

Title of Lesson

**Problem Based Learning Session for
Leadership Team Roulette
(Small Group 6–8)**

Duration of Lesson

2 Hours

Short Synopsis

Leadership Team Roulette uses a PBL approach for 6–8 students. Players analyse clinical scenarios and rotate leadership roles within their group to build confidence and decision-making skills.

Aims:

- Analyse team communication.
- Explore delegation, prioritisation, assertiveness, time management.
- Develop assertiveness techniques.

Objectives:

- Consolidate leadership styles.
- Appraise communication and safety.
- Evaluate leadership strategies.
- Develop assertiveness.
- Recognise teamwork importance.
- Apply theory to practice.
- Understand decision-making.

Activity	Time	Lecturer Guidance
Set up Room prior to session	10 mins	Set up room. Circle seating. Provide leader badge.
Welcome and introduction	10 mins	ON ENTRY/AT THE START - Ask each student to think about “What they want to take/Learn from the session”. Facilitator to welcome students to Leadership Team Roulette session a problem based learning activity. Staff should explain the principle underpinning the PBL session as an opportunity for flipped learning. Students will be assisted to build upon their prior academic and clinical experience, self directed study to explore real life clinical scenarios, their causes and consequences highlighting solutions for use as the go through their transition to registered practitioner. <i>Tell the Students they will be asked to focus on own contributions and relevance to their development during the debrief activity at the end of session. Reflective method of evaluating own learning.</i> <i>Run through the skills that they will be using and emphasis that “THEY” are the game.</i> <i>Using the skills of:</i> “Effective Communication” “Effective Teamwork” “Assertiveness” “Delegation” “Time Management” “Stress Management” “Leadership” “Influencing Change” “Reflection” “Advocacy”
Group Ground Rules	2 mins	The facilitator should begin by reminding students that this activity takes place within a safe and supportive learning environment . Students should feel confident to contribute, make decisions, and learn from mistakes without fear of judgement.

3.

Scenario 2 1. One person volunteers to be a leader (only once during this session) <i>Leader has the final say</i> 2. Facilitator Feedback	5 mins 10 mins	The facilitator should advise students that they will need to allocate a leader, but work together as a team. NEW LEADER TO PUT ON A LEADER BADGE ON THE TABLE. Each team will be given the same scenario, work together as a team to ascertain a plan of care and rationale within a limited amount of time. Then the nominated leader will take the lead on behalf of the team. (Each scenario is then revealed by the facilitator) 1. Ask for the nominated leader to stand and get feedback from each leader and to give their PLAN OF CARE AND RATIONALE on behalf of their team for scenario 2. Ask the group for further feedback with the scenario and if there is anything else to add. 2. The facilitator will share the outcome of the real-life scenario, outlining how the situation was managed in practice, and invite wider group discussion to reflect on decisions, rationale, and alternative approaches.
Roulette Part	2 mins	TURN THE LEADER BADGE ROUND THEY ARE NOW NOT TO BE A LEADER IN THE NEXT SCENARIO WITH A NEW TEAM. A NEW LEADER NOW HAS TO BE NOMITATED ON THAT TABLE.

Scenario 3 1. One person volunteers to be a leader (only once during this session) <i>Leader has the final say</i> 2. Facilitator Feedback	5 mins 10 mins	The facilitator should advise students that they will need to allocate a leader, but work together as a team. NEW LEADER TO PUT ON A LEADER BADGE ON THE TABLE. Each team will be given the same scenario, work together as a team to ascertain a plan of care and rationale within a limited amount of time. Then the nominated leader will take the lead on behalf of the team. (Each scenario is then revealed by the facilitator) 1. Ask for the nominated leader to stand and get feedback from each leader and to give their PLAN OF CARE AND RATIONALE on behalf of their team for scenario 3. Ask the group for further feedback with the scenario and if there is anything else to add. 2. The facilitator will share the outcome of the real-life scenario, outlining how the situation was managed in practice, and invite wider group discussion to reflect on decisions, rationale, and alternative approaches.
Roulette Part	2 mins	TURN THE LEADER BADGE ROUND THEY ARE NOW NOT TO BE A LEADER IN THE NEXT SCENARIO WITH A NEW TEAM. A NEW LEADER NOW HAS TO BE NOMITATED ON THAT TABLE.

Scenario 4 1. One person volunteers to be a leader (only once during this session) <i>Leader has the final say</i> 2. Facilitator Feedback	5 mins 10 mins	The facilitator should advise students that they will need to allocate a leader, but work together as a team. NEW LEADER TO PUT ON A LEADER BADGE ON THE TABLE. Each team will be given the same scenario, work together as a team to ascertain a plan of care and rationale within a limited amount of time. Then the nominated leader will take the lead on behalf of the team. (Each scenario is then revealed by the facilitator) 1. Ask for the nominated leader to stand and get feedback from each leader and to give their PLAN OF CARE AND RATIONALE on behalf of their team for scenario 4. Ask the group for further feedback with the scenario and if there is anything else to add. 2. The facilitator will share the outcome of the real-life scenario, outlining how the situation was managed in practice, and invite wider group discussion to reflect on decisions, rationale, and alternative approaches.
Mid Debrief	5 mins	Prompt students to identify and record the skills they are using.

Final Debrief / Conclusion

15 mins

Facilitator to read the following:

“As a result of this PBL, we hope you have gained insight into the challenges of organising and managing care in practice, and developed strategies, interpersonal, and management skills to support your role as a qualified nurse.”

Invite students to reflect using prompts such as:

- What have I learned or developed?
- What can I now do that I couldn't before?
- What can I apply to practice?
- What do I need to explore further?
- What evidence do I need to support my development?

Encourage sharing: “Does anyone wish to share their reflections?”

Highlight the importance of team working and decision-making in line with the NMC (2018), and emphasise listening to others while recognising individual limitations.

Close by asking students to revisit: **“What have you learned or taken away from today’s session?”**