

Activity 10

| Title: My Home Team Advantage | |
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| Focus: | In this activity students draw or diagram their circle of family and friends that make up their home court advantage. |
| Time: | 30-40 minutes |
| Guiding Question: | |
| Connections: | <p>Concept; Working with others:</p> <ul style="list-style-type: none"> • The importance of positive relationships • Relationships are a vital part of a person's emotional well-being <p>Context: Making and maintaining enjoyable , healthy, and safe friendships</p> |
| Rationale/ Background: | <p>The strategy of reflecting on positive support and effective interaction is consistent throughout this exercise. .</p> <p>In this activity, students reflect on what they have learned about the advantages of a 'Home Team' of family and friends so that they can proceed positively toward their accomplishments. They create and respect the importance of a positive team environment and how they must contribute to achieving and maintain that throughout their future. significant learning and use a metaphor as a way of thinking about the future.</p> |
| The Learning Experience | |
| Setting The Stage Tips to the Teacher | <p>Activity 1: <i>Students will be able to define "teamwork".</i></p> <p>(i) Read the following aloud to the students: "When he was on his death bed, Mori Motonari, a Japanese warlord, called for his three children. He gave each of them an arrow to break. Each child could easily break the arrow. He then tied together the three arrows and asked each child to try to break them. Each child tried to break the bound arrows but without success. Individually an arrow was easy to break, but when they were bound together they were impossible to break. That lesson was not forgotten by Mori's children, and certainly not by the rest of Japan."</p> <p>(ii) Students are asked the meaning of the story. (They should come up with the idea of teamwork.)</p> <p>(iii) The teacher writes the word "teamwork" on the board and the class creates a definition. They can do so by brainstorming words on the board. They can also use the dictionary to assist in generating more words. They decide on a definition they are happy with.</p> <p>(iv) The students write the definition in their notebook, and rate themselves on a scale of 1-10 (10 being the highest) on how comfortable they feel working in teams.</p> |
| The Activity | <p>Activity 2: Open with a discussion on what the home team advantage is. It was discovered that all sports teams that played on their home ground had a greater percentage of wins than when they went on the road. This is because when you are at home, your team is cheering you on and supporting you in your effort. When you are not on you home court, or when you are not surrounded with people who love you, the game of life is harder to play.</p> <p>Activity 3: Hand out the Home Team Advantage worksheet. Ask all the students to map out their home team advantage. Put the names of their team players as well as themselves on to the team list.</p> |

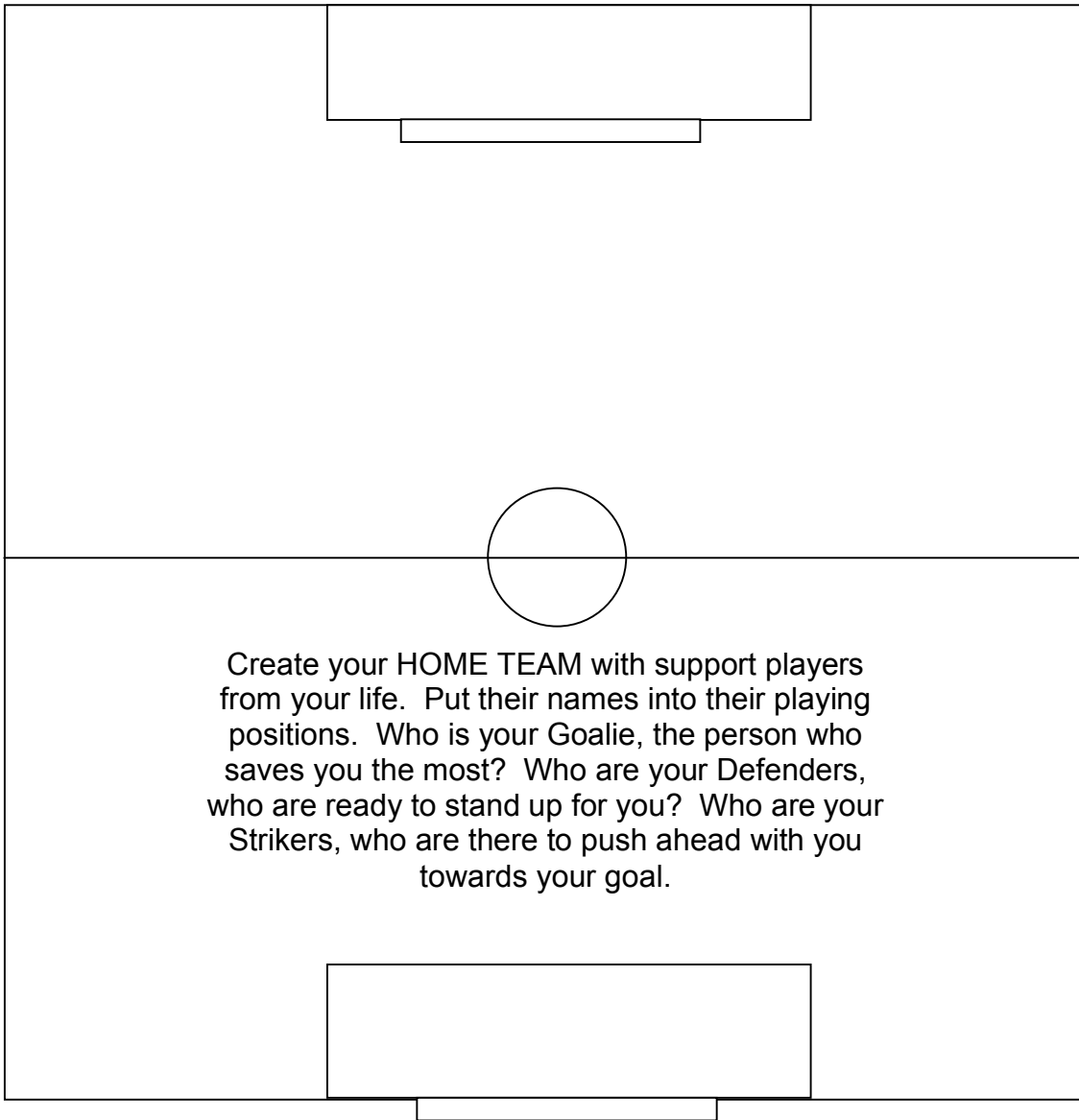
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| | <p>Then show the people who are on their TEAM. Show those players who help in different ways, sort of “play different positions in you life.” Tell them they may use real names, or even symbols (star, sun, planet, tree, rock, etc.) as well as colours to represent their people.</p> <p>Do a paired sharing or a triad share. Close with a full room share. Discuss: Who are the closet members on your home team? How do they support you? Who are the ones in the middle of your field or on the outer edges? What kinds of things do they do to support you?</p> |
| Wrap Up | Activity 4: Ask students to think about their friendships and working relationships at school, and how that might help to shape relationships in their future workplace environment and their personal qualities. How do they match up? |
| Extension | <p>2.1 Discuss the meaning of caring, kindness and courtesy.</p> <p>2.1.4 Role-play situations (disagreeing politely, breaking bad news, answering the phone).</p> <p>2.1.4 List jobs that students do at home and jobs that other family members do. Discuss: In what ways does my family help me? How do I help my family? What are my responsibilities?</p> <p>2.1.5 Discuss, in small groups, issues relating to the feeling of belonging to a group.</p> |
| Teacher Program Review – Reflective Question | |
| Do students now appreciate and understand the importance of positive relationships in our family, personal and professional lives? | |
| Activity Materials | |
| Resources / Materials: | <ul style="list-style-type: none"> • Activity Sheet – “Home Team Advantage” • Pencils or Pens |
| Blueprint Career Management Competencies & Indicators | |
| <p>2.1 Develop abilities for building positive relationships in life</p> <p>2.1.1 Discover the uniqueness of human beings.</p> <p>2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups</p> <p>2.1.5 Demonstrate positive social skills, such as helping, showing respect and co-operating with others.</p> | |
| Teacher’s Notes: | |

Activity Sheet

Home Team Advantage

Right Side

Left Side



Home Team Members: Name your home team and put them into their support positions. Include some subs who you can call on in times of sudden trouble.
