



Assessing Stage 4: Collaboration

Students in grades 3-5 will have mastered *Stage 4: Collaboration* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

- I can name the attributes of a positive member of a team.
- I can make a positive impact on my team by being a responsible team member.
- I can get to know team members better to help them feel more included.
- I can use strategies to welcome and include team members.
- I can use supportive strategies to be a positive leader on a team.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

- I can receive and give constructive feedback to improve my team's performance.
- I can work through disagreements within a team.

ASSESSMENT TOOL #1 (4.5.1)

After each opportunity to work in teams, have students reflect on their individual impact on the team. Ask students to answer the following questions:

- How did my actions help the team?
- How did my actions potentially hurt the team?

ASSESSMENT TOOL #2 (4.5.1)

Place students in small groups (3-4). Explain to students that they each will have different ways to complete a task their team will be assigned, and it is up to their team to come to an agreement on one effective strategy for solving the task.

ASSESSMENT TOOL #3 (4.5.1, 4.5.3)

Have students demonstrate using the steps to giving appropriate feedback to peers. Ask students to draw an image and then share their image with a partner. After the image has been shared, their partner should practice giving feedback. Have students switch roles. Make sure students are providing positive and constructive feedback by using the strategies taught earlier.

**ASSESSMENT TOOL #4 (4.5.1, 4.5.3)**

Place students into small groups (4-5). Give members of each group a checklist of observable behaviors of an effective team (active listening, I-Statements, inclusion, personal roles, support strategies). Explain to students that they are going to be given a task that their team will complete while the class watches. Tell students that they will not know what their task is beforehand. Instruct students observing the team work to provide feedback using the checklist. Remind students that feedback should be constructive. Give each group a task 5-7 minutes long, and following the task, allow observers to give 3-4 minutes of praise and feedback. Have each group member complete a personal survey as well. Before beginning the activity, prompt teams to create norms for their team. When a team is completing the task in front of their classmates, have the team read the norms to the class.

Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective collaboration skills helps to create a safe and welcoming classroom. When planning for partner or group work, use the strategies learned in *Stage 4: Collaboration* to reinforce healthy ways of communicating. Explicitly teaching students collaboration strategies will ensure that students are set up for success and using common language.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 4: Collaboration* can be used across content areas when students are working in groups or partners. Remind students to consider how they can use the strategies learned to contribute to more effective teams.

Reinforce the understanding that effective collaboration can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are collaborating with others, during partner or group work, or when reflecting on how working with others has gone. These questions are a guide for independent reflection when students are challenged to understand how best to collaborate when making decisions or completing work as a team.

- How were you a good teammate in *this situation*?
- What was your job in *this situation*?
- How could you include everyone during *this activity*?
- How did your team resolve conflict during *this situation*?
- How did your team create and uphold team norms?
- How did you provide feedback to your team?
- How did you receive feedback to your team?
- Is there anything you wish you would have done differently to support your team?



VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

team, teamwork, collaborate, include, share, job, complete, task, norms, support, contribute

Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

List of Team Building Activities

- <https://www.weareteachers.com/team-building-games-and-activities/>

Possible Problem Solving Group Activities

- <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Anger Management Strategies / Worksheets

- <https://www.therapistaid.com/therapy-worksheets/anger/none/>

Example "Get-to-know-you" Scavengerhunt

- http://www.scool.scholastic.com.au/schoolzone/toolkit/assets/pdfs/Getting_to_Know_You_Scav_Hunt_BLM.pdf

Books to Promote Inclusion

- <https://www.chroniclebooks.com/blog/2018/04/27/7-books-teach-inclusion-children/>

Creating Team Norms

- https://www.educationworld.com/a_lesson/lesson/lesson274.shtml