

Lesson: Interpersonal Skills
<p>Names: Abigail Daniel, Jess Taylor, Matthew Dupuis, Jade Lipczynski, Isabelle Thamm</p> <p>Time: 75 minutes</p> <p>Grade 11: Designing your Future</p> <p>Subject: Career and Guidance</p> <p>Strand: Interpersonal Knowledge and Skills</p>
<p>Curriculum Expectations:</p> <p><i>Overall:</i></p> <ul style="list-style-type: none"> - demonstrate interpersonal and teamwork skills required for success in their school, work, and community activities <p><i>Specific:</i></p> <ul style="list-style-type: none"> - identify and describe the interpersonal skills (e.g., using active listening, showing mutual respect, using non-verbal language) and teamwork skills (e.g., building consensus, encouraging and recognizing contributions) that contribute to success in postsecondary education/training and employment
<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint • Teamwork Handout – Student Copy • Self-Assessment • Interpersonal Skills Rubric
<p>Learning Goals</p> <ul style="list-style-type: none"> • <i>Define and recognize key interpersonal skills.</i> • <i>Understand the significance of interpersonal skills in education and employment.</i> • <i>Identify and describe teamwork skills.</i> • <i>Apply teamwork skills in practical scenarios.</i> • <i>Practice interpersonal skills in activities.</i> • <i>Reflect on teamwork benefits in various aspects of life.</i>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Students can accurately define, explain, and apply key interpersonal skills and teamwork skills. • Students can effectively demonstrate critical thinking and decision-making skills as a team. • Students can articulate the importance of these skills in postsecondary education, training, and employment. • Students reflect on the benefits of teamwork, providing thoughtful insights into how collaboration enhances various aspects of life. • Students effectively communicate their ideas, both verbally and in writing, showcasing their understanding of the benefits of teamwork.
<p>Lesson Development:</p> <p>Hook (10 minutes)</p> <ul style="list-style-type: none"> • Introduction Activity: Word Wars <ul style="list-style-type: none"> ○ To begin class, the words “INTERPERSONAL SKILLS” will be written on the board. In small teams of 3-4 students, group members will work together to create as many English language words as possible that can be created from the available letters. Students will practice listening to, while developing respect for, their peers who are speaking, as well as refine their teamwork skills. ○ Possible Words (<i>discourage 2 letter words</i>): not, tea, kit, ski, salt, late, tall, tails, sonar, plate, strike, points, assist, sprints, trainer, raisins, etc. <p>Main Lesson (60 minutes)</p>

- **Lesson Time** (25 minutes): students will learn about effective teamwork and leadership characteristics, as well as...
- **Activity Time** (35 minutes): students will receive a handout “team survival scenario” that details a scenario where the group is stranded on a deserted island, and they must work together to come up with the 12 most resourceful items to have with them. This activity will draw on the ideas learned in class, deepen teamwork skills while practicing their interpersonal skills.
 - **Survival Scenario:** You and your five closest friends won a week-long cruise in the Pacific Ocean as part of a radio contest! You all boarded the S.S. Super Clipper for a relaxing luxury cruise when you encountered a bad storm, and the ship partially sank—in the morning, only the top was still visible off the north tip of the island you now found yourself stranded on. The storm basically ruined most things on board, leaving very few useful items and you are all now stranded on an uninhabited island in the middle of the Pacific Ocean. Your task is to choose the 12 most useful items to help you survive on this deserted island.
 - First, write a list of 12 items on the back of this sheet of paper that you would individually like to have on hand to survive on the island.
 - Next, work with your team to create a master list of items to choose from.
 - Your next task is to work together with your team to come up with a list of the 12 most important items you feel would help the group survive on this island for the next 6-12 months.
 - Rate the final list of 12 with 1 being the most important item through 12 being the least important item on your list (i.e., one item you may wish to have on hand is matches or a lighter).
- After the activity the teacher will comment on how these skills practiced in today’s lesson can be used at work, in school and in our personal lives – next time you’re in one of these spaces try to think about what skills you thrive at and which ones you need to work on!
- If time permits, the teacher can also mention how different careers require heavy focus on particular interpersonal skills, while other careers may require different interpersonal skills
 - Ex. Communication is important in any job type (verbal, written)
 - Ex. Teamwork is less important in a security guard (in some cases) while it is crucial in market research or teaching

Conclusion (5 minutes)

- **Questions:**
 - Reflect on the Team Survival Scenario and moments where effective interpersonal skills positively impacted your group's decision-making.
 - What skill was demonstrated and what was its impact on the overall outcome?
 - Consider the benefits of teamwork discussed in the lesson.
 - What benefit resonated with you the most?
 - How do you plan to use this benefit in your future academics or professional careers?
- **Consolidation:** after the lesson and survival activity, students will reflect on the benefits of teamwork.
 - **Possible Benefits:** *Increased performance in work production; a bond or sense of camaraderie; job satisfaction; increased creativity; easier to communicate faster; mentorship or learning from one another; etc.*
 - Students can write in bullet points, create a brainstorm map, or write in sentence form to relay their ideas. These discussion points will be used to begin the next class.

Differentiated Instruction

- *Provide alternative formats for instructional materials, such as visual aids, audio resources, and written instructions. This allows students to access information in a way that best suits their learning style.*
- *Utilize flexible grouping strategies during both the Word Wars and Team Survival Scenario activities. Allow students to work in pairs, small groups, or individually based on their comfort level and learning preferences. Monitor and adjust groups as needed to ensure productive collaboration.*
- *Offer tiered assignments that cater to different skill levels. For instance, during the Team Survival Scenario, provide additional challenges or modifications for students who may need extra complexity or support.*
- *Break down complex tasks into smaller, manageable steps. For the Team Survival Scenario, provide clear guidelines and checkpoints to support students in developing their master list and prioritizing items effectively.*
- *Allow students to choose the format for their reflections, such as written responses, visual representations, or verbal reflections. This accommodates diverse learning preferences and encourages creativity in expressing their thoughts.*
- *Offer alternative assessment options that allow students to showcase their understanding in different ways. This could include presentations, creative projects, or role-playing exercises, ensuring that assessment methods align with various learning styles.*
- *Provide supplementary resources for students who may need extra support or challenge. This could include additional readings, video materials, or interactive online resources that cater to different learning paces and styles.*

Assessment

- *Formative:*
 - *Observe and monitor student interactions and contributions during class activities.*
 - *Engage students in class discussions about their experiences and insights gained from the lesson and the Team Survival Scenario. Evaluate their ability to articulate and share their thoughts in a group setting.*
- *Self-assessment:*
 - *Students complete the Teamwork Skills Self-Assessment to reflect on their strengths and areas for improvement in various teamwork skills.*

Next Steps

- *Encourage students to apply their newly acquired skills in real-world scenarios. This could involve participating in extracurricular activities, volunteering, or joining clubs where interpersonal and teamwork skills are essential.*
- *Introduce peer feedback sessions where students can provide constructive input to their peers on their interpersonal and teamwork skills. This promotes a culture of continuous improvement and self-reflection.*
- *Explore how interpersonal and teamwork skills apply across different subjects. Collaborate with other teachers to integrate these skills into various disciplines, reinforcing the idea that these skills are transferable and valuable in diverse contexts.*
- *Integrate the learned skills into upcoming academic projects or assignments. This could involve collaborative research projects, group presentations, or other activities that require effective teamwork and interpersonal communication.*
- *Provide resources and opportunities for self-directed learning. This could include recommended readings, online courses, or workshops focused on interpersonal and teamwork skill development. Encourage students to take ownership of their continued growth in these areas.*

	Level 1 <i>12.5 - 14.5 pts.</i>	Level 2 <i>15 – 17 pts.</i>	Level 3 <i>17.5 - 20 pts.</i>	Level 4 <i>20.5 - 25pts.</i>
Resources	Resources do not enhance student learning and are not helpful in understanding the lesson overall. Resources are not visually appealing.	Resources slightly enhance student learning and are slightly helpful in understanding the lesson overall. Resources are slightly visually appealing.	Resources enhance student learning and are helpful in understanding the lesson overall. Resources are visually appealing.	Resources greatly enhance student learning and are very helpful in understanding the lesson overall. Resources are very visually appealing.
Content	Content does not reflect the targeted curriculum expectations. Content is not age appropriate and captivating for the expected audience.	Content slightly reflects the targeted curriculum expectations. Content is slightly age appropriate and captivating for the expected audience.	Content reflects the targeted curriculum expectations. Content is age appropriate and captivating for the expected audience.	Content reflects the targeted curriculum expectations. Content is age appropriate and extremely captivating for the expected audience.
Facilitation	Classroom management is weak. Students are rarely on task.	Classroom management is not the best. Students are sometimes on task.	Classroom management is moderate. Students are often on task.	Classroom management is fantastic. Students are always on task.
Presentation	Presentation was unclear and/or too quiet to hear. The presentation was distributed unfairly amongst facilitators. The time of presentation was over/under 10 or more minutes of the 20 minute goal.	Presentation was somewhat unclear and/or slightly too quiet to hear. The presentation was distributed slightly unfairly amongst facilitators. The time limit was over/under 5-10 minutes of the 20 minute goal.	Presentation was clear and at an appropriate volume. The presentation was distributed fairly amongst facilitators. The time limit was over/under 3-5 minutes of the 20 minute goal.	Presentation was very clear and at an appropriate volume. The presentation was distributed fairly amongst facilitators and transitions between speakers were seamless. The time limit was within 3 minutes of the 20 minute goal.
Student Assessment	Students are unaware of the goal of the task. The assessment and/or marking scheme is irrelevant to the content being covered, causing the grading to be an inaccurate representation of student ability to meet the given expectation.	Students are partially aware of the goal of the task. The assessment and/or marking scheme is not entirely relevant to the content being covered, causing the grading to be a slightly inaccurate representation of students' ability to meet the given expectation.	Students are aware of the goal of the task. The assessment and marking scheme are relevant to the content being covered, causing the grading to be an accurate representation of student ability to meet the given expectation.	Students are aware of the goal of the task. The assessment and marking scheme are relevant to the content being covered, causing the grading to be an accurate representation of student ability to meet the given expectation. Different ways of expressing understanding are taken into account, leading to a nuanced and fair marking scheme.