Collaboration (Team Player)

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Academic Learning Goals:
Traits that represent what learners should know or be able to do as a result of the lesson. These correlate to the 21st Century Skill Competencies/Attributes/Traits document hosted online at www.newworldofwork.org

Trait 1: Sees how diversity on a team can be beneficial. Open to working in person or remotely with team members. Uses technology to help complete team tasks.

Trait 2: Respects how people are different. Finds what people have in common so they can work well as a team and have shared goals.

Trait 3: Shares leadership and responsibilities with team members. Offers help when needed. Involves team members by getting their input to generate new ideas.

Trait 4: Finds positive ways to deal with conflict on the team. Sees setbacks as a way to learn.

Skills Crosswalk:
State/National standards that correlate to this 21st Century Skill

Advance CTE: careertech.org/career-ready-practices
1. Act as a responsible and contributing citizen and employee.
4. Communicate clearly and effectively and with reason.
12. Work productively in teams while using cultural global competence.

Advancement Via Individual Determination’s (AVID) Alignment with Collaborative for Academic, Social, and Emotional Learning’s (CASEL) Five Key Competencies: www.avid.org/social-emotional-learning
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Linked Learning Alliance Silver and Gold Certification Requirement:
certification.linkedlearning.org/certification-requirements
• Culminating Experience • Collaborative Cohorts • Interdisciplinary Projects • Collecting Data
New World of Work Lesson Videos:

Entire NWoW High School Video Series: [www.youtube.com/playlist?list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2](www.youtube.com/playlist?list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2)

Collaboration Video Lessons (broken down by trait)

1. Collaboration Intro:
   [www.youtube.com/watch?v=xUsPpn5J98A&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=1](www.youtube.com/watch?v=xUsPpn5J98A&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=1)

2. Collaboration Part 1: Working as a Team Player
   [www.youtube.com/watch?v=f-Yw8aeUH2o&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=2](www.youtube.com/watch?v=f-Yw8aeUH2o&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=2)

   [www.youtube.com/watch?v=7qHnqcxQrFc&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=3](www.youtube.com/watch?v=7qHnqcxQrFc&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=3)

   [www.youtube.com/watch?v=3xYdEB93N3I&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=4](www.youtube.com/watch?v=3xYdEB93N3I&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=4)

5. Collaboration Part 4: Dealing with Conflict in a Positive Way
   [www.youtube.com/watch?v=LLbDJG4Gwpi&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=5](www.youtube.com/watch?v=LLbDJG4Gwpi&list=PLWCjcrQpQiFZ5eP1-C9NBHD5GDNjg9Haz&index=5)
Note for Instructors:

In the pages that follow, you will find lesson plans for each of the four traits that comprise this skill. Time estimates are indicated in the lesson plans along with a list of reproducible steps for the lesson, which are correlated to the PowerPoint (PPT) slides you have been provided with. Notes from the lesson plan are included in the notes section of the PPT slides.

PPT slides have been kept basic to follow open source copyright guidelines. As an instructor, you can add images or content when delivering the presentations to students. However, you need to follow the 80:20 rule, which means no more than 20 percent of the instruction prescribed for each trait (through the lesson plans) can be changed. This ensures the fidelity of the NWoW content while allowing you to contextualize the lesson for your particular students/learners.

Other Important Notes:

1. Every skill has four traits: these traits can be taught individually or as a series, based on the time you have available with your students/learners.
2. Each trait can be taught in a 30–60 minute session depending on the lesson content you include.
3. Lesson plans include the relevant New World of Work High School & Opportunity Youth Videos. These videos have activity prompts that correspond with the trait. You can use these prompts or develop your own activity prompts.
4. There are additional activities listed in the lesson plan to facilitate further exploration of each trait. You may extend your lesson for a trait by adding in the additional activity.
5. After completing the four lessons for a skill, students can visit www.newworldofwork.org/badges to earn their Learner Digital Badge in that skill.
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Lesson Plan: Trait 1

Sees how diversity on a team can be beneficial. Open to working in person or remotely with team members. Uses technology to help complete team tasks.

Total Lesson Time: 30–60 minutes

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| 2–5 mins| Intro Exercise and Ice Breaker [Slides 2–3]  | Ask students to work independently or chat with a partner and write down in pictures, symbols, or words what they think Collaboration means. Then do a brief ice breaker activity that requires collaboration. Examples:  
  - **Make a line** – Have students line up by a variety of things such as: height, birthday, first name in alphabetical order, etc. without talking.  
  - **Networking Bingo** – Use the Networking Bingo sheet categories from Workforce Solutions or make your own to give to students. [www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/High-School/Lesson6-Networking-Bingo.pdf](http://www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/High-School/Lesson6-Networking-Bingo.pdf)  |
| 2 mins  | Overview and Intro Video [Slides 4–5]         | Go over the 4 traits of Collaboration. Watch:  [NWoW Collaboration Intro Video](#)                                                                                                                                  |
| 5–7 mins| First Trait and Deserted Island Exercise [Slides 6–7] | After reviewing the components of Collaboration Trait 1, have students do a variation of the "stranded on a deserted island" scenario. Instead of thinking of the 5 items they would want to have with them, they will need to think of the 5 people they would want to have stranded with them. To relate back to the concept of diverse teams, they need to make sure they have one person to meet each of the following criteria:  
  For numbers 3–5, they don't need to know these people personally, so they can be creative. Students should take 5 minutes and write down their five people. Make sure they can justify **WHY** they’d want that person on a deserted island.  
  *They’ll revisit these lists later on in class.* |
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| 4 mins     | Video: First Trait [Slide 8] | **Watch: New World of Work Collaboration Part 1: Working as a Team Player Video**<sup>*</sup>  
*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.                                                                                                        |
| 15–25 mins | Make a List [Slide 9]      | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 9 for one of your own.  
Students should: Make a list of five people they know. It can be a mix of family members, friends, neighbors, etc. Then, they need to think about the skills each person listed excels at. Next, they write down what abilities each person on the list would bring to a team project. Then, they should do the same thing for their own skills and abilities. |
|            | Reflection/Share Out [Slide 10] | **Note:** This is a summary activity that builds upon the Deserted Island exercise (Slide 7) and the Make a List video prompt exercise (Slide 9).  
Remember the deserted island activity? Have students take a moment to reflect on their two lists. Is there any person on their second list that they’d want to swap on to their deserted island list? Why or why not? Have them share with a partner, or in a small group, and discuss what they thought about creating a strong team:  
• What was difficult about the exercise?  
• What lessons can be learned from the exercise about the role collaboration plays in building a team? |
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<td>15–25 mins</td>
<td><strong>Deserted Island Exercise Continued</strong> [Slide 11]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration. Have students take their finalized lists of 5 people who they’d be on a deserted island with, and meet with a partner. Now, they need to imagine they found a radio on the island and are connected with 5 people on the mainland. As partners, they should compare their lists and create a hybrid or shared list of who is on the island and who is on the mainland. They need to come up with a plan for how to survive on the island and how to use their mainland team to try and get off the island. Have the partners think back to the reasons <strong>WHY</strong> they chose the people to be stranded with, and the people who would help remotely, as they come up with their plans.</td>
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|            | **Full Group Discussion** [Slide 12] | Have partners share their plan with the class and discuss:  
  - What was difficult about the exercise?  
  - How did you decide collectively what 5 people would be on the island and what 5 on the mainland?  
  - What lessons can be learned from the exercise about: diversity on teams, working with team members that may be remote from you, and how you can use technology to get to desired outcomes? |
Lesson Plan: Trait 2

Respects how people are different. Finds what people have in common so they can work well as a team and have shared goals.

Total Lesson Time: 30–60 minutes

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<td>5 mins</td>
<td><strong>Second Trait Overview and Warm-Up:</strong> Common Ground [Slides 13–14]</td>
<td>Have students create a circle. Designate a leader for the activity. This can be you as the instructor, or one of your students. Provide the leader with a list of items in which students may share common ground. After the leader reads an item, if a student(s) self-identifies with that item, they take a step forward. The group pauses, acknowledges the contribution, and then the student(s) return to their spaces. The exercise is done in complete silence. <strong>Be sure students understand that they are allowed to share only what they are comfortable with.</strong> Possible items: has a pet, likes ______ (ex. foods, colors, sports, etc.), takes naps, is a morning person, is an only child, is left-handed, procrastinates, has laughed today, is proud of an accomplishment, has helped a friend with struggles, has felt isolated, has given someone a hug today. <strong>Note:</strong> Retain this list for additional activities in this Second Trait lesson section.</td>
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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
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| 20–30 mins| **Partner Brainstorm** [Slide 16] | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slides 16 & 17 for ones of your own.  
After the video, ask students if they can think of other situations that could transform a group of people into a team? Have them partner up and brainstorm ways in which a common goal could bring a group of people together. These could be hypothetical situations, examples from their own life, or even moments from history. |
|           | **Reflection: Partner Share Out** [Slide 17] | Share the scenarios that partners came up with for finding common ground with the larger group.  
Students should reflect on: How do you think finding common ground can help you at school or more broadly in the world? |
| 20–30 mins| **Group Brainstorm** [Slide 18] | **Note:** This is an additional activity included for this trait to allow students further practice/exploration.  
Put students into groups based on the responses to questions from the warm-up (e.g., people who have a pet, those who are morning people, etc.). Make sure every student is able to join at least one group based on the categories you’ve chosen. Give the groups 10-15 minutes to brainstorm a list of 10+ additional things the group has in common. |
|           | **Debrief** [Slide 19]          | Have each group share their list of things they have in common and reflect on:  
• Was it easy or difficult to come up with 10+ things the group had in common? Why?  
• How do you think finding things in common can also make you more respectful of the differences you have?  
• When you establish common ground in a mixed group of people, how might this help you establish shared goals, for example if you are working on a project together? |
Lesson Plan: Trait 3

Shares leadership and responsibilities with team members. Offers help when needed. Involves team members by getting their input to generate new ideas.

Total Lesson Time: 30–60 minutes

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<td>7–10 mins</td>
<td>Third Trait Overview and Warm-Up: Team Roles [Slides 20–21]</td>
<td>Have students get into small groups to create a shared doc (ex. Google Doc)* that explains what Collaboration is. Assign each person in the group a role: leader, writer, researcher, editor, and so on. Tell students they can only play the role they receive. After 5 minutes, ask students to take the role they would prefer to have. As a class, discuss which worked better: When they were assigned a role or when they chose a role? What did they do if multiple people wanted the same role? *If computers are unavailable, you can also do this using a whiteboard, poster board, sticky paper, etc.</td>
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  *You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 20–30 mins| Partner Reflection [Slide 23] | Note: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 23 for one of your own.  
  Have students think about the prompt: Have you ever worked on a team in which you felt like everybody worked well together and everyone’s ideas were heard?  
  Then students need to find a partner and exchange stories of their most successful teamwork. They should talk with their partner about why they think those teams were so successful. |
<p>|         | Group Synthesis [Slide 23] | Students can share their partner’s answers with a new partner or with the larger group. |</p>
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| 20–30 mins  | Planning a Day of Service         | **Note:** This is an additional activity included for this trait to allow students further practice/exploration. This activity can also be a great way to introduce the “Spotlight on Service” project included later in this lesson.  
Prompt: Let’s suppose our class was going to create a community service project. Break into groups of 3–5 (depending on class size). Each group will need to discuss and choose one type of project that we could do that would help our community.  
Ask students to consider what resources might be needed, how long it will take, and what role each person in their group and in the class would play in planning and putting it into action. |
|             | Presentations                      | Students can create a poster or short presentation about a possible community service project. Make sure the product describes their ideas and everyone’s role.  
**Note:** If you do the “Spotlight on Service” activity (Slides 30-31) have the class vote on which project they want to do of these options. |
Lesson Plan: Trait 4

Finds positive ways to deal with conflict on the team. Sees setbacks as a way to learn.

Total Lesson Time: 30–60 minutes

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<td>5 mins</td>
<td>Fourth Trait Overview and Warm-Up: Characteristics List [Slides 25–26]</td>
<td>Successful collaboration depends on us finding positive ways to deal with setbacks, such as conflict on a team. Have students think of someone they know personally, or who they have read about, seen in the media, etc. who they feel deals with setbacks in a positive way. Ask them to write down their “evidence”—what they have seen or heard—that they believe demonstrates how this person deals well with setbacks. They should then share with a partner what can be learned from this person’s approach.</td>
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<td>3 mins</td>
<td>Video: Fourth Trait [Slide 27] Watch: [NWoW Collaboration Part 4: Dealing with Conflict in a Positive Way Video]*</td>
<td>*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.</td>
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<td>20–30 mins</td>
<td>Think Back [Slide 28] Note: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 28 for one of your own. Prompt for students: Can you think of a time in your life where you have had a conflict that you weren’t able to work through? Make a list of the consequences and imagine what would have happened if you had been able to find a resolution. Did you miss out on any opportunities or experiences because of the unresolved conflict?</td>
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<td>Small Group Discussion [Slide 28]</td>
<td>Students can share their stories with small groups.</td>
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<td>20–30 mins</td>
<td><strong>Solve a Conflict Scenario</strong> [Slide 29]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration.</td>
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<td>Act it out! Have students get into small groups and create a scenario where they might experience conflict. Ask them to come up with two responses to the conflict, one that is positive and one that is negative.</td>
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<td><strong>Scenario Presentations</strong> [Slide 29]</td>
<td>Small groups present their scenario and act out their two possible reactions. Have the class discuss their thoughts on both scenarios. The class should come up with ideas on how the interaction could still be improved even after the negative reaction. Can the conflict be resolved?</td>
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ONGOING PROJECT: Spotlight on Service

The purpose of the Spotlight on Service is to provide students with an experiential learning opportunity to relate the skill of Collaboration to the larger concept of service with a focus on school, community, and/or larger social engagement. The Spotlight on Service could also be used to meet a community service graduation requirement.

The Day of Service project provides students with the opportunity to collaborate with each other in a team setting to research, discuss, and decide on a day of service that supports their community.

Plan and Deliver a Day of Service

1. Break into groups of 3–5 (depending on class size) and ask students to discuss and choose one type of project the class could do that would support your community. If you did a variation of this activity during the Trait 3 Lesson plan, Slide 24, you can skip to Step 5.

2. Have students research WHY this project would help the community (what problem does it address). Direct them to local newspapers, nonprofits in the area, or other community engagement initiatives you know about. Check out volunTEENnation.org, Youth Serve America, Nationalservice.gov, Justserve.org, Volunteermatch.org, or any other local sites! Googling “Youth-led service projects” comes up with some great suggestions.

3. Have students write a brief description of their proposed project and why it is important, and create a poster or short presentation recapping this information.

4. Present and have the class vote on which project they want to do.

5. Have students address the HOW of the project by brainstorming all the steps needed to put the day of service into action. This includes creating a timeline for planning and deadlines so the project can be delivered over the course of one day, and assigning roles so everyone knows what they are responsible for.

6. Have the Day of Service! Try and document the day in pictures and on social media as a showcase for all the hard work the students have done.

7. After the Day of Service, have students reflect on the role collaboration played in this activity. Do any of the four traits stand out as particularly important? Why?
CLASS CLOSURE: Badging Activity

Digital badges to showcase student skills online.

Once students have gone through all four traits of **COLLABORATION**, have them navigate to the “Learner Badge” section of the New World of Work website: [www.newworldofwork.org/badges](http://www.newworldofwork.org/badges). Students will click on the “Collaboration” badge icon to launch a webpage that contains an overview of the trait and instructions for the badging assessment. Or, students can go directly to the badging assessment here: [badges.newworldofwork.org/quiz/collaboration](http://badges.newworldofwork.org/quiz/collaboration).

As they take the assessment, students have the option to watch the videos again as review or go directly to the multiple-choice questions. A passing score on the multiple-choice questions will allow students to earn the badge.

If students pass, they will receive an email from Badgr that details how they can claim their badge to share and post online for all the world (and potential employers) to see! If a student does not pass, they will be prompted to retry.

If you haven’t already discussed digital badging as a class, share with students what a digital badge is and how it can be useful to them:

1. A digital badge is an online representation of accomplishment such as the completion of a project or training, mastery of a skill, or accumulation of experience.
2. They are issued by schools, universities, and community and professional organizations.
3. The earner can openly display their digital badges across social media sites, on their LinkedIn profile or as part of an online portfolio, blog, and/or résumé.
4. The badge acts as a bridge from education and life experiences into the world of work where employers can view the badge as a verification, or e-credential, indicating desired qualities and skills.

For more information on digital badges, students can read this article on [Medium](http://Medium)!