



Module 5: Teamwork

Topic 5.3: Approaches to teaching teamwork

Video lesson

- <https://youtu.be/07-JE9my10A>

Reading material

- Introductory text
- Examples of teamwork exercises in a classroom

HOW TO TEACH TEAMWORK?

INTRODUCTION

It is not enough to put students in groups and ask them to work together—students need to be taught the skills they will need to function successfully in this kind of situation.

Two things get accomplished in good teams: the task gets accomplished and the satisfaction of team members is high. To achieve both ends, team members must get to know other members of the group and their strengths, set ground rules, use a facilitator, keep lines of communication open, know how to avoid (or solve) common problems.

The rules of good communication should be followed while working in the team. The members should engage in dialogue, build trust, be productive, listen well, observe and give feedback constructively.

Before starting teamwork, do at least the following three things. Use a facilitator/coordinator, delegate tasks effectively, using a work breakdown structure (WBS) and set some ground rules.

Work Breakdown Structure (WBS) is a way to organize a series of tasks to accomplish a project objective. It consists of a hierarchical diagram of tasks person responsible for executing the task; deadline to have the task completed; interdependencies with other tasks.

Each task in a WBS should contribute to the goal of delivering the required material on time and done well.

Advise the students about the most common problems in teams: Hogging—talking too much; Flogging—beating a dead horse; Frogging—jumping from topic to topic; Bogging—getting stuck on an issue; Dead buffaloes—tiptoeing around a contentious issue.

And remember - if everyone is responsible, no one is! Therefore, the facilitator/coordinator should: focus the team toward the task; get all team members to participate; keep the team to its agreed-upon time frame; suggest alternatives; help team members confront problems; summarize team decisions.

INVITATION TO THE TOPIC

Now, we would like to invite you to think about creativity in general and about creativity in education. Please, watch the video we included and read the article about Creativity in Education. You can also look at the PowerPoint presentation. After that, you are invited to participate in the forum, where we would like you to share your ideas and experiences on creative teaching.

INNOVATION AND TEAMWORK EXERCISE (IDEA: NATAŠA SEVER)

Content	Description
Skill category	Innovation, Teamwork
Other soft skills to gain or strengthen in students	Teamwork, innovation, creativity
Learning activities that enable the acquisition or strengthening of skills	creative and productive learning activity with interesting content
The objective of learning activities in terms of teaching soft skills	Promoting creativity and innovation, developing the ability to work in a pair (team).
Work format	working in pairs
Teaching methods used	The method of working with the paintings.
Time of implementation of the activity	1 school lesson
Accessories used	picture (photo), pens, markers, additional sheets of paper to record ideas
Activity implementation steps	<ol style="list-style-type: none"> 1. The teacher introduces the course of activities and the purpose of the activities to the students 2. Students form couples 3. The teacher distributes to each couple a picture of a building in the local environment, which has meaning for cultural heritage but is in dilapidated or bad condition 4. Invite students to think about how to rebuild the building and write their ideas on a sheet of paper 5. On the picture of a decaying building they draw their ideas or design the building according to their wishes 6. Students can write ideas about how to use such a building, market it, give it a broader meaning to the surroundings 7. The students present the final product to others and hang the products in classroom
Implementation guidance, special advice and warnings	It would take more than one school hour to carry out the activity. Activism can be carried out as a teamwork, as part of a project day, etc.

CRITICAL THINKING AND TEAMWORK EXERCISE (IDEA: ALENKA GRMEK)

Content	Description
Skill category	Critical Thinking, Teamwork
Other soft skills to gain or strengthen in students	Critical thinking
Learning activities that enable the acquisition or strengthening of skills	Repetition and consolidation
The objective of learning activities in terms of teaching soft skills	Development of critical thinking in the case of dealing with a sales cycle or sales process
Work format	Individual work, exchange of views within the group
Teaching methods used	Method 3 2 1
Time of implementation of the activity	15 minutes + 15 minutes
Accessories used	ICT
Activity implementation steps	The student writes about three things he learned during the lecture, two things that were particularly interesting in the lecture, about one question he still has about the subject. Students also compare the sales cycle and the sales process and find differences.
Implementation guidance, special advice and warnings	In the case of written reporting, it may be helpful to prepare a tabular or graphic template for entering claims, questions. The exchange of views within the group also paid off.

TEAMWORK EXERCISE (IDEA: KATARINA GOSPODARIČ)

Content	Description
Skill category	Teamwork
The soft skill students are supposed to gain or strengthen the	communication, cooperation, empathy, conflict resolution, emotional intelligence
Learning activities that enable the acquisition or strengthening of skills	<ul style="list-style-type: none"> – group participation, – finding a common ground in negotiations, – observing how the group works, – self-reflection on group work and the role of the individual in the group
The objective of learning activities in terms of teaching soft skills	<p>Students know how to:</p> <ul style="list-style-type: none"> – participate in the group on an equal footing – reach a common understanding through negotiation – evaluate their participation in the group – observe how the group works and the roles of other group members – evaluate how the group operated and its contribution to the successful operation of the group
Work format	individual, group
Methods used in teaching	discussion, observation and perception
Time of implementation of the activity	45 minutes
Accessories used	<ul style="list-style-type: none"> – instruction worksheet and observation table – a worksheet with a thought pattern for evaluation
Activity implementation steps	<ol style="list-style-type: none"> 1. We present the situation to students: You're going to be on the reality show "Survival." A group of three participants will have to spend a week on a remote island. Each person can only take with them the clothes they have on and one personal item. The objects taken with them by the group must not be the same, therefore the group must decide which three different objects they will take with them. 2. Each student, individually, writes down on a piece of paper three personal items that he would take with him and put it away. 3. Divide students into groups of 4 students. We can use the

following technique: if we have 20 students, we assign one number from 1 to 5 to each student, then those who have the same number go to the same group. We get 5 groups of 4 students.

4. Instructions for teamwork:

- each group appoints three participants in a reality show and one observer,
- participants are given a worksheet for participants (Annex 1) and observers, a worksheet for observers (Annex 2)
- students read the instructions and ask for ambiguities.

5. Perform the first part of the group work:

- the show's participants must agree which three items they will take with them in accordance with the instructions.
- observers observe how the team's work is done and at the same time fill in the observation table.

6. Perform the second part of the teamwork:

- the show's participants reflect how they participated in the group and fill out the table, then compare the results and comment on it,
- observers shall be grouped together, each presenting the results of their group and comparing them.

7. Observers shall report to the whole class how their group has worked and explain the results of the table.

8. Each group presents the selected objects to the whole class. We write everything on the board and together we find out which three subjects are most often chosen.

9. Evaluation and self-reflection: Each student gets a worksheet for evaluation (a thought sample) and fills it out individually.

Implementation guidance, special advice and warnings

- The activity was carried out in Spanish lessons in dealing with the topic of "personal relationships". For the purposes of the project, the material has been translated into Slovenian and English.
- The chosen situation, which is the basis for discussion, may be a little outdated but easy enough to be used in foreign language. Any other situation that is tailored to the target audience can be used.
- The described team design technique allows us to influence the selection of team members.
- Source: E. Verdia et. al.: En acción 2, En Clave-ELE, 2008

Annex 1

Participants:

1. You have 15 minutes to agree with the other two participants of the show which personal item from your list you will be able to take with you. The selected items should allow you to spend one week on a solitary stream as easily as possible.
2. Consider how the members of the group communicated and behaved. Indicate in the table how many times you have performed the above actions while working in a group.

actions / behaviour	Number Recurrence	actions / behaviour	Number Recurrence
organise a discussion		react abruptly	
to bring ideas		distract from other	
To ask		interrupt others	
reach an agreement		do not listen	
encourage and appreciate other		doing something else	
smile at others		not to participate	

Annex 2

Observers:

1. Listen to the group agree on which three personal items to take with them to a lonely island. Observe how the members of the group behave and record in the table how many times they performed the above actions. It does not matter what the members of the group say, they focus on their reactions and behaviour.

actions / behaviour	number of repetitions	actions / behaviour	number of repetitions
organise a discussion		react abruptly	
to bring ideas		distract from other	
Ask		interrupt others	
reach an agreement		do not listen	
encourage and appreciate other		doing something else	
smile at others		not to participate	

2. Join the other observers and report on how your group worked. Listen to the reports of others and compare the results. If most of the actions performed were from the left column, then the group members cooperated well, and the group had good dynamics. If most of the repetitions are in the right column, however, the group did not perform best, and the collaboration needs to be improved.



Were you interested in/motivated activity?

As a group, did you follow instructions and time?

What did you like most about working in a group and what did you like the least?

Did only one person dominate in the group? Why?

Did anyone feel neglected or did not want to participate themselves?

Did you need outside help? Why?

How did you organize your work?

Were you effective? In which areas more and in which less?

Was a good working climate prevailing? How was that reflected?