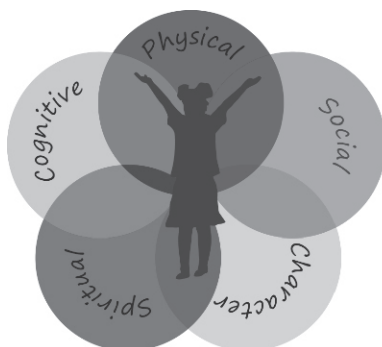




Strengthening Character,  
Changing Lives.



**Early  
Years  
Nigeria  
Initiative**



**TEMPLETON**  
*World Charity Foundation*

## *Teamwork*

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## Lesson Number 1: *Digging into Teamwork*

Teamwork, in my own words, is \_\_\_\_\_

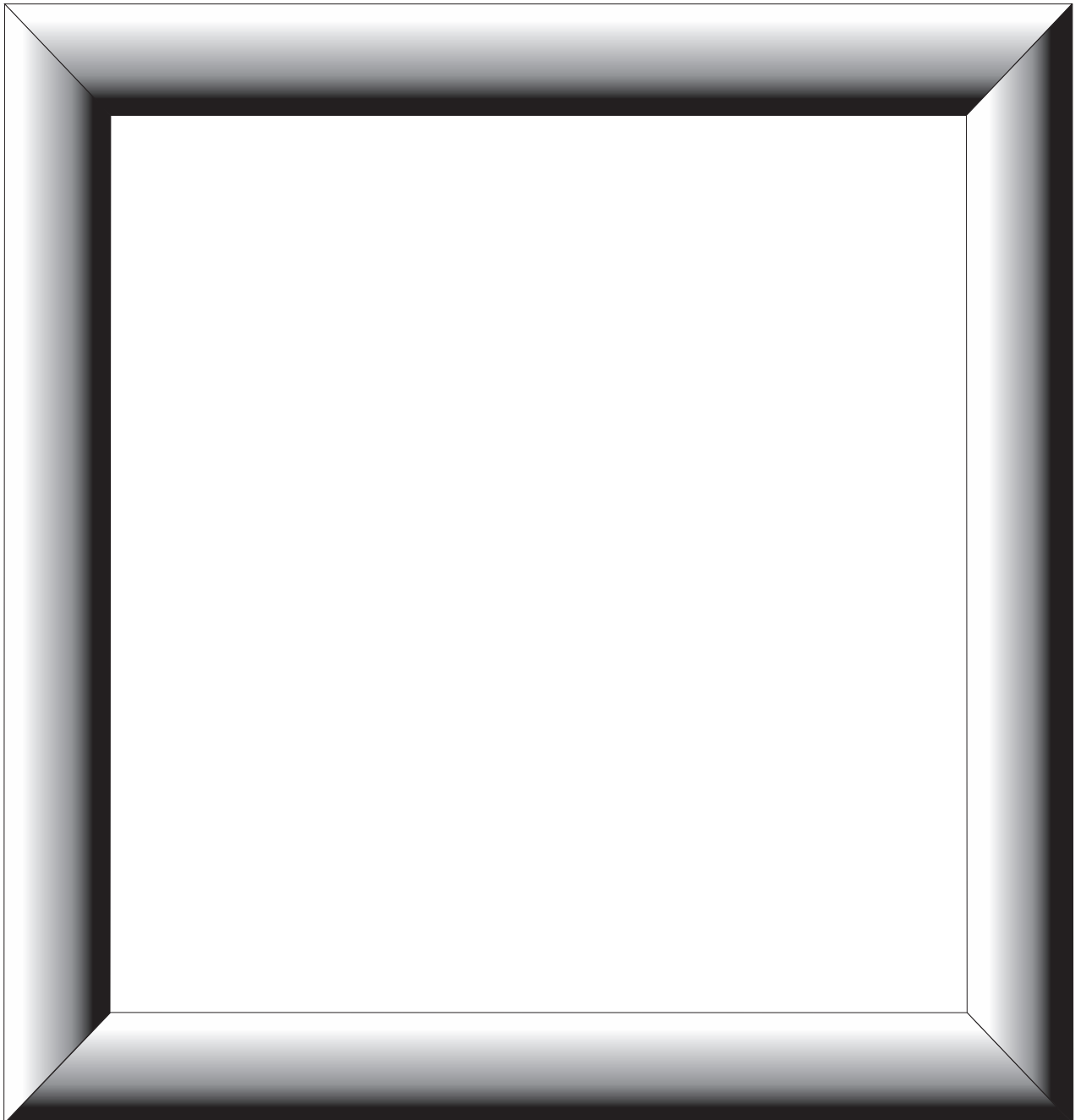
\_\_\_\_\_

Teamwork is working \_\_\_\_\_ with a \_\_\_\_\_

of \_\_\_\_\_ to \_\_\_\_\_ a \_\_\_\_\_

\_\_\_\_\_

**My Team**



## The Boy Who Would Not Work With Others

*A story from the Ngas Ethnic Group. The Ngas man is known for his adventurous life, and this story tells the experience of a group of boys who went hunting for dogs.*

A village chief organized a hunting expedition for the boys in the village to hunt for wild dogs. One of the boys, Nentawe, felt he was cleverer than the rest. So, along the way, he decided to leave the group and work alone.

Nentawe went his own way and soon found a pack of dogs. He hunted them down and caught many dogs. But he soon discovered that he could not carry them all home. There were just too many dogs to handle alone! Soon enough, the dogs broke free and scampered away. He was able to come back home with just one dog.

When the other boys on the hunting expedition returned home much later in the evening, the village chief asked them to give a report. He asked, “How many wild dogs did you bring back?”

The group of boys counted a total of 20 dogs. Then all eyes turned to Nentawe, who was not part of the group. Hanging his head in shame, Nentawe presented his one dog. The village chief warned him about the dangers of not working together. He scolded Nentawe for his arrogance in thinking that he was cleverer than the rest. The village chief pointed out that his greediness, foolishness and desire to work alone caused him a poor return of success.



## What are the advantages of teamwork?

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## KWL CHART - Teamwork

**K**

What I already KNOW

**W**

What I WANT to Know

**L**

What I LEARNED



## Lesson Number 2: *Putting the Team in Teamwork:* *Examples of Good Teams*

### **The Ant Song** *From the Igbo ethnic group.*

**Bulu bulu bu ibuanyi danda.**  
***Strength in unity.***

#### **Ants and Teamwork**

This song teaches us that when ants come together and work as one, they are able to overpower a prey, even if that prey is bigger than each individual ant. Together, they are able to drag it to their nest for food. However, if this task is left to one ant alone, that lone ant could not defeat the prey nor bring it home as food.

A single ant is able to lift up to 20 times its own body weight, which would be like you lifting a large car over your head. Despite their great individual strength, ants still work as teams. When one ant finds food, she carries a piece back to the colony, and leaves a strong scent along her trail. Fellow ants follow the scent to the source of food and pick another piece to bring back to the colony.

One type of ants, army ants, also demonstrate teamwork by building bridges with their bodies over a gap that needs to be crossed. When an ant comes to a gap, she stops, and the other ants work together to build the bridge until the gap is closed.

## Lessons in Teamwork from Animals

Many animals have learned the value of teamwork in protecting themselves, finding food, and escaping predators. We can learn important lessons about teamwork from the example of animals.

**Instructions.** Read each example and discuss with your partner lessons you can learn about teamwork from the animal.

S/No	Animal	What we can Learn about Teamwork
1	The Cattle Egret often perches on cattle. The egret eats insects, including insects that are stirred up when the cattle disturbs them in the grass and dust. The egret also assists the cattle by eating ticks off of the cattle's body and reducing the number of flies that peck the cattle on their skin. The egret also alerts the cattle of nearby predators by making a hissing noise.	
2	Lions are more successful when they hunt collaboratively in a group called a pride. In a pride, each lion has a specific position and role. When they identify a prey, the group of lions fans out to surround the prey. The younger and weaker lions drive the prey to the centre of the group. Then, stronger lions attack from the sides and front.	
3	African buffalos travel in groups called herds. As the herd travels, the younger and weaker buffalo stay in the middle while the stronger males lead and form a protective outer ring. They protect sick, wounded, and disabled buffalos until they are able to regain strength. When a buffalo is captured by a lion, it sends a distress call. Other buffalos nearby follow in a group to help protect the buffalo.	
4	Elephants have strong group bonds. The oldest female is typically the leader of the group – the matriarch. She has years of experience in surviving dangerous habitats, remembering where to find food and water in a drought and locations where predators stalk. In fact, elephants have memories that can last for decades. The matriarch grooms older female elephants to take over the leadership role when she becomes too weak or dies. The older females also teach the younger ones which foods are safe to eat, where to find water, what makes a safe shelter, and dangerous predators.	

Lesson Number 2: Putting the Team in Teamwork: Examples of Good Teams

## Models Of Teamwork

### Team Save-a-Soul

Nigeria is the largest market for fake drugs, which can lead to the tragic loss of innocent lives. A team of five junior secondary school girls from Regina Pacis Model Secondary School in Anambra State decided to tackle this problem by creating a mobile application called FD-Detector.

Though they had never used a computer or browsed an internet, the teenage girls learned how to build a mobile app from scratch through five months of intense research with their mentor, Mrs. Uchenna Onwuamaegbu-Ugwu, whose organization, Edufun Technik, teaches STEM (Science, Technology, Engineering, and Mathematics) to underprivileged children in Anambra State.

By working together with their mentor, Team Save-a-Soul won the 2018 Technovation World Pitch Summit, the world's largest tech entrepreneurship program. They defeated teams from the USA, Spain, Turkey, and China. Mrs. Ugwu says that the girls were not the most talented, but they were the most determined.

Since their win, Team Save-a-Soul has also partnered with pharmaceutical companies and NAFDAC to create a database of authentic drugs. Anybody can download the app and scan the barcode to verify the drug's authenticity and expiration date. On their website, they have a comment section where they seek input about ways that they can improve.

### Rural Women in Jigawa Purchase a Car to Help Transport Pregnant Women to Hospital

Some rural women from the village of Bordo in the far northern state of Jigawa in Nigeria have contributed money to purchase a vehicle which they use to transport pregnant women to the hospitals to give birth.

According to the women, they decided to buy a car because of the sufferings women in labour face due to bad roads in the community.

The nearest community to Bordo with a hospital is Jahun, which is 29 kilometres away and the road to Jahun is bad.

Malama Halima Adamu is the woman who led the efforts to make sure a car is purchased and she told the BBC that every woman in the village contributed N1,000.

*"We start dis contribution with N1000 monthly wey women of di village dey pay and na so we continue until we reach N1 million wey we use buy di car. Now no matter how late in di night woman start labour, our car dey on ground to carry her go hospital make she deliver safely unlike before."*

When a woman goes into labour, the woman's husband pays N2,000. The women use N1,500 to buy fuel for the car and keep N500 out of the money for maintenance of the car.

**Source: BBC News Pidgin <https://www.bbc.com/pidgin/tori-54100138>**

### 1996 Nigerian Football Gold Medal Team

On 3 August 1996, Nigeria's football team won the gold medal at the Olympics in Atlanta, United States – the first ever gold medal in football won by the African continent. They defeated teams considered much stronger, including Brazil and Argentina.

The winning goal was scored by a substitute from the bench, Emmanuel Amuneke (Midfielder). He said, "Personally, I have a fond memory of the final match against Argentina because I came on as a substitute and was able to contribute my part to the success of the team."

Midfielder Garba Lawal said, "Winning the Olympic soccer gold medal was the biggest in our career. Credit goes to coach Jo Bonfrere and the team because we had exceptional players in our group."

Goalkeeper Dosu Joseph said, "Prior to our departure, we lost to Togo in a friendly match in Lagos and the media tagged us 'dreamers.'...Once we got to the US, we were determined and worked to conquer the world...We did it for ourselves, our country, and our continent."

## My Example Of Teamwork

**Instructions:** Write one paragraph about the best example of teamwork that you know.

[illegible]

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

### **Clay Pots**

*A traditional activity from the Kamwe ethnic group.*

We make clay pots in my place for storing water and other liquids. The process of making the pots requires teamwork. One team fetches the clay needed to make the pots while another team fetches water from the stream. A third team grinds, sieves, and processes the clay for molding into pots. (The clay is dry until it is moisturized with water.)

The process of making pots requires division of labor to get the task done. Even the molding of the pots is done by teams. One team handles the shaping of the pots from start to finish while another team decorates and adds the final touches.

### **Playdough Recipe**

#### **Ingredients:**

- 2 cups of flour
- ½ cup of salt
- 2 tablespoons of cream of tartar
- 2 tablespoons of soya oil
- food coloring (optional)
- 1 to 1½ cups of hot water (close to boiling)

#### **Steps**

1. Stir the flour, salt, and cream of tartar. Form a well in the centre.
2. Stir in the soya oil and food colouring.
3. Add the hot water and stir. Once it cools, knead the playdough. Add more water if needed. If you think it is too runny, let the playdough rest for a few moments to allow the salt to absorb extra moisture.

*Adapted from <https://littlebinsforlittlehands.com/no-cook-playdough/>*

# PROBLEMS OF TEAMWORK

**Instruction.** Write any three (3) problems of teamwork in the second column of the table below.

S/No	Problem	Solution for Making Problematic Teams More Effective
1		
2		
3		

## Lesson Number 4: *Building The Dream Team* (Characteristics of and Guidelines for Effective Teams)

### Proverb Illustration

**Instructions:** Copy the proverb on the lines below. Then draw a picture to illustrate it. Add details that show the location of the footpath and point to it's importance (e.g. trees and bushes, wild animals, etc.)

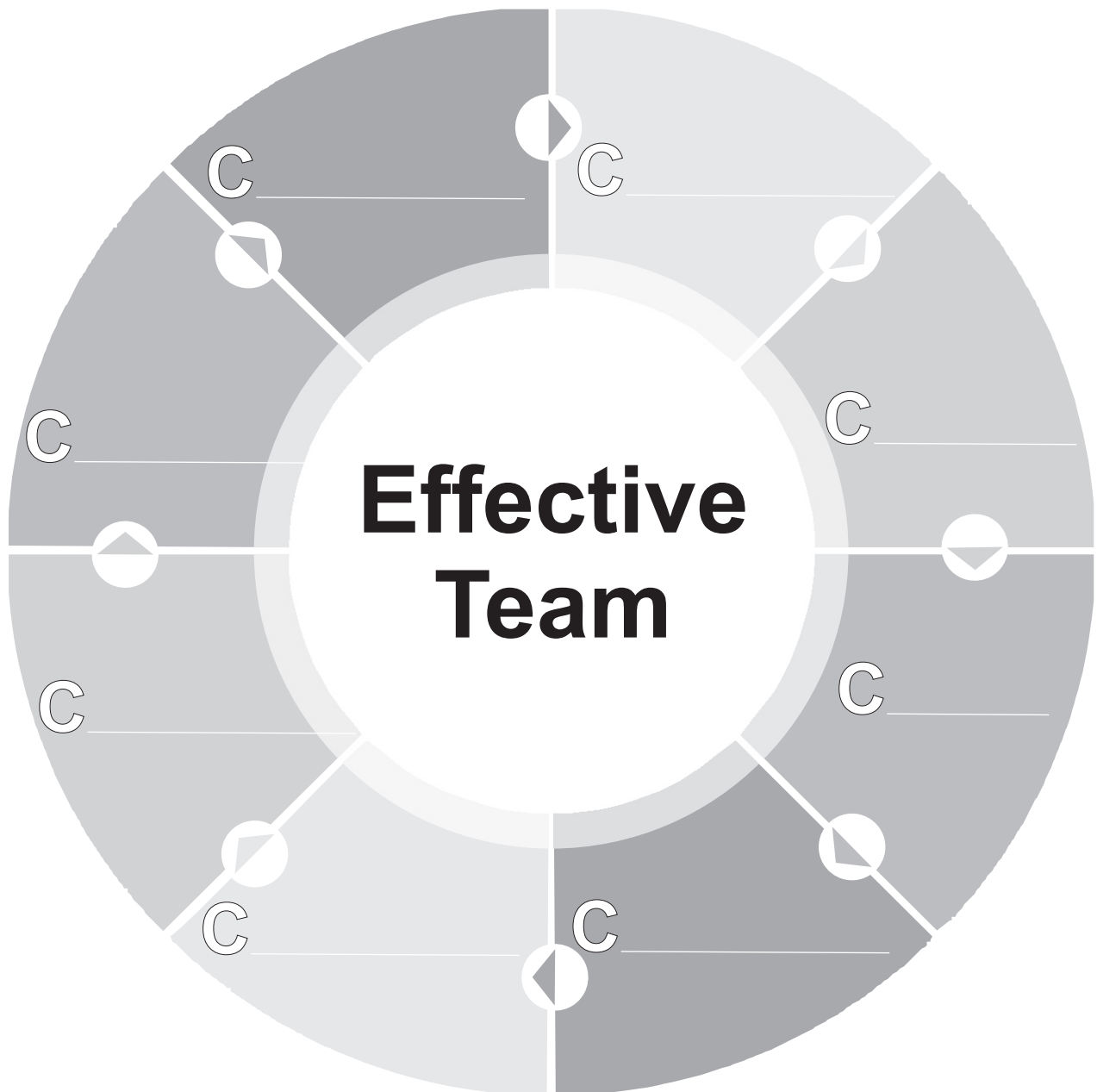
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## Characteristics of an Effective Team (The 8 Cs)





- \_\_\_\_\_ – The teams that are the most effective have a genuine interest in each other; they look to the success and fulfillment of every member of the team. Team members are valued for who they are, not merely because they can contribute to the team. In effective teams, members are able to give and help each other
- \_\_\_\_\_ – In effective teams, each team member possesses a shared understanding of the common goal and their particular role in achieving it. Every member buys into the goal and shares common values that will help in the team's successfully accomplishing the goal. Members' strengths and gifts are appreciated and utilized to achieve the set goal.
- \_\_\_\_\_ – This is the measure of how well team members work together towards achieving the common goal. Effective teams have synergy; members realize that they are not in competition with each other but rather are uniting to achieve a goal greater than they could on their own. (Synergy means  $1+1=3$ ; you end up with a better result than if all members worked independently.)

Strong team cohesion is built on trust and interpersonal relationships among team members. Mutual respect is practiced: team members show consideration for others' time, work and ideas regardless of age, gender, background, etc., and this helps the work go smoothly. Celebrating each other's accomplishments builds cohesion.

One indicator of a cohesive team is quick conflict resolution.

- \_\_\_\_\_ – An effective team achieves a common goal through a combination of individual and team-driven efforts. Team members value one another's contributions and skill sets. Collaboration improves the way teams work together and solve problems. Through listening to and learning from each other, team members help each other achieve their goals. Effective teams are able to adapt when challenges arise rather than give up on the goal.
- \_\_\_\_\_ – In effective teams, team members commit to achieving the common goal. Committing to a task means that the team members have stated that they can complete the task well, and they follow through to the end. Team members show commitment by being willing to set aside their individual wants and needs to support the success of the team. They understand their roles and ensure they accomplish them. Concepts like lateness (popularly called “African time”) and rule breaking or bending to favour oneself are seldom found in effective teams.

- \_\_\_\_\_ – This is an important part of any team; good communication allows members to express concerns, results, updates and questions freely among the team. Communication also helps team leaders express team goals and expectations clearly. Active listening is practiced, and clarification is sought as needed. In an effective team, team members are accessible to each other and maintain easy communication. Constructive feedback (i.e., objective feedback that team members can use to improve their work quality) is welcome and well-received.
- \_\_\_\_\_ – Teams that work together and communicate well keep finding ways to improve. They seek out ways to be more efficient in their individual tasks for the benefit of the whole team. They also seek ways to constantly improve the process and product of the team's work. Effective teams practice time efficiency, ensuring that all members make the best use of their time at work through appropriate scheduling, prioritization and organization.
- \_\_\_\_\_ – Effective teams are comfortable sharing their ideas and adding new processes and ideas to the team. Creativity is fostered in an open and caring environment; members of an effective team are not afraid to speak their mind or attempt innovation because they are not afraid of criticism. The support given by the other team members results in a satisfied team member who is able to face work with a positive attitude which directly results in the productivity of the team.

## 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

## Guidelines for Building an Effective Team

**Instructions:** Together with a partner, come up with 5 guidelines that can apply to you/ your school which will help the staff work together effectively as a team.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

## Lesson Number 5: Go Team! Healthy and Unhealthy Competition

### The Longest Line Game

*A traditional game from the Tarok ethnic group.*

The objective of the game is to use all the available things you have to form a single rope as long as possible. To play the game, teams find objects at their disposal and use them to form a rope. Girls take their scarves and wrappers and knot them at the ends to form a long rope. The boys will add to the rope by knotting their shirts, trousers or even caps. Things like necklaces, earrings and belts are also used. The team with the longest “rope” at the end of the game wins.

The game taught us teamwork because before the game starts, team members consult each other and strategize. They look for items amongst them that are quite lengthy and decide who will contribute what item. One person may give his belt, another her scarf, another his trouser. If a team does not plan or strategize well, that team will likely not win.

## Competition

An \_\_\_\_\_ in which people \_\_\_\_\_  
\_\_\_\_\_ with each other to find out who is the  
\_\_\_\_\_ at \_\_\_\_\_.

## My Examples of Helpful Competition

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## My Examples of Harmful Competition

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**Criteria of  
Unhealthy  
Competition**

**Criteria of  
Healthy  
Competition**

Lesson Number 6: *The More We Are Together, The Happier We Shall Be: Promoting Teamwork Among Staff*

**TEAMS WITHIN A TEAM**

**SCHOOL**





## The Story of Wisdom, Food and Wealth

*A traditional story from the Bura ethnic group.*

One day, Wisdom, Food and Wealth embarked on a journey. As they went along, they came across a man sitting under a tree who asked them, “Where are you all going?”

They replied, “We are looking for anyone who will grant us shelter and allow one of us to move in with him or her.”

The man said to them, “In that case, I want Wealth to live with me.”

Wealth then responded to the man, “You are a dull man. If you had chosen Wisdom, all three of us would have come and stayed with you. But you have chosen me and this cannot be because if I Wealth, live with you without Wisdom, you won't be successful.”

They started off again and soon met another man who also asked, “Where are you going?”

“We are looking for anyone who will grant us shelter and allow one of us to move in with him or her,” they said.

The man quickly replied, “I prefer to have Food come live with me.”

Food replied, “You are not clever! If you had chosen a certain one of us, the rest of us would have come to live with you and you would be successful.” So the three continued on their way.

As they journeyed on, they came across a woman who was working. When the woman looked up and saw them, she stopped working and asked, “Where are you going today?”

They all chorused, “We are looking for anyone who will grant us shelter and allow one of us to move in with him or her.”

After a few moments of thinking, the woman said, “I would like Wisdom to live with me.”

At this, Food said, “Because you have chosen Wisdom, I will live with you also because I know you will be able to take good care of me.”

Wealth also said to the woman, “Because you have chosen Wisdom, I will also live with you. I know you will be able to take good care of me because you made a good choice.”

So, they all went to live with the woman, and she was successful and happy all the days of her life.

**Moral:** The story teaches us how much we need each other. Within every community, there are different people with different abilities. But when we come together irrespective of who or what we are, we are each more likely to benefit and live happily than when we choose to remain/work alone.

## Teamwork Self-Assessment

Instructions: Read the following statements and rate yourself for each one as honestly as you can. Circle the number that accurately describes your level of frequency for each statement.

<b>I prefer to work on my own and so avoid teamwork with my colleagues as much as possible.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I consistently strive to promote teamwork in my school.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>My attitudes and actions towards other staff members result in a positive and productive team environment.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I find it challenging to work well with people who have different experiences, perspectives, and personalities.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I follow through to ensure I fulfill my commitments and responsibilities to the staff team.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I handle disagreements and conflict that arise within the staff team constructively.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I communicate clearly and objectively with my team members.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always
<b>I put the success of my team over my own personal interests.</b>	<b>1</b> Never	<b>2</b> Rarely	<b>3</b> Sometimes	<b>4</b> Often	<b>5</b> Always

## Practical Tips For Promoting Teamwork

TIPS	ACTION POINT
<b>1.</b> Buy into the common goal/vision of your school. Own it, implement it and drive it as though it were your own. You are in the same boat with your colleagues; row in the same direction to achieve the school's vision and mission.	<ul style="list-style-type: none"> <li>- Read/reread the vision and mission statements</li> <li>- become familiar with the staff rules and regulations/ code of conduct</li> </ul>
<b>2.</b> <i>Look out for the strengths in your colleagues. Encourage them to use those strengths. Praise their efforts regularly and sincerely.</i>	
<b>3.</b> Bring your own strengths and skills to the table to complement the weaknesses of other members of staff. Don't neglect or refuse to do the things you can that will benefit the rest of the staff.	
<b>4.</b> <i>When planning, brainstorm together. Involve each other in decision-making. This shows people that their perspectives matter. Keep in mind that while you may know a lot, you don't know everything!</i>	
<b>5.</b> Mentor and in turn learn from each other. Be fluid and dynamic. Be open to growth. Remember: Everyone you meet knows something you don't.	
<b>6.</b> <i>COMMUNICATE as clearly as you can. As you do so, remember: In a world where you can be anything, be kind.</i>	
<b>7.</b> Give feedback to team members by making an honest assessment of their performance and suggesting concrete ways to improve. Give <b>constructive criticism</b> so the recipient looks forward to working with and learning more from you.	
<b>8.</b> <i>Respect others' opinions and methods that are different from yours. Let your diverse viewpoints lead to creativity, not conflict. Make room for people, faults and all. Remember: everyone is growing, even you!</i>	

TIPS	ACTION POINT
<b>9.</b> Don't focus on offences and general differences; forgive easily and seek the good of the team as an organization.	
<b>10.</b> <i>Try to prevent conflict by setting clear goals, responsibilities, and expectations for each team member.</i>	
<b>11.</b> When conflicts arise, aim to resolve them quickly. Be willing to make compromises for the greater good of all staff. Take ownership of your own mistakes in the process.	
<b>12.</b> <i>Invite others to join you on a 'project' rather than do it alone (even when you can). Projects can be huge (e.g. planning a school-wide cultural day celebration) or small (e.g. arranging the classroom layout and displays).</i>	
<b>13.</b> Plan staff events such as retreats and team building activities. 1. The aim is to build a spirit of friendly good fellowship among people that work together, known as camaraderie (pronounced ka/muh/raa/duh/ree)	
<b>14.</b> <i>Create connections that go beyond the workplace where appropriate. Show a genuine interest in each team member and who they are outside of the boundaries of work.</i>	
<b>15.</b> Celebrate other staff members' wins (big and small) and learn from their mistakes. Also celebrate special events such as birthdays, weddings, etc.	
<b>16.</b> <i>Share – a smile, a greeting, a meal, a cup of tea... – as much as you can and as often as you can. Let the welfare of another staff member be important to you.</i>	
<b>17.</b> Play together! Create a positive, fun, and friendly work environment. “If you can laugh together, you can work together.” – Robert Orben “It's really hard to hate someone for being different when you're too busy laughing together.” – Charles Bukowski	

## Lesson Number 7: *Who's The Captain of This Ship? Exploring The Role of The Teacher As The Leader In The Classroom*

### Leadership Styles

LEADERSHIP STYLE	CHARACTERISTICS/ NOTES
<b>AUTHORITARIAN</b>	Also known as: _____
<b>PARTICIPATIVE</b>	Also known as: _____

## The Broom Song

*A traditional song from the Hausa ethnic group.*

Tsinsiya dayawa yakan share daki da kyau amma tsinsiya kwaya daya bazai iya ba.

Tsinsiya dayawa yakan share daki da kyau amma tsinsiya kwaya daya bazai iya ba.

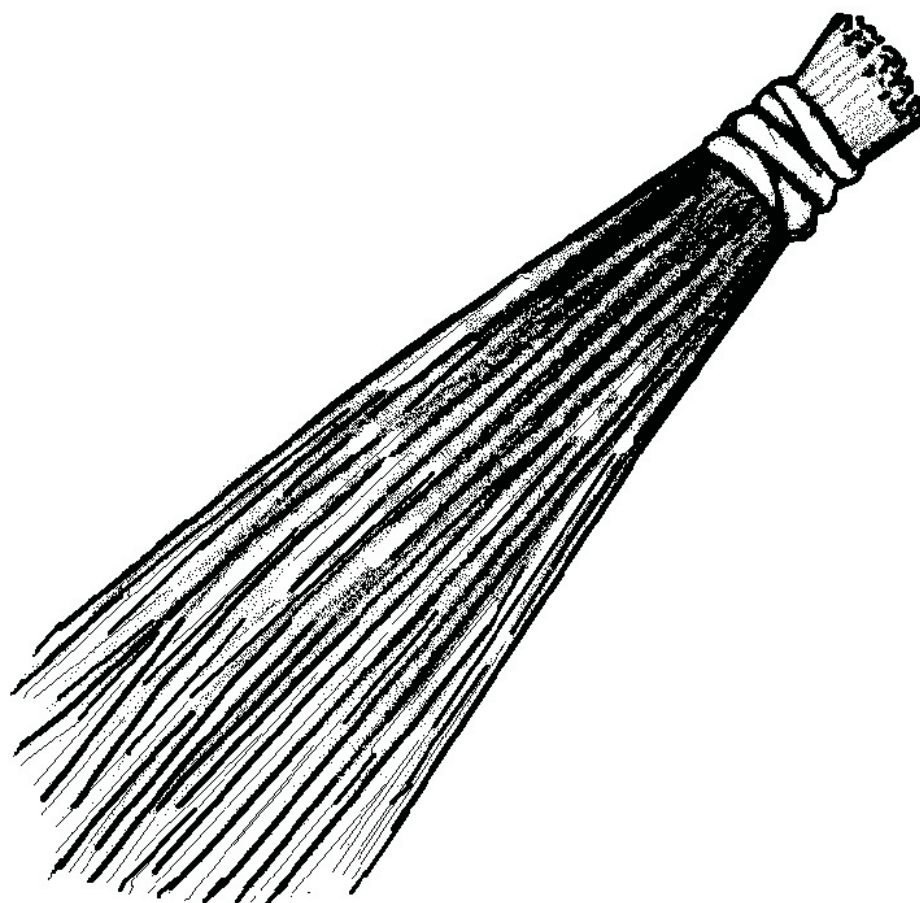
Idan mun hada kanmu tare, zamu ci nasara amma in ba hakan ba, lallai za mu fadi.

### *Translation*

Many brooms sweep a room so well but one broomstick is never effective.

Many brooms sweep a room so well but one broomstick is never effective.

If we unite, we would be victorious, otherwise we are destined to fail.



Picture Source:

<https://th.bing.com/th/id/R.88745ab3ba8d8bd6a169a53629e679ea?rik=D8Tinfkovl6csA&riu=http%3a%2f%2fgetdrawings.com%2fimages%2fbroom-drawing-9.jpg&ehk=zu6w6hmD2ThSAOrH0pxb8gDQr0uU9jS0ml16QY%2fYtWM%3d&risl=&pid=ImgRaw&r=0>

## Characteristics of Servant - Leader Teachers

1. **Good Listening Skills (active listening):** encourage participation; take time to listen to the insights and opinions of their pupils.
2. **Empathy:** respect all pupils; create an environment where the diversity of pupils is accepted and respected by their peers.
3. **Healing:** care about the emotional, social and intellectual health of all pupils; support and encourage all pupils at their current level of capability; trust the potential of all pupils.
4. **Awareness:** are aware of the current situations in the classroom environment and the individual actions that led to them, including their own personal strengths and weaknesses and how they affect the pupils/classroom dynamics; are open to feedback and differing perspectives/ideas from the pupils; continually reflect and improve on their practices to provide a positive learning environment.
5. **Persuasion:** communicate and share a passion for learning; show pupils how to behave through their own conduct; challenge pupils to learn through positive motivation.
6. **Conceptualization:** have a big picture (final outcome) mentality; purposefully teach in daily classroom activities (with the big picture in mind); point pupils to future possibilities and encourage them to invent ideas and set up plans to achieve the big picture.
7. **Foresight:** knowledgeable of influences on the pupils' present skills, abilities, personalities; think ahead of ways to apply knowledge gained in dealing with the future; plan actions based on goals and expectations.
8. **Stewardship:** show commitment to meeting the learning needs of all; show adaptability (i.e., the ability to change course when faced with new challenges and adjust strategies accordingly); give selflessly so pupils may grow in understanding; puts pupils first (think: "if my pupils succeed, then I succeed")
9. **Commitment:** commit to the overall personal growth and development of pupils in every way possible; work to uplift and empower pupils, help them to develop their skills and reach their full potential.
10. **Building Community:** provide an encouraging and supportive environment for learning through open communication; help pupils see that they have a shared pursuit of knowledge and understanding; express belief in the unique capabilities of all pupils; inspire trust and loyalty.

## The Practice of Being a Servant - Leader

**Instructions: As you discuss the characteristics of a servant-leader teacher with your partner, write down ways you have practiced or ways you can practice these qualities with your current pupils.**

[illegible]



I Choose to Be a

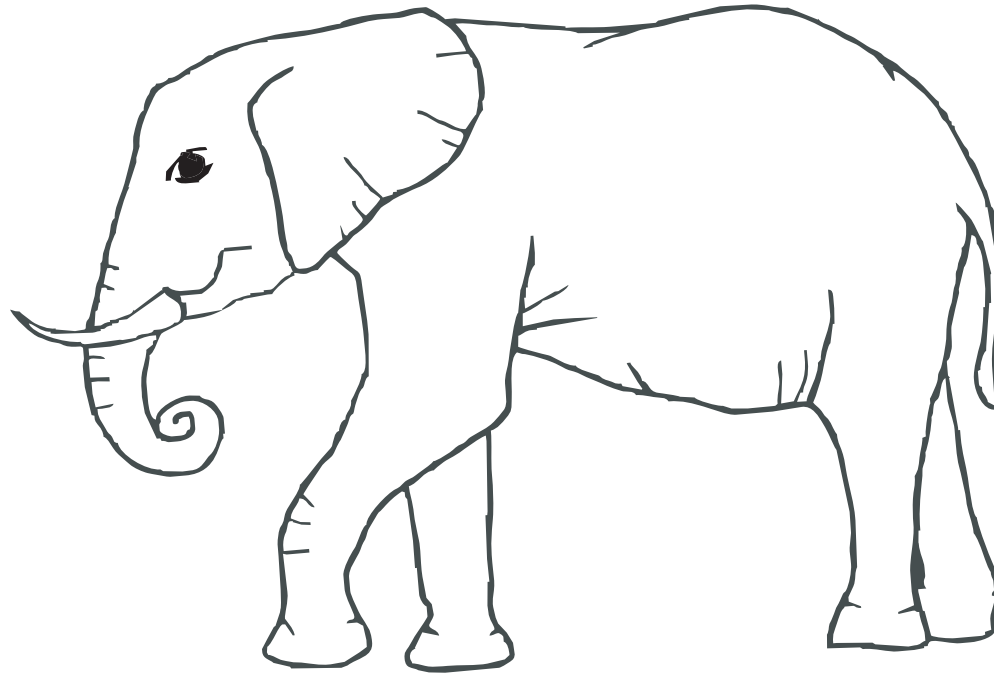
***SERVANT LEADER!***

## Lesson Number 8: *Teamwork Makes the Dream Work! Exploring The Role of The Teacher As A Team Player In The Classroom*

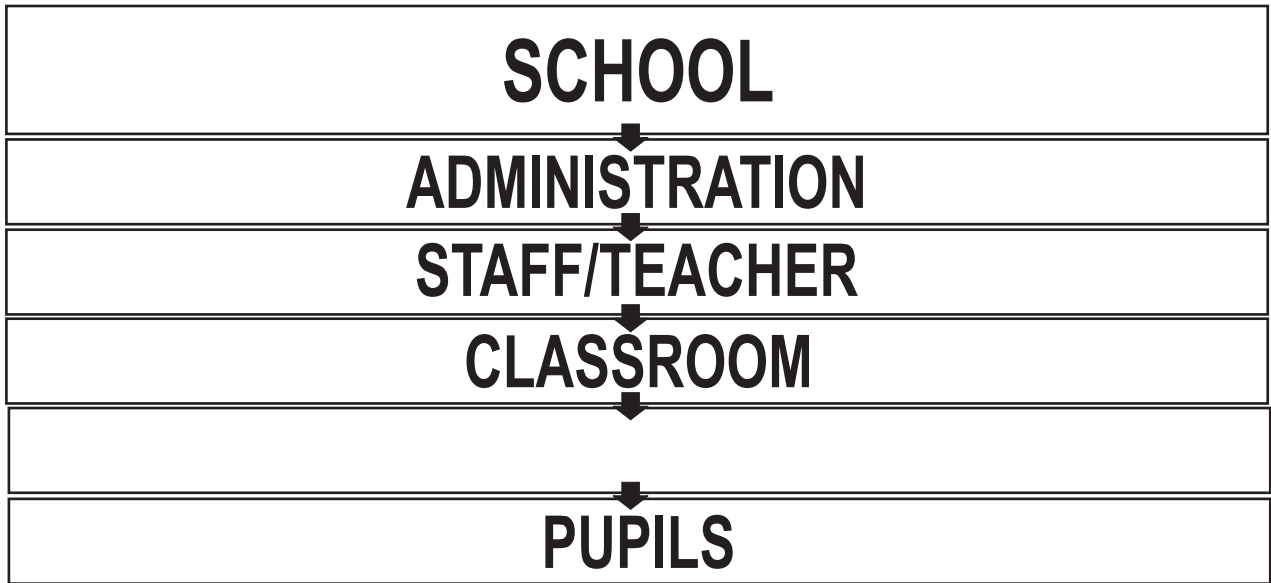
### **How To Be A Team Player With The Pupils In Your Class**

- See yourself and your pupils as a team.
- Get your pupils to also see that together, you are a team.
- Instruct by modelling. Show, not just tell, how things should be done.
- Involve them in goal setting and rule -making. Listen to their suggestions and adapt your environment and rules to accommodate their ideas as much as possible.
- Teach your pupils goal orientation and goal interdependence . In other words, as you help your pupils to have their personal goals, create common goals with them and then see how each of you can, while pursuing your personal goals, work together to achieve the common goals.
- Involve everyone in the class as much as possible...in planning, decision-making, execution. If no natural situations occur for this, go out of your way to create one. For example, allow your pupils plan a class party or decide how they will want to be assessed at the end of a lesson (e.g., do a project or skit instead of writing a test). Don't issue instructions, rather make suggestions as they plan. You can define the parameters before they start, but once you've set the ball rolling, get out of their way! Allow them think for themselves and offer guidance as needed.
- Practice fair division of labour by assigning roles and responsibilities. One practical way to assign classroom roles and responsibilities is to give pupils jobs to do within the classroom for a specific time period and then rotate the jobs. For example, different pupils can be homework collector, board cleaner, messenger, teacher 's assistant, etc., for one week and then change roles the following week. That way, all get to participate equally in the classroom.
- Do things together – get down and dirty with the children. Be engaged in the learning process and classroom activities.
- Collaborate: Work with your pupils, maximizing their strengths for the benefit of all.
- Be teachable. Learn from your pupils. Remember, everyone has their unique strengths and giftings which can benefit the whole group, yourself as teacher inclusive.
- Let pupils lead. Sometimes, you need to take the role of the pupil and let them be the teacher.
- Respect your pupils even as they respect you. Treat them with dignity. Let your actions *and* words show that you value and respect them.
- Let your pupils see that just like them, you are also growing and learning, that you face challenges too and work at overcoming them.

**One head cannot carry an elephant; you need other people to be able to lift it.**



## TEAMS WITHIN A TEAM



## I AM A TEAM PLAYER

**Instructions:** On the lines below, write phrases to complete the following sentence.

As a TEAM PLAYER, I will promote teamwork in my classroom by

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