

# WORKING TOGETHER

## SAMPLE UNIT

**Level 5:** Health and Physical Education, Interpersonal Development, Personal Learning, Communication, Thinking

**Unit outline:**

Students participate in groups in a variety of initiative activities and problem solving challenges with the aim of gaining an understanding of the qualities needed for effective teamwork.

Student participation in the unit **Working Together** makes a contribution to students achieving a range of Victorian Essential Learning Standards. The elements of the standards in bold are directly assessed throughout the unit.

<b>Domain</b>	<b>Dimension</b>	<b>Key Elements of Standards Students:</b>
Health and Physical Education	Movement and Physical Activity	Combine motor skills and strategic thinking to improve individual and team performance.
Interpersonal Development	Building Social Relationships	<b>Identify and use appropriate strategies to manage conflict and assist others in the resolution process</b>
	Working in Teams	<b>Accept responsibility as a team member and work cooperatively to achieve a shared purpose within a realistic time frame</b>  <b>Reflect on individual and team outcomes and act to improve their own and the team's performance.</b>
Personal Learning	The Individual Learner	When learning with peers they develop effective relationships, <b>providing and responding to constructive feedback</b>
	Managing Personal Learning	<b>Set realistic short term goals and describe their progress towards them</b>
Communication	Listening Viewing and Responding	Show respect for ideas by modifying verbal and non-verbal responses. Consider their own and others points of view
	Presenting	Provide and use constructive feedback and reflection to develop effective communication skills
Thinking	Reasoning, Processing and Inquiry	<b>Complete problem solving and decision making activities which involve a number of variables and solutions</b>
	Creativity	Apply creative thinking strategies to explore possibilities and generate multiple options and solutions

## **Focus Questions**

What are the elements of teamwork?

How do I support my team mates when working in a group to complete initiative activities?

How do I resolve conflict within my group?

How do I set goals for personal improvement?

What health related fitness components are involved in initiative activities?

## **Evidence of Learning:**

Students:

Critically analyse personal teamwork skills

Identify a goal to improve teamwork and reflect on improvement

Provide feedback to another group on the problem solving challenge

Verbally identifies options and justifies decisions made when participating in initiative activities

## **Assessment Tasks:**

Student Teamwork Rubric – assessment **as** learning

Teacher Structured Observation Checklist – assessment **for** and **of** learning

Peer Feedback Rubric – assessment **as** learning

Student Goal Setting and Reflective Journal – assessment **as** and **of** learning

## **Resources**

Midura, D. and Glover, D. *Team Building Through Physical Challenges*

Human Kinetics Champaign IL 1992

Mohnsen, B. *Teaching Middle School Physical Education* Human Kinetics

Champaign IL 2002

Rohnke, K. *Silver Bullets*

<http://wilderdom.com/>

**Learning Focus:**

This unit addresses learning focus statements from two strands. These include:

***Physical, Personal and Social Learning***

- **Health and Physical Education**

*Students:*

monitor and analyse their own performance and the performance of others;  
collaborate with team members;  
reflect on their own personal and social behaviours in physical activity settings and how they contribute to creating an inclusive and supportive environment for learning;  
respect the rights of others to participate.

- **Interpersonal Development**

*Students:*

work in teams to complete short and long term tasks;  
consider how the effectiveness of teams could be improved.

- **Personal Learning**

*Students:*

set learning goals and develop strategies for monitoring progress towards goal achievement;  
practise using skills and strategies to develop sensitive working relationships with peers.

***Interdisciplinary Learning***

- **Communication**

*Students:*

develop skills in providing reasons to justify solutions they select.

- **Thinking Processes**

*Students:*

focus on tasks that require creative thinking for understanding and decision making.

# Teaching and Learning Activities.

## Lesson 1

### **Tuning In**

- Explain objectives.
- Brainstorm the components of teamwork (*eg communication, trust, co-operation, respect, listening, encouraging, leadership, decision making, problem solving etc*).
- Students are provided with a copy of VELS standards applicable to this unit they are working towards (*to be placed in journal*).
- Assign students to teams of 6-8 (*new teams after two sessions*).

### **Warmup**

Team Workout Warm Up

- Appoint or let students choose an organiser for each team. On signal, organisers receive a list of exercises/activities and a Praise Phrase card (*Appendix 2*). The whole team completes the exercises on the card. Members decide which order the exercises will be done. Group members should wait until everyone has completed the exercises. The organiser signals when the team can move to the next exercise. All students must use at least one Praise Phrase to another team mate during the warm-up.

### **Guided Inquiry**

- Introduce **Amazon, TP Shuffle, Across the Great Divide** (*Appendix 1*).
- Have students rotate through each station.
- **Feedback** to students discussing aspects of teamwork, focussing on encouragement (*praise phrases*) and active listening.
- Provide students with the TEAMWORK rubrics. Ask them to evaluate their teamwork skills (*Assessment task - Appendix 3*).

### **Homework**

Ask students to identify one aspect of teamwork that requires improvement (*self assessment*). Set a goal for teamwork improvement and record in journal (*assessment task*).

## Lesson 2

### **Tuning In**

Discuss strategies for setting goals. (*Make your goals Specific, Measurable, Achievable, Realistic, Time limit*).

In pairs students discuss individual goals for improving teamwork, possible strategies and timeline for meeting goals

### **Warmup**

Co-operative Relays

### **Guided Inquiry**

- Introduce **Human Ladder, Acid Pit and Warp Speed** (*Appendix 1*).
- Have students rotate through each station.
- **Feedback** to students, focussing on group decision making and conflict resolution.

### **Homework**

Students are asked to identify a strategy for achieving goals and monitoring progress and record in their journal (*Assessment task*).

## Lesson 3

### *Tuning In*

Assign students to new groups

### *Warmup*

Partner Activities

Back to back stand, Inchworm, Row the Boat, Everyone up in pairs

### *Guided Inquiry*

- Introduce **All Aboard, Helium Stick and Yurt Circle** (*Appendix 1*).
- Have students rotate through each rotation.
- **Feedback** to students discussing characteristics of students as each challenge is approached (*leader, follower, team player, joker etc*).
- How did participation in a new group affect individuals?

### *Homework*

Students to reflect on progress to achieving goals in journal.

## Lesson 4

### *Guided Inquiry*

Visit Indoor Adventure Centre to participate in Initiative and Challenge activities eg ropes course, rock climbing, abseiling etc.

### **Feedback – Focus questions**

What safety strategies assisted risk taking? How did you deal with anxiety? How did you assist your partner with meeting new challenges? What aspects of fitness were required to complete the activities?

## Lesson 5

### *Tuning In - Warmup*

Trust activities eg Trust Circle, Trust Walk, Fear in a Hat (*Appendix 1*).

### *Guided Inquiry*

- Introduce **Survival Scenario Exercise**.
- The aim is to choose or rank characters in terms of who should be included.
- Optional; Participants to role play characters.
- Possible scenarios: oxygen dwindling on space flight; nuclear war bunker, plane hijack – hostages, sinking ship, journey into the unknown.
- Each group is given a copy of the scenario.
- Allow 20 minutes for the group to reach consensus.

### **Feedback – Focus questions**

How were decisions made? Who influenced the decisions and how, was conflict managed? How satisfied was each person with the decision (*each participant ranks his/her satisfaction, get a group average and compare with other groups*). How would you do the activity differently next time?

## Lesson 6

### *Tuning in - Warmup*

Balloon Activities

### *Guided Inquiry*

- Introduce **Nitro Crossing, Maze and Wall Knots** (*Appendix1*).
- Have students rotate around stations.
- **Feedback** with a focus on aspects of teamwork including contributing ideas and participation. Discuss physical skills required to complete the challenges.
- Concluding activity: **Two truths and a lie**.

### *Homework*

Students are reminded to continue their reflections on progress to achieving goals and bring to class for Lesson 8

## Lessons 7 and 8

### *Tuning in - Warmup*

Partner and group balances.

### *Culminating Activity*

#### *Create a Challenge*

- Each team is to design a problem solving challenge according to criteria supplied by teacher. Each team is to record the challenge and equipment required.
- Teams present their challenge to another group, asking the group to solve the challenge.
- Groups provide **feedback** to each other on the problem solving challenge using criteria supplied by teacher.
- At the completion of Lesson 7 students revisit the Teamwork Rubric and self-assess their teamwork skills. Identify aspects of teamwork skill improvement.
- Students hand in their journal at the completion of Lesson 8.

Teacher uses the Structured Observation proforma to assess teamwork skills during Lessons 7 and 8 (*Assessment Task - Appendix 4*).

# ***APPENDICES***

## **APPENDICE 1**

### **TEACHING ACTIVITIES**

#### ***Human Ladder***

Form groups of eight.

Three pairs stand face-to-face, each pair holding a short pole (*a rung*) between them.

The three pairs line up side by side, the six of them forming the sides of the ladder.

The seventh person is the climber and eighth person is the spotter.

The climber starts at one end of the ladder and climbs from rung to rung.

The spotter walks alongside the climber.

As the climber leaves one rung, that pair moves to the front of the line until the climber completes six rungs.

#### ***Yurt Circle***

Form a circle of students holding hands with feet shoulder-width apart and have them count off one-two-one-two around the circle.

All participants walk backward, expanding the circle until everyone feels her arms pulled on both sides.

Instruct the 'ones' to lean in toward the centre of the circle without bending at the waist.

Instruct the 'twos' to lean out away from the centre of the circle without bending at the waist.

After successfully accomplishing the task, the ones and twos switch.

#### ***Amazon***

Form groups of four.

Give each group one plank (*5cm by 15cm by 150cm*), one sturdy pole (*5cm diameter by 150cm*), one piece of rope (*6 - 10 metres long*) and one broomstick.

The object is to retrieve a bucket of imaginary water placed some distance (*4 - 8 metres*) away using only the props provided without touching the ground.

#### ***Nitro Crossing***

Form groups of four.

The objective is to transport the entire group and a container of nitro (*water*) that is  $\frac{7}{8}$  full across an open area using a swing rope.

The participants must swing over the open area (*delineated by two cones on each side*) without touching the ground.

The nitro must be transported without spilling a drop. If any spillage occurs or anyone touches the ground, then the whole group starts over.

#### ***Maze***

Form groups of four.

One student serves as the map reader while the other members of the group stand in a single-file line at the starting side.

The map reader chooses a pathway for the group to follow.

The first person in line steps into a square. If it is the correct square, the map reader makes no response. The same student continues to another square. When an incorrect square is stepped into, the map reader makes a loud honking sound and the person has to go to the end of the line. The next person in line then has a turn trying to remember the correct stepping pattern that her team mate followed. This continues until the group figures out the correct pattern.

#### ***Across the Great Divide***

Form groups of four.

Group members stand side by side with arms locked and sides of feet touching.

The group must move from point A to point B (*approximately 150 cm*), keeping their elbows locked and sides of feet touching.

### ***TP Shuffle***

Form groups of eight divided into subgroups of four.  
Each subgroup stands on a horizontal telephone pole or a raised curb facing the centre.  
The objective is for the two subgroups to change ends of the pole without touching the ground.

### ***Helium Stick***

Line up in two rows facing each other.  
Introduce the Helium Stick - a long, thin, light rod.  
Ask participants to point their index fingers at roughly chest height.  
Lay the Helium Stick down on people's fingers.  
Explain to the group that the challenge is to lower the Helium Stick to the ground.  
*The catch:* each person's fingers must be in contact with the helium Stick at all times.  
*Warning:* At around this point the helium Stick is inclined to start floating off - much laughter.  
Jump up and pull it down!  
Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin.

### ***Warp Speed***

Form small groups.  
Create a pattern so that everyone in the group tosses and catches once.  
Recreate the pattern as quickly as possible.

### ***Trust Circle***

Form groups of eight.  
Seven people form a right circle with the eighth person in the centre.  
Centre person closes eyes and cross arms over chest.  
Centre person leans back.  
People in the circle pass the centre person from person to person.  
Switch centre person until everyone has had a chance to be passed around.

### ***Trust Walk***

Form pairs and blindfold one of each pair.  
The sighted partner leads the blindfolded person around the area without touching him.  
After a period of time, switch roles.

### ***Wall Knots***

Form groups of six to eight.  
Stand shoulder to shoulder with arms crossed over chest and holding hands.  
The person on one end of the line places her free hand on the wall.  
The objective is to find as many ways as possible to undo the knot without letting go of each other's hands.

### ***Acid Pit***

Form groups of six.  
Use a swinging rope over an imaginary acid pit which is marked by skipping ropes or hula hoops.  
Objective is for the group to move all members of the group from one side of the acid pit to the other one at a time without touching the ground.

### ***All Aboard***

Form groups of eight.  
The objective is to get the entire group balanced at once on a 30cm by 30cm platform for at least 5 seconds.  
No feet may touch the ground at all.

Adapted from 'Teaching Middle School Physical Education' - see resource list.  
(*Note: Many other suitable teaching activities are listed in resources.*)

## **APPENDICE 2**

### **PRAISE PHRASES**

Praise and encouragement are two ways we can all feel good about the team. Here are some ways to say “Good”

1. Terrific
2. You did that very well
3. That was cool
4. Couldn't have done it better myself
5. You're really improving
6. You figured that out fast
7. You make it look easy
8. You worked really hard today
9. Nice going
10. Sensational
11. Keep going
12. That's great
13. Now you've got the hang of it
14. Exactly right
15. Wow
16. Way to go
17. That's so good, well done
18. You really nailed it
19. Good thinking
20. Incredible
21. You must have been practising
22. Perfect
23. Keep working on it, you're getting better
24. Keep trying
25. Don't give up
26. You really make this fun
27. Fantastic
28. That's the best you ever done
29. You've just about got it
30. That's like, fully awesome

Can you think of more praise phrases?

- 30.
- 31.
- 32.
- 33.
- 34.
- 35

Adapted from 'Team Building through Physical Challenges' - see resource list.

## APPENDICE 3

### Working Together - Student Teamwork Rubric

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teamwork Skill	Exemplary	Good	Needs Improvement
Co-operation (Listening, taking turns, respecting others ideas)	I enjoy working with my team mates, value their opinions, and know we will not always agree with each other.	I usually enjoy working with my team mates and listening to their ideas unless it's someone I don't like.	I am not a very good listener, I always think that I have the best ideas and expect everyone to agree with me.
Communication	I express my ideas clearly, my team mates always understand what I am saying.	I usually express my ideas clearly and my team mates generally understand what I am saying.	When I am talking to my team mates I often don't express myself clearly. I don't talk much during group discussions.
Contributing ideas	I generally have an idea to solve the challenge I always tell my team mates.	I sometimes have ideas and usually share them with my team mates.	I occasionally have an idea to contribute but I am too shy to share them with my team mates.
Resolving conflict	I never lose my temper when there are disagreements and I am willing to compromise my ideas so we can get on with the challenge.	I hardly ever lose my temper when there are disagreements and am mostly willing to compromise.	I generally lose my temper when people don't agree with me and I always want things done my way.
Encouraging	I always used a Praise Phrase to my team mates during the challenges.	I sometimes used a Praise Phrase to my team mates during the challenges.	I hardly ever used a Praise Phrase during the challenges, I am uncomfortable giving compliments
Leadership	I like to take on a leadership role, I always try to be positive and contribute ideas for completing tasks and encourage team mates.	I am happy to be part of team, I mostly have a positive attitude and I encourage my team mates.	I am more concerned with my own performance than with encouraging others, I prefer to follow others instructions.
Participation	I always participate at a high level during activities and tried my best.	I mostly participate at a high level, but there were times when I did not try my best.	I rarely participate at a high level during activities and do not always try my best.

**APPENDICE 4**

**Teacher Checklist for Structured Observation in Lessons 7 and 8**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Expected Quality</b>		High	Medium	Low
Ability to contribute effectively to a team activity				
Co-operation	Actively listens, values others opinions and is willing to learn from peers.			
Contributing Ideas	Has many ideas to create and solve challenges and expresses ideas clearly.			
Resolving conflict	Implements a plan for resolving conflict, recognises that differing opinions will always occur, is willing to compromise.			
Encouraging	Actively supports team mates, uses Praise Phrases.			
Leadership	Initiates actions, encourages opinions from all team members, remains positive.			
Participation	Participates enthusiastically, with maximum effort.			
Communication	Was able to provide constructive feedback to peers according to criteria.			

Comments

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