



High School

National FFA Organization

Lesson HS.79

SETTING TEAM EXPECTATIONS

Unit. Stage Two of Development—We

Problem Area. How Do We Play as a Team?

Precepts. **A2:** Focus on results.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Define the importance of team expectations.
- 2 Identify and implement a model for setting team expectations.
- 3 Explain the advantages of setting team expectations.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead Projector & Transparencies
- ✓ HS.79.TM.A
- ✓ HS.79.TM.B
- ✓ HS.79.TM.C
- ✓ HS.79.TM.D
- ✓ HS.79.TM.E
- ✓ Setting Team Expectations Showcase (HS.79.AS.A)—one per group
- ✓ Setting Team Expectations Showcase Rubric (HS.79.Assess)—one per group
- ✓ Student Evaluation (HS.79.Test)—one per student
- ✓ Writing Surface
- ✓ Writing Tools



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

- ▶ Expectation
- ▶ Goal
- ▶ Team



Interest Approach



We have all been there before. PE class, a game with friends. We all stood in line while two team captains went down the line of players to choose their team. We can remember feeling the desire to be "picked next", or sometimes, almost hiding out to avoid being picked. Now, let's put ourselves in the place of the captains. Think about their purpose or ultimate goal. What do you think each captain, right or wrong, was trying to do when they picked teams?

Lead students to the fact that the captains were trying to put together a successful, winning team.



Great sharing, now think carefully and quietly about the following question: When is it good to have a clear picture of a team's purpose?

Vote on the following situations by offering a thumbs-up signal if you believe it is important for a member to have a clear picture about that team's purpose, or a thumbs-down signal if it is not important for a member to have clear picture about that team's purpose.



- The Basketball team.
- The Chapter FFA Officer team.
- The Parliamentary Procedure team.
- The School Board.
- The United States Congress.



Thank you for your participation. It was virtually unanimous! Most of us agree it is important for members of any team to have a good idea about the direction and expectations of that team. As we experience more about setting team expectations, continue being whole-hearted learners; devote yourselves to becoming incredible team players.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the importance of team expectations.



Is it important to have team expectations? From the activity we just completed, YES! Expectations aid members of a team in knowing what the team is working toward.

Have students capture the following content in their notebooks and show HS.79.TM.A.

I. What does it all mean?

A. Team Expectations = Team Goals

1. Expectation: something anticipated
2. Goal: an objective one works toward
3. Team: a group of many, organized to work as one

B. Setting team expectations gets action started.



Great job. When I say, “Tell me,” reply in unison, “Team expectations get action started.” Let's practice this a couple of times. Ready? Tell Me!

Do this three times, asking for students to get louder with each repetition.



Now, let's incorporate the following action (place hand to head as if looking to the distance) while saying, “Team expectations ...” Ready? Tell Me!

Do the motion three times while saying the entire phrase.





We are doing fantastic! Let's try a new movement. Recreate the motion of a locomotive (pump arms at sides as if impersonating a train) while saying, "... get action started." Ready? Tell Me!

Do three times while saying the entire phrase and only implementing the new motion.



We can do better than all of this. Let's say the phrase with both motions together! Ready. Tell Me!

Do this three times, encouraging students to get louder with each repetition.



We can do better than all of this. Let's say the phrase with both motions together! Ready? Tell Me!

Do this three times, encouraging students to get louder with each repetition.

The energy in this room is awesome! We now have the power to discuss the different models for setting team expectations! Onward!!!

Objective 2. Identify and implement a model for setting team expectations.

Use the Little Professor Moment strategy to engage student learning and cover the following content. Have students capture the content in their notebooks and show HS.79.TM.B, HS.79.TM.C, and HS.79.TM.D.

II. Setting Team Expectations

A. Models for setting team goals:

1. Popcorn: HS.79.TM.B

- Place the main idea on a sheet of poster paper for all to see.
- Provide each member of the group with a block of sticky notes and a marker.
- In silence, ask members to think of as many ideas as possible within a one to two minute time frame.
- Once time is up, evaluate the ideas by discussing.
- Come to a consensus.

2. Roaming: HS.79.TM.C

- If there are several main ideas, write each on a different sheet of poster paper.
- Place the sheets up around the room for all to see.
- Arm each member with a marker.
- Have everyone mill around the room, writing down thoughts about each goal or idea.
- In turn, discuss the thoughts generated for each sheet to consensus.



3. Think-Pair-Share: HS.79.TM.D

- a. Announce the main idea.
- b. Provide one minute for members to brainstorm individually.
- c. Allow members to pair up and share their own ideas with one another for one minute.
- d. Gather group together and share each pair's ideas at large.
- e. Discuss ideas and come to consensus.



As we have just seen, using some strategy to set team expectations can be a rather easy thing to do. However, is it the best thing to do?

Objective 3. Explain the advantages of setting team expectations.

Use the Hieroglyphics Moment strategy to introduce the following content. Show HS.79.TM.E.

III. To set, or not to set?

A. Advantages of setting team expectations:

1. Clear expression of goals
2. Less wasted time
3. Team harmony
4. Evokes all members to share
5. All members work toward same end result.

Provide the following instructions:

- Let's draw a picture for each advantage of setting team expectations.
- We will have two minutes.

When students have sufficiently completed their hieroglyphics, provide the following instructions:



Silently look around the room and lock eyes with someone you would like to share your hieroglyphics with. When I say, "Locate," you have 10 seconds to silently rise and stand with your partner to await further instruction.

Locate!

When I say, "Share," have your partner guess the corresponding phrase without telling him/her what each icon represents.

Share!

Allow one minute for sharing.





Return to your seats. We have been amazing! I am so proud of your ability to pictorially represent words and phrases. Great Job!

As we have discussed, it is important to set team expectations. Since no team is exactly alike, there are many different ways to do so, and we covered three of them. We have also discovered there are many advantages to setting team expectations. Throughout our experiences as members of various teams, let us always work toward making our teams efficient and harmonious by reflecting on the strategies we covered today. Great job team!



Review/Summary

Break students into three groups. Provide each group with one copy of the Setting Team Expectations Showcase activity sheet (HS.79.AS.A). Instruct them to develop a presentation that showcases the method for setting the team expectations you have assigned. Provide any materials necessary to ensure each presentation's success. Allow five minutes for the group to work together before calling for the first presentation.



Application

►Extended Classroom Activity:

Students should look for examples of how they set team expectations throughout the day, whether it is in a small academic group setting, on a sports team or in their experience as a member of the school play or band. Analyze how the results of the different methods lead to different levels or types of success. Share this information with their teacher in the form of a written essay in their notebooks.

►FFA Activity:

As a member of one of the many Career Development Events, students should educate their team about one of the Team Expectation Setting methods learned in class. Encourage the team to utilize it. Include: strategies used, learning potentials, and ultimate performance.

►SAE Activity:

Students should get together with other members of their chapter with similar SAEs. Implement one of the Team Expectation Setting methods by discussing new directions they would like to take their projects. Address topics like efficiency and new angles.

►Evaluation

A written test is included to measure Objectives 1, 2, and 3.

Answers to Test:

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



SETTING TEAM EXPECTATIONS

► **Instructions:**

Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Setting team expectations gets action started.
- _____ 2. Team expectations are very different from team goals.
- _____ 3. The Popcorn Method is one where members of the team use sticky notes to rapidly fire ideas about a topic to bring the team to a consensus.
- _____ 4. Setting team expectations can result in much less time being wasted.
- _____ 5. Team members who work toward the same end result are obviously on a team which has set clear expectations.



SETTING TEAM EXPECTATIONS SHOWCASE ASSESSMENT

Group Members:

Your assigned model is:

Content (accurate, complete)	<u>10 points/</u>
Presentation Style (volume, voice inflection, eye contact, posture)	<u>10 points/</u>
Props (neatness and appropriateness)	<u>10 points/</u>
Equality of Group Member Participation (everyone has a part and is functioning)	<u>10 points/</u>
Total:	<u>50 points/</u>



WHAT DOES IT ALL MEAN.

◆ **Team Expectations = Team Goals**

➔ *Expectation*: something anticipated.

➔ *Goal*: an objective one works toward.

➔ *Team*: a group of many, organized to work as one.

◆ **Setting team expectations gets action started.**



SETTING TEAM EXPECTATIONS

Models for setting team goals:

♦ Popcorn:

- ➔ Place the main idea on a sheet of poster paper for all to see.
- ➔ Provide each member of the group with a block of sticky notes and a marker.
- ➔ In silence, ask members to think of as many ideas as possible within a one to two minute time frame.
- ➔ Once time is up, evaluate the ideas by discussing.
- ➔ Come to a consensus.



SETTING TEAM EXPECTATIONS

Models for setting team goals:

◆Roaming:

➔If there are several main ideas, write each on a different sheet of poster paper.

➔Place the sheets up around the room for all to see.

➔Arm each member with a marker.

➔Have everyone mill around the room, writing down thoughts about each goal or idea.

➔In turn, discuss the thoughts generated for each sheet to consensus.



SETTING TEAM EXPECTATIONS

Models for setting team goals:

◆ **Think-Pair-Share:**

- ➔ **Announce the main idea.**
- ➔ **Provide one minute for members to brainstorm individually.**
- ➔ **Allow members to pair up and share their own ideas with one another for one minute.**
- ➔ **Gather group together and share each pair's ideas at large.**
- ➔ **Discuss ideas and come to consensus.**



TO SET, OR NOT TO SET.

Advantages of setting team expectations:

- ◆ **Clear expression of goals**
- ◆ **Less wasted time**
- ◆ **Team harmony**
- ◆ **Evokes all members to share**
- ◆ **All members work toward same end result.**



SETTING TEAM EXPECTATIONS SHOWCASE

►Instructions:

Develop a presentation that showcases the method for setting the team expectations you have been assigned. Seek any necessary materials from your teacher to ensure each presentation's success. You have five minutes to work together before you will be required to present your masterpiece to the class for grading. The following rubric will be used for scoring.

►Models for setting team goals:

- Popcorn
- Roaming
- Think-Pair-Share

Your assigned model is:

►Scoring Rubric:

Content (accurate, complete)	10 points
Presentation Style (volume, voice inflection, eye contact, posture)	10 points
Props (neatness and appropriateness)	10 points
Equality of Group Member Participation (everyone has a part and is functioning)	10 points
Total:	50 points

