

DIVIDING WORK

OBJECTIVE: Students will be able to recognize the advantages and disadvantages of dividing work when working in a team, and also, the concrete actions they have to take to divide work effectively.

WARM UP

Greet the class. Get students into teams. Number the teams. Then, write on the board: *Dividing work means...* and below, draw one column for each team. Have students brainstorm a definition using as many words as members of their team; for example, if they are four, then they have to write their definition with four words. Set a specific time, no more than five minutes. When they are ready, have the first member of the team go to the board and write the first word of the definition under his column, as in a relay race. Let them continue, student by student, until they finish. The first team to finish wins the game. Read all the definitions as a class and vote on the one that describes in the best way what dividing work is. You can also mix definitions to make a more complete one. You can write your definition on a separate sheet of paper and keep it as evidence of their work.

STEP BY STEP

1 Make sure all the students have access to a copy of the handout or project it for the class. Have one of the students read the instructions and the questions. Get students into small groups. Ask them to read the fable and answer the questions on a separate sheet of paper or discuss the answers with their partners, as you deem fit. Set a time limit. Monitor and check. When students finish, ask some volunteers from different groups to share their answers with the class.

2 Have students read the instructions. Make sure they understand what they have to write. Let them complete the table individually and then share their answers in pairs to complement them, if possible. Walk around monitoring and helping if necessary.

WRAP IT UP

3 *Why do you think it's important to divide work if we are part of a team? What concrete actions should you take when you divide work for a project?*

Have one of the students read the first question in Activity 3. Discuss as a class and write the students' ideas on the board. Do the same with the other question. When you finish, allow students some time to write their conclusions in the space provided. If they have problems coming up with ideas about dividing work effectively, you can ask them to read the introduction to the worksheet again. Alternatively, if you have Internet access, you can ask them to visit the suggested website, read, and come up with more ideas to write for their conclusions. Remind them to not only write their ideas, but keep them at hand so they can consult them when needed for their different school projects.

TEACHING TIP Involving real students' experiences makes learning more significant for them. Whenever it is possible, ask them to share instances of situations they have actually lived and how they dealt with them. For example, when students work in Activity 2, ask them to think about what happened in the game at the beginning of the class, what made them win or not, and why, so that they have fresh ideas that can help them complete the table in a more accurate way.

SETTING RULES

OBJECTIVE: Students will be able to recognize the importance of setting rules and following them in order to achieve common goals in a team.

WARM UP

Greet the class. Write the words *Setting rules* on the board. Elicit from students what they think a rule is and also the different types of rules they have to follow at home, at school, and on the street.

STEP BY STEP

- 1 Get students into small teams. Brainstorm different games they are familiar with. Notice games they are not familiar with. Make sure all the students mention a game to play. Try to make it so at least one or two students in each team are not very familiar with their assigned game. Set five minutes in a chronometer and let them play. Do not let anybody explain the rules (or try to set any, not even who starts), even if they do not know how to act. When the time is over, ask one of the students to read the questions and discuss them as a class. Write the students' ideas on the board.
- 2 Have a volunteer read the instructions for this activity. Explain that now they have to agree on and set new rules to play the same game they played in Activity 1. If you want to make it more challenging and you have some extra time, tell them they cannot use the original rules. Set a specific time and let them play following the rules they set. Monitor and make notes about their reactions. When the time is over, have a student read the questions and discuss them as a class. Write students' ideas on the board and then allow them some time to reflect and write the conclusions in their notebooks.
- 3 Set a specific time for them to think of 10 rules they consider important to follow when they work in a team. You might need to have dictionaries ready for this activity.
- 4 Make sure students have their handouts or have them work on a piece of paper. Encourage them to write their rules in each of the spaces. Monitor and provide help as required.

WRAP IT UP

- 5 *Why is it important to set rules before we work together? Why should everyone agree with the rules? What is similar or different between setting rules for a game and setting rules for a project?*

Have each team share their rules with the class. When they finish, discuss the questions as a class. It is a good idea to elicit examples of the situations they mention. When you finish, allow students some time to answer their questions in a separate sheet of paper to keep as evidence of their work.

TEACHING TIP To do this activity, consider bringing some board games to the classroom. You can do a survey in a previous class in order to get to know the games students are familiar with. Try to use games that do not require a lot of materials, so as not to waste a lot of time. You can use, for example, memory games, bingo cards, snakes and ladders, pick-up sticks, etc. Alternatively, ask students to bring some games from home for this class. It does not matter if the sets are incomplete; that will make it a challenge for their creativity.

ATTITUDES

OBJECTIVE: Students will be able to recognize positive and negative attitudes when working in a team. They will also propose how to change negative attitudes into positive ones.

WARM UP

Invite students to get into two teams and ask a member from each team to go to the board. In secret, tell him / her a positive or negative feeling from the following list: *cheerful, excited, furious, angry, friendly, and disgusted*. Have him / her draw a picture to represent that feeling. Let the members of his team guess it. If they guess correctly, they get a point for their team. The team with the most points at the end wins the game.

STEP BY STEP

- 1 Ask students to brainstorm positive or negative attitudes they know (for example, looking at someone in the eye, being friendly, telling someone they did a good job, laughing at someone, pointing at someone's mistakes, and doing only the bare minimum). If they don't know how to say a word, allow them to look it up in a dictionary or on their cell phones. Divide the board into two columns with the headings *Positive Attitudes* and *Negative Attitudes*. Ask students to classify the attitudes they mentioned.
- 2 Get students into small groups. Ask them to read the list of possible causes for a bad attitude, discuss examples with their team, and write their ideas on a separate sheet of paper to keep as evidence of their work. Set a specific time limit. Monitor and help with vocabulary they need. When they finish, ask them to share their ideas with the class.
- 3 Have students read the instructions. Set a specific time limit for them to complete the task individually. Emphasize the importance of personal reflection. Remind them that they will not share all of their ideas if they do not want to do so. The most important part is to become self-aware of the attitudes they can change and how they can do it.

WRAP IT UP

- 4 *What reasons do you know for having a bad attitude? What concrete feelings are behind those attitudes? Can you control those feelings? How?*

Have some students share some of the ideas they wrote in Activity 3 with the class. Write them on the board. Encourage students to complete the ideas they wrote with new ideas that other students shared. Then discuss the questions with the students. Remind them to think about the self-awareness and self-regulation techniques they have worked with in previous semesters to help them answer the questions. When you finish, allow them some time to write their answers to keep as evidence of their work.

TEACHING TIP It may be difficult for your students to open up in front of you or others if they don't feel safe. That is why from the beginning it is highly recommended that you build a good rapport with them. That means showing that you are genuinely interested in them and in what they have to say and contribute to the class. If they feel you value their experiences and opinions, they will trust you and it will be easier to have them do this type of activities successfully.