

Active Classroom Guide for Building Positive Relationships

Building Positive Relationships Module Overview	3
Section 1: Overview	4
Lesson Plan	5
Activity: Self-Appraisal and Personal Values Inventory	10
Additional Activities	12
Section 2: Overview	14
Lesson Plan	15
Activity: Think and Reflect	21
Additional Activities	23
Section 3: Overview	25
Lesson Plan	26
Activity: Planning as a Team	31
Additional Activities	33
Class Discussion	35

Active Classroom Guide for Building Positive Relationships

Building Positive Relationships Module Overview	3
---	---

Overviews:

Section 1 Overview	4
Section 2 Overview	14
Section 3 Overview	25

Lesson Plans:

Section 1 Lesson Plan	5
Section 2 Lesson Plan	15
Section 3 Lesson Plan	26

Activities:

Section 1 Activity: Self-Appraisal and Personal Values Inventory	10
Section 2 Activity: Think and Reflect	21
Section 3 Activity: Planning as a Team	31

Additional Activities:

Section 1	12
Section 2	23
Section 3	33

Class Discussion	35
-------------------------------	----

BUILDING POSITIVE RELATIONSHIPS Module Overview

This module focuses on the relationship students have with themselves, examining the roles of self-esteem, personal values, needs, and levels of motivation relative to their college experience, as well as how to develop academic and professional connections. The goals of this module are for students to be able to:

1. Examine the role self-awareness plays in relationships.
2. Learn strategies to develop and strengthen your self-esteem.
3. Identify the role and impact of your values in your day-to-day life.
4. Learn about being a part of a community, and finding your place in one.
5. Understand how to start and strengthen different types of relationships.
6. Examine different types of relationships, including formal, informal, and electronic.
7. Learn the value of a team concept and how teams work.
8. Discover strategies for establishing positive relationships within a team.

First Module Section: Students examine who they are and how they identify themselves through their self-esteem, values, behaviors, feelings, and choices, which is contextualized in a self-esteem and values assessment activity.

Second Module Section: Students develop strategies to build positive personal, academic, and professional relationships, including an activity that has students evaluate their current informal and formal relationships.

Third Module Section: Students explore the role of team dynamics, which concludes with an activity that has students apply this knowledge in the formation of a team assignment.



Building Positive Relationships, Section 1

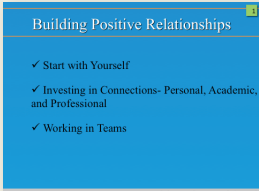
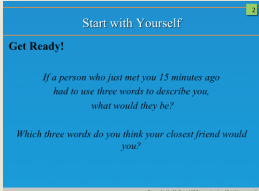
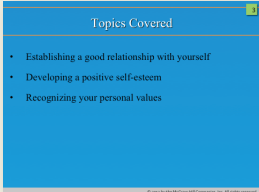
In this section, students examine who they are and how they identify themselves through their self-esteem, values, behaviors, feelings, and choices. Students will also complete a self-esteem and values assessment.

LESSON OVERVIEW

SECTION 1: START WITH YOURSELF

Learning Outcomes	<ol style="list-style-type: none"> 1. Examine the role self-awareness plays in relationships. 2. Learn strategies to develop and strengthen your self-esteem. 3. Identify the role and impact of your values in your day-to-day life. 	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> • Lecture and Discussion <ul style="list-style-type: none"> • Get Ready! Exercise—Warm-Up • LO 1: What is a Relationship with Yourself? <ul style="list-style-type: none"> • Lecture/Activity • Discussion • LO 2: The Power of Self-Esteem <ul style="list-style-type: none"> • Lecture/Activity • Discussion • LO 3: Values <ul style="list-style-type: none"> • Lecture/Activity • Discussion • Student Activity: Your Self-Esteem and Personal Values • Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> • Get Ready! Exercise • Refer to the Instructor Guide on pages 5–9 for lecture/discussion notes. • PowerPoint slides.
Student Activity	25 minutes	<ul style="list-style-type: none"> • Students work individually or in groups for the exercise presented on page 8 in the textbook—Your Self-Esteem and Personal Values
Lesson Review and Wrap-Up	5 minutes	<ul style="list-style-type: none"> • Review of topics • Class discussion • Lesson takeaways
Resources	<ul style="list-style-type: none"> • Textbook pages 2–11 • PowerPoint slides 1–16 • Detailed class notes for activity 	

Building Positive Relationships, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
<p>Outline</p> <ul style="list-style-type: none"> • Get Ready! Exercise • Reflection • Section Overview <p>Resources</p> <p>PowerPoint slides 1–3</p> <p><i>Slide 1, Building Positive Relationships</i></p>  <p><i>Slide 2, Start with Yourself: Get Ready!</i></p>  <p><i>Slide 3, Topics Covered</i></p> 	<p>Lesson Notes</p> <p><i>Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.</i></p> <p><i>Ask students to reflect:</i></p> <p>If a person who just met you 15 minutes ago had to use three words to describe you, what would they be?</p> <p>Which three words do you think your closest friend would use?</p> <p><i>Call on volunteers to share their reflections.</i></p> <p>Explain: Everyone is unique. There will never be someone exactly like you. As you develop more into the person you want to be, you will develop meaningful relationships. You will connect and create relationships with people like you. These relationships have an impact on your personal, academic, and professional lives.</p> <p>The discovery of yourself is one of the most valuable ventures you will ever undertake.</p> <p>Section Overview: <i>Introduce topics covered in this class session:</i></p> <ul style="list-style-type: none"> • Establishing a good relationship with yourself. • Developing a positive self-esteem. • Recognizing your personal values. 	<p>Tip: Begin to discuss the differences between the words used by a new acquaintance versus a close friend.</p> <p>Extend: Ask students, “What do these words say about your relationship with yourself?”</p>

LO 1: WHAT IS A RELATIONSHIP WITH YOURSELF? (10 MIN.)

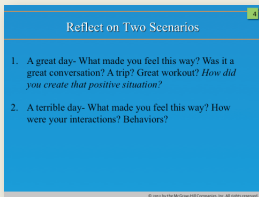
Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

Resources

PowerPoint slides 4–9

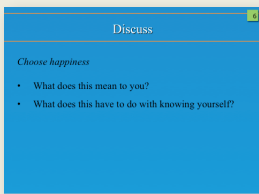
Slide 4, *Reflect on Two Scenarios*



Slide 5, *Know Yourself*



Slide 6, *Discuss*



Lesson Notes

Introduction Your relationship with yourself is the most important. Think about your relationship with yourself at this moment.

Build on Background: *Ask students to reflect:*

Who are you? Are you the person that others see when they meet you? Are you the person your close friends and family know? Are you the person you see when you look in the mirror?

Explain: Your answer should be YES. However, this depends on the situation you are in, who you are interacting with, or what kind of day you're having.

Connect: *Discuss the importance of getting to know yourself.*

Establish a positive relationship with yourself. It can be hard to reflect on your relationship with yourself since you are so used to it and see it everyday.

Take a mental step back. Think about how you behave in certain situations.

Learn about yourself by reflecting on **two scenarios**:

- 1- Think about the last great day you had. What made you feel this way? Was it a great conversation? A trip? A great workout?

Think about what you did to create that positive situation, and how you can continue to have days like this.

- 2- Now think about your last terrible day. What made you feel that way? How were your interactions? How did you behave?

Think about what didn't work for you that day to make it go negatively. How could this be avoided?

Conclude: If you reflect on these situations you will learn more about yourself. Knowing yourself well allows you to create those great days and avoid the negative ones. Choose happiness by knowing yourself and actively creating positive situations.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with a neighbor:*

- Choose happiness—What does this mean to you? What does this have to do with knowing yourself?

Share these important **key points**:

- Establish a good relationship with yourself.
- Learn to choose your happiness.

TRY IT



Consider writing your students' responses on the whiteboard. If they struggle to respond, you can prompt them with this possible answer: the feelings and thoughts they have about themselves.

Tip: Encourage your students to take notes on this information.

GOT TIME?



Have students discuss their reflections to these scenarios with a partner.

TRY IT



Draw a Venn diagram on the board. Write Good Day and Bad Day in each circle. Record students' feelings and phrases about each of those days. This will lead into a great discussion about strategies to avoid negative situations.

Extend: Research some good quotes about attitude, happiness, choices, etc. to share with your students.

Tip: Provide a moment for students to reflect on this discussion by writing down their thoughts.

LO 2: THE POWER OF SELF-ESTEEM (10 MIN.)

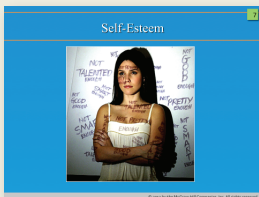
Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

Resources

PowerPoint slides 4–9

Slide 7, *Self-Esteem*



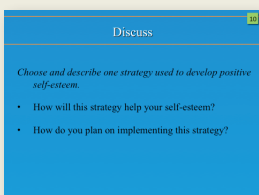
Slide 8, *Eight Strategies to Improve Self-Esteem*



Slide 9, *Eight Strategies to Improve Self-Esteem*



Slide 10, *Discuss*



Introduction: Self-esteem can be defined in many ways.

Build on Background: Ask students to think about their definition of self-esteem. Call on a few students to share their answers with the class.

Define:

Self-esteem: The feelings and thoughts you have about yourself.

Connect: These feelings and thoughts are shaped from what other people have told you and said about you. Family members, teachers, classmates, and friends play an important role in this.

Ultimately you are responsible for your self-esteem. Self-esteem develops and evolves over our lifetimes as your perspective changes.

Ask students to think of ways to improve their self-esteem. Use the PowerPoint to describe eight strategies to develop a positive self-esteem:

- Choose your focus
- Take responsibility
- Identify strength
- Give yourself credit
- Forgive yourself
- Be humble
- Be grateful
- Use positive imagery

Elaborate: Developing a positive self-esteem is a process that happens over time. Continue to incorporate these strategies and believe in your capacity to change and accept yourself. This can be challenging, but will help you reach your greatest potential.

Discussion

Small group: Choose one of the strategies for developing a positive self-esteem. Discuss the following with a neighbor:

- Describe one strategy to develop positive self-esteem.
- How will this strategy help your self-esteem?
- How do you plan on implementing this strategy?

Call on a few students to share answers with the class.

Conclusion: Share these **key points** with the class:

- Your self-esteem is a large part of getting to know yourself. You can change your perspective and develop a positive self-esteem by focusing on your perspective and the strategies you use.

GOT TIME?

Self-Esteem Exercise: Build student's self-esteem by having them write letters to fellow students about what they like about him or her. You can extend this activity throughout the course by choosing two or three students per class session.

Encourage your students to share their own successful self-esteem strategies with their classmates.

TRY IT

Divide students into eight groups and give each group a strategy. Ask groups to discuss what they think the strategy means. If you have time, ask groups to create a product and present it to the class.

Tip: Write the eight strategies used to develop a positive self-esteem on the board.

GOT TIME?

Have your students set a goal to actively try using a strategy a day and journaling about the outcome. Reflect in a week to see if students feel any differently.

LO 3: VALUES (10 MIN.)

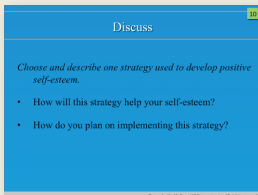
Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

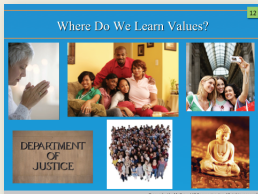
Resources

PowerPoint slides 14–18

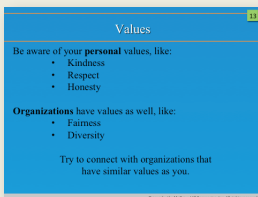
Slide 11, Discuss



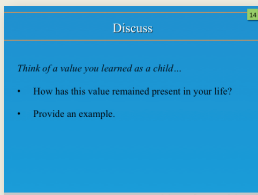
Slide 12, Where Do We Learn Values?



Slide 13, Your Values



Slide 14, Discuss



Introduction: Your self-esteem, and choices you make everyday come from your values.

Build on Background: Ask students to think about their definition of values. Call on a few students to share their answers with the class.

Define:

Values: Personal or organizational beliefs that guide what is acceptable behavior and what is unacceptable.

Ask students to think about where they learn their values.

Connect:

Values are learned from family, friends, community, society, culture, and religion. Choices you make are based on your personal values and principles.

Explain how values impact relationships:

Your values strongly **impact your relationships**. For example, if you learned to greatly respect the elderly as a child, you will probably grow to respect your teachers, bosses, etc. This is a value you have. Your values impact every other type of relationship you have.

Your **personal values** are abstract concepts. For example:

- Kindness
- Respect
- Honesty

Elaborate: Identify and be aware of your personal values. You will learn to understand yourself better and effectively communicate who you are to the world.

Discuss how organizations have their own values too.

Organizational values may be presented in the form of a mission statement, or simply by looking at choices made. How organizations treat people is a big indicator into their values.

Look into an organization's values as you are seeking to become involved. When your personal values align with an organization, the potential for your professional success and personal satisfaction is much greater.

Discussion

Small group: Give students a brief moment to share about the following; discuss with a neighbor:

- Think of a value you learned as a child.
- How has this value remained present in your life?
- Provide an example.

Conclusion: Close the discussion by reviewing the **key points**:

- Recognize your personal values.
- Connect with organizations with similar values.

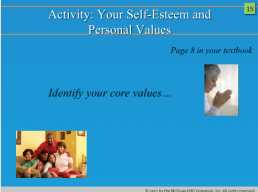
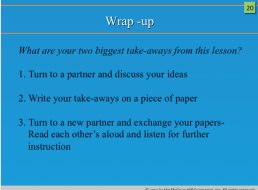
Tip: Consider recording a few of the students' responses on the whiteboard. Ask for students to provide a few examples of values.

Tip: Discuss the different types of people from whom values are learned (family, friends, teachers, etc.).

TRY IT

Give a moment for students to write down words to represent their personal values. Brainstorm a list of personal values on the board, using students' lists. Circle common values you notice.

Tip: Challenge your students to connect many of their important values with personal experiences in their life. This will provide a moment of reflection and gratitude.

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: YOUR SELF-ESTEEM AND PERSONAL VALUES (25 MIN.)		
<p>Resources</p> <p>Textbook, page 8</p> <p>Detailed Activity Notes</p> <p>PowerPoint</p> <p><i>Slide 15, Activity: Your Self-Esteem and Personal Values</i></p> 	<p>Activity</p> <p>Introduction: Reflecting on your personal values and self-esteem can be difficult. This exercise will help you identify some of our core values.</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 8, and continue with directions from the instructor guide.</p> <p>Activity Wrap-Up</p> <p>After the activity, ask students the following questions:</p> <ul style="list-style-type: none"> • How did you feel about the words you circled? • Did you want to circle the words that you did? 	<p>ONLINE EXTRA @</p> <p>Additional Resources/Activities:</p> <p>Developing a Positive Self-Image</p> <p>Your students can complete this exercise online in the Connect program.</p>
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
<p>Resources</p> <p><i>Slide 16, Wrap-Up</i></p> 	<p>Lesson Wrap-Up</p> <p><i>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</i></p> <p><i>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</i></p>	<p>Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.</p>

Section 1: Detailed Activity Notes

SELF-APPRAISAL AND PERSONAL VALUES INVENTORY

This activity asks students to reflect on their own level of self-esteem and personal values.

Classroom Management: This activity should be completed individually with students sharing their self-appraisals with a classmate, and then concluding with a class wrap-up discussion.

INSTRUCTOR GUIDE

- **Explain** to the class that this is a two-part activity, with the first part focusing on their self-esteem.
- **Tell** your students that in order to develop a more positive self-esteem, they need to evaluate its current state.
- **Elaborate** that the first step is to become more aware of the qualities, traits, and characteristics they see themselves possessing, which impact how they think, feel, and behave.
- **Refer** your students to the Self-Appraisal Inventory on page 8 of their textbooks.
- **Explain** to your class that they will circle five of the words in the chart that most reflect who they feel they are in most situations.
- After everyone has circled five words, **tell** your students to partner with a classmate.
- Once everyone is in pairs, **explain** that they will share the five characteristics they circled with their partner.
- **Clarify** that instead of just stating the words, each person must say: “I am” before identifying the trait he/ she circled.
- After everyone has shared with his or her partner, **introduce** the second part of the activity—Personal Values Inventory.
- **Tell** your students to review the list of personal values.
- **Explain** that they will check 10 values that are the most important to them.
- Once everyone has checked 10 values, **tell** your students to answer the questions on page 8 reflecting on this experience:

STUDENT ACTIONS

- Students should be following along to the directions on page 8 of their textbooks.
- Students should be circling five words from the chart that best represent how they feel about themselves.
- Students should be in pairs with a classmate.
- Students should be sharing the five characteristics they circled, starting each sentence with “I am.”
- Students should be checking the 10 values most important to them.
- Students should be responding to the questions on page 8 of their textbook and writing their answers in the space provided.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ol style="list-style-type: none"> 1. Of the 10 values you have chosen, write the top five in rank order of importance. 2. What impact do these top five values have on your personal, academic, and professional choices and behavior? <ul style="list-style-type: none"> • Refer to the discussion questions on page 9 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1 <p>Ask your students the following discussion questions:</p> <p><i>How did it feel to say to your classmate that you exhibited those five characteristics?</i></p> <p><i>How do you feel about the five self-appraisal words you circled?</i></p> <p><i>Were there any self-appraisal words you circled that you were proud of? Which ones?</i></p> <p><i>Were there any self-appraisal words that were accurate, but that you wish you hadn't circled? Which ones?</i></p> <p><i>Were there any self-appraisal words that you did not circle that you wish you could circle honestly? Which ones?</i></p> <p><i>What can you do to feel better about the words you wish you hadn't circled?</i></p> <p><i>What can you do to develop or emphasize more of the traits you wish you had circled?</i></p>	<ul style="list-style-type: none"> • Students should be rejoining their classmates to begin the discussion.

Section 1 Additional Activity: Establishing a Positive Relationship with Yourself

DEVELOPING A POSITIVE SELF-IMAGE

This activity assists students in developing positive self-esteem by creating and sharing strategies to improve their self-worth.

Classroom Management: This activity will be completed individually, and then students will share strategies with each of their classmates.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none"> • Explain to your students that developing positive self-esteem will be essential to their academic success. • Ask your students: <i>If you question or doubt yourself, if you are unsure of yourself, if you criticize yourself, how will you empower yourself to succeed?</i> • Emphasize that fortunately, self-esteem can change and they can propel themselves toward a more positive self-image, but it does not transform overnight. • Tell your students that it will be something that they will need to commit to improving on a daily basis, and that this commitment to achieve higher self-esteem begins today. • Elaborate to your students that since their self-esteem is determined by how they value and perceive themselves, this exercise will initially stem from their own ideas about how to create a more positive self-image. • Tell your students to take a few minutes to evaluate their self-esteem. • Ask your students: <i>What are some areas I could work on? What are some areas I tend to struggle with about myself?</i> • Tell your students that after they have examined their self-image, they will develop a list of three strategies to assist them in improving their self-esteem. • Ask one of your students to volunteer to read the examples of self-esteem strategies in their textbook. • Explain to your students that they will use the space provided in their textbook to list their three self-esteem strategies. • After everyone has listed their strategies, commend your class for their great start toward building a more positive self-image. However, it would benefit them to have even more strategies. 	<ul style="list-style-type: none"> • Students should be following along to the activity directions. • Students should be considering the responses to this question. • Students should be evaluating their self-esteem in terms of the questions posed in this activity. • One student should be reading the strategy examples. • Students should be creating three self-esteem strategies. • Students should be standing up. • Students should be partnering with a classmate.

INSTRUCTOR GUIDE

- As an entire class, **tell** your students to all stand up.
- **Explain** that with their three strategies in hand, they will meet with each person in their class.
- **Elaborate** that with their classmate, they will both share their three strategies.
- **Tell** your students that if their classmate lists strategies they did not have, they will record them in the list provided in their notebooks.
- **Remind** your students that they should be able to add at least one new self-esteem strategy from each of their classmates.
- After everyone has shared with each of their classmates, **tell** your students to select one strategy from their list that they would work on for themselves this week.
- Once everyone has selected a strategy, **emphasize** to your students that they will demonstrate their commitment to this strategy and ultimately to creating a more positive self-image, by recording this strategy for the week in one of the following options:
 1. Cell phone
 2. iPad
 3. Planner
 4. Organizer
 5. Calendar
 6. Other
- **Tell** your students that since they have more strategies remaining, they can choose a new one each week to record in the location they selected, which will serve as a daily reminder of how they want to improve their self-esteem.

STUDENT ACTIONS

- Students should be sharing their strategies with their classmates and writing new strategies from their classmates in their notebooks.
- Students should be writing one strategy they will work on for themselves this week.
- Students should be selecting one of the locations from the list to record their self-esteem strategy for the week.

Building Positive Relationships, Section 2

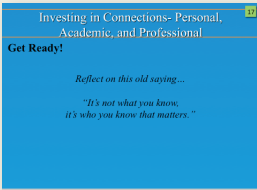
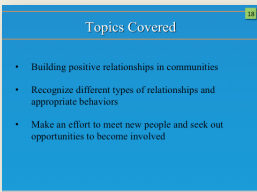
In this section, students develop strategies to build positive personal, academic, and professional relationships. In addition, students will complete an activity helping students evaluate current informal and formal relationships.

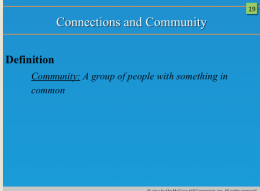

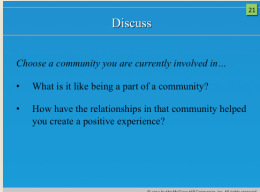


LESSON OVERVIEW

SECTION 2: INVESTING IN CONNECTIONS—PERSONAL, ACADEMIC, AND PROFESSIONAL

Learning Outcomes	4. Learn about being a part of a community, and finding your place in one. 5. Understand how to start and strengthen different types of relationships. 6. Examine different types of relationships, including formal, informal, and electronic.	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> Lecture and Discussion <ul style="list-style-type: none"> Get Ready! Exercise—Warm-Up LO 4: Connections and Community <ul style="list-style-type: none"> Lecture/Activity Discussion LO 5: Starting and Strengthening Relationships <ul style="list-style-type: none"> Lecture/Activity Discussion LO 6: Types of Relationships <ul style="list-style-type: none"> Lecture/Activity Discussion Student Activity: Think and Reflect Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> Get Ready! Exercise Refer to the Instructor Guide on pages 15–20 lecture/discussion notes PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> Students work individually or in groups for the exercise presented on page 20 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	<ul style="list-style-type: none"> Review of topics Class discussion Lesson takeaways
Resources	<ul style="list-style-type: none"> Textbook pages 11–20 PowerPoint slides 17–36 Detailed Class Activity Notes 	

Building Positive Relationships, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
<p>Outline</p> <ul style="list-style-type: none"> • Get Ready! • Reflection • Section Overview <p>Resources</p> <p>PowerPoint slides 21–22</p> <p>Slide 17, <i>Investing in Connections—Personal, Academic, and Professional: Get Ready!</i></p>  <p>Slide 18, <i>Topics Covered</i></p> 	<p>Lesson Notes</p> <p><i>Ask students to think about this old saying:</i></p> <p>“It’s not what you know, it’s who you know that matters.”</p> <p><i>Ask students to share an example of this that they’ve seen from their lives, the news, or a fictional story.</i></p> <p><i>Call on volunteers to share their reflections.</i></p> <p>Section Overview: Introduce topics covered in this class session:</p> <ul style="list-style-type: none"> • Building positive relationships in communities. • Recognize different types of relationships and appropriate behaviors. • Make an effort to meet new people and seek out opportunities to become involved. 	<p>Extend: Briefly introduce the concept of networking.</p>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 4: CONNECTIONS AND COMMUNITY (10 MIN.)		
Outline <ul style="list-style-type: none"> Lesson Notes <ul style="list-style-type: none"> Introduction Background Connect Discussion Conclusion 	Lesson Notes Introduction: What you know can take you very far but whom you know can open many doors to opportunities, friendships, mentoring, wisdom, and support. Build on Background: Ask students what they know about “community.” What is it? What’s an example?	Tip: Consider writing this quote on the whiteboard: “Communication leads to community, that is, to understanding, intimacy, and mutual valuing.” –Rollo May, American existential psychotherapist
Resources PowerPoint Slides Slide 19, <i>Connections and Community</i>  Slide 20, <i>College Community</i>  Slide 21, <i>Discuss</i> 	Define: <u>Community:</u> a group of people with something in common. Connect: Explain to students they are all part of a college community , and they have an instant connection with others at their college. As part of a community, it is important for people to contribute and benefit. Be a Part of the Community Explain that although students may not feel like they can give much right now, they can at least contribute positive energy, interest in others, care, and time. Relationships will develop over time. Emphasize that the more connections they make in their college community, the more they will experience those positive benefits. The first step is to strengthen relationships with others. Discussion Small group: Give students a brief moment to share answers to the following discussion questions with someone nearby: <ul style="list-style-type: none"> Choose a community you are involved in currently. What is it like being a part of a community? How have the relationships in that community helped you create a positive experience? Come back together as a whole class and call on students to share their goals. Conclusion: Share the key points : <ul style="list-style-type: none"> Make an effort to build positive relationships in communities You will receive the highest benefits of a community by being involved and strengthening relationships 	Extend: Ask students for examples of different types of communities and record answers on the board. TRY IT  Brainstorm different ways people can contribute to a community. GOT TIME?  Write the different types of community on the board (school, family, church, organizations, etc.). Challenge students to set a goal to participate in each of the communities in which they are involved. Tip: Make sure students understand that the more involved they are, the stronger relationships become, and the higher chance of a positive experience.

LO 5: STARTING AND STRENGTHENING RELATIONSHIPS (10 MIN.)

Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

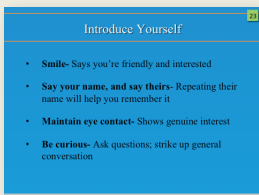
Resources

PowerPoint slide

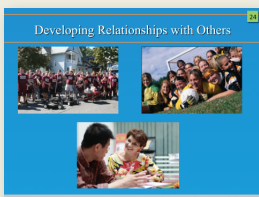
Slide 22, Meeting Someone New



Slide 23, Introduce Yourself



Slide 24, Developing Relationships with Others



Slide 25, Intentionally Seek New Relationships



Lesson Notes

Introduction: In order to form relationships in college, you will need to reach out and meet others.

Build on Background: Ask for one or two students to give an example introduction.

Connect: Explain the importance of introducing yourself to the people around you. Use the PowerPoint to provide the four **tips to introductions**:

1. Smile—says you're friendly and interested.
2. Say your name, and say theirs—repeating their name will help you remember it.
3. Maintain eye contact—shows genuine interest.
4. Be curious—ask questions; strike up general conversation.

(As you explain each tip, provide an example.)

Discuss how to meet new people:

But how do you meet new people? Well, anytime you're around new people is an opportunity. You are around new faces at the cafeteria, library, classrooms, etc.

Actively seek out **opportunities**:

- Be involved—participate in fundraising events and school activities.
- Join a club or team—builds unity and creates common goals.
- Take risks—introduce yourself to leaders; make appointments with deans, instructors, etc.

Ask students for examples of specific clubs or teams they can join in their community.

You will need to make a consistent effort to keep your relationships strong:

- Stay positive—relationships will sometimes struggle, but focus on the positive.
- Be open—it's okay to give opinions, but be receptive and nonjudgmental.
- Be empathetic—understand the other's point of view.
- Learn to forgive—allows your relationship to grow, develop, and strengthen.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

- Think about someone you've met recently. What do you plan to do to help that relationship grow?

TRY IT

Provide good examples and bad examples of introductions. Call on students to participate in the examples and point out what they did correctly or incorrectly.

Tip: Ask if any students are currently involved in school events or clubs. Have a student share with the class about their experience.

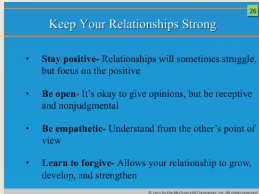
GOT TIME?

Assign a research project. Ask students to research specific clubs, teams, and events students could participate in to meet new people. Students can present the project to share the knowledge with the rest of the class.

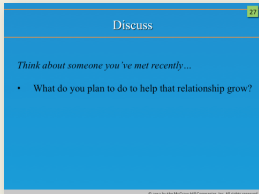
Tip: Ask students to reflect on someone they are close with. Have them think about how they helped that relationship grow.

LESSON FLOW

Slide 26, Keep Your Relationships Strong



Slide 27, Discuss



INSTRUCTOR GUIDE

Come back together as a **whole class** and call on students to share.

Conclusion: Share the **key points** to implementing these concepts

- Make an effort to meet new people.
- Seek out opportunities to become involved.

ADDITIONAL RESOURCES

LO 6: TYPES OF RELATIONSHIPS (10 MIN.)

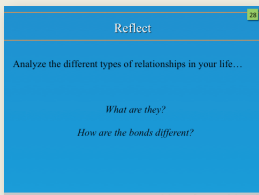
Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

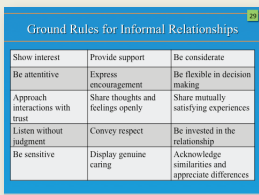
Resources

PowerPoint slides

Slide 28, Reflect



Slide 29, Ground Rules for Informal Relationships



Lesson Notes

Introduction: Your relationships have a lot to do with the relationship with yourself. This includes how you feel, your behaviors, how you treat people, etc.

Build on Background: Think about your relationship with a close friend . . . a family member . . . a new friend. Each bond is different depending on the type of relationship you have with that person.

Informal relationships are your personal relationships. For example, family, close friends, and partners. Ask students for other examples of informal relationships.

Informal relationships are very personal and emotionally invested. These relationships offer warmth and intimacy.

Use the PowerPoint to present the **ground rules** for informal relationships. A few examples:

- Show interest
- Be attentive
- Be sensitive
- Convey respect

Formal relationships are relationships you make in professional and academic settings. These relationships are extremely important as you continue to grow, and chances of developing these relationships are increased in college.

Use the PowerPoint to explain some of the **guidelines** for professional behavior:

- Be respectful
- Be conservative
- Dress appropriately
- Be aware of status and role differences
- Be sensitive to diversity

TRY IT

After the lecture, ask students to describe formal and informal relationships.

Tip: Before explaining the ground rules, ask students what they think are a few ground rules for informal relationships.

GOT TIME?

Have your students write examples of formal versus informal e-mails. Discuss the differences.

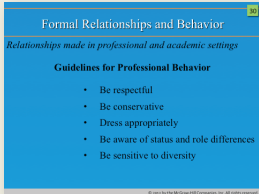
Tip: After discussing these guidelines, reinforce the concept by asking students to provide real-life examples of professional behavior.

TRY IT

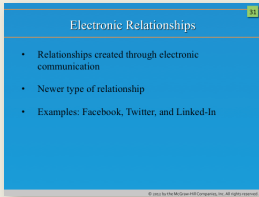
Before class, develop a few scripts or situations. Call on students and provide the situation. Have students explain or act out how they should react.

LESSON FLOW

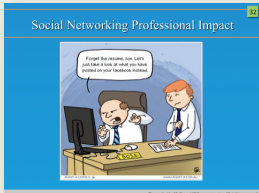
Slide 30, Formal Relationships and Behavior



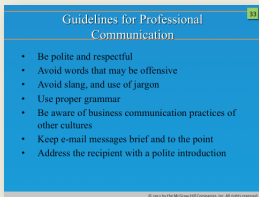
Slide 31, Electronic Relationships



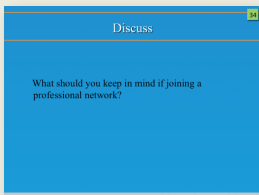
Slide 32, Social Networking Professional Impact



Slide 33, Guidelines for Professional Communication



Slide 34, Discuss



INSTRUCTOR GUIDE

Electronic relationships—More recently, the form of electronic relationships has developed. Electronic communication occurs in interpersonal relationships and business relations.

Ask students what they know about social networking. Explain social networking and sites like Facebook, Twitter, and Linked-In.

Explain the **benefits** of social networking sites:

- Tool to connect with friends
- Form professional relationships
- Find mentors, advice, or jobs

Although there are many beneficial tools and it can be fun, it's crucial to be aware of the dangers.

Discuss how important it is to remain professional in electronic relationships.

Some employers use websites like Facebook to learn about potential employees. Before posting anything, students should ask, "Would I be comfortable with my boss or coworker seeing this?"

Keep in mind:

E-mailing and texting friends and family can be informal. When electronically communicating in an academic or professional setting, follow these **guidelines**:

- Be polite and respectful.
- Avoid words that may be offensive.
- Avoid slang and use of jargon.
- Use of proper grammar.
- Be aware of business communication practices of other cultures.
- Keep e-mail messages brief and to the point.
- Address the recipient with a polite introduction.

The same rules of respect apply to both online and in-person communication.

Call on a few students to discuss the different types of relationships.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

- What should you keep in mind if joining a social network?

*Come back together as a **whole class** and call on students to share.*

Conclusion: Share the **key points** to implementing these concepts

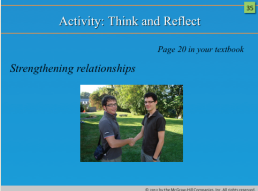
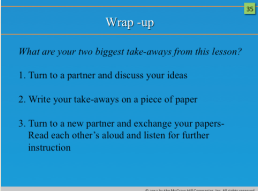
- Recognize the different types of relationships and appropriate behaviors.

ADDITIONAL RESOURCES

Tip: Encourage students to begin a Linked-In account. Discuss the benefits.

TRY IT

Draw a Venn diagram. Compare and contrast proper electronic communication between formal and informal relationships.

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
STUDENT ACTIVITY: THINK AND REFLECT (25 MIN.)		
<p>Resources</p> <p>Detailed Activity Notes</p> <p>Textbook page 116</p> <p>Slide 35, Activity: Think and Reflect</p> 	<p>Activity Notes</p> <p>Introduction: Let's think about ways we can strengthen our relationships.</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 20 in the text and continue with directions from the instructor guide.</p> <p>Activity Wrap-Up</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • What did you identify as a strategy to make your informal relationships better? • What did you identify as a strategy to make your formal relationships better? • What can you do to improve how your relationships view you through your online social networking sites? 	<p>ONLINE EXTRA @</p> <p>Your students can complete this exercise online in the Connect program.</p>
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
<p>Resources</p> <p>Slide 36, Wrap-Up</p> 	<p>Lesson Wrap-Up</p> <p>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</p> <p>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</p>	<p>Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.</p>

Section 2: Detailed Activity Notes

THINK AND REFLECT

This activity has students reflect on their informal and formal relationships, and then identify strategies to improve their informal relationships and professional behavior.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE

- **Explain** to your students that they will examine their current informal and formal relationships for this activity.
- **Ask** your students to first examine the informal relationships in their lives.
- **Refer** them to page 20 of their textbook.
- **Tell** your students to write about the following:
 1. What makes those informal relationships special?
 2. What makes them work?
 3. What steps have you taken to make them satisfying or enjoyable?
- **Encourage** your students to review the material in this section about informal relationships if they need a refresher.
- Then, **ask** your students to write three strategies they will implement to make their informal relationships stronger based on the guidelines on the ground rules for informal relationships in this section.
- Once everyone has completed the informal responses, **tell** your class that they will now focus on their formal relationships.
- **Tell** your students to write about the following:
 1. What makes your formal relationships rewarding?
 2. What features of those relationships make them work?
 3. What steps have you taken to make them satisfying or enjoyable?
- Then, **ask** your students to write three strategies they will implement to improve their professional behavior to enable their formal relationships to be more effective and rewarding.

STUDENT ACTIONS

- Students should be following along to the directions on page 20 of their textbook.
- Students should be responding to the questions on page 20 about their informal relationships.
- Students should be writing three strategies to improve their informal relationships based on what they learned in this section's guidelines on the ground rules for informal relationships. Students should be reviewing these guidelines as they create their three strategies.
- Students should be responding to the questions on page 21 about their formal relationships.
- Students should be writing three strategies to improve their professional behavior based on what they learned in this section's guidelines for professional behavior. Students should be reviewing these guidelines as they create their three strategies.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none"> • Remind your students that they must base their answers on the guidelines for professional behavior from this section. • After everyone has finished examining their formal relationships, tell your students that they will complete this activity by reflecting on their electronic relationships. • Tell your students to write about the following: <ol style="list-style-type: none"> 1. What makes your electronic relationships special? 2. What makes them work? 3. What makes them different from your other relationships? 4. What steps have you taken to make them satisfying or enjoyable? • Then, ask your students to write three strategies they will implement to improve their electronic relationships. • Remind your students that they must base their answers on the electronic relationship section. • After everyone has completed their electronic responses, refer to the discussion questions on page 20 of lesson notes in the Lesson Review and Wrap-Up Discussion 2. <p>Ask your students the following discussion questions:</p> <p><i>What did you identify as a strategy to make your informal relationships better?</i></p> <p><i>What did you identify as a strategy to make your formal relationships better?</i></p> <p><i>What can you do to improve how your relationships view you through your online social networking sites?</i></p>	<ul style="list-style-type: none"> • Students should be responding to the questions on page 35 about their electronic relationships. • Students should be writing three strategies to improve their electronic relationships based on what they learned in the electronic relationship section. Students should be reviewing this information as they create their three strategies. • Students should be rejoining their classmates to begin the discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none"> • Once they have finished, explain that they will have another five minutes to teach their greeting to another classmate and learn a new one. • After they have finished with their second partner, they will partner with one more classmate to learn the last cultural greeting. • Before your class begins, review each of the cultural greetings collectively: • Chinese greeting—You will introduce yourself with the most formal phrase: Xing Hui. This phrase translates to: how do you do. After you say Xing Hui, you will state the person's name. In Chinese, you will say the last name before first name: Smith, John. You will never say only a person's first name or just their last name—either is too informal and discourteous. With your greeting you will offer a brief handshake and slightly lower your eyes. • Indian greeting—You will introduce yourself by saying: Namaste or Namaskar (which is more formal). You will offer a light handshake after the initial Namaste. If you are greeting someone in a formal meeting, you will begin with palms pressed together at around chest level and saying, Namaste or Namaskar. You may nod or bow slightly as well. • Russian greeting—You will introduce yourself by saying: Ochen Pryatna. This phrase translates to: pleased to meet you. As you say Ochen Pryatna, you will firmly shake hands and make direct eye contact. You will always remove your gloves before shaking hands, and you will shake hands when leaving as well, regardless of the relationship. • Ask your students if they have any questions. • If they are ready, go ahead and start them with learning their group greeting. • Once everyone has learned all three greetings, tell your class they will discuss the following questions: Which introduction was the most difficult to execute? Which introduction most closely resembles American introductions? How can learning other cultures' greeting etiquettes improve your interpersonal skills? Why is it valuable to learn about how to form relationships in other cultures? What additional greeting would you like to learn? Are there other cultural greetings you can share with the class? 	<ul style="list-style-type: none"> • If students have questions, they should ask before beginning the activity. • Students should be learning the culture introduction of their group, and then teaching their introduction to two other classmates, as well as learning the other two introductions • Students should be rejoining the class for a discussion.

Building Positive Relationships, Section 3

In this section, students explore team dynamics and the stages of group development. Students will complete a group activity, practicing knowledge learned in the lesson.

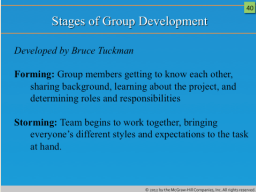

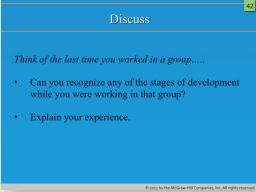

LESSON OVERVIEW

SECTION 3: WORKING IN TEAMS

Learning Outcomes	7. Learn the value of a team concept and how teams work. 8. Discover strategies for establishing positive relationships within a team.	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> Lecture and Discussion <ul style="list-style-type: none"> Get Ready! Exercise—Warm-Up LO 7: Understanding Team Dynamics <ul style="list-style-type: none"> Lecture/Activity Discussion LO 8: Establishing Positive Relationships within a Team <ul style="list-style-type: none"> Lecture/Activity Discussion Student Activity: Planning as a Team Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> Get Ready! Exercise Refer to the Instructor Guide on pages 26–30 for lecture/discussion notes. PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> Students work individually or in groups for the exercise presented on page 28 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	<ul style="list-style-type: none"> Review of topics Class discussion Lesson takeaways
Resources	<ul style="list-style-type: none"> Textbook pages 21–29 PowerPoint slides 37–49 Detailed Class Activity Notes 	

Building Positive Relationships, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline <ul style="list-style-type: none"> Get Ready! Exercise Reflection Section Overview Resources PowerPoint slides 36–37 <i>Slide 37, Working in Teams: Get Ready!</i> <i>Slide 38, Topics Covered</i> 	Lesson Notes <ul style="list-style-type: none"> <i>Ask students to reflect:</i> Imagine you have one week to write a 10-page report and prepare a 15-minute class presentation. Would you prefer to work alone, or share the workload with a group of fellow students? Why? <p>What are the benefits and drawbacks of working in a group?</p> <p><i>Ask students to volunteer to share their answers.</i></p> Section Overview: Introduce topics covered in this class session: <ul style="list-style-type: none"> The stage of group development Establishing positive relationships Being a team player 	<p>Tip: Begin the class by asking students to discuss their experiences of working in a group setting.</p>
LO 7: UNDERSTANDING TEAM DYNAMICS (15 MIN.)		
Outline <ul style="list-style-type: none"> Lesson Notes Introduction Background Connect Discussion Conclusion 	Lesson Notes <p>Introduction: As discussed before, there are keys to making a successful relationship. This is also important in a group setting. However, since teams involve many people, effort from each team member is required to be successful.</p> <p>Build on Background: <i>Ask students to think about times they've worked in groups. What was successful? Why? What was unsuccessful? Why?</i></p>	<p>Tip: Consider writing this quote on the whiteboard to emphasize the importance of working together: "Coming together is a beginning. Keeping together is progress. Working together is success."</p> <p>—Henry Ford, founder of Ford Motor Company</p>

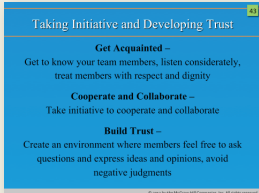
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Resources</p> <p>PowerPoint slide 38–44</p> <p><i>Slide 39, Teams</i></p>  <p><i>Slide 40, Stages of Group Development</i></p>  <p><i>Slide 41, Stages of Group Development</i></p>  <p><i>Slide 42, Discuss</i></p> 	<p>Connect: Each person has different roles and responsibilities. However, it's not always clearly defined so it's important to try to figure out the roles so your group can succeed.</p> <p><i>Use the PowerPoint as you introduce the Stages of Group Development.</i></p> <p>As do relationships, groups have different stages of development. Bruce Tuckman developed a Group Development model to help people understand:</p> <p>Forming: Group members are getting to know each other, sharing backgrounds, learning about the project, and determining roles and responsibilities.</p> <p>Storming: Team begins to work together, bringing everyone's different styles and expectations to the task at hand.</p> <p>Norming: The team works through conflict and starts to establish team norms, or basic agreements and expectations about how team members will behave and how the team will work together.</p> <p>Performing: Team works together efficiently toward goal.</p> <p>Explain: Knowing this model can help you, as a team member, have realistic expectations of yourself and the group, and help you reach your goal.</p> <p>Discussion</p> <p><i>Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:</i></p> <ul style="list-style-type: none"> • Think of the last time you worked in a group . . . • Can you recognize any of the stages of development while you were working in that group? <p><i>Close the discussion by showing the key points slide.</i></p> <p>Key Points:</p> <ul style="list-style-type: none"> • Recognizing the stages of group development will help you understand your team 	<p>Tip: While discussing the different stages of development, provide examples to help explain each stage.</p> <p>Tip: Build on experience. For each stage, informally ask students to raise a hand if they've witnessed this stage of development.</p>
<p>LO 8: ESTABLISHING POSITIVE RELATIONSHIPS WITHIN A TEAM (15 MIN.)</p>		
<p>Outline</p> <ul style="list-style-type: none"> • Lesson Notes <ul style="list-style-type: none"> • Introduction • Background • Connect • Discussion • Conclusion 	<p>Lesson Notes</p> <p>Introduction: Teamwork can accomplish heavy tasks. It is important to recognize that each team member brings his or her own experiences, knowledge, and beliefs to the team. It is something to be appreciated since you will have varying perspectives. Sometimes this can also bring conflict, so it is crucial to establish positive working relationships.</p> <p>Building on Background: <i>Ask students to describe what they think it takes to be a real team player. Call on a few students to share suggestions.</i></p>	<p>GOT TIME? </p> <p>Have your students participate in a team building exercise.</p>

LESSON FLOW

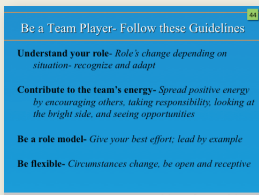
Resources

PowerPoint slides 45–50

Slide 43, *Taking Initiative and Developing Trust*



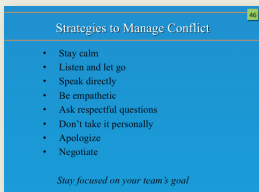
Slide 44, *Be a Team Player—Follow These Guidelines*



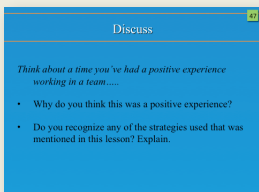
Slide 45, *Effectively Managing Conflict*



Slide 46, *Strategies to Manage Conflict*



Slide 47, *Discuss*



INSTRUCTOR GUIDE

Connect: You can be an effective team player by taking initiative and build trusting relationships.

Explain to students that they should try these steps:

Get acquainted—Share who you are, listen to others, treat team members with respect and dignity.

Cooperate and collaborate—Contribute, think as a “team,” take initiative to show the value of collaboration so others will follow.

Build trust—Group members will feel more comfortable to share thoughts and opinions, be open to new ideas, listen attentively, don’t judge.

Become a team player:

After taking initiative, become a team player by actively participating and communicating. **Communication** establishes a bond between team members, and **participation** invites group involvement.

Use the PowerPoint to show the guidelines.

These guidelines can help you become a responsible and effective team player:

Understand your role—Realize that roles change depending on the situation and you must recognize and adapt.

Contribute to the team’s energy—Spread positive energy by encouraging others, taking responsibility, looking at the bright side, and seeing opportunities.

Be a role model—Give your best effort, behaving in ways beneficial to the team, lead by example.

Be flexible—Be prepared that circumstances will change, be open and receptive to others’ suggestions, listen carefully to others, earn respect by being flexible.

Explain to students that there will always be conflict, and it is a natural part of group dynamics. Working on strategies to manage conflict will cultivate group success.

Use the PowerPoint to explain strategies.

Try these strategies for managing conflict:

Stay calm—Through body language, tone of voice, and presentation of thoughts. Remaining calm will not add to the conflict and will help others stay calm.

Listen and let go—Allow others to complete thoughts. Let go of the need to be right and concentrate on understanding what’s being said instead of being correct.

Speak directly—Be clear, direct, and respectful. Be careful not to make statements that send the message of judging someone else.

Be empathetic—Try to understand the other person’s point of view. People perceive things differently based on life experiences. Empathy can lead to compassion and a solution.

ADDITIONAL RESOURCES





Tip: As you discuss, provide an example to further explain the steps.

Extend: Ask students why communication and participation would be so important.

TRY IT

Ask students to think about someone they know who is a good leader. Do they demonstrate using any of these guidelines?

Tip: Provide an example of each strategy.

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
	<p>Ask respectful questions—Before asking questions, think about how it may be received. Try to phrase questions respectfully, with understanding as your goal.</p> <p>Don't take it personally—Take a step back and realize that the person isn't trying to hurt you. Try to look at the problem from the bigger picture.</p> <p>Apologize—When you've done something wrong, apologize. An apology can go a long way in conflict, and facilitate acceptance and forgiveness.</p> <p>Negotiate—Figure out what's best for the team and find a solution that everyone can agree to. Realize your teammates are not rivals but are partners committed to reaching the same goal.</p> <p>Discussion</p> <p>Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:</p> <ul style="list-style-type: none"> • Think about a time you've had a positive experience working in a team . . . • Why do you think this was a positive experience? Do you recognize any of the strategies used that were mentioned in this lesson? Explain. <p>Come back together as a whole class and call on students to share their goals.</p> <p>Conclusion: Share the key points to implementing these concepts:</p> <ul style="list-style-type: none"> • Becoming a team player is about connecting, taking initiative, and developing trust. • Work together when conflict arises and focus on positive connection. 	<p>GOT TIME? </p> <p>Role-play: Place students into groups. Give each group a difficult situation and have them work through it together. Come back together and reflect on strategies used to manage the conflict.</p> <p>TRY IT </p> <p>At the closing of the lesson, provide a moment for students to write down a reflection of tools learned from the lesson.</p>
ACTIVITY: PLANNING AS A TEAM (25 MIN.)		
<p>Resources</p> <p>Textbook, page 28</p> <p>Detailed Activity Notes</p> <p>PowerPoint</p> <p>Slide 48, Activity: Planning as a Team</p> 	<p>Activity</p> <p>Introduction: We are going to practice role-playing in a team.</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 28, and continue with directions from the instructor guide.</p> <p>Activity Wrap-Up</p> <p>After the activity, ask students the following questions:</p> <ul style="list-style-type: none"> • What role did you end up playing on this team? • How did you come to play this role? Were you comfortable with the way your role was defined? • Was the role you played a good fit for your skills and experience? 	<p>ONLINE EXTRA </p> <p>Your students can complete this exercise online in the Connect program.</p> <p>Tip: Consider giving this quote to your students to end the class: "It does not require many words, to speak the truth!" —Rolling Thunder, Chief, Nez Perce Tribe</p>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
<div>Resources</div> <div>Slide 49, Wrap-Up</div> <div><div><div>49</div><div><div>Wrap-up</div><div>What are your two biggest take-aways from this lesson?</div><div><div><div>1. Turn to a partner and discuss your ideas</div><div>2. Write your take-aways on a piece of paper</div><div>3. Turn to a new partner and exchange your papers- Read each other's aloud and listen for further instruction</div></div></div></div><div><small>© 2015 by The McGraw-Hill Companies, Inc. All rights reserved.</small></div></div></div>	<div>Lesson Wrap-Up</div> <div>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</div> <div>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</div>	<div>Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.</div>

Section 3: Detailed Activity Notes

PLANNING AS A TEAM

This activity has students apply their team player knowledge in a cooperative and collaborative setting by executing a team assignment.

Classroom Management: This activity should be completed in teams of three to five students with students recording their team's progression in their textbooks. Once all the teams have finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE

- **Ask** your students to form teams of three to five (you can determine number based on the size of your class).
- Once the class is divided into teams, **explain** that each team has an assignment: to develop a plan to host a panel discussion on a critical thinking topic, for example, media stereotypes.
- **Tell** your students that in their teams, they will record their decisions and progress in the space provided in their textbook.
- **Remind** your class of the team steps of progression, how to be a strong team player, and how to manage conflict, and encourage your students to review this information before beginning the assignment with their team members.
- After everyone is ready, **tell** your class to begin their team assignment, which includes analyzing, discussing, and responding as a team to the following questions in their textbooks as they work toward their goal:
 1. What team roles will be needed to execute the plan?
 2. How will your team decide on the topic and the guests for the panel discussion?
 3. As your team works on the plan, identify as many details as possible to ensure a successful event.
- Once all of the teams have developed their plan for hosting a panel discussion, each team will present and explain their plan to the entire class.
- You **can decide** if you want students to present in front of the class or at their tables.

STUDENT ACTIONS

- Students should be forming groups of three to five.
- Students should be following along to the directions on page 28 of their textbook.
- If necessary, students should be reviewing all of the team building information they learn in this section before starting the assignment.
- Students should be analyzing and discussing the questions on page 29 as a team, and then answering them based on how their team responded.
- Students should be finishing their plan for hosting the panel discussion.
- Teams should be presenting their plan to the rest of the class.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• Remind your class to be respectful of each presenting team—no talking, laughing, cell phones . . .• After each team has presented, refer to the discussion questions on page 29 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3 <p>Ask your students the following discussion questions:</p> <p><i>What role did you end up playing on this team?</i></p> <p><i>How did you come to play this role?</i></p> <p><i>Were you comfortable with the way your role was defined?</i></p> <p><i>Was the role you played a good fit for your skills and experience?</i></p> <p><i>What abilities do you usually contribute to a team?</i></p>	<ul style="list-style-type: none">• Students should be respectful of each of the presenting teams.• Students should be rejoining their entire class to begin the discussion.

Section 3 Additional Activity: Working in Teams

DESERT ISLAND SURVIVAL

This activity teaches students how to work effectively in teams to problem solve.

Classroom Management: This activity will be completed in teams with students discussing their survival strategies with the entire class.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none"> • Explain to your students that after learning all of the qualities of a valuable team member, they will have the opportunity to put these new skills into action. • Tell your students to form groups of four. • Once everyone is in a group of four, ask one of your students to volunteer to read the situation each team will have to work through: <i>You are all the unfortunate victims of a cruise shipwreck; however, you were able to swim to the nearest shore. The shore is in actuality a tiny uninhabited island. As you explore the island, you realize that you four are the only survivors. And the only items you have in your possession are a few of the ship's belongings that washed up on shore:</i> <ol style="list-style-type: none"> 1. <i>A roll of duct tape</i> 2. <i>An iPod</i> 3. <i>Tube socks</i> 4. <i>A compact mirror</i> <ul style="list-style-type: none"> • Tell your students that with these four supplies, they will have to figure out how their team will survive the next several days until the coast guard arrives? • Explain to your class that in order to answer this question, their group must rank the items in order of most useful for survival to least useful. • In addition, they will include an explanation of the item's ranking. • Emphasize to your students that to complete these two tasks, their group must all agree with the ranking and explanation. • Explain that once the team has reached a consensus, each team will elect one member of the group to be the speaker. 	<ul style="list-style-type: none"> • Students should be following along to the activity directions. • Students should be forming groups of four. • One student should be reading the shipwreck scenario. <ul style="list-style-type: none"> • Students should be ranking the four items in order of most useful, as well as explaining how the items will assist them with their survival for a week until the Coast Guard rescues them. • Students in the teams should all be agreeing on the rankings and explanations. • Students should be recording this information in their notebooks. • Students should be electing one member of their team to be their speaker. • The student speaker should be presenting their teams' item rankings and explanations for how they will survive.

Class Discussion

This discussion has students examine why they should pay attention to the relationship with themselves, what they determine to be the most important aspect for building formal relationships, as well as what choices or behaviors cause teams to be unsuccessful.

INSTRUCTOR GUIDE

- **Ask** your class the following questions:

When people think about relationships, they usually focus on relationships with others, either personal or professional. Why would it be important to also pay attention to your relationship with yourself?

What can you gain from spending time thinking about your self-esteem and your personal values?

We reviewed a number of different kinds of relationships and different ways to connect with people. What do you think is the most important thing to building a positive relationship with someone in an academic setting? What about a professional setting?

Most of us have been a part of many teams in our lives, some that worked well together, and some that couldn't seem to get anything accomplished. Thinking back through some of the teams you have been a part of throughout your life, what do you think were the things that held back the unsuccessful teams?

What ideas discussed in this chapter did you see in the teams you were part of that succeed?

Which of those ideas could have helped those unsuccessful teams? How?

STUDENT ACTIONS

- Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.