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PART I

OVERVIEW, ORGANIZATIONAL SET-UP AND DIRECTIONS

* BACKGROUND

As a teacher of Year 5 and 6 students for sixteen years, and gifted and talented students for four years, I felt it was important to allow students the opportunity to demonstrate the fact that all children possess certain gifts, talents, or unique skills. Some adults and many youngsters feel that because certain students are identified as gifted and talented, they alone are endowed with special abilities and skills. As I put into perspective my background of teaching of both "average" and gifted and talented youngsters I realized that those identified as gifted showed, in most cases, high intellectual ability and academic achievement as measured by classroom standards. But it also became apparent that most students possessed certain unique gifts and talents that for the most part went unrecognized in the average classroom setting. There was very little opportunity to demonstrate these talents.

Therefore, I developed the project **Teamwork Counts** with two distinct goals in mind. One goal was to allow the unique and little-known abilities of many students to surface and attain recognition, and the other was to allow this to occur in a setting where team effort was paramount and each child's contribution to the team would be appreciated. **Teamwork Counts** is appropriate for upper primary and junior secondary students.

★ OVERVIEW

Teamwork Counts is an activity that allows students to be randomly placed on teams for the purpose of working together and sharing their areas of expertise, while tackling a vast array of challenging problem-solving tasks. These teams move, in a rotating fashion, from station to station, under the supervision and guidance of station leaders who monitor their work.

The following pages will explain how to set-up **Teamwork Counts** and will offer a number of suggestions on various strategies that may be used to ensure a challenging and enjoyable experience for children.

* ORGANIZATIONAL SET-UP

Requirements

1. Adequate facility

A school hall, gymnasium, general purpose room or any other large open indoor area is suitable. It is preferable to have an exit onto a playground to allow for outdoor stations to be set up in close proximity to the main activity area.

2. Tables, chairs, etc.

A predetermined number of long tables, desks, chairs, and rubbish bins will be needed, based upon the specific requirements of each station. A sample model set-up is contained in the addendum. The site area should be set-up well in advance of the arrival of station leaders and students.

3. Station leaders

Volunteer station leaders need to be recruited from the ranks of parents, teachers, or older students. Once the purpose of **Teamwork Counts** is explained to parents, they are usually very eager to volunteer their services, and almost always find it to be an enlightening and rewarding experience. (Suggestion: Recruit more people than necessary, for two reasons; one, to fill in if someone is absent, and two, to allow some volunteers to team up and work together at stations.)

An orientation session prior to the activity is a must. During this session, volunteers should become aware of the philosophy behind **Teamwork Counts**, become familiar with the mechanics and logistics of the procedural aspects, and be given the opportunity to choose a station at which they would like to work. Directions and scoring sheets should be given out at this time so that station leaders have adequate time to become totally familiar with the operation of their activity station. Ideally, this orientation session should take place a day or two prior to the activity, but if time conflicts do not allow for this, a meeting an hour before the actual event will usually suffice. Before the activity begins, the **Teamwork Counts** organizer should visit briefly each station to make sure each leader is ready to begin, because once the activity starts, it should continue non-stop.

4. Timing and signalling devices.

A timer and two signalling devices should be set up in a central location. A stop watch is all that is necessary for timing, but two distinctly different signalling sounds must be used. A small hand-held boat horn is excellent because of its loud and distinct sound. It can be used to signal "Stop" at the designated intervals. For the second signal, used to alert participants to "move on to the next station", a battery operated push button bicycle siren works well. However, any type of bell, buzzer, gong, etc. will suffice, as long as the two sounds are distinctly different and loud. (Note: A third signalling device, a coach's whistle, should also be on hand in the event of some unforeseen occurrence that requires that all activity cease momentarily. All participants and station leaders should be thoroughly familiar with all three sounds before any activity begins.)

5. Specific materials for each activity station.

The sample stations in Section II of this booklet will list any and all materials necessary for the successful operation of that station.

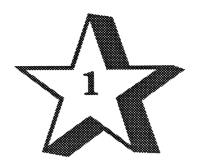
When deciding what types of stations to set up, and how many, the following guidelines may be helpful:

- Set up stations that call upon students to use as vast and varied an array of special talents and skills as possible.
- Be inventive and creative when designing your own new stations and remember always to keep the activities enjoyable and challenging, and never tedious or boring.
- In terms of numbers of stations, divide the number of students participating by five. This is a rough estimate of the number of stations needed. However, remember to include two "break stations" and, also if feasible, add an extra station or two so that station leaders, at some time during the activity, have a break.

6. Culminating activity materials (Certificates of participation)

Teamwork Counts certificates of participation should be available to allow team members to autograph each others certificates. (A sample certificate can be found on Page 44 in the addendum.)

FAMOUS FACES



☆ OBJECTIVE

To have team members identify as quickly as possible a variety of famous faces.

☆ ITEMS NEEDED

A variety of faces collected from magazines, old books, etc. and mounted on cardboard. The name of each face should be clearly written on the back for the station leader's identification. Diversify the faces, including historic figures, current events participants, athletes, cartoon and nursery rhyme characters, etc. A score sheet and clip board are also needed.

☆ DIRECTIONS FOR PARTICIPANTS (To be read to teams)

"Correctly identify each 'face' as it is shown to you. If your team cannot identify a 'face' you may say 'pass' and I'll move to the next 'face'. Name as many as you can in the time allowed."

"Any questions? Begin."

☆ DIRECTIONS FOR STATION LEADER OR LEADERS

When the team arrives at your station, seat them in chairs in a horseshoe arrangement facing a desk, behind which you are seated. Have the 'famous faces' stacked face up so that after each card is held up to the group for identification it can be placed face down, thereby allowing the cards to be restacked in the same order for the next team. Score one point for each correct answer.

(Suggestion: This station operates most efficiently with two station leaders, one to flip the 'famous faces' cards and the other to tally the correct responses.)

Read the "Directions for Participants" and begin.