

# The Ripples of Respectful Teamwork

This lesson focuses on the importance of good listening skills as well as how to disagree respectfully in order to work in collaboration.

**Respect Sub-Concept(s)**

Self-Care, Kindness

**Lesson Timeframe**

30-40 minutes

**Required Materials**

- ☐ White board to watch the YouTube video or computer screens
- ☐ Printed transcript if you cannot watch the video
- ☐ Paper plates
- ☐ Tape or rope to mark the edges of the “pond”
- ☐ Green stones for the Kindness Pond. If stones are not available, use another small item (Legos, balls, etc.)
- ☐ Crossing the Pond activity handout

**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.**

See last page for details.

## Lesson Objective

Students will:

- Review and practice listening and working together in small groups.

## Teacher Connection/Self-Care

Look for ways to show respect for the school community today. Pick up garbage, shut off a light in an empty room etc. Set the tone for students!

### Tips for Diverse Learners

- Students with physical limitations may not be able to participate in the Crossing the Pond activity; these students should serve as coaches and you can add a rule that says teams may not talk but, instead, must listen to their coach.
- Students who are not comfortable sharing space with other students (where they are touching or are in close contact with other students) might also serve in a coach role, or you could change the rule that says team members must touch to “you cannot touch another team member”. This will add a layer of difficulty to the activity, but you could try it out!



## Share

5-7 minutes

Ask students to define “teamwork” and then consider asking the following:

- *Who here has been on a team?*
- *What are some teams you have been on?*
- *Why couldn't you have done these activities on your own?*
- *On a team, does everyone do the same job? How does a team work?*

Today we are going to talk about teamwork and how we can respect each other and work together to achieve a goal.



## Inspire

10-15 minutes

Review the definition of **respect** - see if students can recite it without help (treating people, places, and things with kindness). Then, watch the following video with the students or read the story from the transcript.

### **Froggie Story – Team Building:**

[https://www.youtube.com/watch?v=dG\\_-HteRaA4](https://www.youtube.com/watch?v=dG_-HteRaA4)

Ask students to pay attention to the role each frog played on the team, what their goal was, and how they succeeded.

After the video (or story), ask kids what made the frogs successful as a team. Write down the qualities they give you and talk about them. Tell students they will need to have these same qualities for the activity they are going to participate in.



## Empower

12-15 minutes

This activity will give students a chance to practice working in teams. \*See handout for instructions.

For the Crossing the Pond activity handout, you can view a snapshot of the concept here: [https://www.youtube.com/watch?v=1rfYou\\_ogKk](https://www.youtube.com/watch?v=1rfYou_ogKk)



## Reflect

3-5 minutes

Hopefully students see how important it is to not only work together but also to encourage each other. When you encourage and help one another, it's easier to reach a goal together. One encouraging word or helpful suggestions can send a ripple out to the rest of the team that helps keep them focused and moving forward.

**Ask:** How can we all work together this year to be a team in our classroom? Invite student response.

**Ideas for reinforcement:** Whenever you see second graders working together or with others as a team and offering encouragement or suggestions for improvement, put a green stone in your classroom Kindness Pond! Or, if students see their peers working well as a team, they can also add a green stone. Challenge the kids to see how many green stones you can get in your pond this month!



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

# Crossing the Pond

## Teamwork Activity

### Materials:

- Tape (like masking or duct tape) or rope to mark the sides of the pond
- Paper plates, one per person
- Room large enough to create a “pond” space for crossing (size depends on number of people, but a typical classroom should work if desks are pushed to the side)

### Objective:

- Each team must get across the pond touching only each other and their “stepping stones” (paper plates). If anyone lets go of a teammate or steps off of a stone and into the designated pond area (the water), the whole team needs to start over.
- Each team must also engage in active encouragement and positive solutions to help everyone get across.

### Set-Up Instructions:

- Move desks to the side of the room, creating an open space in the center of the room
- Mark off the side of the “pond” with tape or rope (see example below)



- Divide the class into two or three teams, depending on the size of class and room (aim for 8-10 students per group).
- Give each student a paper plate to act as their “stepping stone”.
- Line teams up on one side of the pond with their stepping stones.
- Let teams pick names and determine who will go first (observe how the team structure unfolds).

### Activity Instructions:

- Each team must get all the members of their team across the pond.
- Team members must be touching a fellow team member and a paper plate at all times.
- If a team member lets go of his or her teammates or steps into the pond, the entire team needs to start over.
- If team members say discouraging things to their teammates or to another team, the entire team starts over.
- Team members can share stones by passing them up or down the line, or step on each other’s stones to help each other get across.
- The first team to get everyone across to the other side of the pond wins (if you want to make this a competition) or, time the activity and see how fast all teams can get across. If time permits, you could do it twice to see if the whole class can beat their first collective time.

Teams can also share plates with other teams if they think to do so. For example, if a team that finishes wants to help another team still crossing by giving them extra plates or by cheering/sharing tips and strategies, they can. It isn’t against the rules! However, let students do this on their own and without prompting. See how far the teamwork extends to others! If you have students who cannot participate in this activity for one reason or another, they can be “coaches” or the “cheer squad” from the sidelines. Or, you can give them another important job to help the teams.