National FCS Standard:
Demonstrate teamwork skills in school, community, and workplace settings.

Objectives:
Students will...
- Create a team model to demonstrate their understanding of related skills.
- Examine team skills that would increase productivity and mutual respect.

Essential Question:
How would you show your understanding of team skills as it relates to family, school, and community?

Career Clusters (& Pathways):
Applicable to all clusters and pathways.

FCCLA Connections:
- Program, Community Service
- Program, Power of One – Unit, Working on Working
- Program, Career Connection – Unit, SIGN ON

Materials List:
- Team Power Educational Board Game (WA26865H)
- White Board (Z42505H) and Markers (6100285H)
- Post-It® Notes (9727211H)
- Assorted Supplies (index cards, envelopes, balloons, tape, markers, string, paper plates/cups, scissors, Popsicle® sticks, egg cartons, boxes, packing supplies, Play-Doh®, cardboard)

What skill would you consider to be most helpful as a certifying team member?

Lesson Developed by Catherine Lader, Retired FACS Teacher & FCCLA Adviser
For additional FREE lesson plans go to...
www.eNasco.com/fcs
**Introduction (5-10 minutes)**
Prior to class, cut index cards in half and list a team skill from the Team Power® board game on each card. Place 16 cards in each envelope. Make one set for each pair of students. Students consider the question on the white board, “What skill would you consider to be most helpful as a contributing team member?” Distribute one envelope to each pair of students – they will prioritize skills in response to the question. Each pair shares the skill they selected as most helpful and gives reasons for their choice.

**Activity 1 (45-60 minutes)**
Distribute Team Power® Introduction and Rules for Team Play (provided in game). Two teams will play on each board. Answer questions of clarification and have the teams play the game.

**Activity 2 (5-10 minutes)**
Each team will debrief by discussing these questions:
- Which skills did you or your team use that provided the greatest productivity?
- Which skills do you believe should have been used more often and why?
- Conflict within a team can be positive or negative. What was the situation in your team?
- Sometimes one member takes on a leadership role that focuses on people, and a different team member concentrates on leading others in completing the tasks. Did that happen in your team? If yes, explain. If no, how did this impact on the productivity of the group?

**Activity 3 (45 minutes)**
In small groups, students are to build a teamwork model using supplies set out on the table. Build a model that represents teamwork as portrayed during the Team Power® game. The model will be:
- Three-Dimensional
- Abstract Design
- Symbolic of all Four Categories of Team Skills
- Include Examples of Team Skills (use sticky notes for examples)

See handout at www.eNasco.com/page/lesson12 for model Rubric. Provide timeline for creating models. Teams need to determine how they will present their model to the class. At a designated time, presentations take place.

**Activity 4 (15-20 minutes)**
Students reflect upon team skills while responding to questions at www.eNasco.com/page/lesson12. It is helpful to students if the models are in the room during this time. Indicate that this is individual reflection time – play music in the background.

**Summation (10 minutes)**
Discuss how working as a team could be beneficial in class. Pinpoint times/projects when using team skills would enhance productivity of the class. Identify ways to remind each other about team skills. Consider setting aside 10-15 minutes each week to focus on team skills – use Team Power® cards (Problem Detective or In Depth) to focus on progress toward working as teams in class.

For Lesson Enhancements, go to www.eNasco.com/page/lesson12
1-800-558-9595 www.eNasco.com/fcs
National FCS Standard:
Demonstrate transferable and employability skills in school, community, and workplace settings.

Objectives:
Students will...
- Practice their networking skills.
- Create informational podcasts that will provide networking information to peers.

Essential Questions:
- Can you design a podcast to educate peers about the role of networking in job searches?
- How would networking strategies impact multiple roles throughout life?

Career Clusters (& Pathways):
Applicable to all clusters and pathways.

FCCLA Connections:
- Program, STAR Events – Career Investigation Event
- Program, STAR Events – Job Interview Event
- Program, STAR Events – Teach & Train

Materials List:
- The Networking Game (WA26864H)
- Write-On Cling Sheets (9708303H)
- Dry-Erase Markers (6100285H)
- Computer Lab/Software to Support Podcast Production

1-800-558-9595
www.eNasco.com/fcs

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Prior to Class
Have students complete “The Networking Game” worksheet and infomercial handout (both provided in the game).

Day 1
Introduction (5-10 minutes) — Distribute eight (yellow) Bridge Cards from the game around the room. Students read out loud. Consider question, “What commonalities do these actions/strategies possess?” List responses. Discuss how these responses relate to finding a job/career. Hang up write-on cling sheet with definition: “Networking involves developing a group of friends and colleagues you can call on for problem solving, information gathering, obtaining job leads, and general support.” Examples of networking shared from student’s lives. Respond to questions, “In what life roles will networking be useful?” and “Does networking always have to focus on a job search?”

Activity 1 (45 minutes) — Form groups of six students. Set up game board with four card decks. Distribute rules to each group to read. Students explain the purpose of each card deck. Answer questions of clarification and proceed with the game. Students may use the two handouts they completed prior to class during game.

Day 2

Activity 2 (10 minutes) — Small groups of students share their 30-second infomercial with each other. Develop a list of five or six criteria that would help determine the effectiveness of the infomercial. Use the criteria to evaluate the 30-second segments in small groups and make suggestions for improvement.

Activity 3 (15 minutes) — Each small group develops a four-column table using write-on cling sheet with the headings:
- Consequences
- Goals
- Helpful/Positive Behaviors
- Strategies to Expand Contacts/Networks

Students complete the table with information from the game. Compare/contrast with other groups.
See www.eNasco.com/page/lesson12 for example of a four-column table.

Activity 4 (25 minutes) — Based on seven principles and game content, students list networking topics. Pairs of students will develop content for a podcast that focuses on topic from the list. Have technology coordinator or LMC director provide directions on using software (i.e., Microsoft™ Photo Story) and tech-based resources in school district to produce the podcast. Students secure photos/slides and background music they will be using. Develop an audio script.

Day 3

Activity 5 (35-40 minutes) — Small groups continue by using content from the previous day to develop a podcast using the software and technology available. Share with class.

Summation (5-10 minutes) — Each student will identify a networking goal and contact five people to ask for their help in achieving this goal. The goal does not have to be job-related. Record the process and experiences in a document entitled “The Next Step” that includes: goal, steps to accomplish a goal, networking principles and strategies used, skills needing improvement, and measure success toward accomplishing their goal. Set deadline for turning in “The Next Step” document.