

Panwapa Formal Lesson: 9) Team work

Panwapa objectives	Gain an understanding that one's actions impact others. Build a willingness to take responsibility for one's own actions.	
Panwapa Outcomes	Respect and care for community property. Understand the value of working together to create change. Demonstrate a willingness and desire to help others. Demonstrate effective strategies for resolving everyday conflicts. Identify situations in which respect and care for one's own or others' property is not taking place. Make suggestions for maintaining a safe environment. Identify and demonstrate positive interpersonal skills needed to work collaboratively for the good of the community. Strategise and work collaboratively with others, even when presented with setbacks.	
Essential Questions	How do my choices affect my community and my world? How can I get along with other people?	
Year Group	Reception/ Year One/Two	
National Curriculum Subject links (England and Wales)		Objectives/learning goals
(refer to Foundation and KS1 curriculum grids for detailed breakdown of learning objectives and links to other subjects)		
Key Stage One	Citizenship QCA Unit 5 Living in a Diverse world	To recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our membership of different groups To know about different communities, including family and school To recognise and respect diversity within their communities
	SEAL Theme	To develop strategies to deal with prejudice, including racism, and to support others who encounter it To recognise and respect diversity within their communities To understand that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level
	Geography	To understand that the world extends outside their locality To recognise similarities and differences and communicate them
	Literacy	To ask and answer questions, make relevant contributions, offer suggestions and take turns To take turns in speaking and to respond appropriately to others
Foundation Stage	Emotional Development	To have a developing respect for their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. (ELG 5) To have a developing respect for their own cultures and beliefs and those of other people. (ELG 6) To consider the consequences of their words and actions for themselves and others (ELG 7)

	Social Development	<p>To understand that people have different needs, views cultures and beliefs, that need to be treated with respect. (ELG 7)</p> <p>To understand that they can expect others to treat their needs, views, cultures and beliefs with respect. (ELG 8)</p>
	SEAL Theme 1 New Beginnings	<p>To know that people in group/class are like them.</p> <p>To like the ways we are all different and be able to tell something that is special about themselves.</p>
	Knowledge and Understanding of the World	<p>To begin to know about their own cultures and beliefs and those of other people (ELG 6)</p> <p>To begin to explore what it means to belong to a variety of groups and communities (ELG 9)</p>
	Communication, language and Literacy Language of communication and thinking	<p>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions (ELG 4)</p>
Time scale	Day One: 60 minutes (<i>Time may vary according to the connection speed and computers</i>) Day Two: 60 minutes	
Resources	Materials / Resources: Panwapa video - <i>Snow Story Panwapa Magazine</i> "Put Yourself in Someone Else's Shoes – Or Hands!" p. 19. "Human Dominos" p. 21, Handouts - Problem Cards	
Suggested Activities		

Day One	Whole class Input	<p>The island is in the path of a snowstorm, and everyone rushes to protect homes and belongings. Each friend tries to do the job separately but can't accomplish much on his or her own. So Azibo calls a group meeting and suggests that they work together. They do—then they ride out the storm, cosy in Tungar's cave.</p> <p>Watch the Panwapa video, <i>Snow Story</i>.</p> <ul style="list-style-type: none"> • Before watching, ask: Are you part of a community? It can be a neighbourhood, a school, a sports team, or simply a group of people who work together in some way. Who is in your community? • During viewing, pause the video when Athena asks a question, and give children a chance to respond. • After watching, ask: If you were in Tungar's cave with the Panwapa friends, what would you have suggested to pass the time together? What do you think they needed most? Is there something difficult or troublesome happening where you live that could be made better if you and your community worked together? <p>Year One and Two Extension activity</p> <p>Discuss how teamwork helped the Panwapa residents get their storm preparations done faster. Use the Panwapa Video Viewing Guide (Appendix 1) to discuss the video. Make a list of the teamwork attributes that the residents of Panwapa showed in the video (i.e. helping, kindness, co-operation, communication, collaboration, conflict resolution, etc.). As a class, do the "Human Dominos" activity from page 21 of the <i>Panwapa Magazine</i>. Ask the group to move into a tight circle with their bodies turned so that they all have their left sides toward the centre of the circle. Pupils must stand close together. At the count of three, the children sit down on the lap of the person behind them. If all pupils do this at the same time, they should end up with a circle of children seated on one another's laps; if anyone doesn't sit right, the whole thing collapses! If there is a gap in the middle of the circle, the circle will be missing part of the help it needs to succeed. (Even the children that are farthest apart in the circle still depend on one another.)</p> <p>Explain that in our wide world, humans depend on one another, just like these human dominos.</p>
	Plenary	<p>Return to the list of attributes pupils made after watching the video. What attributes of teamwork did they use during the human dominos game?</p>

Day Two	Year One/Two Whole class Input	<p>Review the attributes of teamwork from the day before. Ask pupils to act out each attribute to remind the class of what the attributes mean.</p> <p>Tell pupils that today, the class will be discussing some problems facing the residents of Panwapa Island. Explain that each of these problems can be solved using teamwork.</p>
	Year One/Two Guided/Independent group work	<p>Divide pupils into groups. Give each group one of the scenarios listed below. Ask each group to act out the problem, and a solution to the problem. Here are the scenarios:</p> <ol style="list-style-type: none"> 1. A river runs through Panwapa. Bill and Azibo design a fantastic device that channels part of the river directly to the football field and creates a shower that everyone can use after playing football. Suddenly, the drinking-water supply at the community centre has been reduced to a trickle, and the others are puzzled and upset. How might the community use the water in a way that is fair and appropriate for everyone? 2. When Azibo arrived on Panwapa Island, he started to care for a small mango tree. Since then, only he has watered and cared for the tree. The tree is now full of ripe mangoes, and all of his friends want some. But Azibo doesn't want to give them away: Mangoes are good for keeping monsters healthy and their fur furry! 3. Baabra's lambs, who don't sleep in hammocks, are having fun swinging in Azibo's hammock. But Azibo is sleepy and needs to take a nap. Should the lambs play somewhere else, even though they are having fun? Should Azibo nap somewhere else, even though the hammock is his bed?
	Year One/Two Plenary	<p>After each group performs, discuss how each solution incorporated attributes of teamwork. As a class, brainstorm alternative solutions. Talk about how there are lots of ways to solve problems, but most solutions require co-operation and teamwork.</p> <p>Create Panwapa Game Cards about the attributes of teamwork. Examples: What was one example of teamwork in the Panwapa video <i>Snow Story</i>? Name one attribute of teamwork.</p>
	Extension activities	<p>When watching the other Panwapa videos, ask the pupils if teamwork was involved in the situation. How could they tell? How did teamwork help?</p> <p>Ask pupils to perform plays about possible solutions to the problems on the Problem Cards handout. Remind them to use the attributes of teamwork in their plays.</p>



Problem Cards

You discover that one of your classmates is falling behind in class because he or she is having trouble getting to school.

You discover that something in your play area is falling apart.

You discover that the gate latch on the gate at home is broken.

You discover that an adult is sick and needs help with chores.

You discover that your school does not have enough books for younger children to read.

You discover there are people in your community who need reading glasses, but cannot afford them.

You discover that a friend is getting bullied.

You discover that your favorite play area is covered in litter.

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