part I loved about this particular experience was that one of the students who from what I gather is not viewed as one of the "smarter" students academically and is often overlooked was actually the person who solved this problem. He was one of the ones in the pair who were having a deep discussion of how to solve the activity. During the reflective session, I noted that one student in our group emerged as a leader and who provided the group with the information they needed to get their group to safety. I pointed him out by saying, "and this student is wearing a white shirt with blue stripes." The students all looked around and I watched as this student looked around, and then down, and exclaimed "Me?" The participating teacher got a good laugh out of this. He then proceeded to explain to everyone that he could see the group was doing it wrong and felt good that he could finally share in the solution.
Teacher’s Perspective of Student Development	Me: The participating teacher proceeded to praise her group and said that it was so interesting to see the shift from a very disorganized and somewhat chaotic attempt, to different attempts to see what worked best for their group, to finally moving from one side of the "mug" to the other in a somewhat organized and communicative fashion.
Connection to Other Aspects of Students’ Lives	Teacher: Sometimes the role shifted when they were in the classroom and vice versa and some noted how much it made them work as a team and others noted the connection to life skills.

	Evidence of Cooperative & Social Development
Teacher’s Perspective of Student Development	Teacher: I was excited to try the game because it looked like the students were really enjoying it and there have been so many times in my teaching years that I have wanted to join in with the students. As it worked out, I got to work with two of my students who sometimes have difficulties with social situations. It was such a positive experience for all of us. One student felt anxious about being blindfolded, but was very active in her role of helping me. I especially loved hearing the two students working together giving me instructions.
Connection to Other Aspects of Students’ Lives	Me: During the game of Tank Commander, the students were honest when their team was "out." In another instance, the fourth graders began by using their fingers to indicate their number and found their way to their designated spots. The fifth graders then began to file in to their correct places. Upon completion, they discussed the different strategies they used and then pointed out that they went to their second last number when they had duplicates. Non-verbal communication.

	Teacher’s Perspective of Student Development
Connection to Other Aspects of Students’ Lives	Teacher: It is good for people that do not like team sports that they might realize they like being a part of a team. They may never have thought they would be a good leader or they could actually do a team sport have the confidence to do drama and not just PA. Teacher: And connecting with others...oral language, non-verbal skill....it is teaching those interpersonal skills that are valued in all jobs.

Theme 3: Fostering and Enriching Class & School Community

	To Fellow Educators & Their Students
To Parents	Me: The teacher said that in her school, the idea had already started to spread to other teachers and students and she wondered how many children were going home to talk to their parents about activities they are doing in PE. I loved this concept!
Connection of Other Aspects of Students' Lives	Me: Well that's true too. You could send them in pairs or groups of 3 so that way if you get one that shows up that does not want to say anything. Teacher: That's probably when I'd choose the grouping. To make it successful. Me: To have one vocal person in each group and they could even talk about how the experience was for them. To go in, work together, and then talk about how it went. How did the students respond to them? Teacher: A part of the oral language curriculum too. Finding ways to share information.
Connection to Other Content Areas	Teacher: We have just had our first teaching of TB sessions. Three girls taught the grade six class three TB activities; the human knot, chuck the chicken and tank commander. They ALL had such fun! The next lesson is with the K/1 class tomorrow. They're all so excited to be the teachers! Me: The effects of these activities would thus slowly infiltrate other classrooms and their content learning in the school.
	To Parents
Connection of Other Aspects of Students' Lives	Me: I am just wondering what your hopes and expectations are for the parents coming in to share with us? Teacher: I hope they will have fun with their children. I want them to realize that sometimes what we ask of their children is difficult and how adaptable they can be when they approach any problem. And perhaps see their child in a different way. Maybe they have not had the chance to see their child as a leader or save their team by diving. I think it is just a fun way to interact between parent and with their children. And for them to do some of the activities that their children have already done.
Connection to Other Content Areas	Me: In relation to homework, the rule was that the student must be the person to turn it in. It could not be late and a parent could not deliver it. All of the students were responsible for their role in this challenge and the others were dependent on them to play out their part.
	Connection of Other Aspects of Students' Lives
Connection to Other Content Areas	Me: Before heading off to get the final pictures, the participating teacher shared that her class had started doing a bit of TB homework. They had a deadline of Wednesday and every student had to have their homework returned in order to not have any more homework for the rest of the year.

Theme 4: “Ahah!” Moments

	Working Through & With a Teacher
Learning’s <i>from</i> the Participating Teacher	Me: The teacher then transitioned to the next TB activity by having the students start on the end line and to crab walk to the opposite end line and then into their 4 team lines as quickly as possible. She explained that she often does transition activities such as this to help with student's arm strength. I loved this!!
Personal Realizations about Team Building	My reflections of a session: The participating teacher ran such an incredible session leaving me with so many highlights to consider: 1) her powerful reflection-in-action decisions, 2) her in-depth probing reflective questioning, 3) her engaging transitions, and 4) her desire to move from simple to complex skills allowing the skills to emerge needed for tasks that are more difficult. I left today with such a powerful realization of the fact that I was getting so much more out of this experience than I could have ever anticipated. I am used to running two maybe three TB sessions in a period but this gave me a look at the possibilities for an extended session with this one starting from a TB line-up, with three TB activities divided by strategically placed physically active transitions, ending with a practice for a more difficult future challenge.
	Learning’s from the Participating Teacher
Personal Realizations about Team Building	Teacher and Me: Invest in one. Provide them with as much knowledge and skills needed to facilitate and it will probably have a greater chance of being done properly and then finding its way to other teachers and other classrooms. One teacher who is knowledgeable. I think if we focus on one teacher and help them be effective then maybe the chance of educating other teachers may increase.

Theme 5: The Team Building Experience

	Enablers
Barriers	Teacher: So many are dependent on a group of 10 or 12 and you could teach it but some of them need that constant supervision. So ones that would be appropriate for classrooms, appropriate for class sizes, and appropriate equipment that we would typically have.
Decisions Made to Guide Team Building's Progression	Me: The participating teacher reasoned why she chose the challenge she did. She wanted to choose one that was within their comfort zone. Smart! I wonder if she or we had done Marshmallows Swamp right from the "get go" how the students would have responded. I liked that we designed the experience to move from simple challenges to more difficult ones.
Challenges that Arose in Action	Me: On day one of this experience she was unsure about participating in Circle the Circle but upon some encouragement she joined in.
Teacher's Recognition of "Role Shift"	Teacher: Watching the children change seeing a different part of the student that you know well in the classroom by this time of the year and you think you know them in the gym. It is seeing the transformation in some. A very positive one.
Teacher's Perspective of Team Building's Potential	Teacher: I love learning new games. When I was at Camp T last year I had a taste of what TB activities were and I was keen to learn more. Camp T had emailed me a list of ideas that we tried at the beginning of the year. Even the idea of lining up differently. And then I realized how powerful it was to do things non-verbally and what a good great mixture it is when you have a split class. I did not realize the extent that we could grow as a class together. To see the change and for the children to realize how good it is for them. That they can be a leader.

	Barriers
Decisions Made to Guide Team Building's Progression	Teacher: I guess with some of the activities I was aware that some of the quieter children weren't as engaged and I was conscious of how to adapt the game so there was equal involvement by all. Sometimes when children feel they do not have a chance at a game they become passive and that was my challenge. Not in all situations but in some of the activities we did.
Challenges that Arose in Action	Me: I realized that the problem with many of these activities is that you cannot truly try it out beforehand unless you have 10 or so really good friends who would be willing to "test" it out each week.
Teacher's Recognition of "Role Shift"	Her recognition of barriers within individual activities (such as a ball being too heavy so adding an extra bounce, or driving the groups into smaller numbers) enabled her to alter the experience leading to students taking on "new" roles.
Teacher's Perspective of Team Building's Potential	Teacher: I realized how powerful it was to do things non-verbally and what a good great mixture it is when you have a split class. Well any class really but they come from many different backgrounds. I did not realize the extent that we could grow as a class together.

	Decisions Made to Guide Team Building's Progression
Challenges that Arose in Action	Me: How did you react to any problems that arose? Teacher: I noticed that student Y was participating in the activity, but without enthusiasm. I waited until we were in the classroom and had a quiet word with him; I acknowledged that it might not be his favourite gym activity but knew I could rely on him to put his best effort and attitude into the challenges.
Teacher's Recognition of "Role Shift"	Me: How did you deal with any frustrations that arose with the kids? Teacher: I had them look at others that were having success and encouraged them to use that as a guide. * Her decisions to continue the progression of activities, created an environment where role "shifts" could emerge.

Teacher's Perspective of Team Building's Potential	Me: In round two, it was Mrs. White's turn to be a participant. She gladly accepted the challenge. I was so excited for her to finally have the opportunity. I explained that I wanted her to "feel" what her students were feeling. She was completely on board and was very happy to take part. We both agreed that allowing teachers to take part might help them understand how powerful the experience is for the children.
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	Challenges that Arose in Action
Teacher's Recognition of "Role Shift"	Me: She was not made to sprint or play soccer, for example, she was able to find her place. This student in fact is one of the ones Mrs. White said did not participate in track and field at all. She would stand on the side and had absolutely no interest in taking part. I am sure this was painful for her to stand out and just observe. On day one of the experience, she was unsure about participating in Circle the Circle but upon some encouragement, she joined in. Since then she has fully participated in every activity and was able to determine the role she would play each time. She is such a wonderful young student and it has been nice to see her so engaged.
Teacher's Perspective of Team Building's Potential	Teacher: I also know that some of my little grade 4 girls that dodge ball is not their thing. It's part of our role to help children realize there are many things out there. And by doing different things it makes them discover things they like and don't like. I firmly believe in as much exposure to as many things. I know there are some children who might shy away from dodge ball and hope the ball does not get to them. They are very engaged in TB. They feel safer and I understand that.

	Teacher's Recognition of "Role Shift"
Teacher's Perspective of Team Building's Potential	Teacher: I think some activities will allow the quiet students to step up and will allow others to see them in a new role.

Theme 6: Insights into Teacher-Friendly Team Building Resources

	Team Building Manual
Disperse of Information	Me: The teacher said the other manuals were confusing and involved too much equipment. If it is not accessible will they do it? In my experiences, I would have to say no. I was right there in that boat too though. If it were not something I was passionate about then I probably would not go too far out of my way to make it happen. I think this is just the reality of it. The instructions need to be basic, organized, clear, and involving equipment that is available.

Appendix L

Supplementary Supportive Data – Theme 1

→ **THEME 1 - Teacher Development** – Evidence, observations, and journal reflections that demonstrate the teacher has changed or grown in particular aspects of her teaching life/credentials.

1. Sub-Theme	<i>Team Building Content and Facilitation</i> – Quotes, observations, or teacher journals that evidence development in the content and facilitation efforts of team building.
Supporting Data	<ol style="list-style-type: none"> 1. Mrs. White made an excellent point in one of our discussions. She noted that she realized she didn't need to know how each activity might play out prior. She had learned that each one would play out as it does and the facilitator works to make each experience unique. There is no "right way." 2. I asked, "How do you think this impacted you as a teacher?" Mrs. White replied, "Oh I think this has given me a whole new area that I feel confident in. And when with this daily push to have DPA that we don't always have the gym time to do the activities that require movement but don't require a huge space. I now have some activities. We could push desks aside and do Human Knot and we've done Impulse in the classroom. We can go outside our classroom door."
2. Sub-Theme	<i>Prior Experience</i> - Past knowledge or experiences the teacher drew upon to make decisions that guided her actions within the TB process.
Supporting Data	<ol style="list-style-type: none"> 1. "I felt the odd time I wasn't sure, such as the Human Knot and Marshmallow Swamp, I wasn't sure what to do b/c it wasn't clear in my own mind but you were very good at helping me through and doing one at the same time like Marshmallow Swamp so I got the gist of how it should be done and now that I've seen it I feel very confident and the same with the Human Knot." 2. "The other ones I guess because I'd seen some of them done at camp or I felt the book had explained it thoroughly enough I felt confident going into it but Tank Commander was a new one and you know I was thinking it was too chaotic to have anything come out of it. And you know you just have to try. And I think that's a role of a facilitator too...to take risks. Not always to go with ones you're comfortable with and have seen work."
3. Sub-Theme	<i>Reflective Decisions</i> - Decisions made in-action according to the situation and teacher's reflections back upon an experience to guide the direction of the study.
Supporting Data	<ol style="list-style-type: none"> 1. Journal excerpt: Moon Ball began and she quickly realized that it was going to be a bit too heavy for the purpose it was intended to she changed the rules so that there could be once bounce on the floor in between. I loved her quick thinking and her reflection in action decision. The ball was HUGE so it was hilarious to see some of the smaller students picking it up and starting the activity off. The students were only able to reach 12 after many attempts so the teacher again had quick thinking and had the girls challenge the boys. 2. Observations: For the Balloon Toss activity, both teams were having a difficult time completing the task by getting the balls into the bucket at the end. Mrs. White shifted the challenge and decided that the first team to get two balls from the beginning to the end and back again would win. This allowed the focus to be placed on the tossing aspect rather than getting it into the bucket. This shift allowed the students the skills needed to eventually be successful with the Balloon Toss planned for one of the final sessions.

4. Sub-Theme	<i>Emergence of Teacher's Creative Ideas</i> - Participating teacher's ideas that were unprompted and uniquely hers that led the study in directions she was most interested to explore.
Supporting Data	<p>1. In reference to the "assessment" forms the teacher stated, "And what I would do is give students the same form but give the columns as double so the first part is self evaluation and the other one is from the teacher. I always like allowing students to do their own self evaluation for me to be able to check in with what they've done and then allow them to provide input about how they feel about it." She continued by saying. "And they could even have their own goal and they could have their own self evaluation after a session of team building they could write the following: A strength for me today was..... A goal for myself next time will be.....I like those open ended statements because it allows the opportunity to sum up what their evaluation was about. Maybe they had trouble being tolerant of certain team members. Or maybe they had trouble speaking up when they knew they had a really good idea. Helping them to recognize that. And then if you gave it back to them before the lesson stating this was your goal. I would ask you now after this session to report on if you made it. So it continues for a bit and then there's that follow up."</p> <p>2. I questioned, "I'm wondering what specific things you could do to help make team building a success in your school and school community." Teacher replied, "First thing, we're going to do it with our buddies. We all have buddy classes and then I think it would be great if we had 'Teaching Ambassadors.' And then if we reviewed the rules of one game and then they would be invited to go and teach this game to another class. But the power of them teaching it. And we'd prep them on how to do it and then the teacher could request well that's if the gym is booked and say the kids who were signed up to do Mrs. D's class they would have chosen an activity that was appropriate for her grade level and they would go and help facilitate the activity and then they'd each get a turn." I replied, "I love this idea!" The teacher ended with, "I just came up with it!"</p>

Appendix M

Supplementary Supportive Data – Theme 2

→ **THEME 2 – Signs of Student Development** – Observations or participating teacher notes

that demonstrated students interacting and communicating in socially forward ways. This

section supports both their individual and community growth.

1. Sub-Theme	<i>Observations and Support of Student “Role Shift”</i> – In-action observations. Instances where student's shifted from their "typical" classroom role and assumed a different function in the solution process of an activity; a contrary role to what was expected.
Supporting Data	<ol style="list-style-type: none"> 1. In reference to Marshmallow Swamp: Many of the more ambitious and vocal students tried first and were unsuccessful initially. One of the normally very shy students was the first to figure it out and another shy one figured it out second. Another student normally good at connections attempted 2 or 3 times and then became a quiet observer. There was one student in particular who is quite obviously a louder student who likes to get the answers right who found himself taking on a much more passive role and became very open to others' suggestions. I felt like he became a very loud student who no one was listening to, to a more controlled individual who was actually leading others. I praised him for this shift and it was evident he was quite pleased with himself. 2. In another Marshmallow Swamp scenario one of the students who is not viewed as one of the "smarter" students and is often overlooked was actually the person who solved the problem. He was one of the ones in the pair who were having a deep discussion of how to solve the activity. During the reflective session I noted that one student in our group emerged as a leader and provided the group with the information they needed to get to safety. I pointed him out by saying, "and this student is wearing a white shirt with blue stripes". The students looked around and I watched as this student looked around, then down, and exclaimed "Me?" Mrs. White got a good laugh out of this. He then proceeded to explain to everyone that he could see the group was doing it incorrectly and felt good that he could finally share in the solution.

2. Sub-Theme	<i>Evidence of Social and Cooperative Development</i> - Signs that support students were working cooperatively and socially developing teamwork, communication, and interpersonal skills within their classroom community.
Supporting Data	<ol style="list-style-type: none"> 1. The following was an observational note made in reference to playing the game Tank Commander: The students were honest when their team was "out." This is very unusual because this game typically brings out this argument/discussion. This is always a good reflection topic when it happens but this still made for a great reflection topic in the way it did play out. Honesty. We were able to actually commend the students for demonstrating this quality. I was also amazed at how engaged all of the students were even after getting "out." There was no one who became uninterested or upset by being eliminated. Somewhat of an unexpected phenomenon in fact. Every student was cheering, directing, and laughing. There was great excitement! 2. Mrs. White proceeded to praise her group and said that it was so interesting to see the shift

	from a very disorganized and somewhat chaotic attempt, to different attempts to see what worked best for their group, to finally moving from one side of the "mug" to the other in a somewhat organized and communicative fashion.
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3. Sub-Theme	<i>Teacher's Perspective of Student Development</i> - Teacher's noted observations of students working together to solve challenges and growing as a collaborative unit.
Supporting Data	<ol style="list-style-type: none"> 1. After the study concluded the participating teacher sent along the following in an email: "I also wanted to share something that the principal said to me at the end of the year. Apparently, after we started the TB activities in the spring she didn't have one office referral from our class. Pretty strong evidence supporting the benefits of the program, I think!" 2. In a discussion with the participating teacher she stated, "As we were mentioning earlier I know there were many reluctant students probably more some of the boys because it wasn't our typical gym time where we would play Dodge ball where maybe the physical activity was higher. It's been interesting to see the change in the last few weeks. They're all looking forward to the sessions and that's so great. They're mindset has changed. I think overall the experience has been great for the children."

Appendix N

Supplementary Supportive Data – Theme 3

→ **THEME 3 – Fostering and Enriching Class and School Community** – Tracking the development and expansion of an “isolated” classroom experience to other areas of school culture. Information disseminated to a single pod, or individual classroom, transfused to other vital areas of the school community.

1. Sub-Theme	<i>To Fellow Educators and their Students</i> – Aspects from the team-building experience with one classroom intrigued teachers from around the school. In some cases the teacher asked for the experience to be brought to their class and in others the team building was brought to them without their initiation. In both cases the participating teacher received highly positive feedback from fellow educators within the school.
Supporting Data	<ol style="list-style-type: none"> 1. A neighboring teacher came in while we were talking and said "Wow! I'd love it if you came in and worked with my class." The idea of community sharing and learning from others was already beginning to develop. It was something "different" for a school setting and she was interested in the concept. This same teacher came in during PE and the participating teacher noted, “One teacher observed us during the game and has asked if we would demonstrate if for her grade 6 class. My students will be thrilled to teach the senior students something!” 2. During an early discussion the participating teacher stated, “My idea is to choose some kids to go and teach it to her class and they will just love to share knowledge to kids that are older. They look up to older kids.” In a later email she stated, "We've just had our first teaching of team building sessions. Three girls taught the grade six class three TB activities; the human knot, chuck the chicken and tank commander. They ALL had such fun! The next lesson is with the K/1 class tomorrow. They're all so excited to be the teachers!" She later noted, “All but 3 students have now taught a TB lesson, and WOW what great reviews we had from the teachers and young student teachers! It's been a great culminating activity for all of us."

Sub-Theme	<i>To Parents</i> - Evidence that shows the TB information was "reaching" the parents or instances that demonstrate parents were voluntarily involved and invested in the process.
Supporting Data	<ol style="list-style-type: none"> 1. One of the parents actually asked on the form she returned if she might be able to get a copy of the pictures and session. Another great idea that I had not considered! Home-school connection. So off Mrs. White went to the library to get some CD's for me to burn. After putting together the final presentation for the parents and students to share in on the final day, I burned copies and Mrs. White put them in their report cards to go home. I thought this was such a fabulous addition to the study that allowed parents to visually see their children in these activities. What conversations did they have with their children from these CDs? I would be curious to know. 2. Some of the students' parents came in for a morning of TB fun. They participated in Balloon Garbage, Moon Ball, Tank Commander, and Balloon Toss. It was evident they were having so much fun: laughing, talking with all of the students, partnering with children who were not their own. One of the moms actually had to leave to go to the bathroom after being “eliminated” from Tank Commander because she started crying from laughing so hard. It was so great to see this home-school connection finally play out.

2. Sub-Theme	<i>Connection to Other Aspects of Students' Lives</i> – Observations and teacher notes that supports team building may be affecting various areas of students' lives; in ways other than just their individual growth in a particular activity.
Supporting Data	<ol style="list-style-type: none"> 1. The question was asked, "I'm just wondering what your hopes and expectations are for the parents coming in to share with us?" Mrs. White responded, "I hope they will have fun with their children. I want them to realize that sometimes what we ask of their children is difficult and how adaptable they can be when they approach any problem. And perhaps see their child in a different way. Maybe they haven't had the chance to see their child as a leader or save their team by diving. I think it's just a fun way to interact between parent and with their children. And for them to do some of the activities that their children have already done." 2. In reference to the children's end-of-study reflections Mrs. White noted, "Sometimes the role shifted when they were in the classroom and vice versa and some noted how much it made them work as a team and others noted the connection to life skills."

3. Sub-Theme	<i>Connection to Other Content Areas</i> - Cross-over of TB skills and concepts into other content areas; initiated and guided solely by the participating teacher.
Supporting Data	<ol style="list-style-type: none"> 1. An email received from the participating teacher: "We had a fun TB math lesson today. After the modeling with a small group the students got into two groups of 12. I then gave them a math question that had to be solved non-verbally and with the students organizing themselves to show me the answer. For example: 3×4 or 10 divided by 2, They loved it and found it more of a challenge than they thought. I heard lots of comments like "this is a fun way to do math" and "oh, now I get the difference between 12 divided by 3 and 12 divided by 4." 2. On the second last day with this class, the participating teacher shared that they started doing a bit of TB homework. They had a deadline of Wednesday and every student had to have their homework returned to not have any more homework for the rest of the year. Rules: the student must be the person to turn the homework in. It could not be late and it could not be delivered by a parent. The students were responsible for their role in this challenge and the others were dependent on them to play out their part.

Appendix O

Supplementary Supportive Data – Theme 4

→ **THEME 4 – “Ahah!” Moments** – Moments upon reflection that ignited the actual feeling of “Ahah!”

experiences, decisions, and reflections from both the participating teacher and the study itself that were unexpected, unique, and changed who I am as a teacher, a team building facilitator, and as an individual.

1. Sub-Theme	<i>My Personal Insights</i> – Personal reflections on experiences within the study and from data that emerged. This encompassed my reactions and responses to events that arose and to the conversations that the participating teacher and I had.
Supporting Data	<ol style="list-style-type: none"> 1. The participating teacher stated, "And it comes down to that you're going to use what's in your equipment room." I already knew this; however, this single statement brought me back to my purpose in all of this. How can we get teachers to actually facilitate these activities in their PE programs? My focus is on schools and not just the activities in general. What equipment do they have? What activities could I provide that would be easy for them to follow, easy for them to carry out, and involve as few obstacles as possible? What other ways can I work to limit the barriers? This made me consider what my goals were in all of this. Wanting to spread awareness of TB activities and their possibilities to <i>schools</i>. I needed to focus on activities involving the "typical" PE closet and simple activities with straightforward directions. 2. Personal reflection: I wonder though, in a different group if this cooperation rather than competition would bother some students. Mrs. White made a great point: TB <i>does</i> have a cardio and fitness side to it; especially if one added in the neat transitions that she did with the crab walk to their groups and the plank position. I think this made for an excellent balance in activities and strength. I hadn't really thought of that before but she is absolutely right! Tank Commander, Octopus, and The Blob are all very exhausting. This concept has made me think very differently of how a program could be designed and her insights most definitely helped me get to that place.
2. Sub-Theme	<i>Learning from the Participating Teacher</i> – Content, strategies, and ideas I learned as a result of the participating teacher’s decisions and insights. This section is comprised of the information I did not possess before partaking in this study.
Supporting Data	<ol style="list-style-type: none"> 1. The participating teacher made a great point saying that there are so many people of "expertise" that come in and teach teachers new things but a lot of it is not retained. She believes a teacher needs to be genuinely interested and then that one teacher has the power to spread this knowledge throughout the school. Invest in one. Provide them with as much knowledge and skills needed to facilitate and it will probably have a greater chance of being done properly and then finding its way to other teachers and other classrooms. 2. During an observation session I noted: The teacher then transitioned to the next team activity by having the students start on the end line and crab walk to the opposite end and into their 4 team lines as quickly as possible. She explained that she does transition activities to help with student's arm strength. I loved this!! While getting ready for the next activity the teacher had the students get into the plank position for as long as they could and think about how team building has helped them. This was a time for them to individually reflect. She then said that they could sit up when they were really hurting and it was their decision when that was. This again gave them ownership over their decisions and allowed them to push to a place that was challenging for them individually. I thought this was fabulous as well!!

3. Sub-Theme	<i>Working through and with a Teacher</i> - Thoughts and reflections on how it was working with another teacher to help her facilitate and implement TB activities. Documenting the process of working through another individual rather than always having direct contact with the individuals being impacted by the implementation.
Supporting Data	<ol style="list-style-type: none"> 1. Journal Response: Even though I'm a teacher, it has been really nice to get another teacher's point of view and thoughts and I've been surprised at how many creative ideas she's had that I feel I never would have considered on my own. Our conversations led to places that I didn't anticipate and I loved the flexibility of planning, implementing, observing, and re-visiting. It enabled us to venture into places that were not initially discussed. 2. My reflections of a session: Mrs. White ran such an incredible session leaving me with so many highlights to consider: 1) her powerful reflection-in-action decisions in Moon Ball and Ball Toss, 2) her in-depth probing during the debriefing sessions, 3) her engaging transitions, and 4) her desire to move from simple to complex skills allowing the skills to emerge needed for more difficult tasks. This was demonstrated with the Ball Toss in preparation for the balloon race at the end of the year. I left today with such a powerful realization that I was getting so much more out of this experience than I could have ever anticipated. I am used to running two maybe three TB sessions in a period but this gave me a look at the possibilities for an extended session starting from a TB line-up, with three TB activities divided by strategically placed physically active transitions, ending with practice for a more difficult future challenge. It was so well executed from start to finish!

Appendix P

Supplementary Supportive Data – Theme 5

→ **THEME 5 – The Team Building Experience** – This section looks at the emergence of enablers, barriers, student challenges, teacher decisions, and the teacher’s recognition of students emerging in unexpected “roles”. It encompasses the overall experience and considers the practical side of the study and its “place” in the reality of a typical school day.

1. Sub-Theme	Enablers - Enablers were the aspects that made team building possible or more easily done throughout the experience; the situations that allowed the activities to flow and smoothly progress.
Supporting Data	<ol style="list-style-type: none"> 1. The participating teacher wrote, “We had such fun in gym today. After a vigorous warm up game we divided into two teams to play 'Impulse'. My Education Assistant was the facilitator for one group, and I worked with the other.” Having an EA allowed the participating teacher to be able to run “Impulse” with smaller groups than one large group. 2. I asked, “How was the experience for you as a facilitator?” Mrs. White responded, “I felt very comfortable working with the students and you. I liked being able to ask you questions as they arose, as I was preparing to do the activity.” It felt great to know that she benefited from having a knowledgeable person in this area to consult. She also noted, “I felt the odd time I wasn't sure, such as the Human Knot and Marshmallow Swamp, I wasn't sure what to do b/c it wasn't clear in my own mind but you were very good at helping me through and doing one at the same time like Marshmallow Swamp so I got the gist of how it should be done and now that I've seen it I feel very confident and the same with the Human Knot.”

2. Sub-Theme	Barriers – Instances or experiences that made team building challenging in the current situation as well as those predicted to make the continued implementation of such activities difficult after the study concluded.
Supporting Data	<ol style="list-style-type: none"> 1. I will be giving all of my TB equipment to Mrs. White as a gesture of my deep appreciation so she will now be able to use them, but what about other teachers? Would they go out and buy bandanas? Probably not. I think this is definitely something to consider. 2. Mrs. White stated she realized what the children were feeling like in a team building activity when she was able to participate in Tank Commander with her students. I feel this realization comes from doing and how do we get teachers to experience if they are hesitant to try them in the first place. In other words, I believe teachers realize they can run these activities effectively by actually doing, but if they never do them how do they know they can run them? Confusing but I think this is a valid argument.

3. Sub-Theme	Decisions Made to Guide Team Building’s Progression – The participating teacher’s reflective decisions that guided the experience to head in a certain direction.
Supporting Data	<ol style="list-style-type: none"> 1. Observation: The students' PE session was actually over at this point but the teacher decided to continue the TB building session outside. I was very excited to continue. Mrs. White has been planning an end of year activity involving balloons being tossed from student to student by use of towels only with a student on each side. She thought it would be smart to practice the activities with balls first so they could master their toss first. I loved this idea because the students have the opportunity to build upon their initial skills enabling a TB activity to move from simple to complex. 2. Mrs. White stated, “I think having a discussion about a student that others may not want on

	<p>their team is vital.” My thoughts in response: I think it's important for students to realize that they can't control other students; however, they can control how they react to other students. I think it's important to invite students to question: How can I change what I do to make this situation valuable for myself and for others around me?</p>
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4. Sub-Theme	<i>Challenges that Arose in Action</i> - Unanticipated roadblocks that emerged and the development of unplanned experiences. The challenging situations that arose with students through their participation in the TB activities.
Supporting Data	<ol style="list-style-type: none"> 1. Mrs. White’s observations during Circle the Circle: “One student removed herself from the action and said she didn't want to participate. She was offered to find a new place in the circle and a classmate offered her some advice but she was not interested. She finally agreed to try and ended up having a great time. She later went back up to Mrs. White and told her that she was having fun and was glad she joined.” 2. In reference to one of her boys Mrs. White stated, “I noticed that student Y was participating in the activity, but without enthusiasm. I waited until we were in the classroom and had a quiet word with him; I acknowledged that it might not be his favourite gym activity but knew I could rely on him to put his best effort and attitude into the challenges.” The student she was referring to seemed to be fairly indifferent to what we were doing. Not very engaged. Not interested. It seems this was his personality and it was evident as the experience progressed. It should be noted; however, in the later activities he appeared to have found his "place" in the TB process. In the human knot, for example, he was fully engaged and played a strong role in the solution.

5. Sub-Theme	<i>Teacher’s Recognition of Student “Role Shift”</i> - Teacher's observation and recognition of students taking on different "roles" from their normal behaviours.
Supporting Data	<ol style="list-style-type: none"> 1. I asked, “So, I'm just wondering what would be your favorite part of this experience?” Mrs. White responded, “Watching the children change seeing a different part of the student that you know well in the classroom by this time of the year and you think you know them in the gym. It's seeing the transformation in some. A very positive one.” 2. One of Mrs. White's quieter students emerged as one of the final two in the game “Tank Commander” and she commented on how good this experience was for him seeing as some of his days at school were pretty rough.

6. Sub-Theme	<i>Teacher’s Perspective of Team Building’s Potential</i> - Participating teacher's perspective and specific ideas on how team building could potentially impact other teachers, students, and schools in general.
Supporting Data	<ol style="list-style-type: none"> 1. In the final discussion with Mrs. White I said, “And for you. What has been the best part for you?” She answered, “I love learning new games. Well! When I was at Camp T last year I had a taste of what TB activities were and I was keen to learn more. Camp T had emailed me a list of ideas that we tried at the beginning of the year. Even the idea of lining up differently. And then I realized how powerful it was to do things non-verbally and what a good great mixture it is when you have a split class. Well any class really but they come from many different backgrounds. I didn't realize the extent that we could grow as a class together. To see the change. And to realize for the children how good it is for them. That they can be a leader.” 2. Mrs. White stated, “PE involves a lot of things and not just who can jump the farthest, or the highest, or the run the fastest. In today's world we need to accept that children need to find things that they like and include it in their lifelong fitness plan. There are so many things out there. Yoga, Pilates, dance. And this is just another aspect. Good for people that don't like team sports that they might realize they like being a part of a team. They may never have thought they'd be a good leader or they could actually do a team sport.”

Appendix Q

Team Building Equipment List Used in Research Study



- Set of blindfolds (enough for half the class)
- Light, bouncy balls (12 or more)
- A unique bouncy or soft ball that stands out (ours had jelly spikes)
- Large, very light bouncy ball (the larger and lighter, the better)
- Four plastic milk crates or sheets of thick paper
- Two to four hula hoops
- A long rope or tarp
- Balloons (both regular and water)
- Towels for Ball Toss

Appendix R

Supplementary Supportive Data – Theme 6

→ **THEME 6 – Insights into Teacher-Friendly Team Building Resources** – This section worked to uncover the most effective means of dispersing team building concepts, facilitation strategies, and content to fellow administrators and educators.

1. Sub-Theme	<i>Insights into a Teacher-Friendly Team Building Manual</i> - Teacher's insights into how to create a teacher-friendly, easy-to-use manual. This section includes what she believes is effective and her supporting reasons.
Supporting Data	<ol style="list-style-type: none"> 1. The participating teacher noted on several occasions that she prefers the C manual hands down. I completely agree. That has always been the one I have used. She said she couldn't believe the effectiveness of the one page format. She stated, "One per page. It works. It doesn't seem overwhelming." 2. She also noted, "Now I like to have both now. I would be comfortable to have my own favorite manual just like you would be comfortable with certain math activities and I have started my own duo tang on team building but it's also nice when you need new ideas to be able to go to the web and that's what we're all starting to do."

2. Sub-Theme	<i>Insights into the Disperse of Information to Other Educators</i> – The participating teacher and teacher coach's ideas of how to spread awareness of TB activities and strategies to other educators. How can we help school leaders and fellow educators value team building and aid in the implementation of these activities with their children?
Supporting Data	<ol style="list-style-type: none"> 1. The participating teacher stated, "I think the power of this is watching the children do it. You see you're doing what you can by having the website for other teachers to watch it. I think you're right. You would almost need a way. And we've done this before. We hire people to come in and teach swing dance or teacher drumming lessons and that's where you need to go because when we see our children doing swing dance and we participate and we feel confident and it's the role you need to do." She continued by saying, "And that's what's been so successful for us. We started together and on every other Wednesday I did it solo when you weren't here and I did the ones I felt comfortable with and then I'd look forward to you joining us and teaching me new ones and it went on. And so now I have a huge repertoire of ones I could do. And see I still might need to check in with you again in a few months." 2. Mrs. White stated, "The website shows the teacher exactly what it looks like and there are many teachers that want to be very concrete with their directions and I think that stops many people from trying it. Because I think that it's an open-ended activity. I wondered what I'd do if I didn't know how to help them through. What if I didn't know the solution? And I think seeing something in action you realize it's going to change group to group anyway and as long as you feel confident in the rules and the setup you'll be okay. The website would help the teacher explore the idea and I just want to try these two and get them in my mind and show the kids after their problem solving activity. I think it's a good idea."

Appendix S

She Just Was ~ Narrative on Shy PE Student

Written By: Laura Hazeldine

She stands on the side and has absolutely no interest in taking part. Or does she? Is she not taking part because she has no desire to run or does she feel uncertain of her abilities? It is track and field day and she is not taking part...again. She is on the field and she has stood on the track, but as a spectator standing beside her teacher. Her peers are running, growing together, and having a great time. I wonder: How does she feel? Uncomfortable? Shy? Embarrassed? An outsider? Perhaps. So why should she feel left out? The answer...she shouldn't. She has talents, dreams, and abilities and she should have the chance to let these skills shine. PE is not her "thing"..but could it be?

Her teacher decided to take her students together on a team-building journey in PE. A chance to involve all and to try something new. On day one this young, shy, uncertain girl did not want to participate in the activities. Why was that? Why would she? She didn't like PE and that was that. Someone offered to change places with her in an activity but she still had no interest. She seemed nervous. She looked afraid. Surprisingly, upon some student and teacher encouragement she decided to give it a try. Initially her body language demonstrated she was feeling uncomfortable. Arms crossed. Face flushed. THIS, however, quickly changed. By round two of attempting to get hula-hoops around a circle without ever breaking hands, her face began to peek a smile. She was in PE and she was laughing.

Day one continued with a transition into the game Tank Commander. Her hesitation persisted. And rightfully so. It was new. Different. Unknown. "Time to partner up and put your blindfolds on," the teacher said. Instead of putting one on she chose to be the "commander," or outside person, both rounds. Perfectly appropriate, I thought. Fully engaged? Check! Comfortable? Check! Happy? Check check! I felt pleased with her decision.

That day went on and the weeks progressed. Around the middle of the team journey the teacher happened to be paired with this young girl for a game of Tank Commander. The teacher noted she was very pleased it had turned out that way. This young girl expressed her hesitations to play the blindfolded role once again so she made the decision to be the outside director both times. She was demonstrating her right to "Challenge by Choice." In other words, we can create the environment, but THEY have to find the courage from within to take the step into that creation.

The journey continued. Marshmallow Swamp, Balloon Garbage, Going to the Moon, and the activities went on. The final day arrived and the students chose to play their favorite activity one last time: Tank Commander. While putting the blindfolds on, I noticed that the young girl who never wanted to be blindfolded was tying up the clothed square. Shivery goose bumps head to toe? An understatement. She was the little girl who struggled with self-confidence, didn't want to partake in the first group activity on day one, and would stand on the sidelines during track and field days. She really was putting on a blindfold. I went over, tapped her teacher, and nodded my

head in the little girl's direction. The teacher's face warmed and smiled. This young individual was always the "coach" and now she was challenging herself to tackle new levels. She had taken the initiative to fully participate. Everyone geared up and went off to "battle." Her teacher and I were very intrigued to see how this little girl would do. The best part of all was that she never did get in the full crab position like the others. This was the beauty of it. She did not do something "like the others." She crouched to find the balls instead. She was acting in a manner that was comfortable and that is all we ever expected from her or from any of them. She was feeling around for balls and the "Googly," a power ball, and was hysterically laughing.

She and her teammate got out around the middle of the game and she was smiling as she untied her blindfold. I pondered: What were the roots of that smile? And I answered: She had found a place...her place. She was now fulfilling a role...created from within...and uniquely her own. Did she like PE? Perhaps. Maybe. Who knows. Did she feel VALUED in PE? There was no question. She was necessary. She was needed. And she just was.

As Solmon and Lee (2008) so perfectly stated, teachers may not be able to change an individual's ability, but they *can* create an environment where students' individual abilities can flourish. This little girl flourished and I genuinely believe her confidence and her feelings toward PE altered forever.