

DESIGN MY CAREER

MY CAREER EXPLORATION – YEAR 8 LESSON TWO

Name of Lesson:	Year 8 Lesson Plan 2
Learning Intention:	The purpose of the lesson is for students to develop an understanding of the importance of teamwork and problem solving.
Learning Outcome:	Students display team work and problem solving skills.
Success Criteria:	I can explain what teamwork is. I can explain what problem-solving is. I can work effectively in a group.
Victorian Teaching and Learning Model:	<p>Practice Principals</p> <ul style="list-style-type: none"> A supportive and productive learning environment promotes inclusion and collaboration <p>Pedagogical Model</p> <ul style="list-style-type: none"> Explore <p>HITS</p> <ul style="list-style-type: none"> Collaborative Learning Questioning
Mapping to the Victorian Curriculum F–10:	<ul style="list-style-type: none"> ➤ Personal and Social Capability – Level 7 and 8 Strand: Self-Awareness and management Sub-strand: Development of resilience Discuss the range of strategies that could be used to cope with difficult tasks or changing situations ➤ Personal and Social Capability – Level 7 and 8 Strand: Social Awareness and Management Sub- strand: Collaboration Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team. ➤ Economics and Business – Level 7 and 8 Strand: The Business Environment Explore and observe the characteristics of entrepreneurs and successful businesses
Assessment:	<p>Formative assessment</p> <p>Assess students' participation in their team, their problem solving skills and ability to work together to achieve a common goal.</p>
Terminology for the lesson:	<p>Problem solving: Problem solving means finding solutions when you're faced with difficulties or setbacks. It involves being able to use a logical process to figure things out.</p> <p>Teamwork: Teamwork means being able to get along with the people you work with. It involves working together to achieve a shared goal.</p>

	Planning and Organising: Planning and organising mean working out what you need to do, and how you'll do it.
Prior Knowledge /concepts/skills:	None
Equipment/Resources required:	<ul style="list-style-type: none"> • Sticky notes • Supply of white, blue, red and some mixed coloured A4 paper (sufficient for task) • Scissors (1 pair for each team) • Sticky tape (1 roll each team) • Timer (15 minutes) • Ruler or measure
Lesson Duration:	1 lesson period
Lesson Description:	<p>Activity One</p> <p>Write the word 'teamwork' on the whiteboard, using sticky notes record students' answers to: what does good teamwork look like and how can you be a good team? Repeat the same process with 'problem solving' (Note – as students' progress, check for their understanding of the two terms).</p> <p>Activity Two</p> <p>Explain that for this activity, students are going to be working in a Paper Chain Factory. Divide students into teams of 5 or 6 and each team decide on a team name. Each team appoints a Chief Financial Officer (CFO), an Operations Manager (OM) and three or four workers.</p> <ul style="list-style-type: none"> • CFO – this is a management role where the work is undertaken after the task is completed by the team. The CFO counts the number of paper chains created by their team and checks that they are in the order required. • OM – manages the materials and in consultation with the workers, determines the production procedure, actual size of each chain and ensures that the workers do not run out of raw material (paper). • Three (or 4) workers who are responsible for creating the product. <p>Each team is instructed to create as many paper chains as possible in 15 minutes. Chains should consist of the following sequence – white, white, blue, white, white, red, etc, only (despite some other coloured paper being available).</p> <p>At the end of 15 minutes, the CFO from each team, adds up how many chains they created and discards any chains that were made incorrectly or not completed.</p> <p>Activity Three</p> <p>Each team reflects on the success of their paper chain factory and presents their findings to the class. Suggestions for questions include:</p> <ol style="list-style-type: none"> What did they enjoy about the activity? What went well? What problems or challenges did they face? How did they overcome these? How did they work in a team? What they would do differently next time? How important is cooperation, respect and tolerance of your team members in this activity? What did you learn from this activity?
Differentiation:	<p>Extend</p> <p>At the conclusion of the activity the management roles (CFO and OM) provide feedback to 'workers' on the strengths and areas for improvement of the team.</p>

<p>Alternative Activity:</p>	<p>Tree Change!</p> <p>This activity can be found in <i>Resilience, Rights and Respectful Relationships</i> Level 7–8 (page 40). https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&SearchScope=All</p>
<p>Teacher Notes:</p>	<p>Monitor the interactions between each group and the roles of the students. Prompt students with questions throughout the activity to elicit understandings about effective teamwork and problem solving. Questions could include:</p> <ol style="list-style-type: none"> Are you enjoying this activity? What do you like about it? How did you decide who would have each role? Why is your role important to the team? What do you think might be a challenge in this activity? How do you think you can solve the challenge? <p>Characteristics of Effective Teams</p> <p>The team must have:</p> <ul style="list-style-type: none"> a clear goal competent, knowledgeable team members collaborative behaviours, with all members being honest, open, and respectful of other members unified focus and commitment results driven structure high expectations that are understood by everyone encouragement and support from management an effective leader who works for the good of the team <p>Seven Steps to solving a problem effectively</p> <p>Step 1. Define the problem: recognising the decision Step 2. Establish the action plan: refining the decision Step 3. Clarify the values: examining (self-observations & world-view generalisations) Step 4. Identify alternatives: generating alternatives Step 5. Discover probable outcomes: gathering information Step 6. Eliminate alternatives: assessing information Step 7. Start action: planning & executing this 7-step sequence of decision-making behaviours.</p> <p>*Based on John Krumboltz, Seven Stage Career Decision Making Model called DECIDES</p>
<p>Parent/Carer Participation:</p>	<p>Students should be encouraged to discuss their problem solving activities with their parents/carers. As a homework activity students could work with their parents using the 'Tree Change!' activity to resolve a problem that the student has in their home or life.</p>
<p>Resources/Links:</p>	<p>Alternative Activity <i>Resilience, Rights and Respectful Relationships</i> Level 7–8 (page 40) https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&SearchScope=All</p> <p>https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have</p>