



OBJECTIVITY

3. HARMONY IS THE KEY

Objective: Students will be able to analyze their role in a team to detect if their participation favors or blocks communication.

WARM UP

Ask students if they have ever watched a basketball game. Explain that there are different positions: the tallest player is usually the center, the strongest is the power forward, an agile tall player is the small forward, and the best ball handlers are the shooting guard and the point guard. Point out that every player has a role and that, together, they can win a game. Ask students to give examples of other team sports. Then ask them: *What would happen if one of the team players blocks a harmonious collaboration?*

STEP BY STEP

- A** Make sure every student has a copy of the printed handout to work with.
- B** Invite students to work in groups of four and ask them to read the definition of *harmony* on the handout and to paraphrase it. Then tell them to remember a recent team project. They have to focus on details such as what the conversations were about, the way they discussed, and the way they reflected on the ideas and reached agreements. Ask: *Did you have a good communication? Was the outcome what you expected?* With everything they thought about, ask them to answer the questions on the handout.
- C** Invite them to look at the four students on the handout and imagine they are the members of the team from the previous activity. Ask: *What was the role each member played? What was his or her form of expression?* Then ask them to look at the words in the box and designate one to each member of the team and to write an example of their form of expression depending on what they did and how they acted while working on the team. This will help them understand the role everyone played.

- D** Ask them if they think there was harmony during teamwork. Invite them to write their answer, and the reasons for it, in the space provided on the handout.

WRAP IT UP

- E** *How do you think identifying the different roles in a team can help explain what is blocking communication? What can you do to have more harmonious relationships? How can harmony help you reach your goals?*

Tell students that when a music ensemble plays a melody, all the instruments need to coordinate to reach harmony. If one of the members is out of tune, the whole melody is affected. Something similar happens when your students participate in a team project. Every member contributes with their point of view, ideas, and proposals. If communication gets blocked, it is useful to know who is “out of tune,” and this can be done by identifying the role each member has in the project. Mention some attitudes that we need in order to have a harmonious relationship: respect, agreement, and acceptance. If communication gets blocked, suggest that they describe the responsibilities of every member again. If the roles within the team are perfectly defined, there would be less of a chance for confusion between the members, something that usually happens when the instruction on the task they have to do is not clear enough.

TEACHING TIP

Remind students that people who know how to work in a team are people interested in knowing the arguments of others and in recognizing the value of discussing different ideas that produce satisfactory results. They do not try to impose their ideas but to enrich them through the contribution of all the team members. Try to acknowledge your students every time they put this into action. Remember that self-esteem and self-confidence are very important to teenagers.

- IT** You can draw students' attention to the IT box if you need more help.



OBJECTIVITY 4. ACHIEVEMENTS

Objective: Students will understand the importance of identifying achievements, improvements, and qualities in order to become better team players.

WARM UP

Write on the board the following sentence: *I am responsible for my actions.* Give students a few minutes to brainstorm how this statement is true and why. Then ask some volunteers to come and write them on the board.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout to work with.
- B** Write on the board the following words: *achievement, improvement, and quality.* Get students into groups and have them read and paraphrase the definitions in the handout. Tell them to label each definition with a word from the board. Encourage volunteers to share their answers with the class and to explain the reasons behind them.
- C** Explain that this activity helps them reflect on teamwork on a personal level. Mention that when we become aware of our qualities, we automatically become better team players because we take advantage of each member's qualities to improve our performance as a team. Tell students to remember a team project they have worked on recently and to complete the table individually thinking of their achievements, improvements, and qualities not only as a team but also on a personal level.

- D** Have students share their tables with their group. Encourage groups to listen attentively to their classmates and to give and receive feedback respectfully. Tell students to add any information they may have missed in their tables.

WRAP IT UP

- E** *Why is it important to reflect upon our work on a personal level and as a team? Why is it important to recognize our achievements? Do you think that thinking about the positive and negative aspects of working in teams helps you be a better team player?*

Ask students to discuss the questions in small groups, and write down their conclusions. Guide them to recognize that acknowledging everybody's qualities, improvements, and achievements is important for teamwork because it fosters personal improvement. Ask: *What would happen if we didn't know what we can and cannot do?* Then mention that common goals could not be reached if nobody knew what each team member can do. Finally, invite students to think of their achievements and how they have improved project after project. Encourage them to be convinced that personal improvement is a constant process and that being self-conscious is the first step towards it.

TEACHING TIP

Recognizing your students' achievements is a core skill you need to put into practice so that your students know that you care about each one of them and that you notice their effort. On the other hand, you have a wide variety of options to improve your performance as a teacher. Try doing this activity reflecting on your qualities, improvements, and achievements as a teacher. You may discover that there are some areas where you could improve to help your students succeed.

- IT** You can draw students' attention to the IT box if you need more help.