

# Lesson: Teamwork

## DISCOVERY

### OVERVIEW

At home, school, work and play, we are often members of a team or a group trying to reach a common goal. Wherever people around the world play team games and sports, they want to win and have fun. Sometimes living and working together takes teamwork too. This lesson is designed to teach what makes a good team member, to do some teamwork and to focus on how we become world-class team members.

### CONNECTIONS TO CURRICULUM

- Social Studies
- Language Arts
- Art

### CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS

9. The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics

### MATERIALS

- Student Handouts:
  - The ABC s of Afghanistan
  - What is Culture
  - Culture Wheel
  - Culture Assignment

### OBJECTIVES

- Learn the value of teamwork and develop skills that facilitate teamwork by performing group activities.
- Memorize and are tested on new vocabulary that embodies teamwork.
- Persuade the entire student body that understanding culture can lead to increased respect and harmony in their school.
- Convince other students to reach out in friendship to those students who are different from them.

### SUGGESTED PROCEDURE

#### OPENING

- Discuss the characteristics of team building and teamwork (see Teacher Instructions: Team-Building ).
- Use Teamwork Vocabulary to help students learn and apply a set of words that are important to being an effective team worker

#### DEVELOPMENT

Students pick teammates for an unspecified hypothetical task. They explain why they chose whom they chose and discuss the purpose and benefits of teamwork. What makes teamwork successful? What stands in the way of achieving team goals? Then the teams choose roles for each of their teammates, for example, leader, timekeeper, scribe, go-getter, and checker.

- Three-Legged Race Students learn to develop a strategy for working together to achieve a common goal (see Teacher Instructions: Games ).
- Cooperative Ski Race Students learn to develop strategies for communication and synchronization in order to move as a unit (see Teacher Instructions: Games ).
- The ABC s of Afghanistan Team members work together to complete the activity using online, library and classroom resources. The team with the most correct answers wins. (See Teacher Instructions and Student Handout, The ABC s of Afghanistan. )

## Lesson: Teamwork (cont.)

- **Culture Wheel** When creating teams, the teacher should strive for diversity within groups (i.e. ethnicity, national origin). Introduce individual and team tasks with a class discussion about What is culture? (See Student Handouts, What is Culture? and Culture Wheel )
  - Students develop teamwork skills.
  - Each member of the team identifies the features of their culture in order to be able to identify the many features of culture.
  - Students distinguish broad similarities and differences between cultures by comparing the cultures represented in their team, class, school or community.
  - Students begin to learn the importance of valuing cultures by discussing with their teammates how this group activity has contributed to their cross-cultural understanding. In what ways have they gained greater appreciation, understanding or respect for another culture or for someone in their classroom, school or community?
  - Follow-through: If students study the culture of Afghanistan, they can create a culture wheel for Afghanistan as a means of comparison.

### SUGGESTED STUDENT ASSESSMENT

- Vocabulary test
- Presentation to the class or the school
- Student self-evaluation of teamwork in the team tasks

### CONNECTING

- **Cumulative Culture Assignment** Teams participate in a culminating performance task designed to provide an opportunity to apply some of what they have learned about cultural understanding throughout the year. Teams of four or five students work on presentations about culture that encourage students to promote building a school community where everyone feels accepted and valued. Then the teams give their presentations to the class or to the entire student body. (See Student Handout, Culture Assignment )
- **Photo Art Wall** Students produce a photo display or an art show about another culture, or about fun and games in another culture, for their school. The work is mounted on the hall walls.
- **Sports Competition** Students organize a sports competition on campus. They plan the event, schedule the activities, and call on local merchants for prizes.
- **Afghan Nowruz Celebration and Fair** US students create an Afghan Marketplace with different types of foods, games and decorations connected to the celebration of Nowruz (New Year). The fair could be a fundraiser to help build more classrooms in Afghanistan.

## TEACHER INSTRUCTIONS: GAMES

### THREE-LEGGED RACE

#### DIRECTIONS

Form teams of two students each. Stand each pair side by side and tie their inside legs together with a rope. Then the teams compete in a race. The team that crosses the finish line first wins. Students learn to develop a strategy for moving together as one.

### COOPERATIVE SKI RACE

#### MATERIALS

- Pairs of plywood planks, five or six feet long (2 m) and about one foot wide (30 cm)
- Lengths of rope, about one foot long (30 cm)
- Nails or staples

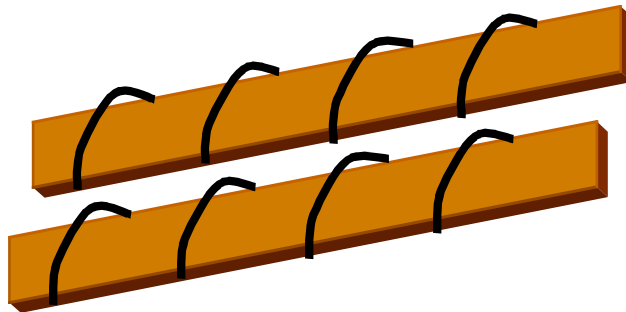
#### SKI CONSTRUCTION

Attach three to five equally distanced rope footholds to each plank, the same number as the number of teammates. Fasten the footholds securely with nails or staples or by passing the rope through holes and tying a knot.

#### DIRECTIONS

For each team, place a pair of plank skis parallel to each other on the ground. The team members put their left feet in the footholds on the left plank, and their right feet in the footholds on the right plank. The teams move on their planks a set distance, racing against competing teams to reach the finish line first.

Teams develop strategies for teamwork, communication and synchronization in order to move as a unit.



## **TEACHER INSTRUCTIONS: THE ABC S OF AFGHANISTAN**

### **OBJECTIVES**

- To give students the opportunity to practice teamwork
- To expand students knowledge of Afghanistan

### **MATERIALS**

- Access to the Internet or the library
- The Lands, Peoples, and Cultures Series on Afghanistan (New York, Crabtree, 2003)
- Student Handout, The ABC s of Afghanistan

### **ACTIVITIES**

Teams of students plan strategies for answering the questions within the time limit determined by the teacher. Teacher and students check their work for accuracy.

### **SUGGESTED STUDENT ASSESSMENT**

Students describe their strategy and critique its success.

# STUDENT HANDOUT: THE ABC S OF AFGHANISTAN

## DIRECTIONS

Find the word that matches each clue. Hint: it begins with the letter of the alphabet on the left side.

- A** \_\_\_\_\_ A country in central Asia known as the crossroads of the world, it links the East and the West.
- B** \_\_\_\_\_ The name of a mosque in the city of Mazar-e Sharif where it is believed the Fourth Caliph Ali is buried.
- C** \_\_\_\_\_ Natural hollows found in the mountains of Afghanistan.
- D** \_\_\_\_\_ Single-humped camels found on the plains (the two-humped Bactrians are more common in the mountains).
- E** \_\_\_\_\_ These beautiful green jewels are found in Afghanistan.
- F** \_\_\_\_\_ Orchards produce them, and many of them (like apricots and nuts) are ingredients in dishes prepared for special occasions.
- G** \_\_\_\_\_ This Alexander s empire included Afghanistan.
- H** \_\_\_\_\_ These mighty mountains are an extension of the Himalayas.
- I** \_\_\_\_\_ This religion was brought to Afghanistan by the Arabs in the 700 s.
- J** \_\_\_\_\_ This city is in a strategic location near the Khyber Pass. Wealthy people like to spend time at its resorts in the winter.
- K** \_\_\_\_\_ Many people enjoy a sport that uses these objects in a fighting competition. In America, we just fly them.
- L** \_\_\_\_\_ Pashto and Dari are the official ones.
- M** \_\_\_\_\_ Some of them reach 22,000 feet into the air (half of Afghanistan is at least 6,560 feet above sea level).
- N** \_\_\_\_\_ The Afghan New Year, celebrated on March 21, the first day of spring.
- O** \_\_\_\_\_ These games are scheduled for 2004 in Athens. The Afghans are hoping to compete in them.
- P** \_\_\_\_\_ The country where many Afghans are living as refugees after fleeing the war in their homeland.
- Q** \_\_\_\_\_ Many Afghan Muslims memorize verses from this holy book.
- R** \_\_\_\_\_ The month during which many Muslims fast from dawn until sundown.

## STUDENT HANDOUT: THE ABC S OF AFGHANISTAN (CONT.)

- S** \_\_\_\_\_ The route followed by caravans of traders on their way to and from China. It goes through Afghanistan.
- T** \_\_\_\_\_ Two of Afghanistan s neighboring countries on its northern border.
- U** \_\_\_\_\_ Another neighboring country on Afghanistan s northern border.
- V** \_\_\_\_\_ Many Afghans live in family compounds in these settlements outside of the cities.
- W** \_\_\_\_\_ The best known folk art in Afghanistan, producing many beautiful carpets.
- X, ex-** \_\_\_\_\_ The former rulers of Afghanistan, an extreme fundamentalist sect of Muslims who repressed Afghan rights, culture and progress.
- Y** \_\_\_\_\_ The semi-nomadic people of Afghanistan live in these portable shelters during the summer as they travel about, grazing their herds.
- Z** \_\_\_\_\_ A pillar of Islam that is practiced especially during the Eid of the Sacrifice. The meat is given to poor neighbors or villages.

## TEACHER INSTRUCTIONS: THE **ABC** S OF **AFGHANISTAN** KEY

<b>A</b>	Afghanistan
<b>B</b>	Blue
<b>C</b>	Caves
<b>D</b>	Dromedary
<b>E</b>	Emeralds
<b>F</b>	Fruits
<b>G</b>	Great
<b>H</b>	Hindu Kush
<b>I</b>	Islam
<b>J</b>	Jalalabad
<b>K</b>	Kites
<b>L</b>	Languages
<b>M</b>	Mountains
<b>N</b>	Nowruz
<b>O</b>	Olympic
<b>P</b>	Pakistan
<b>Q</b>	Qur an
<b>R</b>	Ramadan
<b>S</b>	Silk Road
<b>T</b>	Turkmenistan and Tajikistan
<b>U</b>	Uzbekistan
<b>V</b>	Villages
<b>W</b>	Weaving
<b>X, ex-</b>	Taliban
<b>Y</b>	Yurts
<b>Z</b>	Zakat

## **STUDENT HANDOUT: WHAT IS CULTURE?**

We all belong to a culture. One definition of culture is the combination of human knowledge, beliefs and behavior that we learn and pass on to future generations. We usually express our culture in certain ways, like how we dress, what we eat, what we believe, and how we play.

### **MATERIALS**

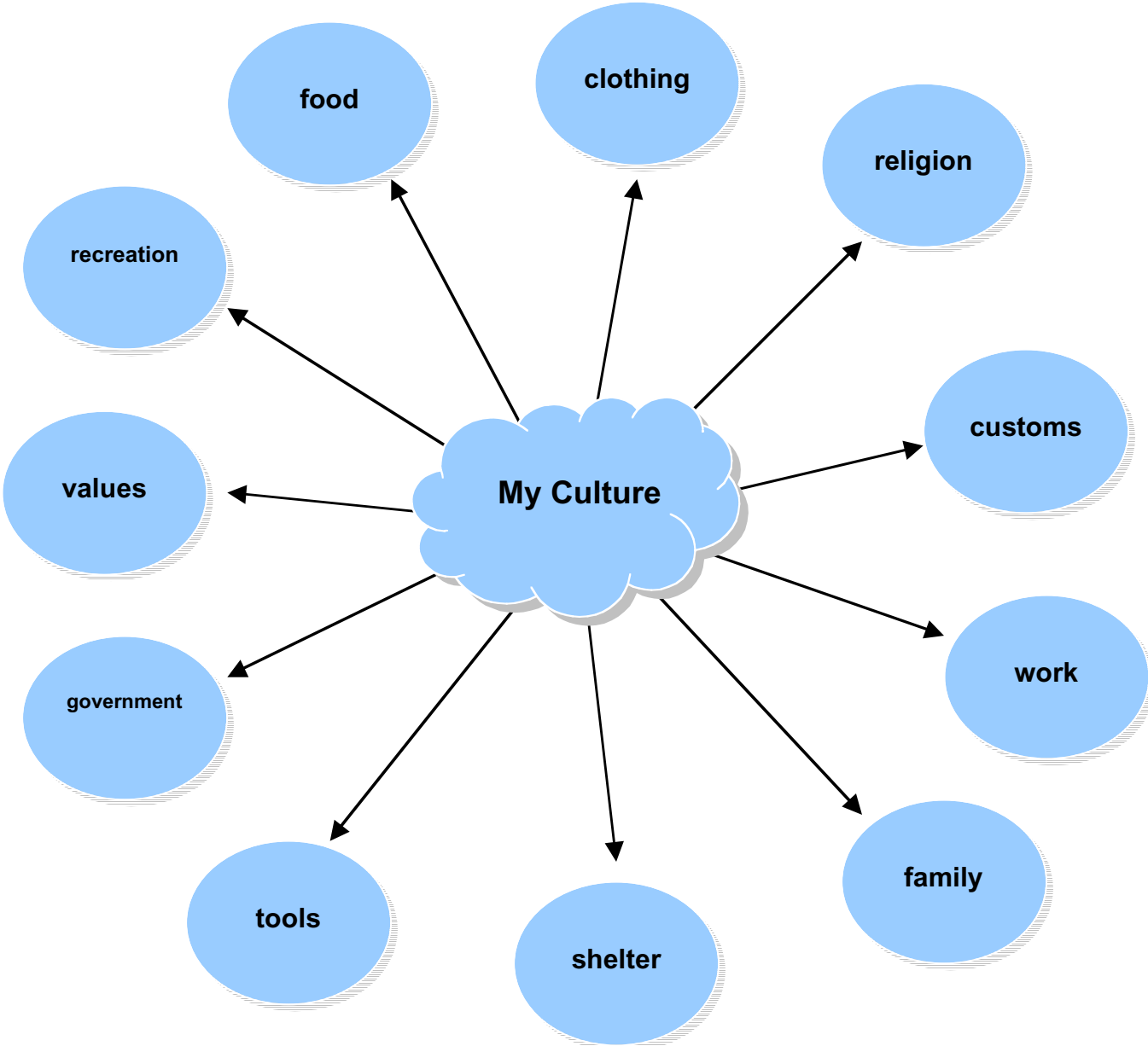
- Poster board
- Art and drawing supplies
- Glue
- Magazines

### **DIRECTIONS**

- Each member of your team fills out a Culture Wheel diagram like the one attached, using various colored pens. Point out what you do that is traditional in your family. Think about what your parents or grandparents tell you about how to do things and what they believe. Include at least two items from your cultural background for each of the parts of a culture. You may draw symbols that are unique to your culture. For example, an eagle on a pear cactus is a symbol from the ancient Aztec culture.
- Now discuss with your teammates what is special to each person's family and culture. After that, make one big team Culture Wheel on chart paper that shows the variety and uniqueness that each of you brings to the team.
- Use various colored pens to label your answers.
- After you finish the team Culture Wheel, look at the Culture Wheels made by the other teams. Then talk with your teammates about how this activity has contributed to your cross-cultural understanding. In what ways have you gained greater understanding or respect for another culture or for someone in your class, school or community?

**Have Fun Team!**

**STUDENT HANDOUT: CULTURE WHEEL**



## **TEACHER INSTRUCTIONS: TEAM-BUILDING**

Discuss the purpose and benefits of teamwork with the class using the following principles of team building and teamwork. Students should be encouraged to give examples from their own experience.

Discuss the cost and benefits of being a good team member.

Students should take notes so that they can apply these principles during their teamwork exercises.

Team members should:

- Have a common goal and objective
- Feel a sense of ownership of their jobs
- Be committed
- Apply their individual talents
- Trust each other
- Communicate openly
- Be honest with each other
- Support each other
- Help develop each team member's skills
- Resolve conflicts quickly and constructively
- Help one another when things get tough
- Develop self-discipline in their work habits
- Let the team leader make final decisions when necessary

## **TEACHER INSTRUCTIONS: TEAMWORK VOCABULARY**

### **SPELLING TEST**

- Have the students fold a sheet of notebook paper in three columns so that only one column shows.
- Give five vocabulary words that the students do not know yet.
- Correct the words verbally while the students correct their papers.
- Have the students fold their paper so that only the second column shows.
- Give the same words in a different order and use them in a sentence.
- Again, correct the words verbally while students correct their papers.
- Have the students fold their paper so that only the third column shows.
- Give the same words in a different order, use them in a sentence and define them.
- Now correct the tests (most students will probably have 100% correct or miss only one).
- Review and pronounce the words below and then give the following assignment.

### **ASSIGNMENT**

- Define the words below using a dictionary or other source indicated by the teacher.
- Make vocabulary cards with the word on one side and the definition on the other.
- Use these cards to quiz each other.
- Draw a picture on the word side of the card that characterizes the word.
- Memorize the words, understand their meaning and spell them correctly.
- Use the words in a sentence.

### **TEAMWORK VOCABULARY**

These words reflect some of the essential qualities of a team player:

- adaptable
- collaborative
- committed
- communicative
- competent
- dependable
- enthusiastic
- tenacious
- discipline
- goal

# STUDENT HANDOUT: CULTURE ASSIGNMENT

## DIRECTIONS

At home, school, work and play, we are often members of a team or a group trying to reach a common goal. Wherever people around the world play team games and sports, they want to win and have fun. Sometimes living and working together takes teamwork, too. Understanding other people's cultures can help you work better and make your team stronger. You get to use some of the things you've learned about cultural understanding this year in a real-world context. In this exercise, giving a great team presentation makes you a winner.

## PRESENTATION OR PERFORMANCE

Your team will create a presentation or a performance about culture that will inspire the class to act in ways that promote building a school community where everyone feels accepted and valued. The form and content of the presentation is up to you. It might be a drama, a factual presentation or a multimedia presentation. Your presentation should make your classmates enthusiastic to **promote building a school community where everyone feels accepted and valued.**

## SITUATION

Our school is becoming increasingly multicultural. Students, teachers, administrators and parents want to build a school community where everyone feels accepted, respected and valued. You are a member of a team of Cultural Specialists who have been hired by the principal and the school's human relations committee to **find ways to increase cultural understanding** and consideration in our school. You were hired for this assignment because it is well known that you have learned a great deal about culture and that you have the skills required to understand other cultures and to cross cultures cleverly and respectfully.

## ROLES

Students in each team divide up the following roles. The **cross-cultural counselor** gathers information and materials on the various cultures on campus. The **artist/photographer** creates or collects images and graphics. The **author** writes up the presentation materials. The **team leader** designs the presentation, rehearses it with the group and makes the presentation.