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EMOTION & COMMUNICATION - Cooperation and teamwork



YEAR GROUP:
Y1 / KS1



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- Recognise the importance of listening to other people
- Understand the importance of being able to play and work cooperatively
- I can reflect on the similarities and differences between people
- I can listen to and show consideration for other people's views
- I can work and play independently and in groups, taking on different roles and collaborating towards common goals



KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *I like working in a team because...*
- Cooperation
- Listening
- Collaboration



WHAT YOU WILL NEED

- Lesson 4 resources doc
- Print slide 4 and cut into strips, fold and put in a hat or box for lucky dip
- A4 Paper and pens
- A4 board or book to lean on
- Printed slide 5 images for drawing exercise enough for half the class
- Strips of coloured paper (paper chain size)
- Stapler to make paper chain

Factory machine

The aim of the game is to make a working machine that the whole class are contributing to

- One student stands in the space and makes a mechanical movement with an accompanying vocal sound (e.g. a swish or bleep). This should be easily repeatable, and does not travel
- A second student joins alongside the first, this time making their own machine movement that perhaps interacts with the first, or faces a different direction. Perhaps on their knees, or reaching over the top of the first.
- Add more students, one by one, until the machine is big and noisy (possibly 6-8 people will be the max)
- The teacher counts "3,2,1 freeze!", then the machine disassembles and a new machine starts from scratch with new people.

Toolbox Film

Exercise of machine

ACTIVITY 1 / IDEATE

20 MINS

Team story writing

- Sit in a circle
- Pick a story starter out of a hat (slide 4 printed and cut up in a hat)

One morning an old lady opened her front door ...

Charlie jumped on the shiny blue scooter...

On the first day of spring dragon awoke in his cave ...

A boy is running in the woods....

A magical portal appeared in the sky and Fred walked towards it ...

She jumped through the magic window...

A cat is flying through the air....

The dog was restless....

She wanted to creep down the stairs but....

Go round the circle and continue the story 1 line at a time by saying (get the children to say "yes and" together each time)

"Yes, and"

acknowledging your teammates' ideas and building upon them in your own unique ways.

- After 8 or so people start a new story with a new story starter

A successful "yes, and" requires the foundational belief that the end product will be a blending of ideas, an equal contribution from all involved.

You have to listen and expand

TEACHER LED EVALUATION OF THIS ACTIVITY

- What did we like about that way of writing a story?
- Was it challenging... why?
- Did anyone try to derail it?
- Celebrating other people's ideas - did someone say something you thought was great and had not thought of
- Did you create a story that was better than if you had done it on your own?

Team Drawing - Good communication and collaborative work

- Get into pairs
- Hand out a single piece of paper and 2 pencils to each pair (and board to lean on if needed)
- With your partner take it in turns to draw a line, mark, curve, shape, squiggle... anything on the page to build up a random picture.
- It might not look like anything or some ideas might emerge, you might be thinking of one thing and your partner might change it to something else.
- Teacher to set a timer for 3 mins ... keep drawing until the timer stops.

Swap into a different pair and try again with a timer of 3 mins.

ACTIVITY 4 / EVALUATE and ASSESSMENT
Discussion and capture answers slide 6

Hand out strips of coloured paper 1 per child

Discuss question on slide 4 (TA or teacher to write main points of learning onto strips of paper as you go)

In this lesson we have been working as a team, as a whole group, small teams in pairs, we have been learning to communicate clearly and listen.

- What do we need to do to be successful in a team
- Why does it feel nice to be part of a team?
- Was this challenging ? why was it hard?
- What can we do better?

After the discussion ask them each to write on their strip of paper the stem sentence I like working in a team because ... and complete the sentence. (slide 5)

Glue or staple links together to make a strong chain. If one person does not do their part the chain will break.

Put up in the classroom for future reference.

