



Lesson Plan

Team Building and Critical Thinking

Created: 02/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Demonstrate team building skills through activities.
2. Evaluate team building activities by answering critical thinking/processing questions.
3. Create a team building workshop.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.ORG
2. Article: "Why Critical Thinking Skills Are Important in the Workplace?" <https://www.ziprecruiter.com/blog/why-critical-thinking-skills-are-important-in-the-workplace/>
3. PowerPoint: "Developing Critical Thinking and Creativity through Team Building in the Classroom," Kathy Marks, ED.S. <http://www.gagc.org/resources/Documents/2016%20Convention/presentations/GAGC%20Developing%20CCT%20throu gh%20Team%20Building.pdf>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "We're All in This Together!" worksheet for each student
2. Internet access to access the article or copies of the article for each student
3. Items for the team building activities:
 - Large tarp/mat
 - Several small items (to be used as obstacles) such as small beanbags, paper, etc.
 - Blank paper
 - Picture/Pattern
4. Appendix 2 — Picture/Pattern

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An agriscience lesson/unit.
2. An agribusiness lesson/unit.
3. A lesson on agricultural careers.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core-Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core-Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core-Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction:* Have students answer the following questions:

- a. What is your definition of team building?
- b. Describe examples of team building that you see every day while at school.
- c. Think about outside of school. Do you think team building skills are important in the work place? Explain your answer.

2. *Activity:* Each student needs a copy of the worksheet “We’re All in This Together!” and access to (or a copy of) the internet article “Why Critical Thinking Skills Are Important in the Workplace.” The direct URL is

<https://www.ziprecruiter.com/blog/why-critical-thinking-skills-are-important-in-the-workplace/>.

- a. Students will read the article “Why Critical Thinking Skills Are Important in the Workplace?” and then complete three team building activities that promote critical thinking (instructions for the activities are below and identified on the worksheet). After each activity is complete, students will answer questions to process the activity.

- b. Instructions for the three team building activities: (Team building activities are from “Developing Critical Thinking and Creativity through Team Building in the Classroom,” Kathy Marks, ED.S.

<http://www.gagc.org/resources/Documents/2016%20Convention/presentations/GAGC%20Developing%20CCT%20through%20Team%20Building.pdf>)

Activity 1 – Minefield – Students will need to pair up with another student. For this activity, you will need to provide a space with obstacles (such as small beanbags, paper, etc.). One partner will be blindfolded while the other partner guides him or her through the “minefield.”

Activity 2 – Tarp Turnover – Students will work as a class on this activity. For this activity, you will need a tarp/mat that the entire class can stand on. The objective is for the students, working together without speaking, to flip the mat/tarp over without any students stepping off the mat/tarp.

Activity 3 – Draw Back-to-Back – Students will need to pair up with another student. For this activity, students will sit back-to-back. One student will have a picture/pattern and will describe it to his or her partner. The partner will draw the picture/pattern based on the description he or she receives from his or her partner. Each group will receive one picture/pattern. (Examples of pictures/patterns are included. See Appendix 1.)

3. *Follow-up:* When students are finished with all activities and have answered the processing questions, have students share their answers with the class. In addition, ask students the following questions:

- a. Which activity required you to “think outside of the box” the most? What was your process for completing the activity?

- 4. Leveling Up:** Have students work in small groups (with a partner or in groups of three) to create a team building workshop for younger students. For this workshop, students should do the following:
- Identify three team building activities to be completed during the workshop.
 - Develop two to three critical thinking questions to be answered after each activity.
- Students should utilize "Appendix 1 — Team Building Workshop Template" to complete this activity.

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N.; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

We're All in This Together!

DIRECTIONS:

You will complete three team building activities that promote team building and critical thinking skills. After each activity is performed, answer the questions related to that activity.

(Some questions were taken from "Developing Critical Thinking and Creativity through Team Building in the Classroom," Kathy Marks, ED.S,

<http://www.gagc.org/resources/Documents/2016%20Convention/presentations/GAGC%20Developing%20CCT%20through%20Team%20Building.pdf>)

Activity 1 – Minefield

In this activity, your objective is to guide a blindfolded partner through the "minefield."



After the activity is complete, answer the following questions with your partner.

1. What went well? _____

2. What did not go well, and how could you improve for next time? _____

3. What connections can you make from this activity to other areas in your life? _____

4. What skills did you use/practice to complete this activity? (*Example: communication*) _____

5. What skills do you need to work on to improve your effectiveness in this activity?

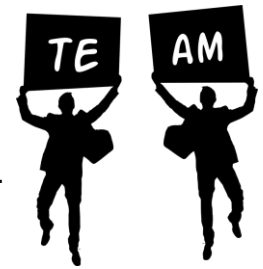
6. What was your and your partner's game plan to complete this activity? _____

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CRP04; CRP10

Activity 2 – Tarp Turnover

In this activity, you will work with the entire class to turn a mat/tarp completely over without anyone stepping off the mat/tarp. This must be completed without speaking.



After the activity is complete, discuss the following questions as a class to determine the answers.

1. What went well?

2. What did not go well, and how could you improve for next time? _____

3. What skills did you use/practice to complete this activity? (*Example: communication*) _____

4. What skills do you need to work on?

5. How did you use the skills differently in this activity than in the minefield activity?

6. What are benefits of working with a large group to complete a task?

NAME: _____

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

Activity 3 – Draw Back-to-Back

In this activity, you will sit back to back with a partner. One partner will have a pattern or picture and must describe to his or her partner how to draw it. The other partner must draw the pattern or picture by following the description and directions given to them by his or her partner.



After the activity is complete, answer the following questions with your partner.

1. What went well? _____

2. What did not go well, and how could you improve for next time? _____

3. What connections can you make from this activity to other areas in your life? _____

4. What skills did you use/practice to complete this activity? (*Example: communication*) _____

5. If there were complications/struggles, how did you and your partner overcome them? _____

If there were not any complications/struggles, what advice would you give to others so they can complete this activity successfully?

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

Appendix 1 — Team Building Workshop Template

DIRECTIONS:

Work in small groups (with a partner or in groups of 3) to create a team building workshop for younger students. Your group should do the following:

- Identify 3 team building activities to be completed during the workshop.
- Develop 2 to 3 critical thinking questions to be answered after each activity.

Team Building Activity 1: (Title of Activity)

What are the directions for completing this activity? _____

What materials are needed to complete this activity?

How much time is required for this activity?

Critical thinking/processing questions: What 3 questions will you ask participants after the activity is completed?

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

Team Building Activity 2: (Title of Activity)

What are the directions for completing this activity? _____

What materials are needed to complete this activity?

How much time is required for this activity?

Critical thinking/processing questions: What 3 questions will you ask participants after the activity is complete?

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C., FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

Team Building Activity 3: (Title of Activity)

What are the directions for completing this activity? _____

What materials are needed to complete this activity?

How much time is required for this activity?

Critical thinking/processing questions: What 3 questions will you ask participants after the activity is complete?

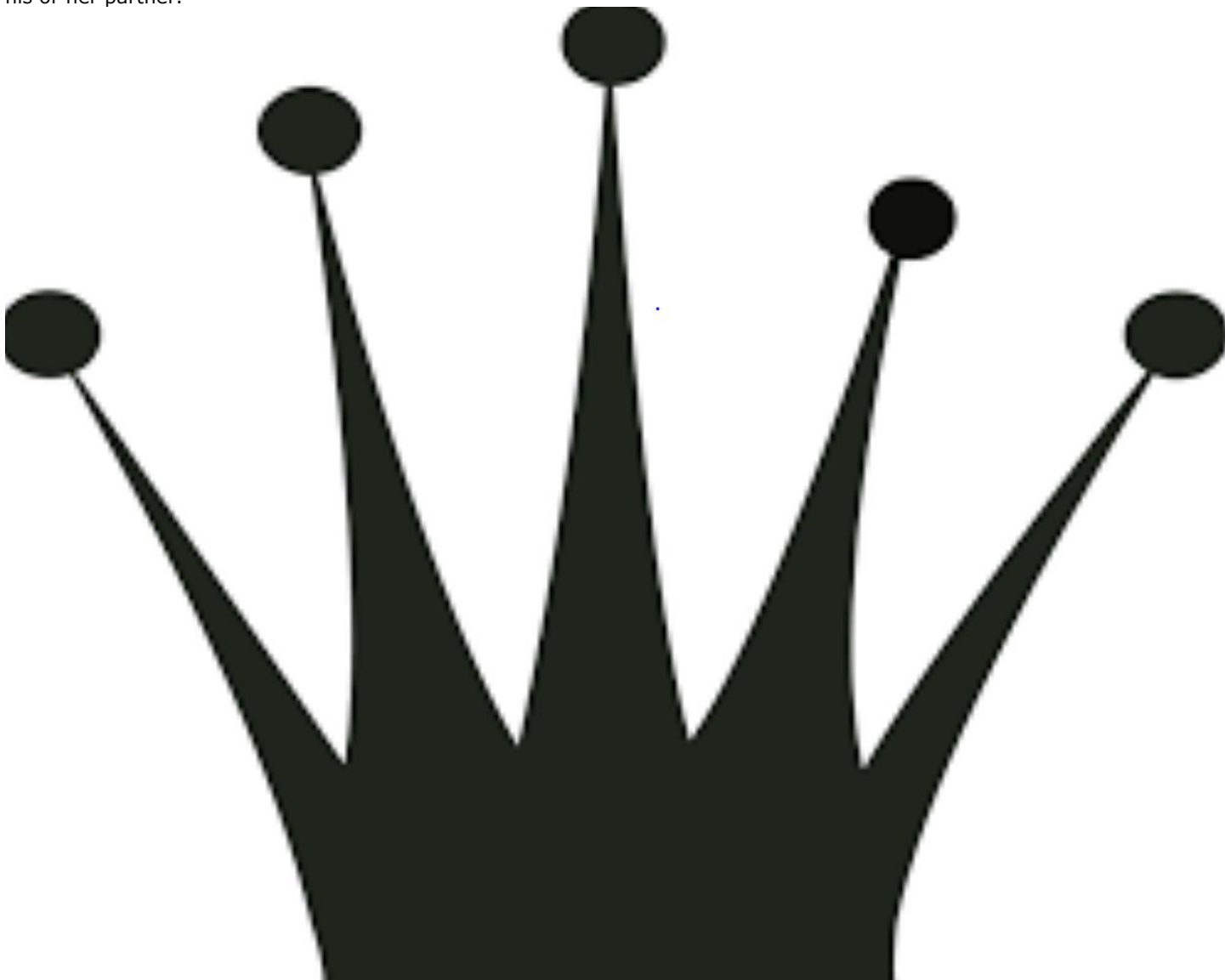
NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C., FFA.PL-D.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA-PL-M.; FFA.PL-N; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04; CRP10

Appendix 2 — Picture/Pattern

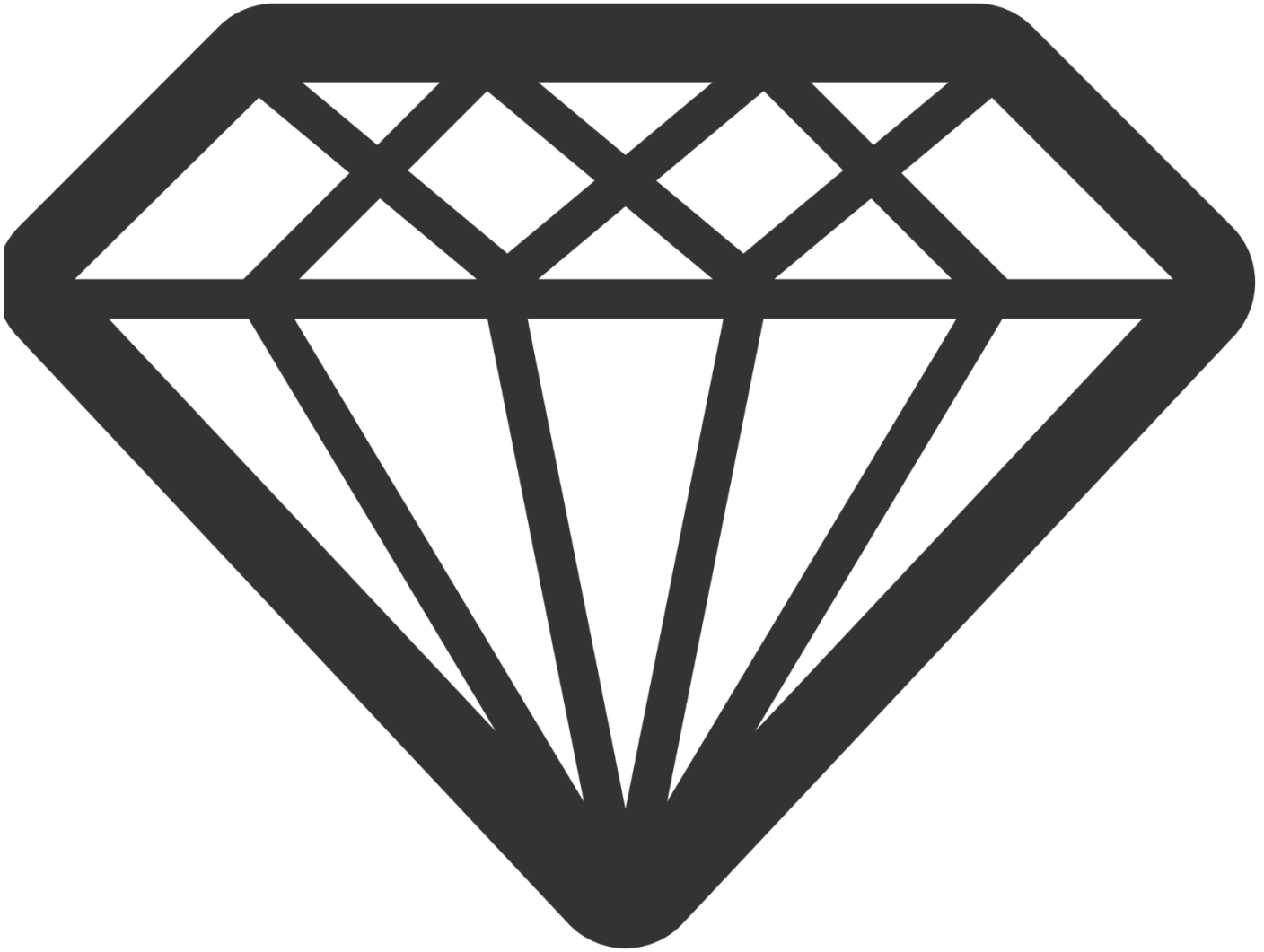
DIRECTIONS:

Students will need to pair up with another student. For this activity, students will sit back-to-back. One student will have a picture/pattern and will describe it to his or her partner. The partner will draw the picture/pattern based on the description of his or her partner.



NAME: _____

Picture/Pattern



NAME: _____

Picture/Pattern

