



High School

National FFA Organization

Lesson HS.65

DEFINING TEAMWORK

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as Teams?

Precepts. B5 Participate effectively as a team member.

National Standards. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Differentiate between a group and a team.
- 2 Define teamwork and identify 6 benefits to working in teams.



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Time. Instruction time for this lesson: 50 minutes.





Resources

Katzenbach and Smith, *"The Discipline of Teams."* *Harvard Business Review*. March–April, 1993 p111–120.
Maxwell, John. *The 17 Essential Laws of a Team Player*. Thomas Nelson Publisher: Nashville. 2002.
NASSP, *National Leadership Guide*
Remember the Titans
Hoosiers
Memphis Belle
Magnificent Seven



Tools, Equipment, and Supplies

- ✓ Copies of HS.65.AS.A—one per student
- ✓ Copies of HS.65.AS.B—one per student
- ✓ TV & VCR
- ✓ Soft foam ball
- ✓ HS.65.TM.A
- ✓ HS.65.TM.B
- ✓ HS.65.TM.C
- ✓ Copies of HS.65.Assess—one per student
- ✓ Hoosiers video
- ✓ Writing surface
- ✓ Transparencies and projector

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Team***
- ▶ ***Group***
- ▶ ***Teamwork***



Interest Approach

Pass out HS.65.AS.B. and have students keep it face down until instructed to turn it over.

 Imagine the following story with me for a moment. You enter the ag classroom. You look to the board to see that today you have an assignment to complete - go ahead and groan, you know how painful it can be to work on another class assignment. This time your goal is to design and conduct a science experiment working in small groups of three to four. You're thinking, "Groups, groups, groups - really, can't these teachers come up with a different way to do work? Okay, let's press pause on the scenes rolling through your mind and bring yourself back to here and now. Your group's actions at this point in the story will determine the kind of results you get in the assignment. You have arrived at a fork in the road. Let's take a moment and explore the two paths your small group could take. When I say, "Go" turn over your paper and read through the two situations. As you read each situation identify at least one pro and one con about the approach the group is taking in the margin of your activity sheet. "Go."



At the end of three minutes, have them do a Me-you-us Moment with a person near them. They should share their list of pros and cons for each situation .

pros and cons for each situation .

Allow one minute for students to share pros and cons for each with a neighbor.

As a class, capture responses on HS.65.TM.A. and continue the group discussion .

Elicit responses to each of the following questions to generate group discussion.

Which of the two groups seemed to have the most productive experience?

 What did the group in situation two do that the group in situation one did not?

Which situation depicted the most appropriate approach to getting the assignment done? Why? How do these situations relate to your experiences in working with other people?

How do you determine the best way to get something done as a group?

Provide an overview of the lesson plan.

 Working in groups is a part of life. We work in groups at school, at work, online, and at home. As you saw in the examples both groups got the job done. Sometimes in your groups you'll be faced with determining how you will do work together. Today let's discuss some important distinctions in how groups may choose to work together. Knowing this information will help you to determine how to best get work done the next time you have the opportunity to work with others.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Differentiate between a group and a team.

I. Differences between groups and teams.

- A. **Team** is a small number of people whose skills compliment each other and who share parameters of how they will equally commit to work together.
1. Performance includes results from both individuals and two or more individuals working together, such as running an organization.
 - a. Team's performance is better than the sum of all the individual bests
 2. Individual and team accountability
 - a. Members know their performance will affect their teammates.
 - b. Hold each other accountable; don't rely on external pressure.



3. Common purpose
 - a. Members believe in the team's purpose.
 - b. Members buy into team's purpose; it is not forced upon them
4. Goals are derived from the team's purpose.
 - a. Specific, measurable goals are best.
5. Leadership roles are shared.
6. Often have open-ended meetings, members understand that they will need to meet again. Includes the types of things that appear as old business on an agenda.

B. **Group** is a small number of people working on the same thing.

1. Performance comes from what members do individually.
2. Common and effective in large organizations where individual accountability is important
3. Members come together to share information and perspectives, make decisions so each person can do their job better.
4. Members only take responsibility for themselves and no one else in the group.
5. Groups don't become a team just because that's what someone calls them.
6. Purpose comes from outside the group, usually top—down
7. Meetings run efficiently.
8. Leader is strong, clearly focused.

Distribute HS.65.AS.A. Keep it face down in front of each student until you've given directions .



When I say, "Go," turn over your paper and list groups that begin with the different letters provided on the front of this sheet. Your goal is to think of one example for each of the letters provided. For example, if you see the letter "T". You may write "Track Team"; "F" might be "Family"; "A" might be "Administration (School)". What questions do you have about the task? Ready, set, GO!

Allow students three minutes to work.

You will need a soft foam ball to toss to students during this next activity elicit responses for each letter from a variety of students. The ball is used to facilitate who is speaking. To keep the event moving students toss the ball to each other and then share one of their ideas .



Let's share our ideas. We will share examples in alphabetical order. When the ball comes to you, share the example you wrote down for that letter then choose a person who hasn't shared and pass them the ball. If you get the ball and you did not have an example for that letter you may spy on your neighbor's paper to see if they have an example for you to share. I'll begin, I put administration for A.

Toss the ball to a student to begin.



You've created an extensive list of groups. Groups of people come in many different sizes and wear many different titles - from A to Z. How many of the groups you have your list do you consider to be teams? Look at your list and place a star next to those groups whom you consider to be a "team".

Elicit responses to the question





What criteria did you use to determine which groups are considered teams? Create a list of the criteria you used and jot it down on the side of your activity sheet.

Elicit responses to the question.



Are teams different than groups of people?

Elicit responses to the question .



Other people have thought about these same questions. While both teams and groups involve a small number and involve some form of work there are key differences between groups and team. Let's take a look at those differences.

Show HS.65.TM.B and have students capture the information in their notes .

Students revisit the examples provided on HS.65.AS.A and label each as team or group.



Let's revisit the two situations we read about earlier. Label the situation as a team or group based upon the information you now have. Locate your activity sheet with the situation and reread both.

Elicit responses from students. Situation one depicts a group. Situation two depicts a team .



Excellent work! Let's take this information to the next level.

Think of a situation where working as a group would be the best way to get work done. When you've got an example let me know by showing one thumb up.

Allow time to think. Gauge the amount of time based upon the number of thumbs shown. Elicit responses from students.



Excellent examples! You are exactly right. Sometimes working as a group will be the best way to get the work done. Other times working as a team will be the best way to get work done. Let's dig deeper into the concept of working as a team.

Objective 2. Define teamwork and identify 6 benefits to working in teams.

II. Benefits of Teamwork

A. **Teamwork** is a group of people working cooperatively to accomplish a goal.

1. Fosters a sense of togetherness
2. Heightens productivity
3. Diversity of talents
4. Shares workload
5. Balances roles
6. Encourages risk-taking



Cue video Hoosiers where the State Championship game is starting—lasts 10 minutes. Before showing the clip, share the following with the students.



It's game time! Let's begin! During the next few moments you're going to get to share in an incredible moment with some individuals from Indiana. Picture this: it's the late '50s in the small town of Hickory, Indiana. There's a new coach and an undisciplined team.



Let's take a look at the results of the growing pains of becoming an effective team. Put yourselves in their shoes as they face a large school opponent in the State Championship game. As you watch the following clip, prepare to share with the class the answer to the following question.

How would you define teamwork?

Play the clip.



How did you define teamwork based upon the clip?

Capture students' answers on a public writing surface .

Share the definition of teamwork and have students capture in their notes.



Teamwork is a group of people working cooperatively to accomplish a goal.

Allow students one minute to capture the definition in their notes. Continue the discussion .



How does this definition compare and contrast to the definitions you created earlier?

Elicit responses. Continue the discussion.



What benefits do you see in working as a team?

Elicit responses.



Let's take a look at some of the key benefits to teamwork.

Show HS.65.TM.C.



Capture these benefits into your notes.

Allow one minute to copy them down .

Use Hieroglyphics Moment



Students should create a hieroglyphic to summarize the meaning of the term teamwork as well as three benefits of teamwork that are most important to them. Anticipated responses: Shared workload—using several people to move or lift something heavy, diversity—all the members with different roles in a band.

Allow 2 minutes to complete.



Share your icons with a person not at your table.

Allow time for students to share.



Superb! Turn to your neighbor and give them a high five for having an amazing brain.



Review/Summary

Use Mother Goose Moment to answer the following questions -

- 1) What is the difference between a group and team?
- 2) What is teamwork?
- 3) What are the benefits of working as a team?



Application

►Extended Classroom Activity:

Have students observe a group in your school or community. They should write down the name and description of this group, and suggest changes they would suggest for this group to become more of a team.

►FFA Activity:

Have students identify groups they have been in involved with in an FFA activity—CDEs, committees, etc. How could they become more of a team. Have them develop a process for those groups to develop into a team.

►SAE Activity:

Have students design a team to allow them to accomplish more with their SAE. Who would they include and why.

—Or—



Have students interview a businessperson and identify what strategies they utilize to create effective work teams.

Evaluation

A written test is provided to measure understanding of Objectives 1 and 2.

Answers to Assessment:

1. b.
2. a.
3. a.
4. b.
5. a.
6. b.
7. b.
8. b.
9. b.
10. b.
11. a.
12. b.
13. a.
14. b.
15. b.
16. a.
17. a

DEFINING TEAMWORK

Match each description with either:

- a. group
- b. team

- _____ 1. Small number of people whose skills complement each other, and who share parameters of how they will equally commit to work together.
- _____ 2. Meetings run efficiently, quickly.
- _____ 3. Performance comes from what members do individually.
- _____ 4. Performance includes results from both individuals and two or more individuals working together.
- _____ 5. Small number of people working on the same thing.
- _____ 6. Often have open-ended meetings.
- _____ 7. A _____ performance is better than the sum of all the individual bests.
- _____ 8. Individual and team accountability.
- _____ 9. Members know their performance will affect their teammates.
- _____ 10. Members hold each other accountable, don't rely on external pressure.
- _____ 11. Leader is strong, clearly focused.
- _____ 12. Members buy into common purpose; it isn't forced on them.
- _____ 13. Common and effective in large organizations where individual accountability is important.
- _____ 14. Specific, measurable goals are derived from their purpose.
- _____ 15. Leadership roles are shared.
- _____ 16. Members take responsibility only for themselves and no one else in the group.
- _____ 17. Purpose comes from outside the group, usually top—down.



SITUATION 1

SITUATION 2



HOW TO TELL THE DIFFERENCE BETWEEN A GROUP AND A TEAM:

Group	Team
Strong leader	Shared leadership
Individual accountability	Individual and shared accountability
Purpose is the same as the organization's	Specific team purpose
Individual work	Collective work
Meetings are quick and efficient	Meetings are often open-ended



BENEFITS OF TEAMWORK

- ◆ **Fosters a sense of togetherness**
- ◆ **Heightens productivity**
- ◆ **Diversity of Talents**
- ◆ **Shares Work load**
- ◆ **Balances and Shares Roles**
- ◆ **Encourages risk-taking**



GROUPS WE ALL KNOW ...

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	



You have been given a group assignment to design and conduct a science experiment.

► **Situation 1:**

You get together the first day the assignment was made to decide that you will experiment on the affects of light on plant growth. Each person then individually comes up with a problem for your group to work on. You meet again three days before it's due and select one person's idea. The day you are to present your findings, two of your group members do not show up with their part done; thus, your group is unable to share its findings with your class.

► **Situation 2:**

Although your group members were assigned, you decide as a group that you will all work equally towards completing the assignment. You collaborate until you decide the ground rules for your group:

- Commit to completing the assignment based on strengths of each person
- Be willing to accept and appreciate differences
- Trust each other to get individual jobs done
- Maintain open communication amongst group members—don't get married to an idea

You allow each group member time to select a problem they would like to solve and defend their reasoning to the group. As a group, you select a problem you would like to research. Next, you decide who will be responsible for what: conduct the experiment, design data charts, etc. You choose a time to meet tomorrow and every day until the assignment is complete. Your presentation of your experiment comes off masterfully and each group member contributes equally to the assignment.

► **Questions:**

1. Which situation would you rather be a part of. Explain.
2. Identify three things that occurred in situation 2 that did not occur in Situation 1.

