



# Building Teamwork with Communication

**Grade Level:** 7<sup>th</sup>-8<sup>th</sup> **Lesson Plan Timeframe:** 45-50 minutes **Program Topic:** Teamwork **State:** OK

**Prepared By:** Brooke Kusch **Chapter/School:** Drummond High School

<b>Overview &amp; Purpose</b>  Students will be able to analyze the benefits of working as a team while utilizing communication techniques. They will then apply their skills into other FCCLA programs and activities.	<b>FCCLA National Program(s)</b>  Community Service Dynamic Leadership STOP the Violence
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<b>Lesson Plan Goals &amp; Objectives</b> (Specify skills/information that will be learned.)	<ol style="list-style-type: none"> <li>1. Students will identify effective communication techniques</li> <li>2. Students will formulate a plan to effectively help their teammates meet the tasks at hand</li> <li>3. Students will evaluate their plans and then adjust their strategy to meet the task at hand</li> <li>4. Students will explain the communication and teambuilding techniques used during the activity on a handout that follows the activity.</li> </ol>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• 1 large paper grocery bag or bucket per team</li> <li>• 4 pieces of 8 ½ by 11 paper per team</li> <li>• Masking tape</li> </ul>
<b>Introduction of Subject</b> (Give and/or demonstrate necessary information)	Class Discussion: What is teamwork? <ol style="list-style-type: none"> <li>1. Define teamwork.</li> <li>2. Why is teamwork important?</li> <li>3. What makes a good team?</li> <li>4. What makes one team more successful than another?</li> </ol> What is communication? <ol style="list-style-type: none"> <li>1. Define communication</li> <li>2. Name different communication techniques (“I” messages verse “You” messages, active listening, etc.)</li> <li>3. How does communication affect a team and their ability to work together?</li> </ol>
<b>Verification</b> (Steps to check for student understanding)	Have students get in groups of two and discuss one thing each partner learned during the class discussion. After each student has had time to discuss, ask each group to share what they discussed. During the discussion the teacher can check for understanding based on the student’s responses.

<b>Activity 1</b> (Describe the independent activity to reinforce this lesson)	<b>Bull's Eye</b> <ol style="list-style-type: none"> <li>1. Divide your group into teams of four to five people. Give each team a paper sack and four pieces of paper. Place a piece of masking tape down on the floor to make the starting line.</li> <li>2. Set the bag up about six feet away from the starting line. Have the teams line up single file behind the starting line.</li> <li>3. Give the first person in each line the four pieces of paper. Have them crumple the papers so they make four balls.</li> <li>4. The last person in each line goes out to stand by the paper bag and be the 'eyes'. This person serves as the instruction giver, retriever and if necessary, to hold the bag open. (They may not physically assist the thrower.</li> <li>5. The first person turns backwards so they are facing away from the paper bag. They must now toss the four pieces of paper over their shoulder, one at a time, trying to get them to land in the bag. They may not turn around nor talk once they begin.</li> <li>6. After each throw the 'eyes' will describe where the paper ball landed and how to change the throwers aim for the next throw.</li> <li>7. No one else on the team may give suggestions or help the throwers. After the throwers take their four tosses they take the place of the 'eyes'. The second person rotates up and now becomes the thrower.</li> <li>8. Go through the entire line on time. The team receives ten points for each ball that makes it into the bag.</li> </ol>
<b>Summary/Evaluation</b> (Assign Homework, or Reflect on the Outcomes)	Assign Worksheet entitled Bull's Eye Wrap-up. After students have completed the worksheet pick a few questions and randomly ask students to share their answers. This also allows the teacher to check for understanding.
<b>Source</b> (If Applicable then required to cite any published or copyrighted materials used in this lesson plan)	Bull's Eye is found in the book <i>Still More Activities that Teach</i> by Tom Jackson

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## *Teamwork—Bull's Eye*

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

Pts possible 23

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

Pts Received \_\_\_\_\_

1. How hard was it for you to get the pieces of paper into the bag? (2 pts)

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2. What made giving instructions difficult? Give 2 examples. (4 points)

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3. What technique of throwing did you find worked best for you? Give 1 example. (2 pts)

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4. If you were to try this again, what would you do differently? Give 2 examples. (4 pts)

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5. What can this activity tell us about communication? Give 2 examples. ( 4 pts)

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6. How does being specific help us communicate better? Give 2 examples. (4 pts)

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7. Why is communication important when working in a group? (3 pts)

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