

MotoLab

Teammates

12 LESSONS TO COOPERATE AND COMPETE



- Teaching guide for upper secondary
- 12 lessons of 60 minutes with pair competitions
- Rules, variations and competition results
- Observation grids and scoring sheets



The twelve challenges

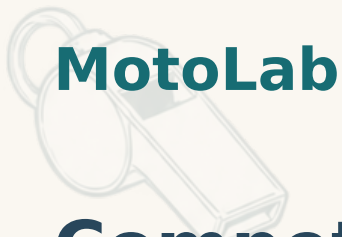
Each lesson has ten practical pages. Tap its title to open it in the collection.

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Two tools, two purposes

The observation grid records partners' listening and contributions. The results sheet records points and victory: interpersonal behaviour does not become a subjective bonus.





Competing together

A guide to offering these activities to classes where classmates have little rapport.

1 • Create opportunities, not promises

These activities offer opportunities for discussion and cooperation; one lesson does not guarantee cohesion. Start with simple tasks and assess the class's response. Collect concrete examples without labelling anyone a "good friend".

2 • Form pairs thoughtfully

The teacher assigns and changes partners between lessons, avoiding public exclusion and humiliating pairings. Do not pair students in conflict simply to force them to resolve it. Keep pairs together during the competition; require a contribution from both.

3 • Keep the winner clear

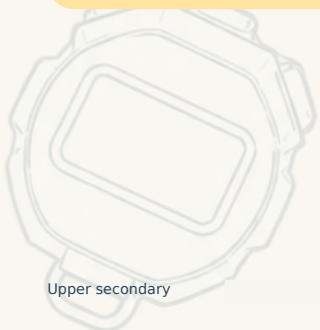
Announce the scoring criterion, attempts and variations in advance. Pairs in the same zone need comparable conditions. No elimination: winning or losing does not change the right to participate. The teacher resolves disputes.

4 • Choose a manageable order

You can start with 1 and 5, continue with 4 and 8, then 2, 6 and 10, and add 7, 9 and 11. Lesson 3 needs a balance trial and a manageable version for each pair. Final 12 follows practice of 1, 2 and 6.

5 • Check space and supervision

Six 6 x 4 m zones are a guide: two columns and three rows, with about 1 m between them, need about 13 x 14 m plus clear outer margins. Measure the sports hall. If space is insufficient, reduce the number of zones or organise turns; do not squeeze the distances.



01 Pass and conquer

60 minutes · 24 students · Passing, moving and deciding together

Movement and cooperation objectives

1. Pass to a partner ready to receive.
2. Agree on movement before carrying it out.
3. Share receptions between both partners.

TIME	PHASE	TASK
0-8	Warm-up	Prepare together
8-18	First trial	Understand movement and roles
18-30	Progression	Practise rules and validity
30-48	Pairs competition	Three rounds with feedback
48-55	Rematch	Challenge with separate result
55-60	Conclusion	Tidy up and discuss

Equipment

Six soft balls, 36 flat markers (six per zone), 24 cones to mark the six zones, stopwatch and results sheets.

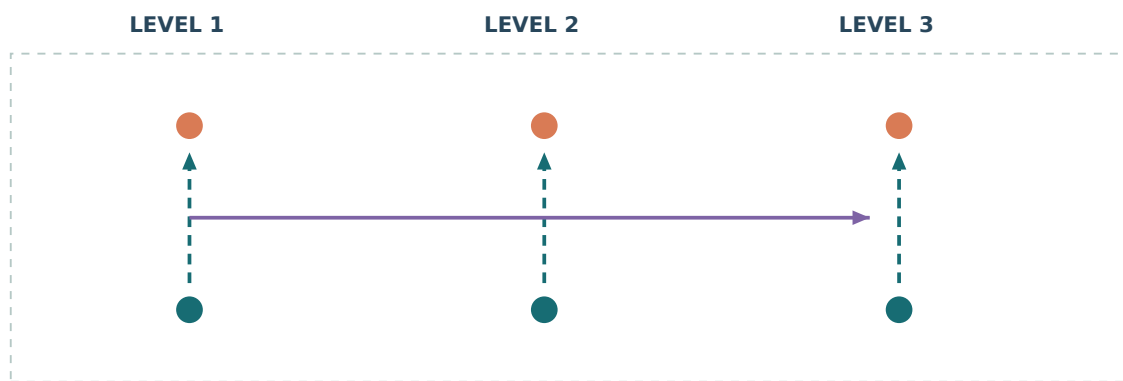


Space, partners and turns

Activity diagrams: removable markers are not court lines.

Six 6 x 4 m zones. Each has three pairs of flat markers, 2 m between the two positions, arranged at three levels 1.5 m apart. Only one pair at a time uses the six markers; the other waits outside.

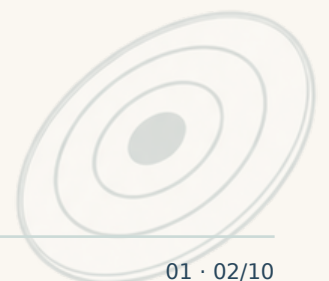
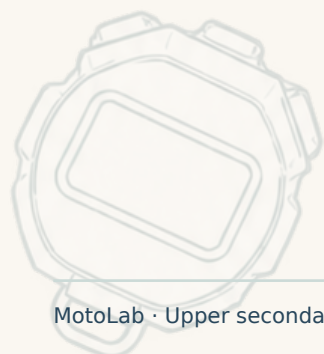
ONE ZONE: ORGANISATION FROM ABOVE

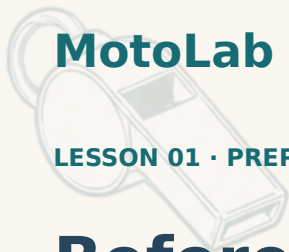


Vertical dashes: passes. Horizontal arrow: moving together while holding the ball.

Class organisation

24 students: 12 pairs and six zones, two pairs per zone. One pair performs; the other observes together, records the result and stays outside the route; then they swap. In the stick competition both pairs perform together in separate lanes under the teacher's signals. Pairs stay together throughout a lesson; the teacher changes pairings between lessons without leaving anyone without a partner.





Before the start

Explain, demonstrate and allow an initial trial without scoring.

Teacher demonstration

Demonstrate five alternating passes from the first level. Before moving to the second, both partners must have received at least twice. They walk while holding the ball still; no throwing during movement.

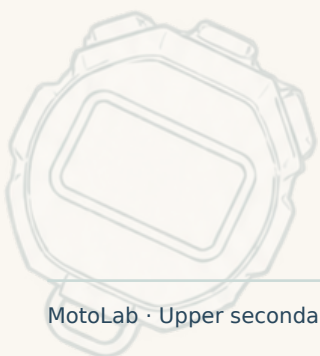
Shared supervision rules

Stop signal = finish the step and stop. Keep spaces clear, waiting students outside trajectories and equipment checked before use. No elimination. Do not force contact, humiliating pairings or movements a student cannot perform. A request for adaptation is not a penalty.

If student numbers change

With an even number, keep pairs and turns, reducing zones if needed. With an odd number, the teacher may briefly partner a student if supervision can be maintained; otherwise a group of three rotates two performers and one observer at each attempt. The trio is an organisational adaptation and is excluded from pair rankings with different turns.

Before the competition, each partner must be able to explain the scoring criterion and their own role. Observing pairs do not settle disputes alone: the teacher clarifies and applies the same criterion to everyone.





Prepare and find a shared approach

0-18 minutes · No points before understanding the task

0-8 min

Pairs warm-up

0-2: walk in pairs in the assigned space. 2-5: stop together on signal, open your hands and simulate a pass without a ball. 5-8: gentle stationary passes, three per partner, alternating active and observing pairs.

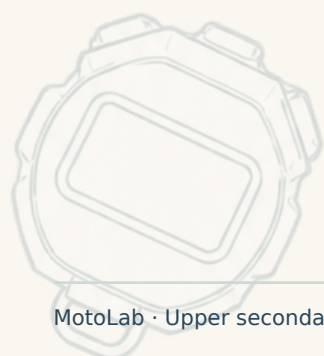
8-18 min

First trial

8-10: demonstration. 10-16: each pair practises three sets of five passes at the first level, alternating with the zone's other pair. The non-receiver raises a hand before the throw. 16-18: choose a word to signal readiness.

A concrete agreement

Each pair chooses a starting word or gesture and a stop signal. The partner repeats the instruction in their own words. If one always speaks, ask the other to explain the next trial: both must be able to decide.



Practise before competing

18-30 minutes · Clear roles and controlled attempts

18-30 min

Progression

18-20: introduce the three levels. 20-28: five passes on the first, move holding the ball, five on the second and five on the third; then walk back to the first along the outside. Pairs alternate after each circuit. 28-30: check who received and when you started moving.



First level: a pass between ready partners. Move to the next level only while holding the ball.



How to play and win

30-48 minutes · The result belongs to the pair

Procedure

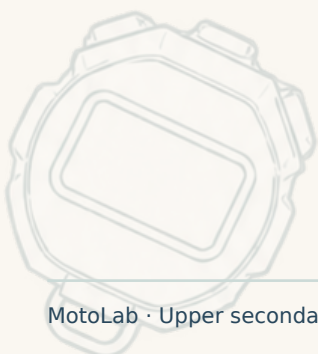
In the 90-second attempt, complete as many sets of five passes as possible. After a valid set advance to the next level; after the third return to the first. Each set starts with the partner who received the fifth pass of the previous set, sharing receptions over time.

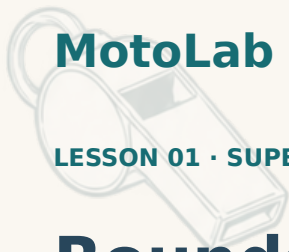
Validity rules

1. Five consecutive alternating passes; both stay behind their markers.
2. Dropped ball: restart the current set from zero; completed sets remain valid.
3. Move only holding the ball and after agreeing.
4. Use levels 1, 2, 3 in order; skip none.

Points and winners

One valid set earns 1 point. Add the pair's points over three rounds. The pair with most points in its zone wins; tie = shared victory. Faster throws earn no extra points.





Rounds, feedback and variations

One change at a time; equal conditions for comparison.

The three rounds

30-35: pair A 90 seconds, 30 seconds to swap, pair B 90 seconds, 90 seconds to record and reset. 35-36: pairs feedback. 36-41: same format, B starts. 41-42: feedback. 42-47: third round, A starts; same timings. 47-48: add and check. A and B are the zone's two pairs, not individual students. Three five-minute rounds plus three one-minute breaks = 18 minutes.

Teacher feedback

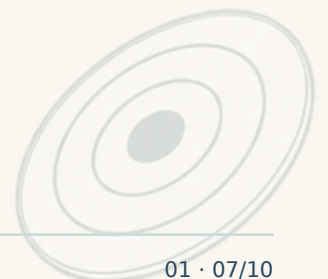
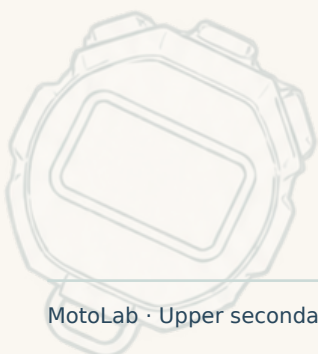
Observe whether the pass arrives at a reachable height and after the receiver's signal. If one imposes the pace, ask their partner to choose when to advance. Correct one movement detail at a time.

To simplify

Reduce distance to 1.5 m and use three passes per set; all pairs compared use the same rule.

To increase the challenge

Increase to six passes or require a bounce before reception. Announce the rule before the three rounds and apply it to both pairs.





A rematch and a discussion

48-60 minutes · Win and learn to work together

To support participation

Agree on rolling the ball and an accessible receiving height. Compare pairs under comparable conditions; if different levels are needed, name separate winners for each level.

48-55 min

Separate challenge

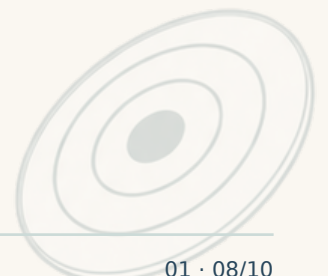
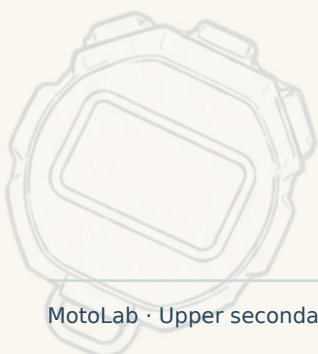
48-49: each pair chooses its signal. 49-54: two 90-second attempts, one per pair, with 30 seconds to swap and 90 to discuss. 54-55: name the separate challenge's winning pair and one choice that helped both.

55-60 min

Tidy up and discuss

55-57: slow walking and tidying in pairs. 57-59: "Which pass made me feel involved?" The quieter partner answers first. 59-60: each names a concrete contribution by their partner.

Keep the competition result even when reflection is difficult. Address ridicule or exclusion with a clear rule; do not add or remove invented social points. Observed behaviour informs discussion and the next choice of partners.



LESSON 01 · OBSERVATION

Both partners' contributions

Class: _____ Date: _____

A = waits for the signal · B = agrees on movement · C = involves the partner.

Individual codes: 1 = with help; 2 = inconsistently; 3 = consistently; - = not observed. In each box write partner 1's code first, then partner 2's (example: 2/3). These data guide feedback: they do not change competition points.

PAIR	PARTNER 1 / PARTNER 2	A	B	C
01	_____	___/___	___/___	___/___
02	_____	___/___	___/___	___/___
03	_____	___/___	___/___	___/___
04	_____	___/___	___/___	___/___
05	_____	___/___	___/___	___/___
06	_____	___/___	___/___	___/___
07	_____	___/___	___/___	___/___
08	_____	___/___	___/___	___/___
09	_____	___/___	___/___	___/___
10	_____	___/___	___/___	___/___
11	_____	___/___	___/___	___/___
12	_____	___/___	___/___	___/___

An example to share

Pair: _____ Observed action: _____

What helped both: _____

To try next time: _____

Observe a few pairs at a time during breaks. Do not turn this grid into a ranking of friendship, likeability or personal willingness.

LESSON 01 · RESULTS

Competition results

Class: _____ Date: _____

What to count

One valid set earns 1 point. Add the pair's points over three rounds. The pair with most points in its zone wins; tie = shared victory. Faster throws earn no extra points.

ZONE	PAIR	R1	R2	R3	TOTAL
1	A _____	___	___	___	___
1	B _____	___	___	___	___
2	A _____	___	___	___	___
2	B _____	___	___	___	___
3	A _____	___	___	___	___
3	B _____	___	___	___	___
4	A _____	___	___	___	___
4	B _____	___	___	___	___
5	A _____	___	___	___	___
5	B _____	___	___	___	___
6	A _____	___	___	___	___
6	B _____	___	___	___	___

Winners of the six zones: _____

The main competition includes only the three rounds at 30-48. The 48-55 challenge has a separate result. A combined ranking across zones requires identical spaces, equipment and checks: this sheet awards victory within each zone.