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| **Subject:** BOH4M | | | **Grade:** 12 |
| **Teacher:** | | **Duration 3 hours** | **Lesson No:** 1.5 part 2 |
| **Unit #:** 1 | | **Topic:** Teamwork | |
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| **Overall Expectations** *(Directly from The Ontario Curriculum)* | | | |
| 1. Demonstrate an understanding of group dynamics. | | | |
| **Specific Expectations** *(Directly from The Ontario Curriculum)* | | | |
| – explain the nature and types of groups within an organization (e.g., formal/ informal, committees/departments, electronic work groups);  – analyse the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness, cultural expectations, social loafing);  – apply business teamwork skills to carry out projects and solve problems. | | | |
| **Learning Skills *(Where applicable):*** | | | |
| Independent Work – Students self-study before and after class.  Responsibility – Students must post their homework on the forums.  Initiative – Students are encouraged to ask questions during the Q&A session.  Collaboration – Students will work in groups for the final production activity.  Self-Regulation – Students will do an exit card before class. | | | |
| **Learning Goals** *(What do I want the students to know and/or be able to do?)* | | | |
| Today you will:  1. Identify the stages of group development.  2. Identify different types of teams.  3. Explain factors that affect team success. | | | |
| **Success Criteria**  *(Based on the application, how will I know students have learned what I intended?)*  *(Recording Devices: anecdotal record, checklist, rating scale, rubric)* | | | |
| By the end of class, I can  1. I can describe the four stages of team development.  2. I can describe three different types of teams.  3. I can explain five factors that affect a team’s success and apply them to real situations.  4 I can understand how team works  5 I can understand how norms and cohesiveness are important for team performance. | | | |
| **Materials and Resources** | | | |
| PPT presentation  Lesson Note  Video | | | |
| **Lesson Structure and Activities** | | | |
| **Timing** | **Lesson** | | |
| 60 minutes | * Review * Norms and cohesiveness * How teams make decisions * What are the challenges of high performing teams. | | |
| 60 minutes  60 minutes | Group production  Glossary  Conference | | |
| 10 minutes | Homework | | |
| **Assignments / Homework** | | | |
| Complete your homework | | | |
| **Reflections**  *(What do I need to do to become more effective as a teacher in supporting student learning?)* | | | |
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The Erindale Academy Daily Lesson Plan **Unit # and Lesson Plan #**

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| **Assessment Strategies** | | | | | | |
| **For Learning** | | **As Learning** | | **Of Learning** | | |
| **Student product:**  □ Diagnostic tests □ Practice quiz  □ Pop quizzes □ Homework  □ Class notes □ Peer feedback  □ **Practice questions** □ Practice tests  **Observation:**  □ **Class discussions** □ Peer feedback  **Conversation:**  □ Student teacher conferences  □ **Small group discussions** | | **Student product:**  □ Learning logs □ Self-assessment sheet  □Homework □ Self-analysis sheet  □ Peer-analysis sheet  **Observation:**  □ **Whole class discussions**  □ **Group discussions**  **Conversation:**  □ Student teacher conferences  □ **Small group discussions** □ **Pair work** | | **Student product:**  □ Assignments □ Tests  □ Exam □ Case studies  □ Business report □Exit card  **Observation:**  □ Student-led discussion/debate  □ **Presentation**  □ Performance tasks  **Conversation:**  □ Student teacher conferences  □ **Question and answer session** | | |
| **Lesson Tools** | | | | | | |
| **Direct Instruction**  □ Structured overview  □Lecture  □ Compare & contrast  □ Socratic method  □ Demonstrations | **Indirect Instruction**  □ Problem solving  □ Case studies  □ Reading for meaning  □ Inquiry  □ Reflective discussion  □ Writing to inform  □ Concept formation  □ Concept mapping  □ Concept attainment | **Interactive Instruction**  □ **PowerPoint**  □Video clip  □ Debates  □ Role playing  □**Brainstorming**  □ Peer partner  □ Learning/analysis  □ **Discussion**  □ Laboratory groups  □ **Cooperative learning**  □ Groups  □ Jigsaw  □ Problem solving  □ Conferencing | **Independent Study**  □Essays  □ Computer assisted  □ instruction  □ Journals  □ Learning logs  □ Reports  □ Learning activity packages  □ Correspondence lessons  □ Learning contracts  □ **Homework**  □ Research projects  □ Assigned questions  □ Learning centers | | **Experiential Learning**  □ Field trips  □ Conducting  □ Experiments  □ Simulations  □ Games  □ Story telling  □ Focused imaging  □ Field observations  □ Role-playing  □ Model building  □ Surveys  □ Case studies | **Instructional Skills**  □**Explaining**  □Demonstrating  □**Questioning** |