**Integrated Learning Stage 2**

**Assessment Type 2 - Connections**

**Team Building Exercise**

**Purpose**

Students will be involved in collaborative processes that enable them to work together to maximise their own and others’ learning. They will first conduct meetings to allocate roles and responsibilities regarding the research and actions involved in designing and conducting a team building exercise. They will consider and develop **the Personal and Social capability** through the course of this task.

Each member of the group will do research into team building exercises; looking at the many types of team building exercises; the purpose of these exercises; the purpose and results of working within a team; what impact they have in a work setting, school setting and so on.

**Task**

**Step 1 – Decide what role you will play in the group**

What skills do I have to offer? Who am I in this group? The writer, the ideas guy, the planner, the thinker, the worker, organiser, researcher, the listener, the one in charge, the communicator, the comedian, etc.

* *Write down who you believe you will be to the group and ask your team members what they think. What evidence do you have to back up this idea? (100 words and images of how you plan on conducting yourself in this assignment) What will the role of each person be? What will you offer the group?*

**Step 2 -** **Research and record your findings**.

Each group will need to have approximately 3 meetings where they decide and delegate roles and jobs. During these meetings you must research the purpose of team building exercises and then design your own.

* *Each student must have done some research into Team building.* ***Keep a record of the sources looked at and the information found****.*
* *During the meetings you must keep a record/****minutes of what was discussed****. Make sure to be involved, as you will be marked on your involvement in the group.*
* *You must also hand up a clear* ***plan*** *and* ***information about your chosen Team Building Exercise.***

**Some aspects you may wish to consider:**

* What is the purpose of Team building exercises?
* Why is successful teamwork important in the world today?
* What types of teambuilding activities exist and where are they generally used?
* How do these exercises benefit the individual, the group and a workplace?
* What important skills are built through working in teams?

**Take it to the next level –** In order to show further investigation and analysis in your work, it is recommended that you seek out ‘**primary source information**’ You may wish to speak to somebody in the work place that has been involved in running or participating in Teambuilding activities. Find out if they helped the group be more cohesive, created further productivity, met their intention etc.

**Step 3 - You must decide on and run an appropriate Team Building Exercise with the class.**

* Students consider the class, the students involved, space and props required.
* Students choose a suitable exercise to run with the class, taking into consideration the skills that their chosen exercise will help to develop in their fellow class mates. Perhaps choosing to focus on listening skills, communication, risk taking, confidence building.
* During the meetings you must organise and delegate -who will do what – Eg. Who will bring the supplies, who will lead the Team building exercise, who will give instructions etc.

**Step 4 – Peer and self-assessment**

Once your exercise is complete you need to gather feedback from your fellow group members. This feedback will become an important part of your reflection.

**Assessment requirements:**

**Evaluation - max 1000 words/ 6 mins multimodal**

**Students evaluate their contribution and the collaborative outcome.**

Students look back at the group activity and assess how they collaborated as a team, the skills that they built and how it relates to the **Personal and social capability** and the program focus.

**You must hand up:**

* *Who are you in the group?*
* *Information and resources found*
* *Minutes of meetings x 3*
* *Plans of activity*
* *Photos of activity*
* *Individual Reflection*
* *Evidence of self and peer assessment*

 **The specific features being assessed are:**

 **Application and Understanding**

AU2 Application of range of knowledge, concepts and/or skills for a purpose

AU3 Development and application of a chosen capability/or chosen capabilities

**Inquiry, Analysis and Evaluation**

IAE3 Evaluation of the student’s own learning through self-assessment and feedback from others

**Communication and Collaboration**

CC1 Collaboration with others

CC2 Communication of ideas and informed opinions