



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 8.3: Teamwork and Leadership



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

In this unit, students will be given a dilemma and must work together towards a common goal to ensure their customers' satisfaction. Students will also have the opportunity to take a leadership self-test and investigate a leader of their choice. Teamwork and leadership skills will be needed to complete the tasks successfully.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: Five 50 minute periods.

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS07 Leadership and Teamwork: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will learn the importance of working as a team and establish leadership roles to accomplish common goals.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- How can teamwork help to solve problems?
- Why should a leader be appointed?
- Why is it important to set goals?
- How can implementing a plan help to reach your goals?
- Where can you apply teamwork and leadership skills?

Knowledge from this Unit: Factual information.

- Students will recognize examples of good and bad teamwork skills.

Skills from this Unit: Performance.

- Students will be able to respond to various scenarios using knowledge of good teamwork skills.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

1. Leadership Test
2. Models of Leadership
3. Teamwork Skills Game

Assessment(s) Description/Directions:

1. Have students take the Leadership Self Test to determine whether they are a manager or a leader. After students have completed the test, lead a discussion on each of the 15 questions using the answer key.
2. Ask students to list the 5 characteristics they think are most important for a good leader to embody. Students should select someone, either famous or in their lives, that they feel embodies these characteristics and write a brief biography of this person explaining how the person personifies the

leadership characteristics. Finally, ask the students to write a paragraph explaining how they already exemplify the leadership characteristics and what they can do to improve their leadership skills.

3. Display and explain to students the attached Personality Styles transparency. Assess students' knowledge by instructing them to complete the attached Power Point quiz game.

Attachments for Assessment(s): Please list.

Scoring Matrix for Models of Leadership

Grading Criteria	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1
Appropriate Role-Model Selected					
Quality of Biographical Information					
Grammar & Spelling					
Interest Level					
Quality of Personal Examples					
Ideas of Personal Improvement					

Leadership Self Test
 Teamwork Skills Transparency
 Teamwork Skills Game



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

2. Review Essential Questions.

- How can teamwork help to solve problems?

- Why should a leader be appointed?
 - Why is it important to set goals?
 - How can implementing a plan help to reach your goals?
 - Where can you apply teamwork and leadership skills?
3. Lead a class discussion on teamwork and leadership.
 4. Ask students to give examples of great teamwork and poor teamwork.
 5. Ask students to define leadership, formal leaders, and informal leaders.
 6. Ask students to name leaders at state and local level, formal and informal.
 7. Assign and explain the assessment activities.
 8. Assign and explain the performance task activity.
 9. Evaluate student work.

Attachments for Learning Experiences: Please list.

Leadership Self Test
Teamwork Skills Transparency
Teamwork Skills Game

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.
This lesson contains scenarios to complete the lesson. Teachers should choose one that is most appropriate to their pathway or develop a scenario that is more appropriate for their area.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Teamwork Skills

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Choose one of the following scenarios:

1. A turf grass company produces and sells lawn grass seed. They ship to locations all over the U.S. They have asked your team to help them solve a problem. They recently produced a new lawn grass that produces a yellow-green color turf. Other than the color, the grass has many superior qualities. Early marketing shows that some

customers complain about the yellow-green color of their lawn. The grass will turn a desirable green color if it is heavily fertilized, but the grass then dies within a year. Your team has been asked to suggest what the manufacturer can do to cope with the problem. Your recommendation will be used by the company president to decide whether this seed can be released to the national market or whether it must discard the new turf variety.

2. The noise level of Southeast Landscaping Company’s landscaping equipment has disturbed many residents of your city. The city has threatened to ban the use of equipment, such as leaf blowers and string trimmers. The company uses two- and four-cycle gasoline engines, which make the equipment very loud. Your team has been asked to suggest what the landscaping company can do to avoid the problem. Think of possible solutions to the noise problem. Your recommendation will be used by the company to present to the city council.

3. Your team has been chosen to promote your career pathway at an open house at your school. Your team must plan informative visuals, decorations, booths, etc. for your career pathway. Propose a list of all the items you will need for an open house (poster board, snacks for guests, etc.). Prepare a plan of action to promote your career pathway.

In preparing your plan, be sure to include the following criteria and document the steps:

1. Explain the problem in detail.
2. List all factors that must be considered.
3. Brainstorm with your team on solutions to consider.
4. Research each possible solution.
5. Evaluate each possible solution.
6. Develop a plan of action.
7. Compose your recommendation report including all details.
8. Present the team report to the class.

Attachments for Culminating Performance Task: Please list.

Scoring Matrix

Grading Criteria	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1
Organization					
Quality of Information					
Grammar & Spelling					
Interest Level					
Speaking & Eye Contact					
Team Participation					

Superior – Meets all requirements; exhaustive coverage; completely understands problem and ability to apply solution; shows originality; few grammatical errors.

Excellent – Meets all requirements of task; well defined and documented; excellent understanding and ability to apply solution; shows evidence of creativity; few errors.

Good – Meets requirements; fairly well planned and documented; shows an understanding and ability to apply data to the solution of new problems; could show more evidence of creativity and more details; few grammatical/mechanical errors.

Fair – Uneven work; meets some requirements; poor coverage; little understanding and ability to apply data to problem solving; needs to improve in significant areas; many grammatical/mechanical errors.

Poor – Meets few if any requirements; little understanding and little application of solution; grammatical/mechanical errors significant.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		