

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. Respect, Responsibility, and Teamwork (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 1, My Artifact of Achievement

STUDENT HANDBOOK PAGES:

- Student Handbook page 3, Respect, Responsibility, and Teamwork
- Student Handbook page 4, My Artifact of Achievement Description

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Team Building
- Facilitator Resource 2, Successful Behaviors
- Facilitator Resource 3, Our Destination
- Facilitator Resource 4, Our Destination: Fill in the Blank Sentences
- Facilitator Resource 5, Our Destination Missing Words
- Facilitator Resource 6, Debriefing Our Destination

Laptop and LCD projector (OPTIONAL)

Chart paper

30 plastic bags

Scissors

Cardstock or regular paper for copies

OBJECTIVES

During this lesson, students will:

- Practice 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. They then examine real-life and classroom examples of three workplace skills: Teamwork, Respect, and Responsibility. To figure out the class goals, students participate in a team building activity. The students then evaluate their group work to examine ways that Respect, Responsibility and Teamwork can be demonstrated in this course.

PREPARATION

- Sign in to RUReadyND.com and click on the **Career Planning** tab, and then click on the **Explore Careers** section. Type “carpenter” into the **Search for** box and click **Go**. Select the Carpenter profile, then click on **Watch Video** and review a carpenter’s activities. Be prepared to share this one-minute video clip during class. (Note: other photos and information about carpentry may be substituted for those found on RUReadyND.com.)
- List the day’s **Big Idea** and activities on the board.
- Write the day’s vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 3, Respect, Responsibility, and Teamwork**
 - **Student Handbook page 4, My Artifact of Achievement Description**
 - **Facilitator Resource 1, DO NOW: Team Building (optional)**
 - **Facilitator Resource 3, Our Destination**
 - **Facilitator Resource 6, Debriefing Our Destination**
- You will need to make copies of the following handouts:
 - **Facilitator Resource 3, Our Destination** (one per student)
 - **Facilitator Resource 4, Our Destination Fill in the Blank Sentences**
 - **One copy for each group of four students printed on card stock** (cut into sentences, with each set in a sandwich bag)
 - **One copy for each group of four students on regular paper** for students to write on.
 - **Facilitator Resource 5, Our Destination Missing Words**
 - **One copy for each group of four students printed on card stock** (cut into word cards, with each set in a sandwich bag)

VOCABULARY

Interpersonal skills: How someone interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

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

Question:

Welcome back to your second Roads to Success class!! You should all be familiar with our three procedures: entering the classroom, passing out binders, and exiting the classroom. Your task for the next THREE MINUTES is to imagine you are teaching **ONE** of these procedures to a group of fourth graders. You may need to draw pictures and you'll have to use simple vocabulary to explain your answers so the younger students can understand what to do. You can use your notes from last class to help you, but you must put the procedures in your own words.

[After three minutes call on students to read out their answers for reviewing class procedures.]

Activity II, Respect, Responsibility, and Teamwork: If you feel your students will have difficulty completing **Student Handbook page 3, Respect, Responsibility, and Teamwork**, independently, you may prefer to complete this activity as a class. You may wish to address the suggestions for improvement as a role-play, with students taking turns as the boss, and you as the carpenter.

Activity III, Our Destination, has two purposes. The first purpose is to review the eight (8) RTS class goals and the second is to coach the students on what good teamwork looks like. This may mean allowing students to experience conflict while completing the task, which is discussed and resolved during debriefing. If you think your students will have trouble managing this, choose the following adaptation, which shifts the focus to class goals. Copy and laminate **Facilitator Resource 3, Our Destination** and **Facilitator Resource 4, Our Destination Fill in the Blank Sentences** (one per pair). Students can work in pairs to fill in the missing words by crossing out their selections on **Facilitator Resource 4** and recording their answers on **Facilitator Resource 3**. If you laminate these sheets, they can be reused in each class by wiping the sheets clean.

ACTIVITY STEPS

I. Warm Up: Procedure Review (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. Respect, Responsibility, and Teamwork (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we discussed how this class will operate. Today we are going to learn about the topics we will be studying this year. But before we go over the things you will be learning we need to cover some ground rules to ensure that we are successful. While you are in school and later 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.
2. Display **Student Handbook page 3, Respect, Responsibility, and Teamwork** on an overhead projector and have students turn to this page in their handbook. Explain that they are about to investigate how Respect, Responsibility, and Teamwork might be demonstrated on the job - or not!
3. Sign in to RUPrepareND.com and click on the **Career Planning** tab, and then click on the **Explore Careers** section. Enter “carpenter” in the **Search for** box and click **Go**. Select the Carpenter career profile, then click **Watch Video** in the blue box on the right side of the page. After watching the one-minute video, ask students to describe the daily tasks of a carpenter in their own words. This will provide context for the next activity.
4. Read through the three paragraphs at the top of **Student Handbook page 3** together. Discuss the first situation as an example, and have students complete the remaining examples independently.
5. After the students have completed the page, call on a few students to read their suggestions for improvement. Then ask students to think of ways they could show respect, responsibility, or teamwork in a class. Write down their ideas on chart paper.

For suggestions, see **Facilitator Resource 2, Successful Behaviors**.

III. Our Destination (20 minutes)

1. For this activity students will be working in groups of four. Each group will be given one Ziploc bag (See **Preparation** section). Give the students 10 minutes to complete this activity.
2. **SAY SOMETHING LIKE:** Last week you were given a preview of some of the topics that we'll be studying this year; today we are going to learn what our goals are for this course. But there is a little twist. Rather than getting the goals from me, you are going to figure them out with three other people.
 - Each group is going to be given one plastic bag. Inside you will find the sentences that describe our goals, but some words are missing. Your job is to work together as a group to correctly fill in the blanks. You must also record your answers on the sheet provided to you. (**Facilitator Resource 4, Our Destination Fill in the Blank Sentences.**)
 - My only rule is that you must keep your voice to a low level. You have 10 minutes to complete this task. Good Luck!
3. You may want to model the appropriate level of noise. Do not give them any directions on dividing up tasks or how to treat one another. You will be debriefing their interactions after the activity. This can be made into a competition where the first team to correctly match up all eight of the goals will win a prize.
4. Once a few groups have completed the task, stop the class and go over their answers. Pass out **Facilitator Resource 3, Our Destination**. Instruct the students to put this at the very front of their student handbook.
5. **SAY SOMETHING LIKE:** Figuring out where you want to go and how to get there is no small task. Fortunately we have all year to work together as a class to help us achieve these goals.
6. Project the **Facilitator Resource 6, Debriefing Our Destination** on an overhead or on large chart paper. Read each question aloud and allow students to respond/discuss each question. You may want to cover up the questions so students can only see one at a time. Allow roughly 10 minutes for this discussion.

Debriefing Questions:

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?

IV. Wrap Up (10 minutes)

1. Place **Student Handbook page 4, My Artifact of Achievement Description** on an overhead and refer students to this handout along with **Portfolio page 1, My Artifact of Achievement**. Explain that this is one of those rare occasions when there is Roads to Success homework. Explain that next week, you'd like students to provide evidence of something they've accomplished in the past. Read the instructions aloud and answer any questions students might have. Explain the reward you've designated for completed homework and the importance of sharing this information with the class next week.

Successful Behaviors

1. RESPECT

- Treat other people the way you want to be treated.
- Listen to what other people have to say.
- Use polite language.
- Accept that it's OK for people to have different opinions.
- Look at people when they're speaking.

2. RESPONSIBILITY

- If you don't understand, ask.
- Come to class prepared with the necessary supplies – paper, pen or pencil, homework assignments completed.
- Do your work.
- Clean up after yourself.
- Follow the classroom procedures.

3. TEAMWORK

- Think about what's best for the class, not just what's best for you.
- Do your part of the work.
- Participate in discussions.
- Keep the goals of the class in mind.
- Raise your hand and wait your turn before speaking. It shows people that their ideas matter, too.

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.

Our Destination: Fill in the Blank Sentences

Directions: In your groups you will need to work together to figure out what words correctly complete the sentences below. Every group will be given a plastic bag with the missing words. Each word or phrase is only used once.

1. We will _____ what we like and are _____ at. We will use this information to give us ideas about future jobs.
2. We will explore _____ and find potential matches for _____ in the class.
3. We will practice the kind of behavior that's desirable in _____.
4. We will set _____ and make _____ for reaching them.
5. We will make a _____, year-by-year plan starting in _____ and ending two years after high school.
6. We will learn _____ and keep a job.
7. We will learn _____ our own money.
8. We will all _____ high school.

Our Destination Missing Words

careers

graduate from

good

the workplace

goals

step-by-step

every person

middle school

how to find

strategies for managing

clear plans

figure out

Debriefing Our Destination

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?

Respect, Responsibility, and Teamwork



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's Behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect Responsibility Teamwork	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect Responsibility Teamwork	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect Responsibility Teamwork	
4. A co-worker calls the carpenter an idiot. The carpenter storms off the job.	Respect Responsibility Teamwork	

My Artifact of Achievement Description

We all keep things that help us remember big moments in our lives – places we've been, people we've met, things we've done. For this assignment, choose an artifact that shows your achievements, interests, or skills.

The list below should get you started. Check in with your teacher if there is something that you would like to bring in that you do not see on this list.

LIST OF POSSIBLE ARTIFACTS

- A school assignment you are proud of
- A photo of yourself that says something about your personality or interests
- An award (Honor Roll or Most Improved Student; Sports; Music; Art; Community)
- A document that shows your interests at any age (examples: instructions on setting up your computer, a picture of yourself catching your first fish, the program from your kindergarten ballet recital)
- The cover of your favorite CD or DVD
- The most interesting e-mail you ever wrote (appropriate for school, of course)
- Pictures of family members or friends who are important to you
- Postcards from somewhere you've visited or plan to visit

We all keep things that help us remember big moments in our lives. Use this page to describe your artifact and the moment you want to remember.



My Artifact of Achievement

Write a paragraph that explains why your artifact is important to you. Use the questions below to guide you. After you've answered the questions, write your paragraph on the bottom of this page.

GUIDING QUESTIONS

1. When did you receive this artifact? How old were you?

2. What did you do, or what happened that allowed you to get this item?

3. Why is this item important to you?

4. Why did you want to include it in your portfolio?
