

ETP to be revised

Company: Genentech, Inc.

Title: Teamwork Takes Practice

Subject Areas: Social Studies, Language Arts

Grade Level: Primary

Description:

Students will practice social skills necessary for teamwork. They will practice appropriate eye contact, positive facial expression, showing interested body language, listening to each other, giving 'put-ups', and working cooperatively. The use of these skills will improve the students' ability to communicate in any situation.

Findings

My ETP was designed to help students improve their teamwork skills. After delivery of the lessons, the students were actively practicing the new skills. Then the skills became less evident as time went on. A month after the lessons, when students were asked to use a certain skill during group work, it appeared that they didn't remember how to use that skill. My goal with the revision of this ETP is to add more exposure to the curriculum so that students can demonstrate the use of the skills throughout the entire school year.

Revisions

After consulting with my colleagues, I chose these additions for my ETP:

1. Go right into a group work activity after teaching a lesson. This would give the students an opportunity to experience the content and provide them with a better understanding of the real-life application of the skill.
2. Have a discussion after group work. Teacher and students cite good examples of using the new skill. Then discuss problems that came up during the group work and brainstorm solutions, using the teamwork skills as the basis for solutions.
3. Add a table showing how lessons can be repeated throughout the year for reinforcement.

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Objectives:

At the end of the school year, students will demonstrate the ability to:

1. Use key teamwork skills when working in a group.
2. Discuss the result of using, or not using, the key teamwork skills during group work.

Standards:

National Board Certification Standards

IV. Promoting Child Development and Learning

Accomplished early childhood teachers promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

V. Knowledge of Integrated Curriculum

On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.

California State Standards

History and Social Science – 1.1 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the 'Golden Rule'.

Listening and Speaking Strategies - 1.1 Listen attentively.

Speaking Applications - 2.3 Relate an important life event or personal experience.

Writing Strategies - 1.1 Select a focus when writing.

Writing Applications - 2.1 Write brief narratives describing an experience.

Resources:

Books: Social Star (Book 1 and 2)
By Nancy Gajewski, Polly Hirn, and Patty Mayo

Puppets: 2 (Sally and Roscoe)

Materials: For lesson 7: helium balloon, rock,
For lesson 8: 7 small balls, video camera, television

Unit Introduction:

This unit contains 8 lessons for improving teamwork skills. The lessons are meant to be taught sequentially, as each one builds on the previous one. Lessons 1,2,4,5 and 7 should also immediately precede a planned group activity so students have the opportunity to practice the new skill. Lessons 3 and 6 have reflection and writing time at the end of the lessons.

All of the skills taught in this unit must be reinforced throughout the rest of the school year. Two methods of reinforcement are shown below.

Verbal Reinforcement:

This can be done by four different methods.

1. Encouragement – “You just let Melany use your crayons. You’re really learning to share.”
2. Personal Example – “Last night I went to a movie with my friend. She didn’t have enough money for popcorn so I shared with her.”
3. Prompting – “In a few minutes, you will be getting into groups. Remember it’s important for you to share. What words and actions could you use to share?”
4. Corrective Feedback – “Maria, just now you said ‘no’ when Peter asked if he could borrow your blue crayon. You could have said ‘ok, as soon as I’m finished’.

Lesson repetition:

To reinforce this unit, the lessons may be repeated throughout the year. A simplified illustration of how a lesson repetition schedule might look is shown in the table below.

Month	September				October				November				Dec.	January				...
Week	1	2	3	4	1	2	3	4	1	2	3	4		1	2	3	4	...
Lesson	1,2,3	4,5,6	7,8	x	1	2	3	4	5	6	7	8	x	1	2	3	4	...

Assessment:

A rubric is included at the end of this unit, and appropriate parts of the rubric should be used periodically for measuring acquisition of the different skills. The Student Assessment form is included at the end of the unit and may be used periodically after group work when the unit is complete.

Lesson 1: Eye Contact in the United States

Summary: Students are told the importance of eye contact. Then they watch the teacher and puppets model this skill, and they practice giving too much or too little eye contact.

Objective: Students will understand that periodic eye contact is an important part of speaking and listening.

Time: 20 minutes + group activity time

Procedure:

Tell students, “Eye contact is when two people look at each other’s eyes. People do this to help them understand each other. The amount of time people do eye contact is different in homes and schools and countries. In some homes, it is proper for children to not make eye contact with adults. In our school, we will practice eye contact like adults do it in the United States. In the United States, eye contact is given periodically to the speaker to show interest. Periodically means ‘sometimes’. It makes communication harder if people who don’t know each other very well give too much or too little eye contact. Too much is called staring. Too little causes the other person to think you’re not interested in what they’re saying. In our class, it will be helpful for you to look at each other’s eyes when you are talking.” Get out the Sally and Roscoe puppets. Ask students to tell you if they think Sally is giving appropriate eye contact to Roscoe. Then have Roscoe talk and Sally look the other way. Discuss with students how looking away makes Sally seem uninterested. Then have Roscoe talk and Sally stares at him, about one inch from his face. Discuss with students how staring could make Roscoe feel uncomfortable.

Tell students they’re going to do some eye contact experiments. Pair students. Tell them to close their eyes and talk about what they did at recess. Ask students how it felt to not look while talking. It could be harder to follow the conversation. Closing the eyes is like making too little eye contact. Now have partner 1 give too little eye contact (look away) while partner 2 tells about recess. Ask partner 2 how it felt. Have partner 2 give too much eye contact while partner 1 tells about recess. Ask partner 1 how it felt. Tell students we will continue to practice this important skill so that we will all get along better.

Group work:

Students work in groups on an activity chosen by the teacher. The teacher walks around and notes uses of the new skill. The teacher may interrupt the group work to have a discussion about group problems (new skill and other) and brainstorm solutions. The teacher should also mention and solicit instances of positive group interactions. This discussion may also be done at the end of the group work. The Student Assessment form may be used if all 8 lessons have been taught at least once.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Lesson 2: Facial Expression

Summary: Students learn they can express their feelings without using words, they watch the teacher and puppets model this skill, and then they practice with a partner.

Objective: Students will understand that the position of their face muscles is a way to communicate, and their face can show positive or negative feelings.

Time: 20 minutes + group activity time

Procedure:

Tell students that people don't have to use words to tell others how they're feeling. Make a sad face and ask students how you are feeling. Then make a bored, happy, and angry face. Ask if the angry face made them feel like you had **said** that you were angry. Remind students that you expressed yourself without any words.

Get out the Sally puppet. Have her tell you something she thinks is interesting and then you give the bored look. Have Sally get mad. Stop and ask students why Sally got mad. Argue "But I didn't **say** anything bad." Then have Sally tell you something sad. You smile in response. Ask students how they think Sally feels. They hopefully will say that she feels like you don't care about her sad feelings.

Pair students up and have partner 1 show a bored facial expression while partner 2 tells something about his/her family. Stop and ask partner 2 how that felt. Now switch roles while partner 2 shows a sad face. Ask partner 1 how that felt. Tell students that we will continue to practice appropriate facial expressions so that we can all get along better.

Group work:

Students work in groups on an activity chosen by the teacher. The teacher walks around and notes uses of the new skill. The teacher may interrupt the group work to have a discussion about group problems (new skill and other) and brainstorm solutions. The teacher should also mention and solicit instances of positive group interactions. This discussion may also be done at the end of the group work. The Student Assessment form may be used if all 8 lessons have been taught at least once.

Re-teach every day:

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Lesson 3: Body Talk

Summary: Students learn they can express their feelings without using words, and watch two puppets demonstrate this skill. Then students will write about communication without words.

Objective: Students will understand that the position of their bodies is a way to communicate, and they will discuss appropriate body language for group work.

Time: 40 minutes

Procedure:

Ask students if they can show someone how they feel without saying any words. Have a student come up and demonstrate sad. Remind students about facial expression, but also about body talk. Have the student re-demonstrate the sad feeling using both the face *and* the body. Have a student come up and demonstrate excited. Discuss with the class how the body looks different between sad and excited. Tell students that when working with others at school, their face and body must look *interested*. Ask them to all look interested in what you're saying right now. Comment on what you see: good eye contact, facial expression, and sitting up straight. Say "That helps me feel you're interested in what I'm saying."

Tell students, "Now Roscoe and Sally are going to demonstrate bad and good body talk." Have Roscoe start talking and then Sally lies down. Ask students, "How do you think Roscoe feels?" Next, Roscoe walks up to Sally and starts talking. Sally sits up and faces him. Ask students, "How do you think Roscoe feels now?" Remind students that they should sit up straight and face the speaker in order to look interested.

Tell students they get a chance to write something they have learned about communicating without using words. They can write about eye contact, facial expression, or body talk. Brainstorm why each social skill is important and give an example of how it can be used to communicate. Give them paper and time to complete this assignment. Students who finish early may meet in a corner of the room to share their writing with each other.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Lesson 4: Listening

Summary: Students are told what good listening skills are. They practice listening. Then they analyze situations to decide if good listening skills are being used.

Objective: Students learn the difference between hearing and understanding, and they learn that good listening skills will help with understanding.

Time: 30 minutes + group activity time

Procedure:

Ask students how their body can show others that they are listening. They should mention body talk, facial expression, and eye contact. Write on chart paper what they say. Hopefully they will say that you should have your body still, sitting straight, looking at speaker, not speaking, mouth closed, brain thinking "do I understand this?", head occasionally nodding.

Tell students you're all going to play a listening game. Sit in a circle and play the game 'telephone'. This is done by whispering a simple sentence into the ear of the student next to you. The sentence could be, "Why does his mother run so fast?" Students pass this sentence around the circle by whispering it to the person next to them. After students have whispered this sentence to each other, ask the last person what the sentence was. It is usually very different from

the starting sentence. Ask students if they *heard* what was whispered. Then ask if they *understood* what was whispered. Discuss the difference between hearing and understanding.

Now students will practice listening to a partner. Partner students. Give them a few minutes to tell each other what they did last night. Randomly call on a student and ask him/her to paraphrase what was said by his/her partner. Ask the partner to confirm if the paraphrasing was correct. Praise students for good listening skills.

Read the following sentences to the whole class. Students practice identifying good listening skills by putting their thumbs up if the person showed appropriate listening basics.

- Jolisa looked at the TV the whole time her dad was talking to her.
- Lee nodded his head to show he understood when Mrs. Marrero asked if the class understood the assignment.
- Victor jiggled his chair back and forth when Ms. Hess was talking to him.
- Ann looked at her stepfather and smiled when he was telling her a funny joke.
- Mike waited until Lee was finished telling his story before he began telling his own story.
- At practice, Victor sat still on the bench and thought about what the coach was saying.

Tell students that sometimes when we want to listen, we are distracted. Have students tell things that might distract them from listening and list on chart paper. Some internal distractions are headache, hungry, angry, tired. Some external distractions are someone tapping pencil, loud noise outside, someone whispering, room too hot. (Throughout the year, paraphrasing is a good way to check if students are listening. Remember to continue to praise students who look like they're using good listening skills throughout the year).

Group work:

Students work in groups on an activity chosen by the teacher. The teacher walks around and notes uses of the new skill. The teacher may interrupt the group work to have a discussion about group problems (new skill and other) and brainstorm solutions. The teacher should also mention and solicit instances of positive group interactions. This discussion may also be done at the end of the group work. The Student Assessment form may be used if all 8 lessons have been taught at least once.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Another way for students to improve listening skills is for students to paraphrase one another or the teacher.

Lesson 5: Working/Playing Cooperatively

Summary: Students decide what it means to cooperate and the teacher writes their suggestions on a chart. Then students watch a short play about two puppets that are not cooperating and students decide how the puppets could have cooperated better.

Objective: Students learn and practice some basic cooperation skills, especially sharing and taking turns.

Time: 30 minutes + group activity time

Ask students to think what it means to cooperate. After a minute, have them turn to a partner and share their ideas. Ask who would like to paraphrase what his/her partner just said. Praise students for good listening skills. Make a blank t-chart like the one below and ask students what it would look like if someone walked into the classroom and they were working cooperatively. Write down student answers on the 'looks like' side of the chart. Some possible answers are listed in the chart below. Then ask students what it would *sound* like if they were cooperating and fill in the other side of the chart.

Looks like	Sounds like
Students sharing	Students use a friendly tone of voice
Students taking turns	"Would you like to share?"
Students looking at the person speaking	"You can go first."
Students smiling	"What would <u>you</u> like to do?"
	"We'll do it your way this time."

Tell students they will see Sally and Roscoe having a problem cooperating and they'll need to think of a way to solve the problem. Perform the short play 'Trouble in the Classroom'. After the play, ask the following questions:

1. What was the 'trouble'?
2. Did Sally and Roscoe have fun?
3. Did they get their work done?
4. Did they share?
5. What could Roscoe and Sally have done instead of argue?
6. If you were in the group with Roscoe and Sally, what could you have said?

Trouble in the Classroom

Sally is holding a paper.

Sally: We get to draw on this paper together. This is going to be fun!

Roscoe grabs the paper.

Roscoe: Yeah. Really fun.

Sally: Hey! I had that first! Give it back!

Roscoe: I have it now. Too bad.

Sally: Then I'm taking both crayons!

Roscoe: Give me the blue. I want to write with it!

Sally: No. I want to use blue. Give me the paper!

Group work:

Students work in groups on an activity chosen by the teacher. The teacher walks around and notes uses of the new skill. The teacher may interrupt the group work to have a discussion about group problems (new skill and other) and brainstorm solutions. The teacher should also mention and solicit instances of positive group interactions. This discussion may also be done at the end of the group work. The Student Assessment form may be used if all 8 lessons have been taught at least once.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Lesson 6: Being a good sport

Summary: The meaning of 'good sport' is discussed and students practice this skill by playing a game with a partner. Then students write a story about being a good sport.

Objective: Students will experience and analyze being a good sport.

Time: 40 minutes

Tell students they will practice being a good sport. Ask students what being a good sport means (being a gracious winner and loser, encouraging other people, not laughing when others make mistakes). Pair students and give them each a two-sided coin. One chooses heads and the other tails. Give the pairs a piece of paper and ask them to write 'heads' and 'tails' at the top of the paper. Ask partners to take turns flipping their coin and placing a tally in the corresponding column on their tally sheet. Demonstrate how to play the game while students watch. Remind students that this is a competitive game and one person from each pair will win and one will lose. Ask them to brainstorm ways of being a good sport while playing the game. Stop students after a few minutes and ask them to count the tallies to see who wins. Ask students to tell how they noticed their partners being good sports during this activity. Ask students if they think it is easier to be a good sport when they are winning or when they are losing.

Give students paper and ask them to write a real or make-believe story about winning or losing a game. You may have to brainstorm to get them started. Students who finish writing early may meet in a corner of the room to share their stories and discuss possible additions to the story.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Lesson 7: Giving Put-ups

Summary: Students learn the meaning of the term ‘put-up’ and why it is a useful skill. The teacher and students make a chart of what the use of put-ups would look like and sound like.

Objective: Students learn the meaning of the term put-up. They learn that put-ups help people feel good and this feeling helps make group work more pleasant.

Time: 20 minutes + group activity time

Procedure:

Show students the helium balloon and the rock. Say, “Pretend you just struck out in a softball game. When you walk back to our team, one of your teammates crosses his arms, rolls his eyes, and says to you with a sarcastic tone, ‘Way to go.’ Ask students to tell the person next to them whether that comment would invite them to feel more like the balloon or the rock. Next say, “Again, pretend you just struck out during a softball game, only this time when you walk back to the bench, one of your teammates turns to you with a smile and says, ‘Good try. I think you’ll be able to hit the ball next time.’ Ask students to discuss whether the teammate’s actions and words invite them to feel like a rock or a balloon. The teammate gives a good example of a put-up. Put-ups help people feel more ‘up’, like the balloon floating up. Put-ups are positive talk that students can use to make group work more pleasant. Examples of put-ups are smiling at someone, giving a compliment, encouraging someone to share ideas or to try harder, and telling someone it’s OK to make a mistake. A put-down is negative talk that invites students to feel more like the rock and usually makes group work unpleasant.

Make a blank t-chart on chart paper. Tell students that someone just walked into the classroom. *Tell them* what it would look like if the class was giving put-ups and fill in the ‘looks like’ side of the t-chart. (It is often difficult for students to think of ideas for the ‘looks like’ part of this chart). Ask students what the visitor would *hear* and use their suggestions to fill in the other side of the t-chart.

Looks like	Sounds like
Looking at the person	Students use a friendly tone of voice
Using a sincere facial expression	“Great job!”
	“Keep going, you can do it!”
	“That’s a great idea!”
	“Don’t worry. Everyone makes mistakes.”

Group work:

Students work in groups on an activity chosen by the teacher. The teacher walks around and notes uses of the new skill. The teacher may interrupt the group work to have a discussion about group problems (new skill and other) and brainstorm solutions. The teacher should also mention and solicit instances of positive group interactions. This discussion may also be done at the end of the group work. The Student Assessment form may be used if all 8 lessons have been taught at least once.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Lesson 8: Put-up and Teamwork Lesson Review

Summary: Students review the meaning of the term ‘put-up’ and why it is a useful skill. The students practice the skill during a game while the teacher video-records their activity. Then students watch the videotape, counting how many put-ups they see. After that, show the video again and they discuss any other good teamwork skills that they saw in the video.

Objective: Students will analyze the teamwork skills of others working together.

Time: 40 minutes

Procedure:

Remind students about the helium balloon and the rock. Review the work from Lesson 7. Tell students they are going to get the opportunity to play a game and practice giving put-ups. They can refer to the chart during the activity if they can't remember what to say.

Ball Toss Game

Put students in groups of three or four and give each group one ball. Tell students these directions: Count how many times you can toss the ball from your right hand to your left hand without dropping it. Your hands must be at least one foot apart (model that length). Everyone in your group should have a turn. As soon as the ball is dropped, it goes to the next person to toss. Let them play for a few minutes.

Stop the groups and have a group that was good at giving put-ups come to the front to demonstrate. Now tell the students to start again and tell them you're going to videotape them giving put-ups. Start the videotape and the students. Let them play for about 10 minutes.

Have students go to their desks and give each student a piece of paper. Show the video and have students tally how many times they see a put-up on the video. Ask students how many tallies. Ask them to tell about some of the put-ups they saw. Ask them to tell about other teamwork skills they saw on the video.

Re-teach every day:

Remember to continue to reinforce this skill by using the methods described in the Unit Introduction.

Student Assessment Form

Name _____

Giving put-ups  

Using good body talk  

Listening to each other  

Sharing and taking turns  

Student Assessment Form

Name _____

Giving put-ups  

Using good body talk  

Listening to each other  

Sharing and taking turns  

Rubric for teacher observation of teamwork skills

Performance Element	3	2	1
Eye Contact	Maintains appropriate eye contact	Occasionally looks away, distracting the speaker	Does not make eye contact
Facial Expression, Body Talk	Consistent interested facial expression and body position	Occasionally inappropriate facial expression or body position	Facial expression or body position that seems annoying to speaker
Listening	Is usually attentive to others when they speak	Is occasionally inattentive to the speaker	Is often distracted by other sounds or activities
Sharing, taking turns	Makes a consistent effort to share and take turns	Sometimes remembers to share and take turns	Rarely shares or takes turns
Good sport	Loses and congratulates the winner or wins and says something kind to loser	Loses or wins with no obvious interaction with opponent	Says or does something hurtful to winner or loser
Put-ups	Notices another becoming unhappy and gives put-up	Gives put-up with no apparent reason	No put-ups