**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| ***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