

Working in groups is a need of human beings. But it is not innate, it is acquired. Being part of a team effectively requires learning.

Many times we have faced the failure team-work we plan, and in most cases due to teachers assumed that their students know how to approach this "teamtask".

From my experience there are two main problems: One concerns the presentation and nature of the task to develop and it depends almost exclusively of teachers. The other is the lack of experience of the students to be part of effective teams.

The boys and girls accumulate experiences of belonging to different groups, but most of the time these groups are not "teams" and unresponsive to develop a common activity in order to achieve certain objectives.

The team has an organized structure from the moment that has a purpose. Groups can respond to individual need (I feel good with my peers) and even they can be casual (born in the same year). The teams direct their actions to a common target. Children begin to have team experience, as most things throughout the game, in this case the ruled games that sets a clear objective to achieve. In this case collaborating with others can be advantageous and that is the first step to give up their individualism and start collaborating.

In sixth grade I am conducting an experience with groups very heterogeneous and that operate during a fairly long time, a term or more. I am giving them different tasks within the program of EF and, at the same time, we are working on aspects of type of affective and social development. The greatest difficulty in these groups is that its members have not chosen to belong to it, but should work in coordination to achieve good results in the tasks entrusted to them. The social skills of each member, more or less developed, facilitate or hinder the process. In all the teams there are problems of this type and one of the main objectives of the experience, is to succeed in overcoming them through a proper development of personal and group skills that depart from always respect, acceptance and commitment to the other.

The first step is the development of "team spirit" a sense of belonging that binds all members from the emotional standpoint. The group is a reference, a support, a secure framework that we developed from the trust. To achieve this each, one or two weeks, they proposed a dynamic, a challenge, an enterprise that should try to perform collectively (I say "try" because it is not rare that any of the members of the group does not want to collaborate and also the challenge can not get done successfully).

This is the sequence of dynamic that I implemented. Activities 1 to 5 have had a weekly, 7 through 10 fortnightly.

1.- Choose your colors.- With a basic document that contains the meaning of several colors must be chosen by consensus a maximum of three, consonant with the values they want to be identified.

2.- The shield and motto.- With the colored base determined, perform a "coat of arms" for the team accompanied by a motto consisting of the values represented by the chosen colors. Each member of the team will hold a model and choose between all the definitive by vote or consensus.

- 3.- All for one.- Add a photo to the poster and other collective of each member of the team. Carry out several tests and decide which to put. Use an image editing program to give effects and add details to the photo within the whole
- 4.- Choose a pet.- Search for an animal or character of our taste that represent us and draw it in the form of pet. Search for examples of different pets of sports teams and perform the work between all
- 5.- The best of my ability, the best of us. Pooling of our strengths. Observe our colleagues from equipment and record two values or positive aspects of each one of them. pooling and add them in the form of summary in the poster next to the photo of each one of the members
- 6.- The walk of fame.- Choose a name for the computer that it is significant for all. Presentation of the poster to the rest of the teams. One of the members of the team shall act as a spokesperson in a "press conference" moderated by the teacher. Each team must carry three questions, one for each computer.
- 7.- Hear our voices - between all create a cry of encouragement to the team, to use as motivation. You can be onomatopoeia, a rhyme, accompanied clapping hands... .
- 8.- move the skin.- Each team member's account to others something of himself/herself that you would like to change. Among all deliberate if possible or not to do so, and if they can help. This task is very important for strengthening the confidence of the group. It takes note of the findings but are not made public.
- 9.- We grow with the challenges.- Identify the main problems of the team with the help of a rubric. Propose Solutions
- 10.Now WE ARE A TEAM .- The team prepares a document where all undertake to overcome the difficulties and to perform a task and activity in common.

At the end of the dynamics, the teams had to deal with the realization of several tasks that required the involvement and commitment of all members. The first of them was to train and overcome a challenge of fitness. To overcome this the team should get a certain amount of points in a series of tests that they trained and prepared to get the best score.

The second task was to devise and go testing skill challenges that involve the whole team, work to overcome them and then propose those challenges to the other teams that they should train their members to overcome the greatest amount of challenges possible.

The experience was full of discussions, disagreements, agreements and great feats of effort and overcoming, although there were a couple of people who did not want to support their teams and gave up their work in the second term. To these I proposed alternatives individual tasks but they had little interest in developing them.

The evaluation of the experience on the part of the students was very positive, although all pointed to how difficult it had been to find their roles on the teams.

Many students recognized not have actually known to some companions until this course in spite of having belonged to the same class from the first grade and also have discovered in their peers and in themselves, qualities and values that they were unaware.

From my point of view the experience has been very valuable, although for the next course i will be making some adjustments in the allocating time and design some preparatory tasks to the fifth grade, also I have to work in the definition of the objectives and the evaluation criteria

of the tasks to make them more understandable for the students.

The best part about the whole experience is that learning has been based on processes rather than the results. I encourage you to undertake this experience or other similar, no doubt will change your perspective of the subject.