



## Teamwork

### Materials:

- Worksheet
- Chart paper (optional)
- Markers (optional)

### Brainstorm

Ask students: What's your favorite sport? What are the roles and responsibilities of each position for each key player on the team?

### Discuss

Engage students in a discussion about key positions on sports teams, for example, goalies in soccer or hockey, pitcher in baseball, quarterback in football, etc. Ask students to elaborate on the roles and responsibilities of each teammate. Then, ask students: What are some other situations where a group of people works to achieve a desired outcome?

### Dive in!

Explain to students: In listening to the descriptions of players on various teams, did anyone else notice that each player has their own unique job to do that is different from that of the other players? Yet, despite their unique roles, each team member is working towards the same goal - winning the game. Each member of the group has a job and the success of the team depends on each member of the team doing their job well. Typically, teams also have a coach or someone who is guiding them. This is how teamwork is achieved. **Teamwork** means working together to achieve a common goal.

### Activity

Assemble students in pairs or small groups. Explain: Today we are going to think about what makes a successful team. Research shows that when we understand how good teams operate, we can build a shared set of skills and team norms that work effectively no matter who is part of the team. The benefits will be a more positive classroom climate and better interpersonal skills - which you'll need later in life! Now, I'm going to give you each a case study of a company and time to work together to identify what makes this a good team. At the end of the activity, be prepared to share 1-3 skills each effective team has and we'll use those



## High School

to create a set of classroom norms for our teamwork activities. One of the first steps in creating effective teams is to ensure everyone has a role, so before you get started, make sure everyone in the group is sure of what their role is and what they are supposed to be doing. For example, one person might be the reader. Another person could be the note taker. A different person can present and you'll need a moderator to keep track of time and keep everyone on task. Let's get started! As students work, walk around the classroom assisting as needed. Save 10 minutes at the end of the class for students to share their norms and add them to a piece of chart paper. Some key items that students might identify include: Providing opportunities to recognize efforts, working together as a team, sharing the workload, empowering each member of the team, encouraging creativity, valuing diverse viewpoints, and focusing on people's strengths. Keep the list posted in the classroom for students to use as a reference as needed.

### Reflect

To wrap up the lesson, ask students the following question verbally: Which of the classroom norms for teamwork do you think are most important for a group's success?

**Optional Home Connection** → Have students identify how their families show effective teamwork and the roles and responsibilities each member of the household has.

### Professional Development

Take 5 minutes and reflect on your own teamwork skills. Are there any areas in which you'd like to improve your own skills?

### For Further Study:

- Common Sense Media: *Resources to Integrate Teamwork into Every Classroom, Every Day*: <https://www.commonsense.org/education/articles/we-all-teach-sel-teamwork-activities-and-tools-for-students>
- Edutopia: *Designing Team-Building Exercises to Help Students Reconnect*: [Designing Team-Building Activities to Help Students Reconnect in the Classroom | Edutopia](#)
- Florida Department of Education: *Teamwork Workplace Skills*: [Module E: Lesson Plan 15: Workplace Skills Topic: Teamwork Standard\(s\): Students will](#)