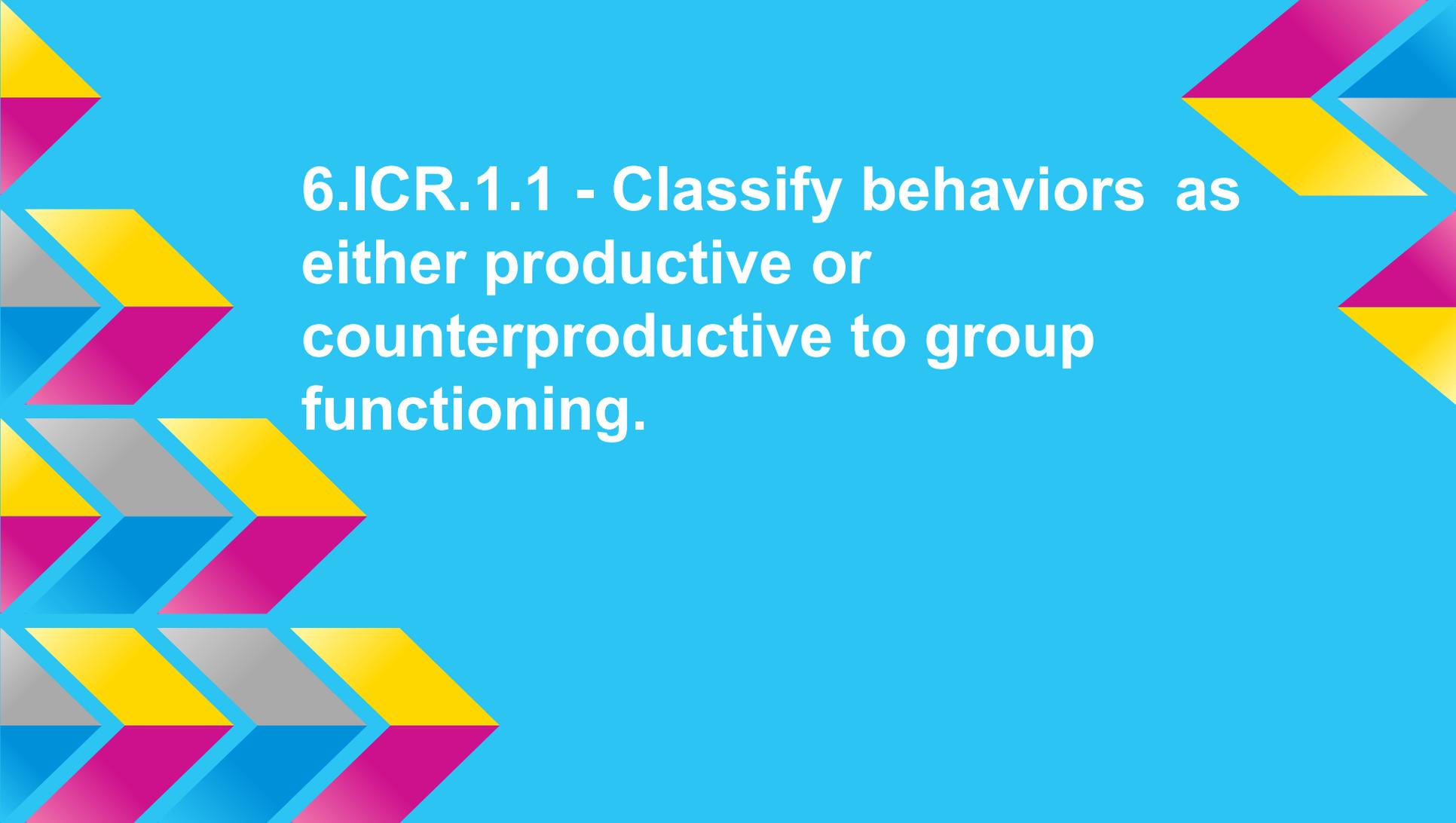
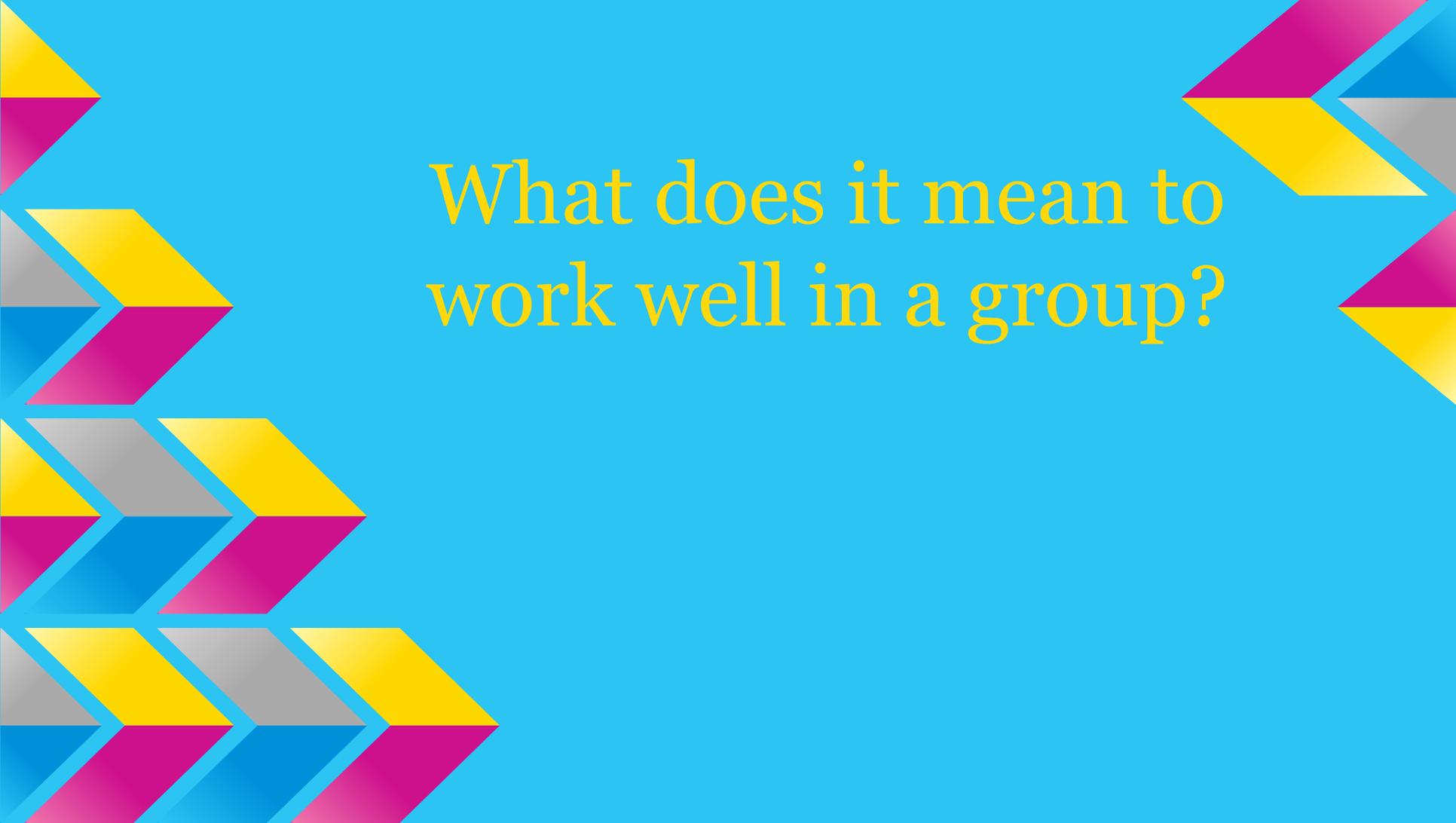


Pre-Test

- What behaviors are conducive to group functioning?
- What behaviors are counterproductive to group functioning?
- A well-functioning group will exhibit the following behaviors. List 4.

The slide features a solid light blue background. On the left and right sides, there are decorative geometric patterns composed of overlapping, colorful shapes (yellow, magenta, blue, and grey) that resemble stylized arrows or chevrons pointing towards the center. The text is centered in the upper half of the slide.

6.ICR.1.1 - Classify behaviors as either productive or counterproductive to group functioning.

The slide features a vibrant blue background. On the left and right sides, there are decorative geometric patterns composed of overlapping, colorful shapes in shades of yellow, magenta, blue, and grey, creating a sense of movement and depth. The central text is written in a clean, white, sans-serif font.

What does it mean to
work well in a group?

Statement of Objectives:

- *Today we're going to focus on skills and communication used within a group. By the end of today's lesson, you will be able to explain the difference between informal and formal groups and you will be able to list various rules and/or behaviors that would enhance a group's ability to function effectively.*

Focus:

The students will participate in the Human Knot.

1. Divide the class into groups of 10-12 students each.
2. Ask students to stand in a close circle with shoulders almost touching.
3. Everyone raise his or her right hand. With the right hand, hold hands with the person across the circle from them. (If there is an uneven number in the circle, one person won't be able to hold hands, but it will work out in the next set of directions.)
4. Everyone should raise his or her left hand. With the left hand, hold hands with someone else in the circle but it cannot be the person next to them or opposite them.
5. Students are to continue holding hands throughout this activity. (Don't let go.)
6. While still holding hands, students are to unravel themselves and return into a circle. Allow 10 minutes.
7. Most groups will need about 10 minutes; however, you may choose to give the groups more or less time.

Follow-up discussion:

- *What behaviors got in the way of the group achieving their goal?*
- *What behaviors helped the group meet their goal?*
- *Did an individual(s) emerge as the leader?*
- *Would it have helped if team members had agreed on group rules before beginning the activity? Why or why not?*
- *What are some group rules that may have been helpful in this activity?*

Review:

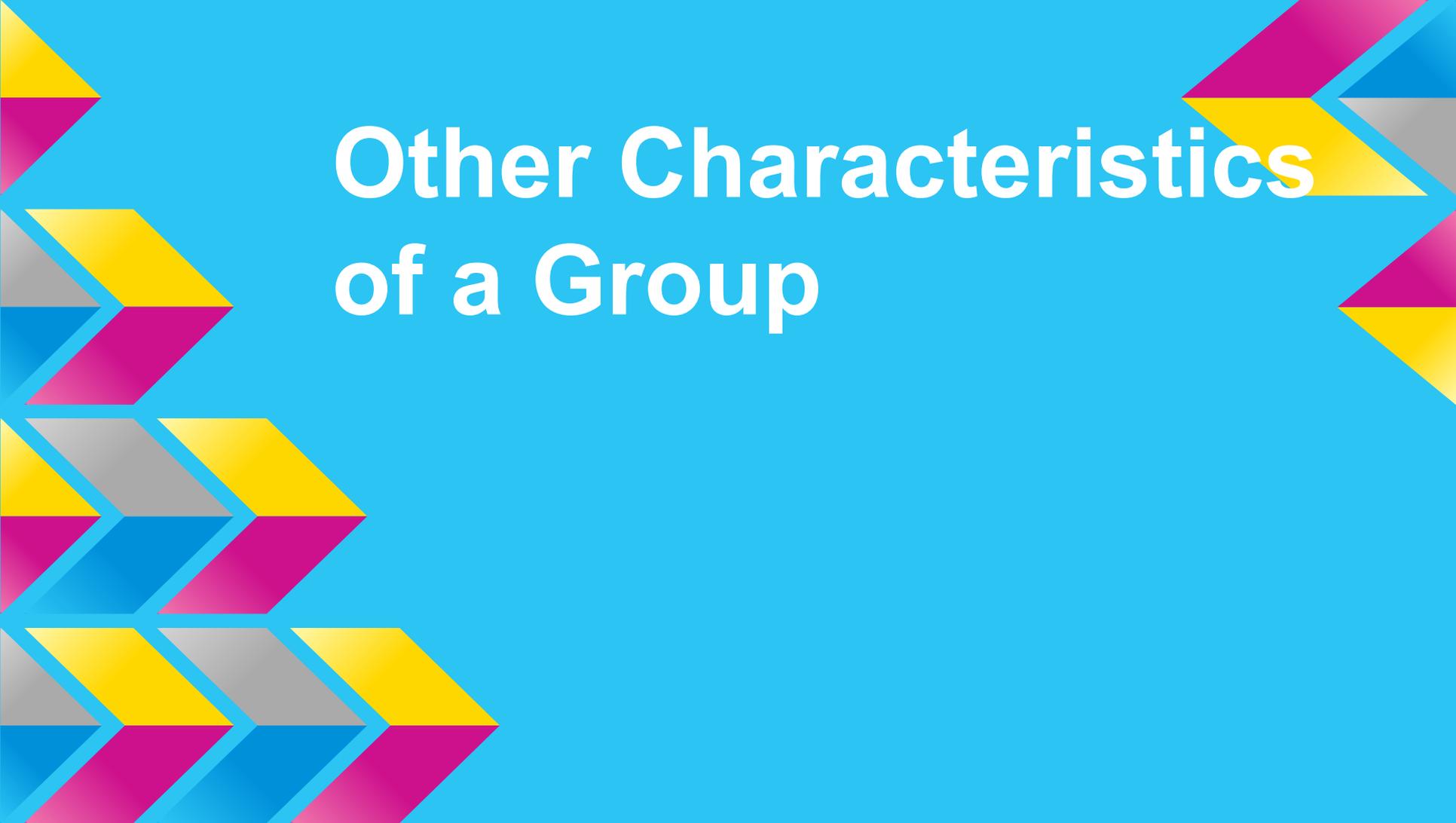
- *Have you ever worked in a group before to accomplish a task or job?*
- *What are some behaviors that make it hard for the group to be successful at accomplishing the task?*
- *What are some behaviors that help the group be effective and accomplish the assigned task?*

- *You have had many experiences functioning in a group.*
- *Group association plays a major role in your selection of close friends, self-concept, popularity, dating, and types of activities in which they will be involved.*
- *Students belong to all types of groups – some formal or structured (like cooperative learning groups used in classes, school clubs or sport teams, a Little League team, youth group) and some informal or unstructured (like a party, some friends going bowling, a pick-up ball game).*

- *What types of groups have you belonged to? (Write the names of the groups on the board.)*
- *Did this group have a task, job or a goal that required the group members to work together to be successful?*

A well-functioning group will exhibit the following behaviors:

- Collaboration – combines the contributions of each member to create the end product. This improves the product and gives value to each member.*
- Uses stated or commonly understood rules – the group members know what is expected of them.*
- Cooperation and communication skills are practiced.*
- Has common goals – everyone understands what the outcomes should be.*



Other Characteristics of a Group

- *As most groups begin to function, a leader is either appointed or will emerge quite naturally.*
- *To be successful, members of groups usually assume certain roles and responsibilities.*
- *Some of these responsibilities include generating ideas, the ability to compromise, and the skill of recognizing possible consequences.*

- *Group members who do not assume these roles adequately or who assume disruptive or non-productive roles usually create frustration for themselves and the rest of the group.*
- *Therefore, practicing the behaviors conducive to group functioning is one that will serve students well now and in the future.*

Guided Practice:

- Divide the class into groups of 3-5 students. Give each group a sheet of flipchart paper, a marker and tape for attaching the sheet to the wall.
- Each group should choose a “reporter” (someone who will report the group’s work to the entire class) and a “recorder” (someone who will write down the group’s ideas).
- Assign each group one formal group and one informal group.
- Each group will develop and write on flip chart paper a list of rules that will help each group function smoothly and effectively.
- Give the groups 10-15 minutes to work on these lists.
 - Some examples of formal groups include:
 - athletic team, church youth group, school classes, school clubs (FCA, Student Council), debate team, Girl or Boy Scouts, 4-H Club, co-workers at a part-time job, cooperative learning groups within a classroom, and certain school classes such as band, chorus, strings, dance, and drama that would be responsible for performances.
 - Examples of informal groups may include:
 - groups of friends (getting along, participating in certain activities such as a paintball game, pickup ballgame, going to the movie, ballgame, or the mall), members of a neighborhood, family (getting along and doing chores within the family), or all the members of your church.
- Ask the class to compare and contrast the sets of rules from each group.

After all the groups have reported, ask the class:

- *Which rules appear on every list?*
- *Why are these rules on every list?*
- *Are there any rules that appear only occasionally? Why?*
- *What rules do we have in this class?*
- *Are those rules on any of the lists?*
- *Did you notice a difference between the rules for the formal groups and the rules for the informal groups?*

Independent Practice

- Students are to create a T-chart with Group Functioning at the top.
 - One column is titled: Productive to Group Functioning
 - The other column is titled: Counter Productive to Group Functioning
- Fill out the chart with at least 7 items in each column

Post-Test

- What behaviors are conducive to group functioning?
- What behaviors are counterproductive to group functioning?
- A well-functioning group will exhibit the following behaviors. List 4.

Closure:

- *Today you have demonstrated behaviors that help a group to function effectively and behaviors that hinder groups. We only looked at groups you may belong to now. In the future, you will belong to many different groups – like band, clubs, student council, debate team, youth group, work, fraternity or sorority, college. The rules we discussed today, both stated and understood, are important rules or individual group members to follow and apply to any group you may be a member of both today and in the future.*