

## VOLUNTEER INSTRUCTIONS

# Teamwork Activity

### Setup:

- Desks should be arranged into four groups. As students enter the classroom, help arrange equal numbers of students in each group.
- On the front desk/table, place the glued Lego model under the table tent so the students cannot see it. Keep the Lego pieces in the bins until it is time for the first round.
- Hang the Soft Skills poster in front of the room with magnets or tape.

**Goal:** Students will be able to identify soft skills that can be developed and improved now to support needs in the workplace.

**\*When text is in red, please read it to the students exactly as written.**

**Introduce yourself and briefly share your career/education background.**

### Opening Remarks:

- Today, we are going to look at some skills called soft skills that people need no matter what job or career they have.

### Soft Skills vs. Technical Skills BRIEF Overview: (5 minutes)

There are two types of skills needed for jobs.

- **Technical Skills:** Read definition on flashcard card - The abilities and knowledge needed for a specific job. These skills are learned on the job or through education and training.
- **Soft Skills:** Read definition on flashcard card - Personal attributes and people skills needed to do well in most jobs but not tied to a specific job. These are natural abilities that help us interact with others. You can work now to strengthen soft skills which help in school and life.
  - Ask for examples of soft skills and refer to the poster (others include manners, body language, flexibility).
- A recent survey found that nearly 72% of CEOs believe that soft skills are **more important** to the success of their business than technical skills.

Career experts list five soft skills that are necessary in all jobs.

- **Communication** is written or spoken exchanges between people to share information.
  - **Problem solving** is the process of finding solutions to difficult or complex issues.
  - **Creativity** is thinking of other ways to do things/looking at a problem from a different perspective.
  - **Flexibility** is being willing to change or compromise, to adapt quickly to new demands/situations.
  - **Teamwork** is the willingness of a group of people to work together to achieve a common goal.
- Each group will use all five of these soft skills and most importantly **teamwork** to work through two activities. Students should be open to their teammates' suggestions based on their different backgrounds and experiences.

### **Activity 1 – Lego Model: (10 minutes)**

In this activity students will demonstrate the need for clear and concise communication.

- Ask one member from each team to come forward. Tip the table tent away from you, so the model is still hidden from the other students. Give this group of students in front of you **20 SECONDS** to look at the model. Do not let any other students see it.
- Ask the students to get the pieces they believe they need from the 4 bins of Legos and put them in a cup.
- Send this person back to his/her team with the necessary number/color of Legos. Tell them they have **TWO MINUTES** to instruct the rest of the team on how to recreate the model. The team member who is instructing the others **may only use verbal language and may not touch or point to the Lego materials**.
  - If a group thinks they have the model replicated correctly, a student should bring it up to you to check it. If it's correct, still allow other teams a second chance to get it correct.
- After **TWO MINUTES**, ask teams who have not recreated the model yet to send up a different team member to view the model for **10 SECONDS**; repeat the process to see if the other teams can duplicate the model.

### **Talking Points:**

- **What was important to your team's success, or why weren't you successful?**
- Communication - Speaking clearly, listening, not just hearing. What is the difference?
  - **Hearing** is simply the act of perceiving sound by the ear. If you are not hearing- impaired, hearing just happens. **Listening**, however, is something you consciously choose to do. **Listening** requires concentration so your brain processes meaning from words.
- **What other skills were needed?** Persistence, teamwork, composure, keen observation, etc. Remind students that these skills are very important in all jobs and are transferable from career to career.
- Ask each team to undo their model and bring the cups with their pieces back to you. Have them put the pieces into the appropriate bins (by color).

## **Activity 2 – Marble and Noodle Relay (10 minutes)**

In this activity students will focus on the teamwork needed to complete a task successfully.

- Divide students into 2 groups. (If you have a large class divide into 3 groups.) Give each group 3 noodles. You will need a lot of room for this activity, so you may need to move into the hallway if the classroom does not have enough open space.
- Read the following instructions:  
**You will be working as a team to move the marble from one side of the room to the other (or down the hall) using only 3 noodles and soft skills. The marble must be passed from noodle to noodle, and all team members must participate. Once the game begins and the marble is placed in the first noodle, it may not be touched. If it is touched or falls, your team must go back and start again.**
- Give the students a minute or two to discuss and plan a strategy. Example: Have 3 students stand shoulder-to-shoulder in a line. Student 1 begins by inserting the marble into a noodle and rolls it into the second noodle. Student 1 then passes that noodle to a teammate who goes to the end of the line to be ready to receive the marble. Continue the relay until they reach the other side of the room or a designated point in the hallway.

If the students find it too easy to move it in a straight line, challenge them to bend the noodles to go up and down or in a circle, to see if it's harder to move the marble through the noodles. You can also put the students into one large group with more noodles to see if it's harder to work as a team when the group is bigger.

### **Talking Points:**

- **Which of the five soft skills soft skills did you use when working as a team?** (All of them.)

### **Closing/Talking Points (as time permits):**

- Ask students which soft skill they feel is already a strength for them.
- Ask for an example of a soft skill they wish to work on.
- Ask students to share a technical skill they may have (writing, math, athletic skills, computer skills, playing an instrument, etc.)