

ESTIMATED TIME

2-3 Class Periods

PREREQUISITES

- Complete Lesson 2 *Introduction to Experiential Learning* to provide an overview of experiential education.
- Arrange to take students to an open space in a gym or outdoors where they can play the tag games and Keypunch Activity in the first part of the lesson.
- For the Keypunch Activity: 50-foot boundary rope, a cone to mark the start, and 30 paper plates, rubber spots, or carpet squares numbered 1-30.
- For the 1st Assignment, secure a copy or multiple copies of the book by Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team* Thomas Nelson, 2001.

RESOURCES AVAILABLE

- *Teams and Teamwork Rubric*
- *17 Indisputable Laws of Teamwork*

ACROSS THE CURRICULUM

Everyone is a part of a team. Teams come in different shapes and sizes, such as classes, families, project groups, athletics, clubs, churches and other organizations. Understanding several basic principles about being a part of a team is a lifelong skill that crosses many boundaries from home life, school life and even professional life.

LESSON GOAL

Discover the underlying strategies that lead to effective teams and teamwork.

Essential Question

What strategies underlie effective teamwork?

Student Expectations

1. Participate in a series of games and a group initiative that will highlight the effective strategies that underlie teamwork.
2. Participate in discussions about team activities.
3. Read, summarize, and present one of the *17 Indisputable Laws of Teamwork* as a small group.
4. Write a case study that highlights highly effective teams in the local community.
5. Write a reflection about teamwork.

LESSON OBJECTIVES

1. Recognize the benefits of teamwork.
2. Demonstrate effective strategies of teamwork.
3. Identify characteristics of an effective team.

RATIONALE

A team is a group of people who come together temporarily to achieve a purpose (James Neill, 2005, Wilderdom). Some teams come together and achieve their purpose effectively and efficiently, but many struggle to achieve their purpose because they do not know or utilize basic strategies that are foundational to teamwork. Students will always have opportunities to be a member of a team. Students will be better equipped to achieve their goals and their teams' goals by understanding and implementing these basic strategies of teamwork.



Teams and Teamwork Rubric

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Teams and Teamwork Rubric* to introduce the lesson and explain how students will be evaluated. Explain that the class is going to play three different types of tag. The tag game progression will set the stage for the lesson on teamwork. The first game has a very individual focus. The second game moves toward a team focus that demands key elements in working together to accomplish the goal. Location must be either an open space in a gym or outdoors. Play all three tag games before discussing them.
 - a. **Everyone Everything Tag** (Play twice)
 1. This tag game is completely focused on the individual.
 2. Set the boundary according to your group size (group of 15 should be about 40X40 feet).
 3. Give instructions that everyone is “it.” The goal is to be the last person standing. Each person can be tagged four times. The first time you are tagged, you lose the use of one arm. The second time you are tagged, you lose the use of your other arm. The third time you are tagged, you lose the use of one leg. The fourth time you are tagged, you are out.
 - b. **Amoeba Tag** (Play twice)
 1. This tag game focuses on small groups working together to accomplish the goal of everyone being tagged.
 2. Use the same boundaries.
 3. One person starts as “it.” The goal is to tag everyone.
 4. When one is tagged, they link up with the person(s) they were tagged by until their group achieves the size of four . Then the group splits into two groups of two.
 5. This continues until everyone has been tagged.
 - c. **Blob Tag** (Play Twice)
 1. This tag game focuses on large group team work, communicating the plan, and thinking strategically.
 2. Use the same boundaries. (The group should reach one side to the other when all of them are linked up).
 3. One person begins as “it” and tags people to add to the blob. As more people are tagged, the blob continues to grow as one continuous line. The blob must remain intact in order to tag someone. If any part of the blob touches someone, they are part of the blob.

ASSESSMENT

Tag Game Progression Participate in tag games to establish a common experience to understand concepts of teambuilding.

2. **WHOLE GROUP Discussion** Follow up the tag games with a discussion of these questions.
 - a. What are some differences you noticed in the three different tag games?
 - b. What were the factors that led to success in each one of the tag games?
 - c. Which game was the most difficult to be successful? Why?

- d. What happened when the blob did not work as one blob?
- e. Once the blob understood how to work together, was it possible for people to escape?

ASSESSMENT

Tag Game Discussion Participate in group discussion to extrapolate any learning from the tag game progression and experience foundational elements of teamwork.

- 3. WHOLE GROUP** Next have students participate in the *Keypunch* activity. This is a problem-solving initiative, much more challenging to accomplish than it seems from the instructions. It requires group problem solving, effective communication, participation from everyone in the team, and a collective understanding of the team goal.

Group Size 10-30

Time 45 minutes

Props Required one boundary rope approximately 50' long, 30 rubber spots (or carpet squares or paper plates) numbered from 1-30, one cone.

Setup Before the group assembles, form a rectangle with the boundary rope. Spread out the numbered spots within the boundary rope so that consecutive numbers are spread far apart from one another. To the casual observer, these should seem to be placed in a seemingly random fashion. This will form your keypad. Place the cone as a starting/ending point approximately 10 yards away from the keypad.

Activity Instructions

With the group assembled and standing behind the starting point, explain that a terrible computer virus has infected the main computers at the IRS and that this group of computer experts has been hired to disinfect the system (someone will ask "For the IRS ... why?" Be creative).

In order to disinfect the system, the team must enter the "restricted area" (anywhere beyond the starting cone, press the keys (spots) on the keyboard (anywhere within the rope boundary) in sequential order from one to 30, and get out of the "restricted area" in less than 30 seconds, with the following two stipulations.

- a. There may only be one person actually contacting the keyboard (i.e., the spots and/or the spaces between the spots, anywhere within the rope boundary) at any one time. Should two or more individuals be contacting the keyboard at one time, the board is "fried" and the group must begin again at number one. Time, of course, continues.
- b. Keys must be touched in order. If any keys are touched out of order, the board is "fried" and the group must begin again at number one. Time, of course, continues.
 - 1. Each group has a total of four attempts to disinfect the computer, time for each attempt beginning when the first person in the group moves past the starting cone on his or her way to the keypad and ending when the last person arrives back at the cone.
 - 2. At the end of 45 minutes, the computer will crash irrevocably with the terrible consequence that all of the money

from everyone's pay check will automatically be withdrawn (or something like that). You get the picture - the group has a 45 minute time limit from NOW.

Facilitator Notes

1. The first attempt will be much longer than thirty seconds as the group has not even seen the keyboard up to this point. Successful groups often use either the first or second attempt to truly study the situation and attempt multiple solutions while letting the clock run.
2. Key turning points for the group
 - a. they realize that all can be involved rather than just one person;
 - b. that they can touch the keys with hands as well as feet;
 - c. Most significantly, that they can slow down and use one of their attempts to study and practice. (Don't tell them this; this is for you to know and for them to discover).
3. Key team skills
 - a. making sure all ideas are heard;
 - b. involving all members in the process and solution;
 - c. solving a problem under pressure.

ASSESSMENT

Keypunch Group Initiative Participate in Keypunch Activity to establish a common experience to understand concepts of teambuilding.

4. **WHOLE GROUP Discussion** Debrief the Keypunch Activity, looking specifically for strategies and characteristics that were necessary to succeed.
 - a. What did you do?
 - b. What was your process?
 - c. What did you do well?
 - d. How many people had an idea of what to do to solve the problem?
 - e. How many of you shared your idea?
 - f. Was your idea heard?
 - g. Did anyone not understand the goal?
 - h. What could you have done to be more efficient or accomplish your goal?
 - i. Were you successful?
 - j. What could apply to other teams or groups you are part of?

ASSESSMENT

Keypunch Activity Discussion Participate in group discussion to extrapolate any learning from the Keypunch initiative to recognize essential strategies of teamwork.

5. **SMALL GROUPS** Divide the class into groups of 3-4. Hand out the *The*



ASSIGNMENT 1

17 Laws of Teamwork and explain that students will read, discuss, summarize, and deliver a 5-minute presentation on one of the laws. If the book is available, have students read the chapter of the law they chose. If the book is not available, have students discuss a law and develop an explanation of it with examples. The group is responsible for summarizing the law and creatively presenting it to the rest of the class. Have each member of each group write a summary of his



The 17 Indisputable Laws of Teamwork



Student Pages

or her role in the presentation. At the end of the presentations, have students use the *Sakai* Assignments Tool to submit their summaries for evaluation.

- Give 25 minutes for students to read, summarize and create a 5 minute presentation about their chapter.
- Encourage creativity, such as skits, illustrations, and personal examples.
- Each presentation should be five minutes and include participation from all members of the group.
- (optional) Assign Online assessment related to the chapters that were covered in the class presentations. <http://estore.injoy.com/17LOT/> Students will need to register on the website to complete the assessment. Have students print the results to hand in.

ASSESSMENT

17 Laws of Team Work Demonstrate understanding of team building strategies through the presentation of materials.

- 6. INDIVIDUAL** Have students write a case study about what makes a team successful.



ASSIGNMENT 2

- a. First have each student choose a successful team they know of in the school or local community. It could be a school athletic team, non-profit organization, school drama group, local business.
- b. Have students answer the following questions about their given team through individual interviews and team literature. This may include brochures, web sites or written documents.
 - i. What is the mission or purpose of the team?
 - ii. Who are the players?
 - iii. What defines success?
 - iv. What ingredients are necessary for the team to be successful?
 - v. Which of the **17 Indisputable Laws of Teamwork** does the team demonstrate?
 - a. Write a two-page typed essay reporting on your findings.
 - b. Have students use the *Sakai* Assignments Tool to submit their case studies for evaluation.

ASSESSMENT

Case Study Write a case study that demonstrates understanding of the strategies that lead to effective team work.

REFLECTION



ASSIGNMENT 3

Have students reflect, in writing, on the essential strategies of teamwork by addressing these questions. Have students use the *Sakai* Assignments Tool to submit their reflections for evaluation.

1. What is a team?
2. What are important characteristics of a team to be successful?
3. Write about a positive experience you have had as a member of a team and why it was positive.

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

- 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

English Language Arts Grade 10

Writing Applications

4. Write informational essays or reports, including research that:

- pose relevant and tightly drawn questions that engage the reader.
- provide a clear and accurate perspective on the subject.
- create an organizing structure appropriate to the purpose, audience and context.
- support the main ideas with facts, details, examples and explanations from sources; and
- document sources and include bibliographies.

ASSESSMENT

Reflection Write a reflection that recognizes what characteristics make a team and what strategies lead to a team's success.

ASSESSMENT

Use the *Teams and Teamwork 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.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Plan to provide support for developing the Case Study and other written work.

GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the initiative and discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing some internet research on a team of their choice that has demonstrated long standing success in our world (for example, Microsoft, Apple, The LA Lakers).

ADDITIONAL RESOURCES

WEBSITE SOURCES

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

- Use as a resource to define teambuilding and for additional resources for team building activities. <http://wilderdom.com/games/TeamBuildingExercisesAout.html>
- Use for online assessment for the 17 Indisputable laws of Teamwork. <http://estore.injoy.com/17LOT/>

BOOK SOURCES

- Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Thomas Nelson, 2001. Use this book to thoroughly explain the laws of teamwork.
- Rohnke, Karl, and Steve Butler. *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*. Kendall/Hunt Publishing Company, 1995. Use this book for additional team activities.