

Team Building: Lesson One

Lesson Title: Working Together

Objective: To introduce the importance of working together

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Split the class up into two equal groups. Have the two teams face each other, and have a desk next to the last person in line. The members of each group should hold each other's hands. Ask the person in the front of the line to lightly squeeze the hand of the person next to them. That person squeezes the next person's hand. Repeat this exercise until the last person's hand is squeezed, and then they hit the desk to signal they are done. The line that hits the desk first wins. Repeat this exercise a few times. (You can extend this game by starting with the last person squeezing the hand of the person next to them. When it reaches the first person, they squeeze the hand back to the person next to them. Then the hands are squeezed until you reach the last person and they hit the desk. So, hand squeezing goes through the line twice instead of once.)
2. Have the students go back to their desks. Ask the class: How did things go? (Don't have them name people who didn't do well.) Explain how that game needed everyone to work together.
3. Ask the class: Who has ever been on a team or been in a group that didn't get along together? Have the students, without using names, tell you about the team or group. What happened that made them not get along? If they don't have an example, make a story up. Example: A girl on a basketball team was bossy and wouldn't pass the ball. The other girls on the team got tired of it and quit trying as hard. The team ended up losing most of their games.
4. Ask the class: Who has ever been on a team and played a game that was fun? What things made it fun? Get examples from the class.
5. Ask the class to write down good things that happen with groups or teams that work together well. Give examples: have fun, accomplish goals, etc.
6. Ask the class to write down bad things that happen with groups or teams that don't work together well. Give examples: not fun, don't reach goals, etc.
7. Have students share their examples with the class. Write examples on the board.
8. Ask the class to write down what type of people work well with other people. Example: good listeners, kind people, etc. Have students share ideas with class.
9. Review the keys to working well together.

Team Building: Lesson Two

Lesson Title: Be Proud of our school

Objective: To introduce a feeling of pride in our school

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Review the keys to working well together.
2. Explain that there are many things that middle school students have reported they are proud of about their school. Pass out the What can make Panthers proud? sheet. Explain that this sheet is a list of things that middle school students have reported that make them proud. Ask the students to rate one through five of things about which they could be proud.
3. Have the students split up into groups of three to six people.
4. Ask the students to share their rating to the group, and have a recorder write it down. The recorder should compile the group's ratings.
5. Ask the reporters to share the group's top five objects of pride to the class. Write the results on the board.
6. Ask the students to write down what they need to do help make our school a place deserving of pride.
7. Ask the students to share their answers to the group, and have a recorder write it down.
8. Ask the reporters to share five of the group's responses to the class. Write the results on the board.
9. Ask the students to write down what adults in the building need to do to help make school a place deserving of pride.
10. Ask the students to share their answers to the group and have a recorder write it down.
11. Ask the reporters to share five of the group's responses to the class. Write the results on the board.
12. Review the things that make students proud of our school and things students and adults can do make our school a place deserving of pride.

What can make us proud?

This is a list of what makes students the most proud of their school.

Rate one through five the things that would make you the most proud of our school.

- Good After-School Program
- Students learn a lot
- Science Team
- Good Teachers
- Most students are nice to each other
- Sports Teams
- Students follow rules
- Band
- Good friends at school
- Good Video Production
- Theater Group/Plays
- Good Activities like Fun Day and going to Valley Fair
- Helpful students
- Adults in the school care about students
- Other _____
- Other _____
- Other _____

Team Building: Lesson Three

Lesson Title: Compromise and Cooperation

Objective: To identify the importance of Compromise and Cooperation

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Compromise and Cooperation sheet

1. Review what would make students proud of our school and things students and adults can do make our school a place deserving of pride.
2. Explain that one of the keys to making our school a place worthy of pride is that students do a good job of compromising and cooperation. Briefly expand on this theme.
3. Pass out the Compromise and Cooperation sheet. Review the definition of compromise and cooperation.
4. A key to cooperation is being able to compromise. Compromise: find a middle ground. A person who compromises well does not have to have things exactly his or her way and does not completely give in to another person either. Give an examples of compromising: Examples: 1) Two people want to put a poster on different sides of the wall and decide to put it in the middle of the wall. 2) Two softball players want to pitch. They decide to take turns pitching.
5. Present group roles that will help students work well together.
 - a) Timer: keeps track of time
 - b) Listener: makes sure group doesn't get too loud/makes sure everyone listens
 - c) Includer: lets everyone have a chance to talk
 - d) Reporter: writes down and tells the class the results of the group
 - e) Leader: keeps everyone working until the task is done
6. Split the class into groups of five. Every student will get a job from ##3.
7. Ask the groups to decide their three favorite foods and their three least favorite foods. Remind the students that each person must do their group job and compromise.
8. Have each group come up to the front of the class. Ask each group member if the group did a good job with their task. Examples: Timer: Did the group get done on time? Includer: Did everyone talk? Have the Leader rate how well the group worked together on a scale of one to ten.
9. Ask the reporter to tell the group's three favorite and least favorite foods. Review the definition of cooperation, compromise and the five group roles.

Compromise and Cooperation

Compromise: Find a middle ground

Cooperation: Work Together

Group Roles

1. Timer: Keeps time
2. Listener: Is the group too loud? Is everybody listening?
3. Includer: Did everybody talk?
4. Reporter: Write down results/Tell group results
5. Leader: Keeps everyone working

Team Building: Lesson Four

Lesson Title: Compromise and Cooperation II

Objective: To identify the importance of Compromise and Cooperation

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Compromise and Cooperation sheet

1. Review the Compromise and Cooperation sheet and the five group roles. Explain that when students work together, our school will be a more pleasant and productive place.
2. Split the class into groups of five. Give each student one of the five group roles.
3. Tell the class that you will pretend to give each group a million dollars. They must decide how they are going to spend it. Here are there choices 1) Take a jet to Disneyland and other places around the world for two weeks 2) Buy a new sports car for everybody in the group 3) Build a big homeless shelter 4) Put the money in a savings account for a college education fund for each student 5) Have your favorite rappers or rock groups perform for the school every month 6) Let everyone in the group get a big screen TV, a library of DVDs and videos, free lifetime cable or dish network, a sound system with a lifetime supply of CDs, a new bike every three years for the rest of your life and a new car of your choice when you turn eighteen 6) You pick how to spend the money, but everyone in the group must spend it the on same thing.
4. Have each group come up to the front of the class. Ask each group member if the group did a good job with their task. Examples: Timer: Did the group get done on time? Includer: Did everyone talk? Have the Leader rate how well the group worked together on a scale of one to ten.
5. Ask the reporter to tell how the group decided to spend their money. Now the whole class must decide on one answer. After they have decided, decide as a class how well you cooperated and compromised.
6. Review the definition of cooperation, compromise and the five group roles.