



# Gold Seal Lesson

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Why is Teamwork Important?</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>XX</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>XX</i>

### Instructional Focus:

**Listening** – Students listen for a variety of purposes appropriate to the grade level.

**Speaking** – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

1. Explain to students that in the workplace people very often work together in teams to accomplish a project. Usually each person will have a specific role and if they don't do their part either the project fails or others have to step in and assume that person's job.
2. Divide the class into small groups. In this assignment, students are given a set of materials and asked to make a product (index cards, paper clips, rubberbands, straws, and anything else you have on hand for students to make things with.) Have the groups make a product, prepare a sales presentation explaining the product and persuading the class to buy it.
3. In their presentation, the students should describe the role each played and how they worked together to complete the project.

### ICLE Essential Skills

Give oral or written directions that are clear and are understood by another person. (ela 2)

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59)

Interpret non-verbal cues such as body language and visual aids. (ela 63)

Analyze and evaluate a speaker's persuasive techniques. (ela 95)

**Scoring Guide:**

	<b>4 Exceptional</b>	<b>3 Admirable</b>	<b>2 Acceptable</b>	<b>1 Amateur</b>
<b>Group Participation</b>	All students enthusiastically Participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
<b>Shared Responsibility</b>	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person
<b>Quality of Interaction</b>	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation; some students were disinterested or distracted
<b>Roles Within Group</b>	Each student assigned a Clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Audience Discussion Listening Oral presentations Visuals	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	