



Building Your Project Team

Working together to bring ideas to life!



EXPLORE



DISCUSS



PLAN



CREATE



APPLY

Our Project Team



Team Roles



Responsibilities



Teamwork



Shared Success

TEAM ROLES

COMMUNICATION

COLLABORATION

PROBLEM-SOLVING

LEADERSHIP

A STRONG TEAM



Different Skills



Different Ideas



Work Together



Amazing Results!



Grade Range

K - 5



Estimated Time

35 - 50 minutes



Key Concept

Team Roles and Responsibilities
Collaboration and Leadership



STEM Connection

Engineering Design
Real-World Teamwork

Teacher Overview

Projects are team efforts. Strong teams understand who is doing what, use different strengths, communicate clearly, and support one another. This lesson introduces team roles and responsibilities without suggesting that one person must do everything. Students practice matching strengths to project needs and creating shared expectations for working together.

Learning Objectives

- Explain why projects benefit from teamwork.
- Identify useful project-team roles and responsibilities.
- Match individual strengths or interests with appropriate project work.
- Describe behaviors that help a team collaborate successfully.

Penny's PM Concept

Penny says:
“A strong team does not need everyone to be good at the same things. We bring different strengths, understand our responsibilities, help one another, and work toward the same goal.”

Key Vocabulary

Word	Kid-Friendly Meaning
Team	People working together toward a shared goal.
Role	The part someone plays on a project team.
Responsibility	Work or decisions a team member agrees to take care of.
Strength	A skill, ability, or quality someone can contribute.
Collaboration	Working together, sharing ideas, and helping the team succeed.
Accountability	Following through on the work you agreed to do.

Lesson Plan: Building Your Project Team

1. One Person or a Team? - 5 minutes	Present a challenge such as planning a class celebration or building a model habitat. Ask students what one person would need to do alone, then brainstorm how a team could divide the work.
2. Roles and Responsibilities - 7 minutes	Explain that a role describes how someone contributes, while responsibilities describe the work they agree to handle. Introduce flexible examples: planner, researcher, designer, builder, communicator, recorder, tester, or presenter.
3. Different Strengths, Shared Goal - 8 minutes	Ask students to identify strengths they might bring to a team: organizing, drawing, building, explaining, listening, researching, writing, checking details, or encouraging others. Emphasize that every useful contribution matters.
4. Build the Team - 15 minutes	Teams choose a simple project and complete the Project Team Builder worksheet. They identify the work needed, assign responsibilities, and agree on three teamwork behaviors.
5. Team Huddle - 5 minutes	Each team explains one role decision and why it fits that person's strengths. Reinforce that roles can change as the project changes and that team members should help one another when needed.

Discussion Questions

- Why might a team with different strengths be more effective than a team where everyone does the same thing?
- What should happen if someone finishes their responsibility early?
- Can project roles change during a project? Why?
- What is the difference between being responsible for something and doing everything yourself?

Student Worksheet: Project Team Builder

Name: _____ Date: _____

Our Project: _____

TEAM MEMBER	STRENGTHS	ROLE	RESPONSIBILITY
1. _____			
2. _____			
3. _____			
4. _____			

OUR TEAM AGREEMENTS

1. We will _____

2. We will _____

3. We will _____

When someone needs help, our team will:

Reflection & Quick Assessment

Duke's Team Challenge:

Before the work begins, make sure everyone can answer: **What is our shared goal? What am I responsible for? How will we help each other succeed?**

Exit Ticket

What is one strength you can bring to a project team?

What is the difference between a role and a responsibility?

Name one behavior that helps a team work well together.

Circle one: I can explain my role on a project team: YES / ALMOST / NOT YET

Teacher Check for Understanding

- Student can explain why teamwork is useful.
- Student can identify a project role and related responsibility.
- Student can connect individual strengths with project needs.
- Student can describe behaviors that support collaboration and accountability.

Extension Activities

STEM Extension: Give teams a short building challenge with limited materials. Assign roles before the build begins, then allow teams to revise their roles halfway through. Discuss whether the changes improved the team's performance.

Home Connection: Ask students to identify a family project and describe the roles people naturally take - planner, shopper, builder, organizer, helper, decision maker, or another role.

Teacher Tip: Keep roles flexible. The objective is not to create rigid job titles; it is to help students understand ownership, contribution, collaboration, and shared accountability.

Next Resource: Creating a Project Charter - helping students capture the project purpose, goal, team, expectations, and agreement to begin.