



SCANS PLANS PORTFOLIO



Cooperating and Team Building

by Shirley Brod, Spring Institute

Level: Intermediate, SPL 4-5

Performance outcome: Students will be able to rate themselves and others as team members.

Communication teaching point: vocabulary to describe cooperation in teams; paraphrasing

SCANS Competencies:

Interpersonal Skills: working on teams, teaching others

Information: acquiring and evaluating data, interpreting and communicating

Systems: understanding social and organizational systems, monitoring and correcting performance

Basic Skills: reading, speaking, and listening

Thinking Skills: making decisions

Personal Qualities: self-management

Classroom configurations: small group, whole class

Materials: a copy of worksheets for each group

Procedure:

Part 1. What makes a good team?

Discuss each item to clarify meaning. Try to elicit examples of behavior for any terms where some confusion exists. Provide them if necessary.

Part 2. Evaluating team workers (Cooperating reading exercise)

See instructions at the top of page 3. Cut the 4 case studies about Gus apart on dotted lines. When teams complete the sharing of stories, they work together to complete the checklist.

Part 3. What's most important?

Students in pairs discuss and prioritize the items on in part 1 and share their rankings with the class.

Part 4. What kind of a team player are you?

Students complete the lesson by applying the criteria to evaluate their own ability to work with a team.

Name: _____

Date: _____

COOPERATING AND TEAM BUILDING

1. What makes a good team?

Look at the list below. These are some of the things that make good team members. Talk about what they mean with your teacher. Do you agree that these things are important? Do you have any ideas to add to this list?

___ a. Makes decisions quickly

___ b. Is a good planner

___ c. Can accept criticism

___ d. Likes people

___ e. Is creative

___ f. Is good with words

___ g. Thanks people often

___ i. Is considerate of others

___ j. Is willing to take chances

___ k. Is self-confident

___ l. Is a good listener

___ m. Has good self-control

___ n. Asks others for their ideas

___ o. Has high personal goals

___ p. Has good judgment

___ q. Is assertive

___ r. Is firm

___ s. Likes to help others

___ t. Lets others offer solutions

___ u. Is dependable

___ v. _____

___ w. _____

2. Evaluating team workers (Cooperative reading exercise)

Work with a group of three or four. Listen to your teacher. Read your stories. Decide what team qualities your character has.

3. What's most important?

Work with a partner. Look at the list above. What do you think are the five most important things for working well on a team? Number them 1, 2, 3, 4, 5. Number 1 is most important. Compare your list with the rest of the class.

4. What kind of team worker are you?

Look at the list again. Circle the letters of the things that describe your own qualities as a team member. Share your ideas.

Exercise sheets for 2. Evaluating team workers (Cooperative Reading)

Divide the class into three groups. Make one copy of each of these two pages for each group. Cut the sections apart on the dotted lines. Give each member of the group one section (or more, if there are less than four in the group), and give each team one checklist. Each person reads his case study silently, but does not show it to other members in his group. (Circulate to help with any vocabulary or reading that is difficult.) Then he puts the case study face down on the desk and describes what his character does to the group. Together they mark the checklist.



1. Gus Jones, Employee #3333, has been at ABC for a number of years. He is a good worker, and he knows it. He does his job well, and always completes his assignment. He is not patient with people who work slowly and does not like to help workers at other stations when he finishes early.

Tell your group about Gus. Work together. Use the checklist.

Put a ✓ by good qualities about Gus.

Put an X by things Gus needs to improve.



2. Gus has been at ABC for seven years. He knows his job very well. Now Gus is training a new temporary worker. He explains things clearly and then shows the temp how to do the assembly. Then Gus goes to his station and does his own work. When the temp makes mistakes, Gus gets angry and says, "Why don't you listen?"

Tell your group about Gus. Work together. Use the checklist.

Put a ✓ by good qualities about Gus.

Put an X by things Gus needs to improve.



3. Gus is an assembler at ABC. He understands his job very well. A few times, the work he has assembled has checked out perfectly when he tested it, but had problems when it was installed into machines later. The supervisor has talked to Gus about this. Gus knows he does good work, and it really makes Gus mad when the supervisor criticizes him. Gus thinks the supervisor doesn't like him, and is not fair, and he is just looking for any reason to discredit Gus's work. Gus gets red in the face and doesn't say anything, but he wants to tell the supervisor what he thinks.

Tell your group about Gus. Work together. Use the checklist.

Put a ✓ by good qualities about Gus.

Put an X by things Gus needs to improve.

