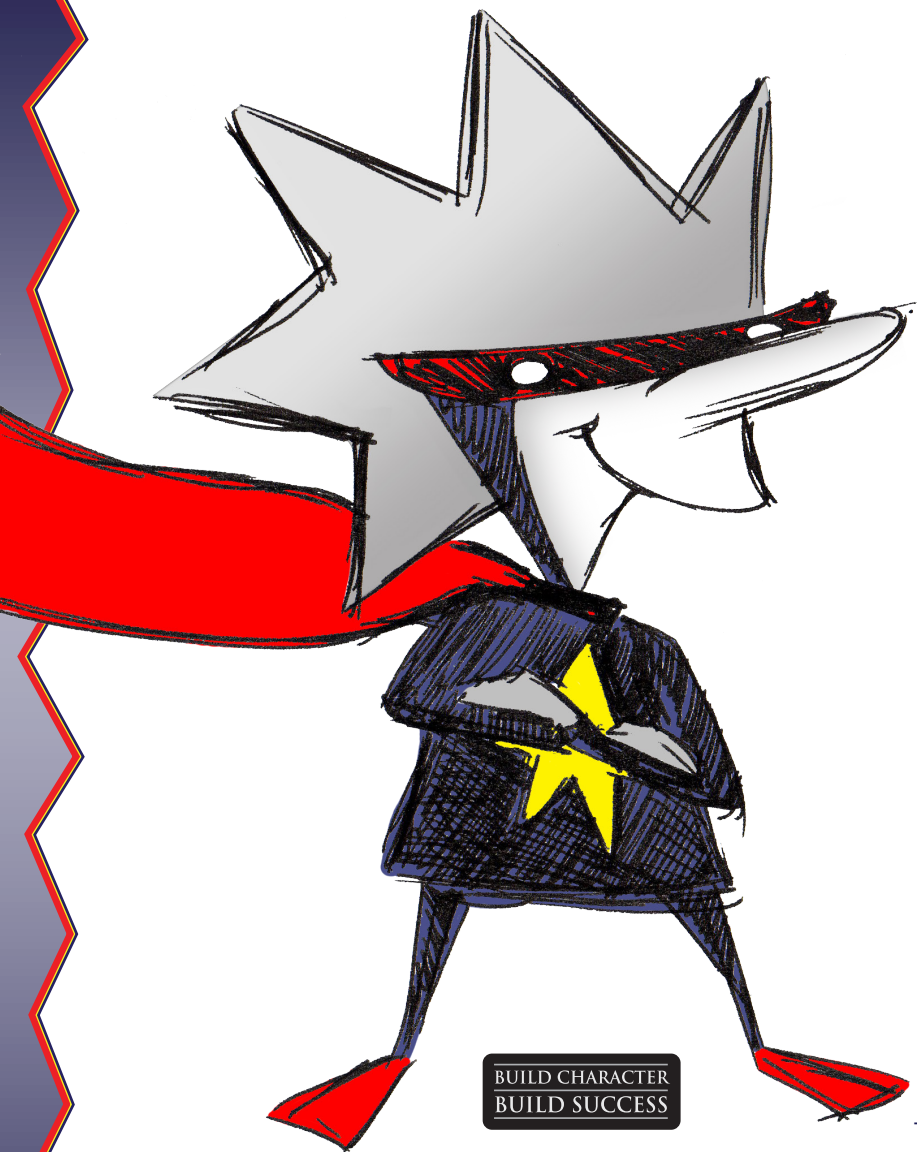


**MODULE 5**

**TEAMWORK**



## WHY TEAMWORK?

Teamwork is a way to teach children positive social skills and co-operation, which is in turn related to a number of positive outcomes for children and youth. Research shows that providing children with opportunities for positive teamwork opportunities (e.g., playing on a sports team with other children) can decrease anxiety and enhance peer relationships. <sup>1</sup> Increased social skills learned through teamwork can also lead to enhanced self-esteem.

## GOALS

To help your students understand the meaning of teamwork.

To help your students improve their positive teamwork skills with others.

To help your students think about the different ways they can work together as a team of individuals, as a classroom, and as a school.

## MATERIALS NEEDED

Bristol board

Markers

Playing cards

The authors of this manual recognize that you are the expert of your classroom and if you wish to add to this lesson any of your own activities or materials related to this module's theme, please feel free to do so.

<sup>1</sup> Findlay, L.C., Coplan, R.J. (2008). Come out and play: Shyness in childhood and the benefits of organized sports participation. Canadian Journal of Behavioural Science, 40(3), 153-161.

## Introduction

Ask your students to help you come up with a definition of good teamwork. Brainstorm a definition for the classroom, along with examples of what positive teamwork might look like. Organize these behaviours in terms of how to improve teamwork skills in roles as an a) individual, b) as a member of a classroom, and c) as a member of a school (see table below). Post this list in your classroom over the next month to help the children remember the components of good teamwork. Here are some ways to help them define the concept of teamwork:

### For younger students

- A group of people acting together in a helpful and positive way
- Cooperating with others to get something done

### For older students

- Working co-operatively with other members of a group for a common goal
- Listening to others' ideas and making suggestions to the group
- Agreeing on responsibilities, creating a timeline, and problem-solving to ensure group work/projects are done



## What Teamwork Looks Like <sup>2</sup>

Good teamwork may include the following:

- Agreeing on a common goal with your group members
- Staying on task with other team members
- Encouraging those we are working with to share their ideas by saying "What do you think we should do?"
- Agree fairly on each decision (e.g., by taking a vote)
- Expressing your opinions politely to the group by saying "I have an idea. What does everyone think about doing this?"
- Finding out what team members are good at and letting them use their skills to help the group (e.g., a scribe, a presenter, an artist, etc.)
- Asking the teacher for help if there is a disagreement
- Encouraging and congratulating others when they do a good job
- Sharing all materials with group members
- Listening to other members' suggestions and being respectful of their opinions (e.g., That's a great idea, Good suggestion, but maybe we should try this instead)
- Helping out with both the small and big tasks of the group
- Staying calm and problem-solving as a group if something is difficult
- Sharing feelings and taking responsibility for your own actions
- Apologizing when necessary and accepting an apology when necessary

<sup>2</sup> Adapted from the Toronto District School Board (TDSB) Build Character Build Success website.

## CHALLENGE: HOW TO PROMOTE TEAMWORK AS A(N)...



### Individual

Taking turns  
Listening to the ideas of others  
Doing your share of the work the best you can

### Classroom

Including others in group work  
Giving suggestions about class decisions  
Helping the teacher and each other to keep the classroom clean and tidy

### School

Organizing school functions (e.g., school recess, fundraisers)  
Helping to organize school trips as a team



## Quazar Video Questions

NOTE: These video clips are snapshots of the character attribute. They are not meant to be complete lessons, but simply to bring awareness of the attribute to your students.

Here are some follow-up questions, as well as possible answers for the second Quazar video's questions to help your students think about teamwork:

### Video 1 Questions

- 1) What are some ways we can treat people around us like team members?
- 2) When do we use teamwork in our classroom?
- 3) When is it difficult to work as a team?
- 4) How can we get better at listening, being open and working together?
- 5) Is our class one big team? Is our school one big team? Why do you think that?

### Video 2 Questions

- 1) What clues did Quazar have that the people of the Planet of the Leafs were networking as a team?  
*A: The clues were that no one was talking to each other, each person was working on their own part of the playground, and no one was sharing any of their tools.*
- 2) Why is having a plan so important for teamwork?  
*A: Having a plan is important because it helps everyone decide upon and understand their role in the project, as well as the steps that need to be done to complete it.*
- 3) Why is sharing ideas such an important part of working as a team? What are examples of appropriate and inappropriate ways of sharing ideas? How does sharing ideas in an appropriate manner help the team work better together?  
*A: An appropriate way to share an idea with your team would be to make a suggestion politely. An inappropriate way to share an idea would be to yell at group members or try to dictate in a rude manner. Sharing your ideas politely allows everyone in the group to have a say and for the group to come to a decision together.*
- 4) How do the people in the video show that it makes them feel good to work together?  
*A: The people in the video showed that working together feels good because they were talking, smiling, sharing ideas, and getting the playground finished. Once you are done, you can celebrate together!*



## Classroom Activities

### For younger students

- 1) This activity is meant to help teach students communication and problem-solving skills in a group. Break up the class randomly into groups of four or six (there must be an even number). Have children stand in a circle and place one hand in the middle, and grab someone else's hand. Each child is to place the other hand in the middle, and hold a different person's hand. When the teacher says 'Go', the teams are to try to untangle the knot as quickly as possible without letting go of each other's hands. Encourage students to make a plan and communicate the possible solutions to each other as they work through the activity. The team who untangles their knot first wins. You may have students play a few times in different groups. Have a brief discussion after the activity. What was it like working in a team? Was it hard to communicate? What helped the students untangle the knot? In what ways did each team show positive teamwork during the exercise?
- 2) This activity is meant to teach students to communicate and work together with non-verbal communication only. Have your students line up facing the front of the room. Tell them they are to line themselves up alphabetically according to their first name. The catch is that they cannot speak to each other while doing this. They may only use hand signals or other body motions to communicate. Take note of the positive strategies the students use during the exercise. When they finish, have them each say their name to see if they have completed the exercise correctly. If there is an error, the students must continue until they have made no mistakes in the order. Follow up the activity by having a brief discussion about what teamwork strategies they used. Did they find it difficult? Did they notice anyone working well as a team?

(If this is too easy, have them line up by age, from youngest to oldest or by height from shortest to tallest without speaking)

### For older students

- 1) The purpose of this activity is for students to become aware of the manner in which they work as a group. Divide students into 2-4 teams. Each team is given a deck of playing cards and is asked to build as tall a structure as possible using the cards. Give the teams one minute to plan their strategy and five minutes to build their structure. Two people in each group are assigned to write notes about what is said during the activity that reflect both positive and negative examples of teamwork skills. When the activity is over, come together as a group and have a discussion about what the note takers saw in their groups that displayed both negative and positive teamwork skills. Make sure to tell students that they can share what they observed, but that they cannot use names when giving feedback. What skills were present in the teams who were able to complete the challenge successfully? Was it helpful to have time to plan? What would the groups do differently in the future when working with a group?
- 2) Facilitate a group discussion about students' experiences working in groups. Explain that often, a group can consist of 'a leader, a helper, and a slacker.' Have students discuss these roles. Is this always the case when students work on a group project? What are the pros and cons of these roles? What are some techniques to avoid falling into these group roles?



## **Quotations About Teamwork**

These quotations can also be posted in the classroom to remind students about the importance of working with others as members of a team:

**"Alone we can do so little; together we can do so much."**

~ Helen Keller (Author and Activist)

**"Teamwork: Simply stated, it is less me and more we."**

~ Author Unknown

**"No one can whistle a symphony. It takes an orchestra to play it."**

~ H.E. Luccock (Professor)

**"People have been known to achieve more as a result of working with others than against them."**

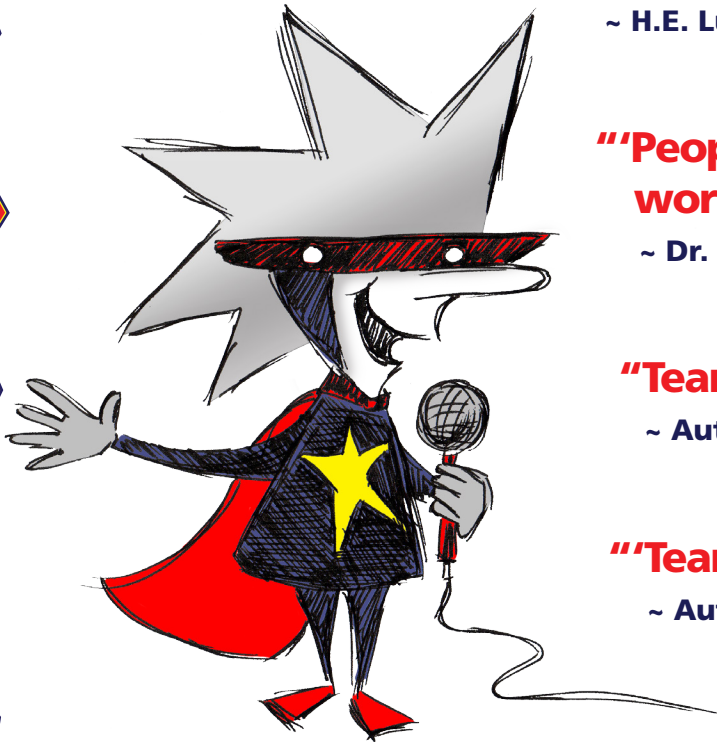
~ Dr. Allan Fromme (Psychologist)

**"Teamwork divides the task and multiplies the success."**

~ Author Unknown

**"Team means Together Everyone Achieves More!"**

~ Author Unknown





## Teamwork Reading List

The following books explore the theme of teamwork for children of different ages and can also be used to help teach students about working well with one another:

### Grades K-3:

- *Clifford's Pals* by Norman Bridwell
- *Franklin Plays the Game* by Paulette Bourgeois
- *The Biggest Pumpkin Ever* by Steven Kroll
- *Farmer Duck* by Martin Waddell

### Grades 3-5:

- *The Farm Team* by Linda Bailey
- *Stone Soup: An Old Tale* by Marcia Brown
- *Bear Feels Sick* by Karma Wilson
- *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan

### Grades 6-8

- *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway
- *Icebreaker* by Steven Barwin
- *Deflections* by Bill Swan
- *Alia's Mission: Saving the Books of Iraq* by Mark Alan

The authors of this manual recognize that you are the expert of your classroom and if you wish to add to this lesson any of your own activities or materials related to this module's theme, please feel free to do so.