

➤ ENTREPRENEURIAL BEHAVIOURS (2)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills — Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is a preliminary lesson to develop team work skills and understandings to assist in the students' entrepreneurial project of making and selling goods at a Market Day to support one of the school's charities.

Students will form groups of four to six students and within the group:

- + determine what makes a good team/team member
- + decide on a name and logo for the team
- + discuss the type of product the group may sell.

LESSON CONTENT AND METHODOLOGY

Introductory activity

- + Worksheet 1: Circle of Questions

Class discussion

- + Ask students to think about a successful team they have belonged to, and identify what made the team work well together. Discuss the fact that successful teams need to:
 - + set a clear direction
 - + have organisational support
 - + empower team members
 - + monitor and review progress.

Class brainstorm

- + Facilitate class brainstorm about the characteristics of a good team and team member. Work as a class to develop a list for each (good team, and good team member).

View article and identify characteristics of good teams and good team members

- + Have the class view this online article:
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + In a table, outline the key characteristics identified in the article and discuss these with the students. Ask students how the characteristics in the article correlate with the list the class developed in their brainstorming session.

Form groups

- + Ask students to organise themselves into groups of four to six, to form their entrepreneurial teams.
- + Each group will discuss and decide:
 - + how they will go from being a group to being a team (for example, by developing group norms and collectively acting for an agreed purpose)
 - + whether they will need to elect a team leader
 - + who will be their scribe so that team decisions can be recorded
 - + whether other positions are required to ensure the team functions well
 - + how they will resolve any conflicts or differences of opinion.

Decide on team names and logos

- + Ask each team to decide on a team name, and develop a logo to identify it.
- + Students Google search and look at the logos of a number of charities. Discuss how the designs capture the philosophy or principles of the organisations.
- + Students view *How to design a logo* on wikiHow: www.wikihow.com/Design-a-Logo
- + Students develop a team logo which represents their own ethos.

ASSESSMENT

Create the logo.

RESOURCES

- + *What makes a good team:* www.peopleinaid.org/pool/files/pubs/how-to-build-a-successful-team.pdf
- + *Characteristics of a good team and team member:*
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + *How to design a logo:* www.wikihow.com/Design-a-Logo

WORKSHEET 1

Circle of Questions

Key themes: Communication, trust, teamwork, motivation

OVERVIEW

An introductory activity that gets participants listening to one another, and in doing so, finding out about each other's values. Participants form two circles, one inside the other. As the circles rotate in opposite directions, participants are faced with different classmates who ask and respond to a series of questions.

PRE-WORK

Make a note of the questions, and order in which you are going to ask them.

EQUIPMENT AND LAYOUT

- + Sufficient floor space for circles of 6-20 people.
- + A whistle and a stopwatch.

RUNNING THE ACTIVITY

- + Split the group into two equal teams (if you have an odd number of participants, join in yourself to even the numbers).
- + Ask one team to stand in a circle, facing outwards.
- + Ask the second team to create a slightly larger circle around the first, facing inwards.
- + Explain to the two teams that they are about to greet one another (shake hands) and that those in the inner circle will ask a question (determined by the facilitator) of the person opposite them. Point out that these will be open questions and there can be no wrong answers.
- + The respondent standing in the outer circle will have 30 seconds to give their answer before the whistle blows and then they must be silent. As they answer, the questioner must just listen and not speak.
- + As facilitator you must then ask those who responded in the outer circle to ask the same question of their partner in the inner circle. Once again, the respondent to the question will have 30 seconds to give their answer before the whistle blows and they must be silent.
- + Congratulate the group on their first attempt even though there may well have been some confusion.
- + Explain that they are now going to repeat the exercise with a new partner. To find their new partner the inner circle must move clockwise one place and the outer circle must move anticlockwise one place. Expect some confusion, however, normally sufficient numbers will have understood to ensure that everyone finds their place without the facilitator needing to repeat the instruction.
- + Repeat the exercise using the same question twice more, alternate which circle asks the question first in order to give equal thinking time.

- + After three rounds when the participants are facing their fourth partner, introduce a new question, slightly more challenging than the first.
- + Continue to introduce a more challenging question every few rounds.
- + Call a halt when you detect that the questions have gone as far as is necessary.

SAMPLE QUESTIONS

- + How did you get here?
- + Where would you like to be?
- + Who do you admire most?
- + Who has influenced you?
- + What does success look like to you?

ADDITIONAL NOTES

For best results start with some easy 'small talk' style questions, gradually working towards the questions most closely linked to the theme you want to address.

REVIEWS AND CONCLUSIONS

How did it feel to answer such open questions? Did you hear different answers to the same question?

How did your own answers alter as the exercise progressed? Which was the toughest question to answer?

(Taken from the Team Building Directory at: www.innovativeteambuilding.co.uk/activity/circle-of-questions)