**INSTRUCTIONS FOR TEAMWORK**

**THE FOUNDATION:**

*Teamwork as support and contribution to others:*

*the quality of relationship predicts academic outcomes.*

***Teams save lives and hearts during a pandemic!***

1. **POSSIBIITY**: How can you make a difference on your team, in your own work and life? What is possible? A language of “Possibility” is at the foundation of this classroom design. A deep framework of “possibility” views mistakes as essential to the way forward along with reflection, action, doing complete work, all the while creating new opportunities along the way.

2. **This method uses Permanent Teams, a rotating Team Leader and the use of social media and group chats to facilitate teams as support:** Create real relationships with the members of your team. Learn to support and ask for support from those on your team. When the team is really connected and you take responsibility for one another, you will have more fun and greater achievement of your goals.

3. **Leadership:** Teams will have a rotating Team Leader. In this way, everyone gets to be responsible for their team. It is meaningful and creative to be responsible for others. It means being sensitive to others, being on top of your own work and life, being willing to think outside the box and take a risk. Team Leaders make special efforts to be nonjudgmental, to create bonding with their teams and to extend themselves to a team members who face difficulties.

4. **Breakdowns create the possibility for breakthroughs:** A “breakdown” is when something does not work out. In class, this can mean a disappointing grade on a quiz. At home, it can mean the breakdown of the washing machine or a fight with your brother. In world affairs, it can mean the breakdown of an important treaty. Whenever there is a breakdown, ask yourself what opportunity has been created by the breakdown. Each breakdown has the power to create a *breakthrough*. What actions do you need to take to create a breakthrough? You may finally learn how to study more effectively after the poor grade on your quiz. You may learn a great deal about yourself when you listen to your brother and understand the issues underlying your fight. A broken treaty makes possible the writing of a new and better treaty.

Learn to see breakdowns as opportunities. Learn to create *breakthroughs* with the actions you take on.

5. **Results:** The stronger the team and the stronger the relationships within the team (generosity, sensitivity, safety, having each other’s back), the stronger your academic performance. And it’s a lot more fun

**CLASSROOM DESIGN: The “How To”**

1. **Permanent teams:** You will sit in a circle with your team for most classes. You will have team discussions on issues we are studying, team quizzes, and graded team presentations.

2**. Team Name and Manifesto:** Like sports teams, teams will create a team name. Teams will also write and hand in to me a Team Manifesto in which team members articulate what they want to achieve by the end of this course. At the middle and end of the course, you will review the Team Manifesto and reflect on what possibilities have actually been created and what has not yet been achieved by the team. Teams communicate over chats and their team zoom.

3. **Rotating Team Leader.** The Team Leader position rotates alphabetically by last name so you will always know when it will be your turn to be team leader. It is your job to support your Team Leader so that your Team Leader is an amazing leader!

4. **Possibility:** When you are Team Leader, you will hand in your typed “Team Possibility” on the first day of the week of your leadership (usually on a Monday). What can you do in the course of the week of your leadership to make your team stronger, to help out a member who may be struggling, to foster relationship within the team, to support better attendance and timeliness of assignment preparation? The “Possibility” is only three or four sentences, but it is really about your vision for your team. It is ambitious!

5. **Outgoing Team Leader Report**: You will hand in your “Outgoing Team Leader Report” on the first day of class that follows that week of your leadership. The report will assess the how the team is doing (strengths and weaknesses) and include the creative interventions (actions taken) you have taken in your effort to realize the “Possibility” you created for your team at the beginning of the week of your leadership.

**WHAT DOES SUPPORT LOOK LIKE?**

1. **Contact Information, Group Chat and Zoom:** You will share contact information with the members of your team. This will allow the team to set up a group chat. Students will also organize their own Zoom meetings on their FREE zoom accounts.

2. **Relatedness:** What do you have to do to get related to others on your team? Relatedness to others on your team will eventually benefit and empower you.

2. **Team Chat and Zoom:** These are key tools of teamwork. The team chat and zoom allows teams to be in communication, to support one another and to prepare group assignments together and so much more. If you are absent or will be late, let your team know on the chat so they can tell me! If someone is absent, the Team Leader will send them the assignment on the chat. The “Chat” allows you to get clarification of an assignment that is not clear to you, to discuss class materials and to create friendships during this difficult pandemic period. It allows you to share things happening in your lives and even humor! One team in a class I taught used their chat to set up regular lunch meetings at which the team went over class materials together! If you are absent, you will always be told the assignment via the chat.

3. **Absence, lateness, incomplete work:** These issues can be very destructive to the achievement of the student in the course of the semester. I have seen teams made a critical difference in all three of these issues. The job of a team is to be sensitive to where team member is struggling and find ways to support them. If you are struggling*, learn how to request help*. Sometimes, this can be hard. But it can also make all the difference. Team leaders, stay true to your mission. Keep all members of your team up-to-date.

YOUR NAME WEEK OF

TEAM NAME

YOUR ‘POSSIBILITY’

The possibility I am creating for the week of my leadership is the possibility that. . . .

INSTRUCTIONS

1. Use the above heading, complete the above sentence and add another couple sentences.

2. Your “Possibility” is due the first day of each week.

3. Include something **specific** that, in your view, will make a difference for your teammates. How can you make a difference in supporting teammates with readings, assignments, exam preparation, etc.

4. Also include **something more general** that will deepen the deeper bonds that are the real strength of your team.

5. Two to three sentences is sufficient.

EXAMPLES

*The possibility that I am creating in the week of my leadership is for all of the members of my team to be up to date on our readings. I will also create a zoom meeting for us to see one another and get to know one another as a team.*

*The possibility that I am creating in the week of my leadership is that we have a high pass on our upcoming quiz. We will use our “chat” to review the reading and prepare. I will ask teammates to share any special challenges that they may have.*

*The possibility that I am creating in the week of my leadership is that we all hand in our papers on time! I will remind my teammates to edit their essays before handing them in. I will reach out to certain teammates who work long hours to find out how they are doing and what support they might need.*