

# Teamwork

Integration: Health (Mental/Emotional Health); Language Arts; Social Studies

Grade Levels: 4-6

Time: 2-3 class periods

Materials:

- Length(s) of rope (long enough to form a loop that students can gather around and grasp)
- *Move the Elephant* handout
- Marker pen
- Poster board
- Sentence strips
- Glue

Objectives:

Students will:

1. Explore the benefits of teamwork.
2. Complete a team building task.
3. Examine the group's level of cooperation.

Lesson:

Full Group

1. Write the following quote on an overhead or chalkboard:  
“Ann and I could never start on this expedition if we did not have confidence in each other.”  

Liv Arnesen, Norway  
Polar Explorer
2. Explain that Ann Bancroft, USA and Liv Arnesen, Norway are explorers who have spent many years preparing to achieve their dream. That dream is to be the first all-women's team to ski across the continent of Antarctica.
3. Write the following letters on an overhead or chalkboard. Ask students to re-arrange the letters to form a word that means “squad”.

E T M A

4. Conclude that the scrambled word you are looking for is TEAM. Ask students to think of synonyms for the word TEAM. Write them on an overhead or a chalkboard. (group, squad, crew, company, force, troop)
5. Ask students, “Do you know what an ACRONYM is?” Explain that an acronym is a word that is made from the first letters of a series of words. People use acronyms because they are easy to say. They are also a lot shorter to say than a series of words.
6. Write the letters N-A-S-A vertically on an overhead or chalkboard. Tell students that NASA is an acronym.
  - a. What do the letters NASA stand for? Complete the acronym by writing in the remaining letters.

N ational  
A eronautics and  
S pace  
A dministration

7. Ask students if they have every heard of someone going SCUBA diving in the ocean? Explain that SCUBA is also an acronym. Write the letters S-C-U-B-A vertically on an overhead or chalkboard. It stands for:

S elf  
C ontained  
U nderwater  
B reathing  
A pparatus

- a. Remind students that referring to NASA and SCUBA makes them easier to say.
8. Tell students that they will use the word TEAM as an acronym for the slogan *Together Everyone Achieves More*.
  - a. Write *Together Everyone Achieves More* on a piece of poster board, underlining or bolding the first letter of each of the words.
  - b. Ask each student to write on a sentence strip, a one sentence answer to the following question: Why form a team?
  - c. Glue the sentence strips to the TEAM Poster. Display the TEAM Poster in the classroom.
9. Ask students to name some TEAMS that they belong to. Are their roles the same on each team? Why or why not?
10. Ask “Why do you think Ann Bancroft and Liv Arnesen formed a TEAM for an expedition to Antarctica?” (having a team makes some things easier)

11. Ask “How do you think Ann and Liv decide who leads the TEAM?” (They are equals in the planning. They will take turns actually leading during the Expedition.)

12. Ask “How do you think Ann and Liv decide on the TEAM goals?” (They have planned ahead to make sure that as many of their goals as can be will be reached on the Expedition)

13. Give students the following background information:

Ann Bancroft of the USA and Liv Arnesen of Norway prepared as a TEAM for many months before embarking on an expedition to Antarctica. In order to form a TEAM, they worked together to train for the Expedition, practice safety and injury prevention, plan their route, plan and prepare for camping and cooking, and organize their equipment.

14. Ask, “How do you think Ann and Liv work together to make all the decisions required to achieve their dream?” (They use many different strategies to make their decisions.)

15. Initiate a discussion about ways in which teams make decisions. Ask students to assess the importance and the reason behind each strategy:

- Research (Get as much information as possible about any decision to be made)
- Expert Opinion (Ask someone who knows a lot for information or opinions)
- Compromise (Find a “happy medium” that both team members can agree on)
- Authority (Take turns making important decisions)
- Consensus (Both team members agree)
- Chance (Flip a coin to make a random decision)

16. Conduct TEAM Circle, a cooperative game for students that demonstrates communication and working together. This can be performed in small groups also.

- a. Place a circle of rope on the floor. The ends of the rope must be secured together.
- b. Have students sit around the outside of the circle.
- c. On the count of three, students must raise themselves up to standing position while pulling on the rope. They should not use their hands except to hold on to the rope.
- d. Through trial and error, the student team will learn that to be successful they must all pull at the same time.

Small group

17. Tell students that they will participate in a TEAM effort to move an ELEPHANT. The team goal is to move the elephant from a truck to the circus tent.

18. Organize students into groups of 5-6 each.

- a. Explain to the students that they will complete a group task for the purpose of helping them understand themselves and processes involved in cooperating as a team.
- b. Tell students that they will have 20 minutes to organize and make plans for moving a one ton elephant. Following the 20-minute planning session, each team will report their plan to the full group.
- c. Provide each group with the *Move The Elephant* handout.
- d. Discuss the activity when it has been completed. Ask, “Did everyone work as a team? Did you run into any problems? Could the task have been accomplished by one person?”

ALTERNATIVE: Have each group work as a team to design a “new” animal. Students will draw their final product and present it to the class.

### Assessment:

Teacher will assess:

1. Student’s explanation of the benefits of teamwork.
2. Student’s understanding of the Bancroft Arnesen team.
3. Student’s ability to work cooperatively as part of a team.