

We're All On the Same Team

STUDENT OBJECTIVES:

Identify "teamwork" as working together to achieve something you can't do as easily or quickly on your own; name the team to which everyone belongs (the class name).

MATERIALS NEEDED:

Bell or chime, a large floor-sized puzzle with enough pieces

ASCA Standard:

B-SS 2. Create positive and supportive relationships with other students
B-SS 7. Use leadership and teamwork skills effectively in diverse teams



Opening: Hello Super Stars! Last week we learned how to do Heartfulness and played the Differences game. Did anyone practice heartfulness for another person during the week? Did you notice a new way you are different from someone else? If so, I would like to hear about it.

Call on several students who want to share their experiences with heartfulness and/or differences.



Feelings Check-In: By now you know what to do - show me how you're feeling today.

- If you are feeling good, calm, happy, and ready for Peace you will give yourself a hug (demonstrate hugging yourself.)
- If you are feeling tired, bored, or shy, you will stretch your arm over your head from side to side (demonstrate arm stretches over your head.)
- If you are feeling upset, sad, worried, or angry, place your hands on your belly and breathe in and out like you're blowing up a balloon (demonstrate taking a belly breath with your hands on stomach.)

- If you are feeling something else, put your hands on your head (demonstrate hands on head.)

Say: Thanks for showing me how you're feeling as we get started today!



Mindfulness Practice - Just Like Me

Say: Last week we talked about how we are all different, but there are some things that are the same for all of us, even if we look, think, speak, or act very different from one another. Today we are going to learn how to do something called "Just Like Me" for our Mindful Moment.



Encourage everyone to picture someone who they think is very different from themselves. Maybe their latest Kindness Pal, another student in the class, or someone else. They do not need to say who this person is.

Instruct the class to get in their mindful bodies, close or cover their eyes if desired, and take several deep breaths of their choice.

Say: Now we're going to imagine that we are facing that person right now. We are looking at each other.

Now we're going to say some ways we are the same. You can think these words in your thought bubble [or softly say them aloud] after me.

- "This person wants to be happy...just like me."
- "This person feels sad sometimes...just like me."
- "This person is loved...just like me."
- "This person deserves to feel peace...just like me."

Now we will continue thinking about this person for a few more moments. If you notice your mind wandering, try to gently bring this person back into your thought bubble.

After a period of quiet, ring the bell, raise a hand, and open your eyes.

Say: It can be helpful for us to remember that everyone has feelings like we do, especially when we disagree with someone or maybe even think that we don't like someone.



Lesson

Say: *Last time we talked about ways we are different, and today we will be talking about some more ways we are the same. Make a T with your hands [like a time-out signal, with one palm flat across the tips of your other hand's fingers] if you've ever been on a team. Take responses: soccer team, baseball team, and so on.*

Say: *When we are on a team, we don't do things by ourselves. We help each other so that we can get more done than we would be able to do on our own, like scoring home runs in baseball, or cleaning up a big mess, or building a cool block tower. That's called teamwork!*

Give the following simple definition of teamwork: *Teamwork means working together with other people to try to get something done.*

Tell the class that everyone can make a T with their hands to show they are part of a team, because everyone in the class is on a team. Ask if anyone can guess the name of their team.

Say: *It's the (Teacher's name) Team! And everyone in your grade is on the _____ team. And everyone in this school is on the _____ team! We are all on the same teams!*

Encourage students to think of other ways everyone in the class is the same. Examples include two eyes, ten fingers, bodies, hands, being human, and so on. Following the Mindful Moment, students may also think about having some of the same feelings.

Say: *Just like with your sports and other types of teams, you will all work together to do many fun activities this year that you wouldn't be able to do by yourselves. In fact, we're going to do a fun activity right now and we will use teamwork to get it done easily!*

Bring out the floor puzzle and explain that it is a big puzzle with a lot of pieces, and it takes a long time for one person to put it together alone. One person might not be able to put it together by the time class is over. But since we are working as a team, we can all work together to put the puzzle together quickly.

Say: *Would the _____ Team like to help me put my puzzle together right now? Great, let's get started!*

Ask the class to sit in a circle for this activity. Hopefully by now there is an established routine for doing so. Once the class is sitting in a large circle, give the following instructions:

1. Each child will get one piece of the puzzle, look at it and then hug it close to the chest. This prevents children from fiddling with it, and also from looking at each other's pieces and trying to fit them together.
2. The "team puzzle spot" will be in the center of the circle, so everyone needs to watch that spot to notice when they need to place their piece of the puzzle.
3. When a student notices that their piece matches something in the puzzle spot, they raise their puzzle piece high into the air so it can be seen.

Pass out the pieces. After everyone has a piece, take one of the leftover pieces and place it in the center. If there are none left over, select a child to put a piece down first. Describe the colors and images on the piece, and ask who sees something similar on their own piece. When children raise their puzzle piece, let them come to the center one at a time to see if it fits. Allow them to try several spots before giving assistance, as puzzle skills can vary widely at this age. The puzzle will be quickly put together in this manner.

When it is complete, step back and have everyone admire their teamwork in getting the beautiful puzzle together quickly and easily. Explain that it would have taken much longer for one child to put the puzzle together alone, but working together made it faster and more fun. After a moment to admire the puzzle, thank everyone for their teamwork, explain that you will put it away while they chat with their Kindness Pals.

TEACHING TIP: Young children naturally want to help the teacher clean up in all aspects, but doing so in a group setting like this can be distracting to the lesson overall, and/or cause unintended problems such as hurt feelings over who gets to help or snatching pieces from others. How to clean up as a team is a learned skill that takes more time than is allotted here. It could make for an interesting lesson extension, though!



Kindness Pals:

Today everyone will get a new Kindness Pal. Pals will talk about different teams they are on and how their teams work together. Encourage kids to think about

their families and other groups they belong to as a “team.” Pals can also talk about ways they are the same.

Call out new Pals, adjust for any absences, and give the following instructions:

1. Sit with your pal in the listening position we’ve practiced: legs crossed, knees almost touching, shoulders pointing at each other.
2. Give each other several friendly greetings.
3. Name the teams you belong to, including your class team and family team.
4. Tell what you do on that team and how you work together to get big jobs done.
5. Try to find five ways you and your pal are the same.
6. Give a friendly goodbye to your pal and return to your seats.

Closing: *This week try to notice how you work together with your teammates to get a big job done quickly, and we’ll talk about it next time. See you then, Super Stars!*



Optional Lesson Extensions:

Books - *Our Class is a Family* by Shannon Olsen

Swimmy by Leo Lionni. Read this book to the class, pointing out how Swimmy and his friends used teamwork to swim together and chase the big fish away, something they were unable to do at the beginning of the story when each fish was swimming whichever way it wanted to. Create a matching art exhibit with fish cutouts and each child’s name / design, in the shape of one big fish.

Art Activity – Use blank puzzle piece templates (widely available for free online) for each child to color/draw on. Then label each piece with the child’s name in bold marker, and fit the pieces together as a class project. Hang in the room as a reminder that each student is a part of the class team.