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| Module 4: I am ready! | | Level: MLD/SEMH |
| Unit 4B: Different skills to help me achieve | | Preparation for Adulthood: Employment |
| Lesson 4B3: Working together to achieve a goal | | |
| Objectives | Learning Outcomes | |
| <p>To recognise why working together as a team is important and begin to develop basic teamwork skills.</p> <p>To explore effective ways to communicate within a team setting.</p> | <p>Students will:</p> <p>Demonstrate an understanding of the value of teamwork and show the ability to participate in simple team activities.</p> <p>Practise clear and respectful communication during group tasks.</p> | |
| Activities | Resources | Assessment/Evidence |
| <p>Introduction: Explain the activities for the lesson and start with a discussion about teamwork and why working together might be beneficial. Ask students what skills they think are needed to work effectively in a team.</p> <p>Tower Building Challenge: Divide students into small groups and explain they will have 10 minutes to build the tallest free-standing tower using the building blocks. Emphasise that all team members must participate and collaborate to achieve the goal. Start the time and observe the team, offering support and encouragement when needed. Once finished, measure each tower, and discuss the different strategies that worked well and what challenges they faced. Highlight instances where teamwork led to success and areas where it could be improved.</p> <p>Team Communication Relay: Explain to students that they will be working within their groups to assemble puzzles. Discuss the importance of clear communication and ask students to share ideas on what makes communication effective. Provide students with a puzzle per group and a blindfold. Have one member of the team wear the blindfold and the rest of the team must guide the blindfolded member to complete the puzzle only using verbal instructions. Observe how team members communicate instructions and encourage clear, respectful, and specific directions. Come together as a class and ask how the blindfolded members felt receiving instructions and if they were helpful or confusing. Discuss what strategies were used and how these could be improved.</p> <p>Plenary: Gather students and ask them simple questions to recap the lesson. These could be 'Which communication method worked best for you?' and 'Why is it important to work together?'. Ensure the idea of teamwork and clear, respectful communication being important is reinforced.</p> | <p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Can Do card set • Job Families card set • Work Related Independent Living Task cards • Work Experience cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Building blocks • Timer • Measuring tape • Simple puzzles • Blindfolds | <p>Suggested mediums:</p> <p>Evidence sheets: Take photos/videos of the students working together and acting out their scenarios.</p> <p>Observation notes: Take notes whilst the students are role-playing their scenarios.</p> <p>Direct questions: Keep asking different questions throughout the lesson with prompts and pauses.</p> <p>Prompting Recall: Knowledge through minimal verbal instructions.</p> <p>Student planner: Lesson marked as introduced and dated.</p> |
| <p>Teacher Guidance Notes: This approach aims to guide students through activities to work together and achieve a goal, emphasising communication techniques and methods. Offer support when needed and relate the activities to real-world situations to keep students engaged and reinforce the usefulness of the tasks. Ensure each activity is accessible and engaging for students' needs.</p> | | |