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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Transportation, Distribution & Logistics |
| **Course Name** | Small Engine Technology II |
| **Lesson/Unit Title** | Principles of Team Dynamics |
| **TEKS Student Expectations** | **130.446. (c) Knowledge and skills**  (1) The student demonstrates professional standards/employability  skills as required by business and industry.  (C) The student is expected to apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in the small engine technology industry  (3) The student participates in opportunities for leadership  development and personal growth.  (A) The student is expected to participate in the planning and development of leadership and skill development activities such as conducting effective meetings, team building activities, and strategic planning |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will describe and identify team dynamics. |
| **Rationale** | In this lesson, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. Students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. |
| **Duration of Lesson** | 1 – 2 45-minute periods, depending upon size of class |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Inventory * Quality control * Team work * Leadership * Organization skills * Inventory * Quality control * Estimated time of delivery |
| **Materials/Specialized Equipment Needed** | **Materials:**   * Scissors * construction paper * glue * crayons |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Discuss assignment/project. How will your team set up your project? How will you manage your daily operations? |
| **Direct Instruction \*** | Split class into teams of four or five students each. Each team will pick a team leader. Explain assignment as follows:  Students will develop a design of a new vehicle (or any product will do as long it has several parts that will need to be assembled). Using equally assigned amounts of crayons, glue, construction paper, and scissors, students will build as many vehicles as they can be using one set design. They must put an engine, wheels, and paint on each vehicle. Students can get as elaborate or as simple as they want; however, the more detailed, the more points for each vehicle. The students will also use existing materials to build a transport system such as a box to transport vehicles in. Students will build as many vehicles as they can with the materials and transport them to a judging station. They will be awarded points based on the quality and quantity of the vehicles: Group with the highest number of points wins.  **Students will…**   * Work together to find the solutions to the following problems:   1. How many vehicles will the team build?   2. What design will be used?   3. How much material will be used to build the transport system?   Note: Once construction starts each member of the team must do the job they are assigned to do or production slows down. The path that most teams will come to agree upon is that each team member will have a portion of the vehicle to put together. For instance, one member might cut out wheels, and another might color the bodies with one doing quality control. The object is to let students experiment with it, even trying to work as individuals, but eventually seeing the advantage of working in teams.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | **Students will…**   * Discuss strategy for producing vehicles. * Work together to find the solutions to the following problems:   1. How many vehicles will the team build?   2. What design will be used?   3. How much material will be used to build the transport system?   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Students will…**   * Develop a design of a new vehicle (or any product will do as long it has several parts that will need to be assembled). Using equally assigned amounts of crayons, glue, construction paper, and scissors, students will build as many vehicles as they can using one set design. They must put an engine, wheels, and paint on each vehicle. Students can get as elaborate or as simple as they want; however, the more detailed, the more points for each vehicle. The students will also use existing materials to build a transport system such as a box to transport vehicles in. Students will build as many vehicles as they can with the materials and transport them to a judging station. They will be awarded points based on the quality and quantity of the vehicles: Group with the highest number of points wins.   Note: Once construction starts each member of the team must do the job they are assigned to do or production slows down. The path that most teams will come to agree upon is that each team member will have a portion of the vehicle to put together. For instance, one member might cut out wheels, and another might color the bodies with one doing quality control. The object is to let students experiment with it, even trying to work as individuals, but eventually seeing the advantage of working in teams.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Class discussion regarding teamwork and team dynamics.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative/End of Lesson Assessment \*** | Team Dynamic/Participation Rubric and/or Group/Self-Evaluations  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Find or create simple rubric for end of lesson assessment. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-disciplinary E2 |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, SkillsUSATexas |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)