

Lesson plan

Unit	5 – Initiating Projects
Lesson	5.1 – The Uniqueness of the Team - The Team Name
Recommended lang. level	A2–B1 (CEFR)

<p>Outcomes</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Reflect on their personal strengths and positive personality traits in relation to teamwork. - Use descriptive adjectives to talk about teamwork qualities. - Practise basic negotiation and decision-making skills in a group. - Collaboratively create a team identity, including a team name and motto/mission statement. - Present and justify group choices orally.
<p>Resources</p> <ul style="list-style-type: none"> • Slides: <i>5.1 The Uniqueness of the Team</i> or Video: <i>5.1 The Uniqueness of the Team</i> • Handout 1: Visual reflection – groups vs teams (Action required: print the handout) • Handout 2: Personal acronym, negotiation task, team creation task (Action required: print the handout) • Board / flipchart or digital equivalent
<p>Frameworks connections</p> <p><u>Cambridge Life Competencies Framework:</u> creative thinking, communication, collaboration,</p> <p><u>Cambridge Employability Skills Framework:</u> collaboration and teamwork, communication, creativity and innovation</p> <p><u>SPIRE Framework:</u> setup, perform, inspire,</p>

Duration	75 minutes	
Overview Students explore the difference between groups and teams, reflect on their own teamwork strengths, negotiate shared values, and create a unique team identity. The lesson combines individual reflection, pair/group discussion, and collaborative creation, ending with presentation and reflection.	Stage	Timing
	Stage 1 – Setup: Lead-in and visual reflection	10 min.
	Stage 2 – Perform: Personal reflection on teamwork qualities	15 min.
	Stage 3 – Perform: Negotiating team identity	15 min.
	Stage 4 – Inspire: Creating the team name and motto	15 min.
	Stage 5 – Review & Empower	10 min.
	Stage 6 – Sharing and reflection	10 min.

Procedure			
Stage	Aim	Duration	Procedure
Setup: Lead-in and visual reflection	Activate prior knowledge and introduce the concept of teams vs groups.	10 min.	<ul style="list-style-type: none"> - Show the images from the slides or distribute Handout 1. - Ask students to observe the pictures carefully. - Invite students to answer the guiding questions (What do you see? Do these people know each other? What goal do they have?). - Elicit ideas about the differences between a group and a team. - Summarise key points on the board, highlighting shared goals and collaboration in teams.
Perform: Personal reflection on	Help students identify and articulate their own strengths as team	15 min.	<ul style="list-style-type: none"> - Ask students to write their first name vertically on Handout 2 (Step 1).

teamwork qualities	members.		<ul style="list-style-type: none"> - Instruct students to choose an adjective for each letter or vowel that describes their teamwork qualities. - Encourage students to be honest and thoughtful in their choices. - Direct students to use the adjective table in the slides if they need support. - Monitor and support with vocabulary as needed.
Perform: Negotiating team identity	Develop negotiation, communication, and collaboration skills.	15 min.	<ul style="list-style-type: none"> - Put students into small teams. - Ask students to share their personal adjectives with their team members. - Instruct teams to discuss and negotiate to select 3–5 adjectives that best represent their team. - Ask teams to justify their choices orally within the group. - Have students complete Handout 2 (Step 2).
Inspire: Creating the team name and motto	Encourage creativity and collective ownership of team identity.	15 min.	<ul style="list-style-type: none"> - Ask teams to use the first letters or vowels of the chosen adjectives to brainstorm a creative team name. - Instruct teams to write a motto or mission statement that reflects their shared values and qualities. - Encourage creativity and ensure all team members agree with the final version. - Have students complete Handout 2 (Step 3).
Review & Empower	Consolidate learning	10 min.	<ul style="list-style-type: none"> - Invite each team to present their team name and motto to the class. - Ask teams to give reasons for their choices
Sharing and reflection	Promote self-awareness.	10 min.	<ul style="list-style-type: none"> - Lead a short class discussion using reflective questions (What did you learn about yourself? What did you discover about your team?). - Reinforce the idea that every team is unique and every name tells a story.



Additional considerations

- Provide extra vocabulary support for lower-level learners.
- Allow stronger students to model explanations during sharing stages.
- Encourage respectful listening and equal participation during negotiations.
- Adapt timing by shortening presentations if working with larger groups.