



## Welcome ...

This is the fourth issue of *Adding Value* and the first to be sent to our many subscribers by email only. We are delighted to know that this resource and *Gemstones* are being used so widely throughout New Zealand. The feedback we have received so far is telling us that you are enjoying the fables, challenges and activities *Adding Value* provides.

Some people have asked about the Young New Zealanders Foundation (YNZF), which produces these resources. The YNZF is a charity. Our mission is to help young New Zealanders achieve their highest potential, for themselves and our country. One of our strategies is to provide resources for teachers who are working so hard with our young people. *Adding Value* back issues and other YNZF resources are freely available on the website at [www.youngnz.org.nz](http://www.youngnz.org.nz).

This issue is all about Teamwork. I know as a teacher, one of the most important things I do each year is to encourage my class to work as a team. There is nothing more frustrating than a class that doesn't 'gel'. It makes learning so difficult when students are spending more time fussing about who they are (or are not) sitting beside than they are on their work!

**Calling all artists!** Page 3 of this issue has details of a brand new *Art Competition* based on the theme Teamwork.

Remember to share *Adding Value* with your colleagues and encourage them to become subscribers too.

Please also continue to share your ideas with us at [newsletter@youngnz.org.nz](mailto:newsletter@youngnz.org.nz) and let us know if there is anything you would like to see in the upcoming issues.

Go Team!

Kind regards

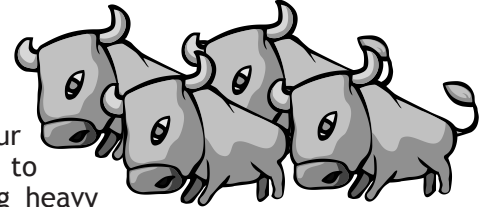
*Sarah Barrett-Hamilton*  
Education Consultant  
Young New Zealanders Foundation

## The Four Oxen & the Lion

By Aesop

**Theme: Teamwork** – Are you strong enough to play your part?

In the days before tractors, there was once a team of four oxen. Their job was to work together towing heavy loads for a farmer. At planting time, the oxen dragged the cumbersome plough through the fields. At harvesting time, they pulled the bulky cart carrying all the crops from the fields to the barns. Day after day they toiled together. The oxen were well trained. They all knew they needed to pull in the same direction otherwise they would never reach their destination. Sometimes, though, they became bored with constantly being beside each other, and they dreamed of a life of independence.



At night, after a hard day of labour, the oxen were set free in a field to rest, relax and roam. Unfortunately, this field was in the hunting zone of a lion.

At dusk and dawn, the lion would prowl his territory looking for prey. The lion was very keen to capture and kill the oxen – his jaws dripped with saliva at the thought of all that beef!



Night after night he would venture into the field of oxen and creep with stealth towards the unprotected beasts. But night after night, the oxen were alert to the threat of the lion, and when they could sense his presence, they would gather in a circle – tails in – so that whichever way the lion approached he would be met by the horns of one of the oxen. As a team, the oxen could defeat the lion. As a team, they remained safe.

One evening, however, after an especially hard day of labour, they four oxen started to argue. "You weren't pulling your share of the load, today!" one moaned to another.

"I wasn't pulling my share? What about you?" came a quick reply. "You just hang around there at the back doing nothing all the time!"

"Well I'm tired of constantly being the one to keep you all in line!" yelled a third ox. "Not only do I have to watch where we are going, I have to steer as well! **and** I'm the one who gets it from the farmer if we

*continues* ➤

◀ continued

go off track – and it's all your fault!" as he gestured to the other three.

The four oxen each walked off to a separate corner of the field to cool off.

However, as the oxen argued, the lion watched with very interested eyes. The oxen were so intent on their argument they didn't notice the lion approach. As the oxen divided, the lion knew his chance to attack was approaching. He waited until they were well apart from each other, and then pounced on each one in turn, killing them one by one, until all four oxen were no more.

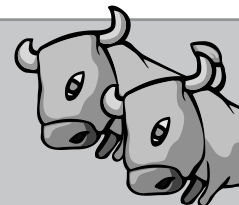
## United we stand, divided we fall

### Discussions

In your groups, discuss ...

- What is a team? Discuss and then share your group's definition with the class.
- Brainstorm all the different sorts of teams, for example sports teams, class teams.
- Share your ideas about what makes a great team member with your group.
- List as many situations as you can that require teamwork. Share your list with the class.
- What makes it difficult to be part of a team?
- Do you think a team needs a leader? Why / why not? What qualities do you think a team leader requires?

### Questions



1. What did the oxen do during the day?
2. Why did they have to work together?
3. Did they like working together all the time?
4. How did they manage to defeat the lion?
5. What happened when they argued?
6. What are the benefits of being in a team?
7. What teams do you belong to?
8. What do you think makes a good team?
9. What do you think makes a good team member?
10. How have you helped a team succeed?

“Snowflakes are one of nature's most fragile things, but just look at what they can do when they stick together.”

Unknown

### Suggested Activities

▼ **Role Play:** Think of a scenario that requires teamwork, for example push-starting a car or playing a game of netball. Your group is your team, but one member, not committed to the team's success, is trying to sabotage the plan. Act out your plays and let other groups guess who the saboteur is.

🏆 **Great Teams:** Research a team known for winning, for example the 1924 Invincibles All Blacks team. What made the team great? What were their successes and how did they achieve them?

▼ **Wanted! New Team Member:** Imagine you and your team are advertising for a new team member. What attributes would you be looking for? Write your advertisement.

▼ **Poetry:** Take the word TEAMWORK and turn it into an acrostic poem, taking each letter and using it as the first letter in a word or phrase about teamwork.

▼ **Collage:** Collect pictures and words associated with teams and teamwork. Arrange and present your collage on A3 or A4 paper.



## Want to receive *Adding Value*?


*Adding Value* is emailed as a free PDF to all teachers who join the mailing list by sending their name, school and email address to [newsletter@youngnz.org.nz](mailto:newsletter@youngnz.org.nz) with "Subscribe" in the subject line.

# Encouraging Teamwork

Teachers, one of the best things you can do early in the year is create a classroom atmosphere that revolves around teamwork. It is very frustrating when students are asked to get into groups and the people are left out or left until last, or when there is bickering about who is going to work with whom. The process of getting into groups can end up taking longer than the actual task, and tempers can fray.


To avoid this, insist very early in the year that you expect everyone to be able to work as a team with everyone else in the class. This does not mean they have to be best friends, of course, but it does mean that, for the duration of the task, they need to sit with, share with, compromise with, and complete an activity with whoever is in their team. This can take a lot of practice, time, patience and praise to set up, but it's worth it.


To start with, tell your class what a group working together looks like – you expect to see people facing each other, looking at each other, sharing ideas and completing the set task. Next, get the class to form random groups of up to four by using a deck of cards. Before you hand out the cards ...

 Divide the number of students by four and organise this many sets of cards (i.e. four ones, four twos, four Queens, and so on). If you have 28 students, use seven sets of four cards with the same number. For 30 students, add the two jokers – the students who get the jokers can choose which group to join. For 31 students, add an extra set of cards to



the pile (e.g. the Kings), but only add three of them.

 Shuffle the cards and give one card to each student. They are not allowed to look at their card until you say, "Go".

 Then they need to find the other students with the same number on their card (all the ones get together, all the twos get together, and so on). When they find their group, they sit down and wait for the next instruction.

Expect to meet some resistance initially. There will always be students who try to swap cards so they can be with their friends, but don't let them get away with it! When I catch students doing this, I gather all the cards back, reshuffle them and start again.

When you are first doing this, make getting into the group the only task – time them and reward the fastest, quietest, most co-operative group. Do it several times so they get the idea (and increase their chances of a prize!), then gradually give the groups increasingly more complex tasks to complete – the more difficult the task, the more co-operation is required.

For more ideas and activities, look in the book **Co-operative Learning in New Zealand Schools** by *Brown and Thomson*, and published by Dunmore Press (2000).



## Competition: What does Teamwork look like?

Create an A3 size poster that you feel illustrates "teamwork". You can use any media you like – pencil, crayon, pastel, paint, collage. It can contain up to a maximum of 10 words only.

**First Prize**  
\$100 worth  
of art supplies  
for your school

**Second Prize**  
\$50 worth  
of art supplies  
for your school

Prize winners will also receive a signed copy of **Gem of the First Water** by *Rob Phillips*.

The top posters will be available for viewing on the website [www.youngnz.org.nz](http://www.youngnz.org.nz)

### Rules

- This competition is open to all Year 7 and Year 8 students
- Art work must be A3 in size
- You may use up to 10 words only
- You may work in pairs or individually
- Send your finished posters, including your name, school and year, to:  
Teamwork Poster Competition  
Young New Zealanders Foundation  
PO Box 33-1316  
Takapuna  
Auckland 0740
- **Entries close:** Friday, 14 May 2011
- **Winners** will be notified personally and announced in *Adding Value* Issue 6



Get  
Creative!!



## T.E.A.M. – Together Everyone Achieves More

A team is a group of people who work together to achieve a common goal. The goal can *only* be achieved if the people work as a team.

A team may have one or two stand-out stars, but no matter how fast, or how clever, or how strong a team member is, it takes support from the rest of the team in order to win. A good team player is someone who ...

- Understands that they are a member of a team – it's not all about them as an individual.
- Performs to the best of their ability for the benefit of the team.
- Puts forward their ideas but also listens to the ideas of others.
- Makes others in the team feel valued.
- Contributes without dominating or taking over.
- Can step back and let others in the team shine.
- Doesn't mind getting their hands dirty if it will benefit the team.
- Helps team-mates if they struggle.

### With this in mind ...

Practise being a good team player while participating in these activities. As you are doing these, remember that the goal is to work **together** to complete the task. If you succeed, but your partner fails, then your team as a whole has failed!

1. **Partner Sit / Partner Stand:** In pairs (either random or chosen) stand back to back with your arms linked. On the command "sit" work with your partner so that you both end up sitting on the ground, still back to back. Hands may not touch the ground. Then on the command "stand" work together to stand back up again.
2. **Partner Sit / Partner Stand 2:** Repeat Partner Sit / Partner Stand, but this time in groups of three.
3. **Tangle / Untangle:** In groups of six, stand in a circle holding hands. Look to your left and right, and remember who is standing there. Then, on the command "tangle" unlink your hands and jumble up your group. Now stop and without moving your feet, link hands

again with the person who *was* on your left and right when you were standing in the circle. On the command "Untangle" your team needs to work together and help each other to unwind and reform the circle, but you must not let go of anyone's hands!

For some more fun, go to [www.youngnz.org.nz](http://www.youngnz.org.nz) and click on the *Adding Value Issue 4* link to download a Teamwork Word Search.

### Gemstones: a resource for students

## A Little Gem

Throughout *Boy's* adventures in the Land of Confusion he meets many characters. Some of them are definitely 'on' the *Boy's* team and some are not!

Sort out the names of these characters into two lists – those who help the *Boy*, and those who do not:

- |                   |           |
|-------------------|-----------|
| ◆ Radino          | ◆ Worm    |
| ◆ Fox             | ◆ Bartrum |
| ◆ Elvis           | ◆ Lumberg |
| ◆ Hugh            | ◆ Frogman |
| ◆ Martini Monster |           |



Then check each of the characters on the *Boy's* team with how they helped him:

- ◆ Who helped the *Boy* to be honest with himself and deal with his anger?
- ◆ Who cared for the *Boy* and really listened to him?
- ◆ Who guided the *Boy*, was a friend to him, and gave him good advice?
- ◆ Who gave the *Boy* permission to make good decisions?
- ◆ Who helped the *Boy* face his fears?
- ◆ Who gave the *Boy* a safe place to rest and recuperate?

On which team would you place the *Boy's* parents? Why?

For more information about the Gemstones programme, visit [www.youngnz.org.nz](http://www.youngnz.org.nz).

