

2 - Teamwork

Delivery Notes 1

Learning outcomes

Pupils will learn about:

- The importance of working as part of a team

They'll be able to:

- Understand that teams work together to achieve a shared goal
- Explore the skills that are necessary to build an effective team
- Decide who does what in their team

Links to the Financial Education Planning Framework 9–11

Simple financial records

I know I need to check and keep basic financial info, such as receipts, bills, and bank statements.	I can use simple financial info to plan and manage a basic budget, and keep track of my spending.	I understand that planning my spending helps me stay in control of my money.
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Value for money

I know that some things are better value for money than others.		I understand why making informed decisions will help me make the most of the money I have.
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Links between work and money

I know that earning money is one thing which may influence me when choosing a job.	I can describe how having a job will allow me to achieve certain goals in my life including financial ones.	I'm beginning to understand that the choices I make about work and money will affect my life.
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Delivery Notes 2

Curriculum links

England	Wales	Scotland	Northern Ireland
Maths Solve number problems involving units, including money.	Mathematics and numeracy Income and expenditure.	Numeracy and Maths Managing money.	Maths and Financial Capability Budgeting, planning, saving, spending, and keeping financial records.
PSHE (PSHE Association PoS) Economic wellbeing: Aspirations, work and career L25–L30.	Health and Wellbeing: How our decision-making affects the quality of our lives and those of others.	Social studies: Understanding people in society, economy and business.	PDMU: Self-esteem and self-confidence. Thinking Skills and Personal Capabilities.

English and Literacy

As they complete this module pupils will be able to take part in:

- Reading comprehension – interpreting the role cards

Get ready to deliver

If needed, print copies of both worksheets and one set of role cards for each group of six pupils.

Pupils will also need sticky notes, or plain paper, and pens.

Pupils will need their skills ratings from Module 1: **What is Enterprise?**

Choose whether you'll include the optional 'Shipwrecked' team activity once pupils have formed their teams. It's a fun way to help them explore being creative and working together, and you could reward the most inventive solutions with a prize!

This module introduces six important aspects of teamwork: listening, respect, diversity, cooperation, responsibility and support. Remember to refer back to these as pupils continue their enterprise journey and you take them through the remaining modules.

We suggest that pupils work in mixed ability groups.

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Delivery Notes 3

Overview

Learning outcomes

Briefly go through the learning outcomes with pupils.

Measure baseline understanding

Read Worksheet 2: **My confidence about teamwork** with pupils and ask them to choose which emoji best shows how confident they feel about each sentence. Reassure pupils that there's no right or wrong answer as this module will help them come up with their own. Pupils will revisit the sentences at the end of the module so they can see how their confidence has grown.

Introduction: Teamwork

Ask pupils to have a think about what 'teamwork' means.

Explain that teamwork means working together towards a shared goal. This last part is important. People might work together, but only teams share the same goal.

Ask pupils if they've worked as a team: in lessons, in other areas of the school, at home or in the community. Ask pupils to pair up and write down words or sentences to do with teamwork on sticky notes or paper. Share their ideas and ask pupils to describe teamwork in their own words: 'Teamwork is...'

Before moving to the next slide, ask pupils to think about what turns a team into a great team. Again, pupils can write down their ideas. Then share them all and add the best ones to your board.

Challenge: pupils could suggest examples of teamwork in a school, a shop, on a building site, in sport, and other settings.

Starter activity 1: What makes a great team?

Ask pupils what they think each of these six words mean:

Listening – great teams listen to one another instead of talking at or over each other.

Respect – great teams appreciate what each person can contribute.

Diversity – great teams include different kinds of people.

Cooperation – great teams all work well together.

Responsibility – everyone in a great team makes sure to do their job well.

Support – everyone in a great team is ready to help and encourage the other members.

Share the answers above with your class. Ask pupils if they can think of any other skills that make a great team, and to share their ideas with a partner.

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Starter activity 2: Remember TEAM!

Summarise these ideas by highlighting that in a great team, **T**ogether **E**veryone **A**chieves **M**ore. The best teams bring out the best in every team member. They don't succeed because of one person, but because of everyone. Ask pupils if they can think of another way to remember TEAM.

Before moving to the next slide, remind pupils of how they are going to work together in teams to Make £5 Grow. Ask pupils to discuss in groups:

- What different roles their team might need to include, just like a real business enterprise
- How each role might help the whole team to manage its money

Ask each group to suggest some roles and how they can help a team to manage money.

Main activity 1: Roles and responsibilities

Discuss the different roles on the slide. While one role is to manage money, everyone needs to help to do this! Below are some examples of how.

Making or providing: Avoiding waste by using the right amount of materials for each product or service and taking care not to make mistakes.

Leading: Making sure the team takes a reasonable risk with their £5 rather than a silly one.

Organising: Planning what the team will need to buy or pay for.

Marketing: Working out what people are willing to pay and making sure each product or service will make a profit.

Selling: Charging the right price and giving the correct change.

Managing money: Keeping records, planning spending and tracking what the team pays for and earns.

Explain that next, it's time for pupils to form their teams!

Support: colour-code descriptions (from the role cards) and role names in pairs and hand out pairs of roles and descriptions to each pupil, to swap with the right description for their role.

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Main activity 2: All different, but better together

Ask pupils to review how they rated themselves across the different enterprise skills (see Module 1).

Hand out role cards to pupils. Ask pupils to read the information on their card and then find five pupils with different roles so they have a complete team. (Optional: for extra support you could colour-code, number, or add letters to each set of cards. Pupils should then find partners with the same colour, number or letter.)

Ask each pupil to take turns to read their role card (without naming their role) so the rest of the team can guess their role. Then explain that pupils need to work out who in their team might be the best person to take on each role. Each pupil takes 30 seconds to tell their team about their strongest skills, then agree who will lead and who will take responsibility for each of the other roles.

Invite each team to present their members and roles. See if pupils can remember the six qualities that will help everyone in the team contribute: listening, respect, diversity, cooperation, responsibility and support for one another. Explain they will all need to help with everyone else's roles, as well as their own.

Ask pupils to suggest which of the six qualities they used in this activity: pupils need to listen to each other, cooperate and share roles, appreciate the diversity in their group and respect each other's strengths, for example.

As an optional task, pupils can complete the 'Shipwrecked' team task at this point – please see the end of these delivery notes.

Roundup 1: The right role for me

Ask pupils to suggest why it's best to help each person take on the right role for their strengths, even if the match isn't perfect. One reason is they can contribute more to the team by building on what they do best. Also, they'll enjoy taking part more as a result.

Just like in their teams, people tend to contribute more to their job – and to be happier about work – when they are able to do something that's a good match for their skills.

Challenge: pupils can share reasons why they think finding the right job role can be good for the employer and good for the person. Ask pupils to think about which things help: people are happy to take responsibility for their work, and it's easier for them to use their strengths to support other people in their team.

Roundup 2: What have I learnt?

Congratulate pupils on getting together to form their Make £5 Grow teams.

Remind pupils of the sentences they thought about at the start of the lesson. Ask pupils to think again about each sentence and choose the emoji that best reflects how confident they now feel. Pupils can make notes on something they have learned about teamwork, what they are most proud of doing, and something they would like to learn more about.

Encourage pupils to use listening, respect, diversity, cooperation, responsibility and support as guides as they continue on their enterprise journey.

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Roundup 2: What have I learnt?

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Encourage pupils to use listening, respect, diversity, cooperation, responsibility and support as guides as they continue on their enterprise journey.

Optional: Shipwrecked!

Shipwrecked is a fun way to help teams explore being creative and working together. You could reward the most inventive solutions with a prize!

You can deliver using the optional slides or printed sheet.

First, ask pupils to imagine they're shipwrecked on an island. They should first think alone about what they might need to do, and what helpful object they might bring. This can be something useful or something they'd simply like to have with them.

Then, pupils can share ideas in their group and think of creative ways they can use their object to help them survive and escape from the island.

Pupils can suggest (or research, if you have internet access) how much their object might cost – and compare the cost and usefulness of each suggestion. This is a helpful way to think about value for money. Can pupils identify some inexpensive objects that would be very useful? For example, some objects help everyone rather than just the people who chose them? Teams could add up the total cost of their ideas to see which team has the least and most expensive ideas.

As pupils think and discuss, help them reflect on how they can work together as a team to share, use and combine their helpful objects. Pupils can reflect on how much harder being marooned might be if they were alone with just their own object. How is being shipwrecked easier when they are together?