

TEAMWORK MAKES THE DREAM WORK

Setting Goals and Dividing Work Among a Team

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Teamwork Makes the Dream Work

Setting Goals and Dividing Work Among a Team

Skill Level

Beginner, 5th Grade

Learner Outcomes

The learner will be able to:

- Identify a goal their team can accomplish
- List the strengths and limitations of team members
- Create a plan for accomplishing a team goal

Educational Standard(s) Supported

5.FL.WC.4

5.SL.CC.1

Success Indicator

Learners will be successful if they:

- Work collaboratively with teammates to set an achievable goal
- Identify the skills that each team member could contribute to meet the goal

Time Needed

45 Minutes

Materials List

Teamwork Assessment Handout, one per student

Team Goals Handout, one per group of four students

Introduction to Content

Students work in teams to complete several small tasks related to defining teamwork and then create an achievable goal and action plan for completing their goal as a team. This lesson serves as a good reinforcement for the Goals, Goals, Goals lesson in the 5th Grade TIPPs curriculum set.

Introduction to Methodology

The lesson begins by having students complete a self-assessment of their strengths and limitations related to working as a team. Students are then grouped into teams where they complete small tasks related to teamwork before identifying a goal and action plan to complete that goal.

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Terms and Concepts Introduction

Teamwork- the combined action of a group of people, especially when effective and efficient.

Setting the Stage and Opening Questions

Begin by saying, **“What do the Tennessee Titans, the Atlanta Braves and the Washington Capitals all have in common?”** Students should respond that they are all teams.

“Right! Those are all different teams, and all the individuals on those teams have to work together to accomplish goals. Today, we are going to learn about working as a team toward a specific goal. To start today’s class, I’m going to pass out a short questionnaire that asks you about your personal strengths and limitations when it comes to working as a team. Fill this out, and hold on to it. You’ll need it later in class.”

Pass out the student handout and allow students time to complete the assessment.

Say to the students, **“By the end of class today, you should be able to identify a goal your team can accomplish, list the strengths and limitations of yourself and your team members, and create an action plan for achieving your goal with your team.”**

Experience

Say to the students, **“You’re now going to work in teams to complete these small tasks that are all related to working as a team. Each group will have a handout where you will list your responses to each of the tasks. The first task you and your team will complete is to brainstorm three to five words that describe teamwork. The second task is for you and your team to come up with a definition of teamwork. The last task your team will complete during this part of class is to write three guidelines for working with teams that you all feel are important.”**

Group the students into teams of four, pass out the team handout, and allow the teams to complete the task.

Tips for Engagement

As students are working in their teams, rotate around the classroom to ensure that all students are engaged in the process. If you find that some students are not engaged, ask them questions to reengage them in their group and in the activity.

Share

After all the teams have completed the tasks, ask students from each group to share their responses to each of the tasks. After all teams have shared, provide students with the dictionary definition of teamwork, and have them evaluate how close their team's definition was.

Teamwork- the combined action of a group of people, especially when effective and efficient.

Process

Say, **“Now, if you will flip your handout over, you’ll see more blank space for your team to fill in. In your teams, I would like you all to come up with a goal related to serving your community that your team can accomplish over the next month. Discuss and then write the goal you decide down in the top box, labeled GOAL.”**

Allow teams to define a goal and then ask teams to share their goal.

Generalize

Say, **“Everyone take out their assessment they completed at the beginning of class. Looking at that and comparing it to your teammates, create a list of strengths and limitations your team has related to your goal. For example, if your goal is to organize a community park clean up, and all of your team members marked that communication is a weakness of theirs, list it under the limitation column.”**

Allow students to complete this portion of the activity.

Apply

Say, **“Now that you know each of your team members’ strengths and limitations related to your goal, come up with an action plan to achieve your goal. This plan should include intermediate steps related to the goal. Assign a team member to complete each of the steps based on their strengths.”**

Allow students to work through this process and then share their plan with the class.

Life Skill(s) from TIPP for 4-H

5th Grade

As part of a group, identify and agree on a common task (set a goal). (Hands)

Divide a team task and identify contributions by each person. (Hands)

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Use good manners. (Heart)

Supplemental Information

Educational Standards Met

5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

Reference:

https://www.mindtools.com/pages/article/newTMM_84.htm

TEAM GOAL

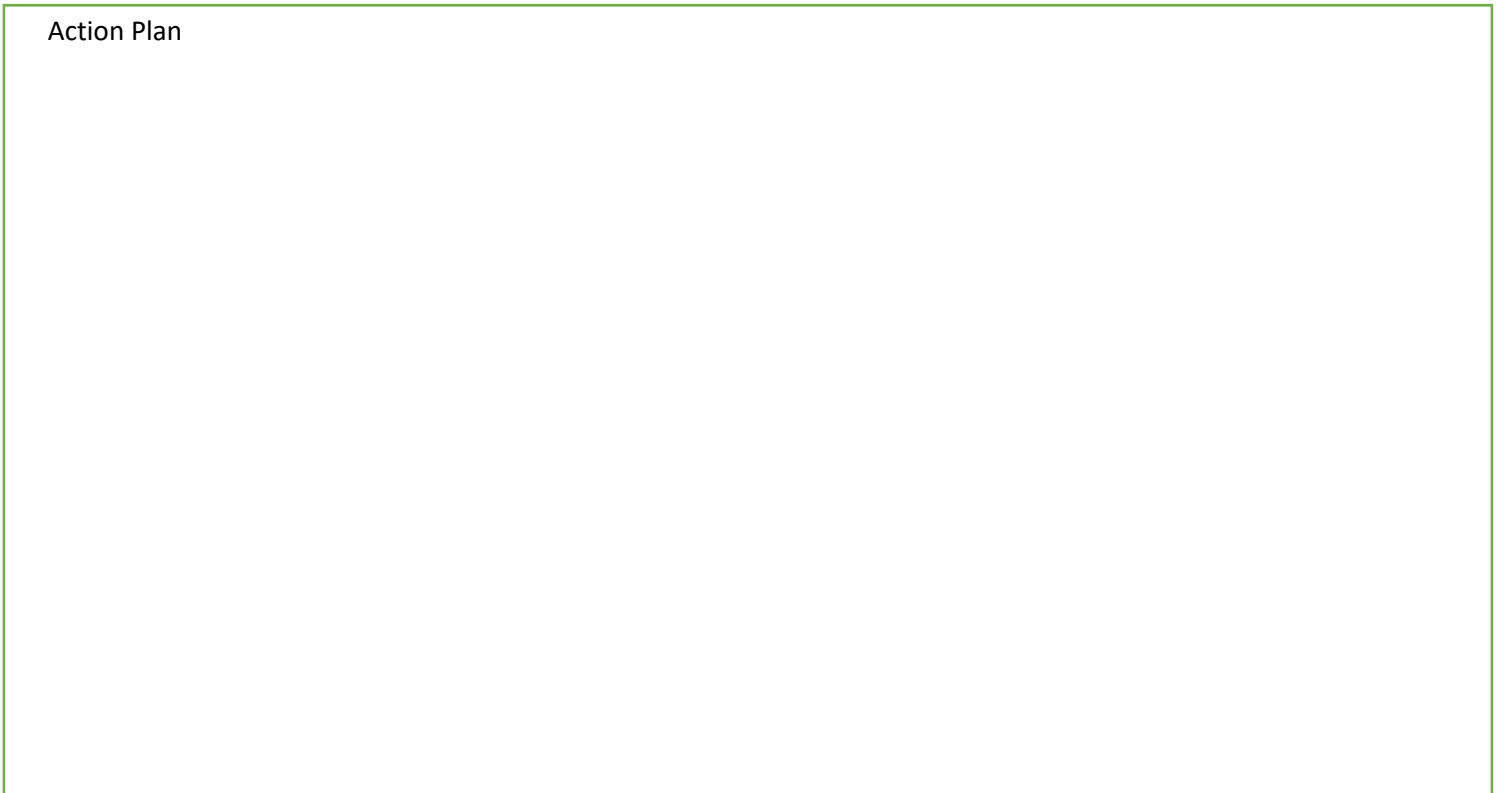


Strengths



Limitations

Action Plan

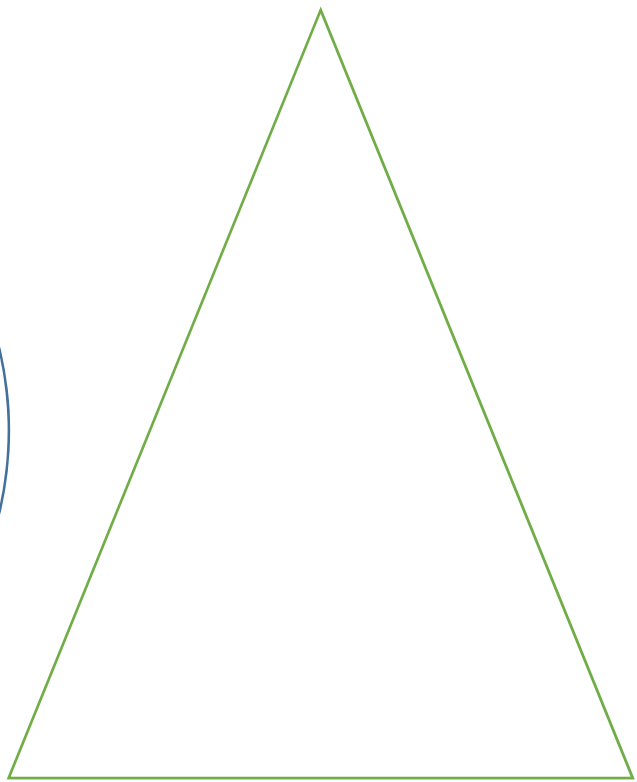
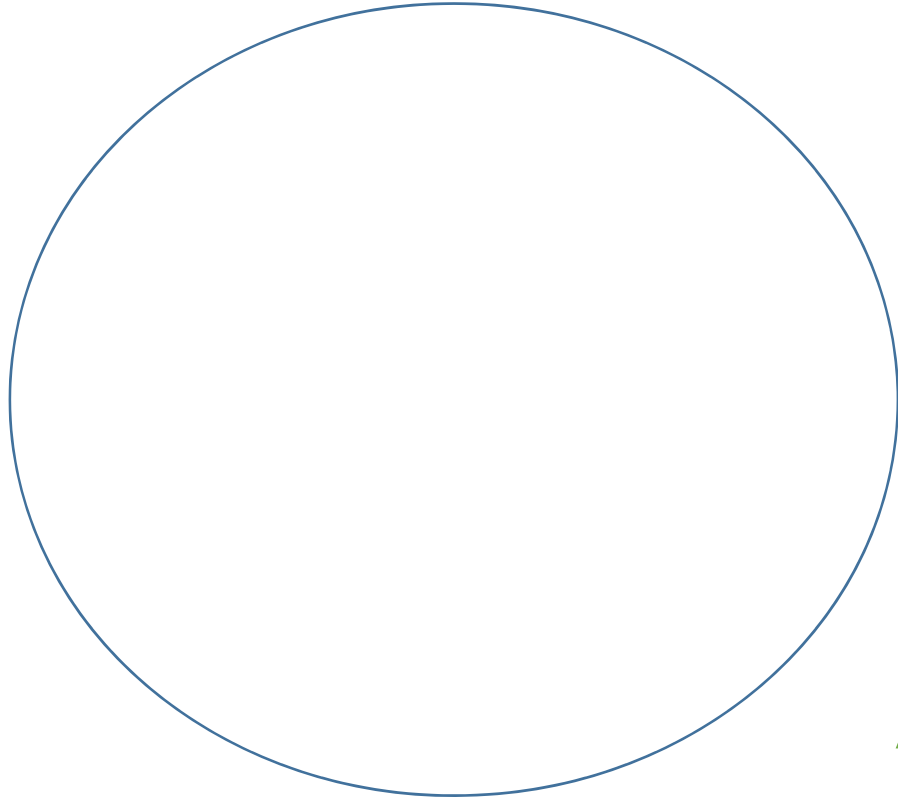




Tennessee 4-H Youth Development



Teamwork
Brainstorming



Definition of teamwork

Guidelines for working on teams



The Team and Me

Directions: Think about your behavior in a recent group or team situation. Read through the list and put a check in the appropriate column after each behavior. Then decide how you would most like to improve. Set a goal in that area and go for it!

	OK	Need To Do More	Need To Do Less
Communication Skills			
Talking in the group			
Listening actively			
Inviting others to speak			
Staying on the topic			
Leadership Skills			
Giving directions and information			
Inspiring and encouraging others			
Pitching in and helping others			
Problem Solving Skills			
Stating problems and goals			
Asking for ideas and opinions			
Giving ideas			
Evaluating ideas			
Team Building Skills			
Showing interest			
Expressing appreciation			
Helping achieve agreement			
Reducing tension			
Expressing Feelings			
Telling others what I feel			
Disagreeing openly			
Being sarcastic			
Expressing humor			
Getting Along With Others			
Competing to out do others			
Dominating the group			
Criticizing others			
Helping others			
Being patient			