

Contents



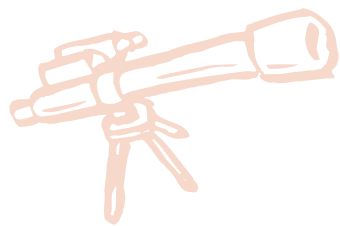
TEACHER GUIDE

- How Is Our Resource Organized? 2
- Bloom's Taxonomy for Higher-Order Thinking..... 4
- Vocabulary 4



STUDENT HANDOUTS

- *Communicating with Peers and Supervisors* 5
- *Collaboration - Project-Based Learning* 5
- *Leadership* 5
- *Building Networks & Branding* 5
- *Debating* 5



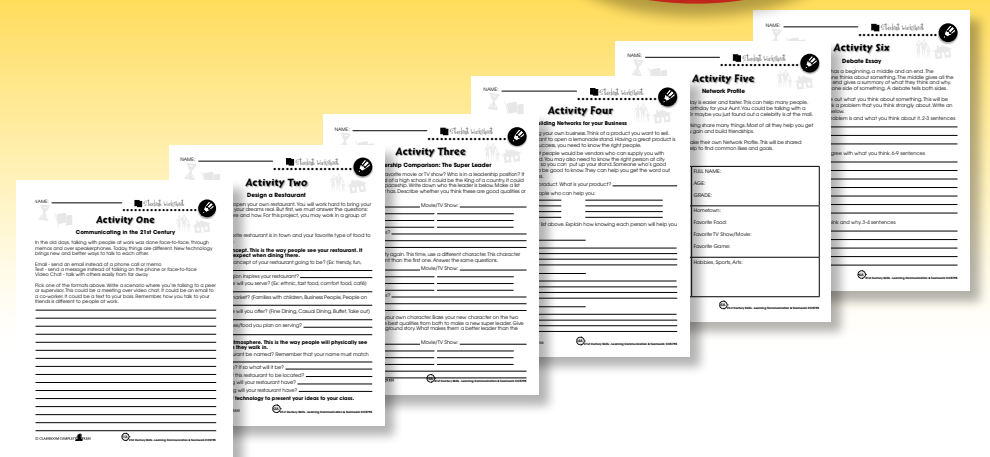
EASY MARKING™ ANSWER KEY 14

COLOR MINI POSTERS 15

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Collaboration - Project-Based Learning

Sometimes, you will need to work together with other people to solve a problem. This could be a school project. Or a business meeting. Or making a decision as a group. There are 8 steps in the life cycle of collaboration. Match each step with its meaning.

1	Knowing	Figuring out a timeline for yourself to know when things need to be done.	A
2	Motivate	Members find areas they can agree on.	B
3	Self-coordinate	Look over everything. Can it be changed?	C
4	Participate	You are ready to find a solution to a problem.	D
5	Compromise	Share what you have with each other.	E
6	Cooperate	Follow up and experiment. Don't just sit back and wait.	F
7	Reflect	You know you are part of a group all working together for a single reason.	G
8	Engage	Everyone puts in and works together. No one is left out.	H

Compromise means to come to an agreement. Working as a team needs give and take. Each of us gets a little of what we want. This way we are all happy. Read the scenario below. What compromise should they make?

Mary and Jill are sisters. It is Saturday and they are planning their day. Mary wants to go to a movie. Jill wants to go shopping.

Collaboration - Project-Based Learning

Tips for Working as a Team

During your time at school and on the job, you will have to work on group projects. You will often be put into groups to finish a task or to solve a problem. Here are some tips and tricks to help you work as a team.

1. Understand what is being asked of you.

Make sure that everyone on the team is on the same page and knows exactly what is being asked. Maybe write down the problem and what you hope to solve so that there is no confusion.

2. Divide the work equally among the team.

Each person on the team will have their own strengths and weaknesses. You should split up the tasks evenly. Make sure no one is left out. Make sure no one is doing more work than other team members. For example: Michelle is good at drawing and Jayden is good at math. You would give Michelle a task that is more art- and image-based. You would give Jayden a job that relates to numbers.

3. Listen to others and make sure everyone has a part.

Listen to what each person has to say. We all think differently. We will all have different strategies on how to handle the problem.

4. Exchange feedback.

Make sure your group meets often to go over your progress. Talk about what you are doing well. Talk about what you can do to get better.

Let's practice these tips in a group activity. In the space below, write down your strengths and weaknesses. How will your traits help you in a group setting? Are there any traits that won't help? Explain. Compare your list with the members in your group. How will the differences in strengths and weaknesses help?

STRENGTHS	WEAKNESSES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Collaboration - Project-Based Learning

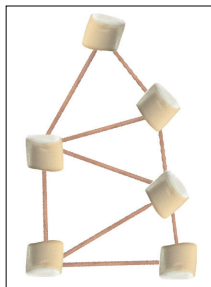
Group Tower Building

It is good for people to work together. We can fix problems and build projects faster and better. In small groups of 3-4, build a tower with marshmallows and toothpicks to hold weight.

What you will need:

- box of toothpicks
- bag of marshmallows
- objects of various size and weight

Start with 20 toothpicks and 10 marshmallows. Work together to build a tower. Place a small item on the top. Does it hold? If it does, add 20 more toothpicks and 10 more marshmallows to build higher.



Check again if the tower will hold the item. If it does, try adding heavier items and build taller. If the tower collapses, re-build in a different way. How tall of a tower was your group able to build?

Try building different things. What shape was the strongest? Triangle, Square, or Cylinder.

Why is this working or not working?

Share your groups findings with the others in your class.

Collaboration - Project-Based Learning

Rube Goldberg Machine

What is a **Rube Goldberg Machine**? It is an everyday simple task that uses a series of hard steps. Each step starts the next.

The Challenge: Hello Engineers! We need your team's help with a problem. We need you to make a machine that can pop a balloon. There's a catch though. You need to use at least 3 steps to do this challenge. So remember-keep it simple, be creative and work together.

Supplies: Toy Car, Golf Ball, Ping Pong Ball, Marble, Dominoes, Popsicle Sticks, Plastic Straws, Rubber Bands, String, Tape, Egg Carton, Plastic Utensil

Instructions: Get into groups of 3-4. Start with how you are going to pop the balloon. Brainstorm ideas on how to pop the balloon. Then, work your way backwards. What will happen before that? What will start the machine?

Fill in the chart with your team's ideas. Then, make your Rube Goldberg Machine.

Step	How did it work?	Supplies Used



Collaboration - Project-Based Learning

Resolving Team Conflicts

Collaboration is working together with many people. Everyone is different and each person has his or her own strengths, weaknesses, likes and dislikes. At times, working in a group can make **conflict**.

There can be good and bad conflict in a group. Good conflict supports the end goal of your group. It is good when every member of the team can say his or her opinions. Everyone should have a chance to be heard. Bad conflict makes it hard to carry out your group's goal. Bad conflict can create stress in the group.

Read the following questions. **Circle GOOD** if the sentence shows good conflict. **Circle BAD** if it is an example of bad conflict in a group. Explain each answer.

GOOD/BAD 1. Emily does not feel as if Joan is pulling her weight within the team. She is secretly asking the other team members if she should kick her out of the group.

Why: _____

GOOD/BAD 2. The top sales people at your work are competing to see who can sell the most this month and win a bonus.

Why: _____

GOOD/BAD 3. John doesn't agree with Hannah's opinion on a topic. He storms out of the group and does his own project.

Why: _____



Collaboration - Project-Based Learning

More Than Just a Book Report

Language arts, teamwork and art are brought together for this project. Put a spin on the usual book report by turning it into a group art project.

Book reports are a great way to remember what was read. They can also help share a good book with others.

Project: Make a cereal box based on a book.

Students will decorate a cereal box with pictures and information about the book. They must do this in teams. This project can be approached in two ways. First, students can work together to complete each side of the box. Or, one student can be in charge of one side of the box.

Supplies: You will need a cereal box, art supplies and computer.

Instructions: Use the chart below.

Front Box	Make up a name for your cereal. Pick a shape for the cereal. Pick colors and ingredients. They should all match your book.
Right Side	List the characters in your book. Write a sentence about each one.
Left Side	Write a paragraph that describes your book. It should be a summary of the story.
Back of Box	Make a game that is based on your book. It can be a puzzle, word search or maze. Make sure it has information from the book.
Top of Box	List the title of the book, the author and the number of pages.
Prize	Cereal boxes will sometimes have a prize. This should be something that matches your book. If you want, put a picture of the prize on the front of your box. This will let readers know what is inside.



Bloom's Taxonomy

Bloom's Taxonomy* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to move beyond the worksheet to understand the information through higher-order thinking. By using higher-order skills of remembering, understanding, applying, analysing, evaluating, and creating, students become active learners, drawing more meaning from the information, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask and interesting content, which promote creative and meaningful learning.

Vocabulary

Branding: Creating your own impression.

Collaboration: To work together for the same goal.

Commitment: To work just as hard as everyone else.

Communicating: To share ideas and things with others.

Communication: To get someone to know what you are trying to say.

Compromise: To come to an agreement.

Confidence: To believe in yourself.

Conflict: A fight with something or someone.

Cons: The not good things of something.

Creativity: To have great ideas and can think on your feet.

Debate: A talk with different sides.

Digital Communication: Using things like a computer or cell phone to talk.

Inquiry-Based Learning: Asking questions instead of giving facts.

Integrity: To be honest and fair.

Leader: A person that takes charge or leads.

Mechanism Debates: Set around a question of how something should be done.

Motivation: The reason to do something.

Network: A group of people who have things in common.

Networking: Talking to others and getting to know them.

Personal Brand: Helps YOU sell YOURSELF to the world.

Problem Debates: Set around a question if something is right or wrong.

Pros: The good things of something.

Rebuttal: To share the other side of something.

Rube Goldberg Machine: An everyday simple task that uses more than one step.

Technology: Using science to solve problems.

Traits: The good things about you.

Work Networking: Finding other people to meet and share.

Tips to Better Listening Skills

Skill	How/Why	Do This	Say This - Example
Encourage	<ul style="list-style-type: none"> Show you're interested. Help the speaker keep talking. 	<ul style="list-style-type: none"> Don't disagree. Use fair words. Use changing voice tones. 	<ul style="list-style-type: none"> "Can you tell me more...?"
Explain	<ul style="list-style-type: none"> To help you clarify what is said. To get more information. To help the speaker see other views. 	<ul style="list-style-type: none"> Ask questions. Repeat basic ideas or facts. 	<ul style="list-style-type: none"> "When did this happen?" "So that made you happy, is that right?"
Reflect	<ul style="list-style-type: none"> Show you understand how the person feels. 	<ul style="list-style-type: none"> Echo the speaker's basic feelings. 	<ul style="list-style-type: none"> "You seem very upset..."
Review	<ul style="list-style-type: none"> Pull together important ideas and facts. Make a basis for another talk. 	<ul style="list-style-type: none"> Restate the major ideas and feelings. 	<ul style="list-style-type: none"> "These seem to be the key ideas that you have talked about."
Confirm	<ul style="list-style-type: none"> Allow the value of the other person. 	<ul style="list-style-type: none"> State the value of their issues and feelings. Be thankful for their efforts and actions. 	<ul style="list-style-type: none"> "Thank you for your help to resolve this matter."



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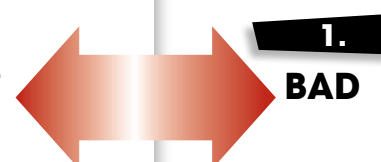
Why: _____

GOOD/BAD 3. John doesn't agree with Hannah's opinion on a topic. He storms out of the group and does his own project.

Why: _____

Reasons will vary.

Answers will vary.



1. BAD

12

Answers will vary.

EASY MARKING

ANSWER KEY

2. GOOD

3. BAD



10

13