**My Success Team: 7th Grade**

**Summary**

In this lesson, students will identify the benefits of a success team. They will also be introduced to the concepts of social networks and social capital.  Students will identify individuals in their lives who can help them prepare for college and future careers. They will create a plan to strengthen relationships with these supporters—their success team.

**Grades**

* 7

**Content Modules**

* Social Capital

**Objectives**

Students will:

* Describe the components of a success team and the necessity of developing one.
* List the provided strengths and benefits of a team in their own words.
* Discern the similarities and differences between a professional success team, academic success team, and a personal success team.
* Reflect on their social network and success team.

**Length**

1 Session

**Additional Resources**

* [My Success Team - 7th Grade\_Vocab.pdf](https://www.6to16.org/files/attachments/8145bc1295f703e63f754420e395dd76.pdf)
* [My Success Team - 7th Grade\_Success Team Plan.pdf](https://www.6to16.org/files/attachments/64615ebf78f2ea9e101deb28b9bc63a7.pdf)
* [My Success Team - 7th Grade\_Notes.pdf](https://www.6to16.org/files/attachments/f9ebf04ee37ac4b8a95ff2c06187d936.pdf)
* [My Success Team - 7th Grade\_ Team Benefits Answer Sheet.pdf](https://www.6to16.org/files/attachments/78cab0daa76131682d69ba3514651168.pdf)

**Related Lessons**

* [My Personal Vision: 6th Grade](https://www.6to16.org/lessons/view/46)
* [Goal Setting: My Success Plan – 6th Grade](https://www.6to16.org/lessons/view/174" \t "_blank)
* [Introduction to Social Capital: 6th Grade](https://www.6to16.org/lessons/view/184)

**Related E-Learning**

**Materials and Resources**

**Offline:**

* 6to16 Notebook
* My Success Team Notes
* My Success Team Plan
* Team Benefits Teacher Answer Sheet
* My Success Team Vocabulary

**Higher-Level Thinking Skills**

Synthesis

**Vocabulary**

Team, Success team, Social Network, Personal Success Team, Professional Success Team, Academic Success Team, Social Capital, Human Capital, Cultural Capital, Economic Capital

**Assessment(s)**

**My Success Team Plan:** Students will identify members of their success team and complete their **My Success Team Plan** handout.

**Do Now (5-10 minutes)**

1)  Ask students to answer the following questions in their **6to16 Notebooks**:

* In your own words, how do you define a “team”? Try not to use sports teams in your definition.
* What teams have you been a part of?
* What is a success team?

2)  Select student volunteers to share their answers to the Do Now with the group.

3)  After students have shared their responses with the class, inform them that there are a number of definitions for both "team" and “success team.” However, for concreteness, the group will use the following definitions for this lesson:

* **Team:** a cooperative unit of two or more individuals who work together to achieve a common goal.
* **Success Team:** a network of people that provide support, expertise, and resources that help an individual accomplish her or his goals

**Class Activity (35-40 minutes)**

**Team Benefits Activity:**

1)  Make two copies of the **Team Benefits Teacher Answer Sheet** and cut apart each bulleted statement. Distribute one bulleted statement to each student. Instruct students to read the statement silently and think about how they would rephrase the statement in their own words.

2)  Instruct students to get out of their seats and walk around the classroom. Play music as they  walk. When the music stops, students should find a partner.

3)  Instruct students to share the rephrased statement with their partners.

**Teacher’s Note:** *If students meet a partner with the same bullet point as themselves, instruct them to find a new partner.*

4)  Students should then switch statements with their partners. Tell students to  incorporate their previous partner’s understanding of the statement into their own words.

5)  Instruct students to walk around the room again. After you stop the music, students should find a new partner. Now, students should share their previous partner’s as well as their own understanding of the statement.

6)  Switch and repeat the activity. After three rotations, tell students to go back to their seats.

**My Success Team Discussion:**

1)  Distribute the **My Success Team Notes** handout and instruct students to take notes as they participate in the discussion about teams. Write the following question on the board:

* What are the strengths and benefits of a team?

2)  Write one strength or benefit on the board as an example. Allow students to share their own responses. If students do not mention any of the points below, make sure to include them in the discussion.

* Everyone on the team has different skills or strengths that complement each other.
* A large or complex task is easier to accomplish with multiple people with different skill sets.
* Team members can offer different solutions to one problem, which allows the group to come to a stronger solution.
* Members of the team are exposed to different points of view through one another.
* By working through solutions together as a team, individuals can improve their communication skills.
* Team members can motivate each other to do their best work.

3)  Inform students that as they pursue their college and career goals, it is important to identify people who can be members of their success team to help them along the way.

4)  Discuss how people need support and encouragement when working to accomplish goals or when facing barriers to success.  A success team offers sustained support over an extended period of time.  Each student should build a success team that includes a wealth of knowledge, experience, and connections.

**Success Team Vocabulary:**

1)  Write “social capital” and “social network” on the board.

2)  Ask students if they know what either of these terms means.

3)  Call on a student to provide a definition.

4)  Distribute the **Success Team Vocabulary** handout to students.

5)  Ask a student to read the definition of social network:

* **Social Network:** a community of people, including family, friends, co-workers, classmates, teachers, mentors, or neighbors.

6)  Note that the people students choose to be on their success team will be the people who are in their social network.

7)  Ask a student to read the definition of social capital

* **Social Capital**: the connections between two people that can help them be more successful.

8)  Note that an example of social capital is a teacher who writes a glowing college recommendation letter for a student who worked hard in her or his class.

9)  Note that the people who are in students’ social network all come with some form of social capital.

10)  Inform students that tapping into the social capital of those who are on their success team enables them to build positive relationships to gain new ways of thinking (**cultural** **capital**), new wealth and assets (**economic capital**), and new skills and resources (**human capital**).

**My Success Team Plan:**

**Teacher’s Note**: *Special Ed or ELL students may also benefit from completing the* ***My Success Team Plan*** *handout with a pre-picked partner who has a stronger skill level.*

1)  Pass out the **My Success Team Plan** handout to the students. Ask students to begin thinking about their social networks and the people they feel are supportive and can help them become successful.  Students’ social networks will form the base of their success team.

2)  Instruct students to fill out the first three columns of the **My Success Team Plan** handout. The handout asks the students to divide their success team into three different categories:  Personal, Professional and Academic.  It is fine if there is some overlap. Students should explain their relationship to each success team member and how they feel this person is or could be supportive.

* **Personal Success Team**: Family members, mentors, friends, counselors, religious leaders, coaches, or anyone else the student feels supports their personal well-being.
* **Professional Success Team**:  Current or past employers, mentors, volunteer supervisors, or others who have supported the student and exposed them to professional experiences.
* **Academic Success Team**:  Teachers, counselors, administrators, admissions representatives, family members or others who have supported the student academically or encouraged their aspirations to attend college.

3)  After students complete the first three columns of the handout, they should share their responses with a partner.

4)  Remind students that social networks and relationships are based on trust. Students should remember that a relationship is a two-way street. Share the following examples:

* You should not expect a teacher to be willing to write a letter of recommendation for you if you are often disruptive in her or his class.
* If you ask a classmate to introduce you to his or her basketball coach and you make a positive first impression, this reflects positively on both you and your classmate.

**Homework**

1)  Inform students that developing a success team is about building relationships.  Students may already have strong relationships with some people on their lists, while they may need to build stronger relationships with others.

2)  Instruct students to do the following:

* Reflect on the importance and purpose of a success team as it relates to your personal goals.
* Write a paragraph discussing how you believe that members of your success team will help you reach your personal goals.

3)  Instruct students to fill out the fourth column of the **My Success Team Plan** to indicate the ways in which they plan on strengthening and maintaining their relationship with each of their success team members.

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