


## Team work in project learning

Name of the creator of the material	<b>Tallinn Construction School</b> (Mare Lilleorg)
Title of the lesson plan / task sheet	<b>Teamwork in project learning</b>
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	<b>Collaboration</b> (and communication)
Specialty/target group (if applicable)	All professions (concrete example in landscape gardener speciality)
Learning outcome(s) for the vocational profession	The learner learns to work in a team, take on different roles and communicate in those roles. As a team, a project is created together: "Creating a Japanese garden."
Tools needed for this lesson plan/ task sheet (if applicable)	Computer, projector, theory worksheets, teacher's slides, squared A3 paper, colored pencils.
Approximate time to complete the task	3 x 45 minutes
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	In a larger study group, several teams should be created. Recommended size of one team is 5-7 students. If the learner is able to perform internet searches, he can partially search for relevant information and examples to complete the task.
- Warming up	Attracting attention, finding material about the Japanese garden on the Internet. Discussing the choice of plants and making a choice as a team. Linking a new topic with previous knowledge or personal experiences, including integration with specialized classes. The team playfully repeats the names and properties of plants and the definition of plants. It is discussed which plants are not suitable for the gardening area of prison, e.g. because they are poisonous, grow too big, etc. Creating the meaning of teamwork and understanding the necessity.
- Explanation for the students at the start	Before completing the task, the learned materials are repeated with the help of guiding questions using the method: "Repetition is the mother of wisdom!" and do introductory tasks. Then the students look at the slides presented by the teacher and fill in the student's worksheet based on it. Various problem tasks are solved during the study. Students draw a Japanese garden model and/or construction project with colored pencils. Integrated with the specialty, they write the names of trees/plants, which were previously learned in the specialty module, on a squared paper. In the course of learning, the team repeats what they learned earlier in the profession, using Karmen Jäger <a href="#">"Puud ja põõsad" pildikaarte</a> . Based on the pictures, each team selects trees and shrubs for their project that they think are suitable for a Japanese garden. Tasks of group members in the project are agreed upon as a team. We start preparing the project plan as a team in the computer class.

	The team also prepares a Power Point to present the final result.
- Task description for the students	Follow the teacher's and worksheet instructions.
- Additional activities for the students	-
- Extra resources for learners	Additional relevant literature, articles and photos. Writing tools. The possibility of using a computer (and the Internet).
- Self-reflection for students	Think about what new things you learned from this concept of the topic. Discuss as a team in the form of brainstorming and/or debate. What are the characteristics of successful teamwork? What is the project writing skill useful for? What are the benefits of being able to work in a team?
- Feedback on the solution (if applicable) / Possibility to check	The teacher gives feedback on the final work orally. Successful aspects of the project and development needs are discussed.
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## WORKSHEET

Developing teamwork skills

**Exercise 1.** Introductory task. Divide yourselves into groups of five people.

Discuss:

1. What is teamwork? Write down 4 opinions.
2. Which team do you think is good and bad? Write down 4 opinions.

A successful / efficient team	A dysfunctional team

**Exercise 2.** Write the definition. Follow the teacher's slides.

1. What is a group?

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2. What is a team?

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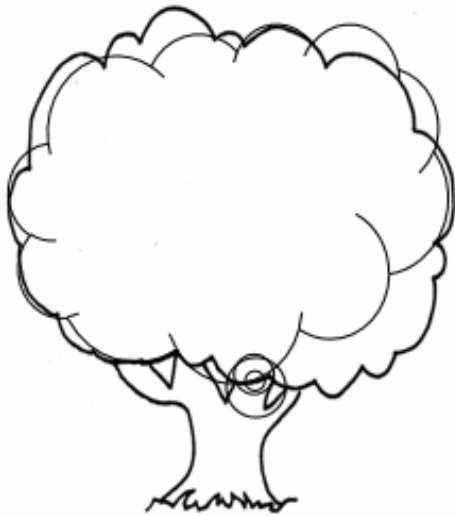
3. Complete the table! As a group, discuss what you think are the characteristics of a project team and a project group. Use the brainstorming method.

Project team	Project group

4. Look at the teacher's slide and write the correct answers on the trees!

**Project Team characteristics**

**Project Group characteristics**



**Exercise 3.** Phases of team formation - describe briefly

Formation phase

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Conflict phase

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Norm formation phase

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Work phase

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**Exercise 4.** Task for the group. Divide yourselves into teams of 5 people.

Situation: you are a team leader, but you notice that your team has poor cooperation motivation. Discuss as a team how to motivate your team to work better. Offer 5 solutions and give reasons!



**Exercise 5.** Begin writing a paper with a team according to the project writing structure.

**Exercise 6.** Group work (team work). Discuss the phases you went through during your project assignment, what you think worked and what didn't work! Give examples based on your project.

**Practical exercise:** Which reason occurred in your group while writing the project?

	<b>Yes</b>	<b>No</b>
no agreement was reached on simple matters, it was not possible to deal with more serious matters		
there was a boycott		
apathy, general lethargy, passivity could be felt in the working group		
icy politeness prevailed		
the presence of some members had an irritating effect		
complaints, incitement, slander happened		
tried to divide each other into camps		
taunts and insults were used to harm others		
raising your voice, blaming each other, fighting over small things happened		

**Exercise 7.** Reflection.

How do you rate the work of your project team?

How teamwork helped you in writing the project. What skills did you learn?

Write a 50 word reflection.