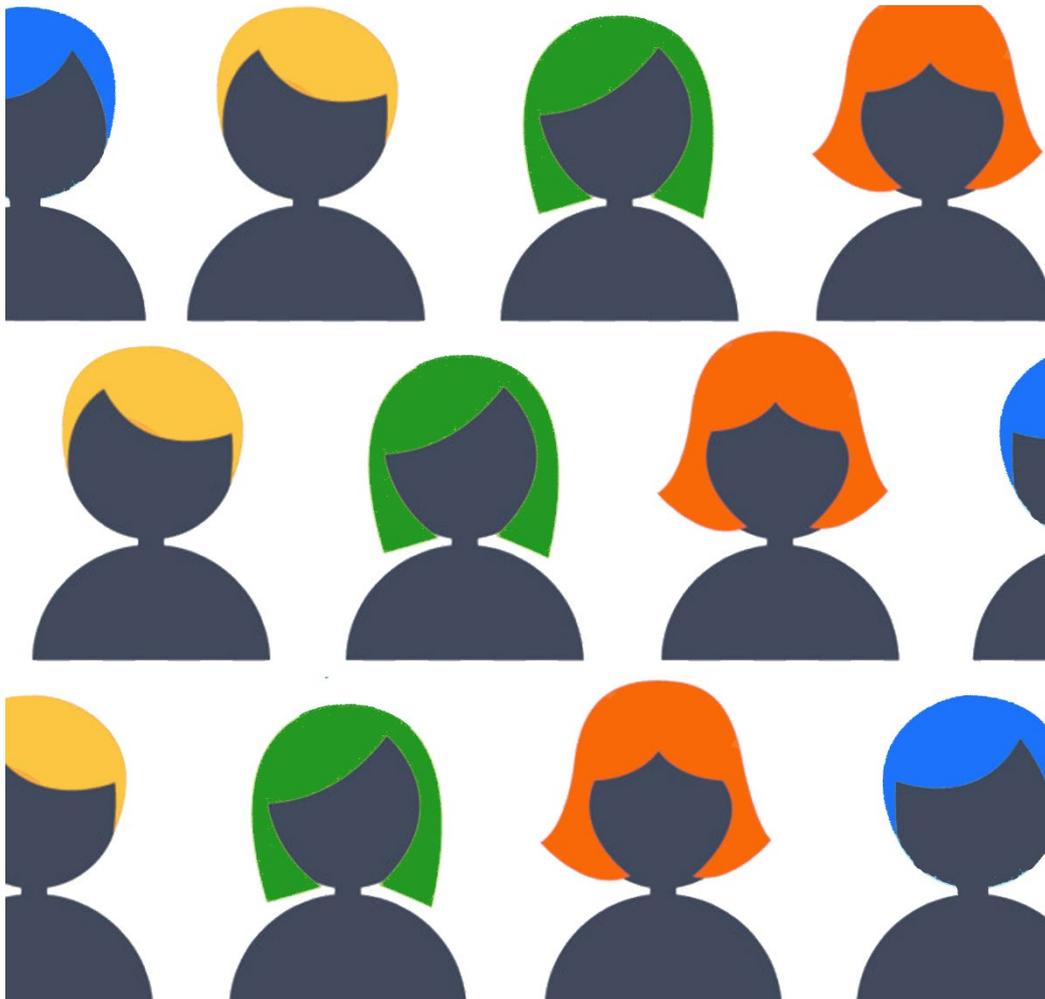


# PRIMARY STEM PROJECT

# UNIT 2



# TEAM BUILDING

# TABLE OF CONTENTS

## UNIT 2- TEAM BUILDING

TEAM BUILDING OVERVIEW

TEACHERS NOTES

**LESSON 1-TIME MANAGEMENT**

**LESSON 2-MIND MAPS & TALLY CHARTS**

**LESSON 3-RESEARCH**

**LESSON 4-EVALUATION**

PUPIL WORKSHEETS

**LESSON 1 TIME MANAGEMENT**

- TIME MANAGEMENT
- MY WEEK
- TASK LOG

**LESSON 2 MIND MAPS & TALLY CHARTS**

- MIND MAPS
- TEAM NAME
- WHAT IS A TALLY CHART?
- TALLY CHART

**LESSON 3 RESEARCH**

- LOGOS
- FORMULA 1 LOGOS
- F1 INVESTIGATIONS
- F1 WEEKLY

**LESSON 4 EVALUATION**

- SUMMARY & EVALUATION
- WHO'S WHO?
- TEAM QUIZ

# TEACHERS' NOTES

# UNIT 2:

## TEAM BUILDING

In this unit pupils will work as team and develop a team identity, using research to help inform decision making and development of ideas.

### LEARNING OUTCOMES

**Pupils will aim to**

- Have an understanding of mind maps and tally charts.
- Understand how individual team roles contribute to team structure.
- Objectively evaluate current logos and design.
- Recognise uniforms and their uses in everyday life.

**Most pupils will be able to**

- Successfully use mind mapping techniques to explore a topic.
- Create an appropriate survey using a tally chart to gather information.
- Recognise advertising as a marketing tool.
- Improve time management skills.

**Some pupils will be able to**

- Use information gathered with the aid of mind mapping techniques to inform decision making.
- Work as a team, discussing ideas and making democratic decisions.
- Learn how to manage time in a systematic way.

**Pupil differentiation**

Learning differentiation will naturally occur as each team member takes on a role and recognises their own strengths and those in others.

## LESSON 1

### TIME MANAGEMENT

<p><b>LEARNING OBJECTIVES</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Recognise the importance of good time management and how it can be an aid to more productive working.</li> <li>Look at task allocation and effective management.</li> </ul>	<p><b>INDIVIDUALS</b> <b>GROUP</b></p>
<p><b>RESOURCES</b></p> <p>WORKSHEETS TIME MANAGEMENT MY WEEK TASK LOG</p>	<p><b>EQUIPMENT</b></p> <p>*Writing Tools</p>
<p><b>RELATED WORKSHEETS</b></p> <p>TELLING THE TIME?</p>	
<p><b>IN PREPARATION</b></p> <p>Pupils could be asked to keep a diary of what they have done each day in their free time outside of school hours. A review of this could be used as part of the introduction to this lesson</p>	
<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li>Look at time management and its importance in everyday life.</li> <li>Discuss things that rely on time management to run smoothly e.g. bus timetables, school day etc.</li> <li>Brainstorm ways to manage time e.g. breaking the school day into smaller chunks, lessons, lunch, breaktime, etc.</li> <li>Hand out worksheets <b>TASK MANAGEMENT &amp; TASK LOG</b>.</li> <li>Talk through <b>TASK LOG</b> worksheet.</li> <li>Teams should work together to share out tasks and assign responsibilities. Responsibility for jobs may change week by week.</li> <li>Did using a task log help? Look at other ways to keep a list of jobs and keep track of them. Calendar, diary, notes on a phone. How could you remind yourself about tasks that need to be done?</li> <li>Build it into your day to check and update <b>TASK LOG</b>.</li> <li>Discuss the importance of good time management</li> <li>This could be supported by lessons on time using worksheet <b>TELLING THE TIME</b> to recap and reinforce previous learning.</li> <li>Extension work included on <b>TIME MANAGEMENT</b> worksheet could be completed in advance of the lesson or as a conclusion to consolidate learning. Discuss extension work. This could be completed over the week and reviewed next lesson, using worksheet <b>MY WEEK</b>.</li> </ul>	
<p><b>PLENARY</b></p> <p>Summarise the lesson.</p> <p>A wall calendar could be used to demonstrate how time management is used in the wider world. Fill in important dates, including school holidays and deadlines for work to be completed etc.</p> <p>The Calendar could be marked up with time slots available to work on the Primary STEM Project.</p>	

## LESSON 2

### MIND MAPS & TALLY CHARTS

<p><b>LEARNING OBJECTIVES</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Use mind mapping to explore a subject.</li> <li>• Be introduced to tally charts and market research.</li> </ul>	<p><b>INDIVIDUALS</b></p> <p><b>PAIRS</b></p> <p><b>GROUP</b></p>
<p><b>RESOURCES</b></p> <p><b>WORKSHEETS</b></p> <p>MIND MAPS</p> <p>TEAM NAME</p> <p>TALLY CHART</p> <p><b>INFORMATION SHEET</b></p> <p>WHAT IS A TALLY CHART?</p> <p><b>POWERPOINT</b></p> <p>MIND MAPS</p>	<p><b>EQUIPMENT</b></p> <p>*Writing Tools</p>
<p><b>IN PREPARATION</b></p> <p>It may be necessary to teach this part of the lesson in two halves in order to acquire the market research information required. Information could be collected in the playground from peers and teachers, or from families and friends at home.</p>	
<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li>• Introduce the whole class to mind maps, this could be supported using the PowerPoint <b>MIND MAPS</b>.</li> <li>• Read through the worksheet <b>MIND MAPS</b> with the class.</li> <li>• Create an example mind map around an unrelated subject, encouraging each pupil to contribute.</li> <li>• Pupils should decide upon a team topic that they wish to explore in order to generate a team name. Pupils should work individually to complete a mind map on the worksheet <b>TEAM NAME</b>.</li> <li>• The team should then come back together to discuss their research and to decide upon 4 names that they wish to vote on, using information sheet <b>WHAT IS A TALLY CHART?</b> and worksheet <b>TALLY CHART</b>.</li> </ul>	
<p><b>PLENARY</b></p> <p>Discuss the results of the tally chart poll. Consider these questions:</p> <p>How well did it work?</p> <p>Did it make you think any differently?</p> <p>Were the results as you expected?</p> <p>Did you use the results of the poll to influence your choice of names?</p>	
<p><b>ENRICHMENT</b></p> <p>When creating the example mind map, ask for contributions from the less able pupils first, allowing everybody to contribute and encouraging the more able to think laterally.</p>	

## LESSON 3 RESEARCH

<p><b>LEARNING OBJECTIVES</b></p> <p>Pupils will;</p> <ul style="list-style-type: none"> <li>• Begin to develop a knowledge of Formula 1 teams, drivers and circuits.</li> </ul>	<p><b>INDIVIDUALS GROUP</b></p>
<p><b>RESOURCES</b></p> <p><b>WORKSHEETS</b></p> <p>LOGOS FORMULA 1 TEAM LOGOS F1 WEEKLY</p> <p><b>INFORMATION SHEET</b></p> <p>F1 INVESTIGATIONS</p> <p><b>WEBSITE</b></p> <p>FORMULA 1 WEBSITE <a href="https://www.formula1.com/en.html">https://www.formula1.com/en.html</a></p>	<p><b>EQUIPMENT</b></p> <p>*Internet access *Printer or *Drawing materials</p>
<p><b>IN PREPARATION</b></p> <p>Pupils will need a selection of logos. These can be from magazines, wrappers, the internet or drawn.</p> <p>Pupils will also need access to examples of F1 team logos. These could be provided for them to copy or they could be given access to the internet conduct their own research.</p>	
<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li>• Hand out and complete worksheets <b>LOGOS &amp; FORMULA 1 TEAM LOGOS</b>. These can be completed individually or as a team.</li> <li>• Individually, pupils should use information sheet <b>F1 INVESTIGATIONS</b> to help with research into F1 teams.</li> <li>• Encourage each member of the teams to pick a different F1 team to investigate giving the team as a whole a broader knowledge.</li> <li>• The results of F1 INVESTIGATIONS could be shared with the rest of the group/class. It could be presented as a mind map, a short talk, PowerPoint, poster etc. Alternatively, or as extension work, pupils could look at newspaper/magazine style of writing and write a column for F1 Weekly using <b>F1 WEEKLY</b> worksheet.</li> </ul>	
<p><b>PLENARY</b></p> <p>The summary of this lesson could be presentations from pupils on what they have found out. As an alternative, information on each team could be collected together as a class and added to an informative wall poster.</p>	

## LESSON 4 EVALUATION

<p><b>LEARNING OBJECTIVES</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Reflect upon each other's work and consider positive ways to suggest improvements</li> <li>• Become familiar with peer on peer assessment.</li> <li>• Learn to logically navigate a website to extract information</li> </ul>	<p><b>GROUP</b></p>
<p><b>RESOURCES</b></p> <p><b>WORKSHEETS</b> SUMMARY &amp; EVALUATION WHO'S WHO? TEAM QUIZ</p> <p><b>RELATED WORKSHEETS</b> FEEDBACK BURGER</p> <p><b>WEBSITE</b> FORMULA 1 WEBSITE <a href="https://www.formula1.com/en.html">https://www.formula1.com/en.html</a></p>	<p><b>EQUIPMENT</b></p> <p>*Writing Tools</p>
<p><b>IN PREPARATION</b></p> <p>Print out quiz sheets for each team</p>	
<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li>• Evaluation sheets could be carried out by other team members. Ensure that this is done in a positive way.</li> <li>• Discuss the way you talk to somebody and that sometimes it is not what you say but how you say it. Look at constructive criticism.</li> <li>• What kind of words can be used to say things in a positive light?</li> <li>• Is positive feedback always best?</li> <li>• The <b>FEEDBACK BURGER</b> model could be used to help pupils construct feedback.</li> </ul>	
<p><b>PLENARY</b></p> <p>Use the team Quiz to consolidate learning. This could be an open book quiz, allowing pupils, the opportunity to look back through the work that they have produced to find answers.</p>	
<p><b>ENRICHMENT</b></p> <p>Worksheet <b>WHO'S WHO?</b></p> <p>All the information require for this is available in F1 website (2019-2020 season)</p>	