
TEAM BUILDING

ELEMENTARY LEVEL

Build Your Team

This activity is part of the **Junior World Changers kit**, created to give teachers of Grades 4, 5 and 6 a fun and practical resource to introduce younger students to social justice issues and to inspire them to stay involved in their local and global communities throughout their lives. To request your copy of the Junior World Changers kit, email youth@freethechildren.com.

Purpose: The activity prepares students to start taking action on the issues they care about, developing personal awareness of their talents and inclinations and how they fit into a world-changing team.

Materials:

- Writing utensils
- Blank paper

Activity

Step 1: My Role in a Team

Purpose: The purpose of this step is for students to recognize their strengths and based on these strengths reflect on the role they are most likely to play in a group setting.

- Divide the class into groups of four and provide each group with chart paper.
- Ask each group to write the title “Team” on the top of their paper. Underneath this title ask them to brainstorm, in point-form notes, about the meaning of a team.
- When groups have finished their brainstorm, ask them to share their notes with the class holding a discussion around the meaning of a team.
- Explain to students that a team is a group of people linked together for a common purpose or goal. Within the team, roles and responsibilities are divided among the group so members can maximize their strengths, creating a powerful group of people ready to take on tasks. Team members need to learn how to help other team members realize their true potential and create an environment that allows everyone to go beyond their personal limitations while achieving a united goal.
- Explain to students that they are going to work together to build their world-changing team!
- Write the following statements on the board:
 - Statement 1: I am very thorough and organized, I always check in with my group members because I want to do what is in the best interest of my team.
 - Statement 2: I have lots of energy and love to encourage others to do their best. I am not afraid to delegate tasks and I like to bring agreement and harmony across my team.
 - Statement 3: I love to explore new ideas and try new things. I love the challenge of trying to uncover new potential in situations.
 - Statement 4: I have strong artistic skills and love to express myself using all forms of art.
 - Statement 5: I am comfortable speaking in public. I love to contribute to conversations and express my opinion in group settings.
 - Statement 6: I am very organized, I enjoy writing and I’m always aware of everything going on around me.

- Statement 7: I am energetic and love to plan things, I'm always sure to consider all sides so that events run smoothly.
- Ask students to read these statements quietly to themselves.
- Thinking of themselves in a group setting, on a piece of paper, ask them to rate these statements from 1 to 7, 1 being the statement that they relate to the most while 7 is the statement that they relate to the least.
- Once students have made their selections, place the 7 statements around the room and ask each student to stand beside the statement they most identified with.

Step 2: Assigning Roles

Purpose: The purpose of this step is to assign students a role in their world-changing team based on their strengths.

- While students are standing in their positions, identify the different roles and responsibilities associated with the statement they selected:
 - Statement 1: Secretary
 - Keeps track of all of the team's information and records. Keeps everyone organized and on track.
 - Statement 2: Coach
 - Leads meetings, ensures all voices are heard and decisions are fair.
 - All group members must report back to the coach after they have completed a task.
 - Statement 3: Inventor
 - Looks for new ideas and exciting opportunities for the team.
 - Inspires the group to always go one step further.
 - Statement 4: Promoter
 - Takes charge of all creative jobs need for the team, such as poster creation, ticket design, etc.
 - Statement 5: Narrator
 - Is the voice of the team, sharing news with the rest of the school over the announcements and/or giving presentations and speeches about events your group is holding or issues you are fighting for.
 - Statement 6: Recorder
 - Records what happens at meetings and events, using these notes to do a recap for the group to help everyone establish next steps.
 - Statement 7: Event Planner
 - Organizes all events and logistics, including meetings. Ensures that team has all of the equipment they need as well as permission from other faculty members. They make sure every piece is in place to be able to run an event smoothly.
- Ensure students are evenly distributed so that each role is filled by at least two students.

Step 3: The World-Changing Team

Purpose: The purpose of this step is for students to learn the responsibilities associated with their role and how they can work together as a team.

- In their groups, ask students to sit down together and discuss their roles. They must address when their role comes into place and how they should interact with the other members of the group (e.g. who they report to at what times, who they gather information from, etc.)
- When discussions are complete, bring the class back together and create a chart on the board based on how each member of the team interacts with the others. Ask the recorder to record the chart and give it to the secretary as the first role assignment!
- Explain to students that moving forward, they should assume their role whenever they are needed and carry out the responsibilities assigned to them.

