

# TEAMWORK

**An Interactive Team Building Unit**

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Wanda's associate, Gregory Darden, is a teacher and baseball coach in Haskell, Texas. Greg contributed his knowledge of team dynamics to ensure a realistic approach to the sports-related elements of TEAMWORK!

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# PURPOSE

The TEAMWORK interactive team building unit provides opportunities for students to develop, experience and strengthen the group skills that are fundamental in cooperative learning simulations, interactive units and life!

While participating in TEAMWORK, your students will experience the following:

## **Knowledge**

- Identifying their own personal behavior style
- Understanding how behavior styles affect the way that individuals interact in group situations

## **Skills**

- Establishing effective group behaviors and expectations that can be used in all group interactions
- Understanding “the three C’s” of human interaction: commitment, communication and conflict resolution
- Learning to set goals for any individual or group project in which students will participate
- Developing evaluation skills through honest and cooperative reflection of their activities
- Bringing disagreements to mutually acceptable conclusions

## **Attitudes**

- Experiencing the importance of verbal and non-verbal communication
- Seeing conflict as a natural and potentially positive aspect of any group situation
- Realizing the value of cooperation in achieving success

# OVERVIEW

TEAMWORK includes approximately five to six hours of instruction and activity time divided into six class periods, with an optional culmination activity. Students meet in groups of four to six. It is recommended that the groups change daily to allow students the experience of working with a variety of different personality types. Grouping students in multiple team situations also allows the teacher to assess how different students work together. This assessment will facilitate grouping students for future class projects. Referring to groups as “teams” has a positive connotation and creates a sense of belonging and pride. Throughout the TEAMWORK activities, those groups who communicate clearly, listen attentively, identify and resolve conflicts appropriately and set common goals will experience greater success than those who do not.

Students complete the **Behavior Styles Assessment** to determine patterns that identify them as Coaches, Star Players, Managers or Spectators. Awareness of these behavior styles aids students in understanding the nature and origin of conflicts and group dynamics. This awareness will assist them in the unit’s activities as well as in all cooperative experiences within and beyond the classroom.

The **Touchdown Tournament Scoreboard** enables students to assess their participation in fulfilling guidelines important for successful teamwork. On a daily basis, students evaluate their progress toward meeting personal and group goals.

Use the **Around The World Series Quiz Game** to review previously learned material or to prepare for an upcoming test in a particular subject. Students collaboratively complete the **Goal Achievement Plan** in preparation for this review game. This game can be played before any exam or as a sponge activity when appropriate.

An optional **Culminating Awards Banquet** highlights group and individual achievements and reinforces the concepts learned and practiced in TEAMWORK.

# SETUP DIRECTIONS

## TEACHING TIP

*Be sure to observe how your students are interacting with each other while working on the common goals of TEAMWORK.*

## TEACHING TIP

*You may want to copy the AWARD MEDALS on colored construction paper—yellow for gold, gray for silver, brown for bronze.*

## TEACHING TIP

*Gather blocks, paper towel holders, straws, modeling clay, scrap paper, boxes and containers—use your imagination! Be sure to assemble **four identical sets**.*

## TEACHING TIP

*If you introduce TEAMWORK at the beginning of the school year, the quiz game provides an excellent review of math, science, social studies and/or language arts concepts that students need before beginning the new academic year.*

1. **Before you Begin** Read both the Teacher Guide and the Student Guide carefully.
2. **Arranging Student Teams** Students work in groups of four to six unless otherwise specified. Plan on flexible, fluid groups (or “teams”) for this unit. Remember to take into consideration the personal dynamics of your class. Having different configurations of students each day exposes the students to a variety of different behavior styles.
3. **Duplication** Make copies of the following masters in the quantity indicated in italics.
  - AWARD MEDALS — *class set or as needed*
  - BASE ANSWER SLIPS — *3 or 4 pages per person*
  - CONFLICT RESOLUTION STRATEGIES\*— *one, optional*
  - INVITATION — *class set, optional*\* Prepare a poster for use on Day 4.
4. **Other Materials**
  - Small objects\* — *five per student (see Daily Directions Day 2)*
  - Paper cups or plastic sandwich bags — *one per team*
  - Building materials — *four identical sets (see Daily Directions Day 3)*
  - Large folding science fair type display boards — *four*
  - Markers, pencils or crayons — *class set*
  - Study List\*\* — *class set*
  - **Optional:** Refreshments and facilities for the culminating banquet\* Coins, beads, beans, hard candy or other small objects also work  
\*\* See Setup Directions, **Curriculum Integration**.
5. **Curriculum Integration** TEAMWORK provides no specific content for the **Around The World Series Quiz Game** described for Day 6. You may elect to use previously studied material or introduce new questions and information. In either case, students set goals, then study and prepare both cooperatively and independently for the quiz game. A study list or review questions related to your own curriculum content gives all students a common base, which they are then responsible to know in order to best serve their team. Include a “challenge” section with more difficult material.

# SETUP DIRECTIONS

6. **Planning for the Awards Banquet** If an elaborate awards ceremony to celebrate the strides made in TEAMWORK fits your class and schedule, be sure to plan ahead! Secure a location for the banquet, prepare and distribute invitations to family, school and community members, arrange refreshments (donated or purchased with class funds), contact and confirm a keynote speaker and be sure the awards are ready. Communicate clearly both the purpose and objectives of the TEAMWORK unit when making arrangements with the keynote speaker. The speaker will thus address and reinforce the goals and objectives of TEAMWORK.

## Award Suggestions

- **Effective Cooperation** —Awards for students who figured out the process of dividing resources equally
  - **Effective Communication** —Awards for cooperative work during the Quad City Stadium Project
  - **Conflict Resolution Skills** —Awards for achievement towards resolving the Intergalactic Rocketball Strike
  - **Achievement of Established Goals** —Awards for student success during the Around the World Series Quiz Game
  - **MVTP (Most Valuable Team Player)** – Awards for students who exhibited exceptional attitudes in all aspects of the teambuilding process
  - **TEAMWORK Touchdowns** — You may wish to award and acknowledge any students who accumulate a predetermined yardage (or number of touchdowns) throughout the unit as recorded in their Touchdown Tournament Scoreboard.
7. **Application** Encourage students to apply the cooperation, communication and conflict resolution skills taught through the TEAMWORK interactive team building unit to any group activity. While some of these attitudes and behaviors occur naturally in some students, most students need ongoing review of what they have learned. Eventually, your consistent reinforcement of these teambuilding skills will aid students in adopting and using these concepts by habit. You may adapt the reflection and assessment tools such as the **Touchdown Tournament Scoreboard** and **Commitment Pennant** for use during future group work assignments.

# UNIT TIME CHART

Day One
<u>Introduction</u>
<b>Behavior Styles Assessment</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <i>Teams: 4-6 students</i>

Day Two
<u>Working Together</u>
<b>Building Successful Teams</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <i>Teams: 4-6 students</i>

Day Three
<u>Effective Communication</u>
<b>Effective Communication Skills</b> <b>Quad City Stadium Project</b> <b>Communication Log</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <i>Teams: Four balanced teams</i>

Day Four
<u>Conflict Mediation</u>
<b>Conflict Resolution Skills</b> <b>Intergalactic Rocketball Strike</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <i>Five teams: Coaches, Managers, Star Players, Spectators, Mediators</i>

Day Five
<u>One Step at a Time</u>
<b>Goal Achievement Plan</b> <b>Around the World Series Quiz Game</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <i>Teams: 4-6 students</i>

Day Six
<u>Play Ball!</u>
<b>Goal Achievement Plan</b> <b>Around the World Series Quiz Game</b> <b>Touchdown Tournament Scoreboard</b> <b>Touchdown Tournament Comments</b> <b>BASE ANSWER SLIPS</b> <i>Teams: 4-6 students</i>

Day Seven
<u>Banquet Celebration</u>
<b>AWARDS MEDALS</b> <b>INVITATION</b>



# DAILY DIRECTIONS

## DAY 1: INTRODUCTION

### Objective

Introducing the TEAMWORK unit

### Materials

- Student Guides — *class set*

### Procedure

1. Distribute the Student Guides and together read the **Introduction** on page 1. Discuss why TEAMWORK is a valuable activity in your class.
2. Instruct students to complete and score the **Behavior Styles Assessment** on page 2 of the Student Guide. This is a very private activity, and there should be no talking. Encourage students to respond with what they truly believe about themselves using past experiences and personal preference.
3. Based on their highest number of checks, or their preference if they did not show a dominance, students identify themselves as predominantly a Coach, Star Player, Manager or Spectator.
4. Discuss with students how different behavior styles may enhance or hinder the success of a group. For example, if a group has several Coaches, there may be conflicts over who is to assume the leadership role in the group. Also, Spectators do not like aggressive behavior and may resent this characteristic in Coach-type personalities. However, a group of all Spectators could end up frustrated for lack of anyone willing to take a leadership role. Understanding that different behavior styles exist is the first step in dealing with the natural conflicts that result from these differences.
5. Divide the class into small discussion groups of four to six students.

# DAILY DIRECTIONS

6. Instruct the students to continue the discussion in these designated groups. Students will be able to draw logical and relevant conclusions about their own inter-group relationships based on the information about each behavior style listed on the **Behavior Styles Assessment**. By this age, students have had many experiences with groups and teams, both in and out of school. Regardless of the mix of behavior styles in any group, the awareness of the different personality traits will enable students to work through the difficulties resulting from their conflicting personality characteristics. Throughout the **TEAMWORK** unit, remind students to exhibit an attitude of respect for and acceptance of each other's unique styles.
7. Together with your students, read the **Touchdown Tournament Scoreboard** and **Touchdown Tournament Comments** pages in the Student Guide, pages 4 and 5. This self-assessment sets up cooperative learning expectations and serves as an ongoing evaluation of effective group skills while emphasizing individual accountability. Throughout the duration of the unit, assign students to complete their **Touchdown Tournament Scoreboard** daily, either in class as time allows or as homework. As students work, monitor group interactions in order to verify each student's response on the **Scoreboard** and **Comments** pages. Points scored can be used for awards at the culminating activity on Day 7, or they may be used for discussion or grading purposes.
8. Have students complete the **Touchdown Tournament Scoreboard** form today in reference to their discussion groups. Even though they did not know the expectations prior to the teamwork discussion, completing the questions and recording their reactions emphasizes what is expected in future group situations.

## BEHAVIOR STYLES ASSESSMENT

Read the statements and put a check mark by each statement that best describes your personality. Add the number of checks in each category and write the total. You will use this information later in the *Teamwork* unit.

### The Coach

- \_\_\_\_\_ I like to be a leader.
- \_\_\_\_\_ I like to be “in charge.”
- \_\_\_\_\_ I make decisions on my own.
- \_\_\_\_\_ I complete tasks without help.
- \_\_\_\_\_ I am usually successful.
- \_\_\_\_\_ I am very self-confident.
- \_\_\_\_\_ I talk others into doing things my way.
- \_\_\_\_\_ I am not always patient.
- \_\_\_\_\_ I don’t often share my feelings.
- \_\_\_\_\_ **Total**

### The Star Player

- \_\_\_\_\_ I love to be the center of attention.
- \_\_\_\_\_ I often do things without thinking.
- \_\_\_\_\_ I am always looking for ways to have fun.
- \_\_\_\_\_ I love to spend time with friends.
- \_\_\_\_\_ I am very enthusiastic.
- \_\_\_\_\_ I don’t like to worry about details.
- \_\_\_\_\_ I like changes in my everyday schedule.
- \_\_\_\_\_ I don’t usually like to be alone.
- \_\_\_\_\_ I often see the bright side of any situation.
- \_\_\_\_\_ **Total**

### The Manager

- \_\_\_\_\_ I spend a lot of time thinking.
- \_\_\_\_\_ I am a problem-solver.
- \_\_\_\_\_ I am neat and organized.
- \_\_\_\_\_ I like my work to be perfect.
- \_\_\_\_\_ I give a lot of details when I talk.
- \_\_\_\_\_ I am not comfortable in messy surroundings.
- \_\_\_\_\_ I try hard to be successful.
- \_\_\_\_\_ I enjoy time alone to think.
- \_\_\_\_\_ I do not like unexpected changes.
- \_\_\_\_\_ **Total**

### The Spectator

- \_\_\_\_\_ I often encourage my friends.
- \_\_\_\_\_ I like to take care of people.
- \_\_\_\_\_ I like most of the people I’m around.
- \_\_\_\_\_ I like for everyone to get along.
- \_\_\_\_\_ I am considerate of others’ feelings.
- \_\_\_\_\_ I do not like to be around pushy, aggressive people.
- \_\_\_\_\_ It is hard for me to make decisions.
- \_\_\_\_\_ It is difficult for me to say “no.”
- \_\_\_\_\_ I try to get along with people around me.
- \_\_\_\_\_ **Total**

The category that contains the most check marks indicates how you prefer to work, either as an individual or as part of a team. If you tied in two or more categories, choose the one that you believe best describes your personality.

**Remember:** Every team needs a Coach, a Star Player, and a Manager and no team wants to play without Spectators. Every individual fills a necessary role.

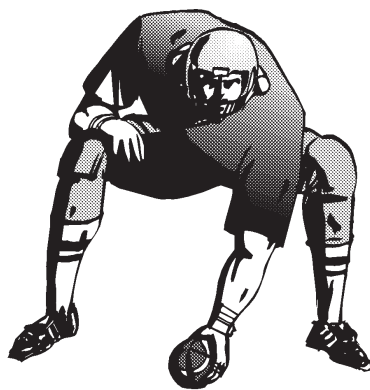




## TOUCHDOWN TOURNAMENT SCOREBOARD

The statements below are important guidelines for successful teams. It is your responsibility to follow these guidelines every day. At the end of each day, put a check mark opposite each statement that is true. You gain 20 yards toward a touchdown for each check mark. If you are unable to accomplish one of the guidelines on any day, explain the circumstances in the space on the **Touchdown Tournament Comments** page.

Successful Teamwork Guidelines	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
I did my part to encourage each member of the team to participate in all activities and discussions.						
I did my part to accept without criticism each member's ideas, contributions, and feelings.						
I did my part to ensure that our team members reached decisions by consensus.						
I did my part to ensure that each member was allowed an opportunity for leadership.						
I did my part to resolve conflicts and disagreements in positive ways.						
Total number of check marks:						
Multiply the total number of check marks by 20 yards: _____ × 20 = _____ yards						
Each 100 yards equals a touchdown. Divide your total yards by 100: _____ ÷ 100 = _____ touchdowns						



## DAY 2: WORKING TOGETHER

### Objective

Learning to share resources

#### TEACHING TIP

*A group of four students will have 20 objects apportioned for them. Keep each group's candy in a sandwich bag or cup for ease of distribution.*

### Materials

- Student Guides — *class set*
- Small objects\* — *five per person per group*
- Paper cups or plastic sandwich bags to hold small objects
- Markers or coloring materials — *class set*
- \* hard candy, coins, beads, beans, etc.

### Procedure

1. Prior to class, count out five objects (hard candy, beans, coins or beads) per person in each group. If the groups are uneven in number, let one person play for two people.
2. Divide students into teams of four to six students.
3. Distribute the candy (or other small objects) unevenly to group members. Some should receive more than five pieces, while others receive fewer. For example, if there are four students in the team, there will be 20 pieces of candy (or other small objects) total, but one student may have two while another has ten. If you use candy, the students may not eat it yet!
4. After distribution, explain that each person in the group who has five or more pieces scores one point per piece for the group. Those in the group who have fewer than five pieces do not score any points. Using the previous example, with four members, 20 pieces, distribute as such:

*Student A has 2 pieces and earns zero points*  
*Student B has 10 pieces and earns 10 points*  
*Student C has 3 pieces and earns zero points*  
*Student D has 5 pieces and earns 5 points*

#### TEACHING TIP

*As groups add points, someone may discover that they could divide the candy equally, in which case they should be allowed to do so.*

5. Allow groups a couple of minutes to total their team points and discuss what has just happened.

# DAILY DIRECTIONS



## TEACHING TIP

*Stress to the groups that if they have questions or revelations they should raise their hands and you will come to them. This allows each group a chance to discover the concept on its own rather than overhearing another team.*

6. For the first round, encourage students to think about the goals of **TEAMWORK**, and discuss what this activity might be trying to teach them! How can they earn more points next round?
7. Take up the objects and redistribute to begin a new round.
8. Play as few or as many rounds as you feel are necessary. Generally, by the third round, someone has determined how the game works. However, if this does not happen in all groups by the third or fourth round, distribute the candy equally in the last round you wish to play. This should clearly illustrate the point.
9. After the game, explain that this activity is designed to demonstrate that a high level of individual and cooperative commitment is necessary for a group to function successfully. If group members pool their resources, symbolized in this game by the objects, and divide those resources evenly, they score the highest number of possible points per round. Some groups may have figured this out in the process of playing.
10. Read and discuss **Building Successful Teams** on page 3 in the Student Guide. Although students work with different teams throughout the unit, and may be required to share different strengths, encourage them to carefully choose which attributes they most want to contribute throughout this unit.
11. Instruct students to complete the **Commitment Pennant** in their Student Guide, taking pride in their work.  
*Option: You may wish to have your students make larger commitment pennants and use these for display, referring to them throughout the year.*
12. As closure, read together the **Attributes of Successful Teams** and reflect on how these qualities were demonstrated or absent during their group activity earlier in the class.
13. Finally, remind students to complete the **Touchdown Tournament Scoreboard** for today, making comments if they were unable to meet any of the guidelines and congratulating themselves on the cooperative behaviors which they did exhibit.

## Attributes of Successful Team Members

Team members bring a variety of talents, skills, and attitudes that contribute to the success of the team. In your team, discuss the meaning and importance of the attributes listed below. Brainstorm and add any others to the list that you and your team decide are important.

### Talents/Skills

Creative ideas  
Artistic abilities  
Oral Communication  
Written Communication  
Leadership  
Conflict Resolution

### Attitudes

Determined  
Optimistic  
Tolerant  
Patient  
Cooperative  
Loyal

### Others:

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### Others:

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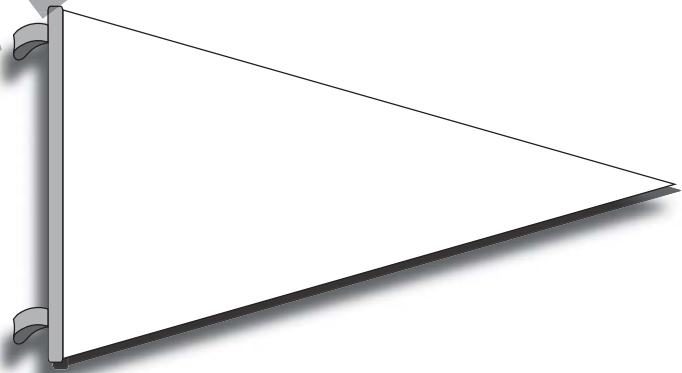
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## Commitment Pennant

When your lists are complete, each person chooses one or more attributes from each category that he or she is willing to contribute to the activities and projects of your team. List the attributes you will contribute to your team on your Commitment Pennant:



## Attributes of Successful Teams

- All team members practice inclusion, acceptance, and support of the others.
- Individual members commit to team goals.
- Team members are free to express feelings and ideas without criticism.
- Confidentiality develops trust among teammates.
- Problem solving and/or goal setting steps include input from all members.
- All team members are informed about group issues.
- Teams seek agreement of all members (consensus) for important decisions.
- Teams resolve conflicts in positive ways.
- Teams continually evaluate their effectiveness to recognize areas of strength and improve areas of weakness.

# DAILY DIRECTIONS

## DAY 3: EFFECTIVE COMMUNICATION

### Objective

Learning to ask the right questions and learning to listen



#### TEACHING TIP

*The more complicated the construction materials, the more challenging the activity. Be sure that you assemble four identical sets.*

### Materials

- Student Guides — *class set*
  - Building materials\* — *one set per team*
  - Science-style display boards\*\* — *one per team*
  - Clock/stopwatch/timer — *one or one per team*
- \* wooden blocks, plastic blocks, various construction materials, books, plywood, etc, divided into four identical sets
- \*\* These boards act as barricades between city teams.

### Procedure

1. Read and discuss **Effective Communication Skills** on page 8 of the Student Guide.
2. Divide the class into four balanced teams.
3. Together, read the **Quad City Stadium Project** description and process on page 6 of the Student Guide. Look at and discuss the **Communication Log** on page 7. Be sure that all teams clearly understand the directions before beginning the activity – especially the fact that they may not see the bridges being constructed by other teams.
4. Distribute building materials. If necessary, remind students of appropriate use of such materials.
5. Begin the activity and follow directions, keeping close track of the time limits on the construction and conference times. Allow five minutes for each building round and five minutes for each conference round. Sometimes the students will not need the entire time allotted, in which case simply proceed as fits your class.



#### TEACHING TIP

*You may rotate timing responsibilities among teams, or you may monitor time yourself.*

# DAILY DIRECTIONS



## TEACHING TIP

*During conferences, have the team representatives gather at the front of the room, making sure the bridges are not visible! As they discuss, all other students should listen and take notes.*



## TEACHING TIP

*Use student frustration as a discussion tool in your debriefing, re-emphasizing that the most effective communication occurs when people talk face-to-face.*

6. Monitor students closely during this activity. Sometimes the temptation to communicate with the other groups during construction rounds is more than they can handle. Be aware that the communication restrictions can easily frustrate your students.
7. When students have unveiled and compared their bridges, debrief the activity with a class discussion of the relevance of communication skills, both verbal and non-verbal as they relate to a group's success. Explain that while students may not have successfully completed identical bridges, they did have an opportunity to learn that effective communication skills are critical to the completion of any group project.
8. Finally, remind students to complete the **Touchdown Tournament Scoreboard** for today, making comments if they were unable to meet any of the guidelines and congratulating themselves on the cooperative behaviors they did exhibit.

Effective communication skills enable teams to succeed. The first goal of effective communication is to listen and understand your teammates. Practice these characteristics of effective communication as you work with your team members:

- Speak slowly and clearly, and maintain a positive, enthusiastic tone of voice. *Our listeners often interpret **what** we say based on **how** we say it.*
- Body language reflects an open attitude, with unclenched hands and uncrossed arms and legs.
- Communicators face each other and make eye contact. Pleasant facial expressions convey a positive, relaxed attitude.
- Listeners ask questions to increase their understanding of what we say. Repeat back to the speaker in your own words what you think he or she said or asked. *Repeating the question ensures that you answer the question accurately, and avoids possible misunderstandings.*
- Encourage further communication by asking open-ended questions that do not have “yes” or “no” answers. *If only one person does all the talking, no one else can share their valuable ideas.*
- Respect the right of others to speak without interruption.
- Accept, without criticism, opinions that differ from your own.
- Work with others to include many ideas in a final team decision.
- Express disagreement when necessary by first affirming the value of what has been said. *For instance, a positive form of disagreement is, “I do not exactly share your point of view, but that is an interesting idea. Maybe we can come up with something we can all agree on.”*





## THE QUAD CITY STADIUM PROJECT

The new regional sports stadium is on an island in the middle of the bay. The four cities that border the bay each plan to build a bridge to the island. The citizens of all four cities agree that, for architectural beauty, the four bridges will be identical. However, the planning departments of the four separate cities are not working together; they are working independently, and are meeting periodically to discuss their progress.

Your team represents one of the four cities. Your assignment is to design and build a bridge, attempting to match the bridges built by the other cities. Every city team has the same number and types of building materials. Although you will not see the bridges being built by the other cities during construction, you will attend periodic conferences with the other city teams. These conferences are the only times when your team can communicate with the other teams. Prior to each conference, plan what questions to ask and what information you will communicate, using the **Communication Log**. With your team, follow these procedures:

*Remember—your goal is to have all four bridges identical!*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>Begin to plan how to build your bridge.</b><br/><i>You have five minutes.</i></li> <li>2. <b>Begin the first conference.</b><br/><i>You have five minutes.</i></li> <li>3. <b>Begin to build your bridge.</b><br/><i>You have five minutes.</i></li> <li>4. <b>Begin the second conference.</b><br/><i>You have five minutes.</i></li> <li>5. <b>Continue to build your bridge</b><br/><i>You have five minutes.</i></li> <li>6. <b>Begin the third conference.</b><br/><i>You have five minutes.</i></li> <li>7. <b>Finish your bridge.</b><br/><i>You have five minutes.</i></li> <li>8. <b>Unveil your bridge.</b></li> <li>9. <b>Participate in a class discussion.</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Examine your set of building materials. Discuss what you will ask and what information you will share with other city teams during the first conference. Make notes on the <b>Communication Log</b>, or if necessary, use your own paper.</li> <li>2. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions.</li> <li>3. Discuss what you learned during the first conference. While building, decide what you will ask and what information you will share with other city teams during the second conference.</li> <li>4. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions. Ask questions that will clear up misunderstandings.</li> <li>5. Use information learned during the second conference. While continuing to build, decide what you will ask and what information you will share with other city teams during the final conference.</li> <li>6. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions. The teams make final decisions about the bridges.</li> <li>7. Apply information learned during the final conference to make last minute adjustments to your bridge.</li> <li>8. Compare the four bridges.</li> <li>9. Discuss what you learned about communication skills within your own team and with the other teams.</li> </ol> |
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## COMMUNICATION LOG

Prior to each conference, your team will decide which questions to ask and what information to share with the other teams during the conference. Take notes on everything discussed and decided during each conference. Use your notes to help your team make construction decisions.

FIRST CONFERENCE	<p>Information our team will share:</p>  <p>Questions our team will ask:</p>  <p>Record all relevant information acquired during the conference:</p>
SECOND CONFERENCE	<p>Information to share:</p>  <p>Questions to ask:</p>  <p>Information acquired:</p>
THIRD CONFERENCE	<p>Information to share:</p>  <p>Questions to ask:</p>  <p>Information acquired:</p>

## DAY 4: CONFLICT MEDIATION

### Objective

Introducing mediation techniques

### Materials

- Student Guides — *class set*
- CONFLICT RESOLUTION STRATEGIES — *one poster*

### Procedure

1. Prior to class, prepare the Conflict Resolution Strategies poster. You may post this in a prominent place in the classroom or wait until after introducing the information in the Student Guide.
2. Together, read and discuss the **Conflict Resolution Skills** on page 9 of the Student Guide. Explain that students will use these skills to resolve today's activity as well as at other times throughout any cooperative activities when conflicts arise. The Student Guide includes very valuable information for future reference! After reading and discussing page 9, allow time for students to sign the **Conflict Resolution Agreement**.
3. Read the **Intergalactic Rocketball Strike** scenario on page 10 of the Student Guide. Address any questions or comments.
4. Group students by their previously identified behavior style roles of Coach, Star Player, Manager or Spectator. (These groups will probably be uneven in number.) Select one Mediator from each group, based on your observations of diplomatic and leadership skills. Form a separate Mediator cluster with these specially chosen students. You will now have five groups – one each for the Coaches, Star Players, Managers, Spectators and Mediators.



#### TEACHING TIP

*Students love this resolution process! Usually students resolve the conflict in the amount of time available, but if your class does not, do not consider the effort a failure — simply try again tomorrow.*

## DAILY DIRECTIONS

### TEACHING TIP

*Remind students to consider the conflict resolutions skills as they discuss the strike scenario in their groups. Other than answering questions about the process, do not have any whole class discussions of the conflict situation prior to using the mediation process; this will limit unnecessary arguments.*

### READ OR TELL

### TEACHING TIP

*Successful conflict resolution comes only when each party may speak without interruption! Also, tell students that their reactions should be discussed in their groups before they are expressed to the entire class. One person's reaction may not be representative of the entire group.*

5. Allow about five to 10 minutes as needed for the groups to brainstorm possible solutions to the Intergalactic Conflict. During this time the Mediator group meets with you to review the **Conflict Resolution Strategies** listed in the Student Guide. The Mediators will model teamwork by working together to ask questions and lead the discussion. It is important that the Mediators be viewed as unbiased; therefore it is advised that they NOT speak for the group from which they were drawn. Mediators can decide as a group how to split up the duties of the mediation process and how to lead the class discussion.

6. Meet with the Mediators and read or tell them:

“You have been selected to act as a Mediator to help negotiate an end to the Intergalactic Rocketball league strike. As a strike Mediator, you will work with the other Mediators to ensure that all parties in the dispute believe that negotiations are fair and impartial. Your goal is to end the strike in a manner acceptable to all factions.

Study all information about the strike in your Student Guide. Decide with the other Mediators how you will conduct the negotiations among the various factions. You may want to select roles, so someone records ideas and solutions, while another student helps maintain order.

As Mediators, you must put aside your natural behavior style and instead think about how to reach a compromise. This is a very difficult thing to do! You have been chosen as a mediator for your leadership and effective communication skills. Do you remember what this includes? Yes! (Review your Student Guide, page 8!) Good luck and happy compromising!”

## DAILY DIRECTIONS

7. Begin the strike mediation process. As the groups discuss the issue, remind students of the characteristics of their behavior styles and how they relate to the behavior styles of the other groups.
8. If students resolve the conflict quickly and with little disagreement, you may choose to throw a “monkey wrench” into the situation by adding a new problem! For example: “Spectators boycott the games in reaction to the strike.” Or “Players decide they are better off without the coaches.”
9. **Debriefing:** After the mediation process, discuss the outcome with the students to reinforce the basic concepts of conflict resolution.
10. Finally, remind students to complete the **Touchdown Tournament Scoreboard** for today, making comments if they were unable to meet any of the guidelines and congratulating themselves on the cooperative behaviors they did exhibit.



### TEACHING TIP

*Debriefing is extremely important to help students understand and incorporate all that they have experienced. Encourage sharing of observations and reactions.*

### Types of conflicts

Conflict is not always negative or bad. Conflict within teams or groups is natural and indicates that there is a high level of interaction and involvement. Conflicting ideas can lead to more creative and comprehensive solutions to problems. Understand that conflicts usually arise because of one or more of the following:

1. A need for control over resources
2. An emotional need for acceptance
3. A difference in values and beliefs



*If you can determine the type of conflict facing you, you can more easily resolve the dispute.*

### Conflict resolution strategies

When dealing with conflict, either within a team or between individuals, it is important to follow some basic ground rules or strategies for conflict resolution. It is also helpful to appoint a mediator. Study the following conflict resolution strategies:

1. Deal with the conflict; do not ignore it.
2. Identify the type of conflict that is occurring.
3. Focus on the conflict at hand. Do not bring in irrelevant issues.
4. Always target the issues, not the individuals.
5. Stay calm, and maintain a relaxed expression.
6. Keep a sense of humor.
7. Allow each person involved a chance to talk without interruption.
8. Restate each point of view to ensure understanding.
9. Accept that another person has a right to a different point of view.
10. Take ownership of your own feelings by making “I” statements instead of “You” statements.
11. Negotiate and work toward a resolution by using key points from all input to arrive at a mutually acceptable solution.



*A mediator is someone who ensures that the people involved in conflict use effective conflict resolution strategies.*



*For example, say “I am upset when...” instead of, “You make me angry when...”*

Now that you know some effective conflict resolution strategies, sign the Conflict Resolution Agreement:

### Conflict Resolution Agreement

I do hereby agree to use effective conflict resolution strategies to resolve the Intergalactic Rocketball League Players Strike and for all future disagreements that may arise during team assignments and projects.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## CONFLICT RESOLUTION STRATEGIES

1. Deal with the conflict; do not ignore it.
2. Identify the type of conflict that is occurring.
3. Focus on the conflict at hand. Do not bring in irrelevant issues.
4. Always target the issues, not the individuals.
5. Stay calm, and maintain a relaxed expression.
6. Keep a sense of humor.
7. Allow each person involved a chance to talk without interruption.
8. Restate each point of view to ensure understanding.
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10. Take ownership of your own feelings by making “I” statements instead of “You” statements.
11. Negotiate and work toward a resolution by using key points from all input to arrive at a mutually acceptable solution.

**MASTER**

## INTERGALACTIC ROCKETBALL STRIKE

**Scenario:** The Intergalactic Rocketball League is struggling with demands for higher salaries, escalating fuel costs, fuel-guzzling ships, and fans outraged by high ticket prices. The problems facing the League affect the Managers, Coaches, Players, and Spectators in very different ways:

**The Managers**—In order to fund an increase in the players' salaries without risking the profitability of the games, the Managers want to increase the price of tickets at tele-monitor stadiums.

**The Coaches**—Caught between management and their players, Coaches believe that the League should purchase new, fuel-conserving rockets to decrease the cost of fuel. However, new rockets are expensive. Even with the lower fuel costs of new rockets, ticket prices would increase for a three-year period to pay for the ships.

**The Star Players**—These superstars want more pay. They also like their fast, maneuverable, fuel-guzzling rockets. The Star Players believe that the fuel-efficient rockets are too slow and will make the games less exciting.

**The Spectators**—Hard-pressed fans do not want to pay higher ticket prices. Spectators vow to boycott future games if ticket prices go up.

These conflicting considerations are preventing the various factions from resolving their disagreements about how to proceed. The Star Players are now on strike.

---

### Strike Mediation Process

In your group (whether you are a Manager, Coach, Star Player, or Spectator) you must work to resolve this space-world sports crisis! Follow the process given—or if your class has a better process, use that! Then work with the mediators to negotiate an end to the Intergalactic Rocketball Players strike. Use your Conflict Resolution Strategies blended with this process to find the best possible solution.

1. In your group, decide what type of conflict caused the strike from your group's perspective.
2. Brainstorm some possible solutions to the conflict from your group's perspective.
3. One person states to the entire class your suggested solution to the conflict.
4. Each group separately discusses and evaluates the solutions suggested by the other groups.
5. A representative of your group expresses to the entire class your collective reaction to the other proposed solutions to the conflict.
6. Discuss amending your group's proposed solution based on what you have heard from the other groups.
7. Restate to the entire class your group's suggested solution to the conflict, including any amendments made.
8. Separately, each group discusses and prepares a final resolution to the conflict that includes relevant points from all other groups' solutions.
9. All groups cooperate to resolve the conflict by consensus (agreement on one solution by all parties involved) or agree that the conflict cannot be resolved at this time.

## DAY 5: ONE STEP AT A TIME

### Objective

Learning how to achieve personal and group goals

### Materials

- Student Guide — *class set*
- Study List\* — *class set*

\* see Setup Directions, **Curriculum Integration**

### Procedure

1. Read and discuss the **Goal Achievement Plan** on page 12 of the Student Guide.



#### TEACHING TIP

*By this point in the unit, you will be familiar with students' cooperative styles and will be able to make the most appropriate selections of teams.*

2. Divide the students into the groups you feel will work best for this activity. Unlike a real baseball game, do not limit yourself to two teams! Create teams of four to six students each. Use your discretion when forming these teams, taking into consideration the content of questions that you have devised, the level of competition within your classroom and individual personalities.

3. Briefly explain the content of your prepared Study List. If it is for a new unit of study, also explain the theme and expectations of the upcoming unit.

4. Together, read the **Around the World Series Quiz Game** information on page 11 of the Student Guide.



#### TEACHING TIP

*Ideally, distribute the Study List on a Friday allowing students a weekend to study. However, you may distribute the list at the beginning of the TEAMWORK unit to allow more study time. Depending on the level of your students, you may use the questions on the list verbatim during the quiz game or may alter your wording.*

5. Distribute the prepared Study List and explain that the content will be used in the **Around the World Series Quiz Game**. Emphasize that in order to succeed as a team in this cooperative/competitive game, all members of the group should be familiar with the content of the Study List. You may want to offer class time for teams to work together to prepare, quizzing each other as they study the information.

6. Call a halt to team study time. Direct that each team complete its own written **Goal Achievement Plan** as it relates to their team goals in the **Around the World Series Quiz Game**. Each team must submit its plan to you.

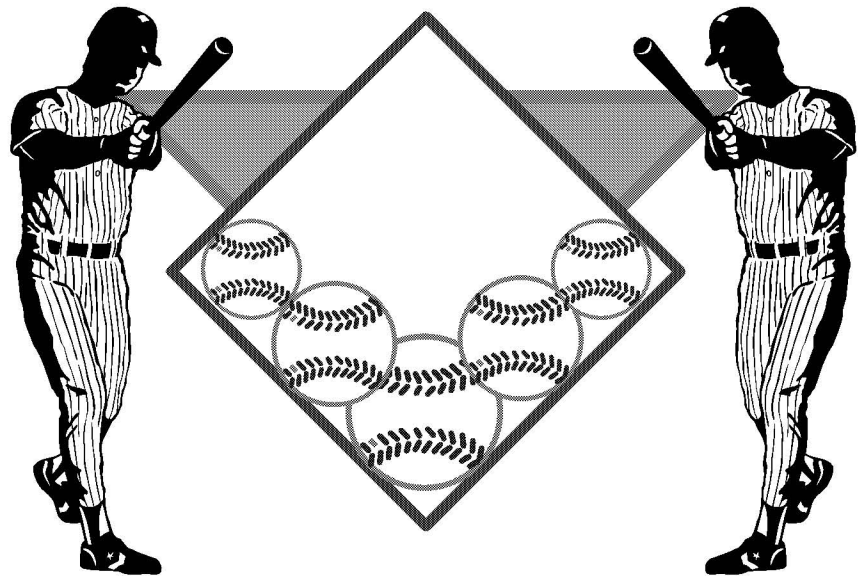


# DAILY DIRECTIONS

## TEACHING TIP

*The Goal Achievement Plan may be a bit challenging to complete in regards to the team goals for the quiz game. Reassure students that the process itself is helpful, and the goal setting will benefit them across the board.*

7. Remind students to complete the **Touchdown Tournament Scoreboard** for today, making comments if they were unable to meet any of the guidelines and congratulating themselves on the cooperative



## GOAL ACHIEVEMENT PLAN



How do you set goals and accomplish objectives? Do you have a research paper to write for a class? Do you want to win a starting position on a sports team? Do you want to win a scholarship or buy a car when you turn 16? If you have never set out on purpose to accomplish a specific goal, you may not be sure how to proceed. Success in reaching goals and accomplishing objectives is not really difficult. Simply take your problem apart and attack it in six simple steps. These six steps will greatly improve your chances for success:

• <b>State your goal.</b>	You must know exactly what you want to do in order to do it. <i>Be specific!</i>
• <b>Set a target date.</b>	Learn how to work within time limitations.
• <b>Identify any obstacles and how you will overcome them.</b>	Be prepared for problems or complications. You will more easily succeed if you plan how to solve problems before they occur.
• <b>List the resources and procedures that you need to accomplish your goal.</b>	Decide what tools, information or help you need and where to find that help before a crisis develops.
• <b>Assign responsibilities for resources and procedures.</b>	If you are working alone, you are responsible for every detail of reaching your goal. If you are working within a group, dividing responsibilities among every member of the group means a reasonable amount of work for everyone.
• <b>List specific indicators of goal achievement.</b>	You may simply restate your goal, or break down the steps of your work procedure to prove how much you have accomplished by the time you reach your target date.

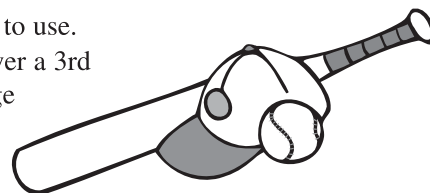
Your team will practice these **Goal Achievement Plan** steps as you participate in the **Around the World Series Quiz Game**. Discuss as a team what you want to accomplish in the game. Working together, customize the Goal Achievement Plan steps on a separate sheet of paper. Following your team's Goal Achievement Plan, work together to reach your goal during the Around the World Series Quiz Game.



*Maybe your team wants to score more home runs than any other team. Maybe your team wants every team member to achieve no "outs."*

### General game rules

1. Your teacher will designate four places in your classroom as 1st, 2nd, 3rd, and Home Base.
2. Your teacher “pitches” by asking questions based on content from the study list.
3. Team members “at bat” choose to answer questions on a 1st, 2nd, or 3rd base ANSWER SLIP. A 1st base question is not necessarily easier than a 3rd base question.
4. Each player uses game strategy to decide which base ANSWER SLIP to use.
  - a. A batter confident of making a correct response may elect to answer a 3rd base question to advance a teammate Home or to force a Challenge Question contest.
  - b. A batter may elect to answer a 1st or 2nd base question rather than risk an “out” in a Challenge Question contest.
5. The batter does not get any answer help from other team members.
6. If teams are uneven in number, a player can bat twice.
7. An “inning” continues until all players on each team have batted, regardless of the number of outs.



### Batting rules

1. All teams “bat” at the same time.
2. Your teacher may designate a batting order or allow teams to set their own strategy.
3. On each pitch, a batter from each team writes his or her answer on the ANSWER SLIP and hands it to the teacher.
4. If a batter answers a question incorrectly, he or she is out.
5. If a batter answers a question correctly, he or she advances to the base indicated on the ANSWER SLIP.
6. Only one person can be on a base at one time.
7. A player on base, when a teammate makes a “hit,” will usually advance bases. A batter may end up on the same base with a player from the other team, in which case both players must answer a Challenge Question.

### Scoring rules

1. A batter who answers the question correctly proceeds to the base designated on the ANSWER SLIP. Players advance around the bases in the following manner:
  - a. If a player is on 1st base and the batter from the same team answers a 1st base question correctly, the player on 1st advances to 2nd, and the batter takes 1st.
  - b. If a player is on 2nd base and the batter from the same team answers a 1st base question, the player stays on 2nd, and the batter gets to 1st.
  - c. If a player is on 2nd base and the batter from the same team answers a 2nd base question correctly, the player advances to 3rd, and the batter gets to 2nd.
  - d. If a player is on 2nd base and the batter from the same team answers a 3rd base question correctly, the player advances Home and scores, and the batter gets to 3rd.
  - e. If a player is on 3rd and the batter from the same team answers a 1st or 2nd base question, the player stays on 3rd and the batter gets to 1st or 2nd.
  - f. If a player is on 1st, 2nd, or 3rd base and the batter answers a 3rd base question correctly, the player advances Home and scores, and the batter gets to 3rd.
2. At the end of each inning, teams total the number of home runs scored.

### Challenge rules

1. At any time during the game, if more than one person ends up on the same base, either by successfully answering a pitched question or by advancing because of a hit by a teammate, all players on that base must answer a Challenge Question from the Study List.
2. All players on that base record their answers to the Challenge Question on a Home Base slip.
3. A player who answers the question incorrectly is out.
4. A player who answers the question correctly advances Home and scores a home run.

## DAY 6: PLAY BALL!

### Objective

Applying group achievement goals

### Materials

- Student Guides — *class set*
- Study List — *class set*
- BASE ANSWER SLIPS — *class set, cut apart*

### Procedure

1. Review the rules of the **Around the World Series Quiz Game**.
2. Allow time for students to organize their teams and review their goals set during the previous day.
3. Play Ball! Proceed with the Quiz game following the rules explained in the Student Guide. The following tips may be helpful:
  - a) This game combines baseball with the old classroom version of “Around the World.”
  - b) One student from each team “bats” simultaneously, all responding to the same question posed by the teacher by writing the answer on a base slip of his or her choice (1st base, 2nd base, 3rd base), and turning the answer slip in to the teacher.
  - c) Announce the correct answer aloud, and identify which team batter(s) had a correct answer.
    - Batters with a correct answer on their slip progress to the corresponding base.
    - Batters with an incorrect answer are out.
  - d) If at any time two or more students end up on the same base, they all answer the same challenge question on a home run answer slip.
    - Batters with a correct answer on their slip “run” home and score a point.
    - Batters with an incorrect answer are out.
  - e) The next set of successful batters pushes their on-base teammates to the next base level. (The rules are clearly outlined in the Student Guide).
  - f) Strategic planning will help your students reach their goals, which may or may not involve scoring as many points as possible!

#### TEACHING TIP

*To keep the game moving at a competitive pace, allow only a one or two minute time limit for batters to record their answers. To keep other students involved, you may require that all students in the class record their own answers to each question.*

#### TEACHING TIP

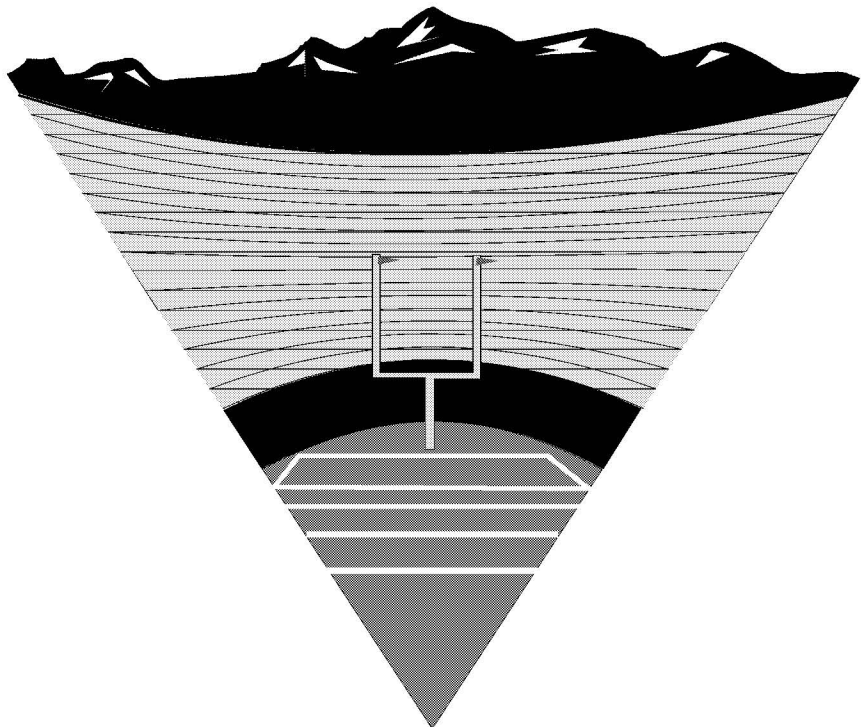
*It is not necessary for 2nd, 3rd or home base questions to become increasingly difficult. Part of the challenge for students is to strategically select a base to further their team's identified goals.*

# DAILY DIRECTIONS

## TEACHING TIP

*Determine in advance how many days you will devote to this activity. Piloting teachers have played this game for as few as three innings and as many as nine innings, over the course of three days!*

- g) An inning is over when all students from each team have batted once.
  - h) An inning lasts approximately two minutes times the number of players. If a team has six players, an inning lasts about 12 minutes. You might play three or four innings in one typical class period.
4. The “winner” for this game differs from a typical competitive game: each group decides if it is successful according to the goals set prior to play. It is possible that all teams are “winners” if each has met its goal!
  5. Within their teams, have students discuss the following post-game debriefing questions:
    - Was your team successful in achieving your goals?
    - What factors helped or hindered your team?
    - How can your team performance be improved for future group work?
  6. For the last time, remind students to complete the **Touchdown Tournament Scoreboard** for today. Encourage students to write comments noting the progress which they have made and awareness they have gained through this unit.



## DAY 7: BANQUET CELEBRATION



### TEACHING TIP

*If you cannot hold an awards banquet including parents, faculty and community members, perhaps you can arrange an in-class celebration. If you use this option, students enjoy having any awards you issue on display. These also add to your classroom décor for open house or parent conference time, sparking parent interest and highlighting the cooperative teamwork efforts of your students.*

### Objective

Recognize student progress in cooperation

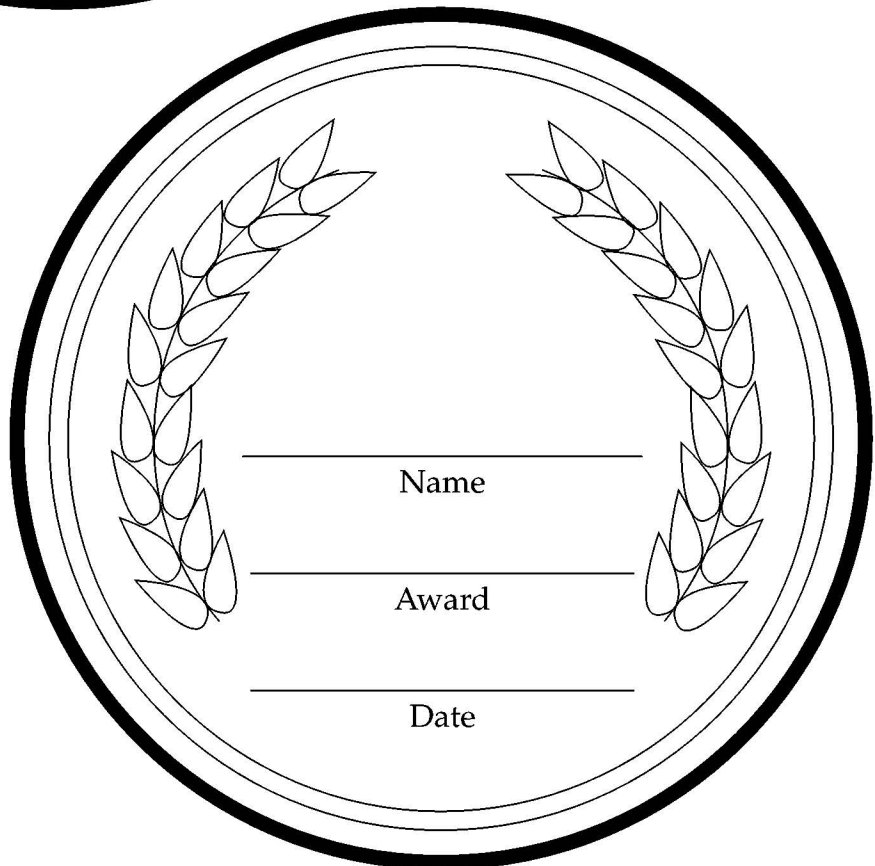
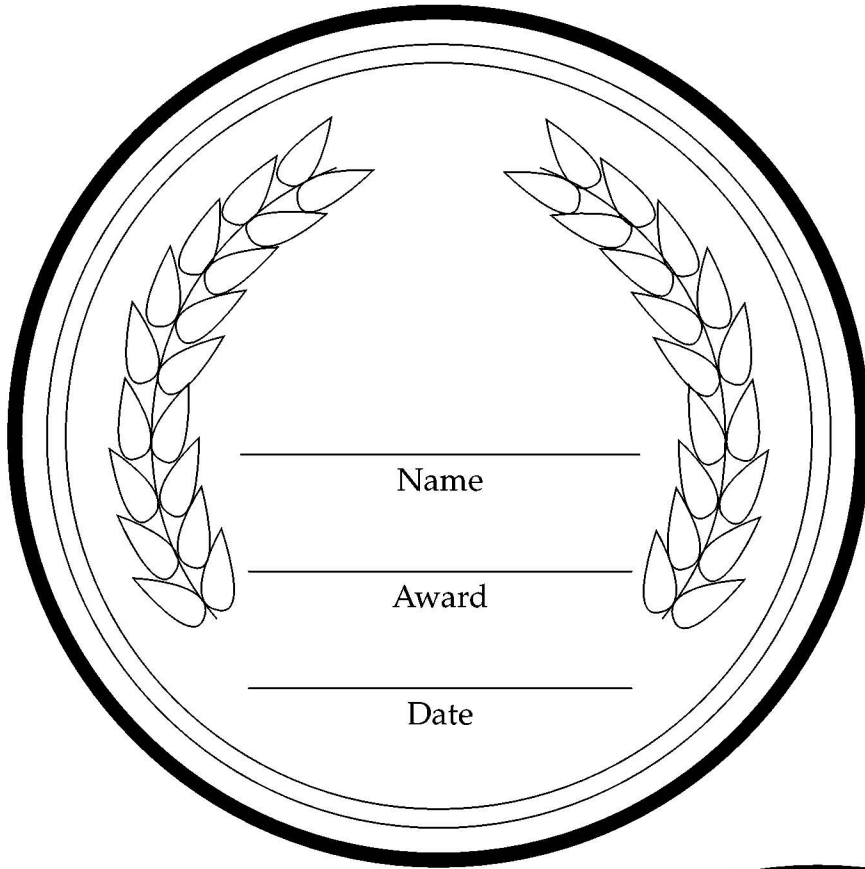
### Materials

- AWARDS MEDALS — class set
- INVITATIONS — class set, sent in advance
- Any materials you need for your banquet: refreshments, paper goods, tables and chairs, etc.

### Procedure

1. Schedule a sports banquet-style awards activity during class time or in the school cafeteria at a time when family and community members can attend.
2. Depending on your time and budget constraints and parental support, you may decide to serve refreshments.
3. Invite a keynote speaker (someone who is respected by the students) and provide him/her with a copy of the Purpose and Overview of the TEAMWORK unit. Request that the speaker use key elements from the unit in the banquet address.
4. Include student speeches, highlighting the importance of teamwork and linking it to both academic and life success.
5. Award medals for the student achievements exhibited during the TEAMWORK unit. See **Award Suggestions** in the SETUP DIRECTIONS. Copy the AWARD MEDALS on colored construction paper—yellow for gold, gray for silver, brown for bronze.

# AWARD MEDALS



## BASE ANSWER SLIPS

 <p>1st Base</p>	
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 <p>2nd Base</p>	
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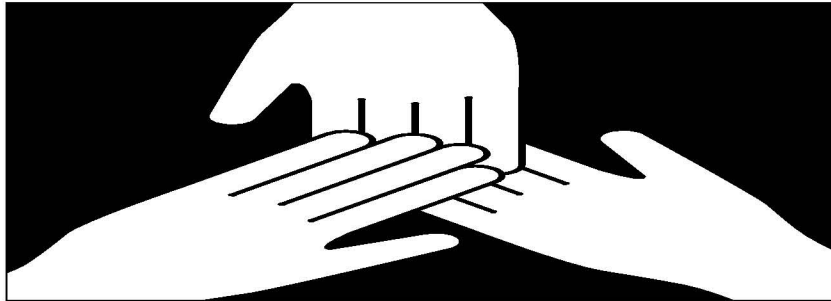
 <p>3rd Base</p>	
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 <p>Home Base Challenge</p>	
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# INVITATION

## *Invitation*



*You are cordially invited to the*

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*Awards Banquet where we will recognize the outstanding  
accomplishments of our students in completing TEAMWORK,  
an interactive team building unit focusing on communication,  
conflict resolution and goal setting skills.*

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

R.S.V.P. to \_\_\_\_\_ on or before \_\_\_\_\_



# Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

**Interact • Attn: Editorial**  
10200 Jefferson Blvd. • P.O. Box 802  
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or videotapes of our units in action!***  
***Please use the release form on the following page.***

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Interact Unit: \_\_\_\_\_

Comments: \_\_\_\_\_

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# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## ***To Parents:***

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: \_\_\_\_\_(print)

Age of Student: \_\_\_\_\_(print)

Parent or Guardian: \_\_\_\_\_(print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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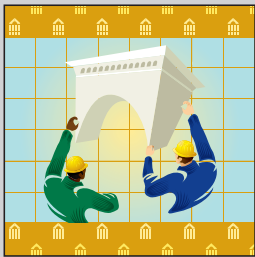
Phone: \_\_\_\_\_

## **Interact**

10200 Jefferson Blvd.  
Culver City, CA 90232-0802  
310-839-2436







Student Name: \_\_\_\_\_

# TEAMWORK

## INTRODUCTION

Welcome to the *Teamwork* interactive team building unit. Over the next few days, you will complete a series of activities that will improve your understanding of yourself and others. By analyzing how you think and act, you will identify your own behavior styles. In addition, you will become a part of a team and will make a commitment of your talents to team projects. Your understanding and appreciation of your own unique behavior styles will increase your ability to work with others, especially individuals who think and act very differently from the way you think and act. The *Teamwork* unit focuses on communication, conflict resolution, and goal achievement skills, all of which are necessary for the success of any team.

While working on the *Teamwork* unit, it is important to remember this: Every person presents his or her own unique behavior style when participating in a team activity. No one behavior style is “better” than any other behavior style. A football team needs a good quarterback, but a team made up only of good quarterbacks could not receive passes, kick field goals or adequately defend the goal line, and would seldom win a game.

During the next several days, you will work with others from your class in a variety of team or group activities. The key to team accomplishment is for every person to respect and work with the individual strengths and abilities of all other team members. By using the abilities, strengths and contributions of all members, a team can accomplish more than any one member can possibly accomplish alone.

Good luck and good *Teamwork*!

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## BEHAVIOR STYLES ASSESSMENT

Read the statements and put a check mark by each statement that best describes your personality. Add the number of checks in each category and write the total. You will use this information later in the *Teamwork* unit.

### The Coach

- \_\_\_\_\_ I like to be a leader.
- \_\_\_\_\_ I like to be “in charge.”
- \_\_\_\_\_ I make decisions on my own.
- \_\_\_\_\_ I complete tasks without help.
- \_\_\_\_\_ I am usually successful.
- \_\_\_\_\_ I am very self-confident.
- \_\_\_\_\_ I talk others into doing things my way.
- \_\_\_\_\_ I am not always patient.
- \_\_\_\_\_ I don’t often share my feelings.
- \_\_\_\_\_ **Total**

### The Star Player

- \_\_\_\_\_ I love to be the center of attention.
- \_\_\_\_\_ I often do things without thinking.
- \_\_\_\_\_ I am always looking for ways to have fun.
- \_\_\_\_\_ I love to spend time with friends.
- \_\_\_\_\_ I am very enthusiastic.
- \_\_\_\_\_ I don’t like to worry about details.
- \_\_\_\_\_ I like changes in my everyday schedule.
- \_\_\_\_\_ I don’t usually like to be alone.
- \_\_\_\_\_ I often see the bright side of any situation.
- \_\_\_\_\_ **Total**

### The Manager

- \_\_\_\_\_ I spend a lot of time thinking.
- \_\_\_\_\_ I am a problem-solver.
- \_\_\_\_\_ I am neat and organized.
- \_\_\_\_\_ I like my work to be perfect.
- \_\_\_\_\_ I give a lot of details when I talk.
- \_\_\_\_\_ I am not comfortable in messy surroundings.
- \_\_\_\_\_ I try hard to be successful.
- \_\_\_\_\_ I enjoy time alone to think.
- \_\_\_\_\_ I do not like unexpected changes.
- \_\_\_\_\_ **Total**

### The Spectator

- \_\_\_\_\_ I often encourage my friends.
- \_\_\_\_\_ I like to take care of people.
- \_\_\_\_\_ I like most of the people I’m around.
- \_\_\_\_\_ I like for everyone to get along.
- \_\_\_\_\_ I am considerate of others’ feelings.
- \_\_\_\_\_ I do not like to be around pushy, aggressive people.
- \_\_\_\_\_ It is hard for me to make decisions.
- \_\_\_\_\_ It is difficult for me to say “no.”
- \_\_\_\_\_ I try to get along with people around me.
- \_\_\_\_\_ **Total**

The category that contains the most check marks indicates how you prefer to work, either as an individual or as part of a team. If you tied in two or more categories, choose the one that you believe best describes your personality.

**Remember:** Every team needs a Coach, a Star Player, and a Manager and no team wants to play without Spectators. Every individual fills a necessary role.





## Attributes of Successful Team Members

Team members bring a variety of talents, skills, and attitudes that contribute to the success of the team. In your team, discuss the meaning and importance of the attributes listed below. Brainstorm and add any others to the list that you and your team decide are important.

### Talents/Skills

Creative ideas  
Artistic abilities  
Oral Communication  
Written Communication  
Leadership  
Conflict Resolution

### Attitudes

Determined  
Optimistic  
Tolerant  
Patient  
Cooperative  
Loyal

### Others:

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### Others:

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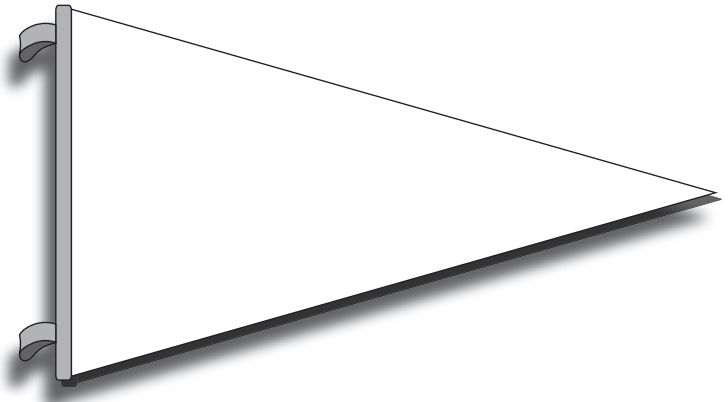
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## Commitment Pennant

When your lists are complete, each person chooses one or more attributes from each category that he or she is willing to contribute to the activities and projects of your team. List the attributes you will contribute to your team on your Commitment Pennant:



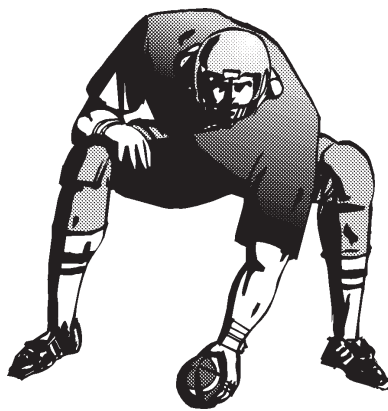
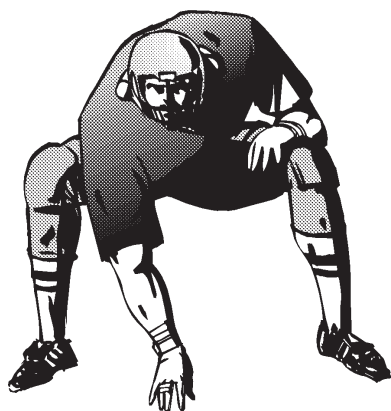
## Attributes of Successful Teams

- All team members practice inclusion, acceptance, and support of the others.
- Individual members commit to team goals.
- Team members are free to express feelings and ideas without criticism.
- Confidentiality develops trust among teammates.
- Problem solving and/or goal setting steps include input from all members.
- All team members are informed about group issues.
- Teams seek agreement of all members (consensus) for important decisions.
- Teams resolve conflicts in positive ways.
- Teams continually evaluate their effectiveness to recognize areas of strength and improve areas of weakness.

## TOUCHDOWN TOURNAMENT SCOREBOARD

The statements below are important guidelines for successful teams. It is your responsibility to follow these guidelines every day. At the end of each day, put a check mark opposite each statement that is true. You gain 20 yards toward a touchdown for each check mark. If you are unable to accomplish one of the guidelines on any day, explain the circumstances in the space on the **Touchdown Tournament Comments** page.

Successful Teamwork Guidelines	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
I did my part to encourage each member of the team to participate in all activities and discussions.						
I did my part to accept without criticism each member's ideas, contributions, and feelings.						
I did my part to ensure that our team members reached decisions by consensus.						
I did my part to ensure that each member was allowed an opportunity for leadership.						
I did my part to resolve conflicts and disagreements in positive ways.						
Total number of check marks:						
Multiply the total number of check marks by 20 yards: _____ × 20 = _____ yards						
Each 100 yards equals a touchdown. Divide your total yards by 100: _____ ÷ 100 = _____ touchdowns						



## TOUCHDOWN TOURNAMENT SCOREBOARD

If you were unable to accomplish any of the *Teamwork* guidelines, explain the circumstances and how you might improve in that respect. Also, if you are pleased with your contribution in helping your team accomplish all of the *Teamwork*, explain the circumstances.

Day 1

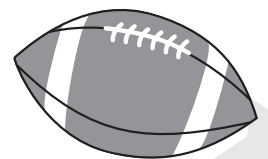
Day 2

Day 3

Day 4

Day 5

Day 6



## THE QUAD CITY STADIUM PROJECT

The new regional sports stadium is on an island in the middle of the bay. The four cities that border the bay each plan to build a bridge to the island. The citizens of all four cities agree that, for architectural beauty, the four bridges will be identical. However, the planning departments of the four separate cities are not working together; they are working independently, and are meeting periodically to discuss their progress.

Your team represents one of the four cities. Your assignment is to design and build a bridge, attempting to match the bridges built by the other cities. Every city team has the same number and types of building materials. Although you will not see the bridges being built by the other cities during construction, you will attend periodic conferences with the other city teams. These conferences are the only times when your team can communicate with the other teams. Prior to each conference, plan what questions to ask and what information you will communicate, using the **Communication Log**. With your team, follow these procedures:

*Remember—your goal is to have all four bridges identical!*

**1. Begin to plan how to build your bridge.**

*You have five minutes.*

**2. Begin the first conference.**

*You have five minutes.*

**3. Begin to build your bridge.**

*You have five minutes.*

**4. Begin the**

**second conference.**

*You have five minutes.*

**5. Continue to build your bridge**

*You have five minutes.*

**6. Begin the third conference.**

*You have five minutes.*

**7. Finish your bridge.**

*You have five minutes.*

**8. Unveil your bridge.**

**9. Participate in a class discussion.**

1. Examine your set of building materials. Discuss what you will ask and what information you will share with other city teams during the first conference. Make notes on the **Communication Log**, or if necessary, use your own paper.

2. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions.

3. Discuss what you learned during the first conference. While building, decide what you will ask and what information you will share with other city teams during the second conference.

4. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions. Ask questions that will clear up misunderstandings.

5. Use information learned during the second conference. While continuing to build, decide what you will ask and what information you will share with other city teams during the final conference.

6. All teams share information and ask questions. Every member of the team takes notes on the conference discussions and decisions. The teams make final decisions about the bridges.

7. Apply information learned during the final conference to make last minute adjustments to your bridge.

8. Compare the four bridges.

9. Discuss what you learned about communication skills within your own team and with the other teams.



## COMMUNICATION LOG

Prior to each conference, your team will decide which questions to ask and what information to share with the other teams during the conference. Take notes on everything discussed and decided during each conference. Use your notes to help your team make construction decisions.

FIRST CONFERENCE	<p>Information our team will share:</p> <p>Questions our team will ask:</p> <p>Record all relevant information acquired during the conference:</p>
SECOND CONFERENCE	<p>Information to share:</p> <p>Questions to ask:</p> <p>Information acquired:</p>
THIRD CONFERENCE	<p>Information to share:</p> <p>Questions to ask:</p> <p>Information acquired:</p>

Effective communication skills enable teams to succeed. The first goal of effective communication is to listen and understand your teammates. Practice these characteristics of effective communication as you work with your team members:

- Speak slowly and clearly, and maintain a positive, enthusiastic tone of voice. *Our listeners often interpret **what** we say based on **how** we say it.*
- Body language reflects an open attitude, with unclenched hands and uncrossed arms and legs.
- Communicators face each other and make eye contact. Pleasant facial expressions convey a positive, relaxed attitude.
- Listeners ask questions to increase their understanding of what we say. Repeat back to the speaker in your own words what you think he or she said or asked. *Repeating the question ensures that you answer the question accurately, and avoids possible misunderstandings.*
- Encourage further communication by asking open-ended questions that do not have “yes” or “no” answers. *If only one person does all the talking, no one else can share their valuable ideas.*
- Respect the right of others to speak without interruption.
- Accept, without criticism, opinions that differ from your own.
- Work with others to include many ideas in a final team decision.
- Express disagreement when necessary by first affirming the value of what has been said. *For instance, a positive form of disagreement is, “I do not exactly share your point of view, but that is an interesting idea. Maybe we can come up with something we can all agree on.”*



## Types of conflicts

Conflict is not always negative or bad. Conflict within teams or groups is natural and indicates that there is a high level of interaction and involvement. Conflicting ideas can lead to more creative and comprehensive solutions to problems. Understand that conflicts usually arise because of one or more of the following:

1. A need for control over resources
2. An emotional need for acceptance
3. A difference in values and beliefs

## Conflict resolution strategies

When dealing with conflict, either within a team or between individuals, it is important to follow some basic ground rules or strategies for conflict resolution. It is also helpful to appoint a mediator. Study the following conflict resolution strategies:

1. Deal with the conflict; do not ignore it.
2. Identify the type of conflict that is occurring.
3. Focus on the conflict at hand. Do not bring in irrelevant issues.
4. Always target the issues, not the individuals.
5. Stay calm, and maintain a relaxed expression.
6. Keep a sense of humor.
7. Allow each person involved a chance to talk without interruption.
8. Restate each point of view to ensure understanding.
9. Accept that another person has a right to a different point of view.
10. Take ownership of your own feelings by making “I” statements instead of “You” statements.
11. Negotiate and work toward a resolution by using key points from all input to arrive at a mutually acceptable solution.



*If you can determine the type of conflict facing you, you can more easily resolve the dispute.*



*A mediator is someone who ensures that the people involved in conflict use effective conflict resolution strategies.*



*For example, say “I am upset when...” instead of, “You make me angry when...”*

Now that you know some effective conflict resolution strategies, sign the Conflict Resolution Agreement:

## Conflict Resolution Agreement

I do hereby agree to use effective conflict resolution strategies to resolve the Intergalactic Rocketball League Players Strike and for all future disagreements that may arise during team assignments and projects.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## INTERGALACTIC ROCKETBALL STRIKE

**Scenario:** The Intergalactic Rocketball League is struggling with demands for higher salaries, escalating fuel costs, fuel-guzzling ships, and fans outraged by high ticket prices. The problems facing the League affect the Managers, Coaches, Players, and Spectators in very different ways:

**The Managers**—In order to fund an increase in the players' salaries without risking the profitability of the games, the Managers want to increase the price of tickets at tele-monitor stadiums.

**The Coaches**—Caught between management and their players, Coaches believe that the League should purchase new, fuel-conserving rockets to decrease the cost of fuel. However, new rockets are expensive. Even with the lower fuel costs of new rockets, ticket prices would increase for a three-year period to pay for the ships.

**The Star Players**—These superstars want more pay. They also like their fast, maneuverable, fuel-guzzling rockets. The Star Players believe that the fuel-efficient rockets are too slow and will make the games less exciting.

**The Spectators**—Hard-pressed fans do not want to pay higher ticket prices. Spectators vow to boycott future games if ticket prices go up.

These conflicting considerations are preventing the various factions from resolving their disagreements about how to proceed. The Star Players are now on strike.

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### Strike Mediation Process

In your group (whether you are a Manager, Coach, Star Player, or Spectator) you must work to resolve this space-world sports crisis! Follow the process given—or if your class has a better process, use that! Then work with the mediators to negotiate an end to the Intergalactic Rocketball Players strike. Use your Conflict Resolution Strategies blended with this process to find the best possible solution.

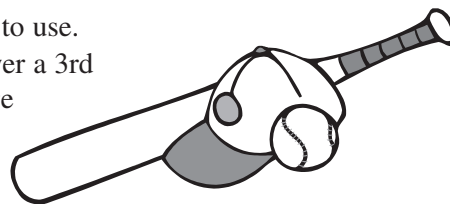
1. In your group, decide what type of conflict caused the strike from your group's perspective.
2. Brainstorm some possible solutions to the conflict from your group's perspective.
3. One person states to the entire class your suggested solution to the conflict.
4. Each group separately discusses and evaluates the solutions suggested by the other groups.
5. A representative of your group expresses to the entire class your collective reaction to the other proposed solutions to the conflict.
6. Discuss amending your group's proposed solution based on what you have heard from the other groups.
7. Restate to the entire class your group's suggested solution to the conflict, including any amendments made.
8. Separately, each group discusses and prepares a final resolution to the conflict that includes relevant points from all other groups' solutions.
9. All groups cooperate to resolve the conflict by consensus (agreement on one solution by all parties involved) or agree that the conflict cannot be resolved at this time.



## AROUND THE WORLD SERIES QUIZ GAME

### General game rules

1. Your teacher will designate four places in your classroom as 1st, 2nd, 3rd, and Home Base.
2. Your teacher “pitches” by asking questions based on content from the study list.
3. Team members “at bat” choose to answer questions on a 1st, 2nd, or 3rd base ANSWER SLIP. A 1st base question is not necessarily easier than a 3rd base question.
4. Each player uses game strategy to decide which base ANSWER SLIP to use.
  - a. A batter confident of making a correct response may elect to answer a 3rd base question to advance a teammate Home or to force a Challenge Question contest.
  - b. A batter may elect to answer a 1st or 2nd base question rather than risk an “out” in a Challenge Question contest.
5. The batter does not get any answer help from other team members.
6. If teams are uneven in number, a player can bat twice.
7. An “inning” continues until all players on each team have batted, regardless of the number of outs.



### Batting rules

1. All teams “bat” at the same time.
2. Your teacher may designate a batting order or allow teams to set their own strategy.
3. On each pitch, a batter from each team writes his or her answer on the ANSWER SLIP and hands it to the teacher.
4. If a batter answers a question incorrectly, he or she is out.
5. If a batter answers a question correctly, he or she advances to the base indicated on the ANSWER SLIP.
6. Only one person can be on a base at one time.
7. A player on base, when a teammate makes a “hit,” will usually advance bases. A batter may end up on the same base with a player from the other team, in which case both players must answer a Challenge Question.

### Scoring rules

1. A batter who answers the question correctly proceeds to the base designated on the ANSWER SLIP. Players advance around the bases in the following manner:
  - a. If a player is on 1st base and the batter from the same team answers a 1st base question correctly, the player on 1st advances to 2nd, and the batter takes 1st.
  - b. If a player is on 2nd base and the batter from the same team answers a 1st base question, the player stays on 2nd, and the batter gets to 1st.
  - c. If a player is on 2nd base and the batter from the same team answers a 2nd base question correctly, the player advances to 3rd, and the batter gets to 2nd.
  - d. If a player is on 2nd base and the batter from the same team answers a 3rd base question correctly, the player advances Home and scores, and the batter gets to 3rd.
  - e. If a player is on 3rd and the batter from the same team answers a 1st or 2nd base question, the player stays on 3rd and the batter gets to 1st or 2nd.
  - f. If a player is on 1st, 2nd, or 3rd base and the batter answers a 3rd base question correctly, the player advances Home and scores, and the batter gets to 3rd.
2. At the end of each inning, teams total the number of home runs scored.

### Challenge rules

1. At any time during the game, if more than one person ends up on the same base, either by successfully answering a pitched question or by advancing because of a hit by a teammate, all players on that base must answer a Challenge Question from the Study List.
2. All players on that base record their answers to the Challenge Question on a Home Base slip.
3. A player who answers the question incorrectly is out.
4. A player who answers the question correctly advances Home and scores a home run.

## GOAL ACHIEVEMENT PLAN



How do you set goals and accomplish objectives? Do you have a research paper to write for a class? Do you want to win a starting position on a sports team? Do you want to win a scholarship or buy a car when you turn 16? If you have never set out on purpose to accomplish a specific goal, you may not be sure how to proceed. Success in reaching goals and accomplishing objectives is not really difficult. Simply take your problem apart and attack it in six simple steps. These six steps will greatly improve your chances for success:

• <b>State your goal.</b>	You must know exactly what you want to do in order to do it. <i>Be specific!</i>
• <b>Set a target date.</b>	Learn how to work within time limitations.
• <b>Identify any obstacles and how you will overcome them.</b>	Be prepared for problems or complications. You will more easily succeed if you plan how to solve problems before they occur.
• <b>List the resources and procedures that you need to accomplish your goal.</b>	Decide what tools, information or help you need and where to find that help before a crisis develops.
• <b>Assign responsibilities for resources and procedures.</b>	If you are working alone, you are responsible for every detail of reaching your goal. If you are working within a group, dividing responsibilities among every member of the group means a reasonable amount of work for everyone.
• <b>List specific indicators of goal achievement.</b>	You may simply restate your goal, or break down the steps of your work procedure to prove how much you have accomplished by the time you reach your target date.

Your team will practice these **Goal Achievement Plan** steps as you participate in the **Around the World Series Quiz Game**. Discuss as a team what you want to accomplish in the game. Working together, customize the Goal Achievement Plan steps on a separate sheet of paper. Following your team's Goal Achievement Plan, work together to reach your goal during the Around the World Series Quiz Game.



*Maybe your team wants to score more home runs than any other team. Maybe your team wants every team member to achieve no "outs."*