



Synergize

March 19, 2018

Students Will Be Able To

- 1. Understand the Attitudes, Behaviors, and Importance of Teamwork*
 - 2. Demonstrate Understanding in Cooperative Learning Activities*
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Materials

Copies of the fruit personality checklist and fruit explanation
Several decks of playing cards or index cards
Copies of the problem scenario

Introduction

7 Habits of Highly Effective Teams defines Synergy as being “achieved when two or more people work together to create a better solution than either could alone. It’s not your way or my way but a better way, a higher way.” In other words, it’s working together to achieve something greater than we could alone. In this set of activities, you will use brainstorming, problem solving, and other tools of teamwork to see what type of personality qualities you possess that make you an effective team member. You will also get the chance to reflect on how teamwork has influenced the outcome of situations in your own life.

Activity 1 – Alone or Together

This activity dives a bit more into what synergy means, and gives students a chance to brainstorm and discuss what it means to work together versus working alone. They will also identify the characteristics of an effective team.

Activity 2 – Fruity Personalities

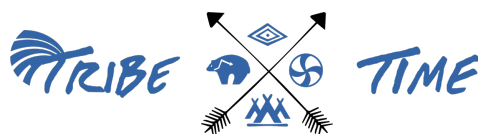
In this activity, students explore their personality using fruit as an approachable metaphor.

Activity 3 – The Leaning Tower of Preston

Using what they know of their own personalities and what makes an effective team, students compete in teams to create the tallest freestanding structure they can in the allotted time.

Activity 4 – Synergy in Action

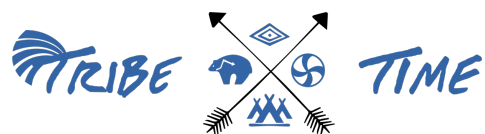
Students are given problem scenarios and must use synergy to work together in order to come up with a solution.





Activity 5 – Um, That’s Not It

After having explored what synergy does and doesn’t look like, students reflect on the best and worst examples of teamwork they’ve experienced or seen.





Alone or Together

Activity 1

1. Discuss the following with students:

Have you ever seen a flock of geese heading south for the winter flying in a V formation? Why do they fly that way? Here are some interesting facts shared by Covey.

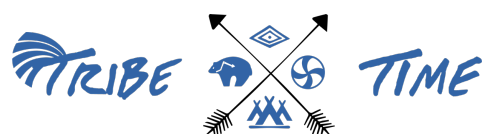
- By flying in formation, the flock can fly 71% farther than if each bird flew alone. When a goose flaps its wings, it creates an updraft for the goose that follows.
- As the lead goose gets tired, he will rotate to the back of the “V” and allow another goose to take the lead.
- The geese in the back honk to encourage those in the front.
- Whenever a goose falls out of formation, it immediately feels the resistance of trying to fly alone and gets back into formation.
- When one of the geese gets sick or is wounded and falls out of formation, two geese will follow it down to help and protect it. They will stay with the injured goose until it is better or dies and then will join a new formation or create their own to catch up with the group.

Covey says “Smart birds, those geese! By sharing in each other’s draft, taking turns in the lead position, honking encouragement to each other, staying in formation, and watching out for the wounded, they accomplish so much more than if each bird flew solo.”

Synergy takes work and requires us to celebrate differences and see them as advantages and not weaknesses. Often two people who think differently can achieve more than people who always think alike. “Synergy is more than just compromise or cooperation. Compromise is $1+1=1\frac{1}{2}$. Cooperation is $1+1=2$. Synergy is $1+1=3$ or more. The whole is greater than the sum of the parts.”

2. Divide students into pairs and ask them to come up with a description or modernized version of the following quote from Helen Keller: “Alone we can do so little; together we can do so much.”

3. Have students share out their modernizations. Using that information, have them brainstorm a list of skills and characteristics that are needed for an effective team.



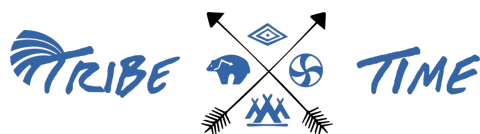


Fruity Personalities

Activity 2

Use the fruit personalities to complete the following activity:

- Read across each row and place a 4 in the blank that best describes you. Now place a 3 in the blank for the second word that best describes you. Do the same for the final words using a 2 and a 1. Do this for each row.
- Now add up your totals for each column and place the total in the shaded boxes.
 - If your highest score was in column 1, consider yourself a grape!
 - If your highest score was in column 2, consider yourself an orange!
 - If your highest score was in column 3, consider yourself a banana!
 - If your highest score was in column 4, consider yourself a melon!
- Now find your fruit below and review what this may mean to you.





ARE YOU A GRAPE, ORANGE, BANANA, OR MELON?



We all have different styles, traits, and characteristics. The following exercise is a fun look at some of your general characteristics and personality traits!

Read across each row and place a 4, 3, 2, or 1 in the shaded box to rank how you would best describe yourself. A 4 means that this word best describes you. A 1 means that this word least describes you. Do this for each row.

Example:

Imaginative	2	Investigative	4	Realistic	1	Analytical	3
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Column 1	Column 2	Column 3	Column 4
Imaginative	Investigative	Realistic	Analytical
Adaptable	Inquisitive	Organized	Critical
Relating	Creating	Getting to Point	Debating
Personal	Adventurous	Practical	Academic
Flexible	Inventive	Precise	Systematic
Sharing	Independent	Orderly	Sensible
Cooperative	Competitive	Perfectionist	Logical
Sensitive	Risk-Taking	Hard-Working	Intellectual
People-Person	Problem Solver	Planner	Reader
Associate	Originate	Memorize	Think Through
Spontaneous	Changer	Wants Direction	Judger
Communicating	Discovering	Cautious	Reasoning
Caring	Challenging	Practicing	Examining
Feeling	Experimenting	Doing	Thinking
Totals	0	0	0

Now, add up your totals (don't include the examples of course!) for each column and place the total in the shaded boxes above.

- If your highest score was in column 1, consider yourself a grape!
- If your highest score was in column 2, consider yourself an orange!
- If your highest score was in column 3, consider yourself a banana!
- If your highest score was in column 4, consider yourself a melon!



Now find your fruit below and review what this may mean to you.

Modified from *The 7 Habits of Highly Effective Teens*. By Sean Covey. 1998. Pg. 187.



GRAPES

Natural abilities include:

Being reflective
Being sensitive
Being flexible
Being creative
Preference for working in groups

Grapes learn best when they:

Can work and share with others
Balance work with play
Can communicate
Are noncompetitive

Grapes may have trouble:

Giving exact answers
Focusing on one thing at a time
Organizing

To expand their style, Grapes need to:

Pay more attention to details
Not rush into things
Be less emotional when making some decisions



ORANGES

Natural abilities include:

Experimenting
Being independent
Being curious
Creating different approaches
Creating change

Oranges learn best when they:

Can use trial and error
Produce real products
Can compete
Are self-directed

Oranges may have trouble:

Meeting time limits
Following a lecture
Having few options or choices

To expand their style, Oranges need to:

Delegate responsibility
Be more accepting of others' ideas
Learn to prioritize



BANANAS

Natural abilities include:

Planning
Fact-finding
Organizing
Following directions

Bananas learn best when they:

Have an orderly environment
Have specific outcomes
Can trust others to do their part
Have predictable situations

Bananas may have trouble:

Understanding feelings
Dealing with opposition
Answering "what if" questions

To expand their style, Bananas need to:

Express their own feelings more
Get explanations of others' views
Be less rigid



MELONS

Natural abilities include:

Debating points of view
Finding solutions
Analyzing ideas
Determining value or importance

Melons learn best when they:

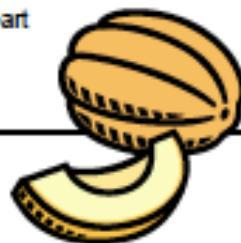
Have access to resources
Can work independently
Are respected for intellectual ability
Follow traditional methods

Melons may have trouble:

Working in groups
Being criticized
Convincing others diplomatically

To expand their style, Melons need to:

Accept imperfection
Consider all alternatives
Consider others' feelings





The Leaning Tower of Preston

Activity 3

Directions:

1. Divide the students using a variety of fruit personalities into groups of 6.
2. Explain that each group is to build the tallest free-standing structure they can using only the cards.
3. Everyone has exactly five minutes to achieve the task.
4. Students cannot bend or fold the cards.
5. The tallest structure wins.
6. Students will discuss examples of teamwork they used within their own groups.





Synergy in Action

Activity 4

Directions:

1. Give groups of 3-5 students a problem or scenario and ask them to come up with a solution.
2. Use the synergy action plan below to come up with a solution and write it on the scenario card.
 - Define the Problem
 - Their Way (Seek to first understand the ideas of others.)
 - My Way (Seek to be understood by sharing your ideas.)
 - Brainstorm (Create new options and ideas.)
 - High Way (Find the best solution.)

Scenario 1:

You've just been assigned a group project for science with three people you don't even know.

1. Define the Problem

2. Their Way (Seek to first understand the ideas of others.)

3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)

Scenario 2:

My parents want you to go on vacation with my family, but you would rather stay home and go out with friends.

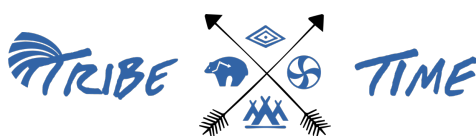
1. Define the Problem

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3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)





Scenario 3:

You want to go to Lagoon with friends, but your parents are not willing to pay for it.

1. Define the Problem

2. Their Way (Seek to first understand the ideas of others.)

3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)

Scenario 4:

As a student body officer, you and your team are in charge of planning the Valentine’s dance.

1. Define the Problem

2. Their Way (Seek to first understand the ideas of others.)

3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)

Scenario 5:

You and your parents disagree on a curfew.

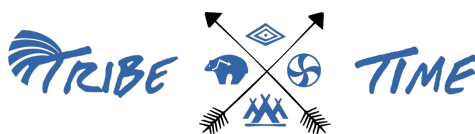
1. Define the Problem

2. Their Way (Seek to first understand the ideas of others.)

3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)





Scenario 6:

You are always fighting with your brother about who gets to use your mom's laptop.

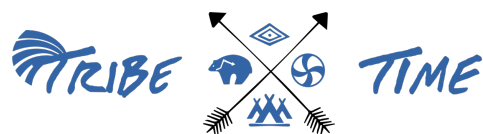
1. Define the Problem

2. Their Way (Seek to first understand the ideas of others.)

3. My Way (Seek to be understood by sharing your ideas.)

4. Brainstorm (Create new options and ideas.)

5. High Way (Find the best solution.)





Um, That's Not It

Activity 5

Sometimes the best way to learn is to see what other people do well and don't do well, or what we ourselves have tried.

Directions:

1. Have students complete both of the writing prompts provided.
2. If desired, students can share their responses with a partner or the class.

Writing Prompt 1 – **Worst** example of teamwork they have encountered and why

Writing Prompt 2 – **Best** example of teamwork they have encountered and why

