

Name:

Due date: Friday Jan 29th

Erdkinder  
Cycle: Systems



**Overview:** Bruce Tuckman is a well-respected psychologist from Princeton University. Through observation, Tuckman noticed that groups don't start out well functioning and formed, but rather have stages of development. Because this class is a project based class, we will be performing tasks that require us to form groups.

**Essential question:** Can understanding the stages a team development help a team form?

Checklist:

- \_\_\_ Syllabus (due next class, but you can drop it off any time before next class)
- \_\_\_ Overview of Tuckman's stages of Team Development
- \_\_\_ Participate in Forming activity: Which side of the road are you?
- \_\_\_ Create an Erdkinder lanyard with your name somewhere on the front & the word 'Erdkinder'
- \_\_\_ Continue to form by introducing someone to the class
- \_\_\_ Listen to Ms. Emily's story 'Journey towards Adolescence'
- \_\_\_ Complete the spiral art activity
- \_\_\_ As a class, create a flow chart & formulate small group projects
- \_\_\_ The team project I am involved in is:
- \_\_\_ Meet chickens & learn how to keep them clean (take notes at demonstration & help establish checklist for chick housekeeping)
- \_\_\_ Create a homemade card
- \_\_\_ List classrooms visited to advertise fundraiser
- \_\_\_ Participate in the Ping Pong toss
- \_\_\_ Establish group norms

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Report on your project:

Purpose: (state the purpose of your project)

Action: (State the specific actions you have taken so far)

Particulars: (tell me the who, when, where, why, how, & how much)

Evidence: (give details of what you have done to progress in your project. Share frustrations or triumphs)

Request for response: (What's next? Be specific)

Self-Evaluation:

Criteria	3 Mastered	2 Practicing	1 Beginning
Study Guide	The study guide turned in with a name; checklist is completely filled out; all sections have a well thought out responses.	Checklist is checked off but some of the sections are incomplete; sections lack well reflected responses.	No study guide was returned
On Task behavior	Student is on task at all times. No task reminders or warnings were given.	One or two task reminders or warnings were given to redirect student	Student needed more than three reminders during activities.
Team behavior	Student displays effort to work with team members, uses assertive communication, & fully participates with a good attitude	Student participates a portion of the time and is still striving to work as part of a team.	Student refuses to participate & constantly quarrels or uses aggressive communication.

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Class structure:

chores & projects

lesson & activity/work cycle

restoration & community meeting (accountability & preparation)