



Lesson 10: Teamwork

This lesson is about building self-awareness and encourages students to think about the importance of cooperating and communicating with others.

To recycle language items and vocabulary and to introduce vocabulary and speaking activities around successful communication and cooperation with others.

Level: Pre-intermediate +

Time: 60-90 mins

How to use this lesson:

This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise.

Try to allow time in class for students to discuss the different exercises. This will give them useful practice in asking and answering questions, as well as an opportunity to use the lesson vocabulary.

Procedure

Warm-up – 10 minutes

Communication styles

Give out the infographic, or project this onto a screen. Ask students to look at the different methods of communicating – are there any they haven't tried/don't know?

Ask what makes communication – does it need sound? Words?

Ask students to fill in the table 1 on the Worksheet with all the forms of communication they can think of.

Lead-in – 25-30 minutes

Cooperate and Communicate

Note: as a prompt have an image of an orchestra?

Split the class into four groups and tell them they're going to make music (sometimes called the international language)! One group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals), one group claps. You may need to demonstrate this with each group first and model the sound you want them to make. Each group "plays" their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other members of the group. In order for them to do this, they have to listen to what each other is doing and adjust accordingly.

Give each group some time to practise making sounds and planning a rhythm/tune.

1. Point to the groups one at a time, letting each group work out what they are going to do. Then start adding the groups together until they start to sound good. Eventually you'll have all the groups going as one in a well-coordinated ensemble.
2. Reflection: Ask the whole class what made this activity fun, what would have made it work better and if it didn't work, why not? Or let them reflect on these questions in their groups and have a spokesperson provide oral feedback on their conclusions.
3. Write their suggestions up and explain or expand on any key vocabulary.

(Note: Many examples of body percussion orchestras can be found online)



Lesson 10: Teamwork

Task – 20 minutes

Write the word COOPERATION in the middle of the white board and, as a whole group, brainstorm together verbs, adjectives and nouns that the students associate with that word.

Worksheet – (if time is short set this task for homework and go straight to No.3)

1. Split the class into pairs. Ask them to look at the table. *Think about different types of group where you need cooperation: at home, classroom, life...*

Explain that cooperation means working together towards a common goal. A leader always finds ways to communicate and cooperate in each of the “teams” they are part of, at home, school, in our class and beyond!

Ask students to discuss/write about ways they cooperate so that a common goal is met on each of their teams.

<p><u>HOME TEAM</u></p> <p>Who is part of your team at home?</p> <p>What is one way you cooperate at home?</p>	<p><u>SCHOOL OR WORK TEAM</u></p> <p>How do you and your teachers cooperate at school so that everyone learns?</p> <p>Or</p> <p>How do you and your co-workers cooperate at work so that everything functions smoothly?</p>
<p><u>CLASS TEAM</u></p> <p>What do you think the common goal is that everyone in our class is trying to achieve?</p> <p>How can we cooperate so that we reach our common goal?</p>	<p><u>OTHER TEAM</u></p> <p>What other “team” are you part of at the moment?</p> <p>How do you cooperate with that team?</p>

Does the method of communicating change depending on the team? If so, why?

2. Let the pairs work together and then monitor and note down any language structures or vocabulary you want to draw attention to later.
3. Get the pairs to compare responses with other pairs.
4. Discuss common themes
5. Language work

All aboard problem-solving task – 20 minutes

1. Tie a piece of rope in a loop large enough for all students in your class to fit within it and lay it on the ground. Invite all your students to sit inside the circle. Once they have accomplished this, congratulate them for working together to make sure they all fit and now challenge them to see if they can do even better.
2. To challenge them further, make the rope smaller. Now, invite your students once again to sit within the circle. Once they have accomplished this, congratulate them again and see if they are up for another challenge.
3. Continue to make the rope smaller and smaller until you see that your students are beginning to run out of solutions as to how they can all fit within the circle. Eventually, the circle will be much too small to fit every student. The goal is for students to cooperate with each other and work closely together to come up with creative solutions. As you watch your students, encourage them by asking questions or to think about the various ways they can go about trying to fit everyone in. You will be surprised with some of the solutions they come up with such as putting only hands in, feet in, fingers in, etc.
4. At the end, discuss what you observed and invite feedback. You will find that your students will just love this activity and the best part is that they all worked together and had fun!

Option: If you are short of space, use pages of newspaper and have students start in groups of about 4 people per sheet of newspaper. Reduce the number of pages of newspaper gradually so that the groups have to work together in the same way as above.



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1. How many ways of communicating can you think of?

Method of communicating	Senses used

2. Think about different types of group where you need cooperation: at home, classroom, life etc.

Cooperation means working together towards a common goal. A leader always finds ways to communicate and cooperate in each of the “teams” they are part of, at home, school, in our class and beyond! Tell us about ways you cooperate so that a common goal is met on each of your teams.

<p><u>HOME TEAM</u></p> <p>Who is part of your team at home?</p> <p>What is one way you cooperate at home?</p>	<p><u>SCHOOL OR WORK TEAM</u></p> <p>How do you and your teachers cooperate at school so that everyone learns?</p> <p>Or</p> <p>How do you and your co-workers cooperate at work so that everything functions smoothly?</p>
<p><u>CLASS TEAM</u></p> <p>What do you think the common goal is that everyone in our class is trying to achieve?</p> <p>How can we cooperate so that we reach our common goal?</p>	<p><u>OTHER TEAM</u></p> <p>What other “team” are you part of at the moment?</p> <p>How do you cooperate with that team?</p>

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