

Teamwork

1. Divide students into groups. Have each group create a curriculum for a teamwork seminar. The students should identify various seminar topics and ideas, which should be covered.
2. Have students research various organizations in agriculture. Students should write a paper detailing the organization and what makes the organization operate or function as a team.
3. Divide the students into groups. Identify the groups as an organization. Each group should then write an organization handbook detailing how the organization should run, operate and function as a team. An organizational chart, tips for communication, etc. should be included.
4. Divide the class into two sections. One side will prepare AFFIRMATIVE arguments on leadership and the other side will prepare NEGATIVE arguments on teamwork. Each section will elect a spokesperson for their arguments. As the judge, you can monitor how the debate between the two sides transpires.
5. Write the word “teamwork” on a chalkboard, dry-erase board or a transparencies, then lead a class discussion on what the students believe are characteristics of teamwork.
6. Have your students take the Myers-Brigg Personality test, the MBTI Inventory or any other well-respected personality tests to discover their strengths and weaknesses.
7. Have students research intercultural communication. Students should then prepare a paper detailing the importance of respecting other cultures in teamwork. The paper should include “Dos and Don’ts” for respecting other cultures.
8. Divide students into groups. Have each group prepare a one sentence definition of teamwork.
9. Divide students into groups. Have each group prepare a flier/brochure on “Tips for Teamwork.” Tips could include information on communication, trust, support, etc. Each group should show its flier/brochure to the class, and students should vote on which flier/brochure is the most comprehensive, etc.
10. Divide students into groups. Give each group a model. The group should be given thirty minutes to put the model together. During the thirty minutes, each member of the group should sit out and observe the teamwork. At the end of the thirty minutes, the members of the group should discuss pros and cons of the teamwork. Then, groups should compare how much of the model was completed. Groups completing a majority of the model should comment on the success of their teamwork; whereas,

groups completing little of the model should comment on the non-success of their teamwork.

11. Each student should prepare a one-page flier about working with others. The flier could be for students working with other students or for employees working with co-workers.