

TEAMWORK UNDER PRESSURE



Sports can be a powerful tool for developing essential life skills in primary school students, especially in building problem-solving abilities while fostering resilience. Incorporating sports into structured lessons creates a safe and engaging space where students can experience challenges and disagreements within a supportive environment, learning to navigate them with respect and empathy. Activities focused on teamwork and flexible thinking, allow students to practice managing emotions, making fair decisions, and supporting one another in moments of pressure.

By working in pairs or small teams during games, children learn to communicate effectively, listen to different perspectives, and cooperate toward shared goals, even when situations become challenging.

Lesson

Sports

Grade

4

Learning Objectives

- ✓ Develop conflict resolution and problem-solving skills in a sports setting.
- ✓ Build resilience by managing challenges during competition.
- ✓ Learn respectful communication strategies.

Duration

Two lessons (2x40 Minutes)

Required Materials

- ✓ WORKSHEET (one for each student)
- ✓ Cones and equipment for team challenges (e.g., relay races, tug of war, obstacle courses)
- ✓ Whiteboard and markers

Preparation and Implementation

- ✓ Duplicate the WORKSHEET as many as the number of students.
- ✓ Set up challenge courses that require teamwork and communication.
- ✓ Prepare scenarios to simulate minor conflicts (e.g., rule disagreements, accidental fouls).

PROCESS

Teacher Disclaimer:

These activities are designed to support students' learning, well-being, and inclusion. Children exposed to trauma may not always feel safe or ready to participate, and forcing roles or challenges can risk retraumatization. Teachers are encouraged to use a trauma-informed approach: offer choice, provide alternative roles, use supportive language, and prioritize emotional safety so all students can learn and thrive.

FIRST LESSON

1

INTRODUCTION (5 Minutes)

- Start with a quick discussion:
 - “What should we do when we disagree during a game—like who scored or who touched the ball last?”
 - “In a flood or wildfire, people don’t always agree on what to do first. How can respectful communication help everyone stay safe?”
- Explain today’s focus: using sports to practice solving conflicts, working as a team, and building resilience—just like people do in emergencies.

2

TEAM CHALLENGES AND PROBLEM-SOLVING (30 Minutes)

- Set up (5 minutes):
 - Divide students into balanced teams.
 - Assign rotating roles (team leader = “emergency coordinator,” encourager = “community supporter,” rule checker = “safety monitor”).
- Games rotation (25 minutes):
 - Modified soccer = “evacuation drill” (moving people/resources safely).
 - Relay race with strategy = “delivering supplies” (requires planning).
 - Add mild challenges to spark reflection:
 - A tie = “two groups want the same limited resource—how do we share fairly?”
 - A rule misunderstanding = “a miscommunication during a rescue effort.”
 - Encourage:
 - Respectful communication.
 - Group decision-making when conflicts arise.
 - Encouraging others rather than criticizing.

3

COOL-DOWN (5 Minutes)

- Light stretching focused on breathing and relaxing
- “What was one challenge you faced in the game, and how did your team solve it—like a rescue team would during an earthquake or storm?”

SECOND LESSON

4

INTRODUCTION AND REVIEW (5 Minutes)

- Reflect on the previous lesson:
 - “How did we handle conflicts during games?”
 - “When people face wildfires, earthquakes, or floods, why is respect important for working together under stress?”

5

TEAM GAMES: ROLE SHARING AND RESILIENCE (30 Minutes)

- Set up (5 minutes):
 - Reorganize teams to ensure new group dynamics.
 - Assign roles linked to disasters (leader = “rescue planner,” encourager = “community helper,” safety checker = “rule keeper”).
- Games Rotation (25 minutes):
 - Play cooperative games requiring strategy and quick decision-making under mild competition (e.g., Capture the Flag, passing challenges).
 - Cooperative games with strategy:
 - Capture the Flag = “rescue mission” (retrieving survivors or resources).
 - Passing challenges = “moving supplies safely.”
 - Add mild conflicts to mimic decision-making in emergencies:
 - “Two people reached the flag/resource at the same time—how do we decide fairly?”
 - “A sudden rule change = ‘the storm just shifted’—how do we adapt?”
 - Emphasize:
 - Keeping calm under pressure.
 - Listening and speaking respectfully.
 - Supporting teammates and opponents.

6

DEBRIEF AND REFLECTION (5 Minutes)

- Give worksheets to students.
- Gather students for reflection:
 - “What did you learn about solving problems under pressure?”
 - “How can these skills help us not just in games, but in real-life challenges like storms or earthquakes?”
 - “How did you feel when you faced challenges today?”

EVALUATION

- Observe participation, teamwork, and respectful conflict resolution during activities.
- Review students' written reflections.

RECOMMENDATIONS

- 1 Supervise closely to guide conflicts into learning opportunities.
- 2 Use positive reinforcement to celebrate good communication and teamwork.
- 3 Create a "Conflict Resolution Tips" chart for the gym.
- 4 Extend with real-life examples of athletes showing resilience and respect.

ANNEX



WORKSHEET

Teacher Guidance for Worksheet Use:

This worksheet should be completed by students immediately after the activity during the reflection phase (last 5–10 minutes). Teachers may choose to collect and review the worksheets to evaluate whether learning objectives are met, or keep them in student portfolios to track progress over time. Feedback can be provided verbally in class discussion or individually in writing, depending on time and context.

Name of the Student:

Date:

Part 1: Conflict Resolution

Answer the following questions in 1–2 sentences each:

- 7. Describe a conflict or challenge your team faced today.**

- 8. What did you do to solve it?**

Part 2: Resilience Building

Answer the following questions in 1–2 sentences each:

- 7. What was the hardest part of the activity?**

- 8. What helped you to stay positive and keep going?**

Part 3: Personal Reflection

Answer the following questions in 1–2 sentences each:

- 5. One thing I will remember next time I face a challenge is**
