EdRugby Online Educational Resource

LESSON: Working as a group

LEVEL
Upper primary
Lower secondary

THEME: Teamwork

DESCRIPTION:

Students work through a group task role-play. They work as a team to rank the contribution of individuals and explore the value of teamwork.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

Health and Physical Education

- Discusses how taking on different roles affects relationships, attitudes and behaviours.
- Analyses the ethical dimensions of various rules and codes of behaviour.
- Analyses the ways in which people define their own and other people's identities.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

– class copies of student handouts (at the end of this lesson plan)

TEAMWORK

australian RUGBY

PART 1 RANKINGS

Ask the class to imagine the following scenario:

Imagine you are stranded on a desert island after your aeroplane has crashed. The only town is on the other side of the island and several days walk away. Search planes have not been seen, but are expected. The group of survivors can carry only 18 items.

a. Distribute copies of the Student handout – Rankings. Ask individual students to rank each item in order of importance. Rank 1 for the item that is the most useful, rank 18 for the item that is least useful.

b. Once all students have completed their ranking task, organise the class into groups of eight or ten students. Ask each group to spend some time discussing the individual rankings and to come up with a ranking for the group.

c. A representative from each group should present the group findings, explaining the reasons behind the ranking of each item.

PART 2 WORKING AS A TEAM

a. Discuss the group ranking and the process of working as a team. Some prompt questions may include:

   Did all individuals contribute?

   Did some people in the group provide important information?

   Were they listened to?

   Did anyone lead the group discussion?

   Were there disagreements with the ranking?

   Did anyone ask questions before deciding on a ranking?

   Did anyone refuse to accept someone's idea?

   How was the final ranking agreed upon?

b. Ask students to record a few sentences to describe the positive aspects of the group process (eg sharing good ideas) and the negative aspects (eg some students were bossed around).

c. Discuss the students' findings. Work with the entire class to develop a list of suggestions for working as a group, for example giving all group members a chance to speak.

d. Collate the class results in the Student handout – Working as a team.

PART 3 REFLECTION

Discuss the group dynamics related to the lesson. Compare with interactions that may happen on and off the field and how a Rugby team might act as a group. Prompt questions may include:

Is everyone in the team the same?

What are some of the things that are different?

Does the team have a leader?

What is the role of the coach? Trainer?

What are some of the things every player needs to be able to do?

Are their size, shape, speed and ability related to their role on the team?

Why is diversity important?

Read out the following quote and discuss with the class:

Rugby for me is the most wonderful team sport. It brings together a group of people from different backgrounds, possessing different personalities all with different ideas, varying degrees of skills and capabilities trying to achieve a common goal. To have actually done this at the highest level with friends in wonderful countries, playing against the best is something that will never leave me.
Michael Lynagh

PART 4 EXTENSION

- Find other examples from your local community of people working together as a team. Identify each role and tasks associated with each.
- Think about your own family working as a team. What are some of the strengths that each family member brings to the group? What are some of the responsibilities of each role?
- Do roles in a group change over time. Ask a family member if their role has changed as they have become older and more responsible. Have these changes been positive or negative?
- Collect newspaper and magazine articles about family roles. Do families portrayed on TV reflect the interactions and roles of your family? Are any of the roles stereotyped? Do families from different cultural backgrounds have similar roles?
- Organise a series of interviews with other classes in the school. Collect and collate their responses about working as a team, group, family or class.
- Write a short report or other piece of writing on the topic 'Teamwork'.
- Find a prominent sportsperson that has influenced you. Collect quotes related to working as part of a team.
- Arrange to have a guest speaker visit the school to speak about teamwork. Do some research and develop some questions with the class. Have a group of students conduct an interview on the day of the visit.
- Use the Internet to find out more about teamwork and working as a group.
- Organise a chat room discussion with other students. Explore the benefits of working together as a team. Collaborate on a project.

STUDENT HANDOUT RANKINGS

You are stranded on a desert island. Which items are the most useful?
Rank 1 (most useful) to 18 (least useful).

Your ranking		Group ranking
	5 blankets	
	compass	
	5 umbrellas	
	matches	
	flare gun	
	can of petrol	
	radio	
	40 cans of peaches	
	40 bottles of water	
	plastic sheet	
	mirror	
	portable CD player	
	vitamin pills	
	10 cans of beer	
	mobile phone	
	battery-operated portable fan	
	batteries	
	4 beach towels	

TEAMWORK

STUDENT HANDOUT WORKING AS A TEAM