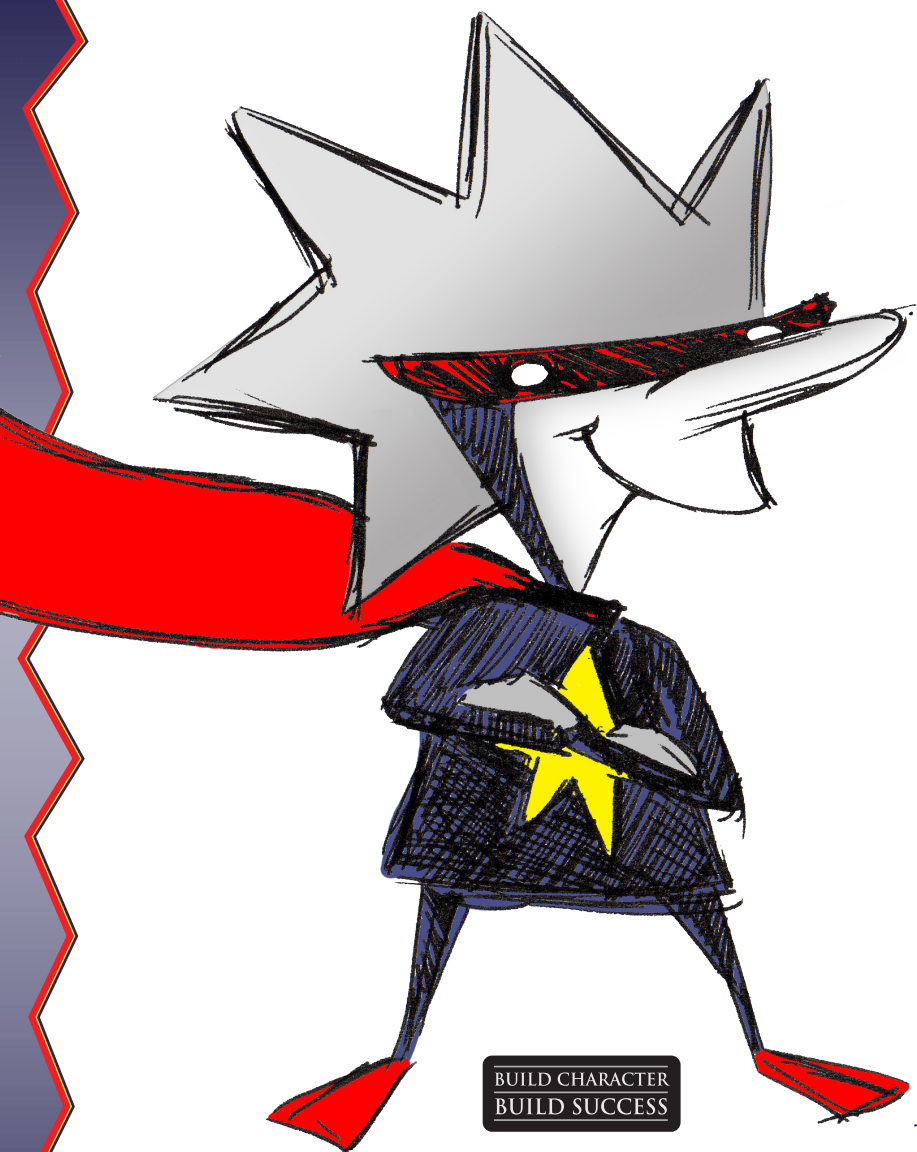


MODULE 5

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. ¹ 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.

¹ 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 ²

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

² 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."

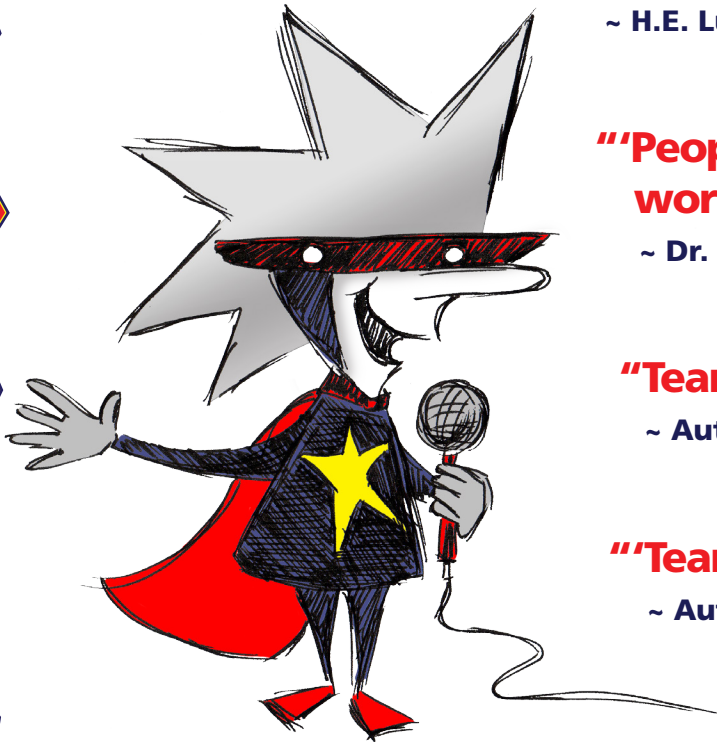
~ Dr. Allan Fromme (Psychologist)

"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.

TEAMWORK - GLOBAL COMPETENCIES ACTIVITIES

Learning Skills include: Responsibility, Collaboration, Organization, Initiative

Teamwork is helpful when there is a task that would benefit from having multiple perspectives. It is important to be organized and to provide constructive opinions when working with others.

Activity One

Chain of Positive Thoughts

Have students create a chain of positive messages. To complete the activity, provide strips of paper for students to write a positive message. For example, the message could be a positive adjective to describe themselves, or another classmate. Once complete, have students add their loop to the chain. After all students have added to the chain, highlight how everyone needed to do some creative independent work, and through teamwork they created a full chain. Use as a decoration in the classroom.



Activity Two

Plan a Birthday Party (See following pages)

Form the students into pairs to plan a birthday party. Tell the students to work together to answer the questions on the worksheet. Remind them that they'll need to think of the materials they need to provide for the party, the theme for the party, and organize an activity for the party. Alternatively, have the students work in pairs to draw a picture of what they need for a birthday party.

Activity Three

Build a Structure

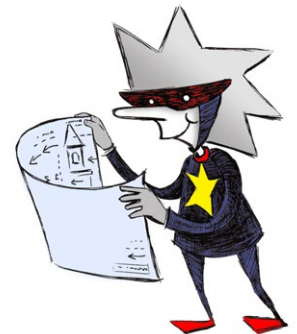
Give groups of 3-5 students some rolled up newspaper material, toilet and or/paper towel rolls, straws, and masking tape. Have them devise a plan to build the strongest and highest structure as possible.

Suggestions for resources/materials needed:

- rolled up newspapers/flyers
- toilet and or/paper towel rolls
- straws
- masking tape
- space for the groups to complete the task, could be indoors or outdoors

Post activity discussion ideas:

- Highlight the importance of collaboration and teamwork.
- Have students reflect on what they contributed to the activity, and what another student contributed to the activity.
- Ask the students why organization was important during the task?
- Ask the students for an example of initiative related to the task.



Activity Four

Scavenger Hunt (See following pages)

Make a list of items for students to find. You can use the sample list provided if you do not wish to make your own. Be sure to place items to be found somewhere that they will be easily visible.

Put students into teams (team names optional) of 3-4 and set them off on a scavenger hunt. Give a time limit and tell students to find as many items as they can in the time allotted. You'll want to make sure to set the teams off in different directions so they aren't all in the same area. Stay indoors or use the outside grounds.

Once all teams have returned, debrief with the students by asking the following questions:

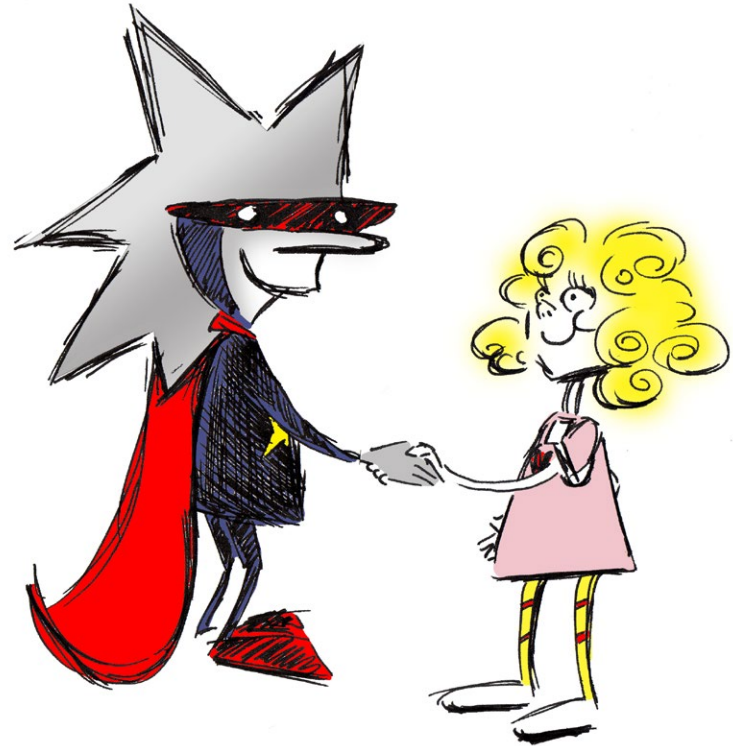
- What challenges did your team have?
- What worked well for your team?
- Did everyone have a chance to contribute equally?

Activity Five

Human Bingo (See following pages)

Provide the handout to the students or make your own. Make sure that they have the student who fits the criteria fill in the square. The idea is to have the students interacting and asking each other questions.

At the end of the activity, highlight how teamwork was needed to fill in the bingo cards. The activity could not have been completed without initiating conversations and collaborating with others.



TEAMWORK WORKSHEET

Plan a birthday party! Write what you need to do to throw a party for a friend.

List the things you will need to buy:

Who will you invite?

[illegible][illegible]

TEAMWORK WORKSHEET

Plan a birthday party! Write what you need to do to throw a party for a friend.

Will there be a theme at the party?
If so, what will it be?


[illegible]

What kind of things will you do at the birthday party?

[illegible]

TEAMWORK WORKSHEET

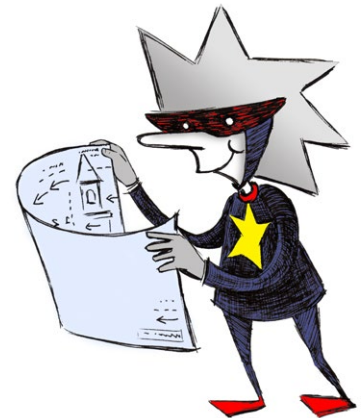
Plan a birthday party! Draw a picture of the things you need for a birthday party.

A large, empty rectangular box with a thin black border, intended for drawing a picture of the things needed for a birthday party.

SCAVENGER HUNT

Set out with your team to find these items

- ☐ A blue pen on the window sill
- ☐ An envelope with a letter inside
- ☐ Someone else who has the same first letter in their name as one of your team mates (i.e., Anthony and Andie)
- ☐ A picture drawn by your teacher
- ☐ A Dr. Seuss book
- ☐ Markers with mismatched lids
- ☐ A scarf hanging in a tree (visible through a window)
- ☐ Pencils somewhere they don't belong
- ☐ A binder with the numbers 123 on it
- ☐ A new poster hanging in the hallway
- ☐ A stuffed animal sitting in a chair
- ☐ A Canadian flag



TEAMWORK WORKSHEET

HUMAN BINGO

Fill your bingo card by asking classmates to write their name in a square that describes them.

Someone who plays hockey.	Someone who has been on an airplane.	Someone who has a dog.	Someone who writes with their left hand.
Someone who has a birthday in April.	Someone who speaks a second language.	Someone who has curly hair.	Someone who has a blue jacket.
Someone who saw a movie at the movie theatre this month.	Someone who went out to a restaurant this week.	Someone who moved houses this year.	Someone whose name has more than 7 letters.
Someone who takes dance classes.	Someone who has a cat.	Someone who has a brother.	Someone who walks to school.