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| Unit: | Working as a Team | Suggested Order: 4 of 6-10 |
| Topic: | Roles in a Team | |
| Key Objectives: | To know the different roles in a team and why they are important | |
| Resources: | Teacher PPT | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Student reflection; are they thinkers, doers or a people person? | Initial capture of student self-awareness  Introduces them to the big concepts before meeting the details |  |
| 5 Mins | Bridge Challenge: Students predict the different ways in which a thinker, a doer and a people person might go about meeting the challenge of building a bridge to cross a ravine. | Develops understanding of the 3 core concepts underlying Belbin’s research |  |
| 15-20 Mins | Teacher introduction to Belbin’s roles followed by student completion of a quiz to ensure that they understand them. Encourage students to identify multiple answers if at all possible. | Quiz encourages students to engage with the different roles and allows teacher to assess understanding | *Don’t panic! This feels quite technical but the students understand it quite quickly.* |
| 10-15 Mins | In pairs, students select different combinations of teamworkers (e.g. co-ordinator and shaper) and explain why they are both important to the team. More able students will be able to explain how they help each other. | Opportunity to discuss roles and to develop understanding of why they are important.  Teacher can provide support if students are struggling. |  |
| 5 Mins | Students reflect on their initial judgement (thinker, doer or people person) and develop this further by thinking about which sub-role they tend to favour e.g. shaper. | Student self-knowledge |  |

Opportunities to differentiate / personalise:

This is an ideal opportunity to use targeted questioning so that students who are dismissive of particular roles or who dominate in groupwork can be asked to explain the value of other roles.