



Participation

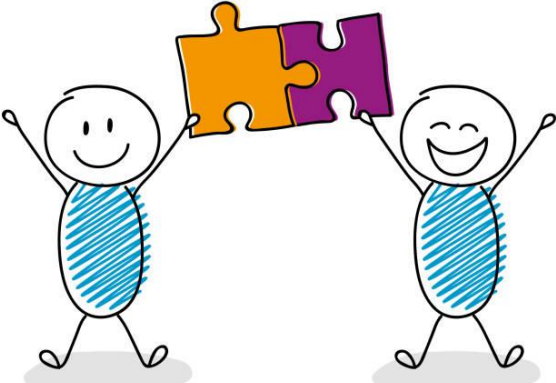


3


Purpose: Explore, and improve, teamwork and negotiation skills to maximise a young person’s ability to actively participate.

Participant learning objectives:

1. Understand the benefits of working cooperatively within a team
2. Improve ability to work cooperatively within a team
3. Improve negotiation skills

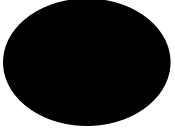
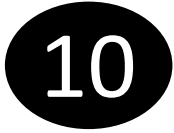
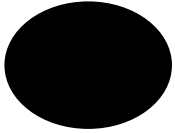
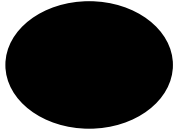
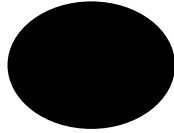

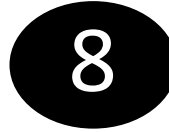

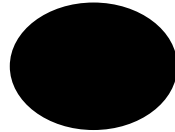
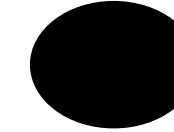
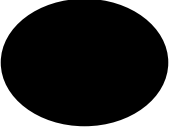
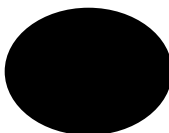
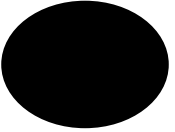


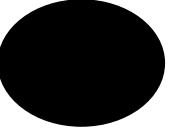
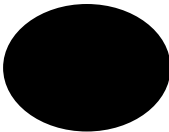


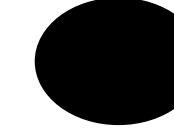
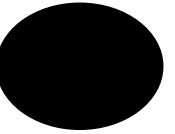




CONTENT	METHODS/ RESOURCES <i>Slides 35-44 can assist with this session.</i>	APPROX. TIME
<p>What is Teamwork?</p>	<p>Resources: Flipchart Markers</p> <p>Brainstorm with the group what they think we mean by teamwork. Answers can be documented on a flipchart at the front of the room.</p> <p>Teamwork is about working with others to achieve a common goal or complete a task. People within a group use their skills and qualities to overcome each other’s weaknesses and achieve a goal which was otherwise not possible. It builds relationships, provides opportunities to learn from others, sharpens communication skills, motivates, enhances co-operation and develops leadership skills.</p> 	<p>20 minutes</p>

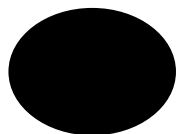
<p>Teamwork Skills in Action</p>	<p>The following activities are great for increasing awareness and improving ability to work cooperatively within a team. Communication is a key skill within all group work activity – remind participants of all the skills they learned last week!</p> <p>Talking in Circles Resources: Long piece of string</p> <p>This is a very fun and challenging game that requires lots of communication and coordination between the teammates. Ask the group to stand in a circle around a long piece of string tied at the ends to form a circle. Ask the group to create shapes with the string e.g., square, triangle, figure 8, rectangle, diamond etc. To increase the difficulty level, you can ask participants to shut their eyes/be blindfold and repeat the exercise. To further the complexity of the task, random team members may be “muted” at different times thereby making communication more challenging. This activity also tests the level of leadership and trust within a group.</p> <p>Minefield Resources: Exemplar minefield 5X5 grid Cones/ Field markers placed in a 5X5 grid</p> <p>Place participants in groups of 4-5. Nominate one person to be the group leader. The group leader will have access to a minefield sequence for the group (group members must not see this). The group members will take turns to guess the sequence by walking to the correct markers. If a group member takes a wrong step, they must go to the back of the line and the next player takes their turn. The key to success is for all group members to remain attentive and avoid making the same wrong steps as their teammates! Teammates are allowed to walk straight, back, forward or diagonally, but must not cross over more than one row. The winning team is the first to get all teammates successfully through the sequence with no wrong steps!</p> <p>Magic Carpet Resources: Blanket/ Towel/ Mat</p> <p>Ask 6-8 participants to huddle together and stand on a blanket/towel/mat, leaving a quarter of the portion empty. Challenge the group to flip over the blanket/ towel/ mat so that they are standing on the other side of the sheet. They must do this without getting off the blanket or touching the ground outside the sheet.</p>	<p>60 minutes (dependent on chosen activities)</p>
---	--	---

	<p>This will force the group to think of creative solutions and truly work together in achieving the common goal. It will also highlight the problems that pop up if any team member refuses to cooperate, creating a dilemma for the others.</p> <p>Debrief: Ask participants how they think they did throughout the team building activities. What skills/ qualities contributed to an effective team? What challenges did they face? Is there anything they could have done better?</p>	
<p>Negotiating What We Need/ Want</p>	<p>In order to work effectively with others, we need to be able to negotiate or agree our needs, solutions, and wants. Negotiation is talking something over with someone and reaching an agreement. Negotiation skills are important to help build relationships, show that we care, problem solve, and avoid future conflict.</p> <p>Negotiation skills can be improved using the following steps:</p> <ul style="list-style-type: none"> • Identify your goals (What do you want?) • Consider the opinions of others (What do they think/ How do they feel?) • Understand strengths and weaknesses (What are you good at? What skills do other people have that will help you?) • Build your confidence (Use clear and open communication and good use of body language and eye contact) • Don't be afraid to make mistakes (If you don't get what you want, learn from it, and try again!). <p>Ask participants to explore these steps as they undertake the following activities. These activities will allow them to put their negotiation skills into action.</p> <p>Fists Resources: Instructions X 2</p> <p>Divide the group into pairs. The pair will get two different sets of instructions. Person 1 instructions will read: <i>Person 2 will make a fist. You MUST get that fist open.</i> Person 2 instructions will read: <i>Person 1 is going to attempt to get you to open your fist. You must NOT open your fist unless he/she asks you politely and with confidence.</i> Most people will try to pry the fist open. It is an opportunity to explain that instead of trying to force someone to do something for us we can instead talk about it, with confidence and respect. Discuss with the students how the instructions given influenced their actions. Did they consider a peaceful way of asking? Why or why not?</p>	<p>60 minutes (dependent on chosen activity)</p> 

	<p>The Barter Puzzle Resources: Puzzle/ jigsaw for every group</p> <p>This activity depends on the level of cooperation/negotiation and speed of decision-making among different equal-sized groups. Provide each group with a different jigsaw puzzle with same level of complexity. Mix puzzle pieces with other groups' jigsaw puzzle. The team must come up with ways to get the pieces back through negotiation, trading, exchanging team members, etc. However, it should be a group decision and not individual choice. This calls for great deal of problem solving and consensus building within the group. The team that is able to put all the pieces together in least possible time is the winner.</p> <p>Drama based activity Resources: Scenarios</p> <p>Through drama-based activities, participants will learn the skills required for effective negotiation and cooperation with others. Split participants into groups of 3-5 and ask them to act out the scenario and come to an agreed solution to the problem. If time permits, ask them to explore a range of outcomes if the situation was handled differently.</p> <p>Debrief: Ask participants to reflect on how they performed throughout the activities. Are there certain aspects of negotiation they are better at than others? What could you improve on to ensure you are a better negotiator?</p> <p>Remind participants that all these skills are essential when it comes to participation. If we are to contribute to our club/ community we must be able to communicate and work cooperatively with others, whilst having the confidence and ability to advocate what we want/ need/ believe in.</p>	
Evaluation/ Check- Out	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes

Exemplar Minefield



START

Drama Scenarios ✂

<p>Your family takes turns deciding what to do together on Saturday afternoon. This week is not your turn, but you really want to see the new movie in the cinema.</p>	<p>You and your cousin share a birthday and this year she wants to invite the whole class. You want just a few close friends to come over.</p>
<p>You are in a restaurant and the waiter has given you chicken goujons when you had asked for a burger. The waiter doesn't appear very friendly.</p>	<p>You and most of your friends can no longer go to youth club because it is now on at the same time as football practice. You really miss going.</p>
<p>Your parents never allow you to stay up later than your regular bedtime. Some friends are going out for the day and the bus will return later than your bedtime.</p>	<p>Your teacher has given a project to five of you to work on. You are all friends but two of the team are not doing any work at all.</p>