Unit 4: Working as a Team

| Lesson Title | Objectives | Main Tasks |
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| 1 - Reflection on our teamwork skills | To reflect on our teamwork skills | * Predict unit focus from a range of images of teams * Students reflect on successful and less examples of teamworking in a variety of contexts e.g. primary school, home etc * Students award themselves a score on a 1-10 scale for teamworking * Students carry out a teamwork trial – the human knot * Students assess whether their score was correct |
| 2 - Reasons for developing teamwork skills | To understand why teamwork is important in education, at work and in your personal life | * Prior knowledge discussion – why develop teamwork? * Groups prepare a presentation explaining why teamwork is important either at work OR in education OR at home * Students can use information from the information sheets but can only take notes up to the front * Groups present * Student self-assessment |
| 3 – Characteristics of a good team member | To know the characteristics of a good team member and why they are important | * Minions clip used to begin a discussion on what makes a good team member / not * Teacher input – characteristics of a good team member * Students match characteristics to definitions and provide real-life examples to illustrate * Groups given a different characteristic and have to create a roleplay to illustrate someone not displaying that characteristic. The audience guesses which characteristic has been given. * Recap – how many characteristics can they remember? |
| 4 – Roles in a team | To know the different roles in a team and why they are important | * Initial reflection – are students thinkers, doers or people persons? * Students predict how a thinker, doer and a people person might go about constructing a bridge across a ravine * Students introduced to Belbin’s 9 roles and complete a quiz to ensure that they understand them * In pairs, students choose different roles (e.g. co-ordinator and shaper) and challenge each other to explain why both might be important to a team * Students reflect on their initial judgement (thinker, doer or people person) and then decide which of Belbin’s roles applies to them |
| 5 – What role in a team do I like best? | To trial different roles in a team  NB: This could be expanded into a number of lessons. | * Students share their own analysis of their teamworking roles from last lesson e.g. thinker / implementer etc. * Students will carry out 3 challenges and will take a different role for each challenge * Challenge 1 – The observation challenge: Students have to agree to all make 10 changes to their appearance (the other team will guess what they are). After the challenge, students reflect on how they found their role. * Challenge 2: The creative challenge: Students use a selection of resources to create the perfect teamworker. After the challenge, students reflect on how they found their role. * Challenge 3: Physical Challenge: Groups must direct the blindfolded ‘doer’ around a simple classroom obstacle course, however, you cannot touch him/her and can only communicate in numbers and letters. Students reflect on how they found their role |
| 6 – ???  Team Challenge | To work as a team to carry out a project | * Depending on time or resources, you could set the group an extended team challenge * Possible challenges:   + Create a video to explain school systems to the new Y6   + The tenner challenge: <https://www.tenner.org.uk/>   + Outward-bound day   + Plan a teamworking lesson for a Y3 class |
| 7 – Evaluation of Team Challenge | To evaluate our success as a team in the team challenge | * Depending on the team challenge, students should evaluate both the project and their own contribution to it |