

MAZE TEAMBUILDER (provided by Josh Oberts)

Duration: 60 min

Objectives:

- To encourage students to work with one another as a team.
- To encourage students to problem solve with one another.

Materials Required:

- Masking or painter tape
 - Maze paths for teacher to reference on a clipboard
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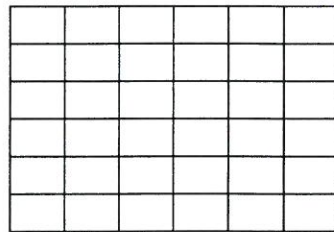
Overview of Activity:

Students will move through a grid on an unmarked path. They will work with one another to determine the unmarked path and to determine a method of communication other than talking.

Timeline/Procedures:

Preparation: Before class, create a 6 x 6 grid on the floor using masking tape. Also create several grids on paper and create paths through the grid indicating start, finish, and if the student should move left, right, diagonal, back or forward. **Do not use a space more than once.** Use a technique to mark the path that makes sense to you.

Keep the paths out of the view of the students. It is suggested that you make some simple paths for practice and more complex ones for later use. On a simple maze, have students go forward, left and right. In more complex mazes, you may include diagonal moves and backward moves. If you have a large class you may want to create several grids on the floor and divide the students into smaller groups. (it may be best to keep 10–12 students in a group)



1. Review the entire process of using the maze with the students before starting. Explain to the students that they must move one step at a time through the maze.
 2. There is a correct place to start, a correct path to take and a correct place to end. However, only the teacher knows the path. The goal is for the entire group to make it through the maze correctly. No talking is allowed.
 3. Students will try the maze one at a time. As they move **one step at a time** the teacher will announce "Correct" when the step is correct and "Incorrect" when it is wrong. When correct, the student can take another step. When incorrect, the student must leave the maze on the same path he/she came in on. By requiring this action, the students will learn the maze more quickly.
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4. While a student is in the maze, the other students may help him or her **without talking!** Students may stay on the sides of the maze pointing, gesturing or whatever to help the student in the maze. As the teacher, you decide what you will allow students to do to help one another. However, do not give the students any ideas on how to communicate; they need to problem solve. Examples of solutions used by students: gestures, pointing, written communications, a code devised by the group.
5. Students must work respectfully with one another.
6. If working with multiple groups, the teacher will start at maze 1 until a mistake is made and then move to the next maze and so on. Students may not talk.
7. Once a student makes it through the entire maze successfully without a wrong step, the entire group must do the same thing. If a student steps wrong during this part of the activity, the entire group must start a new maze! It is important that students help one another to remember the steps for the group to be successful.
8. Obtain feedback from the students regarding the activity. How could it have been easier? What worked/didn't work?
9. Repeat with a more challenging maze.

Teacher Notes:

Josh occasionally overlooked a wrong step as students backed out of the maze as long as it was clear that the students knew where the correct steps were. Be sure to have extra mazes handy in case you have a start a group over.
