



Working with Others (Being a Team)

Students sometimes find it difficult to work with others. This occurs most frequently when students are assigned to work with others who are not in their group of friends, or who they don't know very well, or with whom they do not get along on a social level. It is important for students to develop skills so they can work with everyone.

The following lesson plan emphasizes the concept of working with others or working as a team so that students can successfully complete tasks as assigned in class. More importantly, learning the skill of "Working with Others" will enable them to work successfully with others they encounter in life.

The goal of the lesson is to teach students the appropriate behavioral expectations for the skill of "Working with Others."

The objectives of the lesson for students include:

- learning the steps of the skill of "Working with Others."
- practicing the skill.
- generalizing the use of the skill to different places and different people.

Materials

Tables (desks), whistle, paper, markers, six plastic cups with a hole in the bottom of each one

NOTE: You will need these materials for each team or group.

Introduce the Skill

Ask students what they think it means to be a part of a group. Ask other questions about what it means to participate in a group and some of the things a good group member does.

Describe the Appropriate Behavior

Provide students with the behavioral steps for the skill of “Working with Others.”

NOTE: Steps can be posted on a bulletin board or shown on an overhead, etc. Please adapt the steps to fit your expectations and the needs of your students.

SAY: “Here are the steps of the skill of ‘Working with Others.’”

1. **Identify the task to be completed.**
2. **Assign tasks to each person.**
3. **Discuss ideas in a calm, quiet voice and let everyone share his or her ideas.**
4. **Work on tasks until completed.**

SAY: “These are the steps we are going to use for the skill of ‘Working with Others’ in this class and building.”

Give a Reason

Ask the students to provide reasons for why they think it might be important to work with others using these steps. Here are some examples of reasons to use in case students have difficulty thinking of ones on their own:

- You’ll get your work completed during the time allotted in class.
- Others might want to work with you again on other assignments.
- You might help someone learn something new.

Practice

Have a “cup stacking” relay race. Divide the students into groups of four or five. Give each group a stack of six plastic cups. Ask the students to stack the cups into a pyramid as fast as they can. Allow the students to practice taking down and restacking the pyramid as fast as they can. (Each person in the group should have an opportunity to practice.) Encourage students to share ideas and discuss ways their group might work faster during the actual race.

After each student has had a chance to practice, ask the members of each group to line up at a table or at their desk and practice taking turns building a pyramid one right after the other. Encourage them to help each other by offering ideas and demonstrating.

After all the teams have had sufficient practice time, set up the relay race. Have each group set up a pyramid of cups on a table or desk and mark a starting line 10 to 20 feet from the table or desk. Have the groups determine the order in which members will go to stack the cups.

Blow the whistle to start the race. The first member of each group should run to his or her desk or the table, unstack the pyramid, and then restack it. That student then returns to his or her group and tags the next member, who completes the same activity. This continues until all group members have had their turn. When the last person in a group finishes, the group should sit on the floor in a single file line.

If a student drops the cups on the floor, knocks the pyramid over after he or she stacks it, etc., he or she must restack the pyramid. Encourage group members to cheer on their teammates.

When the activity is completed, write the following questions on the board to prompt discussion.

- Although everyone had to build a pyramid, did you assign specific tasks to members of the group? (For example, the students might have had one person be the cheerleader, the one who built the pyramid the fastest in practice show the others what to do, etc.)
- Did all group members get to share their ideas on how they thought their group could complete the race in the shortest time? (Ask students to provide some examples of their ideas.)
- What are some other times when you might use the skill of “Working with Others” in school, at home, or on your job?

SAY: “Thank you for completing the practice activity. We will continue to discuss the skill of ‘Working with Others’ for the rest of the week.”

NOTE: Each day of the week, review the steps of the skill, discuss why it is important to use the skill, and practice when possible.

4. Work on tasks until completed.

Working with Others

- 1. Identify the task to be completed.**
- 2. Assign tasks to each person.**
- 3. Discuss ideas in a calm, quiet voice and let everyone share his or her ideas.**
- 4. Work on tasks until completed.**