

# Merced County ROP: Standards-Based Lesson Plan

## LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
<b>Marketing Occupations</b>	<b>Laura Fong</b>	<b>2 periods</b>

Lesson Title	Unit Title and Number
Interpersonal Communication	IV. Business/Professional Communication A. 1-2 Interpersonal Communication

## CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: Business Communication: Diversity 1.1.1, Effectiveness 1.1.2, Methods of communication 1.1.4, Nonverbal communication 1.1.5, Oral communications 1.1.6, BC: Career Prep.: Job Retention 1.3.6 BC: Employability Skills: Adapting to change 1.5.1, Conflict resolution 1.5.2, Teamwork 1.5.6, Time management 1.5.7 BC: Leadership Development: Communication 1.7.1, Decision Making 1.7.2, Motivation 1.7.4, Planning 1.7.6
English Academic Standard(s)	Grades 9-10 Writing Strategies 1.4 Grades 9-10 Speaking Applications 2.2.b, 2.2.c, 2.3.a, 2.3.b, 2.3.c, 2.3.d
Math Academic Standard(s)	None

## LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

<ol style="list-style-type: none"> <li>1. Effective communication: demonstrate the ability to communicate effectively with co-workers, supervisors, teachers, customers, and classmates.</li> <li>2. Human Relations: demonstrate effective human relation skills while working with others.</li> </ol>
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## LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

<ol style="list-style-type: none"> <li>1. Students will work together as a team to creatively solve a problem.</li> </ol>
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## INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> <li>1. Flip chart paper</li> <li>2. Tape for each group ( 1 roll)</li> <li>3. Straws for each group (100 per group)</li> <li>4. Ziploc bags (or other bags) to hold the supplies already pre-counted for each group</li> </ol>
Student Needs:	<p>Brainstorming activity group needs:</p> <ol style="list-style-type: none"> <li>1. 1 piece of flip chart paper</li> <li>2. Marker</li> </ol> <p>Each group will need a start up package for the construction of the tower consisting of:</p> <ol style="list-style-type: none"> <li>1. 100 straws</li> <li>2. Tape</li> </ol>

## ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

	<ol style="list-style-type: none"> <li>1. Why is teamwork so important?</li> <li>2. When is the saying “Two heads are better than one” true?</li> <li>3. Why do you think employers are looking for people with teamwork skills today?</li> <li>4. Is there any job in which you would truly work alone?</li> </ol>
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## FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<p>A. Tell the students that you have a problem and that you would like the class to solve it. Ask them to take out a pencil and paper and record the information as you read the following:</p> <ol style="list-style-type: none"> <li>1. Harley the bus driver, began his route at 7:00 am.</li> <li>2. At his first stop, he picked up four passengers.</li> <li>3. Next he picked up six additional passengers.</li> <li>4. At the next stop, two passengers got off while three more got on the bus.</li> <li>5. At the next stop eight passengers got on while one got off the bus.</li> <li>6. Next, the bus picked up five passengers at the mall.</li> <li>7. At the school, four passengers got off the bus.</li> <li>8. At the next stop twelve passengers got on while three got off the bus.</li> <li>9. Next, the bus picked up one passenger while three got off the bus.</li> <li>10. At the corner, seven passengers got on the bus.</li> <li>11. Next the bus picked up sixteen passengers while eight got off the bus.</li> <li>12. The bus then headed downtown.</li> </ol> <p>B. Now ask the students to solve the problem: What was the name of the bus driver? Follow up with these questions?</p> <ol style="list-style-type: none"> <li>1. How many of you wrote down the bus driver’s name? Why did you? Why didn’t you?</li> <li>2. What kind of answer did you think I was going to want?</li> <li>3. How could you have save yourself a lot of effort?</li> </ol> <p>C. Wrap Up: Time and resources can be wasted if we use the shotgun approach to problem solving. Often we are given much more information than we need to accomplish a given task. When solving a problem, it is always best to evaluate the problem and then begin working on the solution.</p>
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<p><b>Presentation</b></p>	<p>A. Tell students that they will now be given a problem that they will have to solve as a team. Split the class up into groups of 4-6 people. Each group will select:</p> <ol style="list-style-type: none"> <li>1. Facilitator – responsible for complete group participation and motivation.</li> <li>2. Recorder – good penmanship, responsible for recording brainstorming on paper.</li> <li>3. Supply Clerk – responsible for all supplies needed and clean-up.</li> <li>4. Reporter – responsible for reporting to the class the results of the brainstorming.</li> </ol> <p>B. The supply person from each group comes up and receives a large piece of easel paper and a marking pen from teacher.</p> <p>C. Each group is given a card with a teamwork topic on it such as:</p> <ol style="list-style-type: none"> <li>1. Benefits of teamwork</li> <li>2. Consequences of non-teamwork.</li> <li>3. What is teamwork?</li> <li>4. When is teamwork important?</li> <li>5. Reasons why employers would want a person who has teamwork skills?</li> <li>6. What jobs require teamwork skills?</li> </ol> <p>D. After 5 minutes is allowed to brainstorm the reporter from each group will come up and tape the paper to the board and report to the class what their group's topic was and their answers. Continue until all groups have reported out.</p>
<p><b>Application</b></p>	<p>A. Now it is time for the groups to prove that they can work as a team. Tell the students that the following instructions will only be given once so they should listen carefully and may want to have someone in the group take notes. No questions may be asked during the reading of the instructions and only one question may be asked from each team when the instructions are completed.</p> <p>B. Instructions:</p> <ol style="list-style-type: none"> <li>1. The purpose of this competitive activity is to construct the tallest <b>free-standing</b> structure within a given period of time.</li> <li>2. <b>Free-standing</b> is the key phrase! There can be no tape securing the structure to the ground or any other object. The tape can only be used to construct the structure not to assure it's free-standing ability. The construction also may not be leaning on any other object and may not be help up by anyone. The structure must be able to stand alone.</li> <li>3. You may only use the objects in your kit to construct the structure nothing else may be used or you will be disqualified. Everyone has the same amount of supplies.</li> <li>4. There is no right or wrong way to build the structure – it is what the team members decide upon.</li> <li>5. You will have 25 minutes to complete this activity (optional time limit).</li> <li>6. Are there any questions?</li> </ol> <p>Teachers:</p> <ol style="list-style-type: none"> <li>1. You will need space for this activity. If necessary you may have the students move the activity outside.</li> <li>2. You may also wish to adjust the time according to the amount of time left in the class period and how fast the students are working.</li> </ol> <p>Debriefing:</p> <ol style="list-style-type: none"> <li>1. Have groups share their strategy with the class. Start with the winning group.</li> <li>2. Tie in how teamwork is essential and how every member contributes to the success of a team.</li> </ol>
<p><b>Testing and Assessment</b></p>	<ol style="list-style-type: none"> <li>1. Students will be assessed on how well they work together as a team to construct the tower.</li> <li>2. Students will be assessed on listening strategies/abilities throughout the lesson.</li> </ol>

## INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Visual, Kinesthetic
Bloom's Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluate
Six A's	Authenticity, Applied Learning, Assessment Practices

## HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

None
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