Unit 2: Effective Teams

Suggested Timeline: 14 Days

Unit Focus:

Unit 2 is focused on healthy, work-based collaboration. Students will apply their strengths and leadership styles to understand effective team dynamics and peer collaboration.

Desired Results (both skills-based and concept-based)

- Students will know and be able to:
  - Work in teams to manage competing ideas and develop a shared idea of success;
  - Hold themselves and their peers accountable for contributing to the team’s success;
  - Develop and lead diverse teams to generate creative solutions to complex problems;
  - Discover the advanced manufacturing sector, including the range of companies and careers and its significance;
  - Communicate effectively using verbal and nonverbal techniques with members of a team;
  - Describe the advanced manufacturing sector, including the range of companies and careers and its significance;
  - Identify and apply my strengths to become an effective team member;
  - Hold programs and their peers accountable for contributing to the team’s success;
  - Develop and lead diverse teams to generate creative solutions to complex problems;
  - Identify and apply my strengths to become an effective team member;
  - Use my knowledge of myself, including my strengths and leadership style, to achieve goals and those of a team;
  - Explore how communications skills are utilized in diverse formats, such as through websites and social media campaigns.

Big Ideas:

- Collaboration is the key to solving complex problems in a global society.
- There are many emerging career opportunities, including opportunities to utilize communication skills, in the manufacturing sector.
- Students can utilize effective collaboration skills to present information in diverse formats and through websites and social media campaigns.
Unit 2: Effective Teams

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Career and Life Readiness Competencies:

- **Applied Knowledge**
  - Critical Thinking Skills:
    - Logical Reasoning
    - Problem Solving
    - Resolving Conflict
    - Thinking Critically
    - Thinking Creatively

- **Career Navigation Skills**
  - Maintaining knowledge of industry
  - Resolving conflicts through negotiation
  - Exercising leadership
  - Working well with others

- **Relational/Personal Qualities**
  - Demonstrating responsibility and self-discipline
  - Adapting and showing flexibility
  - Taking initiative

- **Executive and Communication Skills**
  - Technology Use
  - Information Use

Career and Life Readiness Competencies:

- **Career Navigation Skills**
  - Developing self-awareness

Louisiana K-12 Student Standards English Language Arts:

- **Speaking and Listening Standards, Grades 9-10**
  - SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats.

- **Reading Standards for Informational Text, Grades 9-10**
  - RST.9-10.7: Integrate and evaluate information presented in diverse media and formats to communicate important information and to support conclusions, distinguishing between facts and opinions.

- **Writing Standards, Grade 10**
  - W.10.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **Speaking and Listening Standards, Grades 9-10**
  - SL.9-10.2: Integrate and evaluate multiple sources of information presented in diverse media and formats in a text, building on background knowledge to enhance meaning.

- **Reading Standards for Literacy in Science and Technical Subjects, Grades 6-10**
  - RST.6-10.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text.
  - RST.6-10.7: Integrate and evaluate information presented in diverse media and formats to communicate important information and to support conclusions, distinguishing between facts and opinions.

Reading Standards for Literacy in Science and Technical Subjects, Grades 6-10

Writing Standards, Grade 8

- W.8.2: Write informative/explanatory texts to examine a topic or explain a process, conveying clearly and persuasively related information, facts, and ideas.

- W.8.3: Use information presented in diverse media and formats to develop, distribute, and exchange information.

- W.8.4: Analyze and evaluate the content and impact of print and digital media, including advertising.

- W.8.5: Relate information presented in diverse media and formats to develop, distribute, and exchange information.

- W.8.6: Use information presented in diverse media and formats to develop, distribute, and exchange information.

- W.8.7: Relate information presented in diverse media and formats to develop, distribute, and exchange information.

- W.8.8: Use information presented in diverse media and formats to develop, distribute, and exchange information.
## Unit 2: Effective Teams

**Suggested Timeline:** 14 Days

### Goals

#### Evidence of Student Learning

<table>
<thead>
<tr>
<th>Supports Needed:</th>
<th>Additional Materials Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook</td>
<td>Use checklist for modifying lesson plans.</td>
</tr>
<tr>
<td>Use instructions to check for understanding.</td>
<td>Additional support for vocabulary.</td>
</tr>
<tr>
<td>Model directions and use gestures to support points to the teacher.</td>
<td>Provide additional support for vocabulary.</td>
</tr>
<tr>
<td>Send out video links early and provide students with time to ask questions and retell the key points to the teacher.</td>
<td>Including additional details and background and team roles shared on time for students that need.</td>
</tr>
</tbody>
</table>

#### Targeted Career Cluster(s):

- Advanced Manufacturing
- Evidence of Student Learning

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**Targeted Career Cluster(s):**

<table>
<thead>
<tr>
<th>Support for Diverse Learners:</th>
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<td>Provide additional support for vocabulary.</td>
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**Unit 2: Effective Teams**
## Unit 2: Effective Teams

**Suggested Timeline:** 14 Days

### Curriculum - Embedded Performance Task(s):**

<table>
<thead>
<tr>
<th>Performance Task 1A:</th>
<th>Team Contract</th>
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<tbody>
<tr>
<td>Students will form teams and work together to:</td>
<td>- determine roles and responsibilities; - create a group contract; - develop action steps; and - define roles and responsibilities.</td>
</tr>
<tr>
<td><strong>Performance Task 1B:</strong></td>
<td>Web Redesign and Social Media Campaign</td>
</tr>
<tr>
<td>Students will:</td>
<td>- redesign a company website; - research various occupations within the manufacturing industry; - identify current workforce demographics; - research various companies within the manufacturing industry; - identify current products that are developed and distributed; - develop a social media campaign; and - define criteria and constraints of the assignment.</td>
</tr>
</tbody>
</table>

### Formative Checkpoints:

- Class Discussion
- Self-Evaluation
- Teacher Observation
- Reflection on Progress
- Peer Evaluation
- Reflection on Success Competencies at the End of Each Unit
- Formative Checkpoints throughout Unit
- Teacher Observation: Idea Generation, Mediator, Encourager, and Recorder
- Self-Evaluation: Reflection on Success Competencies at the End of Each Unit
- Peer Evaluation: Reflection on Success Competencies at the End of Each Unit

### Learning Plan Overview

<table>
<thead>
<tr>
<th>Lesson One:</th>
<th>Communication Is the Key</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1:</strong></td>
<td>Students participate in an obstacle course activity and discuss how teamwork is essential to success. Students watch a video about teamwork.</td>
</tr>
<tr>
<td><strong>Day 2:</strong></td>
<td>Students practice speaking and listening as a team and understand the importance of recognizing and correctly interpreting nonverbal cues. Students practice speaking and listening as a team and understand the importance of recognizing and correctly interpreting nonverbal cues.</td>
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| Lesson Two: Using Communication Is the Key |
| **Day 1:** | Students discuss the roles of facilitator, idea generator, mediator, encourager, and recorder. Students identify their strengths and values and discuss the importance of roles and responsibilities and the potential impacts to teams. Student teams complete the "Build a Tower" problem. |
| **Day 2:** | Students complete the "Build a Tower" problem. Students practice speaking and listening as a team and understand the importance of recognizing and correctly interpreting nonverbal cues. Students consider their strengths and values and discuss the importance of roles and responsibilities and the potential impacts to teams. |

### Performance Task 1A: Team Contract

- Students define roles and responsibilities to achieve a common goal.
- Students complete a group contract and develop action steps.
- Students will form teams and work together to achieve a common goal.
Unit 2: Effective Teams

Lesson One.

**Learning Plan**

**Lesson Overview**

**Communication is Key**

**Synopsis:** Students will be introduced to the unit on teamwork. Students will understand the importance of communication and its role in teamwork. Students will understand the different types of communication and how it contributes to the success of a team.

**Addressed Essential Questions:**

- How does verbal and nonverbal communication contribute to the success of a team?

**Lesson Plan Outline**

**Day 1:** Students watch a video about advanced manufacturing and individually complete research on the advanced manufacturing sector with the goal of understanding what it is and what the sector looks like in their region and across the state and report back to their team.

**Day 2:** Students individually complete research on various occupations and companies within the manufacturing industry and identify current demographics of the workforce and document underrepresented populations in the workforce and identify potential audiences for recruitment. Students develop a decision matrix and apply categories to determine one company website to review and develop recommendations for attracting potential clients and/or future employees, specifically underrepresented employee demographics.

**Days 3 and 4:** Students research their best method to create their website and subsequent web pages. Students use technology to develop a website. Students share a mock-up or sketch of the redesigned web page with their team for feedback.

**Days 5 and 6:** Students individually research the selected company’s website and document recommendations to attract potential clients and future employees. Student teams develop a decision matrix and apply categories to determine which web pages they would like to redesign.

**Days 7, 8, and 9:** Students research the best method to create their website and subsequent web pages. Students use technology to develop a website. Students develop a decision matrix and apply categories to determine which web pages they would like to redesign.

**Days 10 and 11:** Students research social media campaigns and document the types of advertisements as verbal or nonverbal and discuss their effectiveness. Students determine which criteria for an effective social media campaign can be used to attract potential clients and their future workforce and complete their social media campaign plan.

**Days 12 and 13:** Student teams develop a presentation to include updates to their company website, outline of their social media plan, and how their team contract supported the overall success of the team. Student teams complete their group presentation and determine roles and responsibilities for giving the presentation.

**Suggested Timeline:** 14 Days
### Unit 2: Effective Teams

**Suggested Timeline:** 14 Days

#### Lesson One Learning Plan

**Communication is Key**

Discuss how to be an effective team member and will be provided opportunities to practice teamwork.

- **Assessed Career and Life Readiness Competencies:**
  - Understanding teamwork and being able to work with others is demonstrated by students working in teams to move through an obstacle course.
  - Communicating verbally is demonstrated by students as they provide verbal instructions to peers in an obstacle course and as peers discuss relevant topics.
  - Listening actively is demonstrated by students as they use nonverbal cues through pantomime.
  - Observing carefully is demonstrated by students as they use nonverbal communication.

- **Suggested Texts and Resources:**
  - How Google Builds the Perfect Team
  - Pixar: For the Birds

- **Materials/Resources:**
  - Video link
  - Stopwatch
  - Classroom objects to form an obstacle course
  - Blindfold

**New Vocabulary for the Learning Plan:**

- Appearance
- Artifacts
- Body language
- Eye gaze
- Facial expression
- Gesture
- Nonverbal communication
- Teamwork

**Learning Events and Formative Checkpoints:**

**Day 1**

Students will know the importance of both verbal and nonverbal communication.

- **Formative Assessment**
  - Teacher observation of student teamwork
  - Teacher observation of student responses to activity questions
  - Teacher observation of class discussion

- **Materials/Resources:**
  - Teacher observation of student teamwork
  - Teacher observation of student responses to activity questions
  - Teacher observation of class discussion

- **Learning Objectives for the Learning Plan:**
  - Teamwork
  - Nonverbal communication
  - Gesture
  - Eye gaze
  - Body language
  - Appearance

- **Resources:**
  - Video link
  - Stopwatch
  - Classroom objects to form an obstacle course
  - Blindfold

**Unit 2: Effective Teams**
Lesson One Learning Plan

Communication is Key

Day 2

Students be able to use nonverbal communication to express different feelings in an appropriate way.

Lesson One Learning Plan

Day 2

Students be able to use nonverbal communication to express different feelings in an appropriate way.

Lesson Two Learning Plan

Using Teamwork to Solve a Problem

Brief Synopsis: Students will learn about the different roles and responsibilities in teams and understand there is an individual responsibility for each person in an effective team. Students will develop skills that will allow them to solve problems in a team setting. Students will be challenged to work with a team to research the manufacturing industry and consider how they could change a website to attract a more diverse employee demographic and prepare a social media campaign for the rollout. Students will present their designs to another class or to industry leaders.

Addresses Essential Questions:

- How can my knowledge of myself including my strengths and leadership style help me to achieve my goals and those of a team?
- How do I identify and apply my strengths to become an effective team member?
- How do I understand the potential strengths and roles of each team member to collaborate for the benefit of the team?
- What emerging career opportunities are available in the advanced manufacturing sector?
- What emerging career opportunities are available in the advanced manufacturing sector?
- How do I understand the potential strengths and roles of each team member to collaborate for the benefit of the team?
- How can my knowledge of myself including my strengths and leadership style help me to achieve my goals and those of a team?

Career and Life Readiness Competencies:

- Thinking critically is demonstrated by solving a problem to create a tower, creating a redesigned webpage and designing a social media campaign.
- Thinking creatively is demonstrated through creating a redesigned webpage and designing a social media campaign.
- Making sound decisions is demonstrated through developing a decision matrix.
- Solving problems is demonstrated by creating a tower and redesigning a webpage to attract potential clients and future employees.
- Planning and organizing is demonstrated through the mock-up of the redesigned webpage.
- Resolving is demonstrated by recommending changes to the website to attract potential clients and future employees.
- Key concept is demonstrated through researching the manufacturing industry.
- Understanding teamwork and being able to work with others is demonstrated through the use of a team contract.

Formative Assessment:

- Teacher observation of student teamwork
- Teacher observation of student responses to activity questions
- Teacher observation of class discussion
- Teacher observation of student teamwork

Materials/Resources:

- Teacher observation of student teamwork
- Teacher observation of student responses to activity questions
- Teacher observation of class discussion
- Teacher observation of student teamwork

Video Link:

- Teacher observation of student teamwork
- Teacher observation of student responses to activity questions
- Teacher observation of class discussion
- Teacher observation of student teamwork

Teacher's Notes:

The following activities will present their designs to another class or to industry leaders. Students will be challenged to work with a team to research the manufacturing industry and consider how they could change a website to attract a more diverse employee demographic and prepare a social media campaign for the rollout. Students will present their designs to another class or to industry leaders.
### Unit 2: Effective Teams

**Suggested Timeline:** 14 Days

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<thead>
<tr>
<th>Materials/Resources</th>
<th>Learning Events and Formative Checkpoints</th>
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</thead>
<tbody>
<tr>
<td>• Yarn stick</td>
<td>• Students will know and be able to hold themselves accountable for contributing to a team's success by developing a team contract.</td>
</tr>
<tr>
<td>• Making tape (in 3-foot strips)</td>
<td>• Students will know and be able to hold themselves accountable for contributing to a team's success by developing a team contract.</td>
</tr>
<tr>
<td>• Ten balloons for each team of four people</td>
<td>• Students will know and be able to hold themselves accountable for contributing to a team's success by developing a team contract.</td>
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</table>

**New Vocabulary for the Learning Plan**

- encourager
- facilitator
- innovator
- mediator
- prioritize
- recorder

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<td>• Students will know and be able to work in teams whose members have diverse perspectives and strengths.</td>
</tr>
<tr>
<td>• Students will know and be able to work in teams and manage competing ideas to build a tower.</td>
</tr>
</tbody>
</table>

**Suggested Texts and Resources:**

- [https://www.wikiby.com/Make-a-Website-with-Wod](https://www.wikiby.com/Make-a-Website-with-Wod)
- [https://www.datawarehouse.com/datawarehouse/2011/02/04/Tips-for-Tips-for-Restaurants](https://www.datawarehouse.com/datawarehouse/2011/02/04/Tips-for-Restaurants)
- [https://support.google.com/blogger/answer/1623800?hl=en](https://support.google.com/blogger/answer/1623800?hl=en)
- [https://www.wikihow.com/Make-a-Website-With-Word](https://www.wikihow.com/Make-a-Website-With-Word)
- [https://www.wikihow.com/Make-a-Website-With-Wod](https://www.wikihow.com/Make-a-Website-With-Wod)

**Learning Activity:** Demonstrated by working with team members and incorporating feedback.

**Learning Objectives:**
- Efficiently and effectively demonstrates leadership and by selecting appropriate technology resources to develop the
data warehouse.

**Leadership:**
- Demonstrated by creating a social media campaign and by presenting to industry
- Communicating effectively with others in multiple formats (speaking, writing, listening)
**Unit 2: Effective Teams**

**Suggested Timeline:** 14 Days

### Day 3

- Students will know and be able to:
  - Communicate effectively using verbal and non-verbal techniques with members of a team.

**Materials/Resources**
- Pt 2.1: Rubric
- Pt 2.2A: Student handout
- Pt 2.2B: Student handout
- Team contracts

**Teacher review of student research**

**Formative Assessment**
- Teacher observation of class discussion

### Day 4

- Students will know and be able to:
  - Work in teams to develop a shared idea of success and while managing and respecting competing ideas.
  - Hypothesize why different groups may or may not be well represented in the advanced manufacturing sector.
  - Make sound decisions by developing a decision matrix to select their company for the performance task.

**Materials/Resources**
- Teacher observation of class discussion
- Teacher review of students' research

### Days 5 and 6

- Students will know and be able to:
  - Work in teams to develop a shared idea of success while managing and respecting competing ideas.

**Materials/Resources**
- Teacher review of team contracts

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**Teacher observation of class discussion**

**Formative Assessment**
- Teacher observation of class discussion
### Unit 2: Effective Teams

**Suggested Timeline:** 14 Days

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<th>Days 7, 8, 9</th>
<th><strong>Formative Assessment</strong></th>
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<tbody>
<tr>
<td>Teacher review and feedback of students planning the social media campaign</td>
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<tr>
<td>Teacher observation of class discussion</td>
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</table>

<table>
<thead>
<tr>
<th>Days 10 and 11</th>
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<tbody>
<tr>
<td>Communicate effectively in order to develop a social media campaign for their company's new website.</td>
</tr>
<tr>
<td>Work in teams to develop a shared idea of success while managing and respecting competing ideas.</td>
</tr>
<tr>
<td>Teacher feedback of the decision matrix</td>
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<table>
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<tbody>
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<tr>
<td>PT 2.2: Student handout</td>
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<td>PT 2.3: Student handout</td>
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Unit 2: Effective Teams

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**Materials/Resources**

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<thead>
<tr>
<th>Day 12 and 13</th>
<th>Formative Assessment</th>
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<tr>
<td>Teacher observation of students giving their presentations.</td>
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<tr>
<th>Formative Assessment</th>
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<tbody>
<tr>
<td>Teacher observation of students planning their presentations.</td>
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</tbody>
</table>

**Materials/Resources**

- PT 2.1: student handout
- PT 2.1A: student handout
- Team contracts

**Day 4**

Students will know and be able to communicate effectively using verbal and nonverbal techniques in order to present their social media campaign with other team members.

**Formative Assessment**

- Teacher observation of students giving their presentations.

**Materials/Resources**

- PT 2.1: student handout
- PT 2.1A: student handout
- Team contracts

**Day 14**

Students will know and be able to communicate effectively in order to develop a team presentation to demonstrate updates to the website and the social media campaign.

**Formative Assessment**

- Teacher observation of students giving their presentations.

**Materials/Resources**

- PT 2.1: student handout
- PT 2.1A: student handout
- Team contracts