

GROWING THROUGH SELF-ASSESSMENT

Final task: To develop an action plan to improve efficiency in teamwork.

Objectives in relation to the competence of learning to learn

- Think about team work.
- Identify positive and negative factors that influence the team.
- Look for solutions and resources to solve problems and conflicts.
- Write down a list of tasks to improve efficiency in work.

Framework of learning to learn descriptors

Time Management

Organization of the information

Motivation and self-esteem

Team work

Descriptors:

20.- I am able to negotiate positively with the team in finding solutions to arising issues

Areas of knowledge within Adult Education

Level II

Core skills

Communication and social skills

Science – Technology

Objectives

- Develop strategies to identify, present and solve problems.
- Develop team working habits that make their participation in group activities easier, helping them to show a constructive, responsible and supportive behaviour.
- Reinforce self-confidence and self-esteem to improve active citizenship.
- Express orally in a clear and orderly way, respecting basic communication rules: participation, clear presentation, listening, respect each speaker opinion and presentation of this.
- Use resources and information sources to compose a text.
- Produce a text written in a collaborative way to communicate intentions.
- Use basic strategies of written communication: planning, order, revision, spelling, punctuation...



Evaluation

Evaluation of the task. In groups of four, answering the questionnaire and then write down on an action plan those aspects they need to improve to achieve the main goal: this will help to improve their teamwork.

Preparation

Timing	Materials	Activity to be done	Where
3 hours	Blackboard, cards, paper, magazines, images	Individually, in pairs, in groups and the whole group	In class

Process

0.- Presentation of the task, objectives and evaluation.

1.- For 10 to 15 minutes individually learners will think about the way they are going to present their initial ideas as regards to the topic of the activity: they can present them by writing them down in a textual format or represent them with drawings, icons or images, or draw a layout, a map, they can present them orally, draw them on the blackboard... according to each persons style.:

- *Advantages of teamwork. Teamwork gives me...*
- *Problems that may arise. When working as a team, problems such as... may arise when...*
- *Write down or describe orally a debate experienced or listened too. Or try to imagine a conflicting situation that may happen when working as a team*


2.- In pairs, they will compare their findings (15mins) and choose those they find more interesting and agree to write it down on large pieces of card:

- *Green for Advantages of teamwork*
- *Red for Problems that may arise*
- *Blue for Conflicts/debates*

Next, they choose and underline in yellow two problems, try to look for possible solutions, discuss, agree and write down what they consider to be the best solution for each problem. They can include drawings, images, pictures... The educator can guide them... Approximate time 15/20 minutes.

3.-Group discussion (30/40 minutes or 1h depending on the group): at this stage, you can deal with the advantages and problems identified and collect the ideas writing

them on a black/white board or on a large piece of card... Next, you can call for volunteers to explain what problems they have chosen and what solutions they have found. The rest of the group assesses their presentations, deciding whether those are really problems and whether they accept the proposed solutions; they may contribute other suggestions and solutions.

 It is interesting to collect all the suggestions and ideas stated and written, and exhibit them in such a way that they could be useful in the following activity.

4.- In groups of four, during 45/50minutes, they develop an action plan to improve team work. They must take into account the work they have done in previous activities: listen to their peers, look jointly for solutions, reach agreements.... Guide them to reread and consider the ideas they have previously developed.

You can encourage them to use resources available in the library and the Internet: articles, documents, magazines, newspapers.

5.- Each group puts forward an action plan and comments during the 15 minutes.

6.- Evaluation.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** the guidelines for the tasks will use visual support and the objectives will be provided in a clear and simple way. Visual learners can be suggested to use pictures, images, drawings. You could provide a film or documentary about problem-solving in teams.
- **Auditory:** Guidelines will be provided verbally in a clear way, and so will the objectives to be reached. Make sure to provide these learners with enough time to speak, discuss and comment on their ideas to carry out the activity.
- **Read / write:** You can provide these learners with an article, a piece of news, a text about the subject for them to read. These learners could also go to the library and research information about the subject in order to summarize and present it to the group.
- **Kinesthetic:** To make it easier for these learners to understand the task, you can give them examples of real life situations. Instead of developing an action plan in writing, they could perform a role-play.

**EVALUATION:
IN ORDER TO WORK AS A TEAM...**

	yes	no	sometimes
1.- We focused on the subject.			
2.- The team identified and solves conflicts.			
3.- We take turns to coordinate.			
4.- We suggest and exchange ideas.			
5.- We think positively.			
6.- We express our ideas.			
7.- Our general objectives are clear.			
8.- We share the information.			
9.- We consider everybody's ideas.			
10.-We respect the rules.			