|  |  |  |
| --- | --- | --- |
| Unit: | Working as a Team | Suggested Order: 5-6 of 6-10 |
| Topic: | What role in a team do I like best? | |
| Key Objectives: | To trial different roles in a team | |
| Resources: | Teacher PowerPoint  Blindfold  Range of building materials e.g. lolly sticks, coloured paper, pom-poms, markers, sticky tape etc  Reflection Sheet | |

|  |  |  |  |
| --- | --- | --- | --- |
| Guideline Timing\* | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 3 Mins | Recall of Belbin’s roles – what were they? Which role do they favour? | Recap for students who were absent |  |
| 10 Mins | Students must nominate a different role to take in each challenge.  Observation Challenge:  Working in groups, groups agree to make 10 changes to their appearance e.g. undo one shoelace, loosen tie, roll up sleeve. They must all make the change and the other team will try to identify the changes.  After observation challenge, students reflect on how they felt in their role.  Want to make this into a full lesson?   * Groups work to remember items on a tray / presentation slide (approx. 20-25 items) * Scavenger Hunt around the school? | Typically, the group will argue about what to do and some students will not make the change. |  |
| 20 Mins | Students must nominate a different role to take in this challenge.  Creative Challenge:  Working in groups, students use a range of resources e.g. card, lolly sticks, straws etc to build their ideal teamworker.  After creative challenge, students reflect on how they felt in their role  Want to make this into a full lesson?  Allow more time for the building of the teamworker and ask them to present their teamworker to the class. | Assess knowledge of previous lessons  Fun! |  |
| 20 Mins | Students must nominate a different role to take in this challenge.  Physical Challenge: Create a simple obstacle course in the classroom and blindfold the doer. Each group must agree a letter and number code to communicate directions to the doer. Groups then direct their doer around the classroom.  After creative challenge, students reflect on how they felt in their role    Want to make this into a full lesson?   * Allow them to do the course first using words e.g. left – 2 steps and then introduce the idea of the code * Time the groups giving them multiple opportunities to get better * Re-arrange the obstacles to up the challenge * Take them to the gym / playground and construct a longer course * Balloon games e.g. passing a balloon between the knees of walking on buckets. * 3-legged races | Students really enjoy this challenge | For the first attempt, don’t make the course too complex, a few tables to work around will be easily challenging enough. |
| 2 Mins | Which role did they like best? Which team challenge was most successful? |  |  |

\*Guideline timings here are for a single lesson BUT it could easily be expanded into a number of lessons (suggestions are in each row for ways to develop this.

Opportunities to differentiate / personalise:

You can re-order the challenges based on the preferences / needs of the group.