

# MODULE TWO OVERVIEW

## BUILDING A TEAM 12 weeks

This second module continues to build on the leadership skills identified in Module One, as students reflect on the targets they have set themselves and seek to build on these skills. Students are introduced to the skill of emotional intelligence and why having good emotional intelligence is important for resolving conflict when working in a team. Students will consider individual roles within a team, strengths and weaknesses and how negotiation and the ability to give constructive feedback, contribute to an effective team. They will look to apply these skills to their Module Two challenge alongside the skills developed in Module One.

### Specific Skills Focus:

- Be emotionally intelligent
- Identify team roles: Delegation
- Negotiation
- Give constructive feedback

As with module one students will work in teams towards an 'apprentice style' leadership challenge, where they are responsible for the planning, preparation and delivery of the Challenge. Below are suggested ideas but you are able to choose any challenge that fits with your community and students' abilities. You may wish to refer to the *Teacher's Guide* which provides suggestions from the other modules. The main aim is that it allows students to put into practice what they have learnt about leadership, conflict resolution and managing others, while serving their community.

### Example Challenges:

- Promote a campaign, charity or area of importance within school to the school community. For example, an anti-bullying week. Students would be responsible for producing the relevant media to communicate their messages.
- Think about your local community – which areas of conflict do you feel passionate about resolving? Write a letter to your local MP asking them to come to school to discuss this further and possible solutions.
- Think about your school community – are there any big decisions that the group could become involved in (new chapel/ sports facilities).
- Take responsibility for developing the programme for Year 6 Transition day.
- Open, run and staff a school shop – this could be as simple as a tuck shop or more ambitious e.g. a second hand clothing shop for parents.
- Organise a volunteering day or project. Get your students to connect with volunteer organisations in the community and co-ordinate some volunteering opportunities.

## Sessions 1-3:

The following lessons focus on exploring what factors contribute to causing **conflict** in a team and the importance of good **emotional intelligence** for resolving **conflict**. Students will consider what factors influence them when working in a team and the steps they can take to reduce conflict and become more emotionally intelligent.

Focus	Learning Objectives	Session Outline	Resources
<p><b>Session 1</b>  <b>What is conflict and how can it affect your team?</b>  <b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>▪ Identify Team Roles</li> <li>▪ Be Emotionally Intelligent</li> </ul>	<ul style="list-style-type: none"> <li>▪ To select and identify your priorities for developing your leadership skills.</li> <li>▪ To examine what conflict is and how it can affect teams.</li> <li>▪ To appraise how you operate in a team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students remind themselves of the reflections and targets they set at the end of Module One</li> <li>▪ Students reappraise their SWOT analysis and identify priorities in terms of developing leadership skills</li> <li>▪ Students examine and define what conflict is and where there are examples of conflict</li> <li>▪ Students examine factors that contribute to conflict in the work place</li> <li>▪ Students evaluate how they deal with conflict and working in a team</li> <li>▪ Students produce their own definition about conflict with three top tips about resolving conflict.</li> </ul>	<p>Session Plan            PowerPoint            Module One Booklet p.20            Student Skills Reflection Booklet            Module Two Booklet pp.2-8            Conflict Quote cards            The Apprentice Series 10 *YouTube clips            Top Tips cards.</p>
<p><b>Session 2</b>  <b>Emotional Intelligence: Being Self-Aware</b>  <b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>▪ Be Emotionally Intelligent</li> </ul>	<ul style="list-style-type: none"> <li>▪ To define what Emotional Intelligence is and explore why it is important in team work.</li> <li>▪ To interpret how being Emotionally Intelligent can help resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students interpret Martin Luther King Jnr’s quotation about conflict.</li> <li>▪ Students assess which emotional intelligence values are demonstrated by Martin Luther King in his speech.</li> <li>▪ Students discuss and predict why King is sometimes described as an emotionally intelligent leader.</li> <li>▪ Students evaluate which values are most important to them being able to justify their reasons</li> <li>▪ Students identify their feelings at different points when working in a team on the Module One challenge, appraising why they felt this way.</li> </ul>	<p>Session Plan            PowerPoint            Module Two Booklet pp.9-13            ‘I Have a Dream’ extracts            Character Skills Cards</p>

		<ul style="list-style-type: none"> <li>▪ Students define what taking personal responsibility means and assess what their response would be in different team scenarios, before investigating how they might respond differently.</li> <li>▪ Students evaluate what they have learnt about themselves and their response to others and why being emotionally intelligent is an important factor in resolving/ preventing conflict.</li> </ul>	
<p><b>Session 3</b></p> <p><b>Emotional Intelligence: Helping Resolve Conflict</b></p> <p><b><u>Skills Developed</u></b></p> <ul style="list-style-type: none"> <li>▪ Be Emotionally Intelligent</li> </ul>	<ul style="list-style-type: none"> <li>▪ To evaluate how being Emotionally Intelligent can support teamwork.</li> <li>▪ To be able to apply Emotional Intelligence Skills to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students identify sources of stress in their lives and what the term resilience means.</li> <li>▪ Students assess and generate ideas for how they can become more resilient in these areas.</li> <li>▪ Students discuss what empathy is and why this is important in a team setting.</li> <li>▪ Students apply what they have learnt about emotional intelligence to resolve areas that may cause conflict in a team.</li> <li>▪ Students appraise the areas of emotional intelligence they want to develop.</li> </ul>	<p>Session Plan</p> <p>PowerPoint</p> <p>Module Two Booklet pp.7-8, 10, 14-18</p> <p>Character Skills Cards.</p>

## Sessions 4-7:

The following lessons focus on how to **delegate team roles, negotiate** with others and **give constructive feedback**. Students will explore why these skills are important for working in a team; before practicing applying them in a series of mini-team challenges.

Focus	Learning Objectives	Session Outline	Resources
<p><b>Session 4</b></p> <p><b>Team Roles: Delegation</b></p> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>Identify Team roles: Delegation</li> </ul>	<ul style="list-style-type: none"> <li>To be able to distinguish Belbin's model of team roles.</li> <li>To identify and evaluate your role in a team and how it impact others.</li> </ul>	<ul style="list-style-type: none"> <li>Students identify what individual roles make a successful team.</li> <li>Students identify what delegation means and why it is important in a team.</li> <li>Students interpret what Belbin's team roles might mean.</li> <li>Students evaluate what their team role might be.</li> <li>Students appraise why their role will be helpful in a team and as a leader.</li> <li>Students discover what roles are present and missing from their team through a practical challenge.</li> <li>Students interpret their strengths and weaknesses as a team based on Belbin's roles.</li> <li>Students assess what they have learnt about their team working skills.</li> </ul>	<p>Session Plan</p> <p>PowerPoint</p> <p>Module Two Booklet pp. 19-23,</p> <p>Belbin Team Role Definitions sheet</p> <p>Mini- Challenge Task sheet</p> <p>Mini Challenge Materials: Uncooked spaghetti, String, Marshmallows, Masking Tape/ cello tape, Ruler</p> <p>Team Role Cards</p>
<p><b>Session 5</b></p> <p><b>Leading Versus Managing</b></p> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>Identify Team roles: Delegation</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the difference between leadership and management skills.</li> <li>To evaluate their importance in a team.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply what they have learnt so far about working together in a team.</li> <li>Students explore and interpret the difference between leading others and managing others.</li> <li>Students define leadership and management.</li> <li>Students appraise where the heart and mind fits into leadership and management.</li> <li>Students identify and evaluate the skills demonstrated in different job roles within a school setting.</li> </ul>	<p>Session Plan</p> <p>PowerPoint</p> <p>Module Two Booklet pp. 24-29</p> <p>Job role cards</p> <p>post-it-notes</p>

		<ul style="list-style-type: none"> <li>▪ Students appraise whether a good leader needs both Leadership and management skills.</li> <li>▪ Students assess why these skills are important in a team.</li> </ul>	
<p><b>Session 6</b> <b>Learning to Negotiate</b></p> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>▪ Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>▪ To identify what skills are important in negotiation.</li> <li>▪ To practice negotiation within a team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students identify, what negotiation is, why we negotiate and who we negotiate with.</li> <li>▪ Students explore the action of negotiation while retrieving key information about negotiation skills.</li> <li>▪ Students appraise what they learn about negotiation from this activity and what the difficulties are.</li> <li>▪ Students explore the conflict/ negotiation model.</li> <li>▪ Students plan, prepare and apply a real life negotiation scenario, identifying key priorities and skills.</li> <li>▪ Students appraise what skills are needed to be a good negotiator.</li> </ul>	<p>Session Plan PowerPoint Module Two Booklet pp. 30-32 Negotiation Cards Topic Headings Starter: Answers sheet Negotiation Skills Top Tips sheet, Core Task Scenario cards</p>
<p><b>Session 7</b> <b>The Art of Giving Feedback</b></p> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>▪ Constructive Feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise what constructive feedback is and why it is important for personal growth.</li> <li>▪ To apply giving constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students explore the action of giving 4 different types of feedback.</li> <li>▪ Students identify what feedback is and its purpose.</li> <li>▪ Students evaluate what helps them to grow and develop in terms of feedback.</li> <li>▪ Students identify key elements of the BOOST model for giving feedback.</li> <li>▪ Students appraise which feedback statements are constructive and which are unconstructive.</li> <li>▪ Students apply giving constructive feedback using the BOOST model.</li> <li>▪ Students evaluate how constructive feedback will help their team.</li> </ul>	<p>Session Plan PowerPoint Module Two Booklet pp. 33-35 Finding the Ball Teacher Instruction Card Starter: Feedback Activity BOOST Film Clip Feedback Statement Cards Giving Feedback Tasks</p>

## Sessions 8-10

In the following sessions students will work in teams to **plan and prepare** for their second **Leadership Challenge**. Students will choose a team leader and delegate team roles. Using the planning action sheets, students will formalise a plan. Included are resources that teachers can use to help students reflect on their process at the beginning and end of sessions.

Focus	Learning Objectives	Session Outline	Resources
<p><b>Session 8</b>  <b>Preparing for the Leadership Challenge</b>  <b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Be Emotionally Intelligent</li> <li>▪ Team Roles: Delegation</li> <li>▪ Negotiation</li> <li>▪ Give Constructive Feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ To reflect on your leadership skills at this point in the module.</li> <li>▪ To design, organise and prepare the Leadership Challenge [event]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students reflect on how confident they feel with each skill prior to the Leadership Challenge.</li> <li>▪ Students are reminded of the evidence needed for their individual portfolio.</li> <li>▪ Working in teams students appoint a leader and delegate roles.</li> <li>▪ Students plan for the Leadership Challenge</li> <li>▪ Target setting opportunity: Short, Medium and Long Term Goals</li> <li>▪ Preparation and Implementation</li> </ul>	<p>Session Plan            PowerPoint            Student Skills Reflection Booklet            Portfolio Guidance Sheet            Leadership Challenge            A3 paper            Challenge Planning sheet            Challenge Target sheet</p>
<p><b>Sessions 9-10</b>  <b>Preparing for the Leadership Challenge</b>  <b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Be Emotionally Intelligent</li> <li>▪ Team Roles: Delegation</li> <li>▪ Negotiation</li> <li>▪ Give Constructive Feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ To design, organise and prepare the Leadership Challenge [event]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working in teams to plan for the Leadership Challenge</li> <li>▪ Target setting opportunity: Short, Medium and Long Term Goals</li> <li>▪ Preparation and Implementation</li> </ul>	<p>PowerPoint            Leadership Challenge            A3 paper            Challenge Planning sheet            Challenge Target sheet</p>

## Session 11- Challenge Action Week

During this week, students will carry out their challenge task, which may be outside of the session slot. Depending on when the Challenge happens in the week, there is flexibility for staff to use this week as they choose, either as extra preparation time or to begin the reflection/ portfolio process.

## Session 12

In the final session students will **reflect** on the development of their **leadership and character skills**, how have they progressed from Module One; what have been the highlights of Module Two; and how they have been ‘the change they want to see’.

Focus	Learning Objectives	Session Outline	Resources
<b>Session 12</b> <b>Reflecting on Module One Skills</b> <b>Skills Focus:</b> <ul style="list-style-type: none"><li>▪ Be Emotionally Intelligent</li><li>▪ Team Roles: Delegation</li><li>▪ Negotiation</li><li>▪ Give Constructive Feedback</li></ul>	<ul style="list-style-type: none"><li>▪ To evaluate and measure how your Leadership and Character skills have developed through Module Two and the Leadership Challenge</li></ul>	<ul style="list-style-type: none"><li>▪ Students reflect back on their self-assessment of Leadership skills development prior to the Leadership Challenge</li><li>▪ Students Identify and evaluate how they have progressed in terms of these skills after the Leadership Challenge</li><li>▪ Students identify and evaluate how they have developed in terms of character during and after the leadership challenge.</li><li>▪ Students identify and consider their Leadership and Character skills and what they would like to try and develop in the next module.</li></ul>	Session Plan PowerPoint Student Skills Reflection Booklet Portfolio guidance sheet

## Teacher Assessment

As in **Module One** a **Teacher Rubric** is provided to support staff in assessing at the end of the module whether students are a **developing, accomplished or an exemplary leader**, in terms of the skills they have demonstrated across the module and in the Leadership Challenge.

There is flexibility in the Award for schools to apply their own additional assessment criteria when looking at the **Students Skills Work Booklet** and **Portfolios** if required.

At the end of the course we require **10%** of your cohort’s **portfolios** and **Student Skills Reflection Booklets** so we can see how your students have developed as young leaders and **‘been the change they want to see’**. These can be submitted electronically or by post.