

Activity 2: Initial research

This activity starts with individual study of The South Western Ambulance Service – multimedia presentation, followed by team members co-creating a flow chart.

The use of a graphic organiser – the flow chart, provides a focus for a productive team discussion and allows teams to practise reaching a consensus.

The idea of team roles is also introduced, so learners become familiar with taking responsibility for how well their team performs.

Learning objectives

Learners should be able to:

- identify the key steps involved in responding to a 999 call
- develop skills in reaching a team consensus
- develop skills in performing specific team roles
- develop systems thinking and analytical skills
- improve their listening skills and discussion skills
- reflect on team behaviour and propose changes to team ground rules.

Resources required

- A means of showing **The South Western Ambulance Service – multimedia presentation**, ideally individual computers as well as via data projection (there are two versions of the presentation – a short and a longer version – decide which one will work best for your learners) or the PDF version of the presentation.
- **Sheet 2.1 – Sheet 4.6: Ambulance service storyboards** (included in a separate document).
- A diagram of a simple flow chart – available within the **Using graphic organisers activity** within the Co-operative learning.
- A means of teams creating their own flow charts, either manually or electronically. (You might like to use the digital or paper version of the Customer care activity **Who is the customer?** This can be found in the **Customer care** website.)

Starting points

Prior to this activity learners will need to have agreed team ground rules and to have some awareness of what working co-operatively involves and why it is important. **Activity 1: Which technologies?** provides an ideal starting point for this activity.

If you are going to allocate the role of discussion leader to one person in each team, you might also like to undertake the **What makes a good discussion leader?** activity available within the Co-operative learning area of the IT resources.

Suggested approach

Stage 1: Introducing the task and allocating roles

Learners should already be in co-operative learning teams of three. Explain that they are going to look at a multimedia presentation about the South Western Ambulance Service. Their task is to take individual notes during the presentation, then as a team create a flow chart that describes the process of dealing with a 999 call. The flow chart should show who does what at each stage.

Explain that each team member will not only contribute to the flow chart, but will also have a specific team role. Useful team roles for this activity include those listed below.

- Discussion leader – manages the discussion during stage three.
- Recorder – actually draws the flow chart during stage three.
- Reporter – presents the flow chart during stage four.

Stage 2: Watching the multimedia presentation

Learners study the multimedia presentation and take individual notes. There are two versions of the presentation – a short version and a longer version. Ideally, you will have decided in advance which version is most suitable. Learners may wish to watch the presentation several times. You might find it useful to show the presentation once to the whole group, then let them watch at their own pace on individual computers. Alternatively, the presentations are summarised on a printable PDF, available in the Downloads tab of the storyboard player.

Stage 3: Creating a flow chart

Team members come together to compare notes and develop a team flow chart showing the process of a 999 call.

Assessment for learning

Observe the teams closely during this stage. How effectively are they working together? Is one person dominating? Does the discussion leader understand their role? Do they have the skills to reach a consensus? Your observations will inform how you deal with stage five of the activity.

Stage 4: Team presentations

Each team presents its flow chart and answers questions from other teams or the teacher.

Stage 5: Group processing

It is important that teams constantly review how well they are working together. You may find it useful to guide their reflection with some questions.

- Did any member of the team dominate the activity?
- How did the rest of the team react to this?
- Do they feel their ground rules prevent this kind of problem? If not, how should they be changed?

This provides an opportunity to highlight one of the key principles of co-operative learning – the explicit learning of interpersonal and small group skills. Encourage learners to help each other develop these skills through constructive discussion of any issues. This may be a good point for teams to re-visit their ground rules and revise them in the light of experience.