



LAES has developed a series of immigrant issue instructional modules entitled "Tierra de Oportunidad" for orientation to our complex society.

Sample Lesson Plan

Lesson Plan: 24. Supervisors and Teamwork

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- Why a team?
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Objectives

- To describe "teamwork" at home or at work;
- To discuss team members roles;
- To create a supervisor's assessment check list;
- To define qualities of an ideal supervisor.

Learners & Context

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

Room Setup

- Chairs and tables to facilitate small team work.
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To Bring

- Flip chart
 - Sticky dots
-

To Do Ahead

Media Used

- Overhead
 - Print
 - flip chart
 - sticky dots
-

Steps

Why a team? (*approx. 10 min*)

Teacher asks students: "In your country, did you work as a team with your family to get things don? How about with your neighbors, did you work together, helping each other?"

"Teamwork is very important in family life, it allows us to practice and strengthen the skills needed to work productively and successfully in the wrokplace."

"Many U.S. workplaces are set up in teams which are responsible for managing their own work, for making suggestions to improve the way woirk is done, for implementing the suggestions and for monitoring the quality of work."

"This kind of Teamwork eliminates errors, makes people cooperate rather than compete, establisdhes good relationships among employees, suppliers and customers, improvement and quality become a continuous process."

"Building on your family experience with cooperation, helps you adapt to the new U.S. workplace."

Introduction (*approx. 10 min*)

Teacher states the objectives

You will be able to:

- describe "teamwork" at home or at work;
- discuss team memberes roles;
- create a supervisor's assessment check it;
- define qualities of ideal supervisor.

You will also practice:

- Recognizing teamwork skills;
- identifying team roles;
- using encouragement
- Assessing and utilizing human resources.

Experience (approx. 15 min)

Teacher asks students to sit in groups of four.

Each group is to choose one of the jobs listed on the transparency, or a job that they had themselves

(Teacher shows transparency).

Teacher give the following directions:

On a sheet of paper each member of the group writes what kind of helpers assist the main worker in the chosen job. Member one writes and passes the paper to the right, then member two writes and passes the paper, etc.

Students do the activity, discussing their ideas with their group. Teacher walks around, monitors and assists as needed.

Groups report back to the general group.

Who does what (approx. 20 min)

Teacher describes how each person working with her has their own role.

- a. aide - works with some students, collects registration forms from new students, helps with realia and board displays.
- b. placement aide - registers and tests students, sends information to teacher.
- c. materials attendant - makes xerox copies and transparencies.
- d. resource teacher- purchases new materials, provides new ideas.

Teacher asks students to analyze and discuss the role of each worker on their group list.

Teacher monitors and assists as necessary.

Students report back to the whole classroom.

Giving Feedback (approx. 15 min)

Teacher asks students to reflect for a minute on what kind of encouragement signs or words were used to let them know that they did their jobs well as members of a team. Or how they have encouraged others to do their best.

Students report their reflections orally. Teacher or student helpers write the information on the board.

Students review the list and select three encouragement signs or words that they would like to use in the classroom.

Break (approx. 10 min)

Students may take a few minutes to stretch, walk around, change places.

Teacher completes attendance records and other paperwork.

The supervisor (approx. 20 min)

Teacher asks students to work in pairs. Each of the pairs will get a different version of the reading "Getting Along With Supervisors".

Students are to read silently to themselves.

After students have completed their reading, they are to explain their segment to their partners

Define the ideal (*approx. 10 min*)

Teacher asks students to wrk in groups of four.

Students are to generate a list of qualities that they beleive a supervisor should have.

Report back (*approx. 15 min*)

Teacher asks representatives from the group to stand and calls on one to read the list.

Teacher or assistant records items on flip chart.

When the first person finishes, teacher asks the next rep to read those items on the list that were not mentioned.

Then the next rep and so forth until there are no more items.

Lists are posted around the room.

Assess (*approx. 15 min*)

Teacher gives students 5 sticky-dots.

Students walk around the room, read the charts and use their dots to select those qualities that they believe an ideal supervisor should have.

When all the dots are used, the group collectively selects those items that received the most dots and discusses their value.

Create a check list (*approx. 10 min*)

Teacher asks students to work in groups of four to design a check list for assessing the performance of a supervisor using the top ten qualities chosen.

Reflection (*approx. 15 min*)

Teacher asks students to reflect not only on what they learned but also on the team work that they did.

After a couple of minutes of reflection, teacher hands out the self assesment check list and asks students to complete it.

Teacher monitors and assists students as needed.

After students complete the assignment, teacher asks if any one would like to share their reflection

Closure (*approx. 15 min*)

Teacher reviews the objectives, students give verbal examples.

You are able to:

- describe "teamwork" at home or at work;
- discuss team members roles;
- create a supervisor's assessment check list;
- define qualities of ideal supervisor.

You also practiced:

- recognizing teamwork skills;
 - identifying team roles;
 - using encouragement signs or words;
 - assessing and utilizing human resources.
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