



“Soft” Skills Integration

Teamwork Makes the Dream Work!

Created: 12/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Recognize the importance of teamwork.
2. Demonstrate teamwork skills for use today and in the future.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Disposable cups (10 per group)
2. Rubber bands
3. String or yarn

SUGGESTED USE:

Incorporate any of these activities into the class curriculum before and during the following:

1. Team-building activities.
2. Collaborative or group projects.
3. Icebreaker activity.
4. Communication activities.

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-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- 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 - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.

Next Generation Science Standards

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- 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.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems

in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Social and Cross-Cultural Skills
- Think Creatively
- Work Creatively with Others

ACTIVITY:

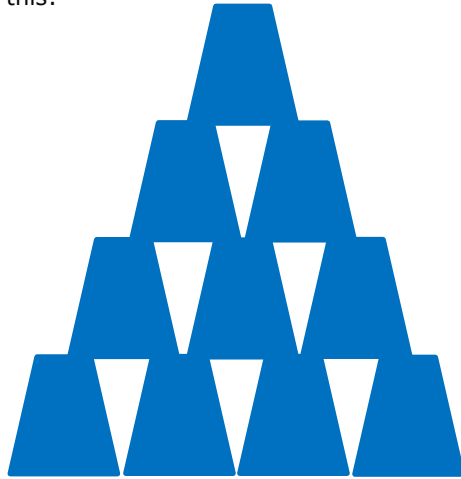
Introduction: Teamwork is an essential skill to implement in both the classroom and future workplace. This lesson will teach students to work together to achieve a common goal.

Students, today we are going to work together to achieve a common goal. Our goal is to create a pyramid of cups in a small group. Please get into groups of four or five and wait for instructions.

➤ *Activity #1: The Pyramid of Teamwork*

- Have the students get into small groups (four to five students per group) to create a tower out of disposable cups.
- Give each student a string (approximately 2-3 feet long).
- Give each group a stack of 10 cups and one rubber band.
- Instructions:
 - Students are to create a sturdy pyramid of cups.
 - They must use all 10 cups.
 - All group members must work together, one string per person, and each person has to help move the cups.
 - No cups can be stacked directly on top of the others. They can offset, but they cannot make a stack of 10.
 - Students may only use the string and the rubber band to move the cups; no hands or other body parts.
 - They must stack the cups, have the stack checked and deconstruct the cups for the task to be complete.
 - They only have one minute to complete the task.
 - Repeat the task until all groups have completed the pyramid.
- To make the task harder:
 - Have more students per group.
 - Do not allow the students to talk.
 - Make the students start over if the pyramid falls at any point in the construction.
 - Create a pyramid using the entire class.

- f. What should happen:
- Students should tie the string to the rubber band and stretch the rubber band around the cup to pick it up and move it. There is increased difficulty as all students must communicate to ensure that all are moving at the same speed, height and using a similar method. The end product should look like this:



➤ *Activity #2: Debrief*

- Ask the students what made the creation of their towers work the best? What was successful? What didn't work? What made it hard?
- Talk about their successes. The most successful group should have worked together to create the tower in a fast and efficient manner.
- Talk about their failures. What prevented them from creating a pyramid the first time?

Leveling Up: To add another dimension to the activity, have the students complete the pyramid as a class. Additionally, if there is one group that is struggling or doing well, mix the teams up to create a more even playing field.

Conclusion: Teamwork is essential for life. What did you learn about yourself during this experience? What did you learn about your classmates during this experience?