

Teambuilding

The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

AGENDA

Approx. 45 minutes

- I. Warm Up: Procedure Review (5 minutes)
- II. Respect, Responsibility, and Teamwork (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 2, Respect, Responsibility, and Teamwork
- Student Handbook page 3, Our Destination

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Successful Behaviors

- Laptop and LCD projector (OPTIONAL)

OBJECTIVES

During this lesson, students will:

- Practice classroom procedures that were introduced last week.
- Explain behaviors of Respect, Responsibility and Teamwork that are necessary in the Roads to Success classroom.

OVERVIEW

In this lesson, the students revisit the procedures from last week. Students then consider real-life and classroom examples of three workplace skills: Teamwork, Respect, and Responsibility. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, the students describe ways that they can demonstrate Respect, Responsibility and Teamwork in this course.

PREPARATION

- Log on to CFWV.com (www.cfwv.com) and click on the **Career Planning** tab and then click on the **Explore Careers** section. Type “carpenter” into the Search for box and click **Go!** Click on **Watch Video** and review a carpenter’s activities. Be prepared to share this one-minute video clip during class. (Note: other photos and information about carpentry may be substituted for those found on CFWV.com.)
- List the day’s **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 2, Respect, Responsibility, and Teamwork**
 - **Student Handbook page 3, Our Destination**
 - **Facilitator Resource 1, DO NOW** (optional)

VOCABULARY

Interpersonal skills: how someone interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Explain the procedure for how to properly enter class.
2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

Activity II, Respect, Responsibility, and Teamwork: If you feel your students will have difficulty completing **Student Handbook page 3, Respect, Responsibility, and Teamwork**, independently, you may prefer to complete this activity as a class. You may wish to address the suggestions for improvement as a role-play, with students taking turns as the boss, and you as the carpenter.

For **Activity III, Our Destination**, if you think students will struggle to complete all eight prompts, you may reduce the number they need to complete (5 or 6 prompts).

ACTIVITY STEPS

I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice the procedures learned last week, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, turn in work, etc.]

II. Respect, Responsibility and Teamwork (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we discussed how this classroom will operate. Today we need to cover some ground rules to ensure that we are successful. While you are in school and later when you have a job, there are three skills that will be very important to your success: Respect, Responsibility, and Teamwork. We will be working on these skills throughout the year, in part, to prepare you for your first job.
2. [Display **Student Handbook page 2, Respect, Responsibility, and Teamwork** on an overhead projector and have students turn to this page in their handbook. Explain that they are about to investigate how respect, responsibility, and teamwork might be demonstrated on the job - or not!]
3. [Log on to CFWV.com (www.cfwv.com), and click on the **Career Planning** tab and then on the **Explore Careers** section. Enter “carpenter” in the search for box. Click **Watch Video** in the blue box on the right side of the page. After watching the one minute video, ask students to describe the daily tasks of a carpenter in their own words. This will provide context for the next activity.]
4. [Read through the three paragraphs at the top of **Student Handbook page 2, Respect, Responsibility, and Teamwork** together. Discuss the first situation as an example, and have students complete the remaining examples independently.]
5. [After the students have completed the page, call on a few students to read their suggestions for improvement. Then ask students to think of ways they could show respect, responsibility, or teamwork in a class. Write down their ideas on chart paper. For suggestions, see **Facilitator Resource 2, Successful Behaviors.**]

III. Our Destination (20 minutes)

1. [Display **Student Handbook page 3, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]
2. **SAY SOMETHING LIKE:** These eight statements represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach. Today you are going to figure out how each of these goals personally relate to you.
3. [Have a different student read each of the **bolded** statements. Model how to complete two of the eight prompts listed. Read the prompts aloud and fill in your personal answer on the overhead. (Students should not write your answers down.)

Give students 10 minutes to individually complete all eight prompts listed. If they finish early, allow them to share their answers with a partner. (See **Implementation Options** for suggestions.)

After 10 minutes, bring the students back as a whole class. Have a few volunteers share the goal that is most important to them.]

IV. Wrap Up (5 minutes)

1. [Have a volunteer read **The Big Idea**. Ask students to identify the skill (Respect, Responsibility, or Teamwork) that they struggle with the most. On the back of **Student Handbook page 2**, have students list two ways to improve their own behavior to help the class succeed. Then explain to the students that next class they will identify some of their past interests and achievements, which is the first step in figuring out what jobs they'll love in the future.]

DO NOW

Introduction 2: Teambuilding

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. Explain the procedure for how to properly enter class.

2. Where are the binders for this class stored? Who passes out the binders?

3. What do you need to do to properly exit the class? Who picks up your binder?

Successful Behaviors

1. RESPECT

- Treat other people the way you want to be treated.
- Listen to what other people have to say.
- Use polite language.
- Accept that it's okay for people to have different opinions.
- Look at people when they're speaking.

2. RESPONSIBILITY

- If you don't understand, ask.
- Come to class prepared with the necessary supplies – paper, pen or pencil, completed homework assignments.
- Do your work.
- Clean up after yourself.
- Follow the classroom procedures.

3. TEAMWORK

- Think about what's best for the class, not just what's best for you
- Do your part of the work.
- Participate in discussions.
- Keep the goals of the class in your mind.
- Raise your hand and wait your turn before speaking. It shows people that their ideas matter too.

RESPECT, RESPONSIBILITY, AND TEAMWORK



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's Behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect Responsibility Teamwork	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect Responsibility Teamwork	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect Responsibility Teamwork	
4. A coworker calls the carpenter an idiot. The carpenter storms off the job.	Respect Responsibility Teamwork	

Our Destination

1. **We will figure out what we like and what we are good at. We will use this information to give us ideas about future jobs.**

- Some things I'm good at are...

2. **We will explore careers and find potential matches for every person in the class.**

- Some of the careers I'm interested in are...

3. **We will practice the kind of behavior that's desirable in the workplace.**

- One thing I do that might annoy a boss is...

4. **We will set goals and make clear plans for reaching them.**

- One goal I'd like to work on is...

5. **We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.**

- After graduation, I plan to...

6. **We will learn how to find and keep a job.**

- One concern or question I have about finding a job is...

7. **We will learn strategies for managing our own money.**

- My biggest money issues are...

8. **We will all graduate from high school**

- My top reason for staying in high school is...
