

## 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. Our Destination (15 minutes)

III. Gumdrops Towers (15 minutes)

IV. Wrap Up (10 minutes)

### MATERIALS

#### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 4, Our Destination
- Student Handbook page 5, Reflecting on the Structures Activity

#### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Introduction 2: Team Building
- Facilitator Resource 2, Gumdrops Towers Directions
- Facilitator Resource 3, Respect, Responsibility, and Teamwork

Uncooked spaghetti (20 to 40 pieces per group)

Gumdrops (or marshmallows if gumdrops are not available), 10 to 15 per group

Ruler

### 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. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, students will participate in a team-building activity. They will use this activity to examine ways that they can demonstrate respect, responsibility, and teamwork in this course.

## PREPARATION .....

- 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 4, Our Destination**
  - **Facilitator Resource 2, Gumdrop Towers Directions**
  - **Student Handbook page 5, Reflecting on the Structures Activity**
- You will need to make copies of the following handout:
  - **Facilitator Resource 3, Respect, Responsibility, and Teamwork** (one per pair of students.) You will need to cut the slips in half, so each student receives a half a sheet of paper.

## 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 answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, 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.]

For **Activity II, Our Destination**, if you think students will struggle to complete all eight prompts, you may reduce the number they need to complete to five or six prompts.

For **Activity IV, Wrap Up**, if you need more time to discuss the reflection questions on **Student Handbook page 5, Reflecting on the Structures Activity**, you may skip **Facilitator Resource 3, Respect, Responsibility, and Teamwork**. You may also choose to discuss the reflection questions as a whole class without breaking students into groups first.

## 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. Remind students where to find these procedures in their student binders. If students have not correctly followed class procedures, have them re-enter the classroom and distribute the binders, take attendance, etc.]

### II. Our Destination (15 minutes)

1. [Display **Student Handbook page 4, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]
2. **SAY SOMETHING LIKE:** Raise your hand if you recognize anything on 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. Today you are going to examine how these goals personally relate to you.

[Have a different student read each of the **bolded** statements. Once all of the goals have been read and discussed, have a volunteer read the directions in the middle of the page. Using a personal example, model how to complete questions 1 and 2. Answer any questions the students may have. Then explain that they will have five minutes to complete this assignment.]

[After five minutes, allow students to share their goals with a partner. If students feel comfortable (and time permits), you may choose to have a few volunteers share their answers with the class.]

### III. Gumdrop Towers (15 minutes)

1. **SAY SOMETHING LIKE:** In this class you will be doing a lot of group work. There are three skills that will be very important when working in groups: respect, responsibility,

and teamwork. In a few minutes you are going to participate in a team-building activity that will allow you to analyze the importance of these three skills in our class.

2. [Divide the class into groups of four and pass out the spaghetti and gumdrops to each group. Ask the students not to touch the materials until you have given instructions. Display **Facilitator Resource 2, Gumdrops Towers Directions** on an overhead or on chart paper. Have a volunteer read the directions aloud as the rest of the students follow along. Ask students to explain the rules back to you, and then let them begin.]
3. [Circulate among the groups while they are planning and building their structures. You may need to reinforce the rules. Call out a 10-minute and five-minute warnings. At 15 minutes, call time and make sure that all groups stop working. Scan the room to see which groups have the highest tower. Measure those towers with a ruler and announce the winners. Groups may clean up at this point.]

#### IV. Wrap Up (10 minutes)

1. [Have a volunteer read the **Big Idea**. Remind students to keep this question in mind during the class discussion. Project the **Student Handbook page 5, Reflecting on the Structures Activity** on an overhead or on large chart paper. Read each question aloud and allow the students to respond/discuss each question. Cover up the questions so that the students can only see one at a time. Allow roughly five minutes for this discussion. Pass out **Facilitator Resource 3, Respect, Responsibility, and Teamwork**. (Each student gets one half of this sheet.) Give students three minutes to work on this individually and collect the sheets when they leave class.]
2. [Tell the students that they have completed their first unit of the year. Thank them for their hard work and explain that next week they will be starting their taking tests unit. In this unit, they will learn about content covered on tests required for entrance into college, and hiring and promotion at various jobs.]

## DO NOW

### Introduction 2: Team Building

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

**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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## GUMDROP TOWERS DIRECTIONS

- You will be working in groups of four.
- Your challenge is to build the tallest tower possible using **only** the spaghetti and gumdrops.
- No other supports or materials may be used.
- Total time for this task is **15 minutes**.
- You may take as much time as you wish for planning, but once you start building, you may not go back to the planning stage.
- During the **planning stage**, you may talk, but not touch the materials.
- During the **building stage**, you may touch the materials, but not talk.

## Respect, Responsibility, and Teamwork

Reflection:

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Choose the area (respect, responsibility, or teamwork) that is the most challenging for you. Write two ways you can improve your own behavior to help the class succeed.

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## Respect, Responsibility, and Teamwork

Reflection:

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Choose the area (respect, responsibility or teamwork) that is the most challenging for you. Write two ways you can improve your own behavior to help the class succeed.

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## 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:** Circle a goal from above that you find personally important. Then answer the questions below.

1. Why is this goal important to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is one step you can take in the next month to help you reach your goal?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Reflecting on the Structures Activity

1. How did your group decide how to divide up the tasks?
2. How were group decisions made in completing this activity?  
Were everyone's ideas heard equally? Explain.
3. During the group activity, where did you see the skills respect, responsibility, and teamwork being demonstrated? Explain your answer.
4. During the group activity, where did you see a complete lack of respect, responsibility, and teamwork being demonstrated? Explain your answer.