Lesson Plan: Activity 3.10
Mother Ship

Lesson Details

Age/Grade Level
High School

Learner Outcomes
Youth will learn what it takes to be a leader and to provide leadership to a group of peers. Youth will learn how to take actions, adapt their behavior and make decisions based on the ideas and suggestions of the group. This includes the ability to work as both a leader and a follower.

Success Indicators
Youth will demonstrate their abilities to handle being in a lead role, including providing guidance and direction, while also accepting ideas and suggestions.

Life Skills
Adaptability, Contribution to Group Effort, Leadership

National Standards
21st Century Skills/Learning and Innovation Skills/COMMUNICATION AND COLLABORATION/ Communicate clearly, collaborate with others
21st Century: Life and Career Skills / FLEXIBILITY AND ADAPTABILITY / Develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments
21st Century: Life and Career Skills / LEADERSHIP AND RESPONSIBILITY /guide and lead others, be responsible to others

Prep Time
30 minutes

Activity Time
1 hour, 34 minutes (all activities combined)

Materials List
- Paper
- Pencils, pens
- For each team of 4, collect in a 1 gallon sealable bag:
  - Water to land vehicle building supplies: 10 straws, roll of scotch tape, a piece of cardboard (8”x8”), 2 pieces of paper, scissors, 4 milk jug caps, 2 rubber bands.
  - Land to space vehicle building supplies: 1-9” balloon, ball of string, 1-16 oz. sour cream or cottage cheese container, toilet paper roll, 2 jumbo craft sticks.
- Items in the kits can be swapped for another item to better meet your access to supplies, but it is strongly recommended that all teams are provided the same items in their kits.

Suggested Space
Tables with chairs

Suggested Group Size
Multiples of four; youth will work in teams of 4 youth per team

References
- How Do I Improve Team Communication? http://smallbusiness.chron.com/improve-team-communication-3077.html
- Overcoming 5 Obstacles Cross-Functional Teams Face http://www.quickbase.com/blog/overcoming-5-obstacles-cross-functional-teams-face
- Effective Communication http://smallbusiness.chron.com/effective-communication-team-work-3167.html

Introduction

Effective communication determines the success or failure of projects requiring teamwork. When team members communicate with open minds, and by asking questions rather than making assumptions, they build trust and harmony. Communication is a required element in working together and creating a culture of camaraderie and success.

Here are some tips for good team communication:

1. Determine who the leader is. You may have many strong leaders on a team, but one person needs to be identified as the one who will give instructions and make final decisions. If you don't know who is in charge, then you have people competing with each other rather than working together.

2. Share information with everyone. It is easy to see how one team member holding back a piece of equipment or similar resource for themselves would hurt the team and be seen as unethical, but we often forget that information is also a resource. Everyone needs to share any relevant information they have, and be open to listening to the information that others share.

3. Have clear expectations. When expectations are established, it’s much easier to identify earlier on when they aren’t being met, and what needs to be done to get everyone and everything back on track. Each team member needs to know what their role is, what tasks are their responsibility, when those tasks need to be completed, and how those tasks might connect to the tasks of others.

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MOTHER SHIP, CONTINUED

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4. Recognize differences. Recognize that all people learn and communicate differently. Some people are better verbal communicators, whereas others are better when they are able to communicate via a written medium. Allow team members to communicate in the way that they feel is best for them.

5. Lead by example. If you want team members to communicate in a more positive manner, be sure that your own communications are always delivered in a more positive manner. Don’t preach one thing while doing the opposite.

Just like a favorite car, no team elevates to finely tuned effectiveness without periodic recalibration. And just showing up with your amazing set of systems and features is never enough. You need to assess the way these components work as a team. Tweak as needed. Evolve the team. Repeat.

ACTIVITY INSTRUCTIONS

ACTIVITY: MOTHER SHIP (60 MINUTES)

Explain:
Earth’s atmosphere is thinning and is becoming a hostile environment in which humans can no longer survive. In order to survive, humans must make it to their destination: Mother Ship. Mother Ship is due to leave for the new habitable planet of Zenur, where the continuation of our species is possible. Each team has the task of creating a vehicle that will move them from water to land, and then from land to space so they can safely travel to the Mother Ship.

Directions/Rules:
1. Divide the youth into teams of four youth per team.
2. Have each team pick two of their members as the team leads for the water to land building. The other two team members will be the team leads for the land to space building.
3. Hand out a “water to land travel” building supply bag to each team.
4. Tell the teams that they will have 10 minutes to build a vehicle that will safely move them from water to land.
5. After 10 minutes, have everyone put down their supplies.
6. Have each team present their vehicle and explain why they built it the way they did.
7. Have each team change their team leads (as explained in step #2).
8. Hand out a “land to space travel” building supply bag to each team.
9. Tell the teams that they will have 10 minutes to adapt their current vehicle so that it can travel from land to space safely. They can use any of the supplies to change their vehicle. They can remove any previously used building items as they adapt their vehicle.
10. Begin the timer for 10 minutes. After 10 minutes, have everyone put down their supplies.
11. Have each team present their vehicle and explain why they built it the way they did.

DEBRIEF ACTIVITY: IN A WORD (15 MINUTES)

1. Participants stand in a circle facing each other
2. As the facilitator, select participants to say the first word that comes to mind when they think about the activity.
3. If time allows, repeat the one word description but frame each round for words to relate to: leader challenges, follower challenges, communication strategy, design process, use of resources, or other specific topics.
4. As the facilitator, provide a short summary of some of the words you heard from the participants’ experience during the activity today and close with the following information.

Leadership comes in a variety of forms and is not just the person that tells everyone else what they should be doing. Leaders are people that work as a team and assist others in achieving the group’s goal. Leaders want everyone to be successful and serve as the support for helping others.

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achieve a goal or accomplish a task. You serve as a leader when you are playing on a sports team, helping someone with their homework, giving your siblings advice or working on a group project.

APPLIED CHALLENGE: MY RESOURCE TOOLBOX (40 MINUTES)

Explain:
Leadership skills, such as goal-setting, problem-solving and sound decision-making, are not just necessary for leaders - these skills are needed for success in today's world. Developing your leadership competencies makes you better able to solve community problems and enhances your civic participation. Researchers have shown that youth who are engaged in community efforts at a young age show better problem-solving and decision-making skills compared to those youth who are not engaged.

Directions:
1. Identify two ways in which you can be involved in making a difference in your community (including school or other groups).
2. On a piece of paper, list these two community activities on the top of the paper, forming two columns.
3. Under each of these activities, list both the leadership and the followership role that you could (or already do) serve.
4. For any of the roles listed that you are not currently doing, create the steps and strategies you would need to take to fulfill these roles. Include those who you may need to involve, what resources might be needed, and by when you would like to achieve this.
5. For any of the roles listed that you are already doing, create the steps and strategies you would need to take to learn how you can improve your skills in that role. Include those who you may need to involve, what resources might be needed, and by when you would like to achieve this.
6. Identify a partner (adult family member, peer or mentor) and share your plans with them.
7. Schedule a check-in with your partner at both the halfway point of your plan and upon its completion. Discuss your experiences and ask for any support that you need.

INSTRUCTOR’S NOTES
**Activity 3.10: Learner Assessment**

These questions are about things you learned during this activity. Please check the circle that best describes you.

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<thead>
<tr>
<th>Q1</th>
<th>I can work as both a leader and a follower in a team.</th>
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<tr>
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<td>- Not at all like me</td>
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<td>- A little like me</td>
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<tr>
<th>Q2</th>
<th>I can work to support the leader in a group.</th>
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<th>Q3</th>
<th>I can adapt and change in order to reach a team’s goal.</th>
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