**Collaboration
Adult Living**

**4**

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| **Recommended Grade Levels** | **Average Time to Complete***Time does not include optional items listed in the lesson plan.* | **Thank you to the following educators for developing specific components of this lesson plan.** |
| 10-12 | **Anticipatory Set & Facilitation**: approx. 45 minutes**Conclusion/Assessment Options**: approx. 60 minutes | * Rubistar
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| **National Standards** | **Lesson Plan Objectives** |
| **National Family and Consumer Sciences Standards**: 13.5: Demonstrate teamwork and leadership skills in the family, workplace, and community.**Common Core Standards:*** [CCSS.ELA-LITERACY.SL.11-12.1.B](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/)Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 | Upon completion of this lesson, participants will be able to:* Demonstrate techniques that develop team spirit.
* Demonstrate ways to delegate responsibilities amongst team members.
* Demonstrate processes for collaborating.
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| **Materials** |
| **materials provided** **within this lesson plan**  | **Resources available in a separate download at …** | **materials that may need to be acquired separately**  |
| * Vocabulary list
* Master Safe Path Grid
* TIME Article
* TIME Article Worksheet
* TIME Article Worksheet Answer Key
* Workplace Scenario Assessment
* Workplace Scenario Rubric
 | * http://www.youtube.com/watch?v=21H0hFEhqM4
 | * Duct tape
* Tablet and timer application
* 5 large puzzles
* 5 blind folds
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| **Content** |
| **Educator Materials** | **Participant Reading** |
| * <http://www.learningsupport.org/courses/Team_05/MMAZE.pdf>
* <http://www.education.ne.gov/BMIT/pdf/ml/interactiveactivities-teamwork.pdf>
* <http://www.workforce.org.au/media/59204/resourcing_collaboration_what_is_collaboration_factsheet1.pdf>
* <http://en.wikipedia.org/wiki/Soft_skills>
* http://www.illinoisworknet.com/vos\_portal/residents/en/Prepare/WorkplaceSkills/Leadership1.htm
 | * <http://www.youtube.com/watch?v=fUXdrl9ch_Q>
* [**http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/**](http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/)
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| **Lesson Facilitation** |
| **Anticipatory Set**  |  |
| **Magic Maze** **Approximate time:** 10 minutesMaterials:* Duct tape to create floor grid
* Master “Safe Path” Sheet
1. The goal of the activity is for the entire class to safely reach the other side of the maze by finding and following the one and only true path through the squares of the grid.
2. Ask participants to gather around the grid made of duct tape squares in the back of the room. Explain to participants that they will step one at a time onto the squares starting with the first row of four, until the safe square (as determined by the master “safe path” sheet) is found. Inform the team of a correct choice and allow the team member who found it to move on. Each person must have a chance on the grid before anyone goes twice.
3. The next choice may be any square adjacent to the first determined safe square. The path can go in any direction.
4. If a participant steps on a square that is not part of the predetermined safe path, he or she must leave the grid along the same path in which they entered.
5. Team cannot leave physical clues to remind members of the safe path. Must all be from memory or from communication among each other!
6. Only one person on the grid at a time until the team has successfully found the correct path from beginning to end. The team may then form a line and snake along the path all at once to all get across to the other side of the grid.
7. Team members must always remain around the perimeter of the grid and not inside it unless it is his or hers turn.
8. The real challenge: no talking AT ALL! The one rule is there is no talking throughout the entire activity, beginning to end. Before the first person enters the grid, provide participants with 60 seconds to discuss aloud a plan to successfully and efficiently complete the activity. After 60 seconds is up, no talking is allowed.
9. See the ‘Master “Safe Path” Sheet’ to complete the activity.
10. Grid design: (4x4)

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1. Reflection: Conduct a class discussion to reflect on the grid activity.
	1. What happened to your group during this exercise?
	2. How did planning affect the group’s level of success?
	3. What did you learn about effective planning? How will you apply this next time you have to plan something with a group?
	4. In your life, where do you see yourself “on the maze” vs. “off the maze?” Which do you prefer most?
	5. Describe one way the feelings from this game mimicked a real-life situation. How can what you noticed make a positive difference in the “real world?”
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| **Recommended Facilitation** |  |
| 1.) **Collaboration PPT Presentation**Materials:* Collaboration PPT Presentation
	+ Cue up short YouTube clip
	+ (<http://www.youtube.com/watch?v=fUXdrl9ch_Q>)

2.) **TIME Article**Materials:* TIME Article per participant
* TIME Article worksheet

**Collaboration PPT Presentation (Approx. 15 minutes)**1. Slide 1: Introduction
2. Slide 2: Magic Maze Activity
* See Anticipatory Set for instructions
1. Slide 3: What is Collaboration?
* Now that you know the definition of collaboration, what would be a sufficient synonym for the term? –Teamwork
* Describe in your own words what teamwork looks like to you? Describe characteristics.
1. Slide 4: Characteristics of Collaboration
* Collaboration is the most time consuming method for completing a task however it has the potential to have the best outcomes
* Why do you think collaboration has the potential to produce the ultimate outcome?? Why do you think it could also produce the opposite result?
1. Slide 5: What is good teamwork?
* Hyperlink takes you to a 2 minute video comparing good and bad teamwork
1. Slide 6: Strength in Numbers
* Do you agree or disagree with the following statement: “We are stronger in numbers?” Why or why not.
1. Slide 7: Class discussion
* Ask for a couple of volunteers to share their experiences.

**TIME Article (Approx. 20 minutes)**1. Pass out ‘TIME Article’ and ‘TIME Article Worksheet’ to each participant.
2. Students are assigned to independently read the article and complete the worksheet afterwards. Encourage students to ask questions if necessary.
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| **Conclusion**  |  |
| **Survivor Challenge (Approx. 30 minutes)**3.) **Survivor Challenge**Materials:* Cue up Survivor Team Challenge video
* (<http://www.youtube.com/watch?v=21H0hFEhqM4>)
* Tablet and timer application
* 5 large puzzles
* 5 Blind folds
1. Cue up the following YouTube clip: <http://www.youtube.com/watch?v=21H0hFEhqM4>
2. Before playing the video, ask participants if they have heard of the t.v. show Survivor
* Survivor is a reality game show where contestants are isolated in the wilderness and compete for cash and other prizes. The contestants vote off their tribe members until only one member remains and wins the title of “Sole Survivor.” The TV show is a great demonstration of why we are stronger in numbers. Team members rely on one another for survival in the game.
1. Play Survivor team challenge video clip. Video is 8:32 minutes long.
2. After the video clip, announce to participants that we will be conducting our own miniature Survivor challenge. Students will be in a team according to their assigned table groups.
3. Here is their challenge: Each team will compete to finish their puzzle first. Each puzzle is the same and will require teamwork in order to successfully complete the challenge. I will give you 60 seconds to delegate responsibilities according to your team’s preference and ability level. On one side of the room are your team’s puzzle pieces. On the other side of the room is where you will be completing the puzzle. Only two members can retrieve the puzzle pieces and they can only retrieve two puzzle pieces at a time each. If any member takes more than 2 pieces at once, your team is automatically disqualified. One member of the team will be blind-folded and is the only member who can put the puzzle together. The rest of the team members need to strategize and find a way to help their blind-folded team member successfully complete the puzzle. These helpers are not allowed to physically place the puzzle pieces in its correct location. If you cannot touch the pieces, brainstorm efficient ways to get the task completed. One way to do it may be verbally describing to the blind-folded member where to place the puzzle piece as demonstrated in the video clip. Appropriate contact with one another is permitted however your team will automatically be disqualified if team members who are not blind-folded physically place a piece in the puzzle.
4. Ask participants if they have any questions. If not, remind teams that they have 60 seconds to strategize and delegate responsibilities.
5. Set the timer for 60 seconds.
6. After 60 seconds are up, conduct the team challenge. Blind-fold each assigned member of each team.
7. “Ready, Set, GO!”
8. Watch closely to ensure all participants are playing fairly and most importantly are being safe. Students retrieving the puzzle pieces can run if they want to but ensure there is a clear path for them to do so first.
9. Have fun!
10. Assign a winning team. Congratulate class for their hard work and teamwork skills.
11. Conduct a class discussion:
* Did you like this activity? Why or why not.
* What was your team’s strategy and was it successful?

Would your team do anything different if we conducted the same activity again? |  |
| **Assessment**  |  |
| **Workplace Scenario****Approximate time:** 30 minutes 1. Pass out ‘Workplace Scenario Assessment’ and ‘Workplace Scenario Rubric’ to each participant.
2. Students will independently complete this assignment.
3. Carefully read the scenario and respond accordingly. Pretend as if you are actually sitting in your boss’ office and he just presented this information to you. How would you actually respond?
4. If participants want to complete any outside research, remind students to properly cite sources. No research is required however.
5. Encourage students to ask questions if necessary.
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|  | **Term** | **Definition** |
|  | Collaboration  | To work with another person or group of people to achieve or do something |
|  | Soft Skills | Personal attributes that enhance a person’s skills set and ability to perform a certain type of task or activity. Soft skills relate to a person’s ability to interact effectively with others including communication and teamwork skills.  |

**Vocabulary List**

 **Master “Safe Path” Grid**

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**TIME Article**

**The Real Reason New College Grads Can’t Get Hired**

By [Martha C. White](http://business.time.com/author/marthacwhite/)

It’s because college kids today can’t do math, one line of reasoning goes. Or they don’t know science. Or they’re clueless about technology, aside from their myriad social-media profiles. These are all good theories, but the problem with the unemployability of these young adults goes way beyond a lack of STEM skills. As it turns out, they can’t even show up on time in a button-down shirt and organize a team project.

The technical term for navigating a workplace effectively might be *soft skills*, but employers are facing some hard facts: the entry-level candidates who are on tap to join the ranks of full-time work are clueless about the fundamentals of office life.

A [survey](https://www.stlcc.edu/forms/SSLW2013Report.htm) by the Workforce Solutions Group at St. Louis Community College finds that more than 60% of employers say applicants lack “communication and interpersonal skills” — a jump of about 10 percentage points in just two years. A wide margin of managers also say today’s applicants can’t think critically and creatively, solve problems or write well.

Another employer [survey](http://www.adeccousa.com/articles/Lack-of-Soft-Skills-Negatively-Impacts-Today%27s-US-Workforce.html?id=218&url=/pressroom/pressreleases/Pages/Forms/AllItems.aspx&templateurl=/adeccogroup/News/press-releases/Pages/press-release.aspx), this one by staffing company Adecco, turns up similar results. The company says in a statement, “44% of respondents cited soft skills, such as communication, critical thinking, creativity and collaboration, as the area with the biggest gap.” Only half as many say a lack of technical skills is the [pain](http://topics.time.com/pain/) point.

As much as academics go on about the lack of math and science skills, bosses are more concerned with organizational and interpersonal proficiency. The National Association of Colleges and Employers [surveyed](http://www.naceweb.org/about-us/press/skills-qualities-employers-want.aspx) more than 200 employers about their top 10 priorities in new hires. Overwhelmingly, they want candidates who are team players, problem solvers and can plan, organize and prioritize their work. Technical and computer-related know-how placed much further down the list.

[Jobs](http://topics.time.com/jobs/) are going unfilled as a result, which hurts companies and employees. The annual global [Talent Shortage Survey](http://www.manpowergroup.us/campaigns/talent-shortage-2013/pdf/2013_Talent_Shortage_Survey_Results_US_lo_0510.pdf) from ManpowerGroup finds that nearly 1 in 5 employers worldwide can’t fill positions because they can’t find people with soft skills. Specifically, companies say candidates are lacking in motivation, interpersonal skills, appearance, punctuality and flexibility.

One thing that does appear to make a difference is internships, according to a Harris Interactive [survey](http://www.chegg.com/pulse) of more than 2,000 college students and 1,000 hiring managers on behalf of textbook company Chegg: more than 80% of employers want new grads they hire to have completed a formal internship, but only 8% of students say interning in a field related to their major is something they spend a lot of time doing. Instead, the top extracurricular activities are hanging out with friends, working in an unrelated job and eating out.

And all internships are not created equal. Overall, only about half of college grads say they’re prepared for the workplace — and the number of bosses who think they’re prepared is lower than 40%.

Among students who don’t intern, only 44% consider themselves ready for the job market. That improves for students with unpaid internships; 58% say they’re prepared for the workplace. But among students who complete paid internships, that number jumps to 70%.

Part of the problem is that you don’t know what you don’t know, as the saying goes. Harris Interactive found a huge gap between students’ perceptions of their abilities and managers’ perceptions of those same skills.

None of the students think they’re entirely prepared for the workforce, but they’re a lot more confident than the managers surveyed.

There’s a 22-percentage-point difference between the two groups’ assessment of the students’ financial skills, which [*Inside Higher Ed*](http://www.insidehighered.com/sites/default/server_files/files/Bridge%20That%20Gap-v8.pdf) calls “alarming,” in an article about the research. Managers also take a much dimmer view of students’ abilities to communicate with authority figures, prioritize and organize their work, manage projects, work in teams and with diverse groups.

It’s just harder to teach these skills, experts say. “It is hard to correct a lifetime of bad habits in a short period of time,” Roderick Nunn, vice chancellor for economic development and workforce solutions at St. Louis Community College, tells the [St. Louis Beacon](https://www.stlbeacon.org/#!/content/33399/soft_skills102513).

Source: <http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/>

**TIME Article Worksheet**

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|  | Total Points Earned |  | Name |  |
|  | Total Points Possible |  | Date |  |
|  | Percentage |  | Class |  |

**Directions:** After independently reading the TIME article titled, “The Real Reason New College Grads Can’t Get Hired”, answer the following questions. Responses should be 3-5 complete sentences in length.

1.) Describe what soft skills are.

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2.) In your opinion, why do you think college graduates are lacking communication and teamwork skills?

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3.) How could our society make changes so our youth no longer lacks soft skills?

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**TIME Article Worksheet ANSWER KEY**

1.) **Soft Skills**: Soft skills complement hard skills which are the occupational requirements of a job. They are related to feelings, emotions, insights, etc. Soft skills are personal attributes that enhance an individual’s ability to effectively interact with coworkers. Examples of soft skills include communication skills, teamwork skills, ability to be empathetic, ability to think critically, social skills, etc.

Source: http://en.wikipedia.org/wiki/Soft\_skills

2.) **Answers will vary.**

3.) **Answers will vary.**

**Workplace Scenario Assessment**

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|  | Total Points Earned |  | Name |  |
|  | Total Points Possible |  | Date |  |
|  | Percentage |  | Class |  |

**Scenario**: You are at work and your boss calls you into his office. He tells you that he has a new project and wants to put a project team together, and is considering including you with the team. Before he adds you to the team, he wants you to tell him what skills you think are needed to work within the team and how your team building skills fit to successfully complete the project. How would you respond?

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**Workplace Scenario Rubric**

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| CATEGORY | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| **Position Statement** | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |   |
| **Evidence and Examples** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position. | Evidence and examples are NOT relevant AND/OR are not explained. |   |
| **Accuracy** | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. |   |
| **Audience** | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader\'s questions and provides thorough answers appropriate for that audience. | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience. | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience. | It is not clear who the author is writing for. |   |
| **Grammar & Spelling** | Author makes no errors in grammar or spelling that distracts the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |   |

Total: \_\_\_\_\_\_\_/20 points