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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Practicum in LPSCS |
| **Lesson/Unit Title** | Teamwork and Leadership Skills |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives.  (E) The student is expected to maintain effective working relationships in order to accomplish objectives and tasks  (F) The student is expected to demonstrate effective working relationships using interpersonal skills  (G) The student is expected to apply positive interpersonal skills to work cooperatively with others  (H) The student is expected to demonstrate respect for individuals such as those from different cultures, genders, and backgrounds  (I) The student is expected to demonstrate sensitivity to and value for diversity |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The students will be able to: | | 1. Maintain effective working relationships to accomplish | | objectives and tasks | | 2. Demonstrate effective working relationships using interpersonal skills | | 3. Use positive interpersonal skills to work cooperatively with others | | 4. Demonstrate respect for individuals such as those from different | | cultures, genders, and backgrounds | | 5. Demonstrate sensitivity to and value for diversity | |
| **Rationale** | |  | | --- | | Interpersonal skills are important for workers in Law, Public Safety, | | Corrections, and Security so they can learn to collaborate with others to | | accomplish goals and objectives. | |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | 1. **Tact** –the ability to say and do things in a respectful way 2. **Empathize** – trying to see things from another’s point of view to gain an understanding ofthat person’s situation. 3. **Stereotype** –an oversimplified, distorted belief about a person or group 4. **Prejudice** –an opinion based on insufficient information; a prejudgment, often based on aperson’s sex, race, or religion 5. **Attitude** –your basic outlook on life and your way of looking at people and the world 6. **Self-esteem** –recognition and regard for yourself and your abilities 7. **Arrogance** –overbearing behavior marked by excessive self-importance 8. **Diversity** –variety, in which each individual contributes something special |
| **Materials/Specialized Equipment Needed** | * Interpersonal Skills Key Terms * Index Cards * Pens * Computer * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | *Previous career and technical education courses in the LPSCS cluster* | |  | |  | |  | |  | |
| **Direct Instruction \*** | I. Teamwork in the workplace  A. Benefits of teamwork  1. Increased productivity  2. Increased motivation  3. Increased morale  4. Improved product quality  5. Improved customer service  6. Fewer layers of management  7. Improved communication  8. Greater job satisfaction  9. Improved self-esteem  B. Types of teams  1. Functional  2. Cross-functional  3. Self-directed  C. Team planning  1. Setting goals – align with the organization’s mission  2. Assigning roles and duties – match tasks to abilities  3. Communicating – to assess progress and address issues  D. Potential obstacles  1. Unclear goals  2. Misunderstandings about how much authority the team and team members have  3. Unclear plan to assess individual performance  4. Competitiveness among team members  5. Resentment over lack of individual recognition  6. Reduced effort by team members, especially as the team increases in size  E. Being an effective team member  1. Make the team’s goal your top priority  2. Listen actively in meetings and offer suggestions  3. Follow through on your assigned tasks  4. Work to resolve conflicts among team members  5. Inspire coworkers to get involved and do their best  II. Leadership  A. Leadership qualities/skills  1. Good communicators – able to receive information, interpret it, and pass it to others effectively  2. Visionary  a. Clear idea of where to go and how to get there  b. Set high standards  c. Expect high-quality performance but tolerate honest mistakes  3. Involve others  a. Recognize they cannot do everything themselves  b. Inspire others to work toward their goals and achieve maximum potential  c. Create a strong team spirit  d. Praise and reward good work  4. Role models – represent the values of the organization,  knowing that people copy their behavior  5. Decisive – use good judgment to make wise decisions  6. Positive – often able to turn failure into success; know that many successes are built on past failures.  7. Problem-solvers – not afraid to ask tough questions  B. Leadership styles  1. Directing – giving others specific instructions and closely supervising tasks  2. Coaching – closely supervising but also explaining decisions and asking for suggestions  3. Supporting – sharing decision-making responsibility and encouraging the independent completion of tasks  4. Delegating – turning over responsibility for decision-making and completion of tasks to others  C. Leadership tips  1. Provide sufficient training and be a patient teacher  2. Give clear directions  3. Know when to intervene  4. Don’t be afraid to admit mistakes  5. Be consistent in what you say and do  6. Treat workers fairly and equally  7. Be firm when necessary  8. Recognize effort and initiative  9. Praise in public, reprimand in private  10.Make your expectations clear  11.Treat workers the way you would like to be treated  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Students will define and give examples of the key terms in a journal. Use the Individual Work Rubric for assessment. |
| **Guided Practice \*** | 1. Lost at Sea Exercise. Divide the students into groups and have them complete the exercise at [http://www.trainingmanager.co.uk/documents/TMSS- LostatSeaExercise.pdf](http://www.trainingmanager.co.uk/documents/TMSS-%20LostatSeaExercise.pdf). Have the students discuss how they came to agreements on their rankings. Use the Discussion Rubric and the Peer Evaluation Rubric for assessment.  2. Blindfold Leader Game: To start the game, position all students in a single line. Create a starting point and a finishing point. Blindfold all the students apart from the student at the front of the line. Instruct each student to place their left hand on the left shoulder of the person in front of them. Say, "Go." The leader without the blindfold must walk towards the finish line and instruct the students that are blindfolded behind. To add an extra challenge to this activity, position obstacles along the path so that the leader will have to give instructions to the followers in terms of how to get around the obstacles. Once the finish line is reached successfully, another student can take the turn to lead.  Have the students discuss whether they could trust their leader and/or their other classmates. Use the Discussion Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | NONE |
| **Summative/End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Teamwork and Leadership Skills Quiz and Key * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Research Rubric * Writing Rubric |
| **References/Resources/**  **Teacher Preparation** | * 9780078748288, *Succeeding in the World of Work*, Kimbrell, McGraw-Hill, 2008. * 9780538444026, *Working****,*** Bailey, South-Western, 2007. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)