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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** | Practicum in Human Services |
| **Lesson/Unit Title** | Creating an Effective Work Environment |
| **TEKS Student Expectations** | **130.280. (c) Knowledge and Skills**  (7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:  (A) Collaborate with others to accomplish organizational goals and objectives  (B) Establish and maintain working relationships with all levels of personnel  (C) Propose organizational priorities to ensure quality |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify characteristics that describe leaders * Participate in a group project to enhance and improve personal leadership qualities * Design an effective work environment |
| **Rationale** | In workplace groups, leaders give direction to members and help with goal setting and achievement of those goals. Leaders are involved with planning, implementation and evaluation of a group’s activities and are found in every area of our lives from business to education and government to families. Creating an effective work environment is essential to establishing and maintaining working relationships with all levels of personnel. In preparation for careers in the field of Human Services, this lesson will provide an excellent opportunity to better understand the importance of being effective at the workplace. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Collaboration:** To work with another person or group in order to achieve or do something  **Authoritarian:** Expecting or requiring people to obey rules or laws; not allowing personal freedom  **Decision:** A choice made about something after thinking about it: the result of deciding  **Democratic:** Relating to the idea that all people should be treated equally  **Laissez-faire:** A philosophy or practice characterized by a usually deliberate abstention from direction or interference especially with individual freedom of choice and action  **Leader:** A person who has commanding authority or influence  **Leadership:** A position as a leader of a group or organization  **Organizational:** The ability to use your time, energy, and resources in an effective way so that you achieve the things you want to achieve  **Personnel:** A department within a company or organization that deals with the people who work for it  **Priorities:** Something that is more important than other things and that needs to be done or dealt with first  **Teamwork:** The work done by people who work together as a team to do something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Colored pencils/crayons * Markers * Poster boards   **Other appropriate lessons**   * Follow the Leader Family and Community Services * Leadership Today – Making the Right Decisions Principles of Human Services * Copies of all handouts   **PowerPoint:**   * Creating an Effective Work Environment   **Technology:**   * Free iPad App:   + Gotomeeting<https://itunes.apple.com/us/app/gotomeeting/id424104128?mt=8> * Infographic:   + Characteristics of a Strong Work Environment Success in any organization is vital and what every company desires. Having the best working environment possible is key to getting there.<http://www.inc.com/john-rampton/how-to-have-a-better-working-environment.html> * TEDx Talk:   + Dan Pink: The puzzle of motivation Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don’t: Traditional rewards aren’t always as effective as we think. Listen for illuminating stories â and maybe, a way forward.<https://www.ted.com/talks/dan_pink_on_motivation>   **YouTube:**   * How to Make a Four-Door Diorama<http://snapguide.com/guides/make-a-four-door-diorama> * Syntuity What Are Soft Skills?<https://youtu.be/Qjc8h6r_N8w> * U.S. Department of Labor Communication Skills<https://youtu.be/X0voPlW2pSs>   **Graphic Organizers:**   * Note-taking Anticipation Guide –Creating an Effective Work Environment   **Handouts:**   * Anticipation Guide –Creating an Effective Work Environment * (Key) Anticipation Guide –Creating an Effective Work Environment * Creating an Effective Work Environment Project * Elements of an Effective Work Environment * (Key) Elements of an Effective Work Environment * Rubric for Creating an Effective Work Environment Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Distribute the Anticipation Guide – Creating an Effective Work Environment handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking Creating an Effective Work Environment. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint Creating an Effective Work Environment. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for Creating an Effective Work Environment for discussion.  Using the Note-taking Creating an Effective Work Environment handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How does this information help you in a career in Human Services?   Allow for questions and answers to check for understanding.  Videos included in slide presentation:   * How to Make a Four-Door Diorama<http://snapguide.com/guides/make-a-four-door-diorama> * Syntuity What Are Soft Skills?<https://youtu.be/Qjc8h6r_N8w> * U.S. Department of Labor Communication Skills<https://youtu.be/X0voPlW2pSs>   *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 * pairing up students with partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | Distribute the Elements of an Effective Work Environment handout. Individually, students will identify the characteristics and qualities of employees which promote an effective work environment. Students will also explain the importance of employee roles and provide examples of what could happen if employees do not carry out their roles.  If students wish, they may volunteer to share what they wrote on the handout. Allow time for classroom discussion.  Teacher note: (Key) Elements of an Effective Work Environment handout has been provided for you to check students’ answers.  Check for understanding.  Completion of handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time for assignments * providing positive feedback |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Prior to activity:**  Note to teacher: Become familiar with how to construct a diorama by viewing How to Make a Four-Door Diorama at <http://snapguide.com/guides/make-a-four-door-diorama>  Divide class into groups of three.  Read the following scenario:  You and two of your colleagues would like to open your own business. It is important to have an effective work environment to establish and maintain working relationships with all levels of personnel. What type of workplace will you design?  Distribute the Creating an Effective Work Environment Project handout. Instruct the students to collaborate and brainstorm with their group and create an effective workplace environment.  Students will present their information in a three-dimensional diorama display. The diorama will include:   * Illustration of the business (floor plan) * An area to:   + Collaborate with others   + Inspire creativity   + Have productive teamwork   + Provide open work spaces   + Be innovative   + Provide a well-designed office space   + Communicate with others   + Additional areas as suggested from group members * Description of each area and how it contributes to an effective work environment * Explanation of how leadership and team work skills contributed to the completion of the project   Distribute the Rubric for Creating an Effective Work Environment Project handout so that students may understand what is expected.  If needed, have students review the following Snapguide for instructions on how to construct the diorama:  How to Make a Four-Door Diorama<http://snapguide.com/guides/make-a-four-door-diorama>  Students will be provided with time to complete their projects. Provide guidance as needed.  Allow students to proofread and edit each other’s work and practice the oral component of their projects before class presentations.  Students will present their projects during Lesson Closure.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * creating a poster project by working with a peer tutor or in a small group setting * not grading for spelling |
| **Lesson Closure** | Review terms, definitions, and lesson objectives.  Students will present their projects. Allow time for questions and discussion.  Re-distribute the graphic organizer Anticipation Guide – Creating an Effective Work Environment used in the Anticipatory Set.  Allow students to re-read each statement and place a check mark by the statements they KNOW are true. They should also provide information that PROVES other statements are not true.  Teacher note: (Key) Anticipation Guide – Creating an Effective Work Environment has been provided for your use.  As class, compare the two sets of answers. |
| **Summative/End of Lesson Assessment \*** | Projects will be presented in class and assessed with Rubric for Creating an Effective Work Environment Project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * shortened, simplified instructions |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com®. * U.S. Airways – Workplaces of Tomorrow   **Websites:**   * Mind Tools  Leadership Styles – Choosing the Right Approach for the Situation<http://www.mindtools.com/pages/article/newLDR_84.htm> * Sam Ingersoll  Management Skills<http://samingersoll.com/management-skills> * Hongkiat.com  Five Characteristics of a Positive Work Environment<http://www.hongkiat.com/blog/positive-working-environment>   **YouTube:**   * How to Make a Four-Door Diorama<http://snapguide.com/guides/make-a-four-door-diorama> * Syntuity What Are Soft Skills?<https://youtu.be/Qjc8h6r_N8w> * U.S. Department of Labor Communication Skills<https://youtu.be/X0voPlW2pSs> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them. * Discuss vocabulary in detail, making sure students understand before moving on. * Use graphic organizers and visuals to help explain the lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events:  Assign students to read about the importance of creating an effective work environment. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Tips on Creating a Healthy, Efficient and Positive Work Environment<http://smartbusinesstrends.com/tips-creating-healthy-efficient-positive-work-environment> * SCANS Skills<http://careerplanning.about.com/cs/miscskills/a/scans.htm> * Top Ten Ways to Create a More Focused and Productive Work Environment<http://lifehacker.com/5866866/top-10-ways-to-create-a-more-focused-and-productive-work-environment><http://smartbusinesstrends.com/tips-creating-healthy-efficient-positive-work-environment> * Workplaces of Tomorrow<http://www.nxtbook.com/nxtbooks/pace/usairways_december2014/#/60>   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort. **-Paul J. Meyer**  Understanding your employee’s perspective can go a long way towards increasing productivity and happiness. **-Kathryn Minshew**  Employees who report receiving recognition and praise within the last seven days show increased productivity, get higher scores from customers, and have better safety records. They’re just more engaged at work. **-Tom Rath** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Soft skills can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I can exhibit teamwork skills at the workplace by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * An effective work environment can help a business by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * Role: High school student * Audience: Middle school student * Format: Letter * Topic: How to be a great leader |
| **Communication**  **90 Second Speech Topics** | * My leadership style is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Collaboration is essential at the workplace because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Two examples of hard skills at the workplace are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students write a one-page essay on the role employers have on creating an effective work environment. Have student volunteers share their responses with the class. * Students may create a Tagxedo – a word cloud with style, using the adjectives to describe what a leader is.   + Tagxedo Turns words —famous speeches, news articles, slogans, and themes, even your love letters into a visually stunning word cloud.<http://www.tagxedo.com>   **TED 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.  Dan Pink: The puzzle of motivation Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don’t: Traditional rewards aren’t always as effective as we think. Listen for illuminating stories — and maybe, a way forward.<https://www.ted.com/talks/dan_pink_on_motivation> |
| **Family/Community Connection** | Students may be encouraged to volunteer to lead a community event in their city to benefit a favorite charity. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org/>  **STAR Events:**   * Illustrated Talk – An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. * Leadership – An individual event, that recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development. Participants must prepare a portfolio and an oral presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see<http://www.ysa.org>  Students may write up a business plan or marketing strategy to assist high school students in art/shop classes sell their works. Monies would go into scholarships for which the high students may later apply. |

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)