

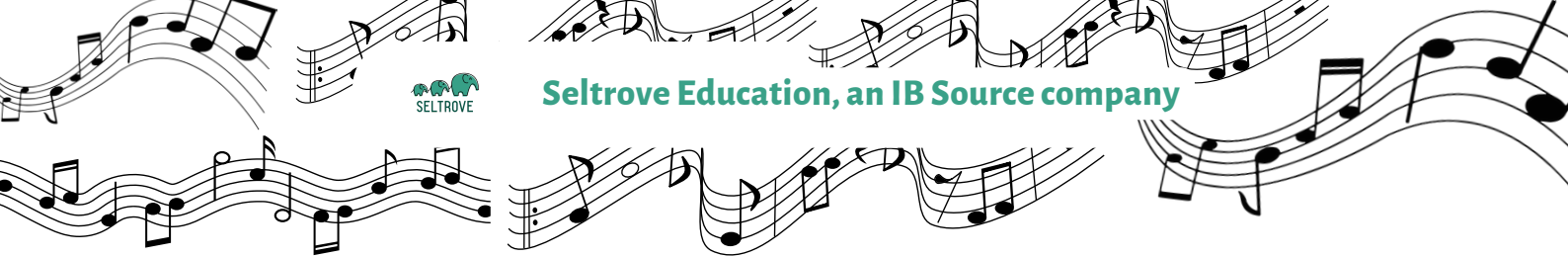
**Future Ready Pathways for
School, Work and Life**

Teamwork & Collaboration

*Lessons for lower
elementary students
aged 5-8*

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Teamwork & Collaboration

*Lessons for lower elementary students
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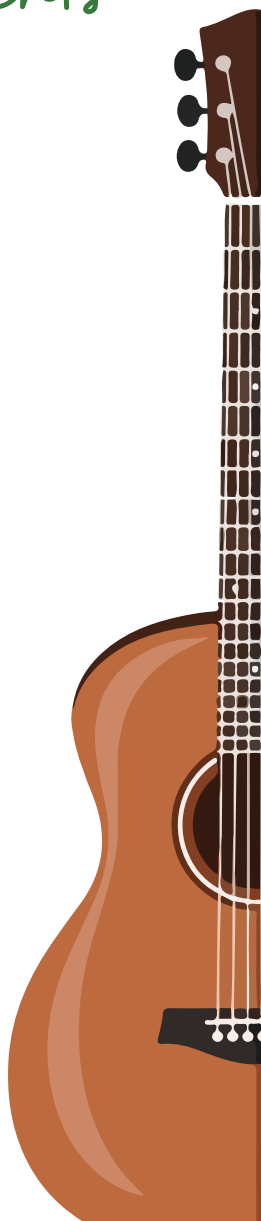
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Teacher/Parent Guide

Welcome

Working together is a skill children begin developing very early in life. Whether they are building something with friends, playing a game, or helping at home, children quickly learn that many goals are easier—and more enjoyable—when people cooperate and support one another.

This workbook is designed to help students explore what it means to work with others to achieve shared goals. Throughout the lessons, students will practice skills such as cooperation, shared responsibility, flexibility, problem-solving, and empathy. These skills help children understand how groups function and how each person's actions can contribute to a positive team experience.

This workbook can be used in classrooms, small groups, or at home, and is designed to support ongoing conversations about collaboration, cooperation, and problem-solving. The goal is not simply to encourage children to “get along,” but to help them understand how teamwork works and how they can actively contribute to a group's success.

Learning Objectives

By the end of these lessons, students will be able to:

- Recognize that teamwork means working together with others to achieve a shared goal.
- Understand that successful teams depend on cooperation, including helping others, sharing ideas, and participating in group activities.
- Identify that each person in a group has a role or responsibility and that doing their part helps the whole team succeed.
- Practice listening to others' ideas and demonstrate flexibility when plans change or when different opinions are shared.
- Recognize common challenges that can happen in groups and begin learning simple strategies to solve problems together.
- Understand that respectful communication, calm problem-solving, and compromise can help teams overcome disagreements.
- Develop empathy by considering how teammates may feel and learning to support others with kindness and encouragement.
- Recognize that trust and accountability help teams function well, and that following through on responsibilities helps everyone succeed.
- Understand that when people cooperate, solve problems together, and support one another, they can achieve goals that might be difficult to accomplish alone.



Teacher/Parent Guide

Learning Rationale

Teamwork and collaboration are essential skills that support children’s social, emotional, and academic development. Young learners often experience teamwork through activities such as group projects, games, classroom routines, and play. However, working with others is not always intuitive. Children may struggle with taking turns, accepting different ideas, managing disagreements, or understanding their responsibilities within a group. When these skills are taught explicitly, students begin to understand how groups function and how their actions contribute to the success of a team.

This workbook helps students explore collaboration in ways that are concrete and developmentally appropriate. Using a musical theme as a guiding visual metaphor, the lessons reinforce the idea that just as different instruments come together to create music, people can combine their efforts, strengths, and ideas to accomplish shared goals.

Building early teamwork and collaboration skills helps:



Develop cooperation skills:
Students practice helping others, sharing ideas, taking turns, and participating in group activities that require working together.



Encourage shared responsibility: Children begin to understand that every member of a team has a role and that doing their part helps the whole group succeed.



Support flexibility and adaptability: Learners practice listening to different perspectives, adjusting plans, and being open to new ideas when working with others.



Strengthen problem-solving abilities: Students explore simple strategies for navigating disagreements, communicating respectfully, and finding solutions together.



Build empathy and understanding
Children learn to recognize how teammates may feel and practice supporting others with kindness, encouragement, and respect.



Promote accountability and trust:
Students begin to understand that following through on responsibilities and treating others fairly helps build trust within a group.



An Introduction for Teachers & Parents

These lessons are designed for lower elementary students (ages 5–8) and can be used in classrooms, homeschool settings, or small learning groups. Each lesson includes a short, guided reading section for an adult to introduce teamwork and collaboration concepts, followed by hands-on activities that help children practice working together, sharing responsibility, listening to others, solving problems, and supporting their teammates in developmentally appropriate ways.

The lessons are:

Flexible – Each lesson includes multiple activities so you can choose the ones that best meet the needs of your learners. Optional discussion prompts, drawing activities, and simple teamwork scenarios allow the lessons to be used as stand-alone experiences or as part of a consistent weekly routine.

Engaging – Lessons use a variety of activity types—such as picture-based scenarios, sorting tasks, drawing prompts, partner discussions, and real-life examples—to keep children interested and help teamwork skills feel meaningful and accessible.

Practical – The skills children practice—such as cooperating with others, sharing responsibilities, listening to ideas, being flexible, solving problems together, and encouraging teammates—can be applied immediately at school and at home. These are everyday skills that help children participate positively in group activities and classroom communities.



You do not need to be an expert in teaching communication or leadership skills to use this pack. Simply read the sections labeled **“A teacher, parent, or older sibling should read this”** aloud, guide the conversation, and support children as they complete each activity. The icon in the margin will show you exactly what to read out loud.

The goal of this pack is to help children understand that working together helps everyone succeed. By practicing cooperation, responsibility, flexibility, and empathy, children begin to see that each person plays an important role in a team. Just like different instruments come together to create music, people can combine their efforts, ideas, and strengths to achieve something meaningful together.



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Universal Design for Learning

This workbook is designed using Universal Design for Learning (UDL) principles to ensure that all children—with different strengths, needs, learning styles, language backgrounds, and abilities—can access, engage with, and benefit from the lessons.

UDL recognizes that children learn in different ways. Some learn best by talking, others by drawing or moving, and others by watching, listening, or doing. This pack intentionally provides multiple ways for children to engage with ideas about teamwork, cooperation, shared responsibility, flexibility, empathy, and problem-solving. Adults can adjust how activities are completed without changing the learning goals.

The goal is access for all learners—not one “right” way to participate.

Multiple Means of Engagement

(How students stay interested and motivated)

- Lessons include a variety of activity types such as sorting, matching, drawing, role-play, partner work, movement, quiet reflection, and discussion.
- Students are given choice whenever possible (which example to respond to, how to share, whether to draw or speak).
- Activities are short and flexible, allowing adults to adjust pacing based on attention span, energy level, or emotional readiness.
- Real-life classroom and home scenarios help children connect teamwork concepts to everyday experiences.
- Lessons balance active participation with calm moments, supporting different energy needs and attention styles.

Multiple Means of Representation

(How information is presented and understood)

- Key ideas are presented using simple language, clear visuals, icons, and repeated phrases.
- Visual themes and examples help children understand how people work together to reach shared goals.
- Visual supports (faces, symbols, simple diagrams, checklists) reinforce understanding.
- Concepts are repeated across activities to strengthen memory and comprehension.
- Sentence starters, guided prompts, and modeling help make expectations predictable and clear.



Universal Design for Learning

Multiple Means of Action and Expression

(How students show what they know)

Students can demonstrate understanding by:

- Drawing
- Coloring
- Matching
- Pointing
- Acting
- Speaking
- Using gestures
- Dictating responses to an adult

Writing is never required to demonstrate understanding. Role-play, partner practice, and hands-on activities allow children to practice teamwork skills in supportive, low-pressure ways.

Flexible Use Across Settings

There is no required order for activities within a lesson. Adults may:

- Shorten activities
- Combine activities
- Revisit activities multiple times
- Skip or modify components based on learner needs

The learning goals remain the same, even when the format changes.

Emotional Safety and Developmental Support

Lessons are designed to promote growth without shame or pressure.

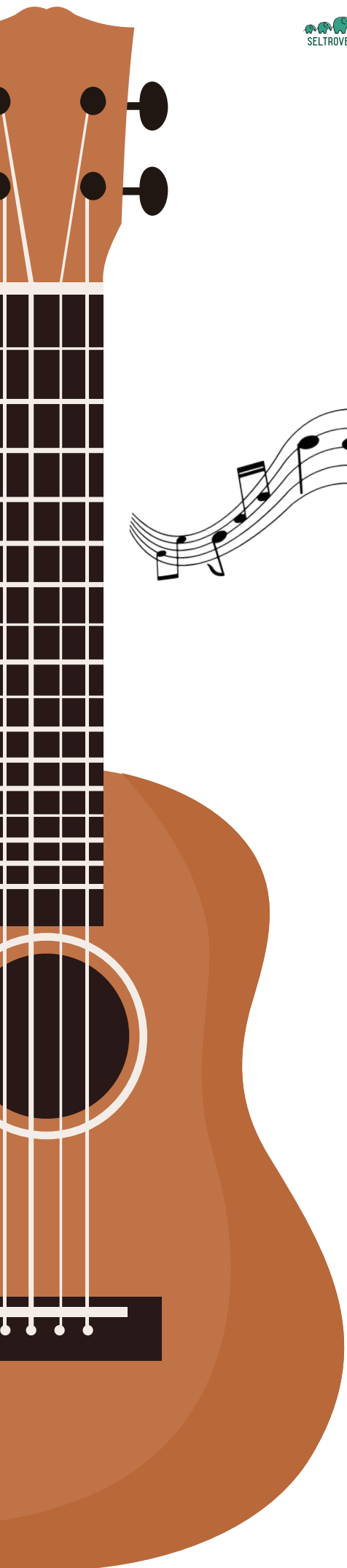
- Behavior is discussed in terms of choices and teamwork impact, not labels.
- Mistakes are framed as part of learning and improvement.
- Students are never required to share personal experiences.
- Adults are encouraged to observe and listen before correcting.
- Participation options allow children to respond through characters, drawings, or fictional teamwork scenarios instead of personal stories.



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Pre-Assessment





Pre-Assessment Lesson Plan

Learning Objectives

By the end of the pre-assessment activity, students will:

1. Show what they already understand about working together and being part of a team.
2. Demonstrate how they currently cooperate with others, such as sharing materials, taking turns, or helping teammates.
3. Reveal how they respond in group situations, including how they react when others have different ideas or when plans change.
4. Show how they currently handle small conflicts or disagreements when working with others.
5. Demonstrate their current understanding of shared responsibility, including whether they recognize the importance of doing their part in a group.
6. Establish a baseline understanding of early teamwork and collaboration skills before beginning the lessons.

Learning Rationale

The pre-assessment helps teachers and parents understand how students currently work with others, participate in groups, and approach teamwork situations. Young children vary widely in their ability to cooperate, share responsibilities, listen to different ideas, and solve problems with peers. These differences often shape how group activities function in classrooms, learning groups, and home environments. By exploring what students already know and how they respond to common group situations, adults gain insight into how children currently experience working with others.

By exploring what students already know and do, adults can:

- Tailor instruction to each child's strengths and areas of need, ensuring the lessons meet learners where they are.
- Identify habits or misunderstandings that may impact teamwork, such as difficulty sharing, resisting others' ideas, or avoiding responsibility within a group.
- Document growth in cooperation, flexibility, responsibility, and problem-solving throughout the lessons.
- Encourage self-awareness by helping students recognize the teamwork skills they already practice and the ones they will continue to develop.
- Create a supportive learning environment that emphasizes cooperation, growth, and shared success rather than perfection or competition.



Pre-Assessment Lesson Plan

Step 1: Introduce the Activity

- “Today we’re going to think about how we work with others and how we act when we are part of a team. Sometimes we help others, share ideas, solve problems, or take turns. These are skills we are all still learning, and everyone gets better with practice.
- Show the response icons (happy face, thinking face, confused/upset face).
- Explain: “When I read a statement, point to or circle the face that shows how well you understand or do this in your everyday work.”

Step 2: Read Statements Aloud

Read each statement slowly, pointing to the icons.

Step 3: Clarify the Format

- If working individually: Students can circle or mark the face that matches their answer.
- If working in a group: Students can point to the face they agree with.

Step 4: Optional Discussion

- After each statement, you may ask quick, open-ended questions, such as:
 - “What does working together look like to you?”
 - “How do you help when you are part of a team?”
 - “What do you do when someone on your team has a different idea?”
 - “What happens if two people want different things?”
 - “How do you help fix a problem in a group?”
 - “What does it mean to do your part on a team?”
- Do not correct their answers — just observe and listen. This is not a teaching moment yet; it is for learning about their current skills and habits.

Step 5: Record Insights

- Adults may take notes about student responses, patterns, or areas of uncertainty. This information can serve as a baseline for understanding students’ cooperation, flexibility, responsibility, and problem-solving skills throughout the lessons.

Step 6: Set the Tone

- “You’ll be learning lots of new ways to work together, share ideas, solve problems, and be great teammates.”
- Keep the activity light, positive, and playful. The goal is to build awareness, not judgment.



Pre-Assessment

For each statement below, rate how well you understand the idea by choosing one of the following:

- I understand this well 😊
- I am not sure if I understand this 🤔
- I don't understand this well 😞

I understand what it means to work together as a team.

😊 🤔 😞

I understand how to take turns when working with others.

😊 🤔 😞

I know how to listen when someone else is sharing an idea.

😊 🤔 😞

I understand why it is important for everyone to do their part in a group.

😊 🤔 😞

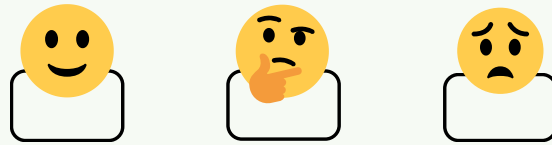
I know what to do when someone has a different idea than me.

😊 🤔 😞

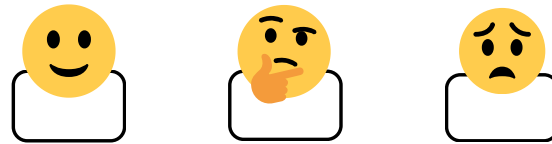


Pre-Assessment

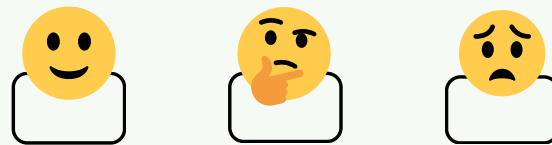
I understand how to work together to solve a problem.



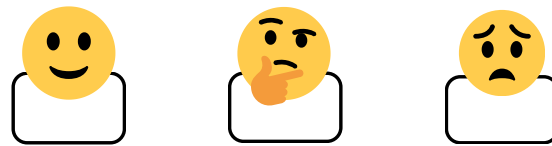
I know how to stay calm if something does not go the way I wanted.



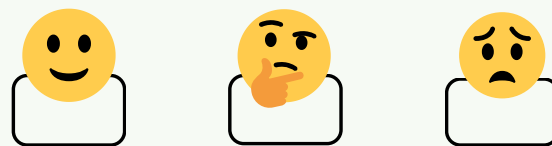
I understand how to be kind and encouraging to my teammates.



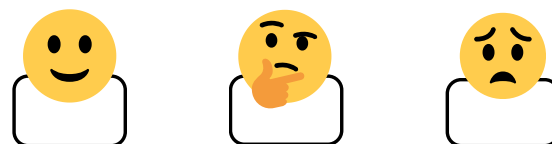
I know how to change my plan if the team chooses a different idea.

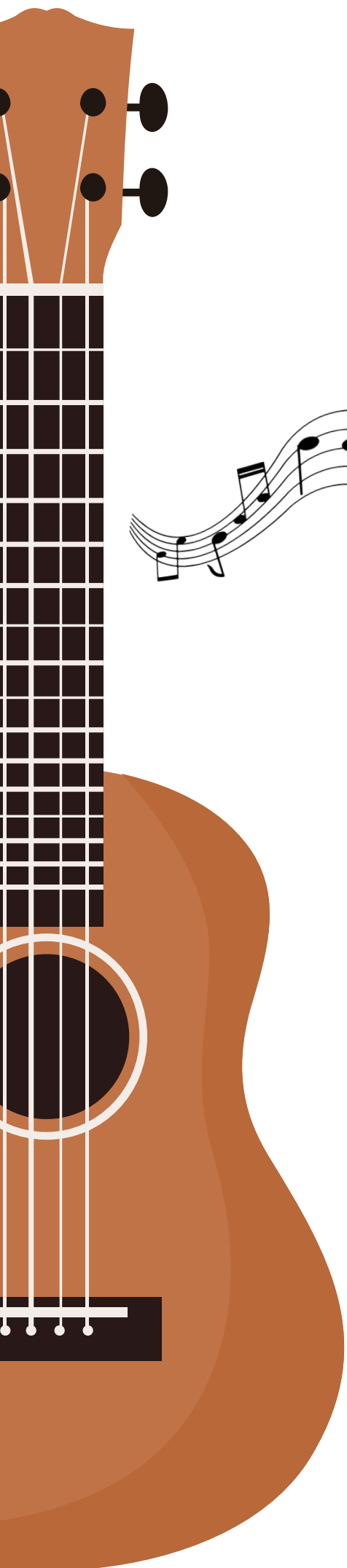


I understand that teams work best when everyone helps each other.



I know how to ask for help when my team needs it.





Lesson 1

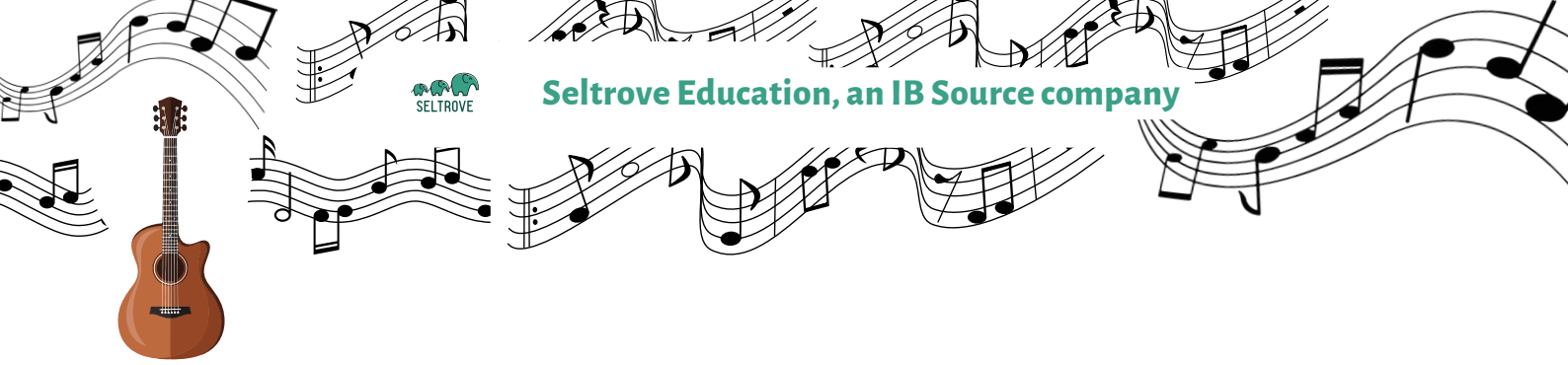
We are a Team

Essential Question

What does it mean to work together as a team?

Core Idea

A team is a group of people who work together to reach the same goal. When people cooperate, help each other, and share ideas, they can accomplish more than they could alone.



Lesson Plan: We are a Team

Learning Objectives

By the end of this lesson, students will be able to:

1. Understand that a team is a group of people working together toward the same goal.
2. Identify examples of teamwork in everyday life, such as in classrooms, families, games, and community activities.
3. Recognize that working together helps people solve problems and complete tasks more easily.
4. Practice basic cooperation skills such as sharing ideas, taking turns, and helping others.
5. Begin to understand that everyone on a team plays an important role, even if their contributions are different.

Learning Rationale

Young children frequently participate in group activities, but they may not yet have a clear understanding of what teamwork actually means. Early elementary students are still developing the social awareness and communication skills needed to collaborate effectively with others. Without explicit guidance, children may view group tasks as simply working near others rather than working together toward a shared goal.

Introducing the concept of teamwork helps students begin to understand how groups function and why cooperation matters. When children recognize that each person's participation contributes to the success of the group, they begin to develop the foundations of shared responsibility, empathy, and collaborative problem-solving.

This lesson establishes the groundwork for the rest of the unit by helping students recognize teamwork in familiar situations. By exploring examples of people working together—similar to how different instruments combine to create music—students begin to see that collaboration allows individuals to combine their strengths, ideas, and efforts to achieve something meaningful.

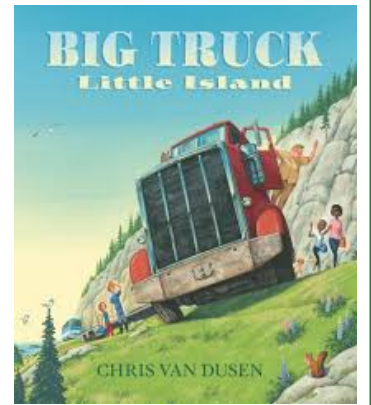
Understanding what a team is provides the foundation for future lessons that will explore shared responsibility, flexibility, conflict navigation, and supportive teamwork behaviors.



Lesson Plan: We are a Team

Materials Needed:

- The anchor text: ***Big Truck Little Island*** by Chris Van Dusen
 - If you don't have a copy, you can use a free YouTube reading of this book. Here is one example: https://youtu.be/jhd_Gdrug_ksi=Fk_KM-axqvmF-vEP
- Crayons, colored pencils, or markers



Lesson Plan

Read the **Student Lesson** out loud. The lesson will lead you into reading *Big Truck, Little Island*, with optional questions you can ask before, during, and after you read.

Activity 1: Build a Bridge Together

Materials Needed: Blocks, books, cardboard, paper, or craft sticks, Tape or cups (optional), and a toy truck or small object to cross the bridge

- Read the directions to your students.
- Divide students into small groups of 3–4.
- Remind students that the goal is working together, not building the best bridge.
- Encourage idea sharing before building.
- If conflict arises, guide students with prompts:
 - “What idea could we try together?”
 - “How can everyone help?”
- Allow 5–10 minutes for building.
- During reflection, highlight teamwork behaviors you observed.

Activity 2: Teamwork Sorting

- Read the directions to your students.
- Review what a team is before starting.
- Ask students to explain why something is teamwork.
- If time allows, have students act out one teamwork example.