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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Family and Community Services |
| **Lesson/Unit Title** | Family and Community Skills for Life |
| **TEKS Student Expectations** | **130.279.** **(c) Knowledge and Skills**  (3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:  (A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles  (B) identify personal leadership characteristics  (C) develop a plan for enhancing personal leadership characteristics  (D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership  (G) practice leadership skills such as participation in career and technical student organizations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Assess the various life roles individuals play * Learn to effectively manage multiple roles by using leadership and organizational techniques * Use conflict resolution, negotiation, teamwork, leadership practices, effective strategies, and skills to collaborate with other community members * Assess their own personal leadership characteristics |
| **Rationale** | Think about the leaders of our country and the leaders of other countries. What qualities and skills do they possess which make them good leaders? Who are the leaders here at school? They may be leaders of clubs, sports teams, dance teams and/or other organizations at school. What makes them a leader? Do you have the qualities, skills, and attributes to be a good leader? Why are these characteristics important to you as a person and as a member of your community? |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Arbitration:** Arbitration is used when the parties agree that a solution must be found but cannot agree on what the solution should be. The parties submit the conflict to a third party who will make the final decision. The parties agree beforehand to abide by the arbitrator’s decision  **Community:** A group of people who live in the same area (such as a city, town, or neighborhood), or who have the same interests, religion and race  **Conflict Resolution:** The act of finding an answer or solution to a conflict or a problem  **Interpersonal Skills:** Abilities relating to or involving relations between people: existing or happening between people  **Leadership:** The power or ability to lead other people  **Management:** The act or skill of controlling and making decisions about a business, department, sports, and teams  **Negotiation:** A formal discussion between people who are trying to reach an agreement  **Teamwork:** The work done by people who work together as a team to do something  **Wage-Earner:** Someone who gets paid (money, a salary, etc.) for work they have done |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with internet access (be sure to follow district guidelines)   **Materials:**   * Ball (for Lesson Closure) * Index cards * Pens * Pictures of leaders (See Anticipatory Set) * Stephen Covey’s Seven Habits of Highly Effective Teens * Tape * Copies of handouts   **PowerPoint:**   * Family and Community Skills for Life   **Technology:**   * Tedx Talk;   + Maya Penn: Meet a young entrepreneur, cartoonist, designer, activist … Maya Penn started her first company when she was 8 years old, and thinks deeply about how to be responsible both to her customers and to the planet. She shares her story, some animations, some designs, and some infectious energy in this charming talk.<https://youtu.be/jVcaTtJmRNs>   **YouTube:**   * What Great Bosses know about Leadership Styles Every manager has a leadership style. Just ask the staff. Great bosses understand they need to adapt their style to fit the situation. This video lesson will help you understand the variety of leadership styles a manager can use and how they can adapt those styles in response to specific situations.<http://youtu.be/hj7JxPZ9QMw>   **Graphic Organizer:**   * Steps in Conflict Resolution   **Handouts:**   * My Leadership Profile * Rubric for Written Report * Teacher Notes Steps in Conflict Resolution |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display the visuals: post pictures of leaders such as Abraham Lincoln, Thomas Jefferson, Condoleezza Rice, Barbara Bush, Ronald Reagan, and the school Principal, Assistant Principals, and school district superintendent throughout the classroom. Allow students to view the visuals as they enter the classroom to stimulate discussion.  Think-Pair-Share: Divide students into pairs. Each team will brainstorm and create a list of management and leadership characteristics the leaders from the visual props possess. Students will each identify 2-3 strengths of their own. Examples may include: poised, takes initiative, skilled communicator, respects others, works well with others, well prepared, cooperative, hard worker, good manager, dependable, democratic, confident, accepts responsibility, neat appearance, respected by others, open minded, well informed, courteous, visionary, thinks ahead, punctual, service-oriented, etc.  Discuss the importance of these skills/attributes in their current and future lives.  Brainstorm: Why is it important for leaders to possess these qualities? How does one acquire these skills? |
| **Direct Instruction \*** | Introduce lessons objectives, terms, and definitions.  Introduce PowerPoint Family and Community Skills for Life.  Focus on roles we play in society and correlate to methods of conflict resolution, stages of negotiation, and various leadership styles.  Discuss the sources of conflict and the importance of conflict resolution and teamwork in each situation.  View and discuss YouTube video: What Great Bosses know about Leadership Styles<http://youtu.be/hj7JxPZ9QMw>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill in the blank note sheet to follow along with instruction * pair up students with elbow partners who can assist them with verbal and written responses to the lesson. |
| **Guided Practice \*** | Distribute graphic organizer Steps in Conflict Resolution. Students will complete and discuss their responses. Teacher will use Teacher Notes Steps in Conflict Resolution to assist in the lesson.  Students will analyze their own leadership, negotiation/teamwork skills and conflict resolution styles by writing responses to the following scenarios:   * The company you work for is expecting a visit from the corporate office in the morning. Your boss has asked you to make sure the store is clean and orderly. You have never before closed the store without another manager. It’s up to you to make sure everything is perfect. What leadership and teamwork skills will you have to utilize in order to accomplish the task? * Your best friend thinks you lied to them. They are extremely upset and giving you the silent treatment. What conflict resolution skills will you use to solve this problem? * You and your sister are getting your driver’s licenses at the same time. Your parents plan to purchase one additional family car. You and your sister will have to share the use of this vehicle. Outline the negotiations that will have to be established in order for this situation to work.   Distribute My Leadership Profile handout and direct students to complete the handout. Discuss the results of their answers.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer tutor * participating in a small group/classroom |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide students into subgroups of two or three and introduce group project.  Scenario: You work for a company that has been charged with creating a training manual entitled “Developing Interpersonal and Leadership Skills”. This manual will be purchased by companies for employee training sessions.  Each employee (student) is required to develop a case study on a specific interpersonal or leadership skill. Case studies must include a scenario/situation involving individuals or groups of individuals dealing with a job-related issue. Each case study must include a summary of the skill that is being addressed as well as ten open-ended questions that will be answered by the employee trainees. All case studies will be incorporated into a training manual and utilized by the employees. Students will make a presentation to the class on their case study, explaining the reasoning behind their case study selection and choice of questions.  The case studies will be assessed using Rubric for Written Report. Review each component of the rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students to draw pictures of the scenarios and explain them verbally * written instructions * visual aids (pictures, flash cards, etc.) |
| **Lesson Closure** | Students will present their projects “Developing Interpersonal and Leadership Skills”  Ball Toss Review At the end of the lesson review terms, definitions, and objectives. Have students take turns telling the class what they have learned from this lesson. Instruct everyone to stand in a circle and toss a ball to each other. Whoever catches the ball has to answer a question. If the student does not know the answer, they can pass the ball to another student.  Questions:   * What do some responsibilities adults have in managing multiple family, community, and career roles? * What do some responsibilities students have in managing multiple family, community, and career roles? * Why is it important for you to think about the challenges of managing multiple family, community, and career roles now? * What does arbitration mean? Why is it important to seeking a solution to a conflict? * What are your strongest qualities as a team member? * Which of your qualities need improvement? * What plan of action can you take to help you improve these qualities? * How will improving these qualities benefit you at school? At home? In the community? In the workplace? * In what other ways will you benefit by improving these qualities? * What qualities were most frequently cited as important to working effectively as a team member? * What happens to a team when these qualities are not exhibited by group members? * How can teams improve the teamwork skills of each member and the group as a whole? * What are some qualities of a good leader? * What does negotiation mean and how is it helpful in a conflict situation? |
| **Summative/End of Lesson Assessment \*** | Students will be assessed using the Rubric for Written Report for their project “Developing Interpersonal and Leadership Skills”  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students extra time to complete assignments * allow students to create a PowerPoint presentation of the scenario response. |
| **References/Resources/**  **Teacher Preparation** | **Book:**  Stephen Covey. (1998). The 7 habits of highly effective teens. New York: Fireside.  **Website:**  The Eight-Stage Negotiation Process: This is a unique combination framework that puts together the best of many other approaches to negotiation. It is particularly suited to more complex, higher-value, and slower negotiations.<http://changingminds.org/disciplines/negotiation/eight-stage/eight-stage.htm>  **YouTube:**  What Great Bosses know about Leadership Styles Every manager has a leadership style. Just ask the staff. Great bosses understand they need to adapt their style to fit the situation.<http://youtu.be/hj7JxPZ9QMw> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Use of graphic organizer in Direct Teach “Steps in Conflict Resolution.” * Use of drawings to illustrate comprehension * Word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Assign specific pages for students to read from Stephen Covey’s The 7 Habits of Highly Effective Teens. * Pair off students and use the “read, write, pair, share” strategy. * First students read independently, then write about what they have read, and finally discuss with a partner their insight(s) on what was read. |
| **Quotes** | A leader is one who knows the way, goes the way, and shows the way. **-John C. Maxwell**  Let us move from the era of confrontation to the era of negotiation. **-Richard M. Nixon**  In family life, love is the oil that eases friction, the cement that binds closer together, and the music that brings harmony. **-Eva Burrows**  Coming together is a beginning. Keeping together is progress. Working together is success. **-Henry Ford**  We must all hang together, or assuredly, we shall all hang separately.  **-Benjamin Franklin** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * As a high school student, in what ways have you assumed greater responsibilities at home and outside your home? * If I were the principal, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * As team captain in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (football, dance team, work, etc.…), it is my job to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I have had a conflict with my boyfriend/girlfriend over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and I resolved it by\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT Writing Strategy   * Role: FCCLA Sponsor * Audience: Current President of local FCCLA chapter * Format: Email * Topic: Upcoming officer selection and qualities which are required to be an officer |
| **Communication**  **90 Second Speech Topics** | * What responsibilities might you assume now that you are a high school student? * What family responsibilities do you plan to assume in the future? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Create an additional scenario/case study to present to the class that incorporates one of the elements of the lesson. This might be over leadership styles, multiple family roles, community roles, wage-earner roles, conflict resolution or negotiation styles. Be prepared to take questions and provide the class with a solution to the scenario. This scenario should incorporate a technology connection/component such as PowerPoint or video of a scenario.  TEDx Talks:  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Maya Penn: Meet a young entrepreneur, cartoonist, designer, activist … Maya Penn started her first company when she was 8 years old, and thinks deeply about how to be responsible both to her customers and to the planet. She shares her story, some animations, some designs, and some infectious energy in this charming talk.  <https://www.ted.com/talks/maya_penn_meet_a_young_entrepreneur_cartoonist_designer_activist>  **Math Assessment Problem**  Question: The federal government will provide enough funding for one social worker per 1,000 students. If a certain school district has 76,385 students, what would be the actual student to social worker ratio?  a. 1,000:1  b. 1,005:1  c. 1,076:1  d. 76,385:1  Linked video file:<http://www.showme.com/sma/embed/?s=pq4w3rk&w=580&h=434> |
| **Family/Community Connection** | Guest Speakers options include:   * Mediation, Negotiation, or Arbitration Specialist * Coach to discuss the importance of teamwork * Military Officer to discuss the importance of peaceful conflict resolution   Homework options include:   * Creation of a survey regarding the prevalence of negotiation and conflict resolution in the home. Students should then survey friends and family members using the survey they created and present findings to the class. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)  <http://www.texasfccla.org>  **National Project**  FCCLA Leaders at Work: Leaders at Work recognize FCCLA members who create projects to strengthen leadership skills on the job. These skills contribute to success across a broad range of career fields. In conjunction with the Career Connection national program, Leaders at Work motivates students to prepare for career success. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example:  **How to Be a Great Leader**  The students will practice their leaderships and teamwork skills by developing a brochure for students in intermediate or middle school: “How to Be a Great Leader.” It is important for students to understand how important leadership and teamwork skills are in school, work and the community. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)