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| ACTIVITY PLAN | | | | |
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| **Theme** | **Subtopic** | **Activity Title** |
| Collaboration and Communication in EcoSTEAM Projects | Teamwork and Leadership in Environmental Initiatives | Building Effective Teams for Environmental Action |

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| Introduction part (or activity overview) |
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| **Introduction part (or activity overview)** | This activity is designed to enhance students' understanding and skills in teamwork and leadership within the context of environmental initiatives. Through interactive exercises and real-world scenarios, students will explore the dynamics of effective team-building, leadership styles, and their impact on successful environmental projects. |
| **SETTING** | Location: Classroom or outdoor setting suitable for group activities and discussions.  Educational Context: Collaborative group work (4-5 students per group). |

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| Materials Needed |
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| **Materials Needed** | Flip charts or whiteboards  Markers and pens  Projector for presentations  Handouts with instructions for activities  Digital device (tablet or laptop) for research and presentations |

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| **Learning Outcomes** | * Understand the principles of effective teamwork and leadership within environmental projects. * Develop skills in conflict resolution, communication, and collaborative decision-making. * Apply leadership theories in planning and executing a small-scale environmental project. |  |
| **Activity Contents** | **Theoretical Part (Duration: 60 minutes)**: This session delves deeper into the crucial aspects of leadership and teamwork within the context of environmental sustainability projects. It emphasizes understanding the dynamics of effective teams and the various leadership styles that can drive successful environmental initiatives.   * **Introduction to Team Dynamics**: Start by exploring the foundational elements that contribute to building effective teams. Discuss the importance of clear communication, role clarity, trust, and collective problem-solving capabilities. Highlight how these elements contribute to the efficiency and success of teams working on environmental projects. * **Leadership Styles and Their Impact**:   + **Transformational Leadership**: Discuss how transformational leaders can inspire and motivate team members by aligning the team's goals with a larger purpose, which is crucial in environmental advocacy.   + **Transactional Leadership**: Explore the mechanisms of transactional leadership, including structured tasks and systems of rewards and penalties, and when this style might be effective in managing environmental projects.   + **Servant Leadership**: Introduce servant leadership, focusing on the leader's role as a supporter rather than a commander, facilitating team operations and empowering members to achieve their potential, especially in community-based projects.   + **Situational Leadership**: Explain the concept of situational leadership, where leaders adjust their style based on the team’s needs and project phase, which can be particularly useful in dynamic project environments like those found in sustainability projects. * **Cultural and Ethical Considerations in Leadership**: Discuss how cultural contexts can influence leadership styles and team dynamics. Consider the ethical implications of environmental leadership, such as inclusivity, fairness, and responsibility towards community and ecological well-being. * **Case Studies**: Review real-world examples of successful environmental projects led by diverse leadership styles. Analyze what made these projects successful, considering the leadership styles applied and the teamwork strategies implemented. * **Engaging with Stakeholders**: Emphasize the role of leaders in engaging with various stakeholders, including community members, government bodies, and private sectors. Discuss strategies for effective negotiation, conflict resolution, and stakeholder management. * **Challenges in Environmental Leadership**: Address common challenges faced by leaders in environmental projects, such as dealing with resistance, overcoming resource limitations, and handling public scrutiny. Offer strategies for navigating these challenges effectively.   **Discussion Prompts**:   * What characteristics do you think are most important for a leader in an environmental project? * Can you think of any situation where one leadership style might be more effective than others in an environmental context? * How can leaders ensure that their teams remain motivated and committed to long-term environmental goals?   **Task 1: Team-building Exercise (Duration: 30 minutes)** **Step 1**: Ice-breaking activity to foster familiarity and trust among team members (e.g., Two Truths and a Lie). **Step 2**: Engage in problem-solving exercises that simulate environmental challenges (e.g., designing a waste recycling campaign within a limited budget). **Step 3**: Reflect on the dynamics during the exercise, discussing what worked well and what could be improved in terms of teamwork.  **Task 2: Leadership Role-play (Duration: 60 minutes)** **Step 1**: Assign different leadership roles to team members based on various leadership styles. **Step 2**: Present a scenario where the team has to plan and implement a local community clean-up event. **Step 3**: Execute the plan in a simulated environment, with team members rotating leadership roles. **Step 4**: Debrief the exercise, focusing on the effectiveness of different leadership styles and the impact on team performance and project outcomes.  **Task 3: Plan and Pitch an Environmental Project (Duration: 60 minutes)** **Step 1**: Using the skills learned, each group plans a real-world environmental project tailored to their school or community. **Step 2**: Develop a project proposal including objectives, required resources, timeline, and expected impact. **Step 3**: Pitch the proposal to the class, mimicking a stakeholder presentation. **Step 4**: Class votes on the best project based on criteria such as feasibility, creativity, environmental impact, and clarity of communication. |  |
| **Assessments** | Team collaboration and dynamics.  Leadership effectiveness and adaptability.  Quality and feasibility of the environmental project proposal.  Clarity and persuasiveness of the project pitch. |  |
| **Key Competences** | Leadership and team management  Strategic planning and execution  Communication and public speaking  Critical thinking and problem-solving |  |
| **Connections with Eco STEAM** | Engineering and Science: Applying scientific and engineering principles to solve environmental problems.  Arts and Mathematics: Using creativity in project design and numerical skills in project planning. |  |
| **References** | - |  |
| **Notes** | This activity can extend into a long-term project where students implement their proposed environmental initiatives in their school or local community. |  |

**Evaluation Criteria Table for Teamwork and Leadership in Environmental Initiatives Activity**

| **Evaluation Criteria** | **Points Available** | **Comments** |
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| **1. Understanding of Team Dynamics** | 10 | Evaluate how well students grasp the concepts of effective team dynamics and their importance in environmental projects. |
| **2. Application of Leadership Styles** | 10 | Assess students' ability to identify and apply different leadership styles appropriately in simulated scenarios. |
| **3. Communication Skills** | 10 | Rate the clarity, effectiveness, and adaptability of communication within the team and in presentations. |
| **4. Conflict Resolution** | 10 | Evaluate the strategies used by students to resolve conflicts and maintain team cohesion during the activities. |
| **5. Creativity in Problem Solving** | 10 | Judge the creativity and effectiveness of the solutions proposed for the environmental challenges presented. |
| **6. Stakeholder Engagement** | 10 | Assess how effectively students engage with hypothetical stakeholders during the role-play scenarios. |
| **7. Quality of Project Proposal** | 20 | Evaluate the thoroughness, feasibility, and environmental impact of the project proposal developed by the team. |
| **8. Team Collaboration and Participation** | 10 | Rate the level of collaboration and active participation from all team members throughout the activity. |
| **9. Reflection and Feedback** | 10 | Assess students' ability to reflect on their performance and provide constructive feedback to peers. |

**Total Points:** 100