**Subject/Grade Level: TMATE Adventures in Learning (AIL) 5th Grade**

**Standards:**

**CCRS: 74.6 (e) I.E.2 Work collaboratively.**

**CCRS: 74.6 (f) IV.B.1 Listen critically and respond appropriately to presentations.**

**CCRS: 74.6 (d) V.A.1 Use appropriate oral communication techniques depending on the context or nature of the interaction.**

**Lesson Title/Topic: Military Service Team Building and Communication**

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| **Learning Target:**  **- students will listen effectively in an informal or formal situations**  **- students will give clear and coherent oral communication**  **- students will work as a team** | **Assessment:**  **- respond appropriately to oral direction and illustration**  **- successfully lead team through 1 or more obstacles**  **- successfully follow the lead through 1 or more obstacles** |

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| **Learning Objective:**  **- students will be able to recognize and distinguish among the 5 stages of team development in collaborating events at 80% accuracy rate.** |

**Lesson Cycle:**

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| **The teacher will:** | **The student will:** |
| **Hook (Introduction to Concept): Military Phonetic Alphabet**  **- Teacher will ask for complete silence from the classroom.**  **- “Have you ever talked on a phone with bad reception?**  **-** Many words sound similar and can be easily misunderstood. The same is true for letters if you attempt to spell them out. To clear up confusion the military uses the International Radiotelephony Spelling Alphabet (IRSA) or a MILITARY ALPHABET.  **- Who can give me an example of the military alphabet?**  - Instructor passes out copies of military alphabet and index card containing a word, while explaining acrophony.  **- Instruct group to pair up, face each other and vocally spell the phrase on the index card to their partner until they are able to distinguish the word**  **\*Instructor will execute communication barriers while students are performing acrophony.** | **- Silently listen to the instructor.**  **- Group responds.**  **-** Silently listen to the instructor.  **- Group responds.**  **-** Group receives copies of military alphabet and index card  **- Students alternate using acrophony for the word on the index card. Create a military phonetic alphabet by replacing the letter desired with the word that starts with the same letter.** |
| **Instructional Delivery (We do):**  **Instruct students to look at the display.**  **Discussion:**  - What are the 5 stages of team development?  1. Forming Stage  2. Storming Stage  3. Norming Stage  4. Performing Stage  5. Adjourning Stage  **1. What is the Forming Stage?**  **-** *Forming Stage:* The team has just been introduced and everyone is overly polite and pleasant. At the start, most are excited to start something new and to get to know the other team members.    **Check on Learning:**  Was there a Forming Stage in the introduction activity?  \* Pairing up and facing each other.  **2. What is the Storming Stage?**  *- Storming Stage:* The reality and weight of completing the task at hand have now hit everyone. The initial feeling of excitement and the need to be polite have likely worn off. Personalities may clash.  **Check on Learning:**  Was there a Storming Stage?  \* Deciding who is going first.  **3. What is the Norming Stage?**  *- Norming Stage:* During the norming stage, people start to notice and appreciate their team member’s strengths. Group start to settle into a groove. Everyone is contributing and working as a cohesive unit.  **Discussion:**  \* What happens if a team never reaches the norming stage? Is there always a norming stage?  **4. What is the Performing Stage?**  **-** *Performing Stage:* In the performing stage, members are confident, motivated and familiar enough with the project and their team that they can operate without supervision. Everyone is on the same page and driving full-speed ahead towards the final goal.  **Check on Learning:**  Was there a Performing Stage?  \*After switching positions. | **(Student will):**  **Silently look at display and listen to instruction**  **Discussion:**  - Students participate in discussion when recognized by the teacher.  \*During lecture students will reflect on the Introduction and compare the activity to the different stages.  1. Students reflect on hook activity and distinguish evidence of Forming Stage.  \* Students share their reflections  2. Students reflect on hook activity and distinguish evidence of Storming Stage.  \* Students share their reflections.  3. Students reflect on hook activity and distinguish evidence of Norming Stage.  **Discussion:**  \* Students participate in discussion when recognized by the instructor.  4. Students reflect on hook activity and distinguish evidence of Performing Stage.  \* Students share their reflections. |
| **5. What is the Adjourning Stage?**  **-** *Adjourning Stage:* Once a project ends, the team disbands. This phase is sometimes known as mourning because members have grown close and feel a loss now that the experience is over.  **Discussions:**  Can you recall any other situations you have been in with a sad adjourning stage?  **.** | **Discussion:**  \* Students participate in discussion when recognized by the instructor. |
| **Guided Practice: Hoola Hoop Circle**  **Provide one student with a set of Hula Hoop Circle instructions to read aloud to their team**  **Instructor will demonstrate with a large hula hoop while the student is reading instructions. Upon completion of instructions, the instructor will provide the reader with a hula hoop before they join the team in line.** | **Guided Practice: Hoola Hoop Circle**  **One student read instructions to team and then joins the team to execute the challenge**  **Directions: Students stand in a straight line with everyone holding hands with arms extended. Starting with the first arm, place the hula hoop so that it hangs from the extended arm. The students must pass the hula hoop down the straight line without letting go of their hands. Students must put their body through the hula hoop and then pass it along to the next student. The object is to get the hula hoop through the line without letting go of any hands.** |
| **Independent Practice:**  **Trolley**  **Provide a students with a set of Trolley instructions. One set of instructions will be read at the starting point. The second set of instructions will be read at the resting point.** | **Complete the obstacle unassisted.**  **Instructions: Issue each student a large balloon or beach ball.**  **Place the balloon/beach ball so that one fits between each person when they stand in a single-file line. For example, if X is a person and O is a balloon, the line should look like: XOXOXOXO**  **The challenge is to move the entire group through Obstacle #1. The team must move simultaneously but will not be linked together physically (no hugging, locking arms, etc). You can only adjust the balloons/balls at the starting point. If the objects drops the team must return to the starting point and try again.**  **Instructions: Make any adjustments needed. The balloon/ball must remain between each person when they stand in a single-file line. For example, if X is a person and O is a balloon, the line should look like: XOXOXOXO**  **The challenge is to move the entire group across Obstacle #2. The team must move over the hurdle without the attached bell sounding. If the bell sounds or an object is dropped the team must return to the resting point and try again.** |
| **Closure: Three W’s**  **- teacher ask students:**  1. What did we learn today?  2. So What?  3. Now what? | **- students discuss:**  1. What was learned?  2. The relevancy, importance and usefulness of what was learned.  3. Predictions of where the class is going next. |
| **Bloom’s Level(s)**  1. Remembering.  2. Understanding.  3. Applying.  4. Analyzing.  5. Evaluating.  6. Creating. | 1. What are the 5 stages of team building?  2. Explain each stage. Give an example.  3. Can any step be skipped?  4. Which step is the most critical?  5. Review an obstacle. When was each step of the team building completed in that obstacle?  6. How is team building important in the military? |

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| **Options:** |  |
| ***Reteach:***  1. Students will review the 5 stages of team building at the link below:  **https://youtu.be/qtpY9zwuzFM** | ***Extension:***  1. Students will be partnered up (or form a circle if odd number of students). Students will begin with their eyes closed or eyes blindfolded. Students will face each other, whether partnered or circled.  2. The instructor will call out instructions from head to toe describing the position of attention or a facing movement.  3. Students will execute the instructions with eyes closed or blindfolded. Upon completion of the instruction the students will remove the blindfold.  4. Students will then make any corrections necessary to themselves and their partner.  5. The instructor will inspect the team and provide the number of errors to the team. Students will repeat step #4 until entire team has made all corrections. |
| ***Technology Integration:***  Instructor will use technology to create communication barriers for the students performing challenges (music, sounds, etc.) | ***Enrichment:***  Students will repeat the obstacle with the use of a blindfold. |
| ***Modification***  1. Students will complete Obstacle #1 without holding hands.  2. Students will complete Obstacle #2 with each individual holding their own ball/balloon. | ***Accommodation***  1. Student will complete 1 of 2 obstacles with modifications. |