COME ON ABOARD…BECOMING A TEAM MEMBER

COMPETENCY CATEGORY: Leadership and Self-Development

CATEGORY NUMBER: E.26

COMPETENCY: Demonstrate team membership.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate team membership skills.

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Answer Key—Pre-Assessment/Post-Assessment			54
Answer Key—Learning Activity E.26-5			57
Answer Key—Reading Activity			59
Answer Key—Math Activity			61

Note to Specialist: It is suggested that you incorporate examples from your career association where appropriate throughout this module.

INTRODUCTION

- State module topic and review module objective.

- Ask the following questions:

    1.   What is a team?

    2.   What happens when a group of people come together to get a job done?

    3.   What are some of the skills that a team must have to be successful?

    4.   When you are a member of a team, what are your responsibilities?

- We will address these questions and many others as we complete this module entitled- "Come On Aboard... Becoming a Team Member."

Administer Pre-Assessment

OUTLINE

A.   What is a team?

Note to Specialist: Ask the question "What is a team?" Give students a few minutes to jot down some ideas by themselves. Then have them team up with two others and share their lists. Have each team provide a definition. Write these on the writing board or flip chart. As you cover the points below, underline the points which were brought out by the teams in their definitions.

COMPLETE LEARNING ACTIVITY E.26-1 "UNTYING THE KNOT"

    1.   A team is a group of people who work together toward a common goal or purpose.
    2.   A team has a leader.

3. The leader is not always the same person.

4. The leadership shifts from time to time depending on the circumstances and the abilities of the group members.

   a. Example: When a team begins a project, the members usually poll the talents that people have. The person who is good at math may take the leadership when the team has to estimate a budget. The person who is good at drawing may take the leadership when the team is designing posters for an event.

5. Members of a team unite efforts to arrive at solutions to problems.

6. The team has loyalty and commitment to a common goal or purpose.

7. Team members also have a commitment to others in the group.

8. A team, as a whole, succeeds or fails together.

   a. What happens if a team member does not do his/her share of the task?

   b. What happens if a team member does not get along with other members of the team?

   c. What happens when team members do a poor job on their portion of the team task?

   d. What happens when all of the team members decide to do the best job that they can?

   e. What happens when team members are always there to help each other?

B.   Stages of team development

    1.   Stage One- group members look for leadership and a specific direction in which to go.

        a.   Members are often confused.

        b.   No one knows what they are supposed to do.

        c.   At some point, the individuals in the group realize that they have to start acting as a TEAM instead of a group of individuals.

    2.   Stage Two- the group members actually start to organize themselves into a team.

        a.   Team members begin to focus on the problem to be solved or the task at hand to answer:

            1.   Who
            2.   What
            3.   When
            4.   Where
            5.   How

        b.   Disagreements may occur as the team begins to work on a task.

        c.   Disagreements are settled through conflict resolution and consensus.

    3.   Stage Three- information and ideas flow freely and people feel good about being a team.

        a.   The team is well organized.

        b.   Team members work together smoothly.

   c. Team members know one another well enough by now to discuss issues when they disagree and reach a conclusion that is suitable for everyone.

  4. Stage Four- team members depend on one another and the team is able to solve problems.

   a. Every team member is valued.

C. Characteristics of a successful team

  1. There is a lot of discussion in which everyone participates.

  2. If the discussion gets off the subject, someone will point out the goal so that the team can refocus.

  3. The goal of the team is understood by all the members.

  4. The members listen to each other.

  5. Every idea is given a fair hearing.

  6. Everyone feels comfortable putting forth their ideas.

  7. There is disagreement, but the team is comfortable with this.

  8. Discussion takes place when disagreement occurs.

  9. Most decisions are reached by consensus.

  10. There are no "winners or losers" in a true team decision.

  11. There is no personal attack toward any individual.

  12. When action is taken, clear assignments are made and accepted by team members.

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COMPLETE LEARNING ACTIVITY E.26-3
"BUILDING A TEAM"

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D.   Developing real teamwork takes time and effort, but it is well worth it.

E.   Teams vs individuals

    1.   Teams often solve problems more efficiently than individuals do.

    2.   Teams generally make higher quality decisions than individuals.

    3.   Teams respond quickly and energetically.

    4.   Teams divide tasks according to abilities.

    5.   Teams increase the commitment, motivation and involvement of individuals.

    6.   Teams promote individual skills and leadership.

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COMPLETE LEARNING ACTIVITY E.26-4
"TEAM MEMBERSHIP IN THE WORLD OF WORK"

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F.   Skills that are important to becoming an effective team member

    1.   Communication skills

        a.   Oral communication skills

            1.   Plan what you are going to say, if you have time.

            2.   Your main responsibility is to get your ideas across to others.

            3.   Do not start speaking until people are paying attention.

            4.   Don't overwhelm people with too many details.

5. Begin with a general statement that lets people know what you are going to talk about.

6. Speak clearly and loudly enough for everyone to hear your message.

7. Do not try to speak when someone else is speaking.

8. Ask people if they have any questions.

b. Listening skills

1. Treat the speaker with courtesy.

2. Concentrate on what the person is saying.

3. Don't let your mind wander.

4. Ignore outside noises and distractions.

5. Don't be afraid to ask a question about what you heard.

2. Feedback skills

a. Give appropriate feedback to others.

1. Too much negative feedback will kill enthusiasm and commitment to the task.

b. Accept feedback from others.

3. Problem-solving skills

a. Identify the problem.

b. Identify possible solutions

c. Select a solution.

d. Develop an action plan.

e. Carry out the plan.

f. Evaluate the results.

4. Conflict resolution skills

    a. Conflict is a natural part of teamwork.

    b. Conflict should occur over issues, not over personalities.

    c. It should be resolved through openness.

    d. Conflict involves a search for alternatives by:

        1. Dealing with the feelings of others.

        2. Identifying the cause of the conflict.

        3. Using strategies to resolve conflict:

            a. Creative problem solving

            b. Active listening

            c. Confrontation

            d. Brainstorming

            e. Consensus

5. Group consensus skills

    a. Team members show group consensus skills when they:

        1. Defend their individual opinion during a discussion or controversy.

    BECOMING A TEAM MEMBER
COMPETENCY E.26

2. Exchange information which is useful to the discussion or controversy.

3. View differences of opinion as being helpful to the efforts of the team.

4. Support decisions made by others with which you can somewhat agree.

5. Change their mind to avoid conflict.

6. Use conflict reducing techniques (e.g., voting on an issue).

6. Team "maintenance" skills

a. Keeping communication channels open

b. Managing conflict

c. Evaluating the team's progress

COMPLETE LEARNING ACTIVITY E.26-5
"THE NASA EXPERIMENT"

G. Responsibilities of team members

1. Listen to other team members first, then decide how to respond.

2. Remember that everyone has an opinion about almost everything.

3. Recognize that there will often be differences of opinion.

4. Don't assume anything. Ask questions to clarify misunderstandings.

5. When in doubt about anything, get the facts and details.

6. Update people on the team who need to know what you know.

7.   If you have a point of disagreement with a team member, tell that person, not others.

8.   When you are given a responsibility as a team member, do your best work.

9.   Seek help from other team members when you need it.

10. Help other team members when they need it.

H.   Different roles team members can play

1.   Coordinator- clarifies the goal of the team and tries to match up the tasks with the abilities of team members

2.   Contributor- suggests a different approach to solve a problem

3.   Initiator- takes the lead in organizing a problem-solving task

4.   Recorder- writes down the ideas and suggestions made by team members; documents a record of the team's progress

5.   Information seeker- asks for clarification of suggestions; asks for facts or other information that may help the group deal with the problem or task at hand

6.   Information giver- provides facts, examples and other information that relate to the problem the team is trying to solve

7.   Opinion giver- offers opinions and beliefs about the ideas being discussed

8.   Technician- helps the team achieve its goal by distributing materials, looking up information, running errands, etc.

9.   Energizer- tries to motivate the team to work toward the goal as quickly as possible; attempts to step up the action of the team if things get sluggish

10. Time manager- tries to keep the team on schedule

11. Evaluator/Critic- makes an effort to help the team members judge the product or conclusions that are produced

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COMPLETE READING ACTIVITY E.26
"DOUBLE FEATURE: GORILLAS AND BAR-B-QUE"

COMPLETE MATH ACTIVITY E.26
"THE WHOLE AND THE SUM OF ITS PARTS"

Administer Post-Assessment

LEARNING ACTIVITY E.26-1
"UNTYING THE KNOT"

OBJECTIVE: To demonstrate a sense of teamwork and the importance of effective communication skills

RESOURCES: None

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Assign students to teams of 8 or more (each team must have an **even number** of students).

2. Have each team of students form a circle. Everyone in the circle must be standing shoulder to shoulder.

3. Each student puts their right hand out and takes the hand of a person across the circle from them.

4. While still holding the right hand of the first person, each student takes the left hand of another person across from them in the circle. It **is very important** that no one takes the hand of the same person whose right hand they are holding OR the person next to them on either side.

5. Instruct the group to "untie the knot" without letting go of anyone's hand.

DISCUSSION QUESTIONS:

1. What skills did it take to help the group accomplish the task?

2.   Why is communication such an important part of teamwork?

[ ]

3.   Where did the leadership for this activity come from? Was the leader always the same person?

[ ]

4.   How well did the team members cooperate with one another?

[ ]

5.   When the team became frustrated, what happened?

[ ]

FOLLOW-UP ACTIVITY:

1.   Have students discuss the experience in small groups. Ask them to relate this experience to some situations that they have faced in everyday life.

OBJECTIVE: To provide students with an opportunity to share what they think being a member of a team means

RESOURCES: • Flip chart, flip chart paper, tape, markers (variety of colors)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1.   Divide students into teams of 3-4.

2.   Assign a recorder for each team.

3.   Tell the teams that they have about 10 minutes to share with others what they think being a member of a team means.

4.   The recorder writes down the suggestions.

5.   After each team has completed its list, tell them that they are now going to represent their list about team membership on a poster.

6.   Each team is given a sheet of poster board or flip chart paper for this project.

7.   Allow about 30-40 minutes for the teams to create their poster. Time the activity and periodically let the groups know how much time is left to complete the poster.

8.   Have each team select one member to present the poster to the class and explain it.

9.   Display the posters in the classroom as a reminder of this team activity.

DISCUSSION QUESTIONS:

1.   Was it easier to complete this activity because there were several
        people in each team working on the poster?

2.   Would you as an individual have come up with all the creative ideas
        that your team generated? Why or why not?

3.   Did everyone in your team contribute to the poster? How did this
        make you feel?

LEARNING ACTIVITY E.26-3
"BUILDING A TEAM"

OBJECTIVE: To assess student skills as team members

RESOURCES:
- Paper, pencils, glue, tape, and markers
- Popsicle sticks
- Poster board
- Wallpaper samples
- Carpet pieces
- Scissors

SUGGESTED TIME: 1 - 2 hours

DIRECTIONS:

1. Divide the class into teams of three.

2. Have each group construct a house using the following materials: paper, pencils, glue, tape, poster board, scissors, wallpaper samples, carpet pieces, popsicle sticks, and any other materials available.

3. Materials can be put on a centrally located desk/table or an equal number of these items can be provided to each team in a box/bag.

4. One student in each team is elected to lead the design and planning of the house.

5. One student in each team is elected to lead the construction phase of the house.

6. One student in each team is elected to lead the interior and exterior design phase of the house.

7. The project may vary in time or task, depending on the team leadership and involvement.

8. The finished houses will be judged in each of the three categories mentioned above.

9. Ask volunteers from the construction trades or drafting program to judge this activity.

Note to Specialist: Take pictures during the activity. These pictures can be turned into a team scrapbook at a later date or used on classroom/school bulletin boards.

LEARNING ACTIVITY E.26-4
"TEAM MEMBERSHIP IN THE WORLD OF WORK"

OBJECTIVE: To emphasize that team membership skills are necessary in the world of work

RESOURCES: Phone book or contacts in business/industry

SUGGESTED TIME: 1 to 3 hours, depending on availability of business/industry contacts

DIRECTIONS:

1. Divide students into teams of 3 or 4.

2. Have each team develop a series of 3-4 questions which are pertinent to the importance of team membership in the world of work.

3. Have each team present their questions to the class for feedback.

4. Give teams an additional 20 minutes to revise their questions.

5. Have teams either call business/industry representatives to ask the questions or invite a guest speaker into the class to address the importance of team membership on the job.

6. Have teams report back to the class the results of their interviews or introduce the class to their guest speaker.

DISCUSSION QUESTIONS:

1. How important is team membership in the workplace?

2.   Did any of the responses to your questions surprise you?

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3.   What do you think employers will expect of you if they hire you?

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FOLLOW-UP ACTIVITY:

1.   Have teams send thank you notes to the individuals from business/industry who provided input for this activity. In this note the teams should write what they learned about their future role as workers.

LEARNING ACTIVITY E.26-5
"THE NASA EXPERIMENT"

OBJECTIVE: To demonstrate group consensus principles

RESOURCES:
- Flip chart, flip chart paper, and markers
- Work Sheet—Learning Activity E.26-5
- Answer Key—Learning Activity E.26-5

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Distribute the work sheet for Learning Activity E.26-5 (do not hand out the answer key yet) and have the students read them.

2. Have students complete the ranking on the "Individual Ranking Sheet" (Column a) without any discussion. The 15 items are to be **rank ordered** with ONE being the most important item and FIFTEEN being the least important item.

3. After the individual ranking is completed, have the class break into teams of four or five.

4. The team must come to a Consensus Ranking of the 15 items from this activity. The team ranking for each of the items is recorded on the "Team Ranking Sheet" (Column a). The 15 items are to be **rank ordered** with ONE being the most important item and FIFTEEN being the least important item.

5. After the teams have finished, begin with the first item on the list and ask each team how they ranked it. List the results for all 15 items from each team in a graph on the writing board or flip chart.

6. Provide the class with the correct answers from the answer key and explain why each item received its rank. The correct ranking for each item should be recorded both on the "Individual Ranking Sheet" (Column b) and on the "Team Ranking Sheet" (Column b). Each individual in the class should indicate the difference between the

correct answer and the ranking they put down for each item by subtracting the two numbers. The results are recorded on the "Individual Ranking Sheet" (Column c).

- For example, if "a box of matches" was ranked "1" by the individual and the correct ranking is "15", that is a differential score of 14. If a "map of the moon" was ranked "10" by an individual or group and the correct ranking is "3", that is a differential score of 7. There are no pluses or minuses recorded.

7. Each team should indicate the difference between the correct answer and the ranking that the group put down for each item. The results are recorded on the "Team Ranking Sheet" (Column c).

8. Add all the differential scores to get a total for BOTH individual rankings and team rankings. There are no pluses or minuses involved. Lower scores are better than higher scores.

9. When finished, have students compare their individual total to that of the team total. In most cases, the individuals have scores higher than that of the team scores. (Remember: lower scores are better than higher scores. This is because teamwork usually provides better results than individual work.

INTRODUCTION

You are the captain of a space crew. Your assignment is to rendezvous on the lighted surface of the moon with another spaceship. Your problem is that you have been forced to crash land 150 miles from the rendezvous point. Everything in the ship has been damaged except for the following items:

1.   A box of matches

2.   50 feet of nylon rope

3.   A silk parachute

4.   Five 100-pound tanks of oxygen

5.   Signal flares

6.   Magnetic compass

7.   An inflatable life raft

8.   Two .45 caliber pistols

9.   Food concentrate

10.   Portable heater

11.   One case of dehydrated milk

12.   Map of the moon

13.   First aid kit

14.   AM/FM receiver/transmitter

15.   Five gallons of water

HOW TO PROCEED WITH THIS ACTIVITY

1.   You and your crew need to get to the rendezvous point. Your first task is to review the fifteen items and RANK THEM IN ORDER OF THEIR IMPORTANCE IN SURVIVING THE JOURNEY to join the other crew.

2.   Use the "Individual Ranking Sheet" (Column a) to record your personal rankings. Place a "1" in column "a" for the **most important item** on the list and so on through "15" which represents the **least important** item.

3. After you have completed ranking the items individually (without any discussion), your crew (team) is responsible for arriving at a group ranking of the items they would take on the journey. Your crew should use group consensus techniques in their decision-making activities.

    - Group consensus principles you should follow are:

        - Argue for your own individual rankings.

        - Change your mind only to reach agreement and avoid conflict.

        - Use conflict resolution techniques (e.g., voting, finding the average score among group members).

    - Your responsibility as a group member for this activity is to:

        - Exchange useful information.

        - View differences of opinion as being helpful to the team's efforts.

        - Support only decisions with which you can somewhat agree.

    - You will soon realize that group consensus is difficult to reach. Therefore, team decisions may not meet with everyone's complete approval. Your team should attempt to arrive at each ranking so that all members can at least partially agree.

4. Team rankings should be recorded on the "Team Ranking Sheet" (Column a).

5. You will be provided with the correct ranking order for these fifteen items. Record the correct rank for each item on your "Individual Ranking Sheet" (Column b) and on your "Team Ranking Sheet" (Column b). Calculate the differential score for BOTH your individual ranking ("Individual Ranking Sheet") and your team ranking ("Team Ranking Sheet"). The differential score is determined by subtracting

the two scores (the correct ranking score and the individual ranking score, the correct ranking score and the team ranking score).

- For example, if you or your team ranked an item "1" and the correct answer is "15", that is a differential score of 14. There are no pluses or minuses for scores. Lower scores are better than higher scores.

6. Record the differential score for each of the fifteen items on **both** the "Individual Ranking Sheet" (Column c) and the "Team Ranking Sheet" (column c).

7. Now compare your total differential score on the "Individual Ranking Sheet" with the total differential score on the "Team Ranking Sheet." In most cases, you will find that individuals have **higher scores** than that of the teams. This is because teams usually provide better results than individuals.

LEARNING ACTIVITY E.26-5
"THE NASA EXPERIMENT" WORK SHEET

INDIVIDUAL RANKING SHEET

Items	Individual Ranking (a)	Correct Ranking (b)	Differential Score (c)
1. A box of matches			
2. 50 feet of nylon rope			
3. A silk parachute			
4. 5-100 pound tanks of oxygen			
5. Signal flares			
6. Magnetic compass			
7. An inflatable life raft			
8. 2-.45 caliber pistols			
9. Food concentrate			
10. Portable heater			
11. 1 case of dehydrated milk			
12. Map of the moon			
13. First aid kit			
14. AM/FM receiver/transmitter			
15. 5 gallons of water			

Total Individual Differential Score _____

TEAM RANKING SHEET

Items	Team Ranking (a)	Correct Ranking (b)	Differential Score (c)
1. A box of matches			
2. 50 feet of nylon rope			
3. A silk parachute			
4. 5-100 pound tanks of oxygen			
5. Signal flares			
6. Magnetic compass			
7. An inflatable life raft			
8. 2-.45 caliber pistols			
9. Food concentrate			
10. Portable heater			
11. 1 case of dehydrated milk			
12. Map of the moon			
13. First aid kit			
14. AM/FM receiver/transmitter			
15. 5 gallons of water			

Total Team Differential Score _____

READING ACTIVITY E.26
DOUBLE FEATURE: "GORILLAS AND BAR-B-QUE"

OBJECTIVE: To demonstrate recall and retention and apply main points and principles

RESOURCES: Reading Activity E.26

SUGGESTED TIME: 1 hour

DIRECTIONS:

1.   Make copies of the work sheets included with this activity and distribute to each student.

2.   Have the students read "Double Feature, Part One: 'Help, I'm Wrestling a Gorilla."

3.   Have the students complete "Gorilla" Recall Questions and check the answers for accuracy.

4.   Have the students read "Double Feature, Part Two: "Banquets and Bar-B-Que."

5.   Have the students complete "Banquet" Recall Questions and check the answers for accuracy.

6.   Divide the class into small groups of two or three. Have them complete the activity "Team Project" and present their idea to the class complete with enough assignments for every person in the class.

PART ONE: "HELP, I'M WRESTLING A GORILLA"

"Oh Great, another employee's meeting!" George complained as he punched his time card. The notice was in bright red letters tacked above the time clock. "I can already tell you what it's about...'We've gotta be a team.'" George continued, mocking their new manager Mr. Karnes, "I mean, I like the guy and all that...he tries to make it fun to work here, but he is really on a teamwork kick."

"Well, at least we get paid for the meeting," said Sam, "That's the kind of teamwork I like..we listen, he pays."

Later, at the meeting, Mr. Karnes had just brought up his favorite subject when George interrupted, "I'm all for teamwork and everything, but if everyone does what they're supposed to, shouldn't the job get done?"

"Well, let me tell you a story my daddy used to tell me," began Mr. Karnes. Several of the workers smiled. They knew Mr. Karnes was always ready to tell a story his dad used to tell him. "This is the story of the Lost Tribe of Africa and the Giant Gorilla," Mr. Karnes continued. "Deep in the darkest part of Africa was a peaceful tribe that lived off the land. But for months now their peace had been disrupted by a giant gorilla who would come through their village once a day and randomly attack at least one of the natives. Their spears seemed powerless against the beast and several natives had died. Finally, one of the wise old leaders called a meeting and said 'Look, we need to do something quick. None of us are a match for this gorilla and he may end up killing us all. *But*, if thirty or forty of us could jump on the gorilla at one time with our spears, surely we can overtake him and kill him.' So the plan was set. The next day many natives were perched on branches above the path leading to the village. Others hid along the side of the path behind giant leaves. Sure enough, the gorilla once again approached the village, and at the appointed signal, forty natives filled with adrenaline jumped on the giant beast and began stabbing him with their spears. Startled, the gorilla jumped back and shook himself violently which sent the natives flying for yards in every direction. All were shaken off except for one lone native who clung for dear life on the back of the gorilla's neck and dangled like a piece of loose clothing. Another native viewing the situation from far below on the ground, and caught up in the moment of attack yelled to his comrade, 'Get him in a headlock, Get him in a headlock!'"

Everyone laughed at Mr. Karnes' story.

"Yeah, but what's the point of the story?" asked George sounding a little confused.

"Well," said Mr. Karnes, "It's just that sometimes I feel like I'm wrestling a gorilla and I need some help."

After that, anytime anyone needed some help at work, they would call out, "Hey, I'm wrestling a gorilla over here and need some help!"

RECALL QUESTIONS

1. What color was the notice for the employee meeting?

2. What was Mr. Karnes' favorite subject for meetings?

3. For what reason did Sam tolerate the meetings well?

4. Who used to tell Mr. Karnes stories?

5. The story was about the lost tribe of _____.

6. What was disturbing the peace of the lost tribe?

7. Who called a meeting of the natives?

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8. How many men did the natives believe it would take to overcome the gorilla?

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9. What did the gorilla do to get the natives off of him?

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10. Where was the "one lone native" holding on?

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11. When the natives attacked the gorilla they were filled with _____.

12. How did the employees react to Mr. Karnes' story?

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Miss Martin sat at her desk and stared aimlessly in disbelief. The career program's employer appreciation banquet was in three days and the restaurant had called to tell her that their corporate headquarters just shut them down, effective immediately. The invitations were already sent and in her four years as a vocational teacher, this was to be the best banquet ever. Now, just contacting everyone with the bad news seemed a mammoth undertaking. All the students were disappointed as Miss Martin gave the report.

The next morning found most of the students still pretty quiet and disappointed...except Kery. Kery was talking with two or three other students. Suddenly, the students that Kery was talking to sat up straight. "Go on, tell everybody now," they said anxiously.

"Well," said Kery to the class, "I was talking to my father about the banquet. It turns out that he's the realtor for the restaurant property, and he says we can rent that place for the evening for almost nothing. So, I was thinking, maybe we should rent the restaurant and cater the banquet ourselves."

"Oh, that's stupid," blurted out Troy, "I ain't cookin'!"

But that comment was quickly overshadowed by an avalanche of discussion.

"Hey, we've got a smoker at home. I'll bet my dad would help," said Sandra.

"Shoot, we've got two smokers and if we get 'em all together, I can run 'em all!" bragged Mike, sounding pretty confident.

"I'll bet we can do it!" exclaimed Gabe.

"I'll head up a dessert and drink bar," Leah volunteered, sounding very official.

Some of the students made some jokes about needing medical attention after eating their own cooking, but everyone remained excited about the project. Even those that didn't say much were quietly thinking of how they

could help. Some students called their parents at work to recruit help and others broke into small groups to work out details.

The evening of the banquet came, and as the employers entered the restaurant, they were surprised to see the students dressed up in chef's uniforms ready to serve them. The restaurant had been decorated just for this occasion. Even some of the parents showed up to help. The banquet was a big success.

One of the employers complimented Miss Martin, "Your group must have done some kind of planning to put together an event like this!"

Miss Martin smiled proudly and said, "If you only knew..."

1.   Where was Miss Martin when she received the news that the restaurant was not available?

2.   When was the restaurant going to be shut down?

3.   How far away (in time) was the banquet?

4.   What was the occupation of Kery's father?

5.   Who said, "I ain't cookin'?"

6.   What was Mike pretty confident that he could do?

7. What kind of "bar" did Leah volunteer to head up?

8. Some of the students recruited _____ to help.

9. How were the students dressed the night of the banquet?

10. What had been decorated "just for this occasion?"

TEAM PROJECT

Working in small groups of two or three, create a class project for which every class member would have a part to play. Each person's part or responsibility needs to be something needed in order to carry out the project.

It is not necessary to assign *all* parts, but everyone in class needs to have one. The project should be one that could reasonably be considered as an actual project.

Present your "project plan" to the class.

MATH ACTIVITY E.26
"THE WHOLE AND THE SUM OF ITS PARTS"

OBJECTIVE: To calculate addition, subtraction, multiplication, division, percentages and decimals

RESOURCES:
- Work Sheets—Math Activity E.26
- Hand held calculators
- Transparencies of Math Race Questions (Part Two)
- Lap size writing surface of either chalk board, marker board or paper pad with markers for Part Two

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of "The Whole and the Sum of Its Parts" work sheet and distribute to each student.

2. Have the students complete Part I of the work sheet independently and review the answers.

3. Have the students get into groups of three or four.

4. Have the students participate in Part II of the work sheet: "Team Math Race." Follow the directions and rules given on the work sheet.

MATH ACTIVITY E.26

"THE WHOLE AND THE SUM OF ITS PARTS"
WORK SHEET

PART I

1. It has often been said that when a team cooperates, the "whole is more than the sum of its parts." In your own words, why is this mathematically incorrect?

2. An awards dinner is being planned by an organization. Answer the following questions concerning its preparation:

    a. There are 27 members in the organization and each member may bring two guests. How many may be in attendance if there is also a guest speaker?

    b. What is the total price of the following items purchased for decorations: paper streamers: $12.98; 9 dozen placemats @ $1.75 per dozen; 200 balloons @ $.79 per bag of 8 balloons; 72 table decorations @ $2.25 per dozen; 3 bags of glitter @ $.65 each; 12 paper table cloths at $1.50 each; and 100 party noise makers @ $1.60 per package of 10.

c.   The catering company is charging the organization $7.50 per person at the banquet. How much is being spent on food?

d.   The hotel is charging the organization $23.00 per hour for the banquet room. Three hours are needed for decorating the room, two hours for the banquet and one hour for clean-up. How much is being spent on the banquet room?

e.   If $125.00 is spent on awards; what is the total cost of the banquet? (Use answers from 2a - 2d)

MATH ACTIVITY E.26
"THE WHOLE AND THE SUM OF ITS PARTS" **WORK SHEET**

PART II

TEAM MATH RACE:

DIRECTIONS:

1.   Divide class into teams of three or four.

2.   Each team should have a lap sized writing surface of either a chalk board, marker board or paper pad and markers.

3.   Each team should have one hand held calculator only.

4.   Each team should have their name on the board at the front of the classroom for the purpose of keeping score.

5.   The Specialist will put a math problem on the overhead projector. The first team to calculate the answer, write it legibly on your writing surface and hold it up high enough for your Specialist to read receives 1000 points for that answer. If the answer is incorrect, your Specialist will tell you.

6.   Before you begin, take three minutes as a team to plan your strategies (including roles and responsibilities of each member).

7.   The team with the highest number of points at the end of 20 math problems wins the race.

Team Math Race Question 1:

Add the following:

$124.95
32.50
17.22
97.60
32.33

Now... divide that sum by 5

Team Math Race Question 2:

A farmer is going to plant a circular field with corn. The field has a radius of 130 yards. The entire field will be planted with the *exception* of a triangle in the center of the field with a base of 10 yards and height of 15 yards. How many square yards will be planted?

Team Math Race Question 3:

How many times can you divide 4,782,969 by 3 and get a whole number as an answer?

Team Math Race Question 4:

Divide 5430.15 by .05. Divide the quotient by 3. What is one-thousandth of the 2nd quotient?

Team Math Race Question 5:

The following items were purchased with discounts: What is the total paid?

ITEM	REG PRICE	DISCOUNT
Blanket	$22.50	40%
Shirt	$18.00	30%
Stereo	$299.99	22%
Dinette	$179.00	75%
Set of tires	$220.00	18%
Computer	$899.95	35%

Total _____?

Team Math Race Question 6:

A woman builds a picture frame with the dimensions of 36 X 24 inches. She builds four more, but each time decreases the length of the sides by 10%. How many total inches of picture frames did she build?

Team Math Race Question 7:

A state is considering a 15% reduction in the rate of its sales tax. If the current tax is 8%, how much money would be saved on a purchase of $2,430.00?

Team Math Race Question 8:

How many square inches of plywood would it take to cover the six sides of a box that measures 20" X 23" X 38"?

Team Math Race Question 9:

A television that normally sold for $579.00 was purchased for $480.57. What percentage of discount was given on the purchase?

Team Math Race Question 10

Ron started work at Big Corp. for $8.00 per hour. Each year, he received a raise. The first year he received a 10 percent raise. Every year after that, the raise was one percent less. How much was he making after 5 years at Big Corp.?

Team Math Race Question 11:

A small army post is serving sandwiches for lunch. There is a total of 720 men on the post. There are twice as many enlisted men as there are officers. Officers are allowed to have two sandwiches. Enlisted men may have only one. How many sandwiches must be prepared if every man is to eat his limit?

Team Math Race Question 12:

A salesman earned $54.00 for 18 sales. If the commission on all sales is equal, how many sales must be made for him to earn $1200.00?

Team Math Race Question 13:

A house has 12 windows. The four windows on the front are 36" X 48". The dimensions of the four windows on the back of the house are 2/3 of those on the front. The dimensions of the two windows on the side of the house are ½ of the dimensions of the back windows. What is the total surface area of all the windows on the house?

Team Math Race Question 14:

Which is a better buy? (same kind of steak)

A 3.6 lb. of steak for $11.52 or...

An 18 oz. steak for $3.78

Team Math Race Question 15:

If a recipe calls for 12 cups of flour and that recipe will make enough of the dish to serve eight people, how many people could be served if the recipe proportions were increased so that 12 cups of flour were used?

Team Math Race Question 16:

One Saturday at an amusement park, the ratio of boys to girls was 5 to 6. If there were 330 girls present, how many boys were there?

Team Math Race Question 17:

What number should come next in this pattern?

8, 12, 18, 26, ...

Team Math Race Question 18:

A phone company charges $19.95 per month as a basic monthly charge for having a cell phone. In addition, they charge $.05 per minute. Last month a customer talked a total of 72 minutes. How much was her total monthly bill?

Team Math Race Question 19:

Jeremy and Rebecca went out collecting pecans. When they had finished, they divided their buckets evenly. Then Jeremy gave Rebecca 7 of his buckets. She then had a total of 16 buckets. How many total buckets of pecans had Jeremy and Rebecca gathered?

Team Math Race Question 20:

A scale model of a shopping center was built that included the plot of land upon which the shopping center was planned to be built. The dimensions of the plot of land on the model was 2 ft. X 5 ft. For the purposes of the model, 1 inch represents 5 yards. What is the area in square yards of the actual plot of land to be used?

☐ **PRE-ASSESSMENT** ☐ **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1.   What is a team?

2.   What are four things that we know about teams?

3.   What are the four stages of team development? What happens at each stage?

4.   Identify seven characteristics of a successful team.

5.   Name five important skills for being an effective team member.

6.   List five responsibilities of team members.

7.   Below are listed several roles that team members can play. For each role identify what this team member would do:

    A.   Coordinator

B.   Contributor

[blank box]

C.   Recorder

[blank box]

D.   Technician

[blank box]

E.   Energizer

[blank box]

F.   Time Manager

[blank box]

G.   Evaluator/Critic

[blank box]

ANSWER KEY
☐ **PRE-ASSESSMENT** ☐ **POST-ASSESSMENT**

1.   What is a team?

   •   A group of people who work together toward a common goal or purpose

2.   What are four things that we know about teams?

   •   A team has a leader
   •   The leader is not always the same person
   •   The leadership shifts from time to time depending on the circumstances and the abilities of the group members
   •   Members of a team unite efforts to arrive at solutions to problems
   •   The team has loyalty and commitment to a common goal or purpose
   •   Team members also have a commitment to others in the group
   •   A team, as a whole, succeeds or fails together

3.   What are the four stages of team development?   What happens at each stage?

   •   Stage One- group members look for leadership and a specific direction to go in.

   •   Stage Two- group members actually start to organize themselves into a team.

   •   Stage Three- information and ideas flow freely and people feel good about being a team.

   •   Stage Four- team members depend on one another and the team is able to solve problems.

4.   Identify seven characteristics of a successful team.

*   There is a lot of discussion in which everyone participates
*   If the discussion gets off the subject, someone will point out the goal so that the team can refocus
*   The goal of the team is understood by all the members
*   The members listen to each other
*   Every idea is given a fair hearing
*   Everyone feels comfortable putting forth their ideas
*   If there is disagreement, the team is comfortable with this
*   Discussion takes place when disagreement occurs
*   Most decisions are reached by consensus
*   There are no winners or losers in a true team decision
*   There is no personal attack toward any individual
*   When action is taken, clear assignments are made and accepted by team members

5.   Name five important skills for being an effective team member.

*   Communication skills
*   Feedback skills
*   Problem-solving skills.
*   Conflict resolution skills
*   Group consensus skills

6.   List five responsibilities of team members.

*   Listen to other team members first, then decide how to respond
*   Remember that everyone has an opinion about almost everything
*   Recognize that there will often be differences of opinion
*   Don't assume anything, ask questions to clarify
*   When in doubt about anything, get the facts and details
*   Update people on the team who need to know what you know
*   If you have a point of disagreement with a team member, tell that person, not others
*   When you are given a responsibility as a team member, do your best work

- Seek help from other team members when you need it
- Help other team members when they need it

7. Below are listed several roles that team members can play. For each role identify what this team member would do.

A. Coordinator-
  - Clarifies the goal of the team
  - Tries to match up the tasks with the abilities of team members

B. Contributor-
  - Suggests a different approach to solve a problem

C. Recorder-
  - Writes down the ideas and suggestions made by team members
  - Documents a record of the team's progress

D. Technician-
  - Helps the team achieve its goal by distributing materials, looking up information, running errands, etc.

E. Energizer-
  - Tries to motivate the team to work toward the goal as quickly as possible
  - Attempts to step up the action of the team if things get sluggish

F. Time Manager-
  - Tries to keep the team on schedule

G. Evaluator/Critic-
  - Makes an effort to help the team members judge the product or conclusions that are produced

ANSWER KEY
LEARNING ACTIVITY E.26-5

1. Oxygen- There is no oxygen on the moon. Without oxygen, the crew will die. Obviously, this is necessary for survival.

2. Water- There is no water on the moon. Therefore, the crew will need something to drink.

3. Map of the moon- The map would be used to plan the way you will travel to meet the other crew.

4. Food- The food, obviously, would be for the crew to eat on their journey.

5. Transmitter- The transmitter could be used for communicating with the other crew.

6. 50 foot of nylon rope- The rope could be used to tie the crew together to keep them together. It could also be used to navigate craters and mountains.

7. First aid kit- This is important for obvious reasons. If someone becomes injured, it will be needed for first aid.

8. Silk parachute- Could be used for the same purpose as the raft, only because of its size, it is more practical. It also has additional rope that could be used if necessary.

9. Inflatable raft- The raft could be used to put objects in and pulled along. It could also be used as a makeshift gurney if needed.

10. Signal flares- The signal flares could be used to let the other crew know where you are. However, you could use the two-way radio instead.

11. Dehydrated milk- If the crew is thirsty they could drink the water. The milk is not really necessary.

12.　Portable heater- Rendezvous points on lighted surfaces of the moon are planned hundreds of miles from the dark side. Chances are that if the crew is only 150 miles from the rendezvous point, they are still on the lighted side of the moon and will not need the heater.

13.　Two .45 caliber pistols- Since there is no atmosphere on the moon, the bullets will not travel far. However, if necessary, the guns can be used to propel the shooter.

14.　Magnetic compass- The moon is not magnetized. Therefore, a magnetic compass will not work.

15.　Box of matches- Since there is no oxygen on the moon, matches will not light.

"Gorilla" Recall Questions

1. Red

2. Team work

3. He was paid.

4. His father

5. Africa

6. A gorilla

7. A wise old leader

8. 30 to 40

9. He shook himself

10. The back of the gorilla's neck

11. Adrenaline

12. They laughed

"Banquet" Recall Questions

1. Her desk

2. Immediately

3. 3 days

4. Realtor

5.   Troy

6.   Run all of the smokers

7.   Dessert and drink

8.   Parents

9.   Chef's uniforms

10. Restaurant

"Team Project"

Answers will vary

"The Whole and the Sum of Its Parts, Part I"

1.   Answers will vary

2.   a.   82

      b. $97.93

      c. $615.00

      d. $138.00

      e. $975.93

"The Whole and the Sum of Its Parts, Part I"

1.	$60.92	11.	960
2.	52,991 sq. yds.	12.	400
3.	14	13.	10,368
4.	36.201	14.	3.6 lb. of steak
5.	$1070.21	15.	64
6.	491.412"	16.	275
7.	$29.16	17.	36
8.	4,188 sq. in.	18.	23.55
9.	17%	19.	18
10.	12.88	20.	36,000 sq. yds.