



High School

National FFA Organization

## Lesson HS.75

# DEVELOPING COMMON PURPOSE 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.** NPH-H.9-12.5 Using Communication Skills to Promote Health — Analyze how interpersonal communication affects relationships.



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

- 1 Describe three benefits of a team having a common purpose.
- 2 Identify the steps in developing a common purpose for a team.
- 3 Develop a common purpose for a team.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

Maxwell, John C. *The 17 Essential Qualities of a Team Player*. Nashville, Tennessee. Thomas Nelson Publishers, 2002.

Maxwell, John C. *The 17 Indisputable Laws of Teamwork*. Nashville, Tennessee. Thomas Nelson Publishers, 2001.



## Tools, Equipment, and Supplies

- ✓ Scratch paper
- ✓ Tape to put the scratch paper on the wall
- ✓ Green flag, white flag, and a checkered flag made out of paper, or fancier if desired
- ✓ One copy of HS.75.TM.A to cut up
- ✓ HS.75.AS.A—one for each student



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

- ▶ Common Purpose



## Interest Approach

*The setting for the lesson is one about driving and dream vehicles. Prepare students for visioning and putting things in motion. Throughout the lesson you will use a green flag, white flag, and a checkered flag to spark an interest in the students.*



One of the most popular sports in the United States is racing. Are there any race fans in the crowd today. The roar of the engines gets the adrenaline going. Let's practice the roar of the engines in the classroom. On three, let's hear your best engine roar: 1, 2, 3. Turn to your neighbor and rev your engine up so they can hear it.

One of the most exciting moments at a big race is when the words "Gentlemen, start your engines!" echoes across the racetrack. Today we're going to drive in the big race. When you hear "Gentlemen, start your engines!" and see the green flag, I want to hear the roar of power, to smell burning tires and feel a tingle of speed up my spine.

Ladies and gentlemen welcome to: fill in school name or class name. It is race day. The moment we all wait for is about to happen. Racers start your engines.

*Wave the green flag.*



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Describe three benefits of a team having a common purpose.



Great job race fans! Now, let's take a moment to consider all that leads up to race time. Picture in your mind a bright sunny day with all of the race cars lined up, the drivers sharing a few moments together before they head out onto the track. See all the colors on the cars, the advertisements, the new tires, the types of cars, and the crew making final adjustments. Think about the many hours that have gone into designing and preparing the cars for the race by the race team and pit crew. All the race teams, drivers, and mechanics have worked toward the same end...a successful race. Let's explore this idea further.

*The following activity is used to show what a common purpose is and some of its benefits. Have the student's pair up and draw their dream vehicle. They need to draw it, write a short description of it, and put a price tag on it. Their common purpose is to accomplish this task. They will each have a different perspective of what this vehicle should look like, but must come together to accomplish the task*



It is time for you to become part of that race team and design the car for the main event today. In your mind, visualize your ultimate vehicle. It may be a racecar, a pickup, a plane, a boat, or a futuristic mode of transportation.



When you hear, “design it,” draw this vehicle, write a description of it, and put a price tag on it. In racing it takes several engineers to design a car, so you need to find one other engineer with which to work.

*Pair up students or have them get a partner and hand out one piece of paper to each group.*



Your team must design only one vehicle. Put your thoughts together and design it. You have four minutes.

*Give the students four minutes to do this.*



Everyone wants to see the competition on race day. When you see the green flag wave, take a piece of tape and post your car near your seats on the wall for everyone to admire.



Wave green flag.

Process the ultimate vehicle activity. Some questions to ask would be:



Did you both agree about the vehicle?.  
How did you reach an agreement?.  
What was your first step?.  
What was your common purpose?.

The purpose was to develop the ultimate vehicle. You probably had a little different idea than your teammates, but when you were focused with the common purpose, you accomplished the task. Common purpose is essential in a team setting because it keeps the team focused and working toward common goals and the team's vision. It also helps to build respect amongst team members, motivates team members, provides something to measure progress against, and guides a team in the correct direction. Let's record a few things we learned about having a common purpose in our notes.

- I. **Common Purpose** : a shared goal or task that a team is working to accomplish
- Benefits of a common purpose
- Focus for a team
- Builds respect amongst team members
- Motivates team members to work
- Serves as benchmark to measure progress against
- Guides a team in a specific direction.



Developing this common purpose is not always easy. Just like putting together a racecar takes several steps, so does putting together a common purpose for a team.

**Objective 2.** Identify the steps in developing a common purpose for a team.

Use a Go Get it Moment to have students put in their notes the steps to developing a common purpose. Cut up HS.75.TM.A and place the three steps throughout the room. Make sure to mention to the students that these are steps and to get them in the correct order.



It takes three steps to develop a common purpose and put it in motion. Around the room you will see the three corners of our racetrack. They represent the three steps in developing a common purpose. When you see the green flag being waved, move around the track and write down the three steps. You do not have to start in corner one, but make sure in your notes that you put them in the correct order. Are there any last minute concerns?.



*Wave the green flag.*

## II. Steps in Developing a Common Purpose

### A. Find shared beliefs and values

1. Team members must share common beliefs and values in order to build the trust and accountability between one another.
2. These beliefs and values must be known by team members to gain an appreciation for one another.

### B. Determine the common purpose that the team is striving toward

1. Team members share their ideas and their perceptions of the group's purpose.
2. Team puts together those thoughts in a clear and usable format for team members.

### C. Develop goals that will guide the team toward its common purpose

1. Short-term goals, long-term goals and the resources needed are developed and investigated to move the team in the direction of the common purpose.
2. Identify resources needed to move the team toward short- and long-term goals.

I. Great job racers! Now, as we have seen, there are some steps necessary for developing a common purpose. Let's take a few moments to take these steps out for a test drive.

## Objective 3. Develop a common purpose for a team.

## III. Developing a common purpose for a team

### A. Find shared beliefs and values

### B. Determine the common purpose that the team is striving toward

### C. The team develops goals that will guide them toward the team's common purpose

*Use HS.75.AS.A to guide the students through Objective 3. Have them think about a team they are involved in or would like to be involved in, and put together a plan to develop a common purpose in that team. If students need an example, use HS.75.TM.B. It is an example using an FFA chapter as a team.*



In your notes, you have the guidelines to put together the race plan for a team and develop a common purpose. Think silently in your mind about a team that you are involved in or one in which you would like to become active. Use the activity sheet I am going to hand out to put together a common purpose plan for the team of which you are thinking. What potholes or slick parts in the track can I help you with. Good luck.

*Hand out HS.75.AS.A to each student.*



A team must have a common purpose before it can begin moving, just like you must put a vehicle in gear before it can move. The common purpose plan will get the vehicle going, and the goals will steer the vehicle in the right direction. There really isn't any use in trying to steer a parked car. The common purpose will be the fuel and starter to get it going.





## Review/Summary

*Have the students use a Go-with-the-flow Moment to review the process of creating a common purpose. If desired, the students can make the flowchart look like a road map that their ultimate vehicle can travel. Have them put the words “common purpose” at the top of their scratch paper on which they created their ultimate vehicles. Then, put the benefits of having a common purpose as the final destination. Once they have done this, have them draw a flowchart that shows how the steps of developing a common purpose flow together, and build upon one another to connect the beginning (common purpose) to the end (benefits).*



Pit crew members, it is time to put your ultimate vehicle in motion. A team working together is a process. That is just like putting together a common purpose. Use the backside of the paper you drew your ultimate vehicle on to show what you have learned.



When you see the white flag being waved, you will write “common purpose” at the top of the paper. At the bottom of the paper, write three benefits to having a common purpose. When that is done, wait for your next instructions from the pits. Find your original pit crew design partner and work together.

*Wave the white flag and give the students a minute to complete the task.*



The crew chief says it is time to draw a map, or to go with the flow. When you see the checkered flag wave, put together a road map or a flowchart that shows how each step of the common purpose development builds upon one another and leads you from the start to the finish line. Are there any questions.

*Wave the checkered flag.*



## Application

### ►Extended Classroom Activity:

*Direct students to find a local team within the community and interview one of the team members. They should use the steps in developing a common purpose to guide the interview, and learn what shared beliefs the team has, their common purpose, and what goals they have. Then discuss the benefits that this common purpose has for the local team.*

### ►FFA Activity:

*Direct students to interview one of the FFA officer team members. They should use the steps in developing a common purpose to guide the interview and learn what shared beliefs the team has, their common purpose, and what goals they have. Then discuss the benefits that this common purpose has for an FFA officer team.*



## ►SAE Activity:

*Direct students to interview one of the people who helps them with their SAE program. They should use the steps in developing a common purpose to guide the interview. The students will decide what shared beliefs they have, make sure a common purpose exists, and revisit the goals they have their SAE with this helper. If this doesn't fit their SAE, they can work to develop a support team for their SAE. With the help of these people, the students should use the steps to develop a common purpose for their program.*

## ✓ Evaluation

*A written test is available that evaluates the objectives.*

## Answers to Assessment:

### *Short Answer:*

1. Benefits of a common purpose might include: focus for a team, builds respect among team members, motivates team members to work, serves as benchmark to measure progress, and guides a team in a specific direction.
2. Find shared beliefs and values; determine the common purpose that the team is striving toward; and the team develops goals that will guide them toward the team's common purpose.
3. Answers will vary.



## DEVELOPING COMMON PURPOSE ON TEAMS

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### ► Short Answer:

1. What are three benefits to a team having a common purpose.
2. Describe the three steps of developing a common purpose.
3. What is the common purpose of one team that you are involved in, and what could you do to enhance that common purpose.



## STEPS IN DEVELOPING A COMMON PURPOSE

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### ◆ **Turn One: Find shared beliefs and values.**

→ Team members must share common beliefs and values in order to build the trust and accountability between one another.

→ To gain an appreciation for one another, these beliefs and values must be known by team members

### ◆ **Turn Two: Determine the common purpose the team is striving toward.**

→ Team members share their ideas and their perceptions of the group's purpose.

→ The team puts those thoughts together in a clear and usable format.

### ◆ **Turn Three: The team develops goals that will guide them toward the team's common purpose.**

→ Short-term goals and long-term goals are developed to move the team in the direction of the common purpose.

→ Identify resources needed to move the team toward short- and long-term goals.



## EXAMPLE OF DEVELOPING A COMMON PURPOSE AND PUTTING IT IN GEAR

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### Your Team: FFA Chapter

#### ◆ Find shared beliefs and values

- ➔ What beliefs and values of the team are shared.
- ➔ An appreciation of agriculture, community involvement, and a desire to become better leaders.
- ➔ How can you share these beliefs and values with other teammates.
- ➔ Identify ways to attend leadership workshops, volunteer within the community, invite speakers to meetings, and learn more about agriculture.

#### ◆ Determine the common purpose the team is striving toward.

- ➔ What are three ideas that might come up in a brainstorming session with your team about what they want to accomplish.
- ➔ Increase membership, win contests, and develop community support.
- ➔ What is the clear, common purpose of the team.
- ➔ The FFA chapter wants to build community support through community service projects.



# EXAMPLE OF DEVELOPING A COMMON PURPOSE AND PUTTING IT IN GEAR (CONTINUED)

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◆ **The team develops goals that will guide them toward its common purpose.**

➔ **What is one short-term goal that the team has.**

➔ **The FFA chapter will visit the Chamber of Commerce next week to ask about potential community service projects.**

➔ **What is one long-term goal the team has.**

➔ **By next year the chapter has implemented two new community service projects.**

➔ **What are two the team might need to accomplish the short- and long-term goals you mentioned.**

➔ **Local businesses for monetary support, and good relations with the Chamber of Commerce.**



## DEVELOPING A COMMON PURPOSE AND PUTTING IT IN GEAR

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Your Team:

A. Find shared beliefs and values.

What beliefs and values of the team are shared.

How can you share these beliefs and values with other teammates.

B. Determine the common purpose the team is striving toward.

What are three ideas that might come up in a brainstorming session with your team about what they want to accomplish.

What is the clear, common purpose of the team.

C. The team develops goals that will guide them toward the team's common purpose.

What would be one short-term goal the team would have.

What would be one long-term goal the team would have.

What are two resources the team might need to accomplish the short- and long-term goals you mentioned.

