

ESTIMATED TIME
2-3 class periods

PREREQUISITES

- Secure a video or DVD of a movie such as *The Breakfast Club*, (1985, Universal Pictures) directed by John Hughes, starring Emilio Estevez, Anthony Michael Hall, Judd Nelson, Molly Ringwald, and Ally Sheedy, in which five high school students, all different stereotypes, meet in detention, where they pour their hearts out to each other, and discover they have a lot more in common than they thought. Other movie options are *Stand By Me*, *The Dream Team*, episodes from *The Office*, etc... that are about group dynamics.
- This lesson is a good introduction to team building. It should best be taught after exploring community building.
- Prepare 1' x 1' squares or pieces of paper for the team building **Traffic Jam** activity.

RESOURCES AVAILABLE

- **Team Building Rubric**
- **Introduction to Group Development**
- **Traffic Jam**
- **Movie Discussion Questions**

ACROSS THE CURRICULUM

Understanding the dynamics of group development is a skill that students can use across the curriculum.

LESSON PLANNING

LESSON GOAL

Discover the dimensions of teamwork by learning the dynamics of group development and individual components of a team.

Essential Question

What strategies are effective for building productive teams?

Student Expectations

1. Learn and identify the stages of team building and group development.
2. Experience team building stages by participating in a team challenge.
3. View a movie like *The Breakfast Club* and identify team building stages and strategies.
4. Write a reflection about the four stages of group development in real life.

LESSON OBJECTIVES

1. Understand the value of teamwork.
2. Recognize different stages of group development.
3. Recognize the individual components of a team.
4. Identify strengths and weaknesses that contribute to the development of a group.

RATIONALE

Teamwork can be defined as any action performed by two or more people. Beyond the work being done, an understanding of how groups work and how teamwork is established is an important part of discovering success in overcoming challenges and working toward progress and success. By working through dilemmas and challenges that focus on specific issues affecting a team, individual students discover personal strengths and weaknesses and how they contribute to the development of a group.

Groups are found everywhere in life! Study groups, athletic teams, youth groups, circles of friends, families and work environments are just a few examples! Understanding the process of group development is an important skill to grasp for application in all areas of life.



Team Building Rubric



Introduction to Group Development



Traffic Jam

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Team Building Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following.
 - a. What types of teams are there?
 - b. What is a team?
 - c. Describe the qualities of a “good” team.

ASSESSMENT

Discussion Contribute to discussion to develop a definition of teamwork.

2. **SMALL GROUP** Divide the class into small groups of 3-4 and distribute the *Introduction to Group Development* resource. Review the four stages of group development with students. Explain that a psychologist, Bruce Tuckman, proposed a theory in which he identified these four stages of group development. Give each group 5-10 minutes to work together to complete the worksheet that describes the four stages. When groups are finished discuss the results as a class.

ASSESSMENT

Group Development Identify the stages of group development or teamwork.

3. **WHOLE GROUP** Divide the class into two groups of 10 or fewer. (Adjust the activity by adjusting the number of squares for smaller groups.) Explain that using specific rules, the groups will exchange places on a line of squares, that you have placed on the floor. There should be one more place than the number of members in both groups. The purpose of the activity is to observe the four steps of group development. All members on one side of the center must end up in order on the other side. Hand out the *Traffic Jam* instructions to each group and the 1’ squares to each group. The activity is purposefully complicated and specific to be able to observe team dynamics. Allow 10-15 minutes for the groups to attempt to complete the activity. If there are too many students, some students should take the role of observers and try to identify the four stages of group development.

At the end of the activity, discuss the following questions.

- a. What contributed to the successes and failures of each group?
- b. Did the group go through any of the four stages? Explain.
- c. How would progress to the next stage be advanced more quickly?
- d. What were obstacles for the group?
- e. What kinds of personalities came out as a result of the problem?
- f. What are some things about yourself that you think would be good to change when working with others in order to create better teamwork?
- g. What other observations do you have about the different group stages and how they were demonstrated?



Movie Discussion Questions

- h. How will knowing about these four stages affect the way you work in groups in the future?
- i. Could you do this without talking?

ASSESSMENT

Small Group Traffic Jam Participate in the team building challenge and follow-up discussion to experience the four stages of team building.

- 4. WHOLE GROUP** Prepare to show a movie, such as *The Breakfast Club*. Ask if any students have already seen it and what it is about. Describe or have students describe the five different stereotyped characters (jock, brain, beauty, a rebel, a recluse). Explain that they will be watching the movie to identify the four stages of team building or group development. Hand out the **Movie Discussion Questions**, which students may complete as they watch the movie. At the end of the movie, discuss student answers to each question.

ASSESSMENT

Movie Watch a movie to identify the stages of group development.

REFLECTION



ASSIGNMENT

Have students write a reflection on the following issues. Have them use the **Sakai Assignments Tool** to submit their reflection.

- Choose the character from the movie with whom you most identify. Compare and contrast yourself to that character and to his or her role and involvement with others in the group.
- Describe how you have observed any or all of the four stages of group development in your own life and in your group memberships.

ASSESSMENT

Reflection Demonstrate understanding of the stages of group development and how they can be used effectively.

ASSESSMENT

Use the **Team Building Rubric** to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.



Student Pages

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts Writing Applications

2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs should be able to fully participate in this activity although they may need assistance with completing the written portions of the lesson.

GIFTED AND TALENTED

Encourage gifted students to elaborate on the stages of team building by creating a short scenario that demonstrates the stages and engaging others to act it out.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this Free Management Library Site for links to all aspects of understanding the basic nature of most groups and their typical stages of development. http://www.managementhelp.org/grp_skill/teams/teams.htm

BOOK RESOURCES

Use these books to learn more about activities for team building.

- Kaye, D. L. and E Hokin. *The Breakfast Club: Utilizing Popular Film to Teach Adolescent Development* <http://ap.psychiatryonline.org/cgi/content/full/24/2/110>
- Rohnke, Karl E. *Silver Bullets: A Guide to initiative Problems, Adventure Games and Trust Activities*. Boca Raton, FL: Kendall/Hunt Publishing, 1984.
- Tuckman, Bruce W. (1965) 'Developmental sequence in small groups,' *Psychological Bulletin*, 63, 384-399. The article was reprinted in *Group Facilitation: A Research and Applications Journal* - Number 3, Spring 2001 and is available as a Word document: <http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc>. Accessed January 14, 2005.