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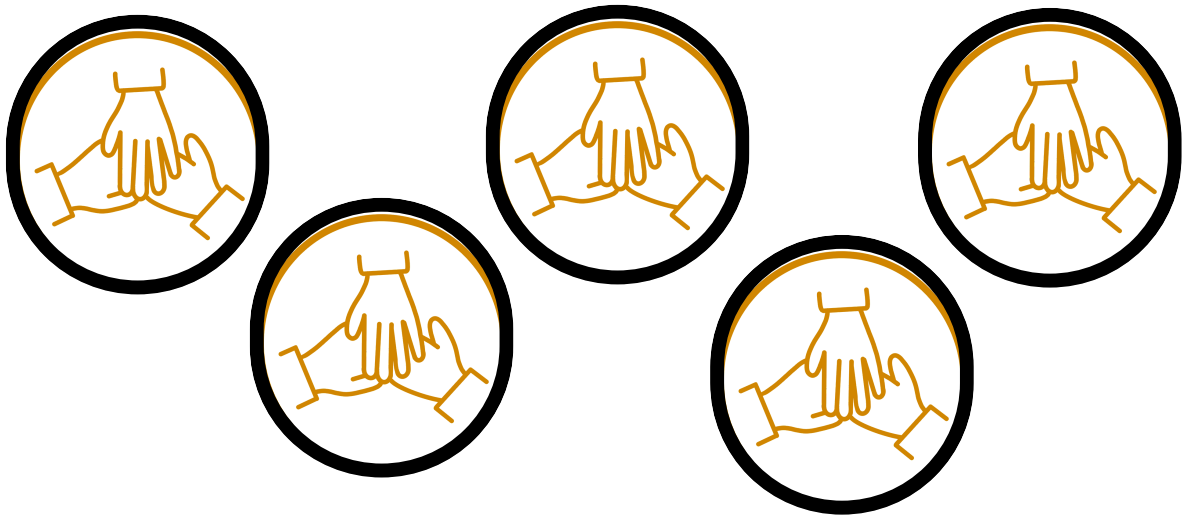


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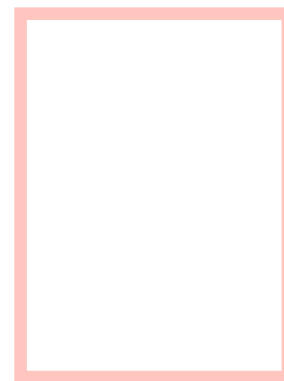
Ormiston Trust
Improving life chances

Working Together as a Team



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TABLE OF CONTENTS



Content	Page Number
I understand statements (Teamwork)	1
I can statements (Teamwork)	2
Objectives for teamwork	3
Introduction to teamwork	3
Understand how to contribute to working as part of a team in appropriate ways	4-7
Stages of teamwork and Youth Social Action	8-11
Working in groups	12-18
Teaching teamwork	19-20

I understand standards Communication, problem-solving, teamwork, and reflection

Basic	Intermediate	Advanced
I understand what communication is	I understand the importance of self-reflection.	I understand the importance of self-reflection.
I understand what reflection is	I understand the importance of communication.	I understand the importance of communication.
I understand teamwork	I understand the different aspects of good communication: reading, writing, speaking and active listening	I understand the different aspects of good communication: reading, writing, speaking and active listening
I understand what a problem is.	I understand the importance of teamwork and how to work as part of a team.	I understand the importance of teamwork and how to work as part of a team.
	I understand the process of solving problems	I understand the process of solving problems
		I understand what the PEEL method is and how I can apply this.
		I understand the importance of setting and reviewing SMART targets.
		I understand how to speak at a job/college interview with greater clarity.

I can statements..... Teamwork

Basic	Intermediate	Advanced
I can work with others.	I can support others in my team.	I have the confidence to work with others and adapt to the situation
I can take responsibility for my tasks as a member of a team.	I have the confidence to work with others.	My team has a common goal for the project.
I can help members of my team if they need help.	Our team had clearly defined roles.	I was able to accept responsibility as an individual and as a member of my team.
	Overall, our team worked well together for the good of the team.	I worked well with my time for the good of the group as a whole.
	I can listen to others and take their ideas on board	Working as part of a team i was able to Improve my communication skills, e.g. listening, taking instruction and offering support and ideas
		I can play an active part in creating positive energy and atmosphere during the project
		I can support my classmates who need extra support, and take instruction well from team leaders
		I can manage conflict

Objectives for Teamwork

- Pupils work confidently with others, adapting to different contexts and taking responsibility for their part.
- They listen to and take account of different views.
- They form collaborative relationships, resolving issues to reach agreed outcomes.
- Managing discussions to achieve results
- Adapt behaviour to suit different roles and situations, including leadership roles, and show fairness and consideration to others
- Take responsibility, show confidence in themselves, and contribute to providing constructive support and feedback to others.

Introduction

Teamwork skills allow us to work well with others in different environments and circumstances (e.g. in a meeting, project, collaboration or even a simple conversation). Good teamwork skills are dependent on communication. Indeed, when working in teams, listening to our team members actively and sharing our ideas clearly and transparently is important. Other essential aspects of being a good team member are a sense of responsibility, honesty and respect (indeed).

If we needed to summarise the ingredients of good teamwork, these would be:

Communication: sharing thoughts and relevant information and active listening is fundamental to helping the team members understand each other and make progress quicker.

Responsibility and collaboration: when working in teams, all team members should make an effort to complete tasks on time and to the expected standard. When everyone in the group shares responsibilities properly, results are excellent. Best teams are those when individuals with diverse sets of skills and talents come together and share their knowledge and improve each other's work with their ideas.

Honesty: practising honesty is important to build trust within a team. Whenever we communicate in a group, it is essential to do it with transparency. This means that if we face difficulty or are not happy with an aspect of our work/team, we should always communicate it. No issue can be resolved if we are not being honest about things.

Empathy: take time to listen and understand others before jumping to a conclusion about what they need or feel (indeed).

Understand how to contribute to working as part of a team in appropriate ways

- Establishing ground rules for working as part of a team
- Recognising skills and strengths to plan activities







Be able to work as an effective team member

- Pupils work confidently with others, adapting to different contexts and taking responsibility for their own part.
 - Contribute to team decisions - Offering own ideas, e.g. suggesting solutions to problems faced by the team, suggesting a better way of doing something, and offering practical skills.
- They listen to and take account of different views.
 - Respect others' contributions - Listening to other team members' ideas without interrupting, agreeing to team decisions, and following the team's decisions.
- They form collaborative relationships, resolving issues to reach agreed outcomes.
 - Respond to feedback from others - Accepting feedback positively, e.g. listening carefully, asking for clarification, asking for suggestions of ways to improve.
 - Support other group members - Asking other team members if they need help, e.g. showing team members how to do something, helping team members to complete their tasks, completing tasks for absent team members.
 - Ask for support from others - Asking for help, e.g. when instructions need explaining, when clarification is needed, to complete aspects of a task.
- a. Complete own task - Following instructions for a task, e.g. completing the agreed task on time, completing the task to a satisfactory standard.

Be able to review the team's progress and their contribution to it

- Managing discussions to achieve results
- Adapt behaviour to suit different roles and situations, including leadership roles show fairness and consideration to others
- Take responsibility, show confidence in themselves and their contribution provide constructive support and feedback to others.
- Team progress in working together - Team progress, e.g. all members contributed, individual strengths recognised, communication skills developed, learned to trust each other.
- Individual contribution to team tasks e.g. contributing ideas to planning, asking advice from another team member, helping another team member to complete their task.
- Successful aspects of team task - Successful aspects, e.g. all aspects of task completed, timeframe met, team task met the aim, completed to a good standard.
- Less successful aspects of group task. For example, some team members were absent, and some individuals did not follow agreed instructions. Improving skills in working with others - Improving skills, e.g., learning about responding positively to feedback.

Dr Meredith Belbin researched how people work in teams. He theorised that there are nine team roles. Individuals tend to have a default team role, but people typically express more than one team role. These can also change in different situations, and in different teams, people can play different roles. An effective team will have several different team roles to balance each other.

Team Role	Contribution	Allowable Weaknesses
Plant 	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator 	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator 	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper 	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends peoples feelings.
Monitor Evaluator 	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker 	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer 	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher 	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist 	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Specialises only on a narrow front. Dwells on technicalities.

The problem with all theories is that they can be self-limiting! All views can be challenged and critiqued as new research and evidence are created!

Don't stereotype yourself and limit yourself to a particular team role. Be aware of the theory but mindfully change your role in different teams and tasks. This is a characteristic of outstanding leadership – your team's capacity to play different roles as needed.

Using the Belbin model, pupils can evaluate if their roles changed during the Youth Social Action project.

“Great things in business are never done by one person; they’re done by a team of people.” – Steve Jobs

Teamwork is defined as “the combined action of a group of people, especially when effective and efficient.” Looking to sports for inspiration, you’ll notice a common theme amongst all the best teams and athletes. We have used the All Blacks as an example, auto racing is another example where only one person is at the forefront, but they have an entire team to support. The main objective is to win. But without a strong team behind each player, they wouldn’t be able to succeed.



McLaren pit crew at work in Germany. (Photo: WRi2)

This image is a good example of teamwork. This can be used to draw out features of a good team.

What could go wrong if clear roles have not been defined.

MCLAREN PERFORMS FASTEST TIRE CHANGE EVER IN FORMULA 1

This lesson focuses on getting the pupils to understand potential causes of poverty, linking this to climate change, actions of individuals, and communities. It is essential to try and get an understanding of the cause before looking at solutions. The experience should give the pupils an understanding of their role within their chosen focus area - and how we can all make a difference. Pupils can complete this activity in groups focusing on teamwork and communication skills.

Playing sports is an excellent example of teamwork. (Other examples include music bands, teachers, doctors etc.)
Using examples of successful teams, discuss what makes a good team.



Confidence
Teamwork
Body language
Belief in what they are doing

Put up several images of the New Zealand All Blacks on the screen. What does this image portray?

Re-enforce the message from the images by watching a performance of the Haka

- Teamwork is an essential skill, and the pupils should have had some experience applying this. What are your first thoughts after watching this?
- How would you feel if you were standing opposite the All Blacks?

There are opportunities within each curriculum plan to enforce the teaching of skills to teach these with resources.

One Direction as a group was formed in 2010 on the British television show The X Factor, a talent contest for aspiring singers. Each of the five members auditioned and originally competed as a solo performer, but early in the season, they were advised to pool their talents. The group were composed of Niall Horan, Liam Payne, Harry Styles, Louis Tomlinson and Zayn Malik.

As of 2020, the band have sold a total of 70 million records worldwide, making them one of the best-selling boy bands of all time. The band have won nearly 200 awards



One Direction

One Direction, often shortened to 1D, are an English-Irish pop boy band formed in London in 2010. The group is composed of Niall Horan, Liam Payne, Harry Styles, Louis Tomlinson, and...

Wikipedia / Sep 3

Example of teamwork?

Would they have had the same success individually?

Problem-solving tasks, often in science or design technology, include building the tallest possible structure using dry spaghetti and mini marshmallows as glue.

- Partner or group work, with more able children helping those having difficulty with a task.
- Group reading, where children take turns reading passages from a set book.
- Music, playing simple instruments like recorders, keyboards and percussion to put together a piece of music.
- Forest school, participating in outdoor activities such as building shelters and lighting fires.
- Team sports such as football, hockey, rounders, netball and relay races.
- Debates, working as a team to argue for or against a particular issue.
- Putting on a school play or a class assembly.
- Circle time, where every child is given equal opportunity to speak.
- School forums, where elected child reps meet with staff members to discuss issues affecting their class.

Stages of Group Work Learning and Youth Social Action



Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning



The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.





Stages of group work learning and Youth Social Action

Psychologist Bruce Tuckman famously argued that group conflict is normal and can even be desirable. Tuckman described the typical stages of groups learning to work together effectively as Forming, Storming, Norming, and Performing:

Youth social action stages and the typical stages of group learning:

YSA Stages	Stages of group learning	Activities
<p>Inspire</p> 	<p>Forming: This is where team members first meet. Team leaders must facilitate introductions and highlight each person's skills and background. Team members are also given project details and the opportunity to organise their responsibilities.</p>	<p>At this stage, it's important that the team members get to know each other and discuss the team's mission. It's also a good time to address the ground rules, clearly stating what the team norms should be while reviewing expectations for team dynamics.</p> <p>Getting to know each other activities: <u>Introductions.</u> <u>The telephone game.</u> <u>Setting ground rules</u> <u>Establishing _____ a _____ team's mission/objectives</u> <u>Team dynamics</u></p>
<p>Explore</p> 	<p>Storming: At this stage, team members openly share ideas and use this as an opportunity to stand out and be accepted by their peers. Team leaders help teams in this stage by having a plan to manage competition among team members, make communication easier, and ensure projects stay on track.</p>	<p>Then, please work with the team to redefine roles and help them to develop their task-related, group-management, and conflict-management skills.</p> <p><u>Managing conflict</u> <u>Defining roles</u> <u>Setting Tasks</u> <u>Organising a meeting.</u></p>

<p>Planning</p> 	<p>Norming: By now, teams have figured out how to work together. There's no more internal competition, and responsibilities and goals are clear. Each person works more efficiently because they have learned how to share their ideas and listen to feedback while working toward a common goal.</p>	<p>You can gently encourage team members to engage in self-evaluation to determine whether there is room for process improvement, but your primary focus should be on encouraging stability.</p>
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<p>Act</p> 	<p>Performing: Team members have a high level of cohesion and trust. Teams are functioning at peak efficiency with less oversight from team leaders. Issues still come up, but at this point, teams have strategies for resolving problems without compromising timelines and progress.</p>	<p>Showing confidence in their abilities, offering support for their methods and ideas, and celebrating their successes:</p> <ul style="list-style-type: none"> • What is working? • What isn't? • What can we do better?
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<p>Reflect and Progress</p> 	<p>Adjourning: Teams complete their project and debrief on what went well and what could be improved for future projects. Afterwards, team members move on to new projects. Now let's look at how to use this model to amplify the strengths within your remote marketing team so that projects are successful and completed on time.</p>	<p>Management can help the team navigate through the adjourning phase by acknowledging the team's accomplishments and recognizing the difficulties that come with tackling all the loose ends.</p>
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Ideas and topics could change hence there is flexibility of projects

Working in Groups

Step	Activity
1	<p>Shared Vision Establish Objectives Create a project outline. (Complete section 2 - from the project proposal document)</p>
1.2	<p>Setting ground rules</p> <ul style="list-style-type: none"> • Respect the views of others • Everyone's opinion counts • Shared responsibilities and workloads • Prepare for meetings and set agendas • Co-operate and compromise - be generous and inspiring - don't compete with each other! • Meet deadlines and keep a record. • Respect the ground rules agreement - don't ignore it! <p>Please see the template on page XXXXXXXX</p> <p>(http://blogs.bath.ac.uk/academic-and-employability-skills/wp-content/uploads/sites/84/2019/03/ground-rules-2.jpg)</p>
2	<p>Clear Roles</p> <p>List of jobs. Before assigning roles, list what jobs need to be completed using the template attached. Or on post-it notes.</p> <p>Once a list has been created.</p> <p>Assign Roles and responsibilities</p>
3	<p>Communication Agenda Record of meetings - Minutes of meetings.</p>
4	<p>Teaching Teamwork</p>

Managing Conflict

<p>Listening is probably the most important skill you can learn. Refer to the active listening activities:</p> <p>Students can practice active listening by having to reflect back on what their partner has said. For example: 'So you're saying that...' or by asking relevant questions.</p>	<p>Smoothing: If the teacher detects that one student's goals or interests in the conflict are much stronger than the other's, the teacher can facilitate a smoothing of the competition. Smoothing should be done with good humour!</p>
<p>Compromising: When both the goal and the relationship are moderately important, and it appears that neither person can have their way, the students will need to give up part of their goals and possibly sacrifice part of the relationship in order to reach an agreement.</p> <p>Compromising may involve meeting in the middle or flipping a coin. Compromising is often used when students wish to engage in problem-solving negotiations but do not have time.</p>	<ul style="list-style-type: none">• Cool off. First, before problem-solving can begin, the students need time to calm down. ...• Share, listen, check. Students need to listen to each other share their issues, and then check that they understand them. ...• Take responsibility. ...• Brainstorm solutions. ...• Choose a solution. ...• Affirm, forgive, or thank.

Step 1.2

Student Names	Signatures	Date

We the above group members agree to abide by the following rules:

Group members	Signatures	Date

Example of rules

- Respect the views of others
- Everyone's opinion counts
- Shared responsibilities and workloads
- Prepare for meetings and set agendas
- Co-operate and compromise - be generous and inspiring - don't compete with each other!
- Meet deadlines and keep a record
- Respect the ground rules agreement - don't ignore it!

Step 2 Jobs to do...

Things to do.....	

Things to do.....	

Things to do.....	

Assigning Roles and Responsibilities

Marketing Lead	Financial Officer	Production	Human Resource Manager
Handling the running of the marketing campaigns of the company.	Budgeting Planning and carrying out regular analysis	Their responsibilities include analysing relevant product markets, assessing competitor products and evaluating what's currently in demand.	recruitment, training and retention of staff.

Project Manager	Finance Manager	Product Manager	Sales Reps
They typically collaborate with department managers to assist with the budget setting, resource allocation and to determine realistic timelines. It's the project manager's responsibility to monitor a project's progression and ensure that all objectives are completed efficiently by the assigned deadline.	analysing the costs and revenue of the business and transferring that data into financial reports.	Their responsibilities typically include analysing relevant product markets, assessing competitor products and evaluating what's currently in demand.	They build strong relationships with their customers to ensure they remain loyal to the business.

Agenda

Date	Time
Attendees	Apologies
Action items	
Agenda	
Notes	Date and time of next meeting

Minutes of Meeting

Date	Time
Attendees	Apologies
Notes	
Notes	Date and time of next meeting

Teaching Teamwork

Task description	Length	Material
Lessons of the Geese – The Art of Teamwork 2mins	2mins	<u>Lessons of the Geese</u>
Changing from I to WE.	3min	<u>Changing from I to We</u>
For the 500 Days to Rio countdown, Team GB athletes shared how teamwork drives them on and helps their confidence, performance, and positivity.	3min	<u>Team GB - Working together</u>
<p>How to overcome losing your first game in a tournament.</p> <p>After Germany's 0-1 defeat to France at the 2021 Euros yesterday, sports psychologist Bradley Busch and performance psychologist Matt Shaw explores how to bounce back after an initial loss and give yourself the best chance for the rest of the tournament.</p>	5min	<u>Learning from losing</u>
<p>UNSDG Goal 1 – No Poverty – A group of women.</p> <p>Rise for All – Women leaders worldwide getting together to respond to COVID -19.</p>	3min	<u>Rise for all</u>
Malala Yousafzai – Call to action A powerful call to action from balcony among 193 youth representatives carrying solar powered blue lanterns.	5min	<u>A message for leaders</u>
<p>One Woman: A Song for the UN Women</p> <p>From China to Costa Rica, from Mali to Malaysia, acclaimed singers and musicians, women and men, have come together to spread a message of unity and solidarity: We are "One Woman".</p>	5min	<u>One Woman</u>

Teaching Teamwork

Task Description	Length	Material
<ul style="list-style-type: none"> Solving Riddles is an excellent way of looking at a problem to seek a solution. Teachers can use Riddles to teach teamwork and listening skills. 	Varied	<u>101 Best Riddles</u>
<ul style="list-style-type: none"> Good teamwork and bad teamwork 3mins 	3mins	<u>Good Teamwork and Bad Teamwork</u>
<p>Introductions. Match up each team member with a new team member. Each will tell the other their name, their job on the team, and two fun facts that most people don't know about. Each person will then introduce the other to the group.</p>		
<ul style="list-style-type: none"> The telephone game Everyone must stand in a line or a circle Players should be spaced far enough apart that they won't overhear the word when it isn't their turn Choose a person to start the game. This person will say a phrase Once the phrase has been told to the next person, they will whisper it to the person next to them and so on until everyone has heard the phrase How much did the phrase change? 		