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| **Group Work 1: Group Formation**   |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Levels 4 - 5 | | **Activity duration:** | 25 minutes | | **Guidance:** | This session establishes the principles of group formation through an exploration of Tuckman’s (1965) ‘forming–storming–norming–performing’ model.  This session leads onto *Group Work 2 Roles of Responsibilities of Group or Team Members* | | **Additional resources:** | *Group Work 1- Group Formation PowerPoint*  *Group Work 1- Information sheet* | | **Outcomes:**   * To identify a stage of group formation to connect to existing group work experience * To reflect on how students interact in a group setting and the different dynamics present * To review the skills developed through group work | | | **Pre-task preparation:**   * Students should come prepared with examples of experiences of working in a group context * Particular emphasis ought to be placed on the ‘forming’ stage | |   **Steps to implement the activity:**   1. Introduce the aims of the lesson (see slide 2 on the associated PowerPoint) 2. Introduce Tuckman’s (1965) model (see slide 3). This could be delivered as a pre-class task. 3. Elicit students’ understanding of the four stages of Tuckman’s model 4. As a class, ask students to share some of their anxieties or feelings when working in a group 5. Put students into pairs or small groups and ask them to think about – and discuss – an experience of ‘forming’ within a group context (see slide 4) 6. After a few minutes, ask students to write down a list of words or phrases to describe their experience of working in a group, focusing on the ‘forming’ stage. This can be made into an interactive task, such as a Mentimeter word cloud 7. Based on the words or phrases gathered, ask students to discuss the questions outlined on slide 5 of the PowerPoint 8. Discuss and feedback to the whole group 9. Finally, as a group, ask students to suggest how they might improve their group experiences in the future and form a group more cohesively and effectively (see slide 6) |