**Lesson Cycle (Gradual Release of Responsibility)**

**Lesson Title/Topic: Teamwork in Law Enforcement**

**Standards: (127.2)(c)(3)(c)**

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| **Lesson Objectives:** | **Assessment:** |
| TSW **create** a job ad for a career requiring teamwork with 80% accuracy. | The completed job ad. |

**Materials:** Team pen wrapped in 3, 4, of 5 strings for different group sizes (made with marker, string, and hot glue), big sheets of paper, riddles to solve, law enforcement trifold

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| **The teacher will:** | **The student will:** |
| **Focus:**   * Have bellringer on the promethean board: “You have 3 minutes to make a list of all the teams you know.” * Ask 3 students to write one of their example on the promethean board. * Flip to teamwork slide. * Ask students if they think those jobs also require teamwork and how. (end with police) | * List types of teams. * Share an example if asked. * Respond to questions. |
| **Teacher Input (I Do):**  **[Intro to career]**   * Talk about sections on law enforcement board: required education, skills, training and certifications needed to be a police officer and the salary. * Ask students to define teamwork. * Explain how police officers use teamwork. | * Define teamwork. * Actively listen. * Participate in discussion. |
| **Guided Practice (We Do):**   * Explain the **Human Knot** activity   + Students stand in a circle, facing inward. Everyone grabs two other student’s wrists (who are not standing next to them) creating the most complicated knot of arms they can. They must untangle themselves and form a circle without letting go of each other.   + For two minutes, students are not allowed to speak.   + After two minutes, students can talk about their strategy. * Ask the students how the experience was different when they couldn’t talk and when they could talk to each other. * Tell students they will now work on their problem-solving skills by solving riddles in 2 groups.   + Divide the groups and hand out bag of riddles to each team.   + Tell students they must write their answers on the paper and deliver it to the teacher. * Act frazzled when looking for a pen they can use, then take out team pens. * Explain the **Team Pen** activity**:**   + Encourage students to use direction words: up, down, left, right.   + Each correct riddle equals one point for the team. The team with the most points wins a prize. | * Apply the concept of teamwork through 2 activities: The human knot and the team pen. * Participate in the Human Knot activity   + Work as a team to untangle the knot they created. * Answer the question about how talking to each other affected the human knot activity. * Participate in the Team Pen activity * Solve riddles with their group * Use teamwork to write down the answers by using the team pen. |
| **Independent Practice (You Do):**   * Have students research a career that requires teamwork (not a sport’s team) and create a job ad which includes required education, average salary, skills, and how teamwork is important * Show students a model job ad. | * Use the computer or iPad to research careers that require teamwork (not sports-related). * Analyze why teamwork is important to the career * Create a job ad for the career, including education required, average salary, required skills, and how teamwork is essential to the career. |
| **Closure:**   * Have students turn to their shoulder partner and discuss the career they did their job ad on and explain how teamwork is necessary in that career. | * Discuss their chosen career with their shoulder partners, including why teamwork is essential to the job. |

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| ***Bloom’s Level(s)***  Knowledge: List names of teams.  Comprehension: Define teamwork.  Application: Apply the concept of teamwork.  Analysis: Analyze why teamwork is important to the career.  Synthesis: Create a job ad. | ***Technology Integration***   * Use the promethean board to share ideas. * Using available computers and iPads to research careers. |
| ***Extension:***  Write a letter to a police officer about a time the student used teamwork. | ***Reteach:***  Create an anchor chart including the acronym TEAM (Together Everyone Achieves More) surrounded by ways to be a good team member. |

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| **Accommodations / Modifications:**   * Allow student with autism to take a break if they feel overstimulated with group activity or the noise level. * Give a student with ADHD extra time to complete their job ad. | **References:** |



Teamwork slide