

The Ripples of Respectful Teamwork

Building off the previous lessons, this lesson focuses on the importance of good listening skills as well as how to disagree respectfully in order to work in collaboration.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

30-40 minutes

Required Materials

- White board to watch the YouTube video or computer screens
- Printed transcript if you cannot watch the video
- Paper plates
- Tape or rope to mark the edges of the “pond”
- Green stones for the Kindness Pond. If stones are not available, use another small item (Legos, balls, etc.)
- Crossing the Pond activity handout

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Review and practice listening and working together in small groups.

Teacher Connection/Self-Care

Respect for your community is a natural result when one possesses self-respect and respect for others. This is the third piece of the puzzle under the heading of respect. How do you demonstrate this within your school and your community? Getting involved in organized opportunities allows you to give back in a structured, concrete way. However, don't overlook the daily random acts of kindness that you have access to within the school and your town. Simple tasks such as cleaning up the campus or turning off unused lights in your home to decrease electricity usage are also valid ways to respect your community. Stay alert to the opportunities presented to you. This will in turn help you pass this practice down to your students.

Tips for Diverse Learners

- Students with physical limitations may not be able to participate in the Crossing the Pond activity; these students should serve as coaches and you can add a rule that says teams may not talk but, instead, must listen to their coach.
- Students who are not comfortable sharing space with other students (where they are touching or are in close contact with other students) might also serve in a coach role, or you could change the rule that says team members must touch to “you cannot touch another team member”. This will add a layer of difficulty to the activity, but you could try it out!



Share

5-7 minutes

Today we are going to talk about teamwork. Can anyone define teamwork?
Invite student response.

Who here has been on a team?
Invite a show of hands.

What are some teams you have been on?
Invite student response.

Why couldn't you have done these activities on your own?
Invite student response.

On a team, does everyone do the same job? How does a team work?
Invite student response.

Today we are going to talk about teamwork and how we can work together to achieve a goal.



Inspire

10-15 minutes

To begin, watch the following video with the students or read the story from the transcript.

Froggie Story – Team Building:
https://www.youtube.com/watch?v=dG_-HteRaA4

Ask students to pay attention to the role each frog played on the team, what their goal was, and how they succeeded.

After the video (or story), ask kids what made the frogs successful as a team. Write down the qualities they give you and talk about them. Tell students they will need to have these same qualities for the activity they are going to participate in.



Empower

12-15 minutes

This activity will give students a chance to practice working in teams.

For the Crossing the Pond activity handout, you can view a snapshot of the concept here: https://www.youtube.com/watch?v=1rfYou_ogKk



Reflect

3-5 minutes

Hopefully you see how important it is to not only work together but also to encourage each other. When you encourage and help one another, it's easier to reach a goal together. One encouraging word or helpful suggestions can send a ripple out to the rest of the team that helps keep them focused and moving forward.

How can we all work together this year to be a team in our classroom?
Invite student response.

These are all great ideas! Whenever I see second graders working together or with others as a team and offering encouragement or suggestions for improvement, I will put a green stone in our Kindness Pond! If you see others working as a team in our class, you can also add a green stone. Let's see how many green stones we can get in our pond this month!



Extension Ideas

- Share the acronym TEAM: Together Everyone Achieves More. Invite students to create their own acronym for TEAM.
- To make this a math lesson, you could have a set number of stones for “teamwork” (say, 50 stones) and do a regular “stone count” to help your students see how many stones are in the pond versus left “on shore” in the container.
- To make this a science lesson, you can measure the water line before the stones are dropped and then measure the water line after the stones are dropped to see how much the mass of the stones have displaced the water.



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

Crossing the Pond

Teamwork Activity

Materials:

- Tape (like masking or duct tape) or rope to mark the sides of the pond
- Paper plates, one per person
- Room large enough to create a “pond” space for crossing (size depends on number of people, but a typical classroom should work if desks are pushed to the side)

Objective:

- Each team must get across the pond touching only each other and their “stepping stones” (paper plates). If anyone lets go of a teammate or steps off of a stone and into the designated pond area (the water), the whole team needs to start over.
- Each team must also engage in active encouragement and positive solutions to help everyone get across.

Set-Up Instructions:

- Move desks to the side of the room, creating an open space in the center of the room
- Mark off the side of the “pond” with tape or rope (see example below)



- Divide the class into two or three teams, depending on the size of class and room (aim for 8-10 students per group).
- Give each student a paper plate to act as their “stepping stone”.
- Line teams up on one side of the pond with their stepping stones.
- Let teams pick names and determine who will go first (observe how the team structure unfolds).

Activity Instructions:

- Each team must get all the members of their team across the pond.
- Team members must be touching a fellow team member and a paper plate at all times.
- If a team member lets go of his or her teammates or steps into the pond, the entire team needs to start over.
- If team members say discouraging things to their teammates or to another team, the entire team starts over.
- Team members can share stones by passing them up or down the line, or step on each other’s stones to help each other get across.
- The first team to get everyone across to the other side of the pond wins (if you want to make this a competition) or, time the activity and see how fast all teams can get across. If time permits, you could do it twice to see if the whole class can beat their first collective time.

Teams can also share plates with other teams if they think to do so. For example, if a team that finishes wants to help another team still crossing by giving them extra plates or by cheering/sharing tips and strategies, they can. It isn’t against the rules! However, let students do this on their own and without prompting. See how far the teamwork extends to others!