**Chapter 3: Team Beginnings**

**Class Activities**

**ACTIVITY 1: TUCKMAN’S STAGES OF GROUP DEVELOPMENT**

Objective: To help students understand Tuckman’s five stages of group development.

Activity: Have students individually think of a recent group they have belonged to but are no longer a part of, and identify Tuckman’s five stages, with a clear description of what happened within each stage (have students write down their thoughts). After students have completed this part individually, get them together in small groups and have them share with each other.

Discussion: Did all students belong to groups that went through Tuckman’s stages? What are the various experiences that characterize each of the stages?

**ACTIVITY 2: TEAM norms**

Objective: To provide students the opportunity to observe the implicit nature of norms.

Activity: Over several class periods and if possible, spaced throughout the semester, assign some students to be observers of norms that have developed in the class as a whole or within specific teams. When adequate information has been gathered, have the class come together for the below discussion. (This activity will be more effective if observers are asked to carry out this activity without the rest of the class knowing).

Discussion: What are some norms that have developed? How did these norms develop? If any of these norms were violated, how did the other students/ team members react to the violator?

**ACTIVITY 3: Violating Social Norms**

Objective: To teach students about the impact of violating common social norms.

Activity: Before the activity, review the nature of norms, and provide students with guidance in how they should react if participants in the study show annoyance. Then assign each student a norm to violate from a list of various norms. Schneider’s list of norms to violate includes (2002, p. 37):

* clip toenails while sitting with others in a cafeteria
* with hair tousled, ask to borrow a comb from a group of strangers
* ask people in a movie line if you could move ahead of them
* sit down with two to three strangers at a four-seat table in a cafeteria without talking

After activity is performed, engage class in an analysis of the concept of norms, describe their own norm violation experience, and share their thoughts, feelings, and behaviors before, during, and after the experience. [Source: Schneider, F. W. (2002). Applying social psychological concepts to a norm-violation experience. *Teaching of Psychology, 29*, 36-39]

**ACTIVITY 4: GROUP SOCIALIZATION**

Objective: To provide students the opportunity to engage in and reflect upon an icebreaker activity.

Activity: Divide students into groups of 4-5. Have each group come up with a quick icebreaker that will be used by another group. Randomly assign other groups each other’s ideas. Each group then has to engage in the icebreaker. This can be a fun activity that serves an icebreaker for the whole class, so should be carried out as early in the semester as possible.

Discussion: How did the icebreaker help members know each other, open up to each other, and socialize into the group?