Fostering Teamwork

Participant Notebook

Name: _____

About the Forum

Improving & Aligning Policies

The Forum for Youth Investment provides products and services to help leaders improve partnerships, policies and practices to change the odds so all young people are ready for college, work and life. These products and services are based on best practices in youth development and on our experience working with hundreds of communities around the country since our founding in 1998.

Planning and Partnering for Impact

About the Forum's Weikart Center

Strengthening Practices and Programs

David P. Weikart Center for Youth Program Quality is a leader in empowering education and human service leaders to adapt, implement and scale best-in-class, research-validated quality improvement systems to advance child and youth development. Training and technical assistance in quality improvement system design, effective performance data and lower stakes accountability has helped OST networks across the country be successful, scale-able and sustainable. The Weikart Center is a critical part of the Forum for Youth Investment's overall effort to build leadership capacity to advance readiness and equity.

Teamwork

In this workshop, we explore how and why to foster teamwork among youth. Teamwork is defined in *Preparing Youth to Thrive* as "abilities to collaborate and coordinate action with others."

Classroom research has shown that well-structured, intentional opportunities for collaboration benefit youth in many ways. In the Cooperative Learning Youth

TEAMWORK — Abilities to collaborate and coordinate action with others.

Key youth experiences
- Youth develop group cohesion and trust.
- Youth participate in successful collaboration.
- Youth manage challenges to creating and maintaining effective working relationships.

Staff practices
- Staff provide programs with norms and structure.
- Staff model teamwork skills with youth.
- Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration.

Work Method Workshop, these benefits are explored in-depth. They include motivation, retention of facts, academic achievement, improved intergroup relations, a sense of individual control, and positive effects on both high-achieving students and shy or introverted students.

The Youth Program Quality Assessment (Youth PQA) describes three key standards for high quality collaboration; 1) That there are opportunities for all youth to work cooperatively in a team or group; 2) That the groups youth participate in include activities with interdependent roles; 3) That groups or teams work toward a shared goal.

While the Thrive Guide does not use the exact same language as the Youth PQA, the parallels are clear. The SEL Challenge programs gave youth varied opportunities to experience group cohesion and trust, which are possible with interdependence and shared goals, along with support in managing challenges and maintaining effective relationships.

Teamwork as described in the Thrive Guide is, in some ways, a more advanced and comprehensive collaborative experience than the Cooperative Learning standards in the Youth PQA. With continued adult support and modeling, if youth consistently have the experience of interdependence and shared goals, then their experience of teamwork will lead to a sense of responsibility toward their teammates, which connects to the SEL Responsibility Method, and an ability and desire to take on greater and more complex challenges over time.

One of the biggest takeaways from the theory and proven practice of Teamwork is that positive experiences with it can have a dramatic impact on how youth perceive themselves in relation to their peers, how they perceive their own efficacy and abilities, and even have a positive impact on how they perceive opportunities for broader systemic change and their role in improving their community.

Preparing Youth to Thrive

Teamwork Standards and Practice Indicators (p. 69)

KEY YOUTH EXPERIENCES *YE*

TRUST AND COHESION. Youth develop group cohesion and trust.

Youth participate in work teams that (T1) develop cohesion and trusting relationships and (T2) a sense of group identity and purpose.

COLLABORATION. Youth participate in successful collaboration.

(T3) Youth work together toward shared goals.
(T4) Youth practice effective communications skills (e.g., turn-taking, active listening, respectful disagreement).
(T5) Each group member's contribution is valued and affirmed.

TEAM CHALLENGE. Youth manage challenges to creating and maintaining effective working relationships.

(T6) Youth practice managing the challenges of group work, such as miscommunication, obstructive behavior, and conflict over goals and methods.

STAFF PRACTICES *SP*

STRUCTURE. Staff provide programs with norms and structure.

(T7) Staff help youth cultivate norms and rituals for effective group work.

MODELING. Staff model teamwork skills with youth.

(T8) Staff model sensitive and high-level interpersonal functioning in staff-youth and staff-staff interactions.

FACILITATING. Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration.

(T9) Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics. This includes:
  a) cultivating mutual accountability (e.g., by communicating the importance of all youth's successful contributions to the group's work) (See also Responsibility);
  b) intervening only as needed, allowing youth to lead group processes;
  c) helping to manage individuals' personalities when warranted (e.g., through one-on-one conversations before, during, or after a group activity);
  d) diffusing unconstructive conflict, regrouping, reorganizing, getting group back on track and functioning well.

A free digital download of *Preparing Youth to Thrive* is available at selpractices.org

Starburst Identity Chart | Trust and Cohesion

In your small group, discuss:
- What is your group name (center circle)?
- What strengths and qualities do you have as a team (outward pointing arrows)?
- What limitations do you have or supports you need as a team (inward pointing arrows)?
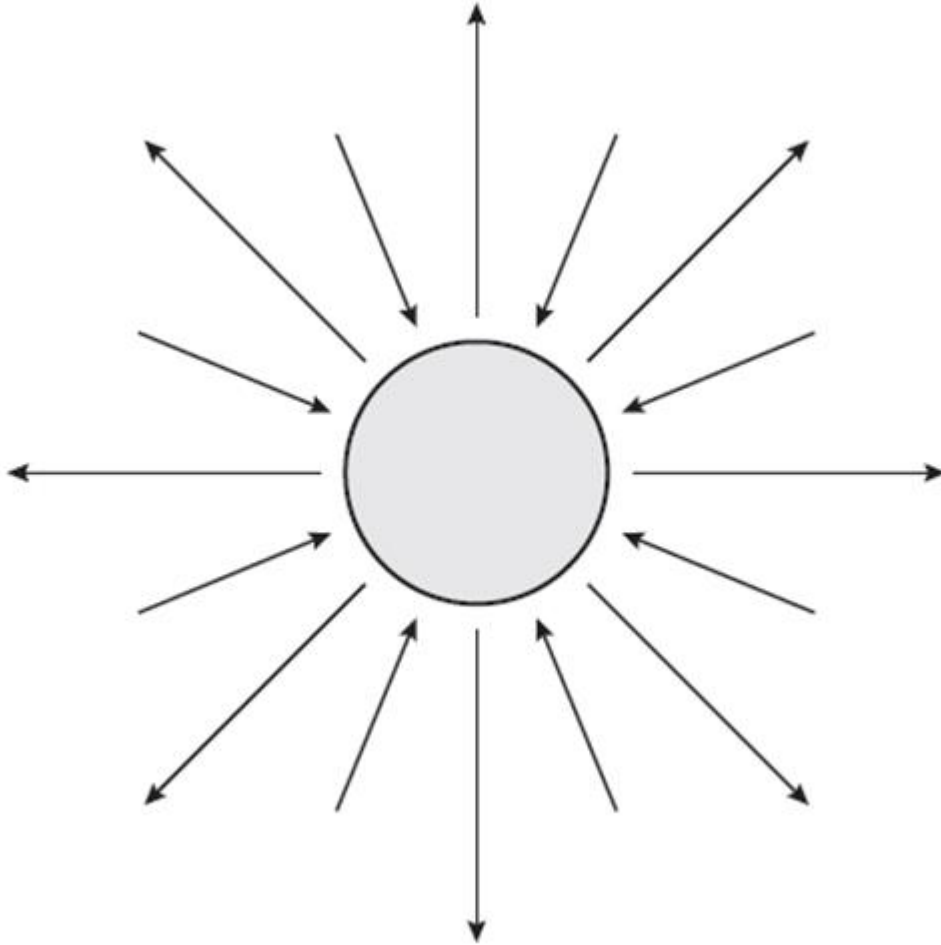
R.O.P.E.S. | Team Challenge

Create group norms around handling conflict that may arise (e.g. miscommunication, differences, etc.).
Use the ROPES acronym to come up with other words/rules that represent your group.

R- Respect	
O- Open Mind	
P- Participation	
E- Empathy	
S- Safe Space	

Head, Hand, Heart | Collaboration

Create a group norm agreement that shows how each person can and will contribute

	Head- Knowledge, Understanding, Values. What do you know? What do you value?
	Hand- Skills and Abilities What are you good at doing?
	Heart – Motives and Passion What do you like doing?
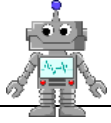
Robot Construction Planning

GROUP: decide on a robot idea/design that will help you become more efficient in the kitchen, assign roles to members in your group (there may be more than one member assuming the same role), and spend time planning	
Designer: creates the blueprint by taking notes and drawing ideas about robot designs before construction	
Builder: responsible for taking the lead on building the robot with the assistance of the group	
Marketer: responsible for preparing the pitch about the robot's functionalities	
Morale Booster/Timekeeper: keeps the group on task and time but also serves to motivate the group and support morale	

Application: Common Conflicts Brainstorming

What are some common conflicts that come up when youth are working together in teams?

Using the staff practices discussed [Structure: creating group norms and rituals for trust and cohesion, Modeling: staff model teamwork skills with youth and amongst staff interactions, Facilitating: staff intervene as needed to foster or sustain collaboration], what ways could you utilize these practices to address the conflicts you listed above?

> "We can have beautiful debates where we go on and on and on but really all that argument shows is how much we care about something. It shows how much we want a solution. We'll be mad but the next day acknowledge that idea. We give different perspectives of why something would or would not work so we have a productive environment." – Youth from Boston Student Advisory Council

Implementation Guide

Structure	Modeling	Facilitating
• Help youth cultivate norms and rituals for effective group work.	• Model sensitive and high-level interpersonal functioning in staff-youth and staff-staff interactions.	• Cultivate mutual accountability. • Intervene only as needed; allow youth to lead group processes. • Help manage individuals' personalities when warranted. • Diffuse unconstructive conflict.

1. Choose one staff practice indicator that you would like to work on in your program.

2. How would you implement this practice indicator into your program setting? Indicate a potential timeline and how you would measure your progress.

3. How would you partner with a colleague within your organization to implement this practice indicator? You can also include an activity presented in the Application activity.

Reflection Questions

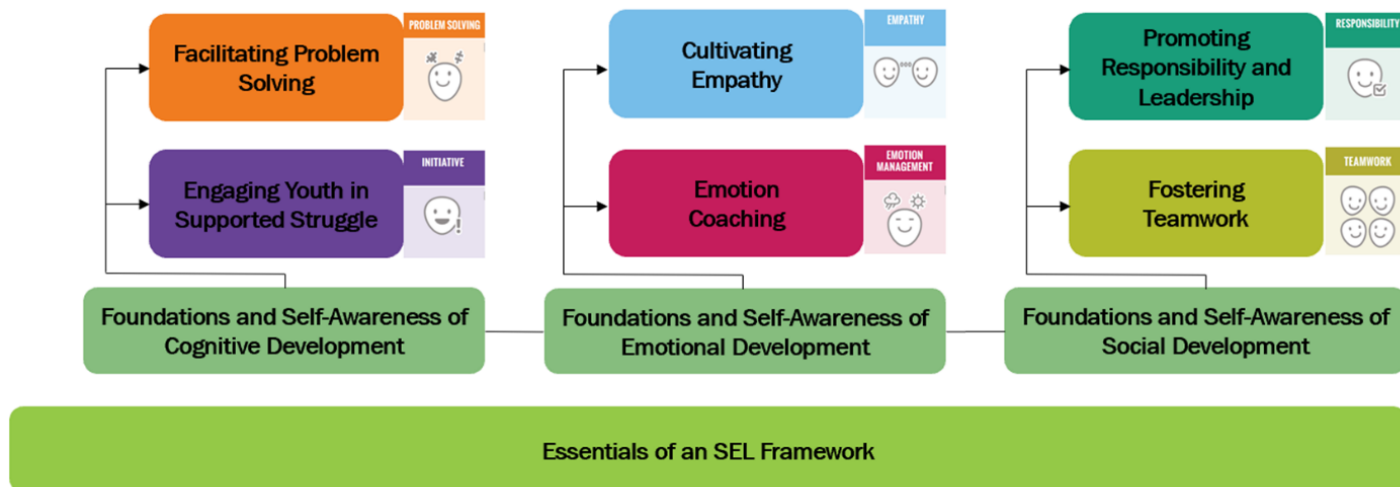1. Something I realized during the team mascot activity is...

2. Think of a time when you've been a part of a team. How was this experience different?

3. An idea I have for managing conflict among youth who are working in teams is...

Social Emotional Learning Methods Sequence
with *Preparing Youth to Thrive* Domains

Social Emotional Learning Pyramid of Program Quality
with SEL PQA Scales
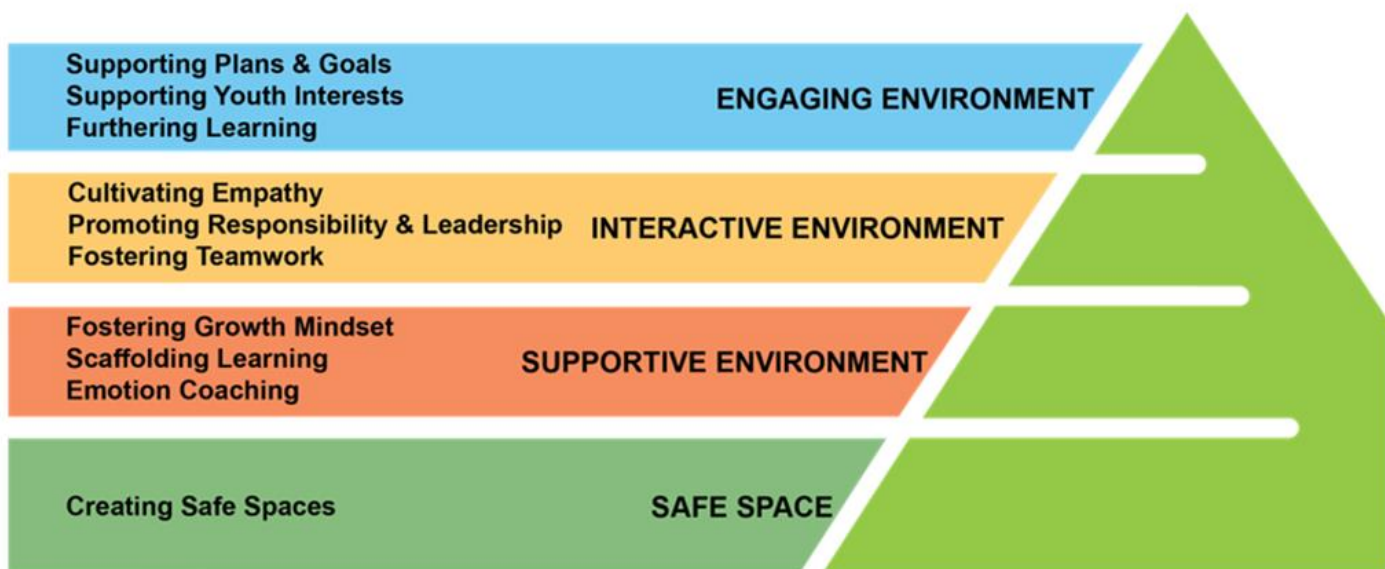
Crosswalk of Weikart Center's SEL Resources and Supports

Preparing Youth to Thrive	Youth Work Methods	SEL Methods	SEL PQA
			ENGAGING ENVIRONMENT
Problem Solving	Active Learning	Facilitating Problem Solving	**Furthering Learning**
			Support connections to previous knowledge
			Link examples to principles
			Encourage extending knowledge
			Encourage logical reasoning
			Guide discovery
Initiative	Youth Voice		**Supporting Youth Interests**
			Provide open-ended choice
			Provide multiple opportunities for choice
			Support creativity
Problem Solving, Initiative	Planning and Reflection	Facilitating Problem Solving	**Supporting Plans and Goals**
			Set up planning opportunities
			Ensure young people record or represent plans
			Facilitate monitoring progress toward goal
			Support problem-solving alternatives
			INTERACTIVE ENVIRONMENT
Teamwork	Cooperative Learning	Fostering Teamwork	**Fostering Teamwork**
			Promote active collaboration
			Establish shared goals
			Provide group-process opportunities
Responsibility	Youth Voice	Promoting Responsibility & Leadership	**Promoting Responsibility and Leadership**
			Assign responsibility for tasks
			Support carrying out responsibilities independently
			Provide mentoring opportunities
			Provide leadership opportunities
			Provide opportunities to present
Empathy	Building Community	Cultivating Empathy	**Cultivating Empathy**
			Structure activity for sharing and listening
			Encourage understanding other's emotions
			Structure activities for showing kindness
			Support valuing of differences
			SUPPORTIVE ENVIRONMENT
Management Safe Space (Curriculum Feature)	Reframing Conflict	Emotion Coaching	**Emotion Coaching**
			Acknowledge emotions
			Support young people to name emotions
			Discuss constructive handling
			Discuss emotion causes
Responsibility	Active Learning, Intro to Active Participatory Approach	Engaging Youth in Supported Struggle	**Scaffolding Learning**
			Break task into steps
			Model skills
			Encourage young people to improve performance
			Monitor challenge level
Initiative	Ask-Listen-Encourage	Engaging Youth in Supported Struggle	**Fostering Growth Mindset**
			Guide young people to self-correct
			Use non-evaluative language
			Attribute achievement to effort
Safe Space (Curriculum Features)			**Creating Safe Spaces**
	Building Community, Reframing Conflict	Fostering Teamwork	Foster positive emotional climate
	Building Community,	Fostering Teamwork Cultivating Empathy	Convey warmth and respect
			Provide support for safe space
	Structure & Clear Limits Reframing Conflict		Demonstrate positive group management style
			Demonstrate mutual accountability
	Building Community	Cultivating Empathy	Show active inclusion

SEL PQA Item Reflection

Below is a list of items with their level 5 indicator from the Social Emotional Learning Program Quality Assessment (SEL PQA) that are related to Fostering Teamwork in program spaces. Use the space below each to reflect on how this practice was demonstrated during today's workshop and how you can adapt what you experienced today to promote these practices in your own setting.

Safe Space: Creating Safe Spaces: Staff provide a safe and welcoming environment

- The emotional climate is always positive (e.g., mutually respectful, relaxed, equitable; characterized by teamwork, camaraderie, inclusiveness); young people and staff are observed offering encouragement, affirmations, or support to others.

Interactive Environment: Fostering Teamwork: Staff provide opportunities to collaborate and work cooperatively with others

- Staff provide opportunities for young people to participate in small groups that require active collaboration (e.g. working together on a joint project, activities with discussion and planning, interdependent roles, etc.).

- Staff provide opportunities for all young people (groups or individuals) to work toward shared goals (e.g., each young person contributes a section to a story; young people build a catapult together).

- Staff provide all young people multiple or extended opportunities to understand and practice group-process skills (e.g., contribute ideas or actions to the group; do a task with others; take responsibility for a part).