

Future Ready Skills Teamwork

Future Ready Skills: A College & Career Readiness Curriculum for High School Freshmen

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Unit 5

The **BIG** Idea

How can we work better together?

OVERVIEW

Lesson 1: Purl

- *Big Idea:* Why are diverse perspectives valuable when working as a team?
- *Time:* 45 minutes

Lesson 2: Workplace Stereotypes

- *Big Idea:* What are strategies for making decisions?
- *Time:* 45 minutes

Lesson 3: Defining Expectations

- *Big Idea:* What behavior should teams expect from one another?
- *Time:* 45 minutes

OBJECTIVES

Lesson 1: Purl

- Explain the value of diverse perspectives

Lesson 2: Workplace Stereotypes

- Identify cognitive biases in the workplace

Lesson 3: Defining Expectations

- Describe expectations for teamwork
- Apply teamwork expectations to a real-world example
- Create a group expectations list

Purl

The BIG Idea

Why are diverse perspectives valuable when working as a team?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (15 minutes)
2. Purl Film (20 minutes)
3. Wrap Up (10 minutes)

MATERIALS

- Teacher Computer & Projector w/ Audio
 - Alternative: Student Devices
- EdPuzzle Link- tiny.utk.edu/purl.
- Notecards- 1/student

OBJECTIVES

During this lesson, students will:

- Explain the value of diverse perspectives

STANDARDS

- Career Exploration 8: Analyze and describe how interpersonal and leadership skills (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects in the course.
- English/Language Arts 9-10.W.RBP.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.

OVERVIEW

Students will watch Purl, a Pixar short film, to describe the value of diverse perspectives.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Go to tiny.utk.edu/purl.
- This lesson uses a website called EdPuzzle that lets students watch a video and answer questions on their devices. It will play a video and ask them 4 questions. Choose one of the options below:
 - Watch the video together as a class and answer the questions as a group.
 - Give students the link for them to watch and answer on their own devices.
 - Optional: Create an EdPuzzle account and make a class to view student responses.
- **Note:** This is an edited version of the Pixar short film, Purl. The original version includes brief humor that might be inappropriate for some students. **If you would like to show students the full version that you can watch on YouTube, make sure you preview it ahead of time.**

VOCABULARY

Diverse- different from one another; when people have different characteristics, including race, ethnicity, gender, education, and more.

Perspective- a particular attitude toward something; a point of view

RESOURCES

Purl, 2018. Disney Pixar Film.

ACTIVITY STEPS

I. Warm Up (15 minutes)

1. **SAY SOMETHING LIKE:** In our last unit, we talked about using logic to solve problems and make decisions. Later this semester, we will put those skills to the test as you complete a design challenge. But first, we are going to learn more about effective teamwork. One important thing about working as a team is understanding how our unique differences can make us stronger.
2. Before class, set aside enough puzzle pieces for each student to have one. If some students are absent or if the animal would be incomplete, some students can have an extra piece.
 - a. The puzzle set makes 6 different animals. The entire set has 33 pieces, but each animal is made up of a different number of pieces. Each puzzle piece is numbered on the back with a different color for each animal.
3. Give each student one puzzle piece.
4. **SAY SOMETHING LIKE:** Each of you has one puzzle piece. Take the next few minutes to put together the puzzle.
5. Give students 5-10 minutes to solve the puzzle. Don't tell them anything else about the puzzle right away- see if they can figure it out themselves.
6. **SAY SOMETHING LIKE:** You worked as a team to achieve the goal of solving the puzzle. Each of you had a different piece, but you were only able to solve the puzzle when you all worked together. The real world is like this, too. Each of us has unique strengths that are all essential for solving problems, but some workplaces are still not welcoming to everyone. In order to work together well, we must accept one another's differences and create environments where we all belong.

II. Purl (20 minutes)

1. Go to tiny.utk.edu/purl.
2. This lesson uses a website called EdPuzzle that lets students watch a video and answer questions on their devices. It will play a video and ask them 4 questions. Choose one of the options below:
 - a. Watch the video together as a class and answer the questions as a group.
 - b. Give students the link to watch and answer on their own devices.
 - c. Optional: Create an EdPuzzle account and make a class to view student responses.
 - d. **Note:** This is an edited version of the Pixar short film, Purl. The original version includes brief language that might be inappropriate for some students. **If you would like to show students the full version that you can watch on YouTube, make sure you preview it ahead of time.**

III. Wrap Up (10 minutes)

1. Tell students the definitions for the words “diverse” and “perspective.”
 - a. Diverse- different from one another; when people have different characteristics, including race, ethnicity, gender, education, and more.
 - b. Perspective- a particular attitude toward something; a point of view
2. Ask students, “How did Purl bring a diverse perspective to B.R.O. Capital?”
3. **SAY SOMETHING LIKE: Think back to the beginning of class when you each had a puzzle piece. Just like each of your unique pieces were necessary to complete the puzzle set, when you are working with a team, your diverse perspectives are important. What are some ways that your personal perspectives might be different from others’? How might your unique point of view make teams stronger.**
 - a. Consider sharing some examples from your life, e.g., I am a millennial, I was the first person in my family to go to college, I am a basketball player, etc.

Workplace Stereotypes

The **BIG** Idea

How can I prevent cognitive bias in the workplace?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (10 minutes)
2. Workplace Stereotypes (10 minutes)
3. Cognitive Bias in the Workplace (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

- Videos to Play on Smartboard
 - [Meet the Filmmakers Behind Purl](#)
 - [Go Behind the Scenes of Purl](#)
- Workplace Stereotypes Handout (1/group of 5)
 - Cut apart into strips
- Cognitive Bias in the Workplace Handout (1/person)

OBJECTIVES

During this lesson, students will:

- Identify types of cognitive bias in the workplace
- Analyze workplace stereotypes

STANDARDS

- Career Exploration 8: Analyze and describe how interpersonal and leadership skills (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects in the course.
- English/Language Arts 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.

OVERVIEW

Students will review cognitive biases and apply their knowledge to a workplace situation. They will also learn about stereotypes and how to avoid this type of bias when working with a team.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Prepare to show 2 videos on the smartboard
 - [Meet the Filmmakers Behind Purl](#)
 - [Go Behind the Scenes of Purl](#)
- Make copies of the **Cognitive Bias Handout** (1/student)
- Make copies of the **Workplace Stereotypes Handout** (1/group)
 - Cut apart each section so that each student will have their own scenario.

RESOURCES

Roberson, Rachel. Lesson Plan : Can You Beat Cognitive Bias? <https://cdn.kqed.org/wp-content/uploads/sites/26/2017/05/Can-You-Beat-Cognitive-Bias-lesson-plan.pdf>

Skills to Pay the Bills. Department of Labor. Activity 26. The Cultural Divide
<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/professionalism.pdf>

VOCABULARY

Stereotype- a widely held, generalized belief about a specific group of people

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. Before class, cut apart the scenarios on the Workplace Stereotypes handout and put them in an envelope or paper clip them together. Give each group of 5 one set. Each student will have their own scenario.
2. Instruct students to read and discuss each of the workplace stereotypes scenarios.
3. **SAY SOMETHING LIKE: We have talked before about cognitive biases and how they can keep people from making logical decisions. Today we will look at some examples of how cognitive bias can affect people at work.**

II. Revisiting Purl (10 minutes)

1. **SAY SOMETHING LIKE: Like we saw in our last class with Purl, the ball of yarn who got a job at B.R.O. Capital, our unique differences can make our teams stronger, but people are not always accepting of us when we are different.**
2. Show students the [Meet the Filmmakers Behind Purl](#) and [Go Behind the Scenes of Purl](#) videos.
3. Lead students in a discussion by asking the following questions:
 - a. **Why did Purl feel like she did not belong at the company in the beginning?**
(Answers might include: She was the only ball of yarn. She was the only woman. The men treated her differently. The men didn't listen to her or include her until she knit herself into a suit.)
 - b. **What are some reasons why people might feel like they don't belong at work?**
(Answers might include: They are the only person (or one of only a few others) of a certain race, ethnicity, gender, or age who work there. They have a disability. They make less money or have less education. They speak a language, practice a language, or belong to a culture that is different from most of the other people. Other people treat them badly or differently. Other people don't listen to or include them.)
 - c. **What did Purl do to make B.R.O. Capital more welcoming for everyone?**
(Answers might include: She talked to Lacey and invited her to dinner with the others. She included Lacey. She made Lacey feel like she belonged.)
 - d. **How did B.R.O. Capital change by the end of the film?** (Answers might include: They hired more balls of yarn. Purl moved into a leadership role. The balls of yarn were included in the office conversations.)
4. **SAY SOMETHING LIKE: This film features a different type of cognitive bias called a "stereotype." A stereotype is a widely held, generalized belief about a specific group of people. Groups can be stereotyped based on a variety of characteristics, such gender, race, age, and language. Stereotypes are widespread beliefs throughout a culture that are untrue or unfairly oversimplified. All people are complex, and we must be careful to not make assumptions about people based on stereotypes.**

5. Ask, “How was Purl stereotyped in this film? How do you know?”

- a. *(Answers might include: Purl was stereotyped based on her gender. Her co-workers assumed that because she was a ball of yarn that was pink and soft, she wouldn’t get along with them or have good ideas. They left her out after work when they first met her, and she had to knit herself into a suit to fit in.)*

III. Cognitive Bias in the Workplace (20 minutes)

1. Give each student a copy of the **Cognitive Bias in the Workplace Handout** and ask them to review the first page of biases that you have talked about previously.
2. Instruct them to write a definition and draw their own picture for **stereotype** in the box at the top of their page.
 - a. **Stereotype- a widely held, generalized belief about a specific group of people**
3. Ask students to read the next page to learn about a conflict at the Shining Star Shoe Store. Instruct them to match each number with the cognitive bias that best describes it in the word bank. They will use each type of bias once.
 - a. A teacher key is included on the last page of the **Cognitive Bias in the Workplace Handout**.
4. Discuss the answers with students.

IV. Wrap-Up (5 minutes)

1. Ask students the following questions:
 - a. For the staff of the Shining Star Shoe Store, which type of bias do you think is the most dangerous? Why?
 - b. If you could give advice to the staff about avoiding cognitive biases, what would you tell them?

Workplace Stereotypes

Sandra is 19 years old and has her first job as an administrative assistant. She wears very low cut shirts, short skirts, heels, and lots of perfume. What might others believe about Sandra based on her appearance? What might the reality be?

Tony is 24 years old. He has tattoo sleeves on both of his arms, as well as a name tattooed on his neck. Tony would like to be a waiter at a very fancy restaurant. He has first interview today. What might a job interviewer think of Tony? What might the reality be?

Terrence is 18 years old and just graduated high school, where he had a 4.0 average. Terrence has an interview today for a summer internship. Terrence uses a wheelchair. Do you think there is a chance that the interviewer might not ask Terrence the same interview questions he or she would ask of someone who isn't in a wheelchair? Why or why not?

Marissa is in 10th grade. Her dad and three brothers are mechanics, and her grandfather owns a garage. Marissa has secretly wanted to work on cars, but she has been afraid to tell her family. She now wants to approach her grandfather for a summer job. Why do you think Marissa has kept her career dream a secret? How might she ask him for a summer job?

Ruthie is 62 years old and is looking for a job. She loves one of the local clothing stores and applied online for a job as a salesclerk. She has an interview today and is afraid the store manager will be much younger than her. Ruthie considers canceling the interview. Why do you think Ruthie is worried about her interview? What would you tell Ruthie?

Sam is 20 years old, a sophomore in college and is looking for an engineering internship. Sam has autism, and while he has an A average in his engineering courses, he recognizes that he has trouble interacting socially and is worried about his interviews. Why do you think Sam is worried about his interviews? What advice would you give Sam?

Cognitive Bias in the Workplace



Anchoring bias

Relying too heavily on the first piece of information you come across

Write a definition and draw your own picture.

Stereotype



Blind-spot bias

Recognizing bias in others, but failing to recognize it in yourself



Negativity bias

Focusing on negative events at the expense of positive or neutral events



Confirmation bias

Listening to and trusting only information that confirms your beliefs (like maybe your Facebook news feed!)



Outcome bias

Making a decision based on the outcome of a previous event without any regard to other factors involved

Shining Star Shoe Store Staff

Leo- Manager, Age 63
Shannon- Marketing Director, Age 46

Casey- Assistant Manager, Age 25
Sammy- Marketing Intern, Age 19

Leo, Shannon, Casey, and Sammy work together at the Shining Star Shoe Store. They are having a meeting about how to best advertise their business. However, they are struggling with some cognitive biases that are impacting their ability to work together as a team.

Write the type of cognitive bias that goes with each example. You will use each type once.

**Anchoring Bias
Confirmation Bias**

**Blind-Spot Bias
Outcome Bias**

Negativity Bias

1. When Leo first started working at the shoe store twenty years ago, his manager told him that advertising on billboards is the best way to get new customers. When Shannon wants to start website for their store instead of paying for a new billboard, Leo tells her that she is wrong.

2. Shannon says that Amazon is successful because they created a website, so the shoe store's website would also be great for their business. She doesn't consider any other factors that could affect how much the website helps.

3. When Sammy presents his social media advertising plan, Leo and Shannon can only think of all the bad things that could happen. They ignore all the positives that Sammy told them about.

4. Sammy asks his Instagram followers if they think Shannon is wrong for not wanting to start a social media page for the shoe store. Sammy's followers are mostly young people who use social media to sell products, so they agree with Sammy.

5. Shannon tells Leo that he is too stuck on doing things the same way just because that's how they have always been done. However, when Sammy suggests that Shannon's plan is also too traditional, she denies it, saying that her way is correct because she has more experience.

TEACHER KEY

Write the type of cognitive bias that goes with each example. You will use each type once.

Anchoring Bias
Confirmation Bias

Blind-Spot Bias
Outcome Bias

Negativity Bias

1. When Leo first started working at the shoe store twenty years ago, his manager told him that advertising on billboards is the best way to get new customers. When Shannon wants to start website for their store instead of paying for a new billboard, Leo tells her that she is wrong.

Anchoring Bias

2. Shannon says that Amazon is successful because they created a website, so the shoe store's website would also be great for their business. She doesn't consider any other factors that could affect how much the website helps.

Outcome bias

3. When Sammy presents his social media advertising plan, Leo and Shannon can only think of all the bad things that could happen. They ignore all the positives that Sammy told them about.

Negativity bias

4. Sammy asks his Instagram followers if they think Shannon is wrong for not wanting to start a social media page for the shoe store. Sammy's followers are mostly young people who use social media to sell products, so they agree with Sammy.

Confirmation bias

5. Shannon tells Leo that he is too stuck on doing things the same way just because that's how they have always been done. However, when Sammy suggests that Shannon's plan is also too traditional, she denies it, saying that her way is correct because she has more experience.

Blind-spot bias

Defining Expectations

The **BIG** Idea

What behavior should teams expect from one another?

AGENDA

Approximately 45 minutes (1 class period)

1. Warm Up (10 minutes)
2. Defining Expectations (25 minutes)
3. Wrap Up (10 minutes)

MATERIALS

- Defining Expectations Handout (1/group)
- Colored Pencils, Markers, and/or Crayons
- Student devices or dictionaries
 - Optional: 3-4 animal erasers or other prizes
 - Optional: giant sticky notes or chart paper

OBJECTIVES

During this lesson, students will:

- Describe expectations for teamwork
- Apply teamwork expectations to a real-world example
- Create a group expectations list

STANDARDS

- Career Exploration 8: Analyze and describe how interpersonal and leadership skills (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects in the course.
- English/Language Arts 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.

OVERVIEW

Students will solve a word search puzzle of teamwork expectations vocabulary. They will define each word, draw a picture, and apply it to a real-world example. Students will then create a list of group expectations for the design challenge in the next unit.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Make copies of the **Defining Expectations Handout** (1/group)
- Gather colored pencils, markers, or crayons for students to draw pictures.
- Students will work as a team for this lesson. You can use the same teams from the previous unit, or you create new groups if you would like to change them before the design challenge in the next unit.

VOCABULARY

Expectation: A belief or hope about what will happen or what someone will do in a particular situation

Accountability: Being responsible and answering for one's actions and decisions.

Communication: Sharing information, ideas, or thoughts through speaking, writing, or media

Fair: Free from bias, dishonesty, or injustice; impartial and reasonable.

Flexibility: Adjusting easily to different situations; changing one's approach when necessary.

Respect: Honoring someone's abilities, qualities, or achievements.

Time Management: Planning and organizing how to use time effectively and efficiently

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. Students will work as a team for this lesson. You can use the same teams from the previous unit, or you create new groups if you would like to change them before the design challenge in the next unit.
2. **SAY SOMETHING LIKE: We have been learning about preventing cognitive biases and respecting individual differences in the workplace. Today you will work with your team to create a list of expectations that you will follow during our design challenge in the next unit. But first, you have a word search to complete!**
3. Give each group a copy of the word search.
 - a. Optional: The team who finds the words the fastest will win animal erasers (or another prize).

II. Defining Expectations (20 minutes)

1. Instruct students to write a definition, draw a picture, and give an example of how people working in a car factory would need to use each of these expectations.
2. Tell students to divide up the work into team roles. For example, one person could look up all the definitions, while their teammates complete the picture and example, or they could each tackle a different word on their own.
3. Encourage students to write the definitions in their own words and be creative when drawing their pictures. They can use art supplies such as colored pencils, crayons, or markers.
4. *Sample responses for the car factory example:*
 - a. *Accountability: Team members in a car factory would take responsibility for their assigned tasks and make sure that they are completed on time. They might update their progress to team leaders, checking and double-checking their work, and making corrections when necessary.*
 - b. *Communication: Team members need to work together to coordinate their tasks and ensure the smooth flow of production. They might to discuss their progress, share information, and solve problems.*
 - c. *Fair: Team members should divide tasks evenly and take turns doing the more challenging or physically demanding jobs.*
 - d. *Flexibility: Team members might need to adjust their plans when production changes or their manager gives them a new responsibility.*
 - e. *Respect: Team members could show respect for each other by being kind, professional, and recognizing the work that others are doing.*
 - f. *Time management: They could use calendars, lists, and software to prioritize their tasks, stay organized, and avoid wasting time.*

III. **Wrap-Up (15 minutes)**

1. Remind students of the Bug on the Run Design Challenge that they completed in the previous unit.
2. **ASK SOMETHING LIKE: Without calling out anyone specifically or being rude, what were some things that were difficult about working with your team to complete the design challenge?**
3. Allow a few students to air their grievances or discuss with one another.
4. **SAY SOMETHING LIKE: I hear you-- it is not easy to work with together, but collaboration with others is something you will have to do for the rest of your life. No matter what job you do, you will work with other people, and you will face conflict with your family and friends. However, there are things that we can do make it easier to work together. One thing that can help is setting expectations about how we will act in a group.**
 - a. Consider sharing a story about a time you faced a challenge when working with a group. Tell students about how you survived it by setting boundaries or establishing expectations.
 - b. Example: When I was in college, I had to work with a group to create a poster about [topic]. There was one person who refused to do anything. Instead of getting mad and doing all the work for him, we told him that if he didn't complete his part by the end of the week, we would leave his name off the poster. Once he realized that we were serious, he did his work. While it was difficult to have that conversation with him, I was glad that we talked instead of letting him get credit for our hard work.
5. **SAY SOMETHING LIKE: To make your teamwork easier, I want you to make a list of team expectations.**
6. Ask students to create a list of 3-5 expectations for their team to follow when they begin the design challenge next class. They need to save their lists for later.
 - a. Example expectations: We will listen when someone is speaking. We will be kind to one another. We will respect others' opinions. We will divide work fairly. We will all participate. We will each complete our own work. If we are upset with someone, we will tell them respectfully.
 - b. Consider having students write their lists on giant sticky notes or chart paper and hanging them up in the classroom.
7. Invite each group to share their list with the class. While the groups are sharing, tell students to look for similarities and differences among each group's list.

Defining Expectations

Find the word in the puzzle. Words can go in any direction. Words can share letters as they cross over each other.

ACCOUNTABILITY

COMMUNICATION

FAIR

FLEXIBILITY

RESPECT

TIME

A	X	B	C	K	V	A	T	A	A	I	P	S	E	A
P	C	U	J	K	S	X	W	Z	Q	U	I	T	W	J
A	S	C	J	Q	Q	W	E	W	P	A	V	F	Z	S
Z	V	H	O	R	N	P	L	L	G	L	Q	O	G	N
Q	A	D	F	U	T	E	W	K	Q	E	H	F	K	F
C	O	M	M	U	N	I	C	A	T	I	O	N	L	L
P	R	Q	N	G	H	T	N	E	R	R	C	G	V	E
H	N	H	H	R	I	O	A	C	M	N	A	W	I	X
P	K	W	H	M	D	K	A	B	U	I	I	V	R	I
R	A	Y	Q	C	K	K	I	Z	I	N	T	N	C	B
A	X	K	M	F	B	X	I	I	N	L	X	N	B	I
V	T	Z	P	V	Q	M	L	F	U	Q	I	I	G	L
C	H	N	T	J	R	H	A	Z	Y	J	D	T	L	I
P	E	R	T	X	G	I	O	A	F	X	I	S	Y	T
O	M	O	F	F	R	S	T	C	E	P	S	E	R	Y

After your team finds all the words, write a definition, draw a picture, and give an example of how people working in a car factory would need to use each of these expectations.

FLEXIBILITY		
Definition	Picture	Example

RESPECT		
Definition	Picture	Example

TIME MANAGEMENT		
Definition	Picture	Example

Using the information you learned today, create a list of 3-5 expectations for your team to follow when you begin the design challenge next week.



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