

TeachME Professional Development

Developing Teamwork, Empathy, and Support Among Students

1. Which of these is not a demonstrable benefit of teamwork?

- A. Teamwork helps students overcome shyness and helps improve a student's speaking and listening skills
 - B. Teamwork helps students build conflict resolution and socialization skills
 - C. Teamwork helps increase concentration and focus and enhances efficiency
 - D. Teamwork helps students grow in productivity and helps prepare them for successful and engaging careers
-

2. Productive teamwork requires organization, commitment to a group effort, and:

- A. Each team member being aware of individual and group responsibilities
 - B. The ability for each team member to decide what to do and when, based on their own capabilities
 - C. A lack of external pressure and interference
 - D. Challenging and thought provoking tasks for each member
-

3. When students are given the opportunity to take credit and criticism as a team, rather than individually, they are learning valuable lessons about support and:

- A. Clarity
 - B. Accountability
 - C. Humility
 - D. Adversity
-

4. Which of these is most crucial for the proper functioning of a team?

- A. Avoiding conflict throughout the process
 - B. Mutual information sharing
 - C. Flexibility within the team
 - D. Access to updated resources and technology
-

5. Each of the following is an accurate statement about empathy except:

- A. Empathy is described as our ability to walk in someone else's shoes
- B. Empathy is also a foundational skill that can lead to other valuable behaviors and skills, such as critical thinking and good leadership

- C. Through empathy, we are better able to evaluate and identify with the way other people may be struggling and growing
 - D. Empathy cannot be taught; a person must be born with it in order to be truly understanding and compassionate
-

6. What skills does empathy require?

- A. Perception, logical thinking, courage, and compassion
 - B. Strong emotional responses and recognition of subtleties
 - C. Heightened self-awareness and openness
 - D. Politeness and persuasiveness
-

7. What is one of the entryways into empathy?

- A. Objectivity
 - B. Adherence to rules
 - C. Imagination
 - D. Reasoning
-

8. Which of these is not a direct result of practicing empathy as a member of a team?

- A. Increased problem-solving aptitude
 - B. Enhanced ability to predict outcomes
 - C. Increased ability to innovate
 - D. More happiness for all involved team members
-

9. What do team members need to practice in order for the team members to report higher satisfaction and emotional well-being?

- A. Mutual respect, personal openness, and giving honest feedback
 - B. Concentration, determination, and motivation
 - C. Perseverance, integration, and free thinking
 - D. Self-management, reflection, and accountability
-

10. Why is personal growth more efficient when people are open and empathetic in a team?

- A. A team will naturally be more critical in its overall feedback
 - B. A team setting will encourage self-examination
 - C. Team members grow for each other in a symbiotic fashion
 - D. Team members can learn not only from their own mistakes, but from others' as well
-

11. Which of these is not a trait that an empathetic student might exhibit?

- A. Emotional literacy

- B. Emotional lateral thinking
 - C. A stronger moral identity
 - D. A stronger moral imagination
-

12. What does it mean to be morally courageous?

- A. To meet danger and difficulties with firmness and strength
 - B. To pick up on cues and seek out ways to be kind and reduce pain, even if it's not immediately obvious, easy, or popular to do so
 - C. To defend your own values and beliefs, even if it's unpopular to do so
 - D. To adhere unflinchingly to your chosen stance at all times, in every occasion
-

13. What is emotional contagion?

- A. The ability of one person to perceive the emotions of another or to share their own emotions with another
 - B. The ability to exert control over one's own emotional state
 - C. The ability to practice mindfulness when feeling triggered by intense emotions
 - D. The ability to anticipate how one will feel in a specific situation and devising a plan to alter the emotional impact
-

14. What is the Theory of Mind?

- A. The theory by which humans evolved to have mental capacities
 - B. The cognitive method of seeking out truth
 - C. The cognitive aspect of empathy, or the ability to take on another perspective for a short period of time
 - D. The theory by which we know that dynamic transactions involve multiple emotion-related components
-

15. What is at the root of many roadblocks to practicing empathy?

- A. Fear
 - B. Lack of awareness
 - C. Negative experiences
 - D. Indecision
-

16. What is a useful example of a way to keep students quiet while practicing teamwork in class?

- A. Incorporate writing exercises that require calm reflection
- B. Encourage team members to use the chat functions on their devices so that each person will get an opportunity to speak and respond to others
- C. Have your teams work on silent projects together so they can practice nonverbal clues

D. Find an application on your phone or computer that measures the ambient decibel level of your classroom and challenge your students to keep their dull roar under a certain decibel limit

17. Which of these is not a recommended title of a helpful team role assignment?

- A. Relationship manager
 - B. Timekeeper
 - C. Motivator
 - D. Project leader
-

18. When we're helping young people unlock and practice empathy, what is one specific skill we're passing on?

- A. How to be more emotional
 - B. How to tell someone else about their emotions
 - C. How to take on the perspective of another person by imagining what it's like to stand in their shoes
 - D. How to act based on an assumption about how another person is feeling
-

19. What is one way you can model empathy?

- A. Teach students how to build harmony
 - B. Create a challenge that will require taking action
 - C. Describe your own emotions and connected actions in an overly-exaggerated or oversimplified way
 - D. Have students act out empathetic situations in class
-

20. What is one practical way to learn about the emotions other people are experiencing?

- A. Asking them to describe their emotions on the spot
 - B. Observing their stature and actions (e.g., crossed arms, facial cues)
 - C. Closing your eyes and really listening to what they are saying
 - D. Paying attention to the tone of voice and pitch of others
-