

## Lesson Background

There will be a team of three journeying to the North Pole. Each member will be reliant upon the others not only for the trip to be successful but for survival. Cooperation, communication and the ability to manage emotions are key skills required by individuals in order to have a well functioning team.

## Outcomes

The students will participate in activities in groups of three that will raise their awareness of their ability to work as a team and provide them with an opportunity to reflect on their performance as a member of a team.

As the students follow the progress of the expedition they will have a greater understanding and empathy for the team and the challenges they face.

## Preparation

- Organise some funds for purchase of food (students to bring from home or school fund) for all their meals (lunches and snacks) for a week.
- Safe food storage is require and can be discussed with students (refer to Food Handling policies)

## Student Activities

### Student Activity 1. Forming teams

Discuss with students what the best way is to form a team.

Ask them to consider teams that they are currently involved with. What is a good team? How are good teams formed? Is there one best way or does it depend on the purpose of the team and other factors? What are they?

Consider the following questions.

- If the task is a physical one who would they choose for their team?
- If the task to participate in a Spelling competition who would they choose for their team?
- If the task is to do a job for the teacher every day over the year who would they choose for their team?
- Once a team is formed what helps to keep a team being a good one?

Explain to the students that there will be two or more tasks

1. To build a tent under challenging circumstances
2. To plan a menu and provide food for all the meals at school for one week.

Decide on a protocol for choosing teams of three. Ensure that all children are included and feel welcomed in their groups. If the numbers are not divisible by three have one or two groups of two students. Explain to students that it is a possible scenario that one team member may be evacuated from the team.

### Student Activity 2. Shelter in a Storm

Ensure that students have one tent per team to erect in the classroom or in the school yard. (One of these tents could remain up in the classroom for the duration of the unit. Teams of students could take turns to work in the tent for a day. This would simulate the restrictive conditions of being stuck in a blizzard.)

Students work together to erect their tent. Discuss the team work aspect and reflect on how well their team achieved their goal (leadership, cooperation, communication, problem solving, managing emotions).

### Challenging conditions

#### Scenarios

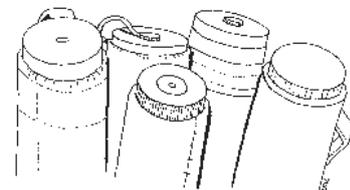
- Blind-fold, one, two or three members (simulating putting up a tent in a white out)
- Tie an arm behind their back of one, two or three members (simulating injuries)
- Take a pole or a peg from the tent equipment (simulate lost equipment)
- Put up the tent on a slope or uneven ground (simulate difficult conditions)
- A combination of the above

### Reflection

Ask students to reflect on how their team worked together. What did they do well? What could they do better? What were the strengths and weaknesses of their team?

In what way were other team members important to them?

What did they do in order to assist them to get along with others in the team? (thinking strategies, self talk, values and beliefs)



What is the impact of different personalities, approaches and styles on their experience in a team?

How did their team cope with different strengths and weaknesses of team members?

How did they work out who did what, how decisions were made and how things were shared?

Imagine the challenges faced by the members of the team as they travel to and from the North Pole and identify what skills expeditioners would need and what advice students could give them about 'getting along'. Students write a letter or email to the expeditioners with hints for 'getting along'.

### Student activity 3. Shelter in a Storm

Students will work in the same group of three to plan and provide the food they will eat at school for the week. ie. 5 x recess and 5 x lunch meals. Children will brainstorm all the food and equipment they will need (eg fridges or cool boxes, cutlery). The food will be bought on the Monday and stored in the classroom.

#### Scenario

Students will need to bring enough food for 10 meals for 3 children (30 meals in total)

The food will need to be stored at school. Students may use an ice box, fridge or freezer as this simulates the conditions in the North Pole.

The process can include creation of a menu (considering taste, nutrition and calorie content), consideration of the cost of purchasing the food (budgeting), what to do with the packaging (eliminating rubbish) and preparation of portions for the time period.

#### Challenging conditions

- The teacher could remove some of the food (simulating the loss of food down a crevasse)
- Food could be frozen (simulating what food is like when frozen in the North Pole)
- The students will carry all their food in their backpack at recess and lunch time (simulating having to carry your food with you as you travel)
- A combination of the above.

#### Reflection

Students write a journal throughout the week, describing their thoughts of the food they ate and the challenges they faced. Students will evaluate their success as a team. (their monitoring of food, sharing, consideration of other's tastes, their choices of food.)

#### Resources

Tents  
Funds  
Food storage facilities – ice boxes, fridge or freezer.

#### Attachments

**Typical Expedition Menu** – list of food that the expeditioners would have with them.

**Changing Teams** – South Pole diary extract

**Team Requirements** – North Pole expedition's key team member characteristics

**North Pole Team Agreement extract** - North Pole expedition's team agreement – goals, principles and grievances sections.

**Reflections About Teams** – Linda Beilharz

#### Links

Food handling policy of DEECD [http://www.education.vic.gov.au/management/schooloperations/healthycanteen/pol\\_safety.htm](http://www.education.vic.gov.au/management/schooloperations/healthycanteen/pol_safety.htm)

