Lesson Plan
Collaborate with Team Members

Virginia's
CTE
Resource Center

Objective: Students will explore the concept of teamwork and the characteristics of effective team members. Students will reflect on their strengths and weaknesses when working with teams and set teamwork goals.

Workplace Readiness Skill: **Collaborate with team members.**

Collaboration should include
- *defining **collaboration** and **teamwork***
- *discussing the benefits of teamwork*
- *establishing expectations, roles, and goals*
- *contributing to the success of the team by sharing responsibility*
- *respecting the thoughts, opinions, and contributions of other team members.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate respect for diversity.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Manage time and resources.
- Demonstrate professionalism.

Correlations to the Virginia Standards of Learning (SOL):

English: 6.6, 6.7, 6.8, 7.6, 7.7, 7.8, 8.6, 8.7, 8.8, 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
History and Social Science: CE.14, GOVT.16

Instructional Steps:

1. ***Introduce the lesson with a video from the U.S. Department of Labor entitled*** [*Soft Skills: Teamwork*](https://youtu.be/sMFh9QYFh2I) ***(https://youtu.be/sMFh9QYFh2I).*** Discuss the concept of teamwork. Why was it important in the video that Jessica explain to Anna that she accomplished the project with the help of a team of coworkers? What would be the consequence if she had taken all of the credit?

2. ***Explain that teamwork is an essential part of workplace success.*** Employers look for workers who can contribute to the success of a team, assist others, and who request help when they need it. Brainstorm the characteristics of a person who collaborates with team members. Use Handout #1: Characteristics of an Effective Team Player to complete this as a whole group or within small groups.

3. ***Discuss how the characteristics of a good team player can be developed.*** Begin by asking students to reflect on the characteristics needed for collaborating with team members and to evaluate their own strengths and

weaknesses as team members. To do this, you may want to use a self-evaluation tool such as [Activity #12](#), entitled "Elements of Teamwork – An Inventory of Skills" (page 63-65), from "I'll Give You Some of Mine if You Give Me Some of Yours" (https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf) in Soft Skills to Pay the Bills—Mastering Soft Skills for Workplace Success.

4. ***Model for students how to create a SMART (specific, measurable, attainable, relevant, and time-based) goal related to teamwork and collaboration.*** For example, "I am going to pay closer attention to what co-workers have to say. I am going to do this by stopping what I'm doing, looking at the speaker and making eye contact, and repeating the speaker's main points in response to ensure I understand everything that was said." Ask students to create their own SMART goal related to teamwork and collaboration.

5. ***Ask students to complete a journal reflection based on the prompt below.*** Reflect on the quote below and explain what it means to you. Use examples and stories from your own life to support your ideas.

> *"Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it."*
> - Bill Bradley (American hall of fame basketball player, Rhodes scholar and former three-term Democratic U.S. Senator from New Jersey)

Formative Assessment**:**

- Gauge student understanding during whole-group activities and discussions.
- Evaluate student journal writing.
- Revisit SMART goals and host a discussion to help students evaluate progress toward their goals.

Options for Adaptation/Differentiation:

- To offer scaffolding to students and to complete this activity in a shorter time frame, complete handout #1 as a group discussion. The journaling portion of the lesson can be completed in an abbreviated fashion or orally.
- To offer an extension option to students, ask them to reflect in writing by answering the following questions:
  - What team skills are helpful at school? In the workplace?
  - What are the various roles of team members?
  - What are the consequences of using the strengths of team members? Of not using the strengths of team members?
  - What can you do to integrate a new person into your group or team?

Suggestions for Follow-up:

- Ask students to reflect on their progress toward their SMART goals. What have they learned in the process? Was the process easy or difficult? How can better teamwork increase satisfaction with work (or school)?
- Follow this lesson with another focused around networking; make the connection between successfully working as a member of a team and building a strong professional network. Resources for this can be found in the lesson on page 95, "It's a Small World" in [Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success](#) (https://www.dol.gov/odep/topics/youth/softskills/), from the U.S. Department of Labor, Office of Disability Employment Policy.

Teacher Resources

Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success
(https://www.dol.gov/odep/topics/youth/softskills/), U.S. Department of Labor, Office of Disability Employment Policy.

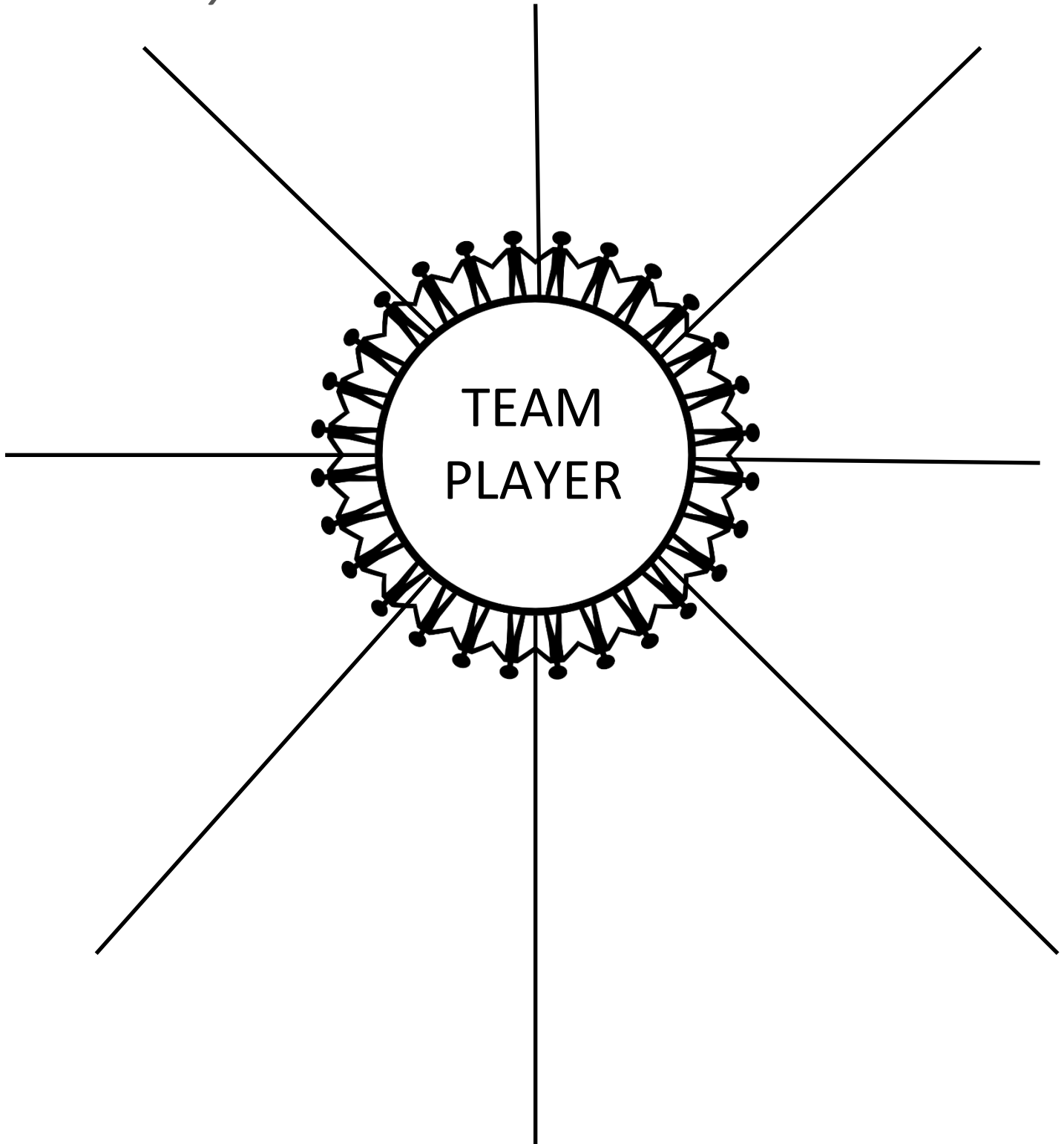Workplace Readiness Skills (WRS) Assessment: Virginia Overview (https://www.ctecs.org/virginia/virginia-overview),
Career and Technical Education Consortium of States (CTECS).

Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources
(http://cteresource.org/wrs/index.html), Career and Technical Education (CTE) Resource Center.

Handout #1:

Characteristics of an Effective Team Player

TEAM PLAYER

Teamwork Quote Reflection
Journal Assessment Rubric

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Student displays conceptual understanding.	The student understands the quote, relates it to his/her life, and gives multiple examples to support his/her ideas.	The student demonstrates an understanding of the quote and relates it to his/her own experiences.	Student understanding is spotty or unclear; student partially grasps the meaning of the quote.	The student does not demonstrate a conceptual understanding.
Written ideas are fully formed.	Ideas within the journal are developed and clear to the reader.	Ideas within the journal are somewhat developed and clear to the reader.	Ideas within the journal are incomplete or unclear to the reader.	Ideas within the journal are not developed.
Writing is organized and clear.	Student journal is organized in paragraphs and clearly conveys all ideas.	Student journal is somewhat organized in paragraphs and conveys most ideas.	Student journal requires additional organization and attention to detail.	Student journal is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience (teacher). Some slang or simplistic words should be replaced.	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.