



THE CHARACTERISTICS OF AN EFFECTIVE TEAM >

Session plan



**START
SOMETHING**

PERSONAL, SOCIAL DEVELOPMENT

AT A GLANCE >

This session encourages learners to consider what makes a team effective. Learners will explore how to behave and communicate when working in a team, as well as the potential advantages and problems of teamwork. This is the first session for the 'Teamwork Skills' unit and prepares learners for their participation in team activities. This session was made in partnership with Meta.



LLN OPPORTUNITIES

- ✓ Learn and apply key words linked to teamwork skills
- ✓ Describe and explain the characteristics of a team



MATERIALS

- ✓ The characteristics of an effective team presentation
- ✓ The characteristics of an effective team worksheet



QUALIFICATION OPPORTUNITIES

- ✓ Teamwork Skills - LO 1: Understand the characteristics of an effective team

LEARNING OUTCOMES >

- ✓ Know the advantages and problems of working as a team
- ✓ Understand the importance of communication when working as a team
- ✓ Identify important individual behaviours and the role of a team leader

ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Icebreaker</u>	5-10 minutes	<u>03</u>
<u>Advantages and disadvantages</u>	15 minutes	<u>04</u>
<u>Communication is key</u>	15-20 minutes	<u>06</u>
<u>Individual behaviours</u>	15 minutes	<u>08</u>
<u>Optional: Team leaders</u>	15 minutes	<u>09</u>
<u>Wrap up</u>	5 minutes	<u>10</u>



ICEBREAKER



TIME REQUIRED

5-10 minutes



MATERIALS

- ✓ The characteristics of an effective team presentation

ACTIVITY STEPS

1. Introduce the session by showing the learners the slide of 'superheroes' on the supporting presentation. The skills of these 'superheroes' are the key skills needed when working in a team.
2. Ask learners to discuss in pairs or groups, which superhero they most identify with and why. In other words, encourage them to think about their personal attributes and strengths. If learners say they can't identify with any of them, encourage them by explaining which you think they are most like and why.
3. Once some learners have shared their choice with the wider group, explain that the superheroes and their powers are actually linked to the key skills needed when working in a team.
4. Choose one and explain how it would be important when working in a team, in other words, how would it help a team work well together? For example, 'The Inspiration' would make an effective team leader as people would follow their instructions.

Then, encourage the group to do the same with one or more of the others.



ADVANTAGES AND DISADVANTAGES >



TIME REQUIRED

15 minutes



WORKSHEET

✓ Activity 1: Famous teams



MATERIALS

✓ The characteristics of an effective team presentation



QUALIFICATION OPPORTUNITIES

- ✓ The advantages of working as a team
- ✓ The problems of working as a team

ACTIVITY STEPS >

1. Ask the learners to share examples of times they have worked as a member of a team. If they are struggling to answer, prompt them with examples such as sport teams, school/college projects, etc.

When a learner shares an example, encourage them to discuss their experience further by asking some of the questions below:

- What did you enjoy about working in a team?
- What didn't you enjoy?
- Have you enjoyed working in some teams more than others? Why?
- Did the members of the team affect your experience? How?

2. Explain that as members of a team, the way they behave and the actions they take, have a significant impact on its success.

Show the learners the slide of the supporting presentation with the 6 principles of teamwork. Explain that these behaviours and actions help ensure that a team will be effective.

3. Direct learners to look at the 'Famous teams' section of their worksheet. They have to make 2 teams of 3. Team 1 should be a team the learners think would work well together and Team 2 should be a team they think would struggle.

Encourage them to consider the 6 principles when making their decisions. They should write down their teams and their justifications on their worksheets. If you have time, it might be nice for some of the learners to share who is in their teams.

Please feel free to adapt the worksheet to include famous people you think your learners would relate to the most. Similarly, learners can select other famous people they are familiar with; they don't have to be on the worksheet.

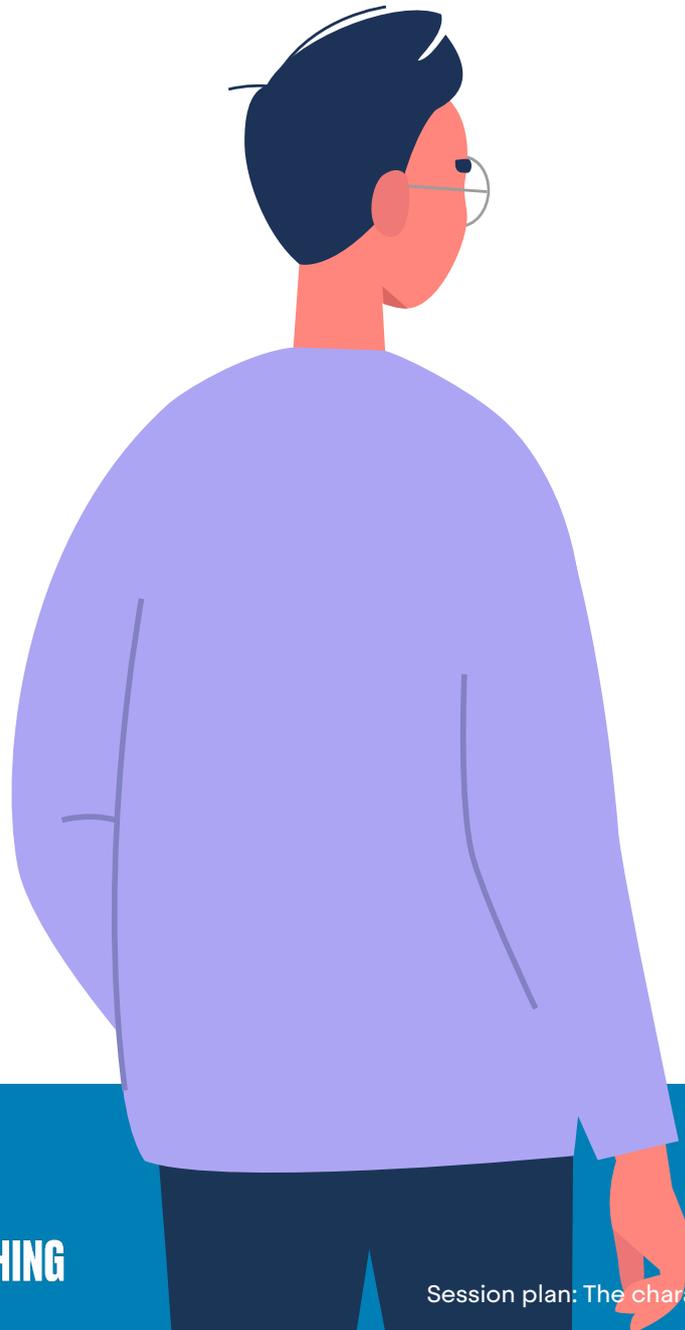


4. Encourage learners to look back at their 2 teams. They will now have to consider what the advantages and problems of working in each of these teams would be. To support them, have a whole group discussion using the questions below:
 - What are the advantages of working in a good team?
 - What problems might arise in a team that doesn't work well together?
5. Using this discussion and their worksheet, learners should record the advantages and problems of working as a team.

ADVISER TIP

If you would like to differentiate the worksheet for Entry Level 3/SCQF Level 3 learners, you could add a list of advantages and problems to the worksheet for them to choose from.

You can also make it clear to these learners that they only need to identify *one* advantage and *one* problem.



COMMUNICATION IS KEY >



TIME REQUIRED

15-20 minutes



WORKSHEET

- ✓ Activity 2:
Communication



MATERIALS

- ✓ The characteristics of an effective team presentation



QUALIFICATION OPPORTUNITIES

- ✓ Appropriate communication when working as a team

ACTIVITY STEPS >

1. Explain to the learners that communication is key to a team working well together. Ask the learners why they think this is.

Suggested answers:

- All team members will know what each other's roles are, so nobody does the same thing, etc.
- Decisions will be made quickly and easily
- Disagreements will be prevented or dealt with correctly

2. Run through the slides of the presentation that list the traits of an effective communicator. Ensure learners understand what each trait means and offer your own explanations as you go through. Also, encourage the learners to expand on any of the points or ask questions.

3. Divide learners into pairs. Individually (and in their heads), learners will decide whether they are going to be an effective communicator or someone who needs to improve their communication skills, in a role play with their partner.

Ask each pair to act out the role play as their chosen person, using the script in the Communication section of the worksheet. Tell them they don't have to follow the script word for word. For example, if they are a someone who needs to improve their communication skills, they might decide to ignore what the other person is saying or respond with wrong answers.

ADVISER TIP

You could adapt the script to a scenario that you think would be applicable or relatable to your learners.

Afterwards, they should discuss whether they think their partner was an effective communicator or not and why. Encourage learners to share what happened in their pair with the wider group.

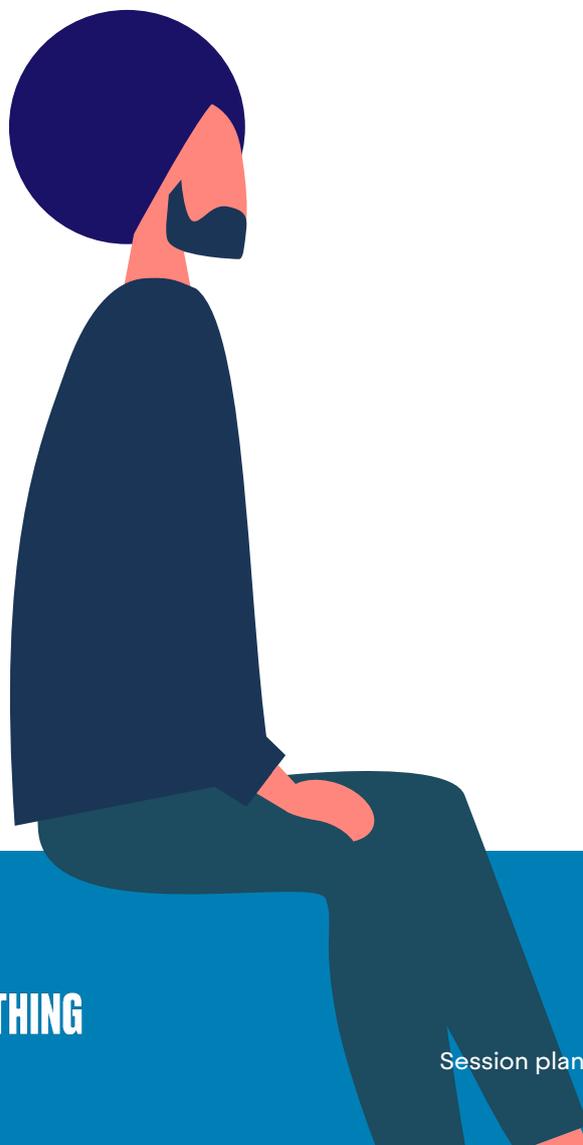


4. Explain to the learners that the traits of the effective communicator are the most appropriate when working as a team. Encourage them to remember and exhibit the behaviours of an effective communicator in their upcoming team activities.

Ask the learners to use your discussions to write down examples of appropriate communication in a team in the 'Communication' section of their worksheet. Please note that it is not essential for the qualification that Level 2/SCQF Level 5 learners complete this section.

OPTIONAL EXTENSION

Have a group discussion about the importance of appropriate communication when working as a team. Using this discussion and other things learned in this session, ask learners to explain why communication is important for team working on the worksheet. Please note this is not essential for Entry Level 3/SCQF Level 3 and Level 1/SCQF Level 4 learners.



INDIVIDUAL BEHAVIOURS >



TIME REQUIRED

15 minutes



WORKSHEET

- ✓ Activity 3: Individual behaviours



MATERIALS

- ✓ The characteristics of an effective team presentation



QUALIFICATION OPPORTUNITIES

- ✓ Individual behaviours that are important when working as a team

ACTIVITY STEPS >

1. Explain to learners that as discussed, communication is key when working as a team, and there are other behaviours that are just as important to ensure a team is successful.
2. Show learners the slide of the presentation that includes the 6 key behaviours. Talk through each, ensuring learners understand what they mean and examples of what each might look like in a teamwork scenario.

Some behaviours might need more discussion than others, for example:

Behaviour 4 includes holding team members that don't complete their tasks or participate accountable. You may need to explain that holding someone accountable means ensuring that they take responsibility for what they have or haven't done. You could discuss what suitable actions they could take if someone in their team wasn't doing what they should be.

3. As a group, discuss which of the 6 behaviours is the most important and which is the most difficult for people and why.
4. Using the discussion in the previous step as a starting point, put learners into small groups and encourage them to choose 2-3 behaviours that they think are the most important. Select a few groups to explain their choices to check understanding.
5. Encourage learners to record their descriptions of 2-3 of their most important behaviours in the 'Individual behaviours' section of their worksheets.

Please note that this is not essential for Entry Level 3/SCQF Level 3 learners.



OPTIONAL: TEAM LEADERS

This activity only needs to be completed by Level 2/SCQF Level 5 learners. However, it does still appear on the worksheet for all learners. You may decide you want all your learners to complete this activity as it will help prepare them for their teamwork activities.



TIME REQUIRED

15 minutes



MATERIALS

- ✓ The characteristics of an effective team presentation



WORKSHEET

- ✓ Activity 4: Team leaders



QUALIFICATION OPPORTUNITIES

- ✓ Explain the role of a team leader

ACTIVITY STEPS

1. Ask the learners to share who the leaders are in their everyday lives: at home, at school/college/your setting, at a club they are part of, etc.

Encourage them to share what makes their chosen person a leader. You could show them the adjectives and qualities listed on the presentation for support.

2. Tell the learners to imagine they are about to start a teamwork task. You can select the one that is most relevant to your group, e.g. planning a trip for your setting, completing the team activities you have planned for this unit, playing with their setting's or team's sport club.

Ask the learners: What is the role of the team leader in this scenario?

Encourage learners to share their thoughts. You should arrive on the main point that their role is to ensure the team work together to achieve their goal.

3. Now, in groups of 2-3, learners discuss:
 - What would they want a team leader to do?
 - How do they expect a team leader to behave?
 - How does a leader help a team achieve its goal?

Encourage learners to share their ideas. You may want to show them some suggested answers on the presentation, or you could show this prior to/during their discussions for support.

4. Ask learners to write an explanation of the role of the team leader in the relevant section of their worksheet. Please note that this is only essential for Level 2/SCQF Level 5 learners.



WRAP UP >



TIME REQUIRED

5 minutes

ACTIVITY STEPS >

1. Tell the learners that in the next session, they will start participating in team activities. Based on today's session, ask them:
 - What about working in a team are you most excited about?
 - What individual behaviours should you show when working as a team?
 - What's the most important thing a team leader should do?
 - Why is it important you communicate with all your team members?

