



Teamwork Activity

Setup:

- Arrange the students' desks into groups of FOUR. Place one desk/table in front of the room.
- On the front desk/table, place the glued Lego object under the table tent so the students cannot see the Lego model. Keep the Lego pieces in the bin until it is time for the first round.
- Hang the Soft Skills and Technical Skills poster at the front of the room. Magnets provided.

Goal: Students will be able to identify soft skills that support high-growth, high-demand needs in the work place and analyze their own skills to see how they fit in the workplace.

Introduce yourself and briefly share your career/education background.

Opening Remarks: (3-5 minutes)

- Say, "Did you know that the average person changes jobs ten to fifteen times (with an average of **12** job changes) during his or her career? Many workers spend five years or less in every job."
- Today, we are going to look at some skills that people need for high growth, high-demand careers. These skills are transferable from job to job, career to career.

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

There are two types of skills needed for every job.

- **Soft Skills:** Show definition card. Ask for examples of soft skills. (Communication, manners, body language, flexibility).
 - Natural abilities that help us interact well with others. They are useful across all industries and job types and are often referred to as interpersonal skills.
- **Technical Skills:** show definition card. Ask for examples of technical skills (using a computer, mathematics, evaluating data.)
 - These are skills that are learned on the job or through education and training.
 - Ask, what skills are learning in school that could be a technical skill? (math, coding, computer software that is used, music, art)

In today's job market, the deciding factor for employers often comes down to a battle between the technical or hard skills vs. soft skills of different candidates. A survey presented by SMB World found that nearly 72% of CEOs believe that soft skills are more important to the success of their business than hard skills.

Review the Technical Skills poster. Show the differences between the two. Soft skills refer greatly to a person's "people" skills, whereas the technical are more "skill" or technical related.

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

Review the Soft skills poster. All types of jobs and careers use all five of the soft skills listed on the poster.

- **Communication** is important to all jobs. Communication is written or spoken exchanges between people to share information. Explain that the ability to read, write, and speak well are valuable skills.
- **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 the willingness to change or compromise. People are now required to adapt quickly to new demands and new 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 the first activity.

Activity 1 – Communication is Key: (10 minutes)

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

Ask: Which one of the soft skills is the most critical in all jobs? Communication. We will be practicing communicating in our next activity.

Steps:

- 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 the 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 correct number and color of Legos used for the first round. (Take one Lego from each container for a total of 6 Legos). This will correspond to the model you have hidden behind the table tent.
- 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 build the model. The team member who is instructing the others **may only use verbal language and may not touch the Lego materials**.
- After **TWO MINUTES**, ask each team to send up another team member to view the model for **10 SECONDS**.
- Return and **continue the rotation until a team feels they have perfectly replicated the model or after 5 MINUTES, whichever comes first**.
- The team will hold up the Lego model when they feel they have completed the task. Stop all other teams from working. Ask one member of the team to bring the Lego model up front and the volunteer checks to see if it is correct. If so, they have won. If not, they go back and all teams continue.

Talking Points:

- What was important to your team's success? Alternatively, why weren't you successful in replicating the model?
 - 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** simply happens. **Listening**, however, is something you consciously choose to do. **Listening** requires concentration so that your brain processes meaning from words and sentences.

- What other skills were needed?
 - Persistence
 - Understanding
 - Teamwork
 - Composure
 - Keen observation
- Ask each team to put their Lego pieces back into the correct containers and collect them.

Summary and Review: (5 minutes)

- Review the concept and key terms introduced during the activities.
- Remind students that while technical skills are needed, soft skills are very important in all jobs and are transferable from career to career.

Activity 2 – Marble and Noodle Relay (5 minutes)

In this activity, students will use soft skills that are in high demand and can be transferable from career to career. They will use these skills to successfully work together in a relay style to move a marble, using only the noodles, from one side of the room to the other.

Steps:

- Recombine the student groups so that you have 4 teams (or fewer dependent on space).
- Read the following game instructions:
You will be working as a team to get the marble from one side of the room to the other using only three 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 with the supplies to plan and discuss a technique.
 Technique Example: Have three students with noodles stand shoulder-to-shoulder in a line. Student 1 begins by inserting the marble into a noodle and rolls it into the second student's noodle. They then pass their noodle to a teammate. Continue the relay style until they reach the other side of the room.
- The first team across the room wins.
- Collect the noodles and marbles.

Talking Points:

- Which of the five soft skills did you use when working as a team? (All of them.)
- Give an example of one soft skill you feel is already a strength and an example of a soft skill you wish to work on?

End of Day Clean-Up Checklist – Place the following back in the bin:

- **Lego pieces in their containers (12 in each)**
- **Lego Model (orange, red, and black) in its container (1)**
- **Noodles (12)**
- **Marbles (6)**
- **Soft Skills Poster (1)**
- **Technical Skills Poster (1)**
 - **Tape and/or Magnetic Clips (4)**
- **Table Tents (3)**
- **Cups (5)**
- **Volunteer Instructions Folder**
 - **Definition Cards – soft skills, technical skills (2)**
 - **Recap Question Card (1)**
 - **Finale Question Card (1)**

- **Thank the teacher for allowing JA in their classroom today.**
- **Return Bin and noodles to JA staff in hospitality area.**

Smile. You made a difference today!

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