**Classroom Lesson Plan**

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| **Lesson Title** | **Grade Rage** | **Time Needed** |
| **Sell the Role** | **6-12** | **40 minutes** |

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| **Domain** | **Mindset Standards** | **Behavior Standards** |
| **Career/SE** | **2, 5, 6** | **LS2, LS4, SMS7, SS1, SS2, SS4, SS6** |

**Learning Objectives:**

* **Students will examine how their personal qualities contribute to and hinder team or group functioning**
* **Students will become more aware of others’ strengths in a team or group**
* **Students will practice giving each other feedback**

**Supplies/Materials:**

* **Three blank index cards per person**
* **Team Role Descriptions (attached)**

**Topics this game teaches:**

* **Emotional intelligence**
* **Conflict and negotiation**
* **Dealing with difficult people**
* **Leadership skills**
* **Reducing workplace negativity**
* **Personality inventory**
* **Team building**
* **Values**

**Outline:**

1. Ask the students to think about a time when they have been, well, not at their best in a group project or team meeting. Maybe it was a time you were impatient with a slow talker. Maybe you *were* the slow talker. Maybe you yelled at someone who really, really deserved it. But what your peers don’t understand is that you had the best of intentions. You wanted to help the group or team if only your peers could appreciate your noble qualities.
2. Distribute the index cards and Team Role Description sheets to the students.
3. Ask the students to read the Team Role Description sheets and
	1. Circle the three roles that best describe them
	2. Out of the three roles circled, place a star next to the role that is closest to how they see themselves acting in a group or team
4. Ask the students to write their selected qualities on the index cards (one quality per card).
5. Collect all the cards and shuffle them.
6. Redistribute the cards, giving each student three cards.
7. Ask the students to read their three new cards.
8. Instruct the students their task is to get back to their original three roles (not necessarily their original cards), or end up with three cards they can live with.
	1. Students do this by trading cards.
	2. In order to get rid of a role, a student will approach someone else and propose a trade. It is in the student’s best interest to show the positive attributes of this role and how it fits the other person’s typical behavior.
	3. Students do not have to necessarily trade a card for a card. A student could presumably have no cards at a given moment in this activity, or could be holding five or six.
	4. The key is to “sell” the role you do not want and seek the roles you do want.
9. Give the students 10 minutes for trading. Call time and ask the students to gather back in their seats.
10. Ask the students to retrieve their Role Description sheets.
11. Ask who got all three roles back? Who got most of their roles? Who gave up on their roles and just kept whatever they ended up with?

**Process Questions:**

* Do you generally see the roles you chose as strengths or weaknesses? Could these roles provided be both a personal strength and a limitation? Under what circumstances do these change?
* There is a saying that suggests we judge others by their actions, but ourselves by our intentions. How does this saying relate to this activity and how we behave in a group project or team meeting?
* What do you wish people understood about your intentions in a group or team?
* What do you wish you understood about others’ intentions in a group or team?
* How successful were you at finding people who would accept the cards you held? How accurate were you? What did you do or say to persuade someone who might have been hesitant?
* What was it like to reframe a role you might actually find annoying in a positive way to sell it?
* How might you be a better group member or team player after experiencing this activity?

Adapted from: Tamblyn, D., and Weiss, S. (2000). *The big book of humorous training games.*

McGraw-Hill Companies.

**TEAM ROLE DESCRIPTIONS**

Directions: Check the three roles that best describe your behavior in a team or group project. Next, place a star next to the one role that most resembles you.

□ **Initiator:** Suggests new ideas, gets the group project started

□ **Information Seeker:** Seeks facts, information to help group come to a decision

□ **Diplomat:** Builds alliances, negotiates for agreement

□ **Conductor:** Helps move flow of information

□ **Judge:** Listens and evaluates

□ **Harmonizer:** Helps resolve conflicts

□ **Task-focused:** Prods group to complete task

□ **Challenger:** Confronts accepted ideas, provokes for new ideas

□ **Supporter:** Supports group members’ ideas

□ **Clarifier:** Interprets ideas, clears up confusion

□ **Expert:** Provides advice, facts, knowledge members may not have

□ **Influencer:** Persuades others to support ideas, projects