



High School

National FFA Organization

Lesson HS.73

STRATEGIES TO INCLUDE OTHERS ON TEAMS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?

Precepts. **B5:** Participate effectively as a team member.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 List and describe three reasons to include others on teams.
- 2 Describe the consequences of excluding others from teams.
- 3 Describe strategies used to include others on teams.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John C. *Developing the Leader Within You*. Nashville, Tennessee.

Thomas Nelson, Inc., 1993.

Newstromm, John and Edward Scannell. *The Big Book of Team Building Games*.

New York, New York. McGraw-Hill, 1998.



Tools, Equipment, and Supplies

- ✓ Deck of cards
- ✓ Copies of HS.73.AS.A—one set per class
- ✓ Letter size envelopes—one per student
- ✓ Copies of HS.73.AS.B—one copy per class
- ✓ Post-It notes—one per student
- ✓ Transparency and projector
- ✓ HS.73.TM.A



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

- ▶ Include
- ▶ Exclude
- ▶ Strategy



Interest Approach

Inform the class about the hand of poker they will play at the end of class.



Today we need a lot of input and meaningful contributions to an important topic. To reward your great contributions, we will be playing a hand of poker. Here's how it will work: each time one of you makes a meaningful contribution to the discussion, I will give you one card. There won't be any way to exchange cards, but you can gain as many cards as you can by paying attention and adding something meaningful to today's lesson.

Move into today's lesson.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and describe three reasons to include others on teams.

I. It is necessary to include others on teams.

- A. Creates buy-in
- B. Creates a sense of ownership
- C. Builds self-esteem



Now that we know there's a game to play, let's see who can get the most cards by discussing how important it is to include others on teams.

Introduce the idea of inclusion.



Think of a group you'd like to be a part of. How easy is it to join that group? Are there entrance requirements? Are the requirements formal or informal? In other words, informal requirements might be the unspoken things we look for to include people into our groups, such as the way the dress or talk.

Pause for thought.



Wouldn't it be nice if, rather than having to guess the entrance requirements, someone would just invite us in? Isn't it nice to be included? What specifically does including people accomplish?

Anticipated answers: builds self esteem of the person you included; gathers support for the team.



Remember to pass out cards to those who contribute to the discussion.

Copy the following on a writing surface.

1 . How ***inclusion***: builds teams and team members.

A. Creates buy-in

B. Creates a sense of ownership

C. Builds self-esteem

 Have you ever been a part of a group, but not really felt like you belonged? Why is that?

Anticipated answers: all you had to do was show up; no one ever talked to me or befriended me; nothing was ever required of you.

 Would you then agree that if you had been sincerely included in something the team was doing that you would begin to feel some ownership for that team. In other words, that it was YOUR team, and whatever happened to the team happened to you.

Objective 2. Describe the consequences of excluding others from teams.

II. Consequences of excluding people.

 Since we agree that it's not fun to be left out of groups, let's try on this next activity to take a closer look.

Students will perform an activity that will mix them into several groups, but leave four without a group. Follow these directions to set up the exclusion activity.

1. *Make appropriate copies of HS.73.AS.A.*
2. *Cut statements into strips.*
3. *Put one strip per envelope.*
4. *Do not label envelopes.*
5. *Be prepared to pass out envelopes.*

You should have 34 strips/envelopes. You may need to change the number of copies you make of HS.73.AS.A Part A, according to how many students you have in class. The goal of this activity is to end up with five groups and four individuals who did not find a group.





It is important for you to participate in this next activity; we need each of you to make this work. Do not open the envelope I will pass out to you.

Pass out envelopes.



When I say, “go,” you will silently read the message inside your envelope. You will then begin to circulate around the room, introducing yourself to each person you come to and softly repeat the message inside your envelope.

When you find someone with the same message, team up with them, continue introducing yourself to others and repeating your message until you have a group of six. You may not announce your message to the whole class. You must do it individually. Are there any questions? Go!

Watch as students get into groups. Four people will end up without a group. Act surprised by this. Lead the following discussion.



How does it feel to not be accepted into a group?

Anticipated answers: awkward; like you’re not doing something right; left out.

Remember to pass out cards to those who contribute to the discussion



Does this ever happen to you at school. Is it intentional.

Anticipated answers: yes, it happens often; sometimes it’s intentional; often, people don’t realize they are excluding you



How did it feel when you found someone with the same message.

Anticipated answers: comforting; fun to have someone to do the activity with; like you did something right



Why didn’t the people in groups reach out to those who weren’t in groups. *Anticipated answers: wasn’t part of the directions; didn’t notice people who weren’t in groups*



Okay. Now that you’ve had a taste of inclusion and exclusion, let’s take a closer look at the consequences of excluding people.

Introduce the idea of exclusion.





What does it mean to be exclusive.

Anticipated answers: rich; talented; better than the rest



Often times we refer to exclusiveness as it relates to wealth, but doesn't it make you feel the same whether you've been excluded based on how much money you have or whether you weren't included for some other reason.

Pause for thought.



How does being excluded make you feel. What are some typical remarks made by people who get excluded.

Anticipated answers: I didn't want to be a part of that anyway; good, now I can do something else; they're just a bunch of jerks anyways; I'll be better without them; rejected; embarrassed

Remember to pass out cards to those who contribute to the discussion.

Provide the following on a writing surface:

ii. Consequences of **excluding**: people from a group.

A. De-motivating for the individual

B. Creates instant critics of the group



Do you see how being excluded turns people into instant critics. Often times, it will prevent people from ever being supportive of your team in the future. Human nature makes us want to be included and be a part of something.

Objective 3. Describe strategies used to include others on teams.

III. Strategies to include others on teams.

A. Make a sincere effort to get to know the individuals

1. Needs

2. Desires

3. Reasons for joining the team

B. Create a shared vision

C. Define roles



- D. Create a team identity
 - 1. Team-building activities
- E. Create a sense of ownership
- F. Communicate with everyone involved
- G. Seek continual improvement

Lead discussion on inclusion strategies.



Now that we know how harmful excluding people can be, let's take a look at some strategies to include people.

Pass out Post-It notes to each student.



Think of a way someone has helped make you feel included in a group. Write what they did on a Post-It note. If you can't think of a time you were included in a group, write down something you would do to help someone feel included into a group you're a part of.

Post HS.73.AS.B around the room.



Look around the room. I have posted seven primary strategies for including others. Please walk around and read them and then decide where your example fits. For example, if I wrote down that someone just said hello and asked a little about you, that would go on the sign "Know the Individuals." You may begin.

Allow two to three minutes.



Please return to your seats. Let's capture these strategies in your notes.

Reveal HS.73.TM.A.

III. Strategies to include others on teams.

- A. Make a sincere effort to get to know the individuals
 - 1. Needs
 - 2. Desires
 - 3. Reasons for joining the team
- B. Create a shared vision
- C. Define roles
- D. Create a team identity
 - 1. Team-building activities
- E. Create a sense of ownership
- F. Communicate with everyone involved
- G. Seek continual improvement



Remind them of the poker hand. Descriptions of poker hands included if needed.

Royal Flush: consists of ace, king, queen, jack, ten—all in the same suit. As all suits are equal, all royal flushes are equal.

Straight Flush: Five cards of the same suit in sequence.

Full House: consists of three cards of one rank and two cards of another rank—for example, three sevens and two tens.

Flush: Five cards of the same suit.

 Let's take a look at our game of poker. Remember that in poker, these are the winning order of hands: royal flush, straight flush, four of a kind, full house, flush, straight, three of a kind, two pair, one pair. Please show your cards.

Reveal cards and determine the winner.

 Why do you think I chose today's lesson to play a hand of poker.

Pause.

 How does giving you a card for meaningful contribution to the discussion relate to including others.

Lead them to the idea that giving people periodic feedback, and rewarding and helping them, their individual contribution will help the team as they go, and will also benefit them individually.

Review/Summary

 Now that we've swum through the ideas of inclusion and exclusion and have identified strategies to include others, let's see what we know!

Option 1: Have students return to the groups of six they were in before, and practice the strategies just discussed to include the four students who did not have a group. For example, they could have some sincere “get to know you time,” or come up with a team name, etc.

Option 2: Perform a Descartes Moment by having students write a letter to themselves about what they have experienced with inclusion and exclusion, and what they think they can do to include others in the future.

Application

► Extended Classroom Activity:



Evaluate your school's ability to include students in activities. What is the student government doing to make you feel a part of the school and develop school pride. What activities are available to students at your school to make you feel included in the student body.

Or

Develop a plan for your class to develop school pride by including students in clubs, teams, dances, etc.

►FFA Activity:

Develop and adopt a Greenhand program for your chapter, where an experienced member adopts a Greenhand for the year to encourage them to participate.

►SAE Activity:

Develop an SAE "support group" of students with similar SAEs to get together to discuss what they're doing and gather ideas from each other.

✓ Evaluation

Written test

Answers to Assessment:

1. True
2. True
3. False
4. True
5. True



STRATEGIES TO INCLUDE OTHERS ON TEAMS

► True or False

Indicate whether each statement is true or false.

- _____ 1. Creating a shared vision is one way to include others on a team.
- _____ 2. Excluding people from joining a team creates an instant critic of that team.
- _____ 3. Exclusion builds people's self-confidence.
- _____ 4. A mascot and team colors are strategies you could use to include others on your team.
- _____ 5. Sincerely getting to know people on your team helps make them feel included.



STRATEGIES TO INCLUDE OTHERS ON TEAMS

- ◆ **Know the individuals'**
 - ➔ Needs
 - ➔ Desires
 - ➔ Reasons for joining the team
- ◆ **Create a shared vision**
- ◆ **Define roles**
- ◆ **Create a team identity**
- ◆ **Team-building activities**
- ◆ **Create a sense of ownership**
- ◆ **Communicate with everyone involved**
- ◆ **Continual improvement**



►Part A.

Directions to Teacher:

1. Make six copies of this page.
2. Cut each statement into a strip.
3. Put one saying per envelope.

Inclusion creates buy-in.

Inclusion creates a sense of ownership.

Inclusion builds self-esteem.

Exclusion is de-motivating.

Exclusion creates instant critics.



►Part B.

Directions to Teacher:

1. Make one copy of this page
2. Cut each statement into a strip
3. Put one saying per envelope.

**Getting to know people makes
them feel included.**

**Defining Roles helps
people to feel included.**

**Creating a Team Identity helps
team members feel included.**

**Good communication helps
people feel included.**



Know the individuals



Create a shared vision



Define roles



Create a team identity



Create a sense of ownership



**Communicate
with everyone
involved**



Continual improvement

