



# Art-based lesson on team building

Coaching session guide for  
Adult Educators



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**Theme:** Team building

02

**Activity:** Coaching session

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**Objective:** This guide will serve as a coaching session model for educators to build their own art-based creative lesson on team building skills.



# Learning objectives and outcomes of this lesson:



## OBJECTIVES

## OUTCOMES

To train on how to improve team building skills in a creative way through and inspired by the observation and analysis of a piece of literature.

Learners will have discovered what core team building principles are needed in order to be a successful team.

Provide the principles of team building that determine the success and effectiveness of the work such as: clarity of purpose, good communication, positive role in conflicts and actions.

Learners will learn the basic steps of team building and be able to apply them in practice to achieve team effectiveness.

Encourage, challenge and expand learners' curiosity, imagination and originality, as well as foster creativity and innovation

Learners will expand their imagination, originality, reflective and critical thinking. Will learn to evaluate literary works both independently and collaboratively.



# Methods used during the session:



Short intros to the topic and the artworks;



Observation;



Self-reflection and self-learning;



Guided discussions.



Practical exercise

# Coaching Session

## Plan:



**Duration: 1 hour**



**Necessary equipment and materials:**

- A laptop and a projector
- Paper handouts with the works of literature to be examined
- Sheets of paper, pens, and colored sticky notes for personal use, or a computer with the software needed for an online session.



# *Coaching session structure and materials*

## *Selected topic: Team building*

### **STRUCTURE**

1. Brainstorming introduction to the discussion on the topic.
2. Introduction to team building: what is this skill about and how do we acquire and use it?
3. Introduction to the selected piece of literature and analysis of the related information materials.
4. Guided discussion:
  1. Interpretation of the piece of literature
  2. Analysis of the piece of literature's elements
  3. The topic through the lens of the piece of literature
5. Conclusions
6. Team building skill recap

### **MATERIALS**

1. Coaching lesson guide
2. Database of pieces of art and literature
3. Links to sources and additional information materials about the piece of literature
4. Methodology how to apply arts and literature for education, creativity and innovativeness



# Suggested timetable for the session

N.	Activities	Dedicate time
1	Introduction to the discussion on this topic. Ice - breaker activity using the jamboard tool.	5 minutes
2	Introduction to team building: what is this skill about and how do we acquire and use it?	5 minutes
3	Introduction to the selected piece of literature and analysis of the related information materials.	10minutes
4	Guided discussion: <ol style="list-style-type: none"> <li>1. Interpretation of the piece of literature</li> <li>2. Analysis of the piece of literature's elements</li> <li>3. The topic through the lens of the piece of literature</li> </ol>	10 minutes
5.	Introduction to the selected piece of literature and analysis of the related information materials.	5minutes
6.	Guided discussion: <ol style="list-style-type: none"> <li>1. Interpretation of the piece of literature</li> <li>2. Analysis of the piece of literature's elements</li> <li>3. The topic through the lens of the piece of literature</li> </ol>	10 minutes
7.	Conclusions	10 minutes
8.	Team building skill recap	5 minutes
	COMPLETE SESSION PLAN	1 hour



# Ice - breaker activity to the topic introduction

The educator explains the main aim of this project: to encourage creative use of literature into non-formal and informal education and to equip adult educators and training professionals with hands-on methodology and tools how to apply them into the educational process. And that we will focus today on the topic of team building studied through a literature.

*The educator will lead the conversation towards the “team building” topic. The learners will be asked questions to share their point of view, their experience and knowledge about the topic:*

- a. Please, say with one word when is team building effective?
- b. What makes team building difficult?
- c. What are the advantages and obstacles of working in a team?
- d. What influence does the manager have on team building?



## TEAM BUILDING

*The educator will briefly introduce the topic to the learners:*

In business, it is often said, *"If you want to go fast - go alone, if you want to go far - go with a team."*

Team building is the process of transforming a group of employees into a cohesive team - organized to work together to meet their needs and achieve the company's goals.

Team members respect each other and their differences, have common goals and expectations. However, team building is not always easy process.

The leader of the work team is faced with the question: how to form the right team? To come to a solution, a change in our way of seeing and feeling things or in our behaviour is necessary, in order to allows us to achieve the objectives.

What are the principles of team building that ensure success?

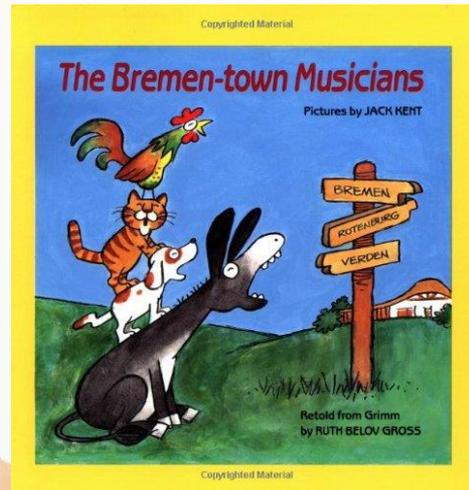
1. Clarity of Purpose
2. Good Communication
3. Positive Role for Conflict
4. Accountability and Commitment
5. Shared Leadership
6. Positive Group Dynamics



## 3.1 Brief introduction to the artwork and observation

ARTWORK: Literature  
TITLE: The Bremen-town Musicians  
WRITER: Brothers Grimm (In the 19th century)

The story begins with the depiction of an old donkey who is starting to lose his strengths. When he realizes the farmer wants to kill him, he flees. He's then joined by an old dog, an elderly cat and a rooster. Animals decide to join forces and go to the town of Bremen, where they want to become musicians. On their way, they come to a house which is occupied by some robbers. The animals tumble in through the window and the robbers run away and the house is left to the four friends.





## 4.1 Guided discussion: Interpretation

### *How to interpret literature*

You should ask learners to describe what they see / feel / understand from the selected piece(s) of literature.

The focus of the discussion is on sharing personal views, feelings and thoughts of participants about the piece(s) of literature. The purpose is to encourage participants to share their opinion by pointing out that there are no wrong answers.

*Possible questions to be chosen and developed according to the chosen of literature chosen:*

- What personal associations does this work evoke for you as a reader?
- What do you think about a work of literature?
- What in your opinion is the focus of the author's attention?
- In your opinion, what aspects of the topic are touched upon in the work?

## *How to analyze literature*

You should guide the analysis of the elements that compose are represented in the piece of literature. You will then guided learners in a discussion leading to the entrepreneurial topic under discussion through the analysed elements.

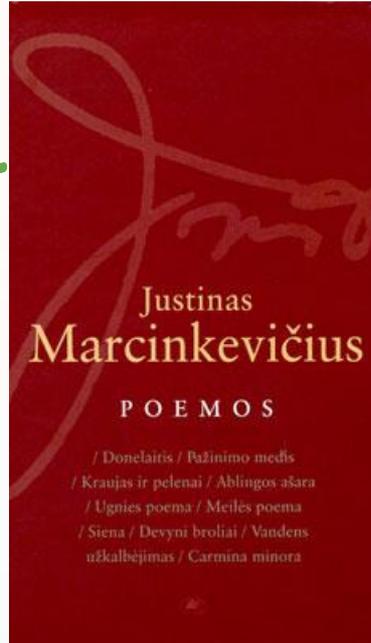
Possible questions for *Guided discussion on the observed/introduced works*:

- a. What are your emotions after reading this piece?
- b. What connection can be found between this creativity and entrepreneurship?
- c. In your opinion, how team building is described in this piece of literature and where is it reflected?
- d. What are the characteristics of this team?

## 4.2 Guided discussion: Analysis



## 5. Brief introduction to the artwork and observation



ARTWORK: Literature

TITLE: Poem

WRITER : Justinas Marcinkevičius (In the 20th century)

The answer in the poem is that when there is no more direction of life, people live for one another. When one stops pursuing personal aspirations, one begins to care for others. Community becomes the greatest value.

It is about the development of humanity as an inevitability - if there are no separate paths, one must be created together. Everyone is important and needed in this journey and contributes to what they have: "Bring everyone after work, / After love or after death." The main idea of the work is communality instead of individualism. "We" instead of "I". Because sometimes we forget that other people are no less valuable than ourselves.

A poem by the National Prize winner.



\* \* \*

*Jei staiga dingtų visi keliai,  
tai kur tada eitų žmonės?  
Kur būtų kelio pradžia?  
Kur būtų kelio galas?*

*Eitų žmonės vienas prie kito.  
Be kelio, be tako eitų.  
Žmogus būtų kelio pradžia.  
Žmogus būtų kelio galas.*

*Atneštų kiekvienas po darbą,  
po meilę arba po mirtį.  
Paskui — kaip vaikai — žaisdami,  
sudėtų iš visko — kelią.*

1980

*Suppose all the roads should vanish,  
Where then would people go?  
Where would be the road's beginning?  
Where would be the end of the road?*

*People would go to each other.  
Without roads, without paths they'd go.  
A man would be the road's beginning.  
A man would be the end of the road.*

*Each one would bring his work,  
Each one his love or death.  
And then they — like children — at play  
would construct of all this a road.*

1980



## 5.1 Guided discussion: Interpretation

### *How to interpret literature*

You should ask learners to describe what they see / feel / understand from the selected piece(s) of literature.

The focus of the discussion is on sharing personal views, feelings and thoughts of participants about the piece(s) of literature. The purpose is to encourage participants to share their opinion by pointing out that there are no wrong answers.

*Possible questions to be chosen and developed according to the chosen of literature chosen:*

- a. What personal associations does this poem evoke for you as a reader?
- b. What do you think about a poem?
- c. What in your opinion is the focus of the author's attention?
- c. In your opinion, what aspects of the topic are touched upon in the poem?



## *How to analyze literature*

You should guide the analysis of the elements that compose are represented in the piece of literature. You will then guided learners in a discussion leading to the entrepreneurial topic under discussion through the analysed elements.

Possible questions for *Guided discussion on the observed/introduced works*:

- a. Is there something in this piece of art that makes you think in team building skills?
- b. What connection can be found between this poem and entrepreneurship?
- c. In your opinion, how team building is described in this piece of literature and where is it reflected?
- d. What are the principles of team building described in this work?

## 5.2 Guided discussion: Analysis



*Optionally you could research and provide the learners with the support analysis tools chosen according to the topic and the piece of art/literature under observation.*

## **LITERATURE TOOLS**

### ***How to analyze a piece of literature?***

*Primarily*

- Self reflection through a piece of literature
- Plot structure or writing techniques

*Secondarily*

- Literature piece history
- Art piece and/or artist history

## **BUSINESS TOPICS ANALYSIS TOOLS (theoretical framework)**

### **How to analyze the topic?**

A book on team building in English is online. It needs to be downloaded.

<https://www.pdfdrive.com/building-a-high-performance-team-proven-techniques-for-effective-team-working-e164752442.html>

In Lithuanian - [https://www.projectshare.eu/platform-en/downloads/SHARE\\_M4\\_LT.pdf](https://www.projectshare.eu/platform-en/downloads/SHARE_M4_LT.pdf)

<https://repository.mruni.eu/bitstream/handle/007/12691/2247-4803-1-SM.pdf?sequence=1&isAllowed=y>

**Support tools**



## 5.3 Guided discussion: Team building through the lens of the piece of literature

*You should guide learners in a discussion about the topic through the lenses of the literature.*

*Opening question:* Where can we find the team building characteristics or processes in this piece of literature?

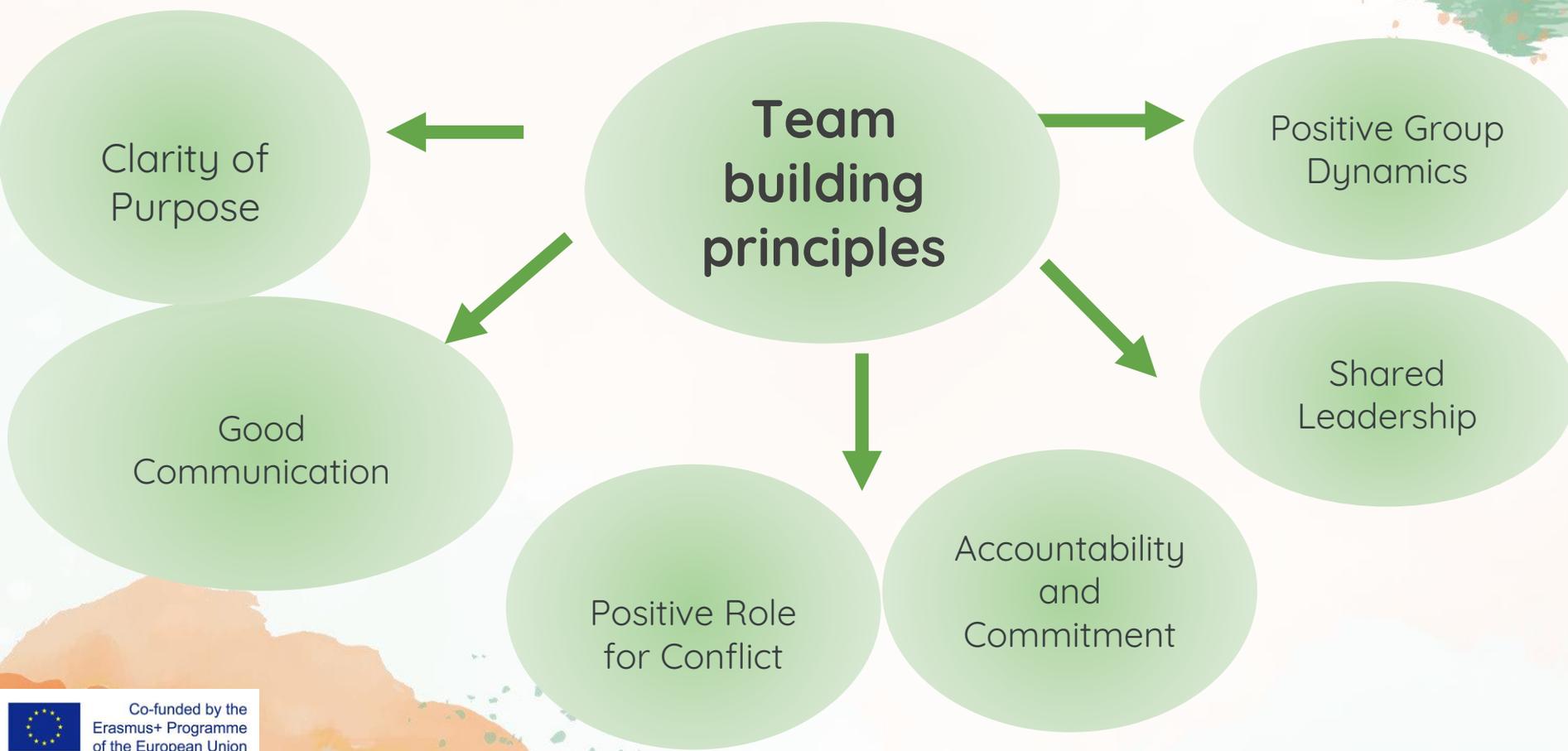
To guide this discussion you could use the support of one or more of the following activities selected by the educator:

- Q&A sessions – about the topic and about the pieces of literature.
- Mind maps on the topic of the activity
- Practical exercise to write their own version of literature on the topic of the activity.

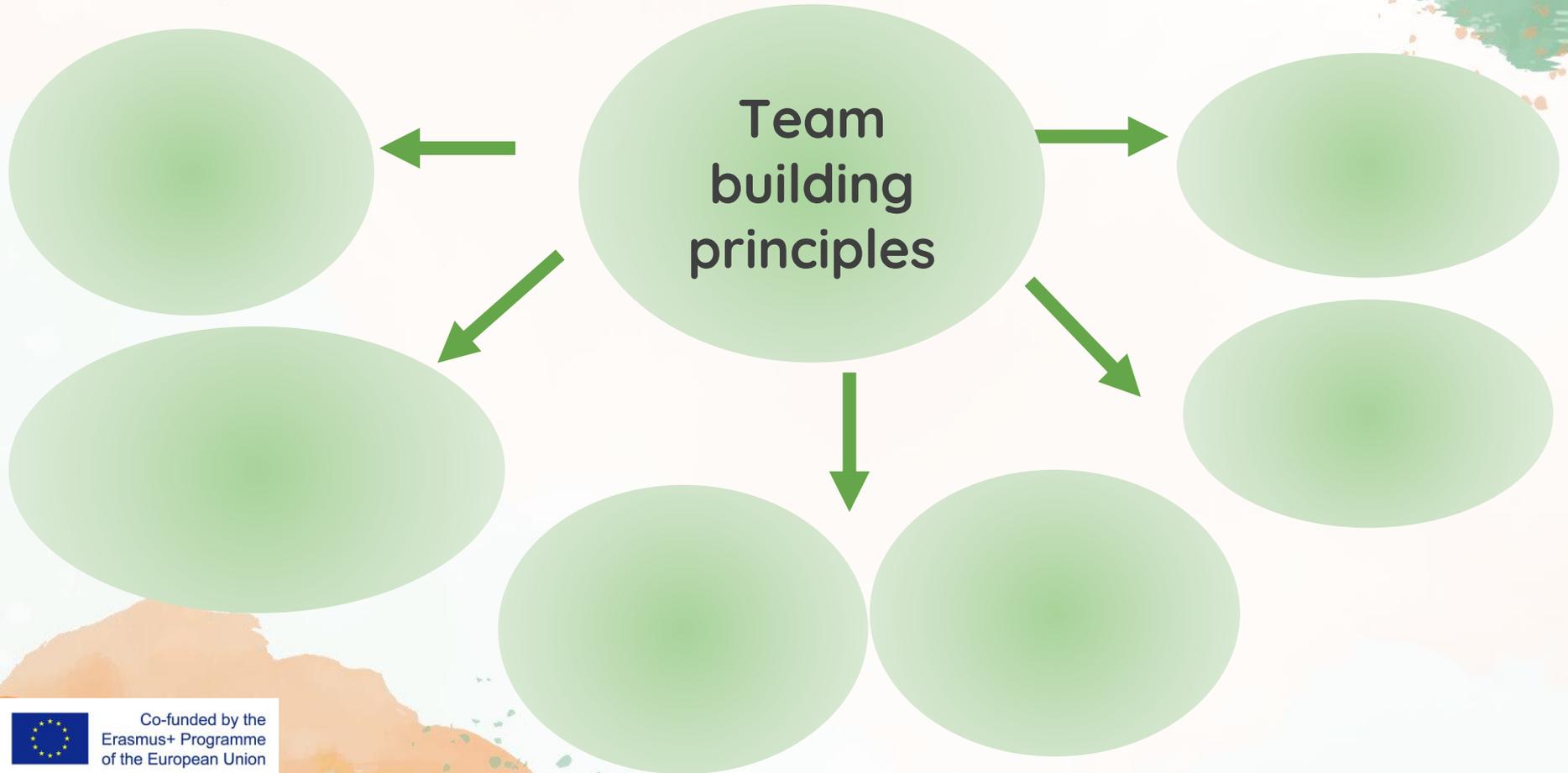
You should collect answers from the learners and listen to their different analysis and elaborations.



# Mind map reference



# Mind map reference



## 6 Conclusions (The Bremen-town Musicians)

*At the end of the activity you should start guiding the group into his/her interpretation of the artwork, explaining how he/she sees the topic through the lenses of the art/literature under observation.*

*Why did we chose this piece of literature? (The interpretation in the database is optional to use, and can be substituted by the educator's interpretation).*

The animals show kindness and understanding for one another, and their ability to work well together may be treated as a good example of the teamwork and thus the discussion about the importance of having a good team to reach organisation's goals, further growth, ensuring the good working microclimate might be induced.

- common purpose and hobbies
- opportunities and skills
- risk
- responsibility



## 7 Conclusions (Poem)

*At the end of the activity you should start guiding the group into his/her interpretation of the artwork, explaining how he/she sees the topic through the lenses of the art/literature under observation.*

*Why did we chose this piece of literature?* (The interpretation in the database is optional to use, and can be substituted by the educator's interpretation).

Here the most important motif is the road. It is often used as a metaphor of life. In the Bible, it often means the journey itself, the spiritual growth, development. In the second verse, the idea of forgetting personal goals and working together is raised. This verse might be used to speak about the importance of working in the team, reaching a common goal of the company. The third verse continues this idea and it is possible to speak that each team member has different knowledge, competences but when all this experience is put together, we have a balanced team working towards reaching company goals.



## 6. *Team building skill recap*

Team building is an ongoing process that helps the work group develop into a cohesive unit. Team members not only share expectations in performing group tasks, but also trust and support each other and respect each other's individual differences. When everyone comes to the team, they bring not only their own baggage of knowledge and skills, but also their own individual system of attitudes, beliefs, assessments, a set of unconscious expectations and behavioral strategies. Putting it all together, it creates unique team dynamics. Team building creates stronger bonds between group members. Team evaluation and success typically depend on two key factors: the task at hand and the interpersonal relationship. Teams have a strong commitment to a common goal: common tasks, individual and shared responsibility, and a sense of exclusivity. All this allows the company to increase work efficiency.



# Resources

## In English:

1. <https://www.thebalancecareers.com/what-is-team-building-1918270>
2. <https://lizjansen.com/team-building/?fbclid=IwAR2YK3og68MSmvYHnaGnTovYPluwmrF38vuyELZUQh4hzdBotay47zgrXT4>
3. [https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-building-effective-teams/?fbclid=IwAR1BCRkP8uuppcyvQK2cjXbOZKH4GH1nwymcy5B7xlSHd8EK3\\_SmcXjv1xM](https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-building-effective-teams/?fbclid=IwAR1BCRkP8uuppcyvQK2cjXbOZKH4GH1nwymcy5B7xlSHd8EK3_SmcXjv1xM)
4. [https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/team-building/principles?fbclid=IwAR3xPYeb7LjBBwFgmveqt75UfUbWRGwQbyHxz3O3ND\\_BKn2LK86VWo\\_GUZ8](https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/team-building/principles?fbclid=IwAR3xPYeb7LjBBwFgmveqt75UfUbWRGwQbyHxz3O3ND_BKn2LK86VWo_GUZ8)
5. <https://organicstrategies.de/en/teambuilding-with-the-bremen-town-musicians/?fbclid=IwAR0I3tFWroio7hxywJxHv8q4dVGLUQogxXOT-CJDnAUfHfkCLvZRhQTFOY>

## In Lithuanian:

1. [http://www.verslas.in/komandinis-darbas/?fbclid=IwAR0Sotcat3NCp8Jfbh8oAOVZ6cRZz\\_LJQ\\_drTmjwMFB77xQ795NCjXKg\\_y4](http://www.verslas.in/komandinis-darbas/?fbclid=IwAR0Sotcat3NCp8Jfbh8oAOVZ6cRZz_LJQ_drTmjwMFB77xQ795NCjXKg_y4)
2. [http://laikasverslui.lt/index.php?aid=758&fbclid=IwAR1XEF8NH7fThwskJcFn4rxCPc6ggvoZyupvVT05u\\_O\\_FFTeUyKI0d28u3P2Y](http://laikasverslui.lt/index.php?aid=758&fbclid=IwAR1XEF8NH7fThwskJcFn4rxCPc6ggvoZyupvVT05u_O_FFTeUyKI0d28u3P2Y)
3. [https://manager.lt/kaip-dirbti-komandoje/?fbclid=IwAR3Rbd6WxMTZ6opTXYpnZzb-snS1\\_msJqFKoH4tgG3vq9qkoAorSkI6OEV8](https://manager.lt/kaip-dirbti-komandoje/?fbclid=IwAR3Rbd6WxMTZ6opTXYpnZzb-snS1_msJqFKoH4tgG3vq9qkoAorSkI6OEV8)
4. [https://mokymuakademija.lt/komandos-formavimo-mokymai/?fbclid=IwAR3FN0BAnuo8eSsBI8bsk-4kZwVSpGHOEnT\\_wB9NnOq4jRrAL09MroC6oUE](https://mokymuakademija.lt/komandos-formavimo-mokymai/?fbclid=IwAR3FN0BAnuo8eSsBI8bsk-4kZwVSpGHOEnT_wB9NnOq4jRrAL09MroC6oUE)



# Thanks!

Do you have any questions?

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