

## PDP Lesson Plan

### 2.6 –Apply team skills to a group project

Time:

Materials Needed: Access to Computer and Internet if using PDP Online  
Starter Kit Student Workbook  
Flip Chart Paper or Marker Board

Outcome:

Students will be able to:

- Observe team dynamics and draw conclusions about how teams operate.
- Identify, record and discuss stages of team growth, while participating in a team experience.

Introduction:

Ask students the following questions: Have you ever experienced working in a group where things did not go smoothly? Have they ever been part of a group that seemed to just “click” together?

Explain to your students that teams are groups of people working together by pooling their skills, talents and knowledge to reach a common goal. Explain that teams are very important entities of any workplace today, and the more they know about team dynamics the more effective they can do the job.

Point out examples of teamwork that are taking place in the class/school/workplace at the present time. How are our students working together toward a common goal. Share the sequence of team growth stages to all participants and discuss whether anyone has experienced any of the outlined feelings.

Stage One – Forming: When a team is forming, members are making a transition from being an individual on a project to being a member of a group. They “test the boundaries of group behavior and also the leader’s role. Feelings of anticipation, excitement, suspicion, fear and anxiety can all be present in the forming state. Teams in the forming stage rarely achieve much as they are busy assessing the team’s parameters, leaving their “individual status.”

Stage Two – Storming: This stage earns its name. Teams go through a very difficult time when the project seems too complex. Progress is slow, members argue about approaches, and people resist collaborating. The storming stage includes feelings of

resistance, negative attitude toward project success, competition, defensiveness and increased tension. Team members spend much of their energy during this stage in resistance and competition and not toward the team goal. However, team members are beginning to understand each other.

**Stage Three – Norming:** This stage represents acceptance of the team’s ground rules and members roles. The conflict found in storming is reduced and competition becomes more cooperative. Membership in a team is accepted, and input is now constructive. Norming stage includes avoiding conflict, sharing, a sense of team cohesion and a common spirit. Significant progress can now be made toward the team goal, as members realize that they can succeed.

**Stage Four – Performing:** The team now solves problems and implements changes. Team members accept each other’s strengths and weaknesses and are comfortable in their team roles. A feeling of satisfaction is evident, and members feel an attachment to the team. Work is getting done, and the team operates like a well-oiled machine.

#### Instructions for Paper Version:

Ask students to read the introduction on Page 21.

Have students participate in the brainstorming activity on Page 21.

Have students complete Activity 2 on Page 22. While they plan and implement their project, have team members individually identify and record in a journal any team behaviors. Have students note any specific feelings or behaviors that represent particular growth stages.

#### Instructions for Online Version:

Ask students to complete online module 2.6

Have students complete the worksheet. After completion of worksheet ask students to upload and send it to you for review.

#### Summary and Closure:

Have students review the four stages of team growth. Challenge them by reading a set of behaviors and feelings that describe any of the stages, with them providing the stage name in response.

#### Assessment:

Review answers to questions in Activity 1.

Instructor will review all student work. Student will organize and take part in a group activity. The group activity project can be a community service project or an in-class project.

**Optional Activities:**

As a project team, have students share their recorded team behaviors to their team mates. As a large group, have individuals share examples of different behaviors from each of the four team growth stages.

As an independent activity, have each student assess his or her role as a team member throughout the planning and implementations of this project. Have students write a journal entry/short paper that addresses how they evolved through form/storm/norm/perform team stages. Ask them to think about what specific feelings and thoughts they had at each stage. Also, have students comment about the different team roles that were carried out. Was facilitating handled effectively?

If using the online version, ask students to participate in the online collaboration activities in the module.