



# Reaching Team Goals

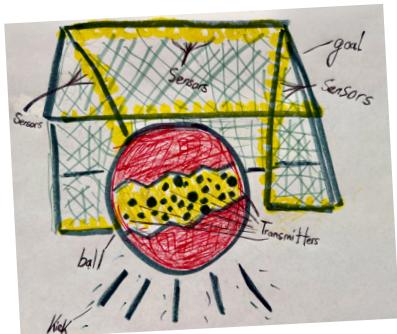
## Teacher's Guide

### Color Inspires Creativity



This guide helps teachers **PREPARE** for the Crayola Creativity Week daily theme *Reaching Team Goals*. You can print the two downloadable Thinking Sheets: *Design a Ball* and *A Place to Play* as handouts for students, or you could use the Thinking Sheets as your guide while students work on plain paper. Either way, they can use a variety of art materials you have on hand.

In the video, soccer players Harry Kane and Matt Turner talk about teamwork and how this game is loved across the globe, regardless of whether fans call it soccer (in the US) or football (most countries around the world). In the video, Harry and Matt read the book *Let's Play Soccer*, written by Ben Lerwill and illustrated by Marina Ruiz. They emphasize that soccer can be played whenever and wherever there is a ball, a place, and players.



Bree S.

#### LEARNING OBJECTIVES—Students will:

- explore the roles creativity and collaboration play in soccer/football,
- consider how this sport connects people around the world, regardless of the languages they speak, their favorite teams' colors, or where they live,
- reflect on how, since ancient times, people have formed collaborative teams that focus on moving a ball across a field,
- appreciate the enduring joy of playing together and collaborating to reach a goal, and
- identify opportunities to use creative problem-solving and innovative solutions while playing together.



Using the *Design a Ball* Thinking Sheet, **CONNECT** history and geography with how balls are used today and have been used for thousands of years in communities around the world for a variety of purposes, including professional sports, entertainment, and casual community fun! Students could research the history of specific games or identify ancient civilizations' use of balls, or explore how today's soccer/football traditions and terminology vary based on country. Students could assume roles of sportscasters to report on their discoveries, or they could create ball game-related short stories to share what they've learned.



Students will use their creativity and knowledge of soccer/football to **CREATE** a ball that has an innovative design and/or inventive new feature(s).

Challenge them to build upon their research and incorporate modern technology and advanced materials to make their new ball special. It might be water resistant, more aerodynamic, or biodegradable. Their soccer ball might have sensors to track and record performance metrics including speed, spin, and trajectory and communicate with the goal posts or score board.



As students **PRESENT** their sketches, ask them to describe the unique design and innovative features. What problem were they addressing? How would this ball improve the game? What materials did they propose and why? What other ideas did they consider?



Students will **RESPOND** to classmates' ball designs and innovative features. Encourage them to put their imaginations into action and ask, "What if...?" as a way to bring alternative ideas into the conversation and expand the realm of possibilities, improve the game, or solve a problem.

After the discussion, ask students how this process of collaboratively contributing additional ideas is similar to the collaboration required during a soccer/football game.





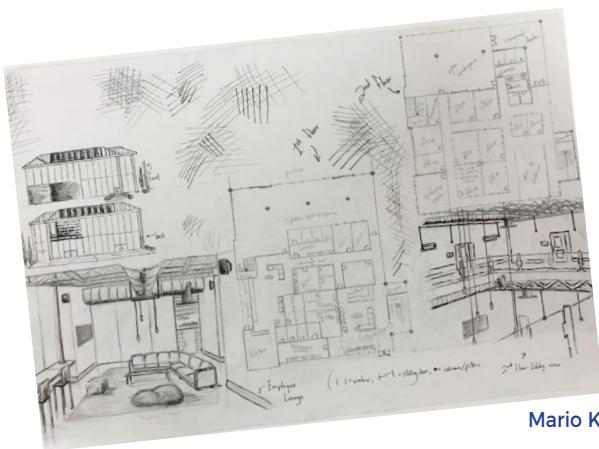
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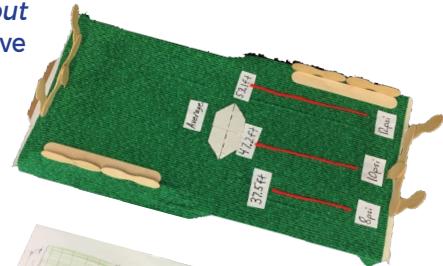
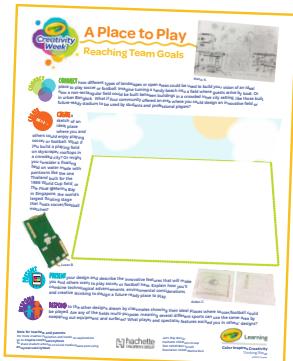


Using the **A Place to Play** Thinking Sheet, ask students to consider the many different locations where soccer/football could be played. A *place to play* might be an open field, a paved empty lot, reclaimed ground between inner city buildings, a skyscraper rooftop, or a floating pontoon. Students can research some of the unique fields around the world or familiarize themselves with local playing areas.

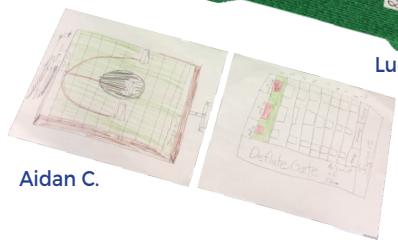


Mario K.

Encourage students to think **out of the box** and use their creative mindsets to identify and **CREATE a place to play**. They should consider if this will be a formal or informal soccer/football field, how much space is available, and some unlikely settings such as a beach, a floating pontoon, or a skyscraper rooftop.



Lucas B.



Aidan C.



As students **PRESENT** their sketches, have them discuss the technology they incorporated and the safety, traffic, and environmental issues they addressed. If you post the artwork on social media using **#CrayolaCreativityWeek**, be sure to note where students envision this *place to play* will be located.



Encourage students to provide feedback to classmates. They could **RESPOND** by explaining which features excite them and suggesting ways to use this *place to play* for additional sports or broader purposes. They might enact a scene in which they're a planning board or sports commissioners working together to improve a plan and ensure its successful completion. Or you might suggest students to respond with *three strengths and a wish* as a way to craft their feedback, focusing first on what is strong about the design and adding one suggestion to build upon the strengths.



Alex P.



After students have completed **Reaching Team Goals** activities, discuss the **LEARNING OBJECTIVES** with them. Ask students to **REFLECT** on how soccer/football supports creativity and collaboration and how we can learn more about other individuals and cultures by playing and watching this game.

#### Note for teachers and parents:

For more creative inspiration and hands-on explorations

go to [Crayola.com/CreativityWeek](http://Crayola.com/CreativityWeek)

To share student artwork on social media please post using

**#CrayolaCreativityWeek**