

## Team Building

### The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Procedure Review (5 minutes)
- II. The Staff Meeting (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 6, Our Destination
- Student Handbook pages 7-8, The Staff Meeting
- Student Handbook pages 9-10, Analyzing The Staff Meeting

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Our Destination Game

#### Three plastic bags

#### Scissors

#### Index cards (one per student)

#### White board or chart paper (several sheets per class)

#### Markers

#### Timer (optional)

### OBJECTIVES

During this lesson, students will:

- Practice the classroom procedures that were introduced last week.
- Explain behaviors of respect, responsibility and teamwork that are necessary in the Roads to Success classroom.

## OVERVIEW

In this lesson, students revisit the procedures from last week. Students will read a story in which respect, responsibility, and teamwork are lacking in a workplace setting, and make suggestions for improvement. Lastly, students will analyze the class goals by participating in an interactive partner activity based on the game Pictionary™.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 7-8, The Staff Meeting**
  - **Student Handbook page 6, Our Destination**
  - **Facilitator Resource 2, Our Destination Game**
- You will need to copy the following handouts:
  - **Facilitator Resource 2, Our Destination Game** (one per student)
  - **Student Handbook page 6, Our Destination** (The eight goals need to be cut out into individual strips and placed in a plastic bag. You will need three complete sets: one to model and two for the class teams.)

## VOCABULARY .....

**Interpersonal skills:** How someone interacts with other people.

## IMPLEMENTATION OPTIONS .....

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead transparency, and have students write only their answer on index cards.)

### DO NOW:

#### Questions:

1. Explain the procedure for how to properly enter class.
2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

In **Activity II, The Staff Meeting**, you may choose to have your students act out skits that correct the mistakes in the story after completing their reading. To assist struggling readers, you may also choose to read this story as a class.

In **Activity IV, Wrap Up**, if you are running short on time, you may choose to have a few students share aloud one thing they learned from today's lesson instead of writing their responses on index cards.

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice procedures learned last week, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, etc.]

### II. The Staff Meeting (15 minutes)

1. **SAY SOMETHING LIKE:** While you are in school, and later on when you have a job, there are three skills that will be very important to your success: respect, responsibility, and teamwork. We will be working on these skills throughout the year, in part, to prepare you for your first job. Why are these skills important to our class? [Allow students to respond.]
2. [Assign pairs. Instruct students to turn to **Student Handbook pages 7-8, The Staff Meeting**. In their pairs, students will read through the story, underlining any example where the teachers did not act respectfully, responsibly, or demonstrate teamwork. Instruct students to turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting** and have a student read the directions aloud.]
3. **SAY SOMETHING LIKE:** While you're reading the story you'll see that one teacher rolls her eyes at the meeting, which is a negative behavior. What should you do in a meeting to show you're paying attention? [Students respond, *make eye contact, nod, etc.*] Great. That is a good example of how to change a negative behavior into a positive example.
4. [Give the students 10 minutes to read the story and complete **Student Handbook pages 9-10, Analyzing the Staff Meeting**. Then bring the class back together and call on a few pairs to share one negative behavior and how they turned it into a positive behavior.]

### III. Our Destination (20 minutes)

1. [Display **Student Handbook page 6, Our Destination** using an overhead or chart paper and instruct students to turn to **Student Handbook page 6, Our Destination**.]

2. **SAY SOMETHING LIKE:** Raise your hand if you recognize this student handbook page. Who can explain to the class what these statements represent? [Allow students to answer.] That's right. These represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach.
3. [Divide the class into two teams.]
4. **SAY SOMETHING LIKE:** Today, you are going to play a game that will allow you to think critically about our class goals. Has anyone here ever played the game Pictionary™? [Allow students to respond and ask them to explain what they know about the game.] You have all been assigned to one of two competing teams.
5. [Put **Facilitator Resource 2, Our Destination Game** on an overhead, or rewrite onto chart paper. Review the needed materials and have a different student read each of the rules aloud. After each rule has been introduced, ask students to explain the rules back to you. Inform them that they will play this game as a class for 15 minutes, but before they start you will model an example.]
6. [Have a volunteer pull out a goal from one of the plastic bags and hand it to you. Using chart paper or an overhead, draw a picture that represents the selected goal. Allow students to guess what goal you are trying to represent. Set a one-minute time limit for this guessing. Explain that each team will get three chances to guess.]

#### IV. Wrap Up (5 minutes)

[Display **Facilitator Resource 3, Our Destination Reflection** on the board, overhead projector, or chart paper. Have a student read the two questions aloud while you pass out an index card to each student. After three minutes have passed, call on volunteers to share their answer. Then explain to the students that they have finished their introduction unit. Next week they will be setting goals. In this upcoming unit, they will be able to examine concrete goals they want to achieve this year and strategies for reaching them.]

## DO NOW .....

### Introduction 2: Team Building

**Directions:** You will have three minutes to read the questions and write your answers.

**QUESTIONS:**

1. Explain the procedure for how to properly enter class.

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2. Where are the binders for this class stored? Who passes out the binders?

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3. What do you need to do to properly exit the class? Who picks up your binder?

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## Our Destination Game

### **EQUIPMENT:**

- Two plastic bags with eight goal-setting strips (one for each team)
- Timer
- Whiteboard or chart paper
- Markers

### **DIRECTIONS:**

- One member of the team comes to the front of class and selects a strip (one of the eight goals) from their plastic bag.
- Using a whiteboard or chart paper, this team member will draw a picture that represents the class goal he or she selected.
- The team will then have ONE MINUTE to correctly guess what goal was selected.
- The team member who is drawing may not talk to any of their team members during this minute. All clues must be drawn. No gestures allowed. (The second team may not participate during this round.)
- Once time is up, the teams will switch. We will repeat this process for 10 minutes.

## Our Destination

1. We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.
2. We will explore careers and find potential matches for every person in the class.
3. We will practice the kind of behavior that's desirable in the workplace.
4. We will set goals and make clear plans for reaching them.
5. We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.
6. We will learn how to find and keep a job.
7. We will learn strategies for managing our own money.
8. We will all graduate from high school.

**Directions:**

This story is full of examples where the interpersonal skills of respect, responsibility and teamwork were not demonstrated. Your mission is to:

1. Read this story and underline any example where one of those skills was not demonstrated.
2. Then, turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting**, and write one negative example from the story for each skill (respect, responsibility, and teamwork).
3. For each negative behavior describe an appropriate behavior that would demonstrate a positive example of respect, responsibility, or teamwork.

## THE STAFF MEETING

**DATE:** Oct 27, 2011

**TIME:** 3:30 PM

**PLACE:** Bailey Middle School, Portsmouth, Ohio

**Mr. Grumpet**, the school principal, calls the teachers' meeting to order. He tries to limit his staff meetings to 45 minutes, and is eager to begin. Unfortunately, only 15 of his 20 teachers are present. **Ms. Markworth** and **Mr. Benedict** arrive five minutes late, giggling and helping themselves to the fruit platter the principal has provided. Ten minutes later, **Mr. Moller** runs in and throws his grade book on a nearby desk. Papers scatter everywhere. "You'll never guess what just happened to me!" he announces in a booming voice. **Mr. Grumpet** glances at his watch. Fifteen minutes have passed, and he has no idea where his remaining two staff members are.

"We have three agenda items to cover this afternoon," says **Mr. Grumpet**, and writes this on the board:

1. Basketball fund-raiser
2. Grade 7 team meetings
3. Purchase of Grade 8 science materials

**Ms. Smith** rolls her eyes and puts her head down on the table. She mutters “boring” under her breath.

“The basketball fund-raiser will be held on the first Saturday of December,” says **Mr. Grumpet**. “Our best students will play against a team of parents and faculty members. The money we make will be used for spring field trips. We’ll need volunteers to play basketball, take tickets, and run the snack bar.”

“I can’t do it,” says **Mr. Diamond**. “My kid has soccer practice on Saturdays.”

“My kids this. My kids that,” says **Mr. Frank**. “Whenever there’s work to be done, you disappear.”

“Why don’t you just shut up?” says **Mr. Diamond**.

It takes **Mr. Grumpet** more than five minutes to get the discussion back on track. He looks out the window just in time to see the two missing teachers headed for their cars.

The discussion moves on to seventh grade team meetings. **Mr. Benedict** throws a grape at **Ms. Markworth**. **Mr. Frank** complains that he can’t work with the teachers in his group and asks to be assigned to a different team in seventh grade.

**Mr. Grumpet** asks for **Ms. Beverly** to report on her progress in ordering the materials for the eighth grade science lab. **Ms. Beverly** says, “Was that due today? I’m so sorry... I meant to do it last night, but there was this great show on TV.”

**Ms. Smith** raises her head from the desk. “Meeting over,” she says. **Mr. Moller** bolts for the door, which bangs closed behind him.

## ANALYZING THE STAFF MEETING

### Respect

**Negative behavior** from the story:

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**Appropriate behavior:**

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### Responsibility

**Negative behavior** from the story:

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**Appropriate behavior:**

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## **Teamwork**

**Negative behavior** from the story:

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**Appropriate behavior:**

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