|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Critical Thinking/Workflow |
| **TEKS Student Expectations** | 130.143. (c) Knowledge and Skills  (1) The student demonstrates professional standards/ employability skills required by business and industry. The student is expected to:  (B) demonstrate collaboration skills through teamwork; and  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace.  (4) The student develops and demonstrates skills for success in the workplace. The student is expected to:  (B) exhibit productive work habits and attitudes, including accepting constructive criticism. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will understand how interpersonal skills, leadership, teamwork skills, and human relations affect the workplace   * Students will compare positive and negative traits in the workplace. * Students will analyze the proper way to communicate effectively in a situation. * Students will identify their own strengths and weaknesses along with keys to help achieve self-actualization. |
| **Rationale** | Many skills are required to plan and manage business projects, such as analyzing information, critical thinking, and problem solving. The student will have the opportunity to practice these skills through activities and projects. |
| **Duration of Lesson** | 10-12 class days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Cooperation – working together for the common good. * Critical thinking – the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you. * Initiative – quality of self-motivation; the ability to get the job done on your own. * Innovative – new and different ideas and methods. * Prioritize – to arrange in order of importance so that you can deal with the most important things before the others. * Productivity – Measure of output; for example, the number of products produced per hour. * Project – a piece of planned work or an activity that is finished over a period and intended to achieve an aim. |
| **Materials/Specialized Equipment Needed** | * Student Notes sheet * Student worksheets * Copies * Pencils * Teacher computer * Projector (for digital presentation) * Calculators |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Begin by having students describe the last time they had to complete a big project for school, work, church, etc. Then ask students how they determined what order to do the assignment in, and if it was a group assignment, how they decided who did which part.   * Explain to students that when a large amount of work is required to complete a project or solve a problem, it is important to come up with a plan first and then to break the project into smaller parts with deadlines to help with the workflow. * Have students explain what a project is and to list skills they think are important when trying to complete a project. * Explain to students what *procrastination* is and have them list advantages and disadvantages of procrastinating. |
| **Direct Instruction \*** | **Project Management Skills**  **What is a Project?**  Everyone is involved in all sorts of projects throughout our lives, but unless you’re a project management professional, we don’t often think about what makes a project a project. All around us are things to be done, tasks to accomplish, decisions to make, skills to learn, problems to solve, results to achieve. For example:  •Families decide what to buy at the food market, purchase the items, and make meals.  •Farmers plant, cultivate, and harvest crops that are then sold in markets.  •New houses are planned, designed, constructed, sold, and then families move in.  •Teachers plan their lessons, engage students in activities, and evaluate the results.  •Students receive assignments, do research, and write up and present their findings.  •Communities develop recycling plans, implement them, and measure the impact.  •Businesses plan new products, develop and test them, then sell them to consumers.  What makes these diverse activities, from small to large, all projects?  There are two key qualities of projects:   1. Projects are temporary efforts with a clear start and finish – they are not ongoing. 2. Projects have a result – something created or completed that is often unique.   In the examples above, the end results are: eating meals, food sold in a grocery stores, families moving into new homes, lessons taught, research papers handed in, recycling program impact reports presented, and new products sold in stores and online.  Listening to the daily weather and stock market reports, answering your phone, brushing your teeth each night – these activities are not usually considered projects, because they are brief ongoing activities, and though there are some short-term results, there isn’t much of a result in mind. These simple actions just keep recurring regularly and they don’t really require an intentional plan or produce a result that’s complex, different, new, or unique.  The measure of success in most business-oriented projects is to reach the end of the project cycle “on time, on budget, and on scope.” What’s most important to business is meeting the project deadline without spending more money than has been allocated for the project, without adding extra features (and costs), or without fulfilling all the project requirements (being “out of scope” of the desired result).  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Guided Practice \*** | The teacher will make a multimedia presentations to teach the material. The teacher will monitor students’ independent practices.  **Beating Procrastination**  **Discussion (10 min.)**   * What were some of the psychological causes of procrastination? * Have you done the same thing before? Give examples? * What were the consequences? (Failure, Stress, etc.)   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Assigned Discussion Leader (30 min.)**   * Divide into groups of four to five students and read this case study below:   “Michael is a first-year student at the local college. During the first few weeks of class he is asked to participate in a variety of activities, each of which takes away from his study time. Why given the choice between going to the movies and reading a chapter of economics, Michael almost always picks the movies. He tells himself “I’ll catch up later.” He doesn’t realize that each time he makes such a choice, he will suffer from the consequences in due time. As the term continues, the consequences begin to appear. He pulls an all-nighter to cram for an Art History test. He completes a Philosophy paper an hour before class, but can’t get it printed in time. The consequences become more and more serious. As the term ends, Michael is rushing to start research papers, to complete assigned readings, and to prepare for final exams. He has trouble sleeping. He feels overwhelmed by the amount of work he needs to complete. Tension causes him to eat poorly. He blanks out on his Chemistry final. Michael’s grades for the term are lower than he had anticipated when he started the term. Thinking he can’t handle college, Michael becomes depressed and considers leaving school.”  **Directions**   1. Using the self-help strategies for beating the procrastination habit, as a group, develop a plan for Michael. Each group member must contribute at least one strategy that is used by the group.   *When the assigned discussion leader presents your group findings, he/she must point out who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | * What is a project? * List and explain the four phases of a project. * Explain why procrastination should be avoided. * Teacher will check for understanding   + Very small work group option (students help each other)   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative / End of Lesson Assessment \*** | Tests over the material  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * Copy the handouts   **Define (Initiating) Phase: Project Definition & Team Agreement**  At the beginning of a learning project, there are two resources that are particularly helpful in making sure everyone understands what the project is all about, what is expected of each player, what the intended outcomes of the project will be, and how the project team members will work together on the project – The Project Definition document and the Teamwork Agreement.  The Project Definition document records the answers to the key questions that define the main characteristics of the project, such as this “Defining Dozen” list of questions:  1. Why is this project needed?  2. What is this project about? (a brief description)  3. What is the goal of this project?  4. What will be the end results of the project? (the “deliverables” in business terms)  5. What will this project not do, even if it could be done easily?  6. What type of project is this? (inquiry, design, debate,  expression; prescriptive exploratory; or a combination)  7. What is the driving question, problem, issue, or perspective that motivates the work in this project?  8. When will the project need to be completed?  9. Where will the project be done?   1. What resources are needed to successfully complete the   project? (equipment, tools materials, funding, technology, online resources, books, etc.)   1. How will the project be evaluated? (quality of the project   work and end results, the learning outcomes, the  effectiveness of the project methods)   1. What risks are involved in the project? (events or conditions that may delay or impact project work)   **Plan (Planning) Phase: The Work Plan**  In the second stage of the learning project cycle – the Plan stage – organizing and planning the team members’ project work is the focus. It is most helpful in this stage to collaboratively develop a WorkPlan document that includes items such as:   * A list of project deadlines for each stage of the project work (when each of the Define, Plan, Do, and Review stages should be completed) * A list of project tasks in the order they need to be performed * The project owners for each of the tasks * The resources needed for each task (materials, tools, funding, expert advice, etc.) * Time schedules for each of the tasks (start and finish dates)   **Do (Executing, Monitoring/Controlling) Phase: Check-in Meetings**  Once the team members have entered the Do stage of the project cycle, three important considerations move to the top of the list of projects managing concerns:   * Are team members consistently meeting the expectations set in the Work Plan, and if not, can the   Work Plan be modified without putting the whole project at risk?   * Is the quality of work meeting the needs of the project, or must time be taken to improve or redo the work? * Is the communication among team members sufficient to help keep things on track and to see how all the parts of the project are working together?   **The Review (Closing) Phase: Rubrics, Reflections & Celebrations**  Though project monitoring/reviewing is an important ongoing activity in all the other learning project stages (the real-time “cyclometer” readings in the project cycle model), the Review stage is where full attention is focused on evaluating, and celebrating, the achievements of the entire project.  There are three project outcomes that need to be reviewed in this stage:   * The quality and impact of the end results of the project (a report, product, presentation, performance, model, artifact, device, program, website, etc.), and the key project work that contributed to it * The learning outcomes for each team member, often aligned to a set of common learning standards * The effectiveness of the project methods used in each stage of the project that helped produce the end results (the definition, planning, doing, and reviewing efforts of the project team – including reviewing the reviewing process!) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | * The Big Picture * Project Proposal * Initiative Games * Business Presentations * Project Management Skills * Project Definitions and Team Agreement * The Work Plan * The Review * Beating Procrastination * Presentation/Speech * Rubric |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)