

# A team approach

## Overview

This activity focuses on building teamwork and cohesion. Participants share reflections about themselves with their team, building engagement and connections. Participants think about the composition of the student leadership team and different leadership styles.

## Learning intentions

- To support a better understanding of personal and team strengths.
- To build relationships within the team
- To practice skills for active listening.

## Resources

- 'Getting to know me' handout

## Instructions

- Give each student a copy of "Getting to know me". There are six statements for students to complete:
  1. I'm passionate about....
  2. A skill I'm proud of is...
  3. A personal story that made me who I am is...
  4. One way to get the best out of me is...
  5. Things that energise me are....
  6. I'm a good leader because....
- After 5 minutes, students share their answers with a partner.
- Each partner then shares the information they have learned with the whole group
- For example, "This is Ming. He is passionate about music. A skill he is proud of is composing hip-hop music. A personal story that made him who he is would be moving to Australia when he was five and having to learn English as a second language and making friends through actions rather than words. We can get the best out of him by working in small groups and being respectful. Things that energise him are music and spending time with friends and he's a good leader because he listens to others and remembers what they say."

# Debriefing questions

The following questions may help the group reflect on the activity, what has been learnt and experienced:

- Why do we need to know the strengths of the group?
- How can we use that information to make the group as strong as possible?
- How can we use our individual and team strengths to assign roles?
- Why form a 'team'?

If a new team or 'student body' is being established, additional time may be needed to further explore questions such as:

- Are there any requirements or expectations of the team?
- How many members do we need? Who else should be involved?
- Should there be whole school representation? (ie: members from each year group)
- If it's a co-educational school, should there be equal numbers of male and female students?

## Concluding comments

Everyone brings different strengths and skills to the group. Acknowledging your own strengths and those of your team are important for having a positive, cohesive team.

As a group, we've also talked openly and shared information about ourselves. Having respectful conversations is also important to building the strength of our team; we want everyone to feel they are a part of the team and have a role to play.



# A team approach

Getting to know me

I'm passionate about...

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A skill I'm proud of is...

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A personal story that made me who I am is...

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One way to get the best out of me is...

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Things that energise me are...

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I'm a good leader because...

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