

Kauna Teamwork Facilitator's Guide



Early
Years
Nigeria
Initiative



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Contributing Authors

Nanmah Ngwodo
Katrina A. Korb
Grace Selzing-Musa
Utek Grace Ishaku

Graphic Designer

Joseph Sule

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Ann Williams
Dorcas Magaji
Elizabeth Vand
Eunice Mancha
Evelyn Choji
Grace Njoku
Isaiah Dashe
Juliet Okafor
Lami Gidado
Lohna Lengmang
Mary Mshelia
Stella Pam
Victoria Williams
Alice Moses

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About Kauna

Kauna is a character education curriculum for teachers of young children (birth through 8 years of age). In the early years, a warm and supportive teacher-pupil relationship can be more impactful on learning and development than teaching methods. The goal of *Kauna* is to help early childhood educators improve their teacher-pupil relationships, thereby enhancing pupils' learning, development, and achievement.

This Facilitator's Guide provides detailed lesson plans for facilitators and/or school leaders as they provide professional development for early childhood educators. In addition to the Facilitator's Guide, each teacher participating in *Kauna* should have their own workbook to guide them in their learning.

This module addresses the character strength teamwork.

Praise for *Kauna*:

- “Because of Kauna, [my teacher] is more committed, intentional, and zealous in her work.” Administrator of a Primary School in Angwan Rukuba, Jos, Nigeria
- “[My teacher] consistently makes better choices as he relates with both teachers and students.” Administrator of a Primary School in Terminus, Jos, Nigeria
- “[My teacher] is more coordinated, calm, dedicated, and always ready to teach and impact the lives of her pupils in the class and in the school at large.” Administrator in Tudun Wada, Jos, Nigeria
- “[My teacher] tolerates her pupils more and corrects them gently, showing love and caring for them. This has made her own pupils and even others to always want to relate with her.” Administrator off Bauchi Ring Road, Jos, Nigeria
- “Kauna programme has brought positive changes to the teacher and the pupils are also keying into it.” Administrator of a Nursery School in Vom, Plateau State, Nigeria

Kauna: Teamwork

S/No	Topic	Learning Goals	Approx. Length
1	Digging into Teamwork	Participants will be able to: <ul style="list-style-type: none"> • Define teamwork • List the benefits of teamwork 	70 min
2	Putting the Team in Teamwork: Examples of Good Teams	Participants will be able to: <ul style="list-style-type: none"> • Describe examples of good teams • Explain what can be learned from good teams about effective teamwork 	65 min
3	The Good, the Bad, and the Ugly: Problems of Teamwork	Participants will be able to identify: <ul style="list-style-type: none"> • Problems of teamwork • Solutions for making problematic teams more effective 	70 min
4	Building the Dream Team: Characteristics and Guidelines of Effective Teams	Participants will be able to state: <ul style="list-style-type: none"> • Characteristics of a good team. • Practical guidelines that help build effective teams. 	80 min
5	Go Team! Healthy and Unhealthy Competition	Participants will be able to list: <ul style="list-style-type: none"> • Criteria of healthy competition • Criteria of unhealthy competition 	90 min
6	The More We Get Together, the Happier We Shall Be: Promoting Teamwork Amongst Staff	Participants will be able to state ways they can promote teamwork among staff in their schools.	90 min
7	Who's the Captain of this Ship? Exploring the Role of the Teacher as Leader in the Classroom	Participants will be able to: <ul style="list-style-type: none"> • Explain the characteristics of a servant-leader • State the benefits of the servant leader style of leadership in a classroom 	110 min
8	Teamwork Makes the Dream Work! Exploring the Role of the Teacher as a Team Player in the Classroom	Participants will be able to: <ul style="list-style-type: none"> • Explain the importance of working together with pupils as members of one team • Identify ways to work together with pupils and parents as members of the class team 	95 min

Materials for all Teamwork Lessons

General Materials

- Teamwork workbook
- Nametags (if needed)
- A4 paper

From the Internet

- *The More We Get Together* audio if you do not already know the song. Search on YouTube
- Copies of the article *7 Ways Great Teachers are Servant Leaders* (Knight, 2018), 1 per pair of participants. <https://www.gcu.edu/blog/teaching-school-administration/7-ways-great-teachers-are-servant-leaders>

Materials in the Appendix

- Coloured print-out or handmade copy of the *8 Cs of a Highly Effective Team* diagram (large enough for all to see).
- *One Head Cannot Carry an Elephant* puzzle on different coloured paper per group of 5 participants

Collected Materials

- Projector and Speaker
- Hot water
- Flask for hot water
- Measuring cups: ½ cup and 1 cup
- Tablespoon (Measuring tablespoon)
- Mixing spoon
- Mixing bowl
- Teamwork Jar (see Lesson 7)
- Timer (Clock on a Smartphone can work)
- Pieces of trash or scrap material
- Optional: Music for a colouring activity

Consumable Materials

- Flip chart or White board
- 7 pieces of cardboard
- Permanent Markers
- Dry erase markers
- Highlighters
- Coloured Pencils
- Masking tape
- Toothpicks
- Flour: 6 cups
- Salt: 1.5 cups
- Cream of tartar: 6 tablespoons
- Oil: 6 tablespoons
- Batch of playdough made without water (see Lesson #5)

- Thin pots made from a batch of good playdough (see Lesson #5)
- 1 local broom
- Rubber bands
- Lollipops or small token (e.g., fancy pencil, stickers) to be given as a reward: 1 per participant
- Craft Sticks: 1 per participant
- A4 paper cut into quarters: 2 per participant

Lesson 1 Digging into Teamwork

Learning Goals: By the end of this lesson, participants will be able to:

- Define teamwork.
- List the benefits of teamwork.

Preparation:

- Think of a team you currently work with – a group of people you work together with to achieve a common goal (Step 3)
- On small pieces of paper, write different cultural/life activities where people must work together (Step 5). Below are some examples:
 - Harvesting a field
 - Birth of and caring for a newborn baby
 - Building a house
 - Planning a Wedding
- Prepare a flip chart or space on the board to list the benefits of teamwork (Step 4)

Materials:

- Flip Chart or White Board
- Markers for flip chart or white board
- Crayons/Coloured pencils

Procedures:

Step 1 (10 min): Teamwork Debate

Explain	To begin with, we are going to have a debate. Think about whether you prefer working with others or working independently. If you prefer working with others, stand up and move to the left side of the room. If you prefer working alone, stand up and move to the right side of the room.
Guide	<i>After participants have moved into two separate sides of the room, instruct each side to take turns explaining/defending why they prefer to work in groups or alone. Let about 3 people from each side speak.</i>
Explain	In this module, we are going to discuss teamwork. Some people enjoy working together with others, while others do not. Over the next few lessons, we are going to learn the benefits of teamwork, characteristics of effective teams, problems of teamwork and how to resolve those problems, and applying lessons from teamwork to your classroom and school environment.

Step 2 (5 min): Define Teamwork

Guide	<i>Instruct participants to turn to page 1 of their workbook. Then have them write their own definition of teamwork in the blank spaces next to, “Teamwork, in my own words...”</i>
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Guide	<i>Have each person go around and quickly read their definition of teamwork.</i>
Explain	<p><i>Guide participants in filling in the blanks of the definition of teamwork in their workbook. Missing words are underlined.</i></p> <p>The formal definition of teamwork is working <u>together</u> with a <u>group</u> of <u>people</u> to <u>achieve</u> a <u>common</u> <u>goal</u>.</p>

Step 3 (10 min): Draw Your Team

Explain	<p>Teamwork is working together with a group of people to achieve a common goal. I want you to think about a group of people you work together with to achieve a common goal. It can be any group of people and any goal – in your home, school, church, community, ethnic group, organization, or any other group.</p> <p><i>Give an example of a group of people you work together with and the goal you work to achieve.</i></p>
Guide	<i>Give participants time to draw their pictures.</i>
Pairs	<i>Have each participant share their picture with a partner.</i>

Step 4 (10 min): Read *The Boy Who Would Not Work with Others* and Discuss

Read	<i>Instruct participants to turn to page 2 of their workbook. Have participants take turns reading the story.</i>
Ask	<ol style="list-style-type: none"> 1. What was the goal of the expedition? 2. Why do you think Nentawe worked alone? 3. Who had the most success in achieving that goal: the boy who worked alone or the group of boys who worked as a team? 4. What were the disadvantages of working alone in this story? 5. What are other disadvantages of working alone in general?
Ask and Record	<p><i>Record participants' answers on the flip chart. Instruct participants to also write in their workbook on page 3. They can write one benefit in each hand.</i></p> <p><i>Reference the notes at the end of this lesson for some examples of benefits to consider.</i></p> <ol style="list-style-type: none"> 1. What were the benefits of working as a team in the story? 2. What are other benefits of working in teams that you can think of?

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Step 5 (20 min): Drama of Teamwork

Explain	In life, there are many goals we work together with other people to accomplish. For example, we plan weddings, harvest fields, and assist in the delivery and care of a newborn child.
Ask	Let's focus on planning a wedding. When we plan a wedding, how do we work together to achieve the goal of planning a wedding?
Explain	<p>We are now going to dramatize how we work in teams to accomplish various cultural activities. First, we will share ourselves into groups. Each group will select a cultural activity.</p> <p>The goal you are to accomplish together with the other members of your group is to create a 4 minute or less drama about how we use teamwork – how we work together – to accomplish that goal. Your emphasis should be on the teamwork. So, for example, if you draw wedding, your drama should not be about a wedding per se, but about the teamwork that goes into planning a wedding.</p>
Guide	<i>Arrange participants into groups of at least 5 people in each group. Let each group select one piece of paper with the activity written on it. Give them 5 minutes to plan the drama.</i>
Guide	<i>Each group presents their drama.</i>
Ask and Record	<p>1. Based on these dramas, are there any other benefits of working together on teams that you can think of?</p> <p><i>Record any other answers on the flip chart and in the workbook</i></p>

Step 6 (10 min): Reflection in Journal

Guide	<p><i>Have participants turn to page 4 of their workbook.</i></p> <p><i>Have different participants read the instructions and two questions.</i></p> <p><i>Give participants time to write their views on each question.</i></p>
Share	<i>Ask if any participants want to share their personal reflections to the second question.</i>

Step 7 (5 min): KWL (Know, Want to Know, Learned) for Teamwork

Explain	Remember the concept of KWL.
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	<ul style="list-style-type: none"> • K stands for Know. What do you already Know about teamwork? • W stands for Want to Know. What do you Want to Know about teamwork? • L stands for Learned. We will fill this at the end of the workshop on Sunday, when we will reflect on what we have Learned about teamwork.
Guide	<i>Give participants time to fill in the KWL chart on page 5.</i>

Suggestions for Benefits of Teamwork

Below are some benefits of teamwork that you can add to the list of benefits mentioned by participants if they are not mentioned.

- Produces better results because each person is able to contribute what they do best
- Team members can challenge you to be better, so you build in excellence
- Able to integrate different ideas for a better outcome
- Reduces stress and burnout because you are not doing everything on your own
- Learn more about yourself that you might not otherwise know
- Become more aware of the strengths of others
- Build relationships with other members of the team
- Self-growth as you grow in patience and tolerance with other members in your team
- The project or idea is more likely to be sustained with a team
- Teamwork provides opportunities for mentorship – one can either be mentored or be a mentor to others (or both)
- We tend to have more fun when we work on teams

Lesson 2

Putting the Team in Teamwork: Examples of Good Teams

Learning Goal: By the end of this lesson, participants will be able to:

1. Describe examples of good teams
2. Explain what can be learned from good teams about effective teamwork.

Preparation:

- Think of a successful team that you can share as an example (Step 4).
- There is an excellent short (less than 2 minute) *National Geographic* video that demonstrates ants' teamwork. If you anticipate poor network, download the video ahead of time at <https://www.youtube.com/watch?v=4BdjxYUdJS8&t=109s> Or search for: *See how ants build bridges in mid-air with just their bodies National Geographic* (Step 1)

Materials:

- Projector or laptop for viewing the video and speakers

Procedures:

Step 1 (10 min): Sing Bulu Bulu

Sing	<i>Sing Bulu Bulu from p. 6 in the workbook.</i>
Guide	<i>Guide participants in singing Bulu Bulu.</i>
Read	<i>Guide participants in reading the explanation of ants in the paragraphs below the song.</i>
Video	<i>Show the video clip <u>See How Ants Build Bridges in Mid-Air with Just Their Bodies</u>.</i>
Ask	What can we learn about teamwork from ants?

Step 2 (20 min): Examples of Teamwork from Animals

Explain	There is a lot that we can learn from God's creation, including lessons about teamwork from ants. There are other lessons about teamwork that we can learn from other animals.
Pairs	<i>Arrange the participants in groups of four. Have them turn to page 7 of their workbook. As a group, they should read each animal example, and then discuss what they can learn about teamwork from that animal. They should write what they can learn about teamwork from the animal in the third column.</i>
Share	<i>Tell each group to quickly share what they learned from one animal's example.</i>

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Step 3 (15 min): Examples of Teamwork

Read and Ask	<p><i>Have participants take turns reading the examples of teamwork on page 8 of the workbook. After each example, ask:</i></p> <p>What can we learn about teamwork from this example?</p>
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Step 4 (20 min): Write Personal Example of Teamwork

Explain	<p>We are now going to think of our own examples of successful teams. They can be a team that you have participated in yourself or a team that you have observed personally, nationally, or globally.</p> <p><i>Share your own personal example of a successful team.</i></p>
Guide	<p><i>Have participants write one paragraph about a successful team on p. 9 of their workbook.</i></p>
Explain	<p>We are now going to exchange what we wrote with a partner. First, read what your partner wrote as a successful example of a team. Then if you have any questions about what they wrote, ask them. Based on their responses, you can add more to what they have written.</p>
Guide	<p><i>Guide participants in exchanging their workbooks with a partner and revising what they wrote if necessary.</i></p>
Share	<p><i>Each person takes a turn reading out loud what their <u>partner</u> wrote. Try to discourage additional explanations to keep to time.</i></p>

Lesson 3
The Good, the Bad, and the Ugly:
Problems of Teamwork

Learning Goal: By the end of this lesson, participants will be able to identify:

- Problems of teamwork.
- Solutions for making problematic teams more effective.

Preparation:

- In Step 2, participants are shared into teams to make clay pots. The purpose of this activity is to demonstrate the problems of teams. Each group is supposed to fail – they should not be able to fulfill their role because the materials they receive are inadequate. This is to show that teams cannot work well if one or more members of the group do not do what they are supposed to do. To this end:
 - Make a batch of playdough that does not have water. This will be used in Step 2 as an example of one of the problems of teamwork whereby some members of their group do not fulfill their responsibilities well.
 - Make a second batch of playdough correctly. Shape the play dough into small pots that are too thin and will easily collapse. This will also be used in Step 2 to demonstrate a problem of teamwork.

Materials:

- Cut paper into quarters – enough for each participant to have 2 pieces (Step 3)
- Masking tape
- Playdough without water (see Preparation above)
- Thin pots made from playdough (See preparation above)
- Toothpicks
- Measuring cups: ½ cup and 1 cup
- Tablespoon (measuring tablespoon)
- Mixing spoon
- Mixing bowl
- Materials for 3 batches of playdough
 - Flour – 6 cups
 - Salt – 1 ½ cups
 - Cream of tartar – 6 tablespoons
 - Oil – 6 tablespoons
 - Hot water

Procedures:

Step 1 (5 min): Review and Read *Clay Pots*

Ask	1. What have you learned about teamwork so far?
Read	<i>Have participants turn to page 10 in their workbook and read <u>Clay Pots</u>.</i>

Step 2 (20 min): Making Clay Pots

<p>Explain</p>	<p>We are going to share ourselves into teams and make clay pots, but out of playdough instead of clay. The first “clay” team will make the playdough. The second “pot” team will shape the playdough into pots. The third “design” team will add designs to the clay pots.</p> <p>However, to speed up the process, we have prepared the materials ahead of time so each group can go ahead and complete their task.</p> <p>Imagine that the materials that you have been given have been prepared by your teammates, and <u>there is nothing you can do to fix it.</u> You cannot change or fix what the other members of your team have done – you have to do the best you can with what you have got.</p>
<p>Guide</p>	<p><i>Share participants into three groups and assign each group to a role.</i></p> <ul style="list-style-type: none"> • <i>Instruct the “clay” group to make a batch of playdough using the recipe on page 10. Give them the materials without the flour. When they ask for the flour, say that we forgot it.</i> • <i>Give the “pot” group the playdough without water. Instruct them to make pots from the playdough.</i> • <i>Give the “design” group the thin pots. Instruct them to make designs on each of the pots. Give them toothpicks to make the designs.</i>
<p>Guide</p>	<p><i>Instruct participants to pass their product to the next group to continue the process of making the pot, e.g., the clay team will pass their product to the pot team to make the “clay” into a pot.</i></p> <p><i>Give each team a few minutes try again.</i></p>
<p>Ask</p>	<p><i>After the groups have finished their tasks, ask:</i></p> <ol style="list-style-type: none"> 1. <i>How did it go to complete your task? Were you successful in fulfilling your role? Why or why not?</i>
<p>Guide</p>	<p><i>Give participants time to wash their hands and tidy up.</i></p>

Step 3 (15 min): Discussion of Problems of Teamwork.

<p>Explain</p>	<p>Teamwork has its advantages. However, there can also be problems when we work in teams. We are going to brainstorm some problems of working in teams. For example, one problem of teamwork that we discovered in the Clay Pot activity is that each person has to fulfill their role properly in order for teamwork to be effective.</p> <p>Then we will brainstorm ways to make problematic teams more effective. For example, what could we have done to ensure that each group fulfilled their role properly?</p>
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	Let's start by brainstorming problems with teamwork. From your own experiences, what do you think are the two (2) biggest problems of teamwork? Think about what the two biggest problems of teamwork are, and write each problem on a separate piece of paper.
Guide	<i>Give each participant 2 small pieces of paper to write their problems of teamwork.</i>
Guide	<p><i>Have one person share what they wrote on one piece of paper. Then they should tape it onto the wall.</i></p> <p><i>Then ask the group if anybody else had something similar to that problem. Those with similar problems should also tape their pieces of paper in a cluster around the first problem. For example, if the first problem was "team members can disagree," then anybody who had something related to disagreement (e.g., "can lead to conflict") should also tape their paper near the first one.</i></p> <p><i>Have someone else share a different problem and tape it in a different location on the wall. Any others who wrote about the same problem should tape their papers in a cluster around it.</i></p> <p><i>Repeat until all of the problems have been taped to the wall.</i></p> <p><i>Once all of the problems have been read and taped, then the wall should be like a graph where the biggest problems have the most papers taped together.</i></p>
Ask	Are there any problems of teamwork that we want to add to this list?
Summarize	<i>Look over the wall and read the problems of teamwork from the biggest to the smallest.</i>

Step 4 (25 min): Small Group Discussion on Resolving the Problems of Teamwork.

Explain	We have identified many problems of teamwork. But for every problem, there is a solution. Keeping in mind the problems of teamwork as we discussed, we are now going to work in teams to solve those problems.
Guide	<p><i>Share participants into groups of about three (3) people in each group.</i></p> <p><i>Have participants turn to page 11 in their workbook.</i></p>
Explain	In your group, the first step is to select any three (3) problems of teamwork. They can be the ones we have chosen or any others you can

	come up with. Write the problems in the second column of the table on page 11. Do this in the next three (3) minutes.
Guide	<i>Give groups time to select the problems.</i>
Explain	Now, for each problem you identified, discuss as a group how you can resolve that problem. After discussing how to resolve the problem, write it in the third column.
Guide	<i>Give groups time to identify solutions to the problems.</i>
Share	<p><i>Let each group share one (1) problem they selected and the solution they identified. Encourage groups to not repeat a problem and solution if it has already been mentioned by another group. But if they had the same problem but a different solution, they can share it.</i></p> <p><i>If time allows, go around to each of the groups a second time to share their solution to a second problem.</i></p>

Step 5 (5 min): Conclusion

Ask	1. What did you learn about problems and solutions to teamwork in this lesson?
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Lesson 4:
Building The Dream Team:
Characteristics and Guidelines of Effective Teams

Learning Goals: By the end of this lesson, participants will be able to state:

- Characteristics of a good team.
- Practical guidelines that help build effective teams.

Preparation:

- Write the proverb, “It is not possible for one foot to create a footpath” boldly on a board or sheet of paper. Put it up in plain view.
- Print out or make a copy of the *8 Cs of a Highly Effective Team* diagram, large enough for all to see. Try to make it colourful, not black and white.
- Do the *Characteristics of an Effective Team* word search on p. 16 in the workbook. Use a different coloured marker or pen for each word so it can serve as a correction sample for participants. (Find the answer key at the end of this lesson.)

Materials:

- Completed *Characteristics of an Effective Team* word search puzzle
- Coloured print-out or handmade copy of the *8 Cs of a Highly Effective Team* diagram. It can be found in the Appendix.
- Highlighters

Procedures:

Step 1 (10 minutes): Proverb Discussion

Guide	<i>Have participants read the proverb aloud from the poster.</i>
Explain	<p>I want you to picture a local footpath.</p> <p><i>If clarity is needed: define/explain ‘footpath’ as a path for people to walk along, especially in the countryside.</i></p> <p><i>Note: ‘Local’ here refers to one not made with machinery and cement/concrete.</i></p>
Ask	<ol style="list-style-type: none"> 1. Where would you normally find a footpath? 2. What is around the footpath? <i>If there is a footpath near your meeting area, refer to it.</i> 3. How many of you have recently walked along a local footpath? 4. Where was your footpath located? 5. Where did it lead to? 6. Why do you think footpaths are important? <p><i>Answers will vary; desired answers include:</i></p> <ul style="list-style-type: none"> • Safety (so you don’t get lost, to avoid accidents) • Health (good exercise) • Provides direction, speed/accuracy (you know the direction to go and so won’t wander aimlessly; footpaths tend to be the shortest distance to get to a place)

	<p>7. How is a footpath created? <i>Desired answers include by intentional use and people walking over it repeatedly for a long period of time</i></p> <p>8. Could you make a footpath by yourself? <i>Expected answer: No; it will take too long.</i></p>
Explain	Footpaths are created by many people. Relating this to our topic for this module, we can say creating a footpath takes _____ (<i>Prompt participants for an answer, which should be “Teamwork”</i>)

Step 2 (10 minutes): Proverb Illustration and Reflection

Guide	<i>Have participants turn to page 12 in the workbook.</i>
Guide and Ask	<p><i>Read the instructions aloud.</i></p> <p><i>Have participants copy the proverb in the space provided. As they are drawing, ask the following reflection questions. Allow for willing participants to share their thoughts as they work.</i></p> <ol style="list-style-type: none"> 1. What does this proverb teach about teamwork? 2. Many times, it’s easier to work alone than in a team. But we need to work together with others to be able to accomplish some goals. Working in a team can be a fantastic or frustrating experience, depending on a number of variables. We will be looking at those subsequently. 3. A good team is a gift. Do you feel like your staff team is a good one? What makes your team work? <p><i>Keep participants mindful of the time left as they work. Give them a one-minute warning.</i></p> <p><i>When time is up, say: We are going to create an art gallery with your lovely drawings. At the count of 3, hold up your footpath picture so everyone can see it.</i></p>
Share	<i>Allow participants time to view their colleagues’ drawings.</i>

Step 3 (5 minutes): Introduction to Characteristics of Effective Teams

Explain and Ask	<p>A characteristic is a feature or quality of a thing which serves to identify it. For example, when we talk about the characteristics of living things, we mean the traits that enable you to know if something is living or not. Living things move and breathe.</p> <p>What are other characteristics of living things?</p>
Ask	How can you tell that a team is effective? What would you expect to see?

<p>Explain</p>	<p>We all want to be part of effective teams, and have probably felt the frustrations of working with an ineffective team. An effective team doesn't happen by magic, and it rarely occurs naturally. It requires <i>deliberate</i> and <i>intentional</i> effort and action. The key to building an effective team, as with any other endeavour, is to learn what it takes and put it into practice.</p> <p>There are various characteristics of effective teams. For the purpose of this lesson, we will look at what is commonly called "The Cs of an Effective Team". I believe that as we go on, we will see that most of the characteristics we mentioned in our earlier discussion would fall under one of these categories.</p>
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Step 4 (25 min): Characteristics of Good Teams: The 8 Cs

<p>Guide</p>	<p><i>Ask participants to turn to the diagram on p.13 of the workbook.</i></p> <p><i>Display the complete version of the diagram.</i></p> <p><i>Ask participants to read the words aloud, starting from "caring" and going clockwise around the circle. Have them fill in the words in the same order in the diagram in the workbook (page 13).</i></p>
<p>Ask</p>	<p>1. Look carefully at the diagram: What do you notice? <i>Possible answers:</i></p> <ul style="list-style-type: none"> • <i>It's a cycle.</i> • <i>It keeps repeating without a seeming end.</i> • <i>The segments are interconnected; one leads to another.</i> <p>2. Which of these do you think is the most important characteristic? <i>Answer: They are all equally important.</i></p>
<p>Explain</p>	<p>The diagram points to the following facts, all of which are of equal importance:</p> <ul style="list-style-type: none"> • If you notice, each segment of the circle is the same size. The most effective teams display all of these; each characteristic builds upon and supports the other. • If one characteristic is missing or not properly developed, it affects the overall effectiveness of the team. <p>Turn to page 14 of your workbook. As we read each description, think of and highlight what characteristic it describes and fill in the blank with the proper heading.</p>
<p>Read</p>	<p><i>Read the notes on pages 14 and 15 aloud. Participants can read a section each or you can read yourself. After each description, allow for chorus answers as to what characteristic it describes.</i></p>

	<p><i>Have participants highlight the points that strike them as important which they would like to remember and refer to.</i></p> <p><i>The answer key is at the end of this lesson.</i></p>
Ask	<p><i>After reading all the characteristics, ask: Are there any questions, comments, suggestions or contributions to these criteria that you can think of?</i></p>

Step 5 (8 minutes): Characteristics of Effective Teams Word Search Puzzle

Instruct	<p><i>Have participants turn to p.16 and follow the instructions to complete the word search. Note: Give a strict time limit of 5 minutes; anyone who does not finish within the allotted time can do so later.</i></p>
Instruct	<p><i>Ask participants to exchange workbooks, mark each other's work and write a nice comment before returning the workbook. (Display your completed copy as a guide.)</i></p>

Step 6 (15 minutes): Guidelines for Building Effective Teams (Partner Activity)

Explain	<p><i>Give the following introduction: Characteristics paint the picture of the ultimate team. Guidelines are the steps to follow to accomplish the goal of creating the ultimate team.</i></p> <p>A good way to ensure that teams run effectively is to set guidelines in place. Guidelines can be thought of as a code of conduct for all members of a team to work by. They help to outline the best practices and behaviours necessary for effective teamwork. In order to work effectively, the team should be able to understand, agree upon and follow the guidelines.</p> <p>Examples of guidelines could be:</p> <ul style="list-style-type: none"> • Treat everyone with respect. • Express disagreements professionally and tactfully.
Guide	<p><i>Pair participants and ask them to use page 17 of the workbook for this step.</i></p> <p>Come up with 5 guidelines that can apply to your school which will help the staff work together effectively as a team.</p>
Share	<p><i>Have partners share 1 of their ideas with the whole group, making sure their response is different from previous groups.</i></p>

Step 7 (10 minutes): Further Examples of Guidelines for Teams

<p>Explain</p>	<p>When making guidelines, it is advisable that the entire team works together to create the ground rules because a team is more likely to agree and to follow the rules that they have set for themselves.</p> <p>Let's look at a few more examples of guidelines. Note that these are just examples to guide you:</p>
<p>Read</p>	<p><i>Read the following aloud.</i></p> <p><i>Allow time for discussion of the guidelines.</i></p> <ol style="list-style-type: none"> 1. Treat everyone equally regardless of their status within the team. 2. Communicate openly, i.e., speak honestly and directly. 3. Arrive on time for meetings or inform the team leader if you are going to be late or absent. 4. During meetings, only one person may speak at a time. 5. Give constructive feedback. 6. Celebrate each other's accomplishments. 7. Address conflict as soon as possible. 8. Be time efficient. 9. Meet deadlines. 10. Inform team leaders ahead of time if work assigned to you will be turned in late. 11. Complete tasks assigned to you. 12. If presenting a problem, try to present a viable solution.
<p>Ask</p>	<p>Are there any other guidelines of teams that you believe should be added to the list?</p>

Answer Key to Pages 14 and 15 of the Workbook

1. Caring
2. Common goal
3. Cohesion
4. Collaboration
5. Commitment
6. Communication
7. Continuous improvement
8. Creativity

Answer Key to Page 16 of the Workbook

		Y	T	I	V	I	T	A	E	R	C			C
														O
														M
C	O	L	L	A	B	O	R	A	T	I	O	N		M
		E	F	F	E	C	T	I	V	E				U
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E		C	O	M	M	O	N	G	O	A	L	T		I
H						R						M		O
O						K						E		N
C	O	N	T	I	N	U	O	U	S			N		
I	M	P	R	O	V	E	M	E	N	T		T		

Teamwork Lesson 5
Go Team!
Healthy and Unhealthy Competition

Learning Goal: By the end of this lesson, participants will be able to list:

- Criteria of healthy competition.
- Criteria of unhealthy competition.

Preparation:

- Prepare a flip chart or white board to replicate page 20 in the workbook with two columns, the left column labeled Criteria of Healthy Competition and the right labeled Criteria of Unhealthy Competition. (Step 4)
- Review the rules of the Longest Line Game (Step 2). Evaluate your own context to determine how to play the game (see the footnote for an alternative). If using the game as presented, consider the length of time given for each phase. Adjust the times and rules for your context.
- Think of a time when competition was beneficial for you. In other words, you achieved, learned, or grew because of competition (Step 3).
- Think of a time when competition was harmful for you or someone you know. In other words, you were hurt or achieved less because of competition (Step 3).

Materials:

- Flip Chart
- Timer (Phone timer can work)

Procedures:

Step 1 (3 min): Read *The Longest Line Game*

Read	<i>Have participants turn to page 18 in their workbook and read <u>The Longest Line Game</u>.</i>
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Step 2 (20 min): Play *The Longest Line Game*¹

Explain	<p>We are now going to play The Longest Line Game. We are going to share ourselves into teams. Our game will occur in three (3) phases.</p> <p>The first phase will be the Strategy Phase. You will have five (5) minutes to work together in your team to strategize what materials you will use for your rope.</p> <p>There are three rules for what kinds of materials you can bring. 1) Each person can bring no more than three (3) things to add to the rope. 2) You</p>
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¹ Another way to make the game interesting is to have a container with random items situated at the entrance and have participants pick an item at the beginning of the lesson. When it's time for the lesson, participants are then told that the items are going to be used as materials for this game added to whatever else they have on them that they can use.

	<p>cannot take apart or scatter anything in your attempt to get materials for your rope. 3) You cannot kill anything to get materials for your rope (e.g., plants).</p> <p>The second phase will be the <i>Gathering Phase</i>. You will have five (5) minutes to gather the materials that you discussed. We will time this phase strictly, and any materials that have not crossed the plane of the door to this room will not be allowed to be used in the rope.</p> <p>The third phase will be the <i>Rope-Making Phase</i>. You will have a further five (5) minutes to build your rope with the materials you have gathered.</p> <p>You are welcome to use any material you can find EXCEPT an actual rope.</p> <p>Are there any questions?</p>
Guide	<p><i>Arrange participants in teams of about five (5) members each.</i></p>
Review	<p><i>Review the rules of the game again, emphasizing that the first phase is the Strategy Phase where team members can plan the materials they will use in building their rope. Especially emphasize that when the Gathering Phase starts, ten (10) minutes will be strictly timed and any materials that are not in the room cannot be used in the rope. They can start building the rope as soon as they want to, but they must stop at the end of the ten (10) minutes of the Rope-Making Phase.</i></p> <p><i>Ask if there are any questions again.</i></p>
Guide	<p><i>Begin the Strategy Phase. Set the timer for seven (7) minutes.</i></p> <p><i>At the end of seven (7) minutes, announce the start of the Gathering Phase. Remind participants that all materials must be present in the room at the end of the ten (10) minutes of the Gathering Phase.</i></p> <p><i>Start the timer for ten (10) minutes for the Gathering Phase.</i></p> <p><i>Give a one (1) minute warning to the end of the Gathering Phase.</i></p> <p><i>At the end of ten (10) minutes, do not allow any further materials to be brought into the room to be formed into the line.</i></p> <p><i>Set the timer for ten (10) minutes for the Rope-Making Phase.</i></p> <p><i>Give a one (1) minute warning to the end of the Rope-Making Phase.</i></p>

	<i>At the end of ten (10) minutes, every participant must drop their rope to ensure they do not continue to work on it.</i>
Guide	<i>Compare the length of the ropes that have been made – likely outside.</i> <i>Declare the winner.</i>

Step 3 (25 min): Discussion of Helpful and Harmful Competition Examples

Ask	<p>1. What did you learn about teamwork by playing The Longest Line Game?</p> <p><i>Emphasize the role of strategic planning in teamwork. In Lesson 3, we discussed problems of teamwork and their solutions. One important solution to problems in teamwork is thoughtful, strategic planning with all members of the team.</i></p>
Explain	<p><i>Direct participants' attention to the bottom of page 18. Have them fill in the underlined words in the definition of competition.</i></p> <p>In our Longest Line Game, there was competition. Competition is defined as: An <u>event</u> in which people <u>compete</u> with each other to find out who is the <u>best</u> at <u>something</u>.</p>
Ask	What types of competition do you know of?
Explain	<p>There are all types of competitions. We have football competitions, spelling competitions, and cooking competitions. When we look at teamwork, we cannot overlook competition because oftentimes we form teams for competitions, like in football.</p> <p>We are now going to think a bit more about the role of competition, especially in education.</p> <p>Sometimes, competition can be helpful for us. Competition can help us grow, develop, and improve our knowledge and skills.</p> <p><i>Give the example of a time when competition helped you.</i></p> <p>Think of a time when competition – competing against someone else to find out who was the best – was helpful for you. Turn to page 19 of your workbook. At the top, write about the time when competition was helpful for you because it brought out the best in you.</p>

Guide	<i>Give participants a few moments to write their example of helpful competition.</i>
Share	<i>Have a few participants share their examples of helpful competition.</i>
Explain	<p>Other times, competition can be harmful for us. The stress or conflict in competition can cause us to not perform well or even injure us physically, mentally, or emotionally.</p> <p><i>Give an example of a time that competition was harmful for you.</i></p> <p>Now think of a time when competition was not helpful for you – in fact, it even harmed you. At the bottom of page 19, write about a time when competition was harmful for you or someone you know.</p>
Guide	<i>Give participants a few moments to write their example of harmful competition.</i>
Share	<i>Have a few participants share their examples of harmful competition.</i>

Step 4 (20 min). Criteria of Healthy and Unhealthy Competition

Explain	<p>Sometimes competition can be healthy and help us learn and grow. Other times, competition can be unhealthy and can harm us. Now we are going to think about what makes competition healthy and what makes competition unhealthy. To do this, contrast your examples of helpful competition and harmful competition. What was the difference that made some competitions harmful?</p> <p>We are going to share ourselves into groups. In your group, brainstorm what makes competition healthy and what makes competition unhealthy. Do not write in your workbooks yet – we are just brainstorming for now.</p>
Guide	<i>Share participants into groups of about 3 people each. Let each group come up with criteria of healthy and unhealthy competition.</i>
Explain	<p>Turn to page 20 in your workbooks. We are now going to agree on criteria of healthy and unhealthy competition. Each group will share one point that they discussed of either healthy or unhealthy competition. Then we will decide as a group whether we agree. If so, we will record it in our workbook.</p> <p>Here, we are looking for criteria of healthy competition. Criteria means a standard or a characteristic. We are NOT looking at outcomes – what</p>

	<p>healthy competition can achieve. The best way to think of a criteria is that you can tell a criteria as the competition is happening. An outcome is something that happens as a result of, or after the competition.</p>
Guide	<p><i>Let each group take turns sharing one point they discussed – a criteria of either healthy or unhealthy competition.</i></p> <p><i>Then ask the group whether they agree. The criteria can be re-worded if agreed upon. If the group agrees, write it on the flip chart and have participants record it in their workbooks.</i></p> <p><i>For each point, consider whether the opposite criteria should be included in the other column. For example, if one criteria of unhealthy competition is that it is do-or-die, then the opposite criteria for healthy competition might be that participants are celebrated for putting forth effort, not for winning.</i></p> <p><i>Reference the notes at the end of this lesson for some examples of criteria of healthy and unhealthy competition.</i></p>

Step 5 (20 min). Debate on Healthy and Unhealthy Competition in Education

Explain	<p>In our last activity, we are going to apply what we have learned to education. I am going to mention some practices that are common in many schools. Then I want you to think about whether it is healthy or unhealthy competition. If you believe that it is healthy competition, move to the right side of the room. If you believe that it is unhealthy competition, move to the left side of the room. Then we will have 2 people from each side share their beliefs about why they think it is healthy or unhealthy.</p>
Debate	<p><i>Mention the following practices. For each practice, have every participant choose a side: right side is healthy, left side is unhealthy. Then have one person from the healthy side explain why they think it is healthy competition, one person from the unhealthy side explain why they think it is unhealthy competition, then one person from healthy and unhealthy again. Then mention the next practice.</i></p> <ul style="list-style-type: none"> • Rank-ordering pupils based on their performance each term, e.g., the pupil came in first place, second place, etc. • Speech and Prize Day whereby awards and prizes are given to the best performing students and other non-academic categories at the end of the school year. • Parents celebrating children’s birthdays at school.

	<ul style="list-style-type: none"> • Cultural Day. If you think it is a day of competition, move to the left side of the room. If it is not a day of competition, move to the right side of the room. • Sports Day. If you think that sports day events should be competitive with winners, move to the left side of the room. If you think Sports Day should be fun games without winners, move to the right side of the room.
Ask	Can you think of any other types of unhealthy competition in education?

Step 6 (2 min). Conclusion

Explain	As educators, our role is to nurture healthy learning and development in our pupils in love. We need to thoughtfully consider all practices in our schools, especially those things that are done because they have always been done – like rank ordering pupils. Some of these practices are healthy. Other practices are unhealthy. Any practice that does not promote healthy learning and development should be changed.
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Suggestions for Criteria of Healthy and Unhealthy Competition

<i>Criteria for Healthy Competition</i>	<i>Criteria for Unhealthy Competition</i>
Growth mindset (e.g., focus is on improvement, not winning)	Fixed mindset (e.g., winning at all costs)
Love and encouragement for all competitors	Jealousy, envy, rivalry
Reward is small and/or proportional to the competition	Big rewards
Loss is accepted as part of life and/or part of the learning process	Do or die mindset
Recognition of the contributions of others	Self-centredness and pride
All (winners and losers) are valued	Rank is taken as a judgment of value (e.g., winner is more valuable than the loser)
Everyone is treated equally	Favouritism or unfair advantage

Lesson 6:
The More We Get Together, the Happier We Shall Be
Promoting Teamwork Amongst Staff

Learning Goals: By the end of this lesson, participants will be able to state ways they can promote teamwork among staff in their schools.

Preparation:

- Make a chart titled *Teams Within A Team* exactly as on page 21 of the workbook. Write **School** in the first box, preferably in bold red capital letters.
- Make or print eye-catching posters with the following teamwork sayings for displaying in the meeting room:
 - Team means: Together Everyone Achieves More.
 - Together we win.
 - There is no “I” in TEAM.
 - Teamwork makes the dream work!
- Write out the lyrics to “The More We Get Together” song on a piece of cardboard/ flip chart paper/ whiteboard bold enough for all to be able to read it.
 - *The more we get together, together, together*
 - *The more we get together, the happier we shall be*
 - *For your team is my team, and my team is your team*
 - *The more we get together, the happier we shall be*
- Learn the tune of “The More We Get Together” song if you do not know it. Suggested version: <https://www.youtube.com/@Learningstationmusic>

Materials:

- 6 pieces of cardboard or flip chart paper for the quotes and displays given in the Preparation steps
- Audio of “The More We Get Together” song (optional, in case facilitator and participants both do not know the song)
- Audio player (optional)
- Loudspeakers (optional)

Procedures:

Step 1 (15 minutes): Introduction and Review of Previous Lessons

Ask	“A school system is made up of teams within a team.” Do you agree with that statement? <i>Allow Yes/No responses and ask 2-3 participants why they chose yes/no.</i>
Explain	In a school setting, we have various micro (small) teams, all working together for the benefit of the school, which is the macro (big/largest) team. The success of each team impacts the overall success of the school. <i>For greater clarity, you can compare a school to the human body, and the micro teams to the various systems (e.g., digestive, respiratory, skeletal) which all work together to ensure the proper function and overall health of the body.</i>

	Let's think of some macro teams in a school setting and the members that make up each team. <i>(Reemphasize that the school itself is a team, pointing out that the first box has been filled in on the chart.)</i>
Guide and Ask	<p><i>On the Teams Within a Team chart, write out the following, one in each box, beginning with Administration in the second box. For each one, ask participants: Who are the members of this team?</i></p> <p><i>As participants give their answers, write them on the chart. Have participants fill in the Teams Within a Team chart on p.21 of their workbook together with you as you go through the process.</i></p> <p><i>Then move on to the next box and repeat the process.</i></p> <ul style="list-style-type: none"> • Administration <i>Expected answers: Principal/Head, Vices, Office staff, etc.</i> • Staff <i>Expected answers: Administrative staff, Teachers, Cleaners, Guards, etc.</i> • Classroom <i>Expected answers: Teachers, Pupils, Nannies</i> • Pupils <i>Expected answers: 1. All pupils in the classroom i.e., as a single class; 2. The entire student body of the school i.e., different classes</i>
Ask	<p>In which of the teams is the teacher a member? <i>Place a red checkmark (tick) beside each box participants mention. Answers should indicate that most teams have the teacher as a member.</i></p>
Explain	<p>That shows us the important role of the teacher in teamwork and teambuilding in a school.</p> <p>So far, we have been able to establish that teamwork is for the benefit of everyone involved – your pupils, staff in general and especially yourself.</p>
Ask	<p>Which topics have we taken so far on teamwork? <i>Have participants list the titles of the previous lessons as you hold up your fingers one at a time and say the number.</i></p> <ol style="list-style-type: none"> 1. Digging into Teamwork <i>Add: That is, the definition and benefits of teamwork</i> 2. Putting the Team in Teamwork: Examples of Good Teams 3. The Good, the Bad and the Ugly: Problems of Teamwork 4. Building the Dream Team: Characteristics and Guidelines of Effective Teams 5. Go Team! Healthy and Unhealthy Competition
Explain	Let's take a step further and put together all we have learned to see how we can practically promote teamwork among the teachers and staff in our schools.

Step 2 (10 minutes): Read *The Story of Wisdom, Food and Wealth*

<p>Guide</p>	<p>Have participants turn to p. 22 in their workbooks and read the story quietly to themselves. They should indicate when they are done reading by raising their hands.</p>
<p>Explain</p>	<p><i>When all are done reading, introduce the concept of <u>reader's theatre</u> as follows.</i></p> <p>Today, we are going to use the reader's theatre method to read <i>The Story of Wisdom, Food and Wealth</i>. This is a method you can apply in your classroom to build your pupils' reading skills and confidence. Reader's theatre is a way to actively involve pupils in reading aloud: the pupils will "perform" by reading scripts created from books or stories. Pupils do not memorize their parts; they always read from the script.</p> <p>This technique helps readers learn to read aloud with expression: it is normally done without props so the readers learn that the expression in their voices can be all they need to provide the drama in the story.</p> <p>Reader's theatre may be time-consuming and seem unproductive at first, but once the pupils get the hang of it by repeated practice, it will yield results, producing more fluent, confident and independent readers in your classroom.</p> <p><i>Encourage participants to research reader's theatre online for more tips on how to implement it and its benefits.</i></p> <p>We will turn this story into a script by assigning parts. Wherever you see that the character assigned to you has words to say (the words in quotation marks), you are to read that part out.</p> <p>The narrator will read any part of the story that is not dialogue or direct speech (all the words that are not in quotation marks).</p>
<p>Guide</p>	<p><i>Call out the following parts and ask for volunteers for each part. (Alternatively, write out the parts on small pieces of paper, fold, ask participants to pick one each and have them read the part they have picked.)</i></p> <ol style="list-style-type: none"> 1. <i>Narrator.</i> 2. <i>Man 1.</i> 3. <i>Wisdom.</i> 4. <i>Food.</i> 5. <i>Wealth.</i> 6. <i>Man 2.</i> 7. <i>Woman</i> <p><i>So everyone can participate, assign the reading of the moral at the end of the story to the remaining participants who were not assigned a part.</i></p>

Have those assigned parts come out to the front of the room (“the stage”) and read the story aloud. Those reading the moral can remain in their seats but stand when it is time to read the moral.

Step 3 (5 minutes): *The Story of Wisdom, Food and Wealth* Discussion

Ask	<ul style="list-style-type: none"> • What was the goal of the team in the story? What did they set out to achieve? • Who do you think is the most important of the three? Why? <i>Debate may arise here due to differing opinions. In that case, guide participants to the desired answer: They are all important.</i> • Who displayed unity in this story? How? <i>Answer: Wisdom, Food and Wealth; they did not want to be separated.</i> • How did everyone benefit at the end of the story? <i>The three got a place to stay and the woman was successful and happy.</i>
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Step 4 (5 minutes): *The Story of Wisdom, Food and Wealth* Story Review

Explain	There are aspects of teamwork that teachers can learn from <i>the Story of Wisdom, Food and Wealth</i> . I will read through a list of possible aspects. If you think it is one that can be learnt from the story, stand up. If it is not, sit down.
Read	<p><i>Read the following list, pausing for participants to decide/ react after each one. Observe them closely. If any seem uncertain or hesitant in their choice, ask them to explain why they decided the way they did. Where all agree that the statement is wrong, have them rephrase it so it qualifies as an aspect of teamwork that can be learned from the story.</i></p> <ul style="list-style-type: none"> • Unity is important in teamwork. • Individual interest is better than group interest. <i>Rephrase: Group interest is better than individual interest.</i> • Having a set goal is important to successful teamwork. • Distractions are good for effective teamwork. <i>Rephrase: Distractions are not good for effective teamwork.</i> • Everybody in the team counts. • The results of effective teamwork are success and happiness.

Step 5 (10 minutes): Ways to Encourage Teamwork Discussion

Explain	Some people don’t see the importance and benefits of teamwork at all. Can you think of anyone amongst your colleagues who fits that description? Write their name down in your notebook.
Ask	In what ways can you help this person understand and desire teamwork? Write your answer beside the person’s name. <i>Allow 2-3 participants to share their ideas without stating the person’s name.</i>

Explain	<p>Make that person your “<i>teamwork awareness project</i>” this month and look for opportunities to implement your ideas on them.</p> <p>Let’s look at one way to encourage teamwork in our schools. Display the teamwork quotes posters around the room and have participants read each one aloud.</p>
Ask	<ul style="list-style-type: none"> • Do you think these are good reminders that will help promote teamwork? • Are there any other sayings or quotes you know about teamwork? <i>Have participants come up and add them – including those learned during the workshop – on the whiteboard or chart paper taped to the wall. To save time, have 2 or 3 people come up at a time.</i>
Explain	<p><i>Encourage participants to turn these sayings into mantras/chants or to make displays of them around their classes, in the staff room, etc. so the message that teamwork is expected and valued is a clear and constant reminder in their schools.</i></p> <p>Remember: Promoting teamwork is not accomplished just by talking about it or having visual reminders of teamwork pasted all around the school. You need to lay the foundation by being a true team player yourself, in both your <i>attitudes</i> and <i>actions</i>.</p>

Step 6 (10 minutes): Teamwork Self-Assessment

Explain	<p>Taking a self-assessment on teamwork can help you understand your own strengths and weaknesses when it comes to working with others. It can also give you a better idea of areas of teamwork you need to learn, grow and improve upon.</p>
Guide	<p><i>Have participants turn to p. 23 and complete the self-assessment.</i></p> <p><i>Allow up to 8 minutes for the assessment.</i></p>
Ask	<p>Looking at your ratings, would you say your teamwork skills are excellent, good or need improvement with practice? <i>Have each participant respond with both hands up for ‘excellent’, one hand up for ‘good’ and hands together for ‘needs improvement’.</i></p>

Step 7 (30 minutes): Practical Tips for Promoting Teamwork

Ask	<ul style="list-style-type: none"> • How many of you are in leadership or administrative positions in your schools or head a group of staff? <i>Ask them to show by raising of hands.</i> • Is promoting teamwork the job of only the administration and team leaders or is it the job of all members of the team? <i>Desired answer: Job of all members</i>
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<p>Explain</p>	<p>Even if you are not the head of your team or on the administrative team, you play a vital role as a staff member in promoting teamwork amongst the staff in your school. Don't allow yourself to have an "it's THEIR job" mentality towards team building. Rather, think: "What can <i>I</i> do to support or actively encourage teamwork among the staff in my school?"</p> <p>We are going to DELIBERATELY take what we have learned about teamwork and make it come alive in our respective places of work. As we look at practical ways to promote teamwork amongst our staff force, note how the things we will discuss tie into the benefits of teamwork, characteristics of teamwork and guidelines for building effective teams.</p> <p>Turn to p.24 in your workbooks. You see there are 2 columns. The first one is the teamwork tip and the second is the action point, specifying things you can do to bring the tip to life. We will read through the tips first.</p>
<p>Guide</p>	<p><i>Have participants take turns to read the tips aloud.</i></p>
<p>Explain</p>	<p>Now let's go back to the top of the chart and read the action points in the first box together.</p> <p>Beside each tip, jot down specific action points you can implement in your schools, beginning immediately.</p> <p><i>Remind participants that some of these action points should relate to the staff member they earlier selected as their 'teamwork awareness project'.</i></p>
<p>Guide</p>	<p><i>To ensure participants are engaged and on task, have everyone pause their writing at 5-minute intervals. Randomly select individuals to share one action point idea for the tip number you call out (cover 5 tips at each interval). You can also give your own examples and answer any questions that may arise.</i></p> <p>Note: <i>Participants do not need to complete all the action points during this step but should be encouraged to keep reflecting on them and adding or editing ideas over time as opportunities present themselves.</i></p>

Step 8 (5 minutes): Sing "The More We Get Together"

<p>Explain</p>	<p>When it comes to teamwork, the first person who must be convinced it's worth the effort is you. Once you are convinced and start doing what it takes to make teamwork a part of your school culture and values, and fellow staff see the passion with which you pursue teamwork, they will eventually buy into it and become champions of teamwork too.</p> <p>One spark is enough to start a fire: will you be that spark that is needed to set your school on fire for teamwork?</p>
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Lesson 6: Promoting Teamwork Amongst Staff

Ask	<ul style="list-style-type: none">• Who can remember the title of this lesson? <i>Ask participants to say it out loud.</i>• There is a popular song by this title that some of us may have learned as children. How many of you know it? <i>Ask participants who know it to sing it. You can teach it yourself or listen to the audio if no one knows it.</i>
Guide	<p><i>Display the copy of the song and say: We have adapted some words of this song to reflect teamwork.</i></p> <p><i>Have the entire group stand up and hold hands to sing the song.</i></p> <p><i>Sing through 3 times, changing “are together” to “work together” and then “play together” each round. Encourage participants to dance while they sing.</i></p> <p><i>Have participants hold their joined hands high and shout “TEAMWORK!” at the end of the last line each time.</i></p>

Lesson 7:
Who’s the Captain of This Ship?
Exploring the Role of the Teacher as Leader in the Classroom

Learning Goals: By the end of this lesson, participants will be able to:

- Explain the characteristics of a servant-leader
- State the benefits of the servant leader style of leadership in a classroom.

Preparation:

- Write out the proverb, “Many brooms sweep a room so well but one broomstick is never effective” and display it before the lesson starts.
- Divide a broom into smaller equal bundles so every participant gets one bundle (approximately 5 -10 sticks per bundle)
- Make the meeting room disorganized and untidy before the lesson starts. Instruct participants not to touch or rearrange anything before you give instructions to do so.
- *Optional:* Do the servant leader colouring activity on page 30 of the workbook to show as a sample to participants. The colouring activity is in the Appendix of this Facilitator’s Guide.

Materials:

- One palm frond broom (or other broom that can be divided into parts and reassembled)
- Rubber bands
- A timer (that makes a loud enough sound when it goes off)
- Masking tape
- Pieces of trash or scrap material (e.g. scrap paper, empty juice or biscuit packs, pencil shavings, small stones, leaves, etc.)
- Candy or a small token (e.g., fancy pencil, sticker, badge, etc.) to be given as rewards (1 per participant)
- Copies of the article *7 Ways Great Teachers are Servant Leaders* (Knight, 2018), 1 per pair of participants
<https://www.gcu.edu/blog/teaching-school-administration/7-ways-great-teachers-are-servant-leaders>
- Markers or colour pencils
- Music for the colouring activity in Step 9 (Optional)

Procedures:

Step 1 (15 minutes): Broomstick Activity

Do	<i>Before participants arrive, scatter trash – scraps of paper, empty biscuit/juice packs, etc. – around the room. Ensure the pieces are heavy enough that 1 small broom bundle cannot sweep them up easily. You can also scatter tables, chairs and other furniture so the class looks untidy.</i>
Guide	<i>Have participants read the broomstick proverb that is displayed.</i>
Explain	I will give you a small bundle of broomsticks. Although the proverb talks about a single broomstick, I have decided to be kind enough to give each of you a bit more than that.

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	<p>Your task is to sweep and tidy up the area within 1 minute. (<i>Reduce the time to 30 seconds if the group is large.</i>) The entire room, and not just your individual area, must be clean within the allotted time. You must stop sweeping immediately when the timer rings.</p>
Guide	<p><i>Give each participant a small bundle of broomsticks.</i></p> <p><i>Use a timer to time exactly 1 minute (or 30 seconds for a large group).</i></p> <p>Note: <i>the point of this activity is that it is impossible to do it alone, so set up the room so that they fail at the assigned task at first.</i></p>
Ask	<p>When the time is up, ask:</p> <ul style="list-style-type: none"> • Were you able to accomplish the task I gave you? • Why not? • How did you feel doing this task? • What can you do to be able to accomplish the assigned task? <p><i>Allow for suggestions.</i></p> <p><i>Desired answer: Put the bundles together to make a bigger broom.</i></p> <p><u>If the desired answer is not given, say:</u> If you were to put your small bundles together to make 1 big broom, do you think you could get the job done?</p>
Guide	<p><i>Have participants come to your table and put their bundles together. Then use masking tape to fasten them together to make a bigger broom. <u>Ensure that only you use the masking tape, but allow the participants to help you keep the bundles together while you wrap the tape around them.</u></i></p> <p><i>Next, have participants work together by taking turns to complete the task. Set the timer to 2 minutes and remind them they have to get the task done by the time the timer goes off. <u>Ensure you encourage them and lead the other participants to cheer them on as they work. Congratulate them on accomplishing the task when they are done.</u></i></p> <p><i>It might not be possible for all to take turns sweeping, so assign other tasks to enable all to be involved. You can say, for example, “Someone help get the dustpan while the rest of you tidy up the tables and rearrange the chairs so the entire room looks neat.”</i></p> <p><i>Reward participants with a lollipop, pencil, sticker, etc. for “Working together as a team and accomplishing the task.”</i></p>

Step 2 (5 minutes): Discussion Questions

Ask	<ul style="list-style-type: none"> • Did this activity require teamwork to succeed? • Who led or directed you while you did the activity? <p><i>Desired answer: You/The facilitator</i></p>
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	<ul style="list-style-type: none"> • What exactly did I do during the activity? <i>Desired answers include: instructed, encouraged, congratulated, allowed others help</i> • Do you think you would have known what to do or accomplished this task quickly if I hadn't guided or encouraged you? • If I had harshly criticized or condemned you for not doing the task well the first time, how would you have felt? <i>Possible answers: sad, demotivated, discouraged</i> • Do you think it is necessary for teams to have leaders? <i>Desired answer: yes (sometimes/ most times)</i>
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Step 3 (15 minutes): The Broomstick Song

Guide	<p>Read the song and its translation on page 27 of the workbook.</p> <p>Divide the participants into teams (8 members maximum per team) and have each team come up with a tune for the English translation of the song.</p> <p>Have each group “come up on stage” (to the front of the room) and sing the song. Every member must participate.</p>
Ask	<p>What does this song teach us about teamwork? <i>Allow for 3-4 answers.</i> <i>Suggested answers include:</i></p> <ul style="list-style-type: none"> • <i>Unity in differences</i> • <i>Harnessing our individual strengths to accomplish a common goal</i> • <i>The impossibility of doing certain tasks alone</i>

Step 4 (10 minutes): Direct Instruction: Study on Leadership

Explain	<p>The teacher is the leader of the class team. The teacher's leadership style in the classroom can play an important role in determining the effectiveness of the class.</p> <p>There are different styles of leadership, each with its benefits. Today, we will focus on 2 styles of leadership that teachers can apply in a classroom.</p>
Read	<p>Read the following paragraphs aloud at a moderate pace, pausing for participants to take notes. Instruct them to use the chart on Page 26 in the workbook for their notes, but to skip the “also known as” blank under Participative Leadership until otherwise directed.</p> <p>There are two main styles of leadership. They are as follows.</p>

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	<p>1. AUTHORITARIAN LEADERSHIP, also known as command-and-control. This is the traditional form of leadership. An authoritarian teacher is concerned with everything being done his/her own way, regardless of the outcome on the pupils. He/she creates all the rules and procedures in the classroom and does not deviate from them.</p> <p>The authoritarian teacher dictates and controls all decisions and roles in the classroom. Generally, the pupils are orderly and well-behaved because they fear the teacher. The skills and strengths of the pupils may not be utilized because of the dominant style of this type of teacher, and this may result in the pupils feeling like they are not a part of the classroom.</p> <p>2. PARTICIPATIVE LEADERSHIP: This style is the opposite of authoritarian leadership. The participative teacher knows how to handle the pupils and get the most out of them. The pupils respect him/her because they know that he/she is concerned about them. The teacher encourages input from pupils (and other members of the classroom community, e.g., parents). His/her class has a positive atmosphere, which motivates the pupils to perform to the best of their ability and reduces negative behaviour.</p>
Explain	<p>All leadership styles have their advantages and disadvantages. There are times and places for both types of leadership styles to be used. In some situations, one style is a better fit than the other. Today, our focus is on which style should be used <i>more consistently</i> in a classroom and yields better results in the long term.</p>

Step 5 (10 minutes): Group Discussion on Leadership Styles

Explain	<p>As you think about and answer the following questions, remember that there is no right or wrong answer. Give honest feedback as to your preference.</p>
Ask	<ul style="list-style-type: none"> • Which of these leadership styles do you think is the most effective and should be used more often in a classroom? • Why do you think so? • Which style do you find yourself applying more of in your classroom? <p><i>Go round so most of the participants answer, if time permits. Ensure answers are brief, without lengthy explanations.</i></p>

Step 6 (15 minutes): Characteristics of Teachers as Servant Leaders

Explain	<p>Sometimes participative leadership is also called servant leadership. Dedicated teachers serve their pupils by caring about them and making the pupils' growth their primary goal.</p> <p><i>Have participants fill in the blank on page 26 now.</i></p>
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Lesson 7: Exploring the Role of the Teacher as Leader in the Classroom

Guide	<i>Ask participants to turn to page 28 in their workbooks.</i>
Explain	Teachers who are servant leaders possess the characteristics underlined here and exhibit them in the ways described after each characteristic.
Guide	<i>Have participants take turns to read each characteristic aloud.</i>

Step 7 (5 minutes): Servant-Leader Teacher Appreciation

Ask	<ul style="list-style-type: none"> • Look over the characteristics of a servant-leader teacher again. Were you ever taught by someone who you can say was a servant-leader teacher to you? • We are going to honour each example of a servant-leader teacher with a special clap. What should our special clap look like? <i>Let participants collaboratively decide on the special hand clap.</i>
Guide	<i>Have willing participants who answered “yes” to the previous question name the teacher, the class/year the teacher taught him/her and what servant-leader characteristic(s) the teacher displayed. At the end of each contribution, have the whole group honour the example of a servant-leader teacher with the special clap.</i>
Explain	We are grateful for and acknowledge the impact servant-leader teachers made in our lives. If the teacher you named is still alive and you have never told them of their impact in your life, I encourage you to please find a way to do so as soon as possible.

Step 8 (20 minutes): Partner Study and Reflection

Guide	<i>Pair participants. Give each group a copy of the article 7 Ways Great Teachers are Servant Leaders.</i>
Explain	This article explains further some of the characteristics of the servant-leader teacher we have read about.
Guide	<p><i>Instruct participants to go through the article together and discuss <u>ways they have practiced or ways they can practice</u> these qualities in their classes.</i></p> <p><i>Allow 10 minutes for the discussion.</i></p> <p><i>Encourage participants to write their thoughts out on page 29 of their workbooks.</i></p>

Lesson 7: Exploring the Role of the Teacher as Leader in the Classroom

Share	<i>Have each participant share with the whole group 1 characteristic of a servant-leader teacher that they would like to exhibit more often.</i>
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Step 9 (15 minutes): Colouring Activity and Overview

Guide	<p><i>Have participants use markers or colour pencils to design the words Servant Leader on page 30 of their workbooks. Also have them design the blank frame with words or images that are related to servant leadership (e.g., a dove signifying peace, a heart signifying love, a rainbow signifying hope, etc.).</i></p> <p><i>Show a sample of finished work if desired. Give approximately 10 minutes for this, then ask participants to pause if not yet done so they can fully focus on each other's answers to the feedback question at the end of this lesson.</i></p>
Read	<p><i>Ask participants to hold up and display their picture frames as you read the following statements aloud.</i></p> <ul style="list-style-type: none"> • A teacher with a genuine servant-leadership approach helps develop not only the minds but also the hearts of his/her pupils. • Teachers give of themselves to enhance the growth and development of their pupils in every area of life. Who knows how each pupil will make his or her life extraordinary as a result of being taught by a servant-leader teacher?
Guide	Ask participants to put down their workbooks.
Ask	<p>How has this lesson changed or consolidated your thoughts on leadership in the classroom?</p> <p><i>Encourage all willing participants to share as time permits.</i></p>
Explain	Being a teacher who is a servant leader is a choice. If you have made the choice to more consistently practice being a servant leader in your classroom, stand up and say with conviction: I CHOOSE TO BE A SERVANT LEADER!
Guide	Conclude by asking all participants to give themselves the special clap used in Step 7.

Lesson 8
Teamwork Makes The Dream Work!
Exploring the Role of the Teacher as a Team Player in the Classroom

Learning Goals: By the end of this lesson, participants will be able to

- Explain the importance of working together with pupils as members of one team
- Identify ways to work together with pupils and parents as members of the class team

Preparation:

- Make copies of the proverb puzzle as needed; 5 people to 1 puzzle.
 Suggestion: for this activity to be effective, reproduce the puzzle on different coloured paper (1 colour for every team of 5 participants). Laminate the puzzles, then cut them along the bold lines. You should have 6 pieces per puzzle.
- Before the lesson, take out and keep the heart-shaped centre pieces of each puzzle that have “teacher” written on them. Keep them with you where no participant can see them until they are needed.
- Scatter the remaining puzzle pieces outdoors or around the class, moderately easy to find. Try to ensure same-coloured pieces are not near each other.
- Make your own Teamwork Jar (You can use an old plastic jar or tin that is not transparent, create a colorful “Teamwork Jar” label and stick it on the jar.)
- Have participants write their names on one end of a popsicle stick, then drop their name down/hidden into the Teamwork Jar.
- Do your own proverb activity on page 32 of the workbook before the class, to show as a sample.
- Make another ‘Teams Within a Team’ poster as in Lesson 5. This time, fill in all the boxes in the following order but add a blank box between CLASSROOM and PUPILS: **SCHOOL, ADMINISTRATION, STAFF/TEACHER, CLASSROOM, (blank box), PUPILS** (see p. 35 of the workbook)

Materials:

- ‘One head cannot carry an elephant’ puzzles, 1 per group of 5 participants
- Craft sticks, 1 per participant
- Opaque tin/jar beautifully designed and clearly labelled “Teamwork Jar”
- White board or chart paper
- Markers and/or colour pencils
- Teams within a Team’ Chart #2 (with an added blank box as described above)

Procedures:

Step 1 (25 minutes): Puzzle Hunt-and-Fix Activity

Note: This is preferably an outdoor activity. Try to find a small outdoor area close to your meeting room to do this activity.

Explain	We are going to do a puzzle hunt-and-fix activity.
Guide	<p><i>Divide participants into groups of 5 using the Teamwork Jar. Either pick names one at a time from the teamwork jar and place them in alternating teams OR pick an equal number of names at a time to form groups.</i></p> <p><i>Assign each group a colour based on the colours of the paper the puzzles are printed on and have each group come up with a name that has their</i></p>

Lesson 8: Exploring the Role of the Teacher as a Team Player in the Classroom

	<p><i>colour in it. It can be any name but must have their colour in it (for example, Yellow Champions, Green Team, etc.)</i></p> <p><i>Assign a designated spot for each team.</i></p>
Explain	<p>Here are the rules for the activity. Each team is to find pieces of paper in your team colour. Each team member should find 1 piece only and come back to the designated spot. <u>Each team member cannot pick more than 1 piece but can verbally guide other team members to find the remaining pieces.</u></p> <p>Team members must stay in their designated spot until every member of the team has their piece.</p>
Guide	<p><i>Once all members have found their piece, have them go back to the meeting room/tables to fix their puzzle.</i></p>
Ask	<ul style="list-style-type: none"> • What message is on your puzzle? • Is your puzzle complete? • What's missing? • What shape is the missing piece? • What do you think it might be/have on it?
Guide	<p><i>Have one (1) member from each group come to the facilitator's table and pick their missing piece, then go fix it.</i></p>
Ask	<p>What did your missing piece have on it?</p> <p><i>Allow for answers, then say: The teacher is an important part of the classroom puzzle.</i></p>

Step 2: Discussion Questions (10 minutes)

Ask	<p>First, we will consider the elephant as being a task or problem. With that in mind:</p> <ul style="list-style-type: none"> • What elephants are you faced with at work that you need others to help you with? <i>Examples can include teaching a difficult subject, classroom management,</i> • What are the consequences of insisting on carrying the elephant alone? <i>Answers can include: failure at the task, burnout, frustration, etc.</i> • How can you identify and enlist the right people to help you with your task? • How have you helped others to accomplish a seemingly impossible task? • What were the results?
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Step 3 (30 minutes): Direct Instruction and Group Discussion

Lesson 8: Exploring the Role of the Teacher as a Team Player in the Classroom

<p>Explain</p>	<p>We have established that teachers need to work together as a team to accomplish school- and pupil-related goals.</p> <p>We have also seen that in a classroom, a vital team is that of teacher and students. The teacher must successfully and efficiently manage or lead the classroom team.</p> <p>However, an efficient and successful teacher is not just the leader of the class team. A good teacher must also be a team player, a partner in the classroom. A teacher alone cannot make the classroom function. He/she needs the help and cooperation of the pupils.</p> <p>Let's recall the 8 Cs of an effective team. <i>Have participants call them out with you:</i></p> <ul style="list-style-type: none"> • Caring • Common goal • Cohesion • Collaboration • Commitment • Communication • Continuous improvement • Creativity.
<p>Ask</p>	<ul style="list-style-type: none"> • Can we apply the 8 Cs to the teacher-pupils team? <i>Expected answer: yes.</i> • Do you think all 8 Cs are necessary in a successful teacher-pupil relationship? <i>Ask any participants who reply "no" to state which one(s) they think are unimportant with reasons for their opinion.</i>
<p>Explain</p>	<p>Turn to page 31 in your workbook. Let's go round and take turns to read aloud the suggestions on how to be a team player with the pupils in your class.</p>
<p>Guide</p>	<p><i>As participants take turns reading, pause at intervals to engage in discussion about what was read and ask for additional examples.</i></p> <p><i>For example, for bullet point 3 on rule-making, ask "How many of us here involve our pupils in making classroom rules? Can you share with us how you do it?"</i></p>
<p>Ask</p>	<p><i>After reading through the entire list, ask: What other ways can you think of for a teacher to be a partner and team player in the classroom? Allow for 3-4 responses.</i></p>

Step 4 (10 minutes): Elephant Proverb Colouring and Activity Page

Lesson 8: Exploring the Role of the Teacher as a Team Player in the Classroom

Guide	<i>Have participants turn to page 32 and read the proverb at the top of page aloud.</i>
Explain	Colour the picture of an elephant. Around it, draw yourself and your pupils “carrying” the elephant. <i>Show your sample here.</i>
Guide	<i>Encourage participants to draw as best as they can, it can be as simple as stick figures.</i> <i>For teachers with many pupils, participants need not draw every single pupil, just a few to represent all the pupils.</i>
Explain	Write your name and the names or initials of your pupils around the picture.
Guide	<i>Have participants display their work by holding it up for others to see. Praise generally.</i>

Step 5 (15 minutes): Direct Instruction and Discussion on the Teacher- Parent Team

Explain	Look at the Teams within a Team chart on page 33. We saw in Lesson 5 that different micro teams make up the school macro team.
Ask	What’s different between this chart and the one in Lesson 5? <i>Allow for answers. Expected answer is: There is an extra box in this chart.</i>
Explain	We have one important team that we cannot afford to overlook. What team do you think that might be? <i>Allow for answers, then write HOME CONNECTION in the blank box on your chart.</i>
Ask	What do you think is meant by the term ‘home connection’? Who are the members of this team? <i>Expected answer: Parents and Teachers (and Pupils)</i>
Write	Write PARENT/TEACHER TEAM in the Home Connection box.
Explain	Note that this team can go beyond parents to others in the family including siblings, grandparents, uncles and aunts, caregivers, etc.
Explain	Parents play a vital role in a pupil’s education, especially during the early years. When teachers and parents act as a team, it can reinforce positive behaviours and skills learned in the classroom and practiced at home. When students see teachers and parents working together, they learn to value education and they receive academic and behavioural support both inside and outside the classroom.

Lesson 8: Exploring the Role of the Teacher as a Team Player in the Classroom

	<p>Too often, parents and teachers appear to be at loggerheads or on opposing sides where the pupils are concerned. It is important to change the narrative more and more as we help parents realize that we are not the enemy or in competition with them. Rather, <i>together with them</i>, we are a team with the common goal of bringing out the best in the children.</p> <p>Parent-teacher teams that communicate well can share information about the pupil and help create ways to best meet the pupil's needs in every area.</p> <p>Teachers should take advantage of school-organized events like open house and parent teacher conferences to talk to parents and devise ways to collaborate. They can also arrange one-on-one meetings with the parents within the school year, <i>within school boundaries/stipulation</i> as contained in the school rules and regulations or code of conduct guidelines.</p> <p>Regular correspondence channels such as communication books, e-mails and social media chats can be effectively used to aid both parties work together for the benefit of the child.</p>
Ask	<ul style="list-style-type: none"> • How have you worked together with your pupils' parents for the pupils' benefit? <i>Allow for answers as time permits.</i> • What guidelines do you think should govern our interactions with parents to keep the focus on a healthy home-school connection? <i>Provide as examples to get the ball rolling:</i> <ul style="list-style-type: none"> ○ Be respectful and friendly at all times. ○ Keep the discussion focused on the pupil. ○ Restrict phone conversations as much as possible; make face-to-face appointments instead. ○ Keep interactions professional at all times. ○ Keep discussions confidential (don't divulge sensitive information to another parent or 3rd party).

Step 6: Overview, Reflection and Journaling (15 minutes)

Explain	Teamwork is vital for pupils' holistic growth and progress. Teamwork is necessary between pupils, between pupils and teachers, and between the home and teachers. The more teamwork is effectively shown, the more pupils will learn necessary lifelong skills including time management, communication skills, compromise and collaboration that will help them beyond the classroom walls.
Read	<i>Read the instructions for <u>I am a Team Player</u> on p. 33 in the workbook with the participants.</i>
Guide	<i>Have participants read the sentence stem under the instructions aloud.</i>

Lesson 8: Exploring the Role of the Teacher as a Team Player in the Classroom

Explain	From everything you have learned in this module, how can you promote teamwork in your current teacher- pupils and teacher-home teams? Come up with practical ideas that are relevant and applicable and write them in the space provided.
Share	<i>Allow for willing participants to give feedback by sharing 1 or 2 decisions they have made.</i>

Step 7 (10 min): Complete KWL

Guide	<i>Have participants turn back to page 5 of their workbooks.</i>
Explain	In the very first lesson, we completed the first two columns of the KWL chart on teamwork.
Ask	Who remembers what KWL stands for? <i>Know, Want to Know, Learned</i>
Explain	Before we began, we completed what we Knew about teamwork – our background knowledge. Then we wrote what we Want to Know about teamwork – our goals for learning. Now we will take some time to record the most important things that we Learned. Take the next 10 minutes to reflect on what you learned about teamwork, and write them in the last column. As you do that, also look back to what you Knew about teamwork before we began to see if you had any misconceptions – any ideas about teamwork that were not quite accurate. Also look back at what you Wanted to Know about teamwork. Were all of your questions listed here answered? If there are still any questions you have, now is a time where we can discuss those questions.
Guide	<i>Give participants time to fill in the last column of the KWL chart. Also discuss any questions they still have about teamwork.</i>

Appendices

Characteristics of an Effective Team Wordsearch

Instructions: Find these words in the puzzle above. Words can go in any direction. Words can share letters as they cross over each other.

Z	O	Y	T	I	V	I	T	A	E	R	C	I	S	C
B	A	B	D	U	D	E	Z	Y	L	K	O	T	A	O
W	K	I	K	I	Z	I	Z	I	B	O	N	D	I	M
C	O	L	L	A	B	O	R	A	T	I	O	N	A	M
W	Y	E	F	F	E	C	T	I	V	E	I	D	L	U
I	K	K	O	T	A	T	A	K	K	R	X	C	U	N
N	L	L	M	T	R	E	F	F	L	O	W	O	T	I
O	U	S	G	R	C	A	R	I	N	G	A	M	U	C
I	T	T	R	U	E	M	T	I	T	A	I	M	A	A
S	U	I	N	K	I	W	O	C	E	A	G	I	A	T
E	A	C	O	M	M	O	N	G	O	A	L	T	A	I
H	A	K	I	N	K	R	S	S	G	R	F	M	Z	O
O	A	J	O	E	S	K	K	L	M	T	R	E	B	N
C	O	N	T	I	N	U	O	U	S	A	L	N	W	A
I	M	P	R	O	V	E	M	E	N	T	O	T	A	O

Creativity

Common Goal

Caring

Teamwork

Communication

Commitment

Collaboration

Cohesion

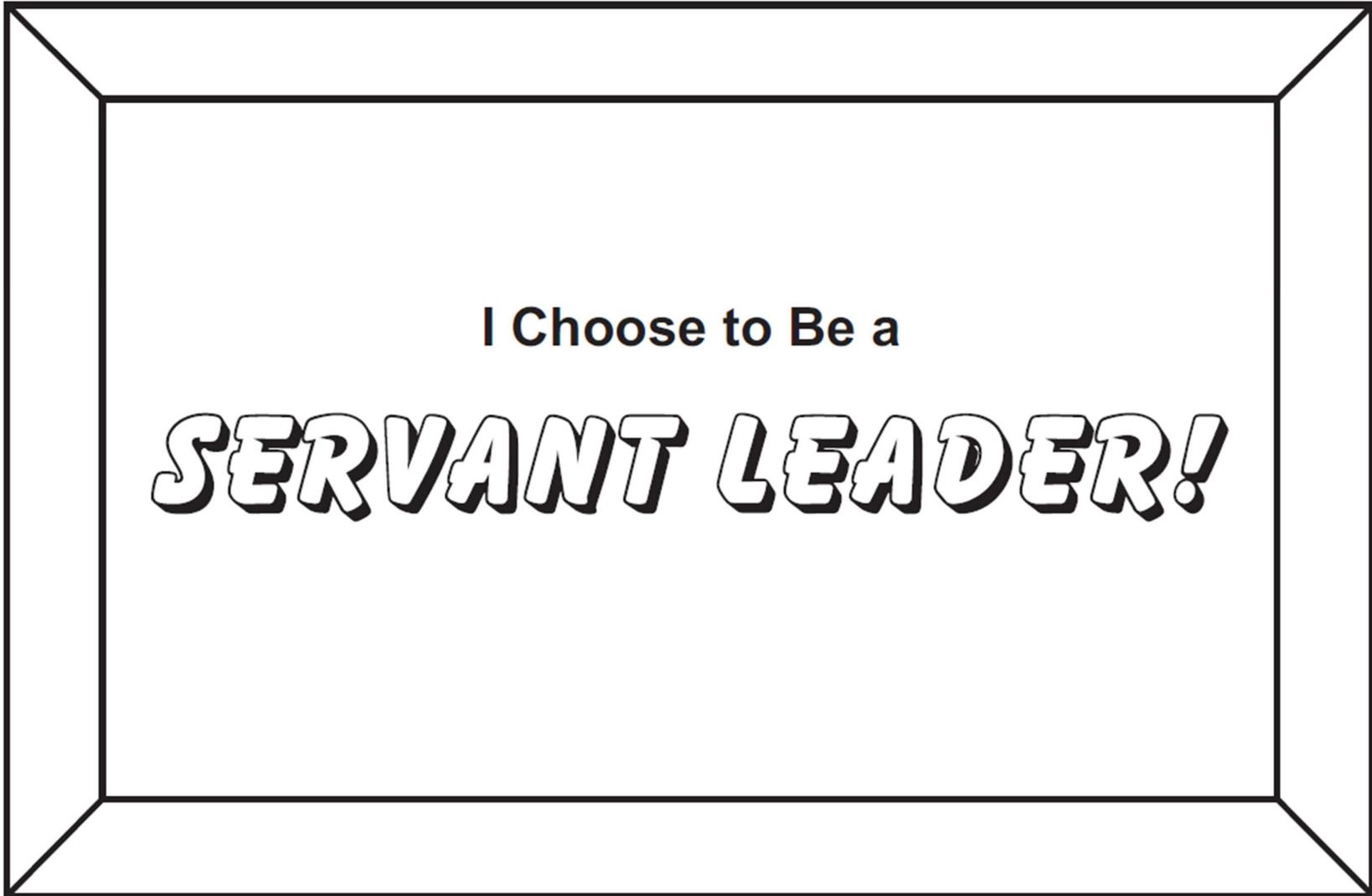
Effective

Contentious improvement

8Cs of an Effective Team



Note. The colour image can be downloaded from TARBIYYA WEBSITE.



Lesson Number 7: Who's the Captain of This Ship?

