



Employment

Working well as a team

This resource will develop students' skills in working together as part of an effective team.

This topic is made up of seven parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to:

- Clearly explain what makes a good team
- Be aware of team members strengths and weaknesses and how to make best use of them

They will learn these skills by:

- Participating in group discussions
- Watching a video

	What students will do	What you will need before you start
Part 1 <i>‘What is a team?’</i>	Class discussion	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Class generated list of problems from <i>How to solve problems</i> topic • Computer with internet connection to watch video ‘Satellite Boy’
Part 2 <i>‘What are the strengths and weaknesses of my team members?’</i>	Class discussion and project plan	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Copies of the team project plans • Satellite Boy plot map from <i>How to solve problems</i> • Worksheets completed in <i>Identifying Strengths and weaknesses</i> • Enterprising Project plan template
Part 3 <i>‘What are my team rules?’</i>	Group activity	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Team rules worksheet for each group • Do’s and Don’ts word bank handout for each student
Part 4 <i>‘How will my team communicate respectfully?’</i>	Group activities	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Computers with internet connection for students to work through the communication

		<p>scenarios on</p> <ul style="list-style-type: none"> • Copies of the Communications Styles matrix for each student • Communication styles scenarios from the website
<p>Part 5</p> <p><i>‘How will my team hold meetings?’</i></p>	Worksheet	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Copies of the Simple meeting procedure worksheet for each student • Copy of the Meeting minutes proforma for each group
<p>Part 6</p> <p><i>‘What will my team members do?’</i></p>		<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Student’s group Project plan worksheets
<p>Part 7</p> <p><i>‘How do I give and receive feedback?’</i></p>		<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Student’s group Project plan worksheets

Word list:

strengths (or qualities) = the way you 'are' naturally (caring, thoughtful, determined, courageous, committed, creative, funny, clever, hard-working, positive, enthusiastic etc.)

skills = the things you have been taught to do well or that you can already do well (share, help, fish, hunt, read, paint etc.)

weaknesses (or areas for improvement) = the things that you would still like to learn or get better at (these can be a skill or a quality). With a good teacher, learning a new skill is not too hard as long as you practise. Changing the 'way you are' (to be more committed or more positive) takes longer and may need support but is always possible and always worthwhile.

communication styles =

- verbal (spoken)
- non-verbal (facial expressions, gestures and body language)
- aggressive (where your needs are met – but no-one else's are)
- passive (where your needs are not met)
- indirect aggressive (where you ignore or pretend there isn't a problem)
- assertive (where you communicate with respect so that everyone's needs are met).

Part 1: What is a team?

Objective – What do we want the students to know?

Students will learn what we mean by ‘teams’ and ‘teamwork’.

Overview – How will they learn this?

Students will examine the list of problems (as gathered in Effective Problem-solving) that Pete and Kalmain have to deal with in Satellite Boy and look at the different contributions each boy made on their journey.

Resources – What will I need?

- Butcher’s paper, whiteboard or Smartboard
- Class generated list of problems Pete and Kalmain encountered from *How to solve problems* topic
- Computer with internet connection to watch video ‘Satellite Boy’

Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:
 What: about ‘teams’ and ‘team work’
 How: by looking more closely at the problems dealt with by Pete and Kalmain (in the video ‘Satellite Boy’)
 Why: it is much easier to get things done in a team than on your own. And, it works even better when the people understand and use their skills to create team work.
2. Introduce students to the definition of a team/ask students what they think a team is. *Possible answer: a group of people working together to achieve a goal , (usually within a certain amount of time like winning a game or finishing a project).*
3. Ask students “What was Pete and Kalmain’s main goal in the film?”
4. Place a copy of the class-generated table from *Effective problem-solving* (looks like example below) on the board.

Problems encountered	Solutions	Effectiveness

5. Add an extra column, as below

Problems encountered	Solutions	Effectiveness	Who?

6. Ask students to look at each solution. Ask who came up with each solution. Place the name of the character in the far right column. Keep going until column is filled.
7. Ask students would Kalmain have made it to Kununurra if he was on his own? Ask them to give reasons for their answers. What skills did Pete have that Kalmain needed?
8. Ask students would Pete have made it to Kununurra if he was on his own? Ask them to give reasons for their answers. What skills did Kalmain have that Pete needed?
9. Summary: end the lesson summing up that team members all have different strengths, weaknesses and skills and that by working together, teams are better able to achieve their goals.

Part 2: What are the strengths and weaknesses of my team members?

Objective – What do we want the students to know?

Students will learn about the different skills and qualities of members of a team

Overview – How will they learn this?

Students will create a short character profile for Pete and Kalmain, identifying their strengths, weaknesses and the context (where or how they were shown). They will examine the different contributions each boy made to the team. They will then take a closer look at the strengths and weaknesses of their own team members and develop a plan.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Copies of the team project plans
- Satellite Boy plot map from *How to solve problems*
- Worksheets completed in *Identifying strengths and weaknesses*.
- Enterprising Project plan template
- Paper and pens for student groups to use

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about the strengths and weaknesses of team members
How: identify the strengths and weaknesses of Pete and Kalmain and how they worked together as a team to overcome them, then identify the jobs right for each student in the team project plans
Why: when people get jobs that suit their strengths, they can do their best work
2. Introduce the next activity: creating a character profile of Pete and Kalmain.

	Pete	Kalmain
home life		
interests		
strengths		
weaknesses		
skills		

3. Explain to students what each of the terms in the far left hand column mean. Give an example for each and place in the relevant column (Pete loves riding his bike, Kalmain is a good swimmer etc)
4. Explain that students will fill out each of the boxes in the table with the information they have about the two characters.
5. Split students up into groups and give them a sheet of butcher's paper and some pens to draw up and complete the table. You may need to move around the groups and prompt students and remind them of different scenes from the movie. They can refer to their plot map from *How to solve problems* for assistance.
6. Once students have completed the activity, bring the groups back and ask each group to share their findings. Add the groups' input to the main table on the board.
7. Once this is completed, point out the differences between the two boys and their skills. Explain that each boy played an important role in the group.
8. Introduce the next activity: students will identify their own strengths, weaknesses and skills and work with the group to decide what role they will play when completing their own enterprising project.
9. Show students the page of the project plan template where roles for each of the group members are assigned. Explain how each section is filled out.
10. Students retrieve their project plan templates and their self-development materials from *Identifying strengths and weaknesses*.

11. Students work through the task lists created for their project and assign team members
12. Project plan and other materials are collected up by the teacher at the end of the lesson.

Part 3: What are my team rules?

Objective – What do we want the students to know?

Students will develop a set of rules for their team to follow.

Overview – How will they learn this?

Students will be introduced to the team rules worksheet and the bank of team Do's and Don'ts. They will move into their project groups and establish their team's rules.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Team rules worksheet for each group
- Do's and Don'ts word bank hand-out for each student

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: how to set rules for their team
How: create a set of team rules
Why: creating team rules helps everyone to work in a respectful way together
2. Ask students "Why do we have rules?" This can be linked to sport or other social endeavour. Ask students to consider what playing a game of football or other sport would be like with no rules.
3. Suggest that rules tell us how to act towards each other. When we agree on rules, we know how to fairly achieve goals like winning a football match or completing a team project. Without rules, people might do whatever they feel like and it's much harder to work towards a goal like your project.
4. As a class, ask students to imagine a classroom where they would love to work, where everyone is happy and loves coming to school/work. Ask them identify the things they would see, hear and feel in this classroom. Record student input on the board.
5. Ask students what rules would we need in the classroom to get this to happen. Once you have a long list of ideas, ask the students

to think about how some could be ‘grouped’ together to make them easier to follow. Ask:

- Which rules are about how we treat others?
- Which rules are about the way we behave ourselves?
- Which rules are about the way we treat the things around us?

Suggest that the rules might fall under these three ‘big’ headings:

Respect yourself (work hard, do your best, use your time well)

Respect others (listen to others, be kind to others, think about their views and feelings, include them, solve conflicts with active listening)

Respect your environment (look after things, don’t waste materials, care for nature)

6. Introduce the activity: today each of the groups working on a project will come up with a set of rules for their members to follow. The rules need to be agreed upon by everyone in the group, not dictated by one or more members, as everyone will need to follow them.
7. Introduce the Team rules worksheet. Explain what each of the question means. Give examples of communication rules, conflict rules etc.
8. Introduce the Do’s and Don’ts worksheet. Explain that students can use rules from the worksheet if they like, or come up with their own or a combination of both.
9. Students move into project groups and create a list of rules for their group on one worksheet.
10. Upon completion, students submit their class rules to the teacher.

Part 4: How will my team communicate respectfully?

Objective – What do we want the students to know?

Students will work on their ability to communicate with members of their team.

Think about:

How do you feel when you don't understand what someone is saying to you?

How do you feel when you think someone has not understood you?

Overview – How will they learn this?

Students will trial different styles of team communication in a series of online scenarios.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Computers with internet connection for students to work through the communication scenarios on
- Copies of the Communications Styles matrix for each student
- Communication styles scenarios from the website

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: communicating successfully with other team members.
How: work through a series of communication style scenarios and look at which communication style is successful
Why: communicating respectfully means your team is able to solve problems and conflicts successfully and get your project done
2. Explain that communicating successfully means you are able to pass on information clearly to another person and they

- understand what you are saying and they too can pass back information to you successfully.
3. With the students, have another look at the communication styles definitions using the Communication Styles matrix. Explain that assertive communication styles are the ones that work most of the time when working with other people. Show them the first diagram and explain that assertive communication is the only style that tries to meet your needs as well as the needs of the person you are communicating with.
 4. Introduce the activity: show students the sample communication style scenario. Explain that students will work through four different team problems. You need to choose the best possible solution using either an aggressive, assertive, passive or indirect aggressive communication style.
 5. Go through and show them how to do this activity with the sample scenario. When you get to the question slide, ask the class to choose which option they would choose.
 6. Show students the reaction slide. This is where they find out the consequences of their choice or how well it would work. Explain why the choice is either an aggressive, assertive, passive or indirect aggressive option.
 7. You can go back to the question slide and show students the other options and discuss the 'good points' or 'unhelpful points' of those choices.
 8. Students break into their project groups or on their own and work through the scenarios.
 9. Summary: once students have finished sum up the lesson by saying that assertive communication styles are the best ones for trying to meet the needs of all team members.

Part 5: How will my team hold meetings?

Objective – What do we want the students to know?

The purpose of this lesson is develop student's understanding of the steps to take when holding a team meeting while working on a project.

Overview – How will they learn this?

Students will be introduced to a simple procedure for holding a project meeting. With the support of a teacher or tutor, they will then hold a project meeting. This support is to help them with their process and to help them keep notes (or document) the meeting using some simple notes (or 'Minutes'), using the supplied proforma.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Copies of the meeting procedure worksheet for each student
- Blank copy of the Meeting minutes for each group

Lesson plan – What do I need to do?

1. Introduce students to what they are going to learn today: about holding project meetings.
2. Explain that a project meeting happens when all the members of a team get together to:
 - make decisions
 - solve problems
 - discuss the progress of their project.
3. Hand out a copy of the meeting procedure worksheet. Read through the steps with students. You may want to choose a few students for particular roles to show how this will work.
4. Students split up into project groups. A student volunteers (or is chosen) to be a 'Chair' and another volunteers (or is chosen) to be a Minute taker. You may need to have groups work through this one group at a time, with you helping them move through the steps of the meeting. Notes should be brief:
 - Who needs to take action? (Joe)

- What do they need to do? (Call 'x', Get materials etc.)
- By when? (By Friday)

Part 6: What will my team members do?

Objective – What do we want the students to know?

Students will learn about how to assign tasks to team members and how to check understanding of a task if assigned one by another team member

Overview – How will they learn this?

Students will work on their project plan together and assign tasks. Students will use active listening techniques to check their understanding of the task assigned to them.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Student's group Project plan worksheets

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: delegating and being assigned tasks
How: work on project plan and assign tasks to each member
Why: you will have to take on tasks and work with others to get tasks done to complete your project. Being able to assign tasks or take on tasks in a respectful way helps get the work done
2. Explain that every big project is made up of lots of small tasks. When working as a team, it can be difficult to know who is going to do what. One way to get around this is to identify tasks in team meetings.
3. Write up a project idea on the board, preferably one similar to one student's have chosen (build a BBQ, paint a mural etc.) Ask students, "What are the steps you would have to take to do this project?" You may have to identify these for your students.
4. Use micro questions to help students identify the main steps. For example:
 - What would you need to do first?
 - Where would you get equipment or supplies from?

- What would you need to make?
 - Who would you need to talk to?
5. Write down all the steps on the board. Explain that each of the steps is a task, or a series of tasks. Explain that one or more team members would have to do those tasks to complete their project.
 6. Ask students “How do we decide who does each of these tasks?” Explain that they can make those decisions at their team meetings. Each meeting they can identify the tasks they need to do and delegate or give that task to a team member.
 7. Refer back to the active listening skills developed in *Communication Skills*. With another teacher, or in response to a student assigning you a task, model the process of listening to someone assigning you a task, checking your understanding of the task with targeted questions and with paraphrasing what you have been told. Explain that this helps students to make sure all team members are clear about what they are supposed to be doing.
 8. Introduce the activity: students will move into their project teams and identify some of the main steps they will need to complete for their project. They will then focus on the first step and then identify the tasks each person will do. Each person will use their active listening skills to make sure they understand what they are supposed to do.
 9. Students move in to groups and work on task list. This may need to be supported. Observe students and prompt them to use the active listening skills in the meeting, to make sure they understand the process.
 10. At the end of the lesson, collect up student’s plans and task lists.

Part 7: How do I give and take feedback?

Objective – What do we want the students to know?

Students will learn about giving and taking constructive feedback

Overview – How will they learn this?

Students will

Note:

This is a good lesson to do after students have started work on their project and had at least one team meeting. Once students have started to work as a team, they will begin to have more feedback to share.

The giving and taking of constructive feedback can be a difficult process with some groups of students. This might need to be modelled a lot in class prior by teachers, and followed up with lots of examples in class before students feel confident enough to have a go.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Student's group Project plan worksheets

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: giving and taking feedback on work on project
How: work
Why: feedback helps us to work out what we are doing well and what we need to work harder on. Employers often give feedback when we go to work, learning how to deal with this helps us to feel more confident in the workplace.
2. Introduce the activity: students will move into their teams and seek and give feedback on each other's performance.
3. Explain that feedback is when someone tells you what you are doing well and what you need to improve on. You can give or take feedback. You might not agree with the feedback you get, but

- making sure you understand what is being said helps you to work whether it is useful or not
4. Use an example of feedback to illustrate your explanation (teachers giving feedback on student work, coaches giving feedback on performance on the footy field etc).
 5. Acknowledge that sometimes getting feedback can make you feel bad. If someone points out what you did wrong, or need to work harder on, it can make you embarrassed or angry. It's ok to feel this way, but it's important to deal with this constructively and to try and listen to the other person.
 6. Explain that when giving feedback needs to be constructive. It needs to be:
 - about the project, not the person
 - be something they can do something about
 - have a suggestion about how the person can improve
 - not be personal, a put down or nasty. This does not help
 7. With another teacher or a willing student, model giving feedback. Identify where the feedback could become personal, be about something else other than the project or just unhelpful. Show helpful, constructive feedback.
 8. Explain that when receiving feedback, students will again use their active listening skills. Paraphrasing and asking questions will help them make sure they understand the feedback they are getting.
 9. Ask students to move into their groups. In groups they will revisit what each team member has done this week and give feedback on each person's work. This may need to be done in pairs initially, before students develop sufficient confidence to be reviewed by the whole team.
 10. If students start getting unconstructive in their feedback, interrupt and rephrase what they are saying in a more constructive light.