

Presentation link:

https://uowtsd.sharepoint.com/teams/Group3Monkton_GRP/Shared%20Documents/General/Recordings/Meeting%20in%20General-20230424_195410-Meeting%20Recording.mp4?web=1

Slides 1 - 5



The reasons behind the idea...

We chose this idea because poverty is depriving thousands around the world of their basic needs.

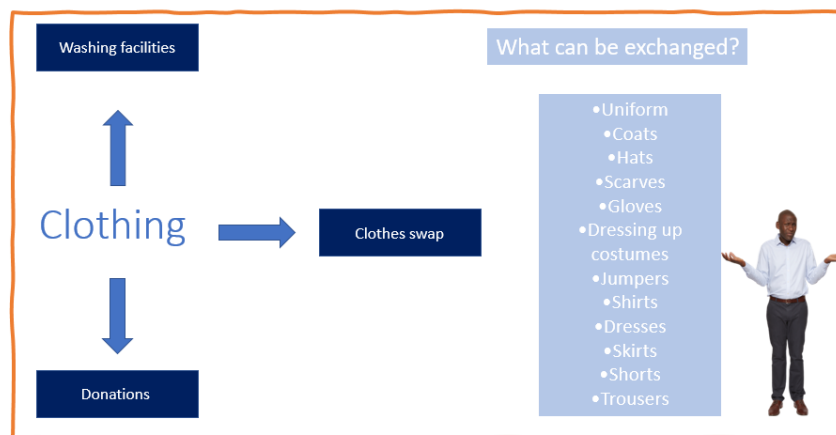
A helping hub provides educational opportunities for children while supporting the community.



Fresh produce

- Potatoes
- Tomatoes
- cucumber
- Carrots
- Strawberries
- Raspberries
- blackberries
- Mint
- Parsley

What can be grown?



The benefits



The benefits of the helping hub:

- Quality education around the world
- Alternative teaching methods – practical and academic
- More opportunities beyond the core subjects
- Inclusive approach to meet children's needs
- Increased outdoor learning experiences
- Improves physical and mental health
- Enhances employment opportunities
- Gives children a better understanding of the challenges the world is facing
- Improves poverty rates now, and in the future

This approach to education, involving a solution to poverty around the world aims to improve this, creating a future where this is promoted

"Around the world, children are deprived of education and learning for various reasons. Poverty remains one of the most obstinate barriers." (UNICEF (2021))

"Life skills education stems from the idea that youth need more than traditional academic skills to thrive; they need skills to be able to live life well." (DeJaeghere, J. and Murphy-Graham, E. 2022, p.2)

The skills children will gain:

- Confidence
- Communication
- Problem solving
- Listening
- Teamwork
- Numeracy
- Money management
- Organisation
- Cleaning
- Resilience

Presentation references

- DeJaeghere, J. and Murphy-Graham, E. (2022) *Life Skills Education For youth: critical perspectives*. Bern: Springer Nature.
- Eby, D (2023) *Abraham Maslow* [image] Available at: Abraham Maslow and Humanism - how to be self actualized (talentdevelop.com) (Accessed on: 17th April 2023)
- Jibodh, D (2017) *pyramid of Maslow* [image] Available at: Pyramid of Maslow | BlogZynergy (Accessed on: 17th April 2023)
- Mcleod, S (2023) *Simply Psychology*. Available at: Maslow's Hierarchy of Needs (simplypsychology.org) (Accessed on: 17th April 2023).
- UNICEF (2021) *Education*. Available at: Education | UNICEF (Accessed on: 19th April 2023)

Reflection

Working together to create a group presentation is an experience that I had limited familiarity with. Before designing this presentation, with the aim of discovering a solution to improve poverty around the world, I firmly believed that working independently was my preferred method giving little consideration to working with others. Throughout this time my opinions changed as I began to reflect on the situation. In 1991 Donald Schön created a reflection model discussing two different types of reflection. The first, reflection in - action, occurring during the experience, was something I took into consideration over the duration including each meeting that took place to make sense of the situation as it happened. Secondly, reflection on – action will be the focus, to critically reflect on the experience, analysing each aspect to improve future opportunities of group work.

To reflect on this experience, I will be using a theory created by Graham Gibbs in 1988, who developed 6 stages of reflection to ensure that the process was meaningful. “The ability to reflect involves thinking critically to analyse a situation, concluding positive and negative factors with an outcome that enables improvements” (Oxford Brookes University, 2023). Using this model will enable me to deeply analyse the process, reflecting on each aspect to make positive improvements in future situations where I am required to work with others to produce assignments as a part of a team.

The initial stage of the process left me feeling nervous. Being a reserved person, I often prefer spending time listening and observing others rather than engaging in discussions. Meeting for the first time, confirmed my feelings. As only 3 group members were present, to be respectful we decided to rearrange a better time to include everyone. Although this was the best decision, no initial relationship was built, and we were unsure of the next available time to meet. Throughout the process, my thoughts improved drastically. We transformed from 4 separate group members, knowing very little about each other to a strong team who were always available to offer help and support. A statement I now feel to be true, states “You don’t become a team until you have developed methods of working together and relationships have formed” (Levin, P. 2005, P.7). With regular communication we built honest relationships and were able to share ideas comfortably. As a team we

were able to make decisions regarding the topic and organise how each person could best contribute their skills.

At times, although eventually feeling comfortable working with the team and the role I played discussing the specific elements of our solution to poverty, I found it challenging working within different timeframes. Generally, I am very structured in daily routines, following specific schedules and making adjustments to cater for the needs of others is something that I found difficult but managed to overcome the challenge, understanding that everyone has different needs, commitments and methods of completing tasks, managing schedules and deadlines. This opportunity taught me to be more considerate around the needs of others.

Looking back on the process, as a team we worked well together to present our solution to poverty. We were understanding of each other's needs and abilities, which we shared beforehand and showed empathy towards each other's challenges or difficulties and instead used our individual strengths. In the final phases, we encountered a few unexpected challenges, specifically during the presentation. With constant communication through face-to-face meetings, emails, and messages we spent little time discussing the layout of the presentation and when sharing the slides, we came to realise that they were displayed in different styles, and the presentation did not connect as a whole. To resolve this issue, we decided on designating a single person to organise the slides into a consistent theme, choosing the person who was most capable and experienced for the best outcome.

I think the overall experience was positive. One reason for this is how open and honest each of us was in the early stages, by sharing our strengths and weaknesses we were able to divide each part accordingly, suiting our individual needs. Meredith Belbin (1926), the creator of the Team Roles theory in 1981 suggests that "each member will undertake a specific role within their team with opportunities to develop their strengths and use their skills to positively contribute to the team" (Mind Tools LTD, 2023). We were able to establish these early and be understanding and accepting to collaborate effectively. Through lack of experience in working with others and little knowledge we faced some challenges, our biggest and unexpected challenge emerged when building the presentation. Initially believing that if we set goals and deadlines we could work independently and incorporate each others tasks

as one. Realising this was a mistake when each of us had used different design and writing styles preventing a smooth transition and this could have been avoided.

In conclusion, I personally developed a number of intellectual and emotional skills throughout the process. Actively being involved in planning and sharing ideas alongside other team members to complete the assignment, and providing support when others were facing challenges or difficulties. I aimed to keep all lines of communication open throughout and made a conscious effort to reply on many occasions and include other members. My greatest achievement, although to many will seem small, was stepping away from my usual structured routine to try new methods of working, incorporating the needs of others. As each minute of the day is specifically planned and organised by myself, changes were made as I was unable to create my own schedule and follow usual routines and I was considerate of how others wanted to use the time we had to complete this task.

Overall, I enjoyed this experience and my opinions on group work has changed. I was able to learn from others, and equally share my knowledge and this provided many benefits. It was reassuring to know that support was available for any challenges I was facing, and I was able to offer the same for others. In the future I will have a better understanding of the process and would like to create a plan in the early stages regarding expectations and better organise the time we have, spreading out smaller tasks and regularly updating completed tasks, visually, to confirm we are in agreement that it coincides with the work of others.

References

- Levin, P. (2005) *Successful teamwork! For undergraduates and taught post graduates working on group projects*. England: Open University Press

- Mind Tools LTD. (2023) *Belbin's Team Roles*, [Article] Available at: [Belbin's Team Roles - Finding Your Team's Balance With Belbin's Model \(mindtools.com\)](https://www.mindtools.com/pages/newbytem/TeamRoles.html) (Accessed on: 24th April 2023)
- Oxford Brookes University. (2023) *Reflection*, Available at: [Reflection - Oxford Brookes University](https://www.brookes.ac.uk/study/reflective-practice/) (Accessed on: 25th April 2023)