

Sample Lesson

Whole Group Lesson Plan for FACE Adult Education

Week of: _____

Schedule whole group adult education instruction each program day (recommended 1 hour per day).

Create a whole group lesson to benefit all adult education students. Use the questions in the column on the left to guide your planning.

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	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Purpose & Standards</p> <p>What will students be able to do by the end of the lesson? Which Standards are addressed? (CASAS, CCRS, etc.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Keep the big picture in mind Share information and skills with other team members <p>CASAS Competencies:</p> <p>4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand and respect each person's roles <p>CASAS Competencies:</p> <p>4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Contribute to team goals Cooperate with team members <p>CASAS Competencies:</p> <p>4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Accept feedback Give feedback <p>CASAS Competencies:</p> <p>7.5.3 Identify or use strategies to cope with negative feedback</p> <p>4.8.3 Demonstrate effective communication skills in working with customers and clients</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify how to act on a team in a variety of situations so they can apply this knowledge in the workplace <p>CASAS Competencies:</p> <p>4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals</p>

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<p>Materials</p> <p>What materials are needed before, during, and after the lesson?</p>	<p>Handouts:</p> <p><i>(make photocopies of pages from the book for each day; create several forms for students to use)</i></p> <ul style="list-style-type: none"> • Career Power Workplace Skills, Unit 3, Lesson 1- Using Systems Thinking, pp.81-82 • Create a vocabulary list with the terms from the unit and provide space for students to add their own examples and additional context 	<p>Handouts:</p> <ul style="list-style-type: none"> • Career Power Workplace Skills, Unit 3, Lesson 1 (p.83, starting with Understanding and Respecting Each Person’s Role) • Create page for students to document the conversation on the video: key terms, key concepts, impressions, etc. • Create an informal assessment handout about the video: This is for students to identify how Suzi was proactive and how Brandon was not proactive 	<p>Handouts:</p> <ul style="list-style-type: none"> • Career Power Workplace Skills, Unit 3, Lesson 1- Contributing and Cooperating, p.84 • Create page for students to document the conversation on the video: key terms, key concepts, impressions, etc. 	<p>Handouts:</p> <ul style="list-style-type: none"> • Career Power Workplace Skills, Unit 3, Lesson 1 -Accepting and Providing Feedback p.85 • Create page for students to document the conversation on the video: key terms, key concepts, impressions, etc. • Create scenarios for the students to create role plays • Create a rubric with all major concepts from the unit so students can notate which ones they identify in the role plays 	<p>Handouts:</p> <ul style="list-style-type: none"> • Career Power Workplace Skills, Unit 3, Lesson 1 -Accepting and Providing Feedback. Guided Practice, p.86-Hide the answers so that the students can write their own answers and then discuss them as a group. • pp. 87 and 88 • Provide link to Indeed.com article on Important Team Work Skills https://www.indeed.com/career-advice/career-development/teamwork-skills • Create a rating scale so that students can rate themselves on

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<p>Introduction & Modeling</p> <p>How will I introduce the topic to connect it with what students already know? How will I model new skills/strategies for students?</p>	<p>Opening question(s):</p> <ul style="list-style-type: none"> • What teams have you been on? (as a student, in your community, at work) • What positive experiences have you had on a team? • What challenges have you experienced in being part of a team? 	<p>Opening question(s):</p> <ul style="list-style-type: none"> • How did it go in your groups yesterday with each person having a different role in the group discussion? 	<p>Opening question(s):</p> <ul style="list-style-type: none"> • Thinking of your family as a team, what strategies do you use to make your team work well together? What can be challenging sometimes? 	<p>Opening question(s):</p> <ul style="list-style-type: none"> • Have you gotten feedback on a work team from a supervisor or a coworker, or a coach or a leader on another type of team? Describe the experience. Have you been in the role of giving the feedback? Describe your experience. 	<p>Opening question(s):</p> <ul style="list-style-type: none"> • Based on our work this week, what do you think we could do to make our class work best as a team?

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<p>Guided Practice & Active Learning</p> <p>How will I guide students to practice the new skills/strategies? How will students engage with one another?</p>	<p>1. Have students work in small groups to discuss the questions below. Have one person take notes for the group on a piece of paper, have one person write the key points on a chart paper, have one person facilitate, have one person share the group's answers.</p> <ul style="list-style-type: none"> • What are positive behaviors to help a team succeed? • What are behaviors that can get in the way of a team's success? • What is the value of working in a team? <p>2. Student reads aloud: Using Systems Thinking</p>	<p>1. Have one student read aloud: Understanding and Respecting Each Person's Role.</p> <p>2. Have a student read the example to the end of the blue text before the explanation is provided. In small groups, have the students discuss what they think Manuel could do. What would be proactive approaches? Then read the final paragraph to see if they had the same or different ideas.</p> <p>3. Watch the video on a conflict scenario in a corporate office due to teamwork issues. Have students focus on the workflow issues</p>	<p>1. Have one student read aloud: Contributing and Cooperating</p> <p>2. Have a student read the Example to the end of the blue text before the explanation is provided. Then discuss what could go wrong when Valeria and Mark don't cooperate.</p> <p>3. Watch either or both of the videos: (1) effective team meeting or (2) a construction worksite.</p> <p>Effective Team Meeting: Minutes 7:12-10:22 https://www.youtube.com/watch?v=jtzXHre536M</p> <p>Video of construction team</p>	<p>1. Have one student read aloud: Accepting and Providing Feedback</p> <p>2. Have another student read the Example to the end of the blue text before the explanation is provided.</p> <p>As a group discuss what other solutions might come up, and another way Darnell could deliver his feedback.</p> <p>3. Watch this video of a supervisor providing feedback to employee who does customer service (show the whole video or select a portion). Have students identify things that went well, and things that could be improved by both</p>	<p>1. Divide the class into pairs. Have each pair focus on 1 of the 4 questions on p. 86. They will discuss and report out and after all the pairs have shared, the class will compare their answers to the answers in the book.</p>

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<p>Informal Assessment</p> <p>How will I assess student learning to know when they are ready to move forward?</p>	<p>Exit Slip:</p> <p>What is one thing you learned today?</p> <p>What is one question you still have?</p>	<p>Using the handout:</p> <p>It is important to be proactive at work when there are problems in getting things done. Use these prompts to describe who was proactive and why.</p> <p>Suzi was proactive in fixing the problems the team was having because....</p> <p>Brandon was not proactive at fixing the problems the team was having because...</p>	<p>As students analyze the video, have them come to the board and chart their comments on a grid:</p> <p>They will chart examples of effective:</p> <ul style="list-style-type: none"> • Coordinating • Cooperating • Workflow • • • 	<p>Give the students a rubric:</p> <p>They will use the rubric to note which concepts from this entire unit they are seeing represented when they watch the role plays.</p>	<p>Career Power Workplace Skills, Unit 3, Lesson 1-</p> <p>Guided Practice Independent Practice – p.87</p> <p>Lesson Review – p.88</p> <p>Have students answer the questions independently and then review answers together as a class.</p>

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<p>Reflection & Connection</p> <p>How will students reflect on what they learned, how they learned it and how they will use it?</p>	<p>What did I do well today when I worked in my group?</p> <p>What do I want to do better tomorrow when I work together with my classmates?</p>	<p>Ask students to pay attention to their environment at school, work, and home to identify examples of workflow.</p>	<p>Ask students to think about how they will apply effective cooperation skills in their daily life with friends, family, coworkers.</p>	<p>How did I contribute to the role play? What went well? What was challenging? What will I do differently next time I have to create something in a small group?</p>	<p>3 useful things I learned this week that I will do/think about when I am on a work team:</p> <ol style="list-style-type: none"> 1) 2) 3)