# Dance – Stage 4 PDHPE

Unit duration and timing: 8 x 50min lessons

## Unit description

Students develop specialised movement skills through learning a dance sequence taught by the Muggera Dance Crew. They will manipulate the elements of dance to compose and enhance sequences for group performance. Students will practise and refine fundamental and specialised movement skills - applicable to dance - in a predictable learning environment whilst demonstrating a range of rhythmic and expressive movement qualities. All students take turns to be the choreographer to develop and practise their self-management skills. Through this role, students will make decisions and solve problems to compose and manipulate locomotor and non-locomotor movement, sequence movement and choose how to manipulate the elements of dance to enhance a group performance. During the dance-making process, students will practise a range of interpersonal skills that support the respectful giving and receiving of feedback to enhance performance. Activities in the sequence of learning also provide opportunity for students to develop skills in collaboration, inclusion and relationship building.

## Propositions in action

Educative purpose:Dance enables students to develop a movement vocabulary with which to explore, manipulate and refine creative ways of moving individually and together. Students plan, choreograph, rehearse, perform and respond to a variety of stimuli as they engage with dance practice in their own and others' cultures and communities. Dance is a movement medium that can support an individuals ability to manage self as well as strengthen interpersonal skills through engaging with elements of dance, using the body as an instrument to express their ideas.

Value movement: **Dance helps keep the body conditioned and the mind focused which heightens the ability to perform other physical activities. Dance can develop movement skills and concepts students need to participate in physical activity with confidence, creativity and competence now and into the future.**

## Syllabus key features

### PDHPE skills

The following skills are developed, applied and refined through the sequence. Evidence of learning for these skills is embedded against the syllabus outcomes and learning goals.

|  |  |  |
| --- | --- | --- |
| Self management skills | Interpresonal skills | Movement skills |
| **Self-management (S)**   * decision-making and problem-solving   + finding solutions to problems | **Interpersonal (I)**   * communication   + verbal and nonverbal communication   + listening   + giving and receiving feedback * collaboration, inclusion and relationship-building   + expressing respect for others’ contributions   + assessing their own abilities and contributing back to the group | **Movement**   * **fundamental and specialised movement skills and concepts**   + non-locomotor skills   + locomotor skills   + sequencing/combination skills * tactical and creative   + composing, appraising and performing * health and fitness enhancing movement   + participating actively |

### Syllabus outcomes and evidence of learning

|  |  |  |
| --- | --- | --- |
| Outcomes - A student: | Unit learning goals | Evidence of learning |
| PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD 4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts  PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | We are learning to:   * perform a range of specialised movement skills applicable to dance * identify and manipulate the elements of dance in relation to the performance of specialised movement skills specific to dance * plan for and select appropriate interpersonal and self management skills and behaviours to successfully collaborate with peers * create and perform a composition in a group that demonstrates skills in sequencing and manipulating the elements of dance * give and receive feedback to enhance performance through appraisal   . | What specific behaviours will you expect to observe and use as an indicator of student learning towards the unit learning goals.  What am I looking for?   * performance of a range of specialised movement skills applicable to dance * identification and manipulation of the elements of dance in relation to the performance of specialised movement skills specific to dance * planning for and selecting appropriate interpersonal and self management skills and behaviours to successfully collaborate with peers * creation and performance of a composition in a group that demonstrates skills in sequencing and manipulating the elements of dance * the ability to give and receive feedback to enhance performance through appraisal |

### Suggested syllabus content

|  |  |
| --- | --- |
| Key Inquiry Questions | Syllabus content |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M**   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities **M** * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   + compose and perform a group sequence in response to a piece of music or other stimuli **I M** * demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences   + demonstrate refinement of movement concepts and strategies to enhance movement sequences **M** * practise, apply and transfer movement concepts and strategies with and without equipment   + demonstrate their ability to use space, time and explore force and flow in different movement contexts **M** |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M |

### Physical literacy continuum markers

|  |  |
| --- | --- |
| Critical aspect | Cluster 5 and markers |
| Movement competencies | * refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) |
| Motivation and behavioural skills | * demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities * responds appropriately to success and challenges in physical activities |
| Personal and social attributes | * demonstrates actions that support the rights and feelings of others |

## Teaching considerations

### Learning environment

Create a positive [learning environment](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/learning-environment) and communicate in an effective way for successful inclusion of all students in physical education.

Be inclusive by differentiating to provide a range of options to cater for people of all abilities and backgrounds in the most appropriate manner possible. Inclusion encompasses a broad range of options in many different settings. Sometimes this may mean modifying an activity, game or sport to provide a more appropriate version for particular participants.

Considerations include:

* organising and managing the environment
* space considerations
* equipment considerations
* grouping students
* smooth transition
* skill instruction
* warmup and cool down including stretching
* footwear and appropriate clothing

### Effective practice

What is [effective practice](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/effective-practice)? Consider what your personal philosophy of teaching physical education is. What do we want our students to do in physical education?

Other considerations also include:

* Questioning
* Integrating technology into PE

Music choice and use throughout the unit is at the discretion of the teacher and students.

Permission to use the resource Muggera Dance Party – From our House to Yours has been provided by [*Muggera Cultural Enterprise*](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmuggera.com%2F&data=04%7C01%7C%7C7b468f618dec4087301308d9400d5735%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637611248307668070%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FxcW2YrCyDsffGSoPQRo276UejQHC%2BY41H%2BdazgUqxs%3D&reserved=0) *on* Tuesday 6 July, 20

## Learning experiences and activities

### Activity: Introduction to dance unit

This learning sequence could start with a [yarning circle](https://www.scu.edu.au/media/scueduau/academic-schools/-gnibi-college-of-indigenous-australian-peoples/About-Yarning-Circles-A-Guide-for-Participants.pdf) to introduce the unit of Dance to the students. In a yarning circle, all participants are provided with an opportunity to speak in a safe non – judgemental place to share their strengths in an inclusive and collaborative learning environment. Yarning together is always focused on strengths not problem solving or criticism. Yarning prompts to include could be:

* What types or forms of dance do you know?
* What dances have you seen performed?
* Where do people dance?
* Why do people dance?
* What types of dance(s) do you prefer?

Students may be familiar with hip hop, ballet, jazz, tap, Aboriginal dance, Torres Strait Islander dance and other dance forms from different cultures and ethnic groups. Specific dances students may know include the Time Warp, The Twist, Macarena, Bus Stop, Nutbush, Gangnam Style or the latest dance challenge/trend like [Blinding Lights](https://www.youtube.com/watch?v=SsHzl9cK1ls), that may appear on platforms such as Tik Tok and Instagram.

### Activity: Space in dance

Teacher note: Students explore the specialised movement skills of dance whilst applying a range of movement concepts to create their own movement responses.

Space is the three-dimensional environment in which movement, such as dance, takes place. Space can be explored through locomotor and non-locomotor movements. Aspects of space that relate specifically to this learning sequence include the exploration of personal space, general space, performance space, direction, level, pathway and shape. By varying the use of space in a dance, variation and contrast between movements are created. This enhances the dance and creates more interesting choreography for the dancers and the audience.

Teachers can access [Elements of dance](https://schoolsequella.det.nsw.edu.au/file/cc3cdf5e-e4f1-41e0-8249-8870476a8433/1/elements-of-dance-posters.pdf) posters from the NSW Department of Education. The posters summarise the elements of dance for students to refer to and apply throughout the learning activities.

#### Space

The class stands in the learning area and move both arms to reach into the space around themselves without moving their feet. (This activity can also be used as a warmup.)

* Explain this is personal space*.*
* Suggest non-locomotor movements to do in personal space such as curl, shake, drop, rise, bend, twist, sway, sink, float, wiggle, stretch, swing, fall, melt, fold, crumble, bounce.
  + What body parts can you use in non-locomotor movement?

The class travel through the general space.

* Suggest locomotor movements such as walk, skip, hop, jog, gallop, crawl, roll, turn, slide, jump, leap.
* Suggest change of direction and provide suggestions: forwards, backwards, sideways, diagonal, up and down.
* Suggest change of pathway and provide suggestions: straight, curved, circular, spiral, zigzagged.
* Introduce the concept of levels by having students move in the general space at different levels: low, medium, high.

Suggested formative assessment activity

**U**sing the skills explored in the previous learning activities, students create and perform a simple sequence that starts and finishes with a non-locomotor movement, then combines a variety of locomotor movements in different directions, pathways and levels such as:

* rise from the floor, eight steps forwards changing from medium to high level, four skips backwards, four slides sideways to the right at a low level, two gallops diagonally to the right, then the left, jog in a circular pathway for eight, jump to a high level and collapse to a low level.

For those students who are not comfortable with dance have some movements, directions and levels on cards e.g. skip, hop, gallop, left right and high and medium. Students work in pairs, chose five cards and create their sequence from this stimulus.

Students move again in the general space.

* Add “freeze points” for students to stop and create ashape in their personal space. Suggested shapes include curved, straight, symmetrical, asymmetrical, twisted or angular shape
* Suggest body parts to balance on such as one foot, one hand and one foot, bottom, knees.

#### Dance sequence

**Students view**  [Muggera Dance Party – From Our House to Yours](https://stream.sydneyoperahouse.com/videos/muggera-dance-party-from-our-house-to-yours) (9min 30sec – 10min 36sec)

* Identify locomotor and non-locomotor movements in the routine such as:
  + Walk, slide, side step, jump, step touch, hop
  + Foot shuffle, bounce with knee bend, foot tap, kick.
* Identify elements of space in the routine such as:
  + Space: forward, backward, sideways diagonal
  + Level: medium, “under the bush” shows down and up, clap overhead to high level
  + Pathway: straight (forward and back, side to side)
  + Shape: symmetrical, asymmetrical, angular.
* Identify body parts the dancers use such as:
  + Arms, head, shoulders, feet legs, hips, chest, shoulders, hands.

Students follow online instructors to learn, practise and refine the specialised movement skills

and sequence as demonstrated in the Muggera Dance Party routine.

##### Breakdown of the Muggera Dance Party routine for teacher and students

|  |  |  |
| --- | --- | --- |
| Number | Move | Time in video |
| **1** | Back from the water | 10.55 – 11.19 min |
| **2** | Under the bush | 11.19 – 11.21 min |
| **3** | Shuffle feet | 11.35 – 12.20 min |
| **4** | Jumps | 12.38 – 13.42 min |
| **5** | Push the button | 13.48 – 14.46 min |
| **6** | Jellyfish | 14.47 – 14.52 min |
| **7** | Travel forward | 15.05 – 15.52 min |
| **8** | MJ | 15.54 – 16.22 min |
| **9** | Splash the water | 16:50 – 17:15 min |

#### Activity: Time and dynamics in dance

Teacher note: Students explore the specialised movement skills of dance whilst applying a range of movement concepts to create their own movement responses.

Movement occurs through time. These learning activities focus on the aspect of tempo.Tempo controls the speed of a movement or piece of music. Varying the speed at which movements are performed can enhance dance performances by creating variation and contrast.

Dynamics refer to how a movement is performed – how much energy or effort is released. Movement can be heavy, soft, sharp or light. The body and its parts can swing, collapse, suspend, push, slash, flick and dab. Varying the dynamics of movements in a dance also enhances the performance by creating variation and contrast and thus adding interest to the performance.

Teachers can access [Elements of dance](https://schoolsequella.det.nsw.edu.au/file/cc3cdf5e-e4f1-41e0-8249-8870476a8433/1/elements-of-dance-posters.pdf) posters from the NSW Department of Education. The posters summarise the elements of dance for students to refer to and apply throughout the learning activities.

#### Time

Direct the class to move through the general space demonstrating a variety of locomotor movements such as walk, skip, hop, jog, gallop, crawl, roll, turn, slide. (This activity can also be used as a warm up)

* Vary the tempo or speed of the movement. This could be:
  + verbal such as go fast or go slow
  + auditory such as following a clapping a beat or a rhythm with hands, or another

percussive instrument

* + musical by moving to music that is fast or slow, moving at half the speed of the music or

at double the speed of the music.

#### Dynamics/effort

Direct the class to move through the general space demonstrating a variety of locomotor movements such as walk, skip, hop, jog, gallop, crawl, roll, turn, slide.

* Vary the dynamics of the movement. Dynamics to experiment with include heavy, soft, sharp, light, swing, collapse, suspend, push, slash, flick, dab, pop, press.
* Have students experiment with whole body movement and selected body parts such as heavy head, floating fingers, swinging arm, dragging feet.

#### **Dance sequence**

**Students review**  [Muggera Dance Party – From Our House to Yours](https://stream.sydneyoperahouse.com/videos/muggera-dance-party-from-our-house-to-yours)

* Identify any variations to tempo or rhythm in the routine such as:
  + half the speed of the music, double the speed of the music, pause or freeze
  + move 8 (MJ) slow step to the side and then a quick clap.
* Identify different types of dynamics used in the routine such as :
  + slide, chest pop, flick, drag, arms swing, MJ move is smooth and sharp with the clap.

Students continue to follow online instructors to learn, practise and refine the specialised movement skills and sequences as demonstrated in the Muggera Dance Party routine to be able to perform without video prompts or support.

* Students experiment with varying the tempo of movement sequences from the Muggera Dance Party routine.
  + How does the movement change when speeding up the movement?
  + How does the movement change when slowing down the movement?
  + Does a change in tempo add interest to a movement? Why?

#### Activity: Relationships in dance

Teacher note: Students explore the specialised movement skills of dance whilst applying a range of movement concepts to create their own movement responses.

Relationships in movement include how body parts relate to each other, how partners relate to each other and how the body relates to the environment and/or objects in the environment. In a group dance, using different patterns, formations and placement of dancers can enhance the performance by making it more visually appealing to the audience.

These activities will provide opportunities for students to focus on the relationships between members of a dance group in terms of where they are in relation to each other and manipulate how body parts relate to each other.

##### Relationships

Select a small section of the Muggerra Dance Party sequence for students to manipulate the relationship. All groups could try the following activities or they may be divided between the groups to rehearse, refine and perform for demonstration.

* Perform the sequence in unison
* Perform the sequence using a [canon](https://youtu.be/9pAU6j8LZ2U) (start and finish at different times)
* Experiment with different facings (front, back, side and combinations)
* Experiment with formations (V – formation, lines, windows, circle, free)



* Combine relationship suggestions form the previous dot points such as complete a canon with group members in a V-formation.

Suggested formative assessment opportunity.

Students observe each other’s manipulations and consider:

- Which variation did you like the best? Why?

- Which variation might be easier to achieve?

- Which variation might be harder to organise? Why?

- Which variations will you consider using?

This activity can also provide an opportunity for the teacher to establish how students are progressing with following and learning the choreography and if further support is required to differentiate the task.

#### Activity: Teamwork makes the dream work

Teacher note: The following learning activities will require students to work in groups to re-sequence the dance the have just learnt. Students will then apply the elements of space, time, dynamics and relationships to further vary the choreography to create their own group dance for performance. This will require a range of interpersonal and self-management skills to successfully complete the task as a group.

The ability to work as part of a team is an important skill. This activity is to encourage students to suggest specific and practical actions they could take individually and as a group to provide a supportive environment for the collaborative activities that follow.

Focus is placed on students coming up with solutions to develop, strengthen and refine their self-management and interpersonal skills in a group situation. It also provides an opportunity for students to explore and experience different roles within a collaborative setting and consider how their contributions and actions can impact the goals of the group.

##### Working as a team

Working well in a team means:

* working with a group of people to achieve a shared goal or outcome in an effective way
* listening to other members of the team
* taking everyone’s ideas on board, not just your own
* working for the good of the group as a whole
* having a say and sharing responsibility

Have students brainstorm actions they could take to support peers when acting as the choreographer and when participating as a member of the group.

* Suggestions for the choreographer could include:
  + giving everyone the opportunity to offer ideas
  + encouraging group decision making
  + considering the skills levels of group members.
* Suggestions for group members could include:
  + facing and listening to the choreographer
  + listening to other people’s ideas and considering their views
  + speaking calmly rather than angrily when there are disagreements
  + contributing to group decision making
  + accepting the decisions of the choreographer
  + staying on task.
* From the brainstorm, have the class, as a whole or in their performance groups, decide on the most important points to include for success whilst working as a team on this task.
* Have these expectations visible for all to see through the remainder of the learning activities. Students could create a poster using [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=4d0a9d05-4647-fdb9-abe0-97639897c9fe), checklist or rubric to reflect on throughout the remainder of the task.
  + A sample rubric is included at the end of this document.

#### Activity: Manipulating movement

Teacher note: The following activities are designed for students to reorder the sequence and manipulate movement by varying space, time, dynamics and relationships in order to compose a group sequence in response to a stimulus.

As this may be the first time students take on the role of choreographer it is important to encourage and support students to help them succeed in the role. Have them refer to the interpersonal and self-managemnet skills and strategies the class created in the previous activity to encourage respectful collaboration and cooperation in the group.

Ensure group numbers allow all students to have an opportunity as choreographer and share responsibility for the dance. Encourage choreographers to:

- explore a range of variations to the elements of dance. For example don’t rely on only changing levels to demonstrate a manipulation of space, also consider changing pathway, shape and direction

- listen to the suggestions of group members before choosing variations

- support the abilities of all performers in their groups.

##### Reordering the sequence

Working in small groups students use a [random number generator](https://www.mathgoodies.com/calculators/random_no_custom) to create a number sequence made up of nine digits from one to nine (e.g. 2,1,8,2,5,7,5,7,6).

* This now creates a re ordered movement sequence: e.g. under the bush, back from the water, **MJ,** under the bush, push the button, travel forward, push the button, travel forward, jellyfish.

Students are to rehearse and refine the new sequence of movements in their groups. Students may need to consider ways to link movements that were previously in a different order so transitions are smooth.

* Locomotor movements, such as those explored in previous activities, can be used to link movements together. These could include could include a step, hop, skip, turn, slide, jump, leap.
* Linking movements can be more than one count or beat of the music.
* Students can create their own movements to link the Muggera dance steps together.

##### Manipulating the elements of dance

Working in the same groups, and with their newly created dance sequence, students explore how to vary the use of the elements of dance throughout the new composition.

Students take turns in the role of choreographer by swapping after each element has been explored. The role of the choreographer is to:

* coordinate the exploration of the dance element (everyone should offer suggestions)
* consult with the group to choose variations that might enhance performance.

Have students refer back to the Elements of Dance poster to review what each element does. Suggested variations to try for each of the dance elements include:

* space - explore changes in direction, level, pathway, shape to vary the dance performance
* time - explore varying the tempo and rhythm of movements and sequences throughout the dance to enhance the performance
* dynamics - explore varying the dynamics or energy of movements in the dance – for example, heavy/light, sudden/sustained, smooth/jerky
* relationships – explore different formations and facings that may enhance the dance. the group could also consider the use of canon in these relationships.

Suggested formative assessment activity

Throughout this activity, provide regular opportunities for students to digitally record themselves for progress review and revision. Use these focus questions as a guide.

- What changes have you made to the original dance sequence?

- Has varying or changing the use of space, time, dynamics and relationships added interest to your dance? How? If not, why not?

- How did you consider the suggestions, rights and feelings of people in your group?

- Were some suggestions too easy or too hard? How did the group deal with this?

- As a group member, how did you contribute to the decision making process?

- As the dance maker how did you facilitate the decision making process?

#### Activity: Practising sequences

Teacher note: Feedback is the systematic process of giving and receiving information about the performance of a task with the aim to improve. Feedback may be internal or external and given by a coach, teacher, peer or self.

As students rehearse and refine their compositions, move around the groups reinforcing the elements of dance and encouraging students to practise their sequences to improve performance. Provide feedback with the aim to enhance and improve the quality of the sequence and the use of the elements of dance.

This will also model a process for giving feedback that students can use in a peer assessment task.

Give students time to refine and practise their dances.

Group members can take turns to observe the performance and provide feedback about particular aspects of the dance they were responsible for altering.

[Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.Xsr6lBtv2Qc.link)

Revise the elements of dance that students have been manipulating in this unit before completing this activity for peer assessment.

Have two groups come together to provide feedback. Students watch the performance and provide feedback on the composition and use of the dance elements of space, time, dynamics and relationships. Feedback can verbal or written and delivered using the following format:

- I like….

- I wish….

- I suggest….

After each group receives peer feedback, time is given for the groups to review the feedback and make changes (if they want to) to their composition based on the feedback. This process can be repeated again if time permits

#### Activity: Performing the dance for an audience

Teacher note: Instruct the class on what is considered good “etiquette” for an audience participant during a performance. Explain that being a member of the audience has certain responsibilities – for example, to show respect and appreciation for performers by keeping applause to the end, be quiet during a performance, sit still and give your attention to the performers on stage. Ask students to consider how they can apply the interpersonal skills developed during this module to support the rights and feelings of the performers.

Students present their dances to the audience.

As part of their performance and/or evaluation, students could identify the dance elements they varied and comment on why they thought the variation enhanced the sequence. This could be done verbally before the performance or the group could submit a checklist before the performance.

Focus questions may include:

* How has the sequence changed from the original form?
* What elements were varied and how?
* How does the variation enhance the performance of the dance?

Students could complete the collaboration rubric to assess the level of teamwork in the group.

Students could individually reflect on their growth as a member of a group. Questions could include:

* I have become better at….
* I used to …
* Now I….

### Resources

[Muggera Dance Party (Live) Digital Session](https://youtu.be/RA0G4tl1paw)

[Muggera Cultural Enterprise](https://muggera.com/)

[Muggera Dancers: Sharing culture with the community](https://dancemagazine.com.au/2017/04/muggera-dancers-sharing-culture-with-community/)

[Elements of dance posters](https://schoolsequella.det.nsw.edu.au/file/cc3cdf5e-e4f1-41e0-8249-8870476a8433/1/elements-of-dance-posters.pdf)

[Learning modes](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--learning-modes#Collaboration1)

### Sample rubric for collaboration

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | Score |
| Focus on task/participation | Stays on task  Everyone in the group works together offering ideas and movement for the choreography | Stays on task for the most part  Most of the people in the group work offering ideas and movement for the choreography | Stays somewhat on task  A few people in the group offer ideas and movement for the choreography whilst others have no input | Doesn’t stay on task  One person rules the group and the rest have no input with ideas or choreography |  |
| Value each other’s point of view | Everybody listens to ideas without devaluing the ideas of others  The group executes ideas | Most of the group listens to ideas offered  Some ideas devalued without trying them out | Group members criticize ideas  Only a few are valued and executed | Ideas criticized and not valued |  |
| Problem solving | Everyone offers ideas to try and work out obstacles in the task | Some obstacles are worked out  Some group members try to solve some issues | Group attempts to solve some of the problems but lack cooperation | Group struggles to work together to solve problems |  |
| Teamwork | Everyone works together towards a common goal | Most of the group works towards the goal but some appear distracted | Group works together but lack of focus leads to conflict | Group doesn’t work together. Conflict not resolved |  |
| Listening/discussion | Everyone is able to listen to each other’s ideas and discuss respectfully | Group listens but have differing opinions | Group listens to ideas but unable to have an objective discussion | Group is unable to listen to each other and have respectful discussions |  |
| Respect | All contributions considered | Some members opinions and ideas are valued more than others | One opinion dominates all others | Fails to listen to each other’s opinions |  |