TEAM BUILDING

Students learn how to create an environment for building trust and sharing ideas, and apply these skills to understand the value of positive attitudes and collaboration in team work.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

✔ **460,000 people served**
✔ **500 Computer Training Centers**
✔ **200 Youth Development Programs**
✔ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
✔ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
✔ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *"International Journal of the W.K. Kellogg Foundation," 1997*

Outcomes

✔ **Engaging Students –** "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *"Youth Leadership Academy 2-Year Evaluation in Newark, NJ", Martin Finkelstein, Ph.D., 2007*

✔ **Increased Reading and Math Skills –** YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *"Evaluation of YLA in Montclair High School," Elaine M. Walker, Ph.D., 2003*

Overview of "Team Building"

In this module, participants learn to create an environment for sharing ideas and building relationships that are essential to team building. The participants also examine the way teams work—learning what motivates people, demonstrating the value of diversity, and analyzing the dynamics of high performance teams. Through interactive games and group exercises, participants develop problem-solving and critical thinking skills; and learn the value of collaboration.

In the first animation, Maria Moves In, our virtual peers (a.k.a. the Crew) address issues related to reaching out to others, taking positive risks, building trust, and practicing good judgment. They build a team to help a family move into the neighborhood and find out that there are benefits to being good neighbors. In the Break it Down and Write to the Point sections, participants give their feedback on topics related to team building and develop social and communication skills necessary to become leaders. In the We Got Game section, participants learn to work in teams and contribute to the overall effort of the team. Their newly acquired knowledge about teams and teamwork is tested in Pays to Play.

These class activities are outlined in the following Curriculum Guide that includes instructions for using the Interface and instructor's notes for further illustration of YLA's pedagogy.

Because young people learn in different ways, YLA encourages active participation and interaction with the materials to accomplish the following goals for learning.

Goals for Learning

✔ Learn to exercise self-affirmation and the affirmation of others;

✔ Foster mutual respect and trust to create a successful team experience;

✔ Develop the ability to collaborate and contribute within a team;

✔ Practice positive attitudes and actions for learning in a team environment.

Instructor Preparation Guide

YLA's *Team Building Curriculum Guide* is divided into nine sections. Each section examines a different theme and together encourages participants to create an environment for sharing ideas and building relationships that are essential to team building. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class

- Watch *On the Reel: Maria Moves In* and use the note-taking worksheet on pages 7–8 to record your thoughts.

- Become familiar with all the activities in the Session Plan, the content of YLA's online Interface and the procedures in the Instructor's Notes of the curriculum guide, so that you are comfortable teaching this material.

- Collect related news articles and other materials to bring the topics covered into context. Include magazine articles about the successes of high performance teams. These may include discussions of families or teams in business and industry, medicine, sports, entertainment, and social justice.

During class

- YLA recommends that Instructors direct participants to bring in, or provide, a "Team Building" journal. This is a place where they can record their present interests and goals. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.

- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Instructor Preparation Guide (continued)

Review Worksheet: Essentials for Team Building

▸ Describe what happens in the animation in your own words.

_____
_____
_____
_____
_____
_____
_____

▸ Summarize in your own words the key ideas in the following Break It Down activities:

Reach Out

_____
_____
_____
_____
_____

Know When to Trust

_____
_____
_____
_____
_____

Practice Good Judgment

_____
_____
_____
_____
_____

Be Positive

_____
_____
_____
_____
_____

Instructor Preparation Guide (continued)

Review Worksheet: Teams at Work

▸ Summarize in your own words the key ideas in:

Take Positive Risks

_____
_____
_____
_____
_____
_____

Know What Motivates

_____
_____
_____
_____
_____
_____

Keep on Role-ing

_____
_____
_____
_____
_____
_____

Gear UP

_____
_____
_____
_____
_____
_____

Team Building Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Final Answer: **First Answer** — Participants complete a pre-program survey of their attitudes, behavior, and knowledge about team building. **CG pg. 11 • 10 Minutes**	**Break It Down:** **Reach Out** — This exercise stresses taking the initiative and demonstrates positive ways to engage potential teammates. **CG pg. 19 • 20 Minutes**	**Break It Down:** **Know When to Trust** — Participants discuss trust, honesty, respect, and reliability. **CG pg. 30 • 20 Minutes**	**Break It Down:** **Practice Good Judgment** — This exercise examines critical thinking required for making decisions and stresses paying attention to your instincts. **CG pg. 39 • 30 Minutes**	**Break It Down:** **Be Positive** — This exercise focuses on gratitude and starting the day off with a good attitude. **CG pg. 46 • 30 Minutes**	**We Got Game:** **Perpetrating Rhymes** — Participants compete in teams to identify songs. They analyze lyrics to better understand messages about Team Building, and how the messages might influence teens. **CG pg. 52 • 30 Minutes**
Break the Ice: Essentials for Team Building — This exercise gives a preview of teambuilding essentials: how to reach out, practice good judgment, know when to trust, and be positive team members. **CG pg. 14 • 20 Minutes**	**We Got Game:** **Alien Speak** — The group collaborates to complete sentences by having each member make a contribution. **CG pg. 23 • 20 Minutes**	**We Got Game:** **Trust Game** — This floor game builds trust among team members. **CG pg. 34 • 20 Minutes**	**Write to the Point:** **Practice Good Judgment** — In this exercise, participants write a story about a time when they practiced good judgment or participants tell a story about a time when they did NOT, and how they would act differently today. **CG pg. 43 • 30 Minutes**	**Write to the Point:** **Be Positive** — In this exercise, participants make a list of all the things they are grateful for. **CG pg. 50 • 30 Minutes**	
On the Reel: **Maria Moves In** — Manny reaches out to help Maria and her mom move into their new apartment and motivates his friends to form a high-performance team to help. **CG pg. 16 • 10 Minutes**	**Write to the Point:** **Reach Out** — In this exercise, participants write a story about a time when they reached out to someone. **CG pg. 27 • 20 Minutes**	**Hot Link Library:** **The Missing Link** — Participants review the website directory and then write suggestions for additional sites to help enrich the listing. **CG pg. 37 • 20 Minutes**			

Team Building Session Plan: Sessions 7–11

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11
Break the Ice: Teams at Work This exercise recaps the material covered in the first five sessions and previews the next five sessions of teams at work: taking positive risks, knowing what motivates, keep on role-ing, and gearing up. **CG pg. 61 • 15 Minutes**	**Break It Down:** **Know What Motivates** This exercise analyzes various motivations: personal gain, satisfaction, belonging, peer pressure, recognition and altruism. **CG pg. 68 • 30 Minutes**	**Write to the Point:** **Know What Motivates** Participants tell a story about a time they were motivated to work on a team. **CG pg. 76 • 30 Minutes**	**Break It Down:** **Gear Up!** This exercise examines the benefits and challenges when actively working on a team: balance and communication, synergy and shared responsibility, diversity and tolerance, productivity and priorities, momentum and focus. **CG pg. 83 • 30 Minutes**	**Final Answer:** **Pays to Play** Participants are quizzed on their retention of module content. **CG pg. 93 • 45 Minutes**
Break It Down: **Take Positive Risks** This exercise examines how positive risk-takers take chances in order to discover new possibilities. **CG pg. 64 • 30 Minutes**	**We Got Game:** **Human Knot** This floor game builds trust among team members. **CG pg. 72 • 30 Minutes**	**Break It Down:** **Keep on Role-ing** In this exercise, participants examine different hats people wear on teams: The Driver, The Facilitator, The Enthusiast, The Analyzer. **CG pg. 79 • 30 Minutes**	**We Got Game:** **Tell It Like It Is** This floor game demonstrates the power of positive self-reference and affirming others' unique talents. **CG pg. 89 • 30 Minutes**	**Final Answer:** **Final Answer** Participants complete a post-program survey of their attitudes, behavior, and knowledge about team building. **CG pg. 96 • 15 Minutes**

Instructor Notes

Final Answer: First Answer
Pages 12–13

Background Note

Administer *Final Answer: First Answer*, YLA'S pre-assessment survey, to participants before *Team Building* is introduced. This is recommended because it allows you to assess the participants' background knowledge and tailor the activities according to their needs.

Objectives

- Demonstrate prior knowledge, understanding and awareness of *Team Building*.

Instructor Preparation

First Answer requires access to computers with an internet connection to utilize YLA's *Team Building* module. Review the survey's questions prior to implementation to address any barriers that may arise due to reading comprehension. Please note: participants must be logged into their online user account to save the results of their survey.

Materials

Computers; internet access; and the *Team Building Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell the participants to read the "Set Up" directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.

- Participants can view their progress in meeting the module's goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey direct them to "My Portfolio," found on the participants' main home page after logging into their YLA account.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board or area of your room. Tell participants they will find out the answers to their questions by the end of the unit.

Assessment

The results of the survey become part of the participant's portfolio in APOLLO. View the surveys' results in APOLLO by accessing your "Assessment and Status Viewer," found in your Instructor's Menu. If time constraints prevent you from viewing each participant's survey individually, take a sampling of surveys to gauge participant's prior knowledge.

After reviewing the results, tailor the module's activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

2. Enter [YLA Login: Username: Password:] then click **Enter**.

3. Click on YLA Interactive!

4. Once the interface has appeared on your computer screen, click **MODULES**.

5. Select **1. MARIA MOVES IN**.

6. Roll mouse over fifth icon from left on the "Choose an Activity" screen:

7. Click ✏️.

8. After reading the instructions on screen, click **start**.

9. Select **1. FIRST ANSWER**.

FIRST ANSWER

SET UP:
This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:
Click the link below and take the questionnaire.
FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

1. If I don't like someone, I can't be on the
same team with them.
a. Strongly agree (1 point)
b. Agree (2 points)
c. Disagree (3 points)
d. Strongly disagree (4 points)

2. I like to try new things that are challeng-
ing and help me grow.
a. Strongly agree (4 points)
b. Agree (3 points)
c. Disagree (2 points)
d. Strongly disagree (1 point)

3. Teams are good for sports, but in every-
day life you're on your own.
a. Strongly agree (1 point)
b. Agree (2 points)
c. Disagree (3 points)
d. Strongly disagree (4 points)

4. I feel uncomfortable being on a team
made up of people who are different from
me.
a. Strongly agree (1 point)
b. Agree (2 points)
c. Disagree (3 points)
d. Strongly disagree (4 points)

5. I make an effort to greet and get to know
my neighbors.
a. Almost always (4 points)
b. Usually (3 points)
c. Sometimes (2 points)
d. Almost never (1 point)

6. I avoid situations where I need to trust
and rely on other people.
a. Definitely (1 point)
b. Probably (2 points)
c. Maybe (3 points)
d. No (4 points)

7. I think about the consequences before go-
ing along with the crowd.
a. Almost always (4 points)
b. Usually (3 points)
c. Sometimes (2 points)
d. Almost never (1 point)

8. When meeting new people, I judge wheth-
er I can trust them by the way they look.
a. Almost always (1 point)
b. Usually (2 points)
c. Sometimes (3 points)
d. Almost never (4 points)

9. A team is successful when _____.
a. its members have a lot in common
b. its members have different skills and can fill
different roles (4 points)
c. it always wins
d. it eliminates the weakest link

10. When someone has team spirit, it means
_____.
a. they are highly motivated to contribute to
the team's goals
b. they help to support and include other
members of the team
c. they display a positive attitude working in a
team environment
d. All of these (4 points)

11. Effective team leaders _____.
a. are popular among their peers
b. command power and respect
c. provide vision and direction for the team
(4 points)
d. make all the decisions

12. Teamwork only works well in _____.
a. the workplace
b. school
c. sports
d. All of these (4 points)

Instructor Notes
Break the Ice: Essentials for Team Building

Background Note
Team Building is divided into two parts. *Break the Ice: Essentials for Team Building* opens Sections 2-5 with an opportunity for participants to learn how work in teams in order to accomplish goals in both their personal and professional lives.

Objectives
- Discuss the goals of Sections 2–5 of the *Team Building* module:
  – Learn to exercise self-affirmation and the affirmation of others;
  – Learn the steps that will help them in initiating teams;
  – Learn how to evaluate potential team members;
  – Develop the ability to collaborate and contribute within a team;
  – Begin to understand the importance of building trust in team situations.

Instructor Preparation
Collect related news articles and internet resources to bring the topics covered in Sections 2–5 into context. Good examples are articles about the successes of high performance teams. These may include discussions of families or teams in business and industry, medicine, sports, entertainment, and social justice.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials
News articles; Internet resources; and the *Team Building Curriculum Guide*.

Instructional Procedures
- Let participants know that the goal of the first half of the module is to learn how to work in teams in order to accomplish goals in both their personal and professional lives. Knowing how to initiate teams and how to be an asset to a team are important skills to learn today.
- Start a discussion about Team Building to open up the topic. Ask questions like:
  – What are some of the teams that you are a part of today?
  – What are some of the teams you admire and why?
  – How do you know when someone will make a good team member?
  – Why is it important to have people with different opinions on your team?
  – What teams would you like to see developed in your community?
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

Learning Extensions (optional)
If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Team Building* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Team Building* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit artifacts for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is a place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of a bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use this discussion from *Break the Ice: Essentials for Team Building* as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.

Instructor Notes

On the Reel: Maria Moves In
Pages 17–18

Background Note

The quote at the beginning of *On the Reel: Maria Moves In* is by Earvin "Magic" Johnson. During his 13-year career in the NBA, Magic Johnson led the Los Angeles Lakers to five NBA Championships and nine appearances in the NBA Finals. He was voted the NBA's "Most Valuable Player" three times, and recognized as the NBA Finals MVP three times. Magic later went on to become Vice President of the Lakers, before redefining himself as a businessman by focusing his efforts on revitalizing communities. Leadership by example is at the core of his principles.

Objectives

- Examine how the Crew decides to take positive action by helping Maria move into her new home.
- Examine how Maria's attitude changes once she learns she can trust Manny and the Crew.

Instructor Preparation

Review the objectives for the activities found in Sections 2-5 of the *Team Building Curriculum Guide*. On pages 7–8 you will find note-taking pages to record your observations and thoughts while watching *On the Reel: Maria Moves In*. After reviewing the results of the participants' pre-assessment surveys, you may need to tailor your notes to the participants' needs while watching *Maria Moves In*.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Team Building Curriculum Guide*.

Instructional Procedures

- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 17 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal: After viewing *Maria Moves In*, have participants reflect in their journals on the following questions:

- What is Maria's attitude towards the Crew when she first meets them?
- How does her attitude change by the end of the animation?

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Assessment

Use the Journal Scoring Guide on page 18 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.
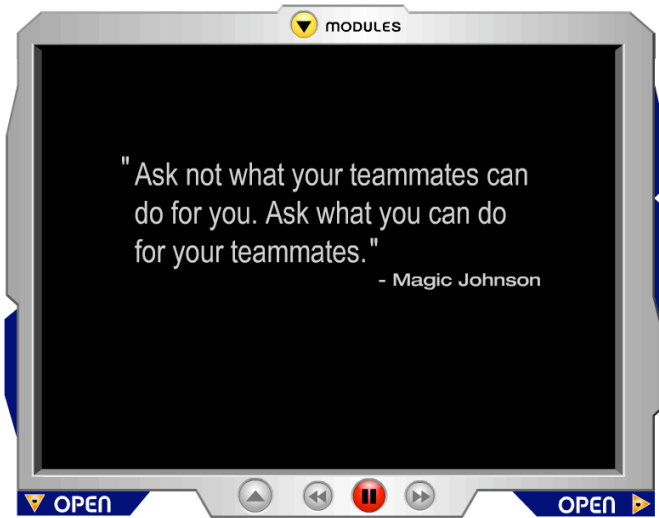
1. Roll mouse over first icon from left on the "Choose an Activity" screen:

Notes:

2. Click .

> The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click ⏸ on the interface to pause the screen for more time. Click ▶ to resume play.

Journal Scoring Guide
On the Reel: Maria Moves In

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list *in the margin*: Date of entry / Title of entry (e.g., *My Daily Routine*)	1	2	3	4
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric

Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of us of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

Break It Down: Reach Out
Pages 20–22

Background Note
In *Break It Down: Reach Out*, participants examine the Crew's ability to create an environment of mutual respect.

Objectives
- Examine how Manny demonstrates initiative when he reaches out to Maria.
- Identify steps to join a team.
- Compare characteristic traits of introverts and extroverts.

Instructor Preparation
Review *Break It Down: Reach Out* to become familiar with the content of the activity.

Materials
Computer(s); internet access or YLA CD-ROM; and the *Team Building Curriculum Guide*.

Instructional Procedures
- Review the objectives with participants.
- Follow the directions on pages 20–21 to access *Break It Down: Reach Out*.

Learning Extensions (optional)
If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

It is important to emphasize what a person should expect when taking these steps. Some people are extroverts and are more interested in joining groups. They have very good interpersonal skills and for them this process is easy. Others find reaching out to teams more difficult. These are introverts. They have talents and skills that are needed on a team but need help in making the first introduction. For them, this module is a good place to start thinking about how they can reach out and get involved in a group or team that they are interested in and put their skills and talents to work.

Enrichment (optional)
Here are some suggested activities to extend participants' knowledge:

Have participants create a "Team Building Taxonomy." In this activity, a taxonomy is a list of key vocabulary words (ordered from A to Z) that can be used to define a subject matter. In this case: Team Building. Start by brainstorming a list of words that are associated with Teams, such as "Athletes," "Believe," "Cooperation," etc. As the unit progresses, encourage participants to add additional words to the list. The goal should be to have at least one word for each letter of the alphabet.

Assessment
Use the Discussion Scoring Guide on page 22 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use this discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Reach Out*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary
mutual respect, initiative, introvert, extrovert

Break It Down: Reach Out

1. Roll mouse over second icon from left on the "Choose an Activity" screen:

2. Click [icon].

3. After reading the instructions on screen, click start .

4. Select **1. REACH OUT** .

I SEE NEW FOLKS MOVING IN, I LIKE TO GIVE A LITTLE SHOUT OUT, WELCOME THEM TO THE BUILDING.

I HOPE SHE FEELS AT HOME IN THE NEIGHBORHOOD.

Roll over Manny's image to see what he is thinking.
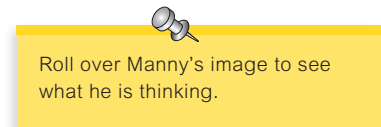
Reach Out

Every team – from the Lakers to your school choir - relies on individuals to create an environment of **mutual respect** that allows for open communication. Joining the team requires taking the **initiative** to do the following:

✔ Introduce yourself

✔ Learn how the team operates

✔ Be open to new ideas

✔ Find out ways to help

mutual respect
(adjective) The ability to honor each other's boundaries and individual worth. *They say that all loving relationships are built on mutual respect.*

initiative
(noun) The action of taking the first step. *The Senator took the initiative by asking his advisors how they thought the unemployment problem should be solved.*

5. After reviewing the text on-screen, click next .

1. **Why is Manny reaching out to Maria?** Manny knows from experience that moving to a new place can be hard. He knows how she feels and wants to help.

2. **Do you think Manny is an introvert or extrovert?**
   ___ Introvert ___ Extrovert
   Manny appears to be an extrovert in the animation. He took the initiative to introduce himself to Maria and has already volunteered to help Maria move in.

3. **Is Maria an introvert or extrovert?**
   ___ Introvert ___ Extrovert
   Maria appears to be an introvert in the animation. She is quiet and retiring and seems reluctant to talk to Manny.

4. **Tell a story about a time when you reached out to a person whom you did not know.** How did you do it? Where and when did it happen? What did you say? Were you comfortable in meeting someone whom you did not know?

The sentences after the boldfaced questions are possible answers.

Have participants vote on questions #2 and #3 by a show of hands.

introvert
(noun) One whose interest is more in oneself than the outside world. *Some people mistakenly identify introverts as being rude because at times they are not very talkative.*

extrovert
(noun) One whose interest is more in the outside world than in oneself. *Many extroverts make good public speakers.*

Participants will be asked to address #4 in writing during another exercise called Write to the Point.

See the Hot Link:
Encarta
Type keywords "introvert" and "extrovert" to research their psychoanalytic origins.

Discussion Scoring Guide
Break It Down: Reach Out

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			

Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			