

Lesson plan: Group Dynamics: Group development stages (11th grade)

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TARGETED SKILLS:

Discipline: Sociology

General competencies

1. Using key social science concepts in acquiring knowledge and explaining various real-life facts, events and processes;

2. Applying specific social science knowledge to solve problem situations and analyse personal development prospects

Specific competencies

1.1 identifying the role of sociology in analysing social facts, phenomena and processes

2.6 describing the individual in their numerous roles: family member, part of a social group (friends, colleagues, etc.)

Objectives

1. identifying and describing the five stages of group development according to Bruce Tuckman's theory
2. correlating the acquired knowledge with personal experience by providing examples for the stages of group development

Disciplinary literacy (DL) skills:

- reading comprehension (clarifying unknown concepts, coming up with questions based on the text, extracting subject-specific meaning)

- collaborative talks (formulating arguments related to the subject, in collaboration, to assess key concepts of the subject)

Social-emotional skills (SES)

- relationship skills (teamwork and collaborative problem-solving, efficient communication, demonstrating leadership)

RATIONALE

The lesson has a special significance because the students will be able to understand how groups develop, that they do not form randomly, but rather following certain stages that condition the emergence, development and functioning of a group.

The information provided previously on the definition of the group, the typology and classification of groups is absolutely necessary to understand the steps that precede the formation of a human group. Moreover, it is essential to understand group development (the basis of social stratification) and group dynamics in order to understand the following lessons, when social stratification will be discussed.

Students will be able to collaborate in order to complete the tasks and they will be able to practice their critical thinking and problematisation skills.

LEARNING OBJECTIVES:

After the lesson has concluded, students will be able to:

1. describe the five stages of group development according to Bruce Tuckman's theory (at least two features for each stage)
2. provide examples of group development stages by referencing a group they belong to (at least one example)
3. collaborate in order to solve common tasks.

PRECONDITIONS

To achieve the learning objectives above, students must be able to define what a group is and describe its characteristics (goals, common interests, sense of belonging), the types of groups (primary/secondary, formal/informal, in-group/reference groups, open/closed). In addition, students should be able to classify the groups they are part of.

ASSESSMENT

Student assessment will be ongoing, throughout the entire lesson (systematic monitoring of student behaviour). At the beginning of the lesson, students will partake in an exercise where they have to classify various examples of groups (written assessment); during the lesson - at each stage, students will be asked to find examples from their own experience for each group development stage, in accordance with the corresponding characteristics (oral assessment); at the end of the lesson (self-assessment) - students will have to fill out their study diary (written assessment). After the lesson, students will receive a form to provide feedback on the classroom activity.

RESOURCES AND TIME MANAGEMENT

Materials:

- worksheets (Appendices 1, 2, 3 and 4)
- Internet connection

<https://youtube.com/watch?v=2ZzMlyUzIVY>

<https://www.coachingcultureatwork.com/bruce-tuckman-team-development-model/> (written text)

Techniques:

- practice opportunities, structured discussions, brainstorming, problematisation
- teamwork
- study diary

Allotted time: 2 hours

LEARNING ACTIVITIES:

Evocation

For evocation, the students will be split into groups of three and will solve a worksheet on group typology (Appendix 1). From their answers, we can formulate the following questions, which they have to answer: Has classroom inclusion occurred based on certain criteria? What are they? How did you feel upon meeting your new classmates at the beginning of 9th grade? How did you form friendships? How did you choose the class president? The questions aim at recalling previous, authentic experiences that allow the new contents that will be studied to be understood more easily.

Realisation of meaning

Exploring the new content:

1st activity: Students listen to task instructions: they will watch a video about group development; before watching, they will receive a worksheet with three questions they have to answer individually, based on the information in the video; after the first viewing, there will be a second one, during which the video will be paused after each stage so the students can identify and write down their answers.

2nd activity: Students will receive the following text: <https://www.coachingcultureatwork.com/bruce-tuckman-team-development-model/>. They will be asked to complete the answers they gave on the first

worksheet with the new/more detailed information from the text.

Their answers will then be checked and any ambiguities will be clarified (using a PowerPoint presentation on the given topic). Students will be asked to provide examples from personal experience for each of the stages identified on the worksheet. Students will be able to complete and clarify the ideas presented in the video and text with the information provided by the teacher.

To check student progress, the teacher will analyse the completed worksheets. As homework, the students will be tasked with illustrating each stage of group development with the example of a group they are part of.

Reflection

For reflection, students will receive a worksheet (Appendix 3): the study diary. They will be encouraged to express their thoughts on the learning process by answering the questions. They will also answer the questions on the feedback form.

EXTENSION

Starting from the premise that every group has a leader, be they formal, informal or both, we ask the question: What role should a leader perform in order to overcome each stage and help the group reach the optimal functioning and productivity? As such, I will ask the students to add new information to what they received in class. This information should be relevant to them and it should target the question above. This way, they will understand the leader's role and, taking on such a role, they could make the best decisions when facing obstacles during a stage of the group/in-group development process.

<https://medium.com/swlh/team-development-stages-51df5606c0a2>

<https://youtube.com/watch?v=IRcZqdGq8fc>

THE TEACHER'S REFLECTIONS

By choosing two authentic texts as support - a video and a written text - I aimed to develop DL skills in a creative way - reading comprehension: clearing up unknown concepts, asking questions about the text, extracting subject-specific meaning; collaborative talks: formulating discipline-related arguments in collaboration, in order to assess the understanding of concepts related to the discipline. Among the SES, I decided to work on developing relationship skills: teamwork and collaborative problem-solving, efficient communication, demonstrating leadership skills; through completing tasks in groups and discussing the stages of group development, expressing points of view, identifying and clarifying ambiguities. Thus, after the activities were concluded and the students' answers in the study diary and feedback form were analysed, I discovered that 27 out of 28 students correctly identified the five stages, while 25 students mentioned at least two characteristics of each stage, which means that the first objective was achieved. To the question *How did you feel during the lesson?*, 21 students replied that they felt engaged, 5 - challenged, while one of the students was bored. I find that the activity was successful, the objectives were met and the students enjoyed the lesson:

"What I liked most was the teaching method using the video and allowing us to discover the information by ourselves before discussing it with the class."

"What I liked most about this lesson was the exercise we were tasked with, more specifically finding answers to the given questions based on a video, which contributed to a better comprehension and assimilation of the information."

"The lesson was interactive and I understood everything extremely easily."

"The fact that we processed the information first, before discussing with the class."

Moreover, according to how students answered the question "I want to learn more about", they demonstrated that learning cannot be contained within the limits imposed by the school, but it rather

transcends them. The students want to expand their knowledge with new information regarding the role of the leader and Bruce Tuckman's biography.

I will continue to use authentic texts in class. Unfortunately, it is not very easy to find authentic texts that are suitable for the targeted topics, which is why the authentic texts used for this activity (and not only) were in English (which did not constitute an issue for our students). Though I was using authentic texts for some study topics, I will rethink their application in class by introducing some assessment tools to check the students' comprehension level. Moreover, to encourage student involvement in the learning process, I will emphasize the development of relationship skills by using active and participatory techniques more consistently.

APPENDICES

Appendix 1

For each example, identify the type of group based on the typology you studied. Discuss your answers with your classmates and mention the contexts where your classifications are correct.

- a. the audience at a play
- b. shoppers in a mall
- c. your families
- d. tourists trapped inside a cabin because of snow

Appendix 2

1. How many stages are there?
2. What are they called?
3. What happens during each stage? Write down at least two characteristics for each.

Appendix 3

1. Something I'm unsure about is...
2. I want to learn more about...
3. I would have understood this lesson better if...
4. What I liked about this lesson was...

Appendix 4

https://docs.google.com/forms/d/e/1FAIpQLScOyw_4M_xuXgAmNPjXxaIJ2V2txeDLU_fyzt3M9VC4QPM/OA/viewform