

Approach: Team
Focus: Teamwork qualities and rules for working together
Resources: 4 individual answer sheets; 1 team answer sheet; highlighter

Questions / instructions:

Imagine your team has been asked to do a stall for the school fair. You have been asked to organise the Lucky Dip stall where children can buy a mystery parcel. To do this job well, you will need to work well as a team. Each of you will need to think about the kinds of things you need to do to be a good team member, who will help to make the stall successful.

Hand students individual answer sheets.

- On this sheet write down the things you can do to be a good team member. Try to think of **three** or more things.

not marked

You have a few minutes to work on your own and write down your ideas.

Allow a few minutes.

Now share your ideas with the people in your team.

Allow time.

- Now as a team, make up some rules for how the people in your team should work together on the Lucky Dip stall.

These rules will be made to help your team have a successful stall at the school fair. You have a few minutes to write down your rules and then I'll ask you to share your rules with me.

Hand students team answer sheet.

Allow time.

Now it is time to share your rules with me.

Students tell their rules to the teacher.

	year 4	year 8
Mentioned: enthusiastic/positive/cheerful	12 (14)	21 (25)
reliable/committed/honest/hard worker	28 (20)	35 (48)
encouraging/supportive/helpful	79 (80)	79 (86)
respect others, be fair/inclusive/friendly/listen well, no put downs	72 (73)	86 (80)
get well organised, with a respected leader or agreed individual jobs	29 (27)	36 (51)
do own job well/don't interfere with other people's jobs	9 (9)	21 (24)

Specific rule(s) for running a "Lucky Dip" stall:

	year 4	year 8
two or more relevant rules	12 (14)	7 (5)
one relevant rule	23 (14)	21 (19)
no	65 (73)	73 (76)

% response
2009 ('05)
year 4 year 8

From all of your rules, decide which is the most important rule, and why it is the most important. Talk about that amongst yourselves, then tell me what you have decided.

Allow time.

- What is your most important rule, and why is that the most important one?

Focus of chosen rule:

	year 4	year 8
enthusiastic/positive/cheerful	3 (3)	3 (5)
reliable/committed/honest/hard worker	7 (7)	9 (14)
cooperative/encouraging/supportive/helpful	38 (39)	34 (36)
respect others, be fair/inclusive/friendly/listen well/no put downs	19 (24)	32 (23)
get well organised, with a respected leader or agreed individual jobs	10 (5)	9 (10)
do own job well/don't interfere with other people's jobs	3 (2)	2 (3)
specific relevant rule for running a lucky dip stall	8 (12)	8 (2)
other appropriate rule	2 (1)	0 (2)
no relevant response	10 (7)	3 (5)

Argument for choice:

	year 4	year 8
strong	18 (21)	20 (18)
moderate	38 (45)	49 (41)
weak	44 (34)	31 (41)

How did the team make decisions:

	year 4	year 8
consensus, after good discussion	17 (16)	14 (27)
consensus, but without much discussion	53 (56)	58 (50)
decision by 1-2 team members, without obvious dissention	20 (23)	26 (23)
one or more of the team members unhappy about the recorded decisions	10 (5)	2 (0)

Total Score:	year 4	year 8
10-12	1 (2)	2 (3)
8-9	8 (5)	13 (23)
6-7	32 (35)	42 (27)
4-5	41 (40)	37 (40)
0-3	18 (18)	6 (7)

% response
2009 ('05)
year 4 year 8

Commentary:

Students at both year levels focused mostly on interpersonal relationship issues, such as being helpful, encouraging, friendly and respectful, as the key requirements for good teamwork. About 70% of the teams reached their decisions collaboratively, and no more than 10% showed obvious dissention. Performance was very similar in 2005 and 2009 for year 4 teams, but a little lower in 2009 for year 8 teams.