

Reaching a Consensus
8th Grade Advisement Activity
Estimated time: 20-30 Minutes

Georgia's Teachers-As-Advisors Framework

Goal 8-3.2 - Develop positive, highly-developed interpersonal skills

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others

Objectives: Students will practice reaching a consensus

Materials: Handout, photocopy activity

Activity:

1. *Say:* Good morning. Welcome to advisement. Today we are going to practice reaching a consensus. What is a consensus? *Allow students time to explain.* A consensus is reaching a decision that you can live with. You may not be completely happy with the decision but it is one you can accept as part of a team.
2. *Distribute the handout, Part 1 "Stranded: Coming to Consensus" to each student. Read the directions and allow students time to make their choices. Read the directions for Part 2. After the students have made their individual choices divide them into groups of three.*
3. *Read the directions for Part 3.*
4. *Say:* I will call time in 15 minutes. You may begin.
5. *After 10-15 minutes call time. Tell the students there is no right or wrong answer. This is an activity to learn how to reach a consensus on an issue or decision. Did everyone finish the assignment? If a group did not reach a consensus, discuss the barriers. Allow the students to discuss the outcome of the lesson by focusing on the group dynamics.*
 - a. *What role did each team member take: taskmaster, sharer, leader, peacekeeper, and helper?*
 - b. *What might you do different if anything?*
 - c. *Was it hard to agree?*
 - d. *Did anyone compromise?*
6. *Dismiss:* That was fun! Teamwork is becoming more and more important in the world of work. Employers will expect you to be able to get along and work together to solve problems and in some cases you will have to reach a consensus when a problem arises. Have a great day and I will see you the next time we meet or before if you need me.

Source: www.okcareertech.org/cimc/toolbox, Substitute Teacher Toolbox, page 1

Stranded: Coming to Consensus

PART # 1 Direction: Read the scenario below and rank the items you think are most important to carry with you.

It is late in the evening when you and two companions are in your pickup following the chapter FFA van to the state fair. You suddenly find that you are lost. Somehow you made a wrong turn off the main route and onto a dirt road. Instead of turning around, you drive toward what you think are freeway lights. Within minutes, you realize you are not only lost, you also have no sense of direction and your pickup is losing power. It slows to a stop. Nothing you or your companions do restarts the engine. You decide to get out and walk. First you look to see what you can take and you find the following items. Rank each item as:

- 1—Most Important
- 2—Somewhat Important
- 3—Nice to Have

- _____ Bag of potato chips
- _____ Bottled water, a four-pack
- _____ CDs
- _____ Camera
- _____ Can of gasoline
- _____ Compass
- _____ Flares
- _____ Handtools: hammer, screwdriver, wrench
- _____ Horse blanket
- _____ Horse grooming equipment: brush, comb
- _____ Matches
- _____ Pocket knife
- _____ Portable boombox
- _____ Ropes: one 15 feet long and one 25 feet long
- _____ State map

PART 2—You can carry only one item. Which items would you most like to take? List your top three, with A being most important.

- A. _____
- B. _____
- C. _____

PART 3—Working in groups of three, determine, as a group, the three items your group will carry. You are committed to the three you chose. Remember that each person can take only **one** item and all three members must agree on the three items. Your group choices are:
