



High School

National FFA Organization

Lesson HS.62

COLLABORATIVE RELATIONSHIPS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B2: Interact and Work with Others

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 Define collaboration.
- 2 Identify three characteristics of collaborative relationships.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Holpp, Lawrence, “Managing Teams,” New York, NY., The McGraw-Hill Companies, Inc., 1999.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ HS.62.TM.A
- ✓ HS.62.TM.B
- ✓ HS.62.TM.C
- ✓ HS.62.AS.A or B—one copy per student
- ✓ Pen/pencil
- ✓ Notebook



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

► **Collaboration**



Interest Approach



Today we are going to learn a secret about creating great pieces of work. What are some examples of great pieces of work?

Possible answers include Beethoven’s music and Steven Spielberg’s movies

Allow them to list some. If they do not have an idea, give them a few to get them started.



Let's think about a great example. Consider the document that gave our country its basic principles and laws. What is the name of that document? *Answer: the U.S. Constitution?*



Who were the authors of the Constitution?

Answer: Display HS.62.TM.A



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There were 38 authors representing 12 states

New Hampshire

John Langdon

Nicholas Gilman

Pennsylvania

Benjamin Franklin

Thomas Mifflin

Robert Morris

George Clymer

Thomas FitzSimons

Jared Ingersoll

James Wilson

Virginia

John Blair

James Madison, Jr.

Massachusetts

Nathaniel Gorham

Gouverneur Morris

North Carolina

Connecticut

William Samuel Johnson

<i>Rufus King</i>	<i>William Blount</i>	<i>Roger Sherman</i>
	<i>Richard Dobbs Spaight</i>	<u>New York</u>
<u>Delaware</u>	<i>Hugh Williamson</i>	<i>Alexander Hamilton</i>
<i>George Read</i>	<u>South Carolina</u>	
<i>Gunning Bedford, Jr.</i>	<i>John Rutledge</i>	
<i>John Dickinson</i>	<i>Charles Cotesworth Pickney</i>	<u>Maryland</u>
<i>Richard Bassett</i>	<i>Charles Pickney</i>	<i>James McHenry</i>
	<i>Pierce Butler</i>	<i>Daniel Carroll</i>
<u>New Jersey</u>	<u>Georgia</u>	<i>Dan of St. Thomas Jenifer</i>
<i>William Livingston</i>	<i>William Few</i>	
<i>David Brearley</i>	<i>Abraham Baldwin</i>	
<i>William Paterson</i>		
<i>Jonathan Dayton</i>		



We may not realize just how many things are created in this way, using multiple people who have different abilities or talents.

Another example is to think of your favorite song. You probably know who sang it, but do you

know who wrote the music? The words? Who produced it? Who directed the video?

What other examples can you think of that were created in the same way?

Possible answers: movies, TV shows, laws, buildings, businesses, organizations, music and cars



Many great things in our world are created through the collaboration of several people. Today we have the opportunity to create a piece of work through collaboration. Let's be team players as we use our creativity to create a special masterpiece.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define collaboration.

Facilitate a Descartes Moment.



Let's respond to three questions in preparation for learning about collaboration. On a sheet of paper, write the answer to the following questions:

What do you know about collaboration?

What do you think you know about collaboration?

What don't you know about collaboration?

Now we are going to write a short letter to ourselves summarizing our answers to these questions. When I say write, you will have 5 minutes to complete this exercise. Ready – “write.”



After time is up, students may share their letters with the class (time permitting).



Great job! The activity we conducted is very important. The activity allowed us to evaluate what we do and don't know about collaboration. Let's see if Webster's actual definition helps us support or clarify any of our ideas.

Post HS.62.TM.B containing Webster's definition

I. **Collaboration:** to work with others in an intellectual endeavor



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How does our definition match up to Webster's?

Do some comparison.



According to the definition of collaboration, would you agree that we have all just participated in a collaboration of ideas. Let's see if we can collaborate on a higher level.

Objective 2. Identify three characteristics of collaborative relationships.



In just a moment, you will become creators of a great piece of work. You will write a story about a person accomplishing a goal. You will be given the beginning and the end of the story, and you have to create the middle. You might include or think about challenges, obstacles, family support, friends, or detours along the way.

Let's put our thinking caps on and use all the creativity you have! There will be 10 minutes for each of us to create the middle of the story. Use your notebook paper or the back of the activity sheet if more room is needed. Please be prepared to share. What are your questions?

Pass out HS.62.AS.A or B. Time them for seven minutes. Give them a two-minute warning.



Stop!

Each student will take their story to their group. Have the students point to one person in their group on the count of three. The person with the most votes will choose someone in the group to record the story in their notebook. Through collaboration, they will create one story by using at least one idea from every member's original story. Tell the students their finished project will be posted in the classroom.



We are going to combine our ideas into one story. In a moment, I will split you into groups. You will create one story, using at least one idea from every person's original story. You will need to select a writer to record the new story, as you will work in your group. Once we get into place, listen for the rest of the instructions.

Divide them into groups by counting off. Keep each group size to three to five students.



On the count of three, point to one person in your group. One, two, three, (*point*). The person with the most votes will choose someone in the group to record the new story in their notebook. Choose now.



The recorder will need to be sure each author's name is recorded with the story, because they will be posted in the classroom. Your group is completing a story based on the same introduction and conclusion you were given to write your own stories. You will have 10 minutes to complete the story. I'll give you a five minute warning.



Divide them into groups by counting off. Keep each group size to three to five students.

Begin.

Give them a five-minute warning



We have about five minutes left, so you should be wrapping up the final paragraphs of your writing. Be sure all the authors sign the bottom. The stories will be posted in the class room.

Wait five minutes.



Finish your last sentence and return to your seat so I will know we are ready to continue.

Wait until seated. Express appreciation for their hard work and time by encouraging students to read their story.



I can't wait to read all of your creations. Who will share first?

Listen to several stories, then hold a class discussion on characteristics of collaboration, using the previous activity. Ask the following questions to prompt discussion.



What was the hardest part of this activity?

Possible responses: writing my own story or choosing which ideas to use in the group



What are the benefits of working together, like you did in with the story?

Possible responses: two heads are better than one, unique ideas, more fun



What was the easiest?

Possible Responses: writing my own story or sharing the ideas



Would you have gotten the same final story had you written it individually? Why not?

We have just had the experience of being involved in a collaborative relationship as we have created this final product. Take 30 seconds to think of other times you worked collaboratively.

Let's make a list of the characteristics that helped your collaborative relationships work effectively. You tell me first.

Post HS.62.TM.C and see how many were the same then add additional student responses



As we record the characteristics, let's explain how each one will help in collaborative relationships. Who can explain the first one?

Continue with the rest of characteristics.

II. Characteristics of collaborative relationships

- A. Willing to share ideas
- B. Willing to listen to others ideas
- C. Open-minded
- D. Willing to compromise



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- E. Organization
- F. Participation



Is there anything else we should add to the list of characteristics describing what it takes to be part of a collaborative relationship?

Record any additional ideas.



Take a moment to think about your writing team. In your notes, put a star by the characteristics that were visible in your group. As you do that, I want you to think of a specific example when that characteristic was demonstrated, and be ready to share with the class.

Pause--randomly have students share.



Review/Summary

Have the students reflect in their notebooks about their experience. Include what they did to demonstrate they were a collaborative team player, as well as what they could improve on.



In your notebooks, reflect on the writing activity. Record the answers to these questions for review:



Were you a true collaborative team player in today's activity?
If so, include specific characteristics you portrayed today. If not, record a few areas in which you would need to improve upon in order to work collaboratively with others.
How can you benefit from collaborative relationships in the future?



Collaborative relationships can make a huge difference in the quality and ease with which projects are completed. It is very important to evaluate your actions in group projects, and notice what characteristics you are portraying. Be sure they are helping to encourage a collaborative relationship.



Working collaboratively is one of the most valued skills by employers. I hope today will help You become an even more effective collaborative team player.



Application

►Extended Classroom Activity:

The student will bring in two examples where a collaborative relationship might have taken place. Examples include songs, books and group projects.

►FFA Activity:

Students will demonstrate collaborative characteristics as they plan the FFA banquet or an agricultural lesson for the elementary school.



►SAE Activity:

As students fill out award applications, they will work with other FFA members who have similar projects, and will share their SAE plans.

✓ Evaluation

HS.62.Assess.A

Answers to Assessment:

1. To work with others in an intellectual endeavor

2. Several possible answers:

Achieve more in less time

Share responsibility

More ideas to choose from

Better, more diverse outcomes

3. Any pieces of work with multiple authors:

U.S. Constitution

Music

Movies

Textbooks

4. Several possible answers:

Willing to share ideas

Willing to listen to others ideas

Open-minded

Willing to compromise

Organization

Participation



HS.62.Assess.A Name: _____

COLLABORATIVE RELATIONSHIPS

1. Define collaboration.
2. List two benefits of working collaboratively on a project.
3. Give an example of a piece of work created through collaboration.

4. List three characteristics useful in a collaborative relationship.



HS.62.TM.A

New Hampshire

John Langdon

Nicholas Gilman

Massachusetts

Pennsylvania

Benjamin Franklin

Thomas Mifflin

Robert Morris

George Clymer

Virginia

John Blair

James Madison, Jr.

North Carolina

Rufus King

Thomas Fitz Simons

William Blount

Nathaniel Gorham

Jared Ingersoll

Richard Dobbs Spaight

Gouverneur Morris

Hugh Williamson

Connecticut

James Wilson

Roger Sherman

Delaware

South Carolina

William Samuel Johnson

George Read

John Rutledge

Gunning Bedford, Jr.

Charles Cotesworth Pickney

New York

John Dickinson

Charles Pickney

Alexander Hamilton

Richard Bassett

Pierce Butler

Jacob Broom

New Jersey

Georgia

William Livingston

Maryland

William Few

David Brearley

James McHenry

Abraham Baldwin

William Paterson

Daniel Carroll

Jonathan Dayton

Dan of St. Thomas Jenifer



HS.62.TM.B

COLLABORATION

Our class definition:

Webster says:

◆ ***Collaboration:* to work jointly with others in an intellectual endeavor**



HS.62.TM.C

CHARACTERISTICS OF COLLABORATIVE RELATIONSHIPS

- ◆ **Willing to share ideas**
- ◆ **Willing to listen to others ideas**
- ◆ **Open-minded**
- ◆ **Willing to compromise**
- ◆ **Organization**
- ◆ **Participation**



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HS.62.AS.A Name: _____

“A TRUE HERO NEVER HAS

AN EASY WALK”

► **Directions:**

Using the beginning and ending paragraphs, it is your job to construct the middle paragraphs of the story.

Once upon a time, there was a young FFA member just beginning a career in Agriculture Education and the FFA Program. This member had a great knowledge of the opportunities that FFA holds. By attending class everyday, this member learned all about the FFA Chapter at the local, state, and national level. The goal has been set to become a recipient of the State FFA Degree. This young FFA member is just beginning a long journey to success.

It is here! The day has finally come! It is the last day of State FFA Convention, when members will be awarded the State FFA Degree. Yes indeed, the FFA member who had a vision of walking across the stage on this very night will be called on next to receive this honorable medal of achievement.



HS.62.AS.B Name: _____

“A TRUE HERO NEVER HAS AN EASY WALK”

►Directions:

Using the beginning and ending paragraphs, it is your job to construct the middle paragraphs of the story.

Once upon a time, there was a young student just beginning high school. Although no one in the student’s family had ever gone to college, much less earned a degree, this was an

important goal for the student. Despite a family with little means to pay for much more than life's necessities, this young person was determined to make the dream of attending college come true, and open the doors to the many opportunities that had always seemed out of reach. One thing is certain, reaching this goal will all depend on completing high school.

It is here! The day has finally come! It is graduation day at college. Yes indeed, this student with the odds stacked against success would be walking across the stage on this very night to receive the first college diploma in the family!



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