

Health Skill:

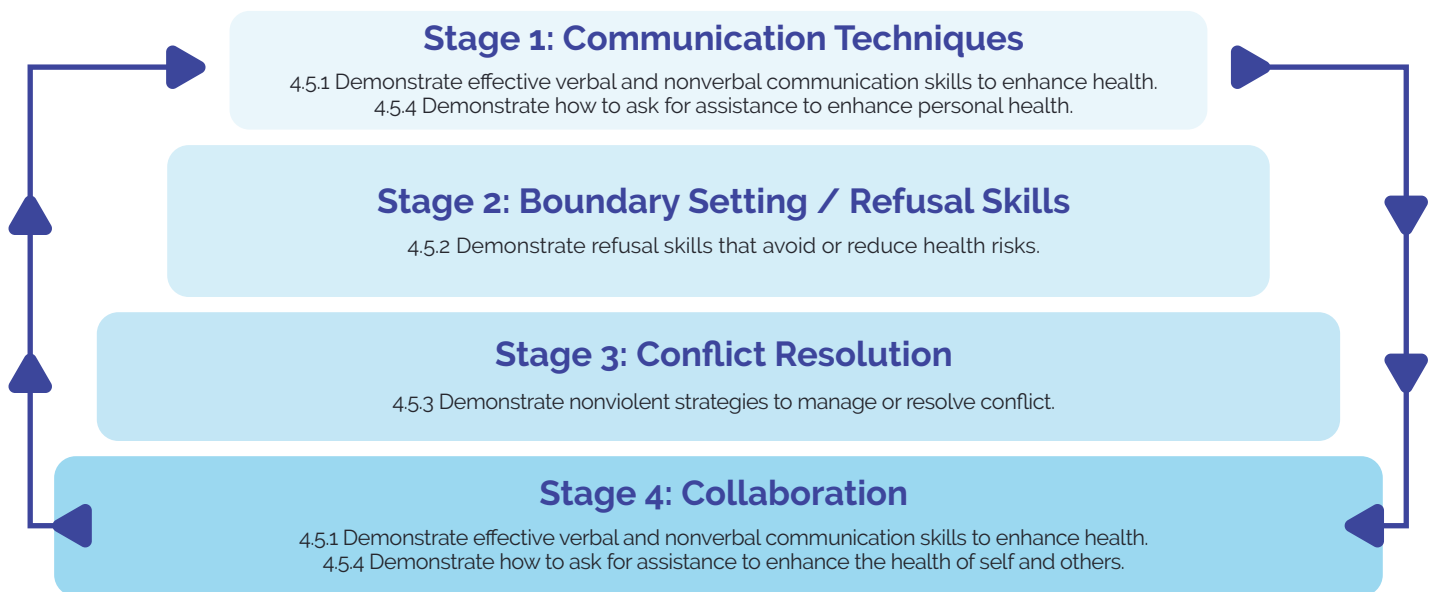
Interpersonal Communication



Background Information

The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication in school, students are more prepared to handle social situations throughout their life. The *Interpersonal Communication* health skill begins with practicing appropriate communication techniques, then explores healthy boundaries with strategies to uphold those boundaries, moving to examining the importance of productive conflict and conflict resolution, and ends with strategies to ensure effective collaboration. Each stage of *Interpersonal Communication* supports students to better understand themselves and their community, while working toward having more authentic, intentional communication with others.

The four stages of *Interpersonal Communication* are designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective team work. The *Teaching Progression* for the four stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. However, teachers can rearrange the stages as appropriate for their classroom.



NATIONAL HEALTH EDUCATION STANDARD (NHES) 4:

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

National Health Education Standard Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



Grades 3-5 Framework

In grades 3-5, students learn a variety of strategies to effectively communicate in a variety of modes. The graphic below outlines the strategies learned in each stage, beginning with *Stage 1: Communication Techniques* and ending with *Stage 4: Collaboration*. Teachers should use the strategies listed as a starting point and add strategies to meet the needs of their students.



Notes on Grade Level Progression

Activities, vocabulary, and language throughout the models are vertically aligned and build upon one another. If students require scaffolding refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.



Stage 4: Collaboration

People are often put into collaborative groups and need to be taught specific skills to have the most successful, effective teams. Effective collaboration skills can lead to more creative outcomes, increased content retention, higher self-esteem, and increased empathy. Also, students with effective collaboration skills are better prepared for future social situations and career opportunities. In *Stage 4: Collaboration*, students explore their personal contribution to teams, the impact of their actions, and specific skills to promote inclusion. Students also learn valuable strategies to hold teams accountable for quality work that accomplishes team goals. Throughout collaboration, students may get into conflict. Encourage students to use the conflict resolution strategies established in *Stage 2: Conflict Resolution* to address these conflicts and move forward to achieve team goals.

The Steps:



Step 1
Know My
Responsibility



Step 2
Include Others



Step 3
Support
My Team



Step 4
Look Back & Learn

Grades 3-5 Framework

In *Stage 4: Collaboration*, students in grades 3-5 practice strategies to be effective and supportive team members. Students examine their personal impact on a team in order to become aware of how their actions can help or hurt their team. Assigning jobs and responsibilities when students work in groups allows students to see how each person plays a pivotal role in contributing to the team's success. Because collaboration is intended to promote the sharing of diverse ideas, students should learn and practice strategies that allow everyone to be included, such as getting to know each other, making sure everyone gets to contribute, and creating team norms that create inclusion. Finally, students in grades 3-5 practice supporting their team's goal by identifying what needs to be accomplished, offering help to members of the team, and giving and receiving feedback.

Mastery of *Stage 4: Collaboration* for grades 3-5 means students are able to positively impact their team, include all members of their team by using a variety of strategies, support a common goal, and reflect on the team's progress.



Stage 4: Collaboration

The Steps:



Step 1: Know My Responsibility



Step Overview: Members of a team must know their role on the team to be a supportive and productive teammate. In Step 1, students define the characteristics of a supportive team member.

By analyzing the impact of the individual, students gain a better understanding of their personal power as a member of a team. After identifying actions that can help or hurt a team, students practice strategies to be a supportive, positive member of a team. By the end of this step, students analyze their performance on a team and reflect on how their actions can help or hurt a team.

Sub Skill(s):

- Describe a perfect teammate
- Explain impact of actions
- Know my job



Step 2: Include Others

Step Overview: When collaborating, it is important that all members of a team are included. Step 2 of *Stage 4: Collaboration* begins with students analyzing how individuals feel when they are included in a team and practice empathetic strategies for those who are excluded from a team. In order to

make sure all students are intentionally included in group or team work, students should use specific inclusion strategies and complete a task demonstrating the use of these strategies in a team.

Sub Skill(s):

- Explain why it is important to include others
- Learn about teammates
- Include all members
 - Facing all members of the team in a circle
 - Ensuring that everyone speaks at least once
 - Asking questions to get all team member's ideas
 - Assigning clear jobs for everyone (e.g. time keeper, note taker, leader)
 - Creating norms or team agreements



Step 3: Support My Team

Step Overview: The ultimate goal of a team is to achieve agreed upon outcomes and goals. In this step, students learn strategies to aid their team in accomplishing their team goals by working to resolve conflict and providing feedback. Students practice handling difficult situations within teams to resolve conflict and build a stronger team. Students also learn strategies on giving appropriate feedback to hold team members accountable. These strategies are designed to allow students to be productive, positive team members that are able to push their team toward success in accomplishing a goal.

Sub Skill(s):

- Identify team goal
- Offer help
- Resolve conflict
- Give & receive feedback
 - Asking if you can give feedback
 - Being specific
 - Saying how you feel using I-Statements
 - Asking for a specific solution



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. After working in a team, it is important to take time after the task is completed to ask important questions about the team's ability to complete the goal created at the beginning of the collaboration process. Each person should reflect about their personal contribution, their strengths, and their areas of growth. The final step of collaboration allows for students to reflect on their experience and success. Students use this reflection to improve work in the future to create more successful teams. Building time for students to reflect is crucial in developing metacognition, which supports health skills, *Self-Management and Advocacy for Self & Others*.

Reflection Question(s):

- Did I know and understand my responsibilities? Why or why not?
- Did our team include everyone? Why or why not?
- Did our team experience any conflict? If so, how did we work through this conflict?
- What is something our team was really good at doing?
- What is something our team needs to improve?





Teaching Tips

- Use team building games (see *Resource Bank* below for suggested activities) to provide practice opportunities for students to work on teams.
- Provide checklists of effective team behaviors for students to use to reflect during and after group work.
- Share the strategies from *Stage 4: Collaboration* with other school staff in order to reinforce language and promote collaborative work outside of the health education classroom.
- Implicitly teach *Stage 4: Collaboration* by designing learning activities around group work throughout the year.
- Review strategies from *Stage 1: Communication Techniques*, *Stage 2: Refusal Skills & Boundary Setting*, and *Stage 3: Conflict Resolution* to support students in collaboration.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Know My Responsibility

SUB SKILL(S):

- Describe a perfect teammate
- Explain impact of actions
- Know my job

GUIDING QUESTIONS:

What does it take to be an effective member of a team?

How do my individual actions affect the team? What skills do I need to practice to be a positive team member?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

VALUABLE VOCABULARY:

impact, affect, active listening, I-Statements

Step 1: Know My Responsibility | Sub Skill: Describe A Perfect Teammate



SUGGESTED LEARNING ACTIVITY 1:

Have students create a list of requirements for a person to be considered a perfect teammate. In small groups (3-4), have students share their responses and come to a consensus on the top five characteristics of the perfect teammate. Create a class list of the top five characteristics of a perfect teammate.

To reflect on these characteristics, have students answer the following questions:

- Why are these characteristics important?
- What happens if a person does the opposite?
- How does one person impact an entire team?

Language of Health Literacy:

A perfect teammate does _____.

A perfect teammate says _____.

A perfect teammate makes people feel _____.

TEACHING NOTES:

- Clarify for students that teams are not only for sports.
- Prompt students to be specific on how this ideal teammate talks, interacts with others, makes people feel, etc.
- Keep this list visible for the remainder of the instruction on Collaboration to help students reflect on their personal impact on the team.
- Model and provide the *Language of Health Literacy* to support student discussion and understanding.



Teaching Progression: Step 1 | Know My Responsibility (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Have students share a time when they felt like they were a good teammate. Give each partner 60 seconds to share their story. Partners who are listening should be encouraged to use questions to keep their partner talking for the entire 60 seconds. Have students switch roles, so they each have an opportunity to share.

TEACHING NOTES:

- Remind students that they should be practicing other active listening skills from *Stage 1: Communication Techniques*, including being attentive, asking questions, making connections, showing interest, and summarizing their partners ideas.
- Encourage students to use the characteristics the class identified to explain how they knew they were a good teammate.

Step 1: Know My Responsibility | Sub Skill: Explain Impact Of Actions



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will start to analyze their personal role on a team and the impact that they have on a team. Tell students that all team members contribute to the success or failure of a team and that each person needs to clearly understand their role and impact on the team.

Show students a video of members on a team not being supportive. Ask students if this example shows a supportive team member or not. Have students discuss the video and how the team member could be more supportive. After each example of a teammate hurting a team, ask students to think about what happens by sharing predictions with a partner.

Language of Health Literacy:

If a teammate does _____, then _____ happens.

When a teammate does _____, it (hurts/helps) the team because _____.

TEACHING NOTES:

- Example video ideas: basketball player throwing the ball down hard when he is subbed out of the game, a member of a team carrying too many things while the rest of their team watches, a team discussion where someone is staying silent.
- Model and provide the *Language of Health Literacy* to support students predicting what happens next.



Teaching Progression: Step 1 | Know My Responsibility (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they are working as a member of a team they take actions that help the team and actions that hurt the team. Read aloud to students a series of scenarios demonstrating different people interacting with a team that are either helping or hurting. Have students move to one side of the room or the other to show if they believe the situation demonstrates helping or hurting. Have students discuss why they chose their position with a partner.



SUGGESTED LEARNING ACTIVITY 3:

Place students into pairs. Give pairs scenarios of students their age facing positive and negative situations with team members. Include examples of common issues many teams face.

After reading each scenario, students should answer the following questions:

- What impact did the person's actions have on the team?
- What would you have done differently?
- Have you ever experienced a similar situation? Explain.

Have partners rewrite 2-3 scenarios demonstrating how a helpful, supportive team member should act. Have 4-5 pairs share their corrections with the class.

TEACHING NOTES:

- Example scenarios: someone not listening, someone being bossy, someone not doing or caring about the work.
- Model and provide the *Language of Health Literacy* to support students explain how actions impact a team.



SUGGESTED LEARNING ACTIVITY 4:

Ask students to remember a time when they helped a team. Ask students the following questions to help them tell their story:

- How did you feel about _____?
- What did you specifically do?
- How do you know you helped the team?
- What was the result of your help?



Teaching Progression: Step 1 | Know My Responsibility (Cont.)

Step 1: Know My Responsibility | Sub Skill: Know My Job



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that there are some responsibilities that all members of a team must do. For example, all members of a team must pay attention to what is going on. Create a chart paper with the title "My Responsibilities on a Team." Ask students to create a class list of every person's duties when they are on a team. Leave this chart in the class as a reference for students.

Once these responsibilities have been identified, split the responsibilities up and assign to small groups of students (3-4). Ask each group to describe what actions someone would do if they were fulfilling these responsibilities.

TEACHING NOTES:

- These duties should be general like ask questions, be engaged, show kindness, include others.
- Avoid writing down negative attributions, such as don't be bossy. Prompt students to reframe as necessary.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that we are sometimes given specific jobs on teams, such as note taker, time keeper, etc. In less formal situations, we have to figure out what our jobs are on the team. Give students scenarios demonstrating how different people work together. Have students practice identifying people's responsibilities on different teams. Have students name the team member's responsibility and explain how the responsibility helped the team achieve goals. Ask students what would happen if someone didn't do this job.



SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (3-4). Assign the group a task that needs to be completed. Create and assign roles to each member of the group.

At the end of the activity, have students reflect by answering the following questions:

- Why was your role important to the team?
- How did you do at your job?
- What do you want to remember next time?
- What other role are you interested in doing?

TEACHING NOTES:

- Example roles: note taker, time keeper, team leader, health knowledge expert, question asker, engagement encourager.
- Include clear descriptions and responsibilities.
- If appropriate, allow students to select their role.
- Use these same roles consistently so students get an opportunity to take all of the responsibilities.



Teaching Progression:



Step 2: Include Others

SUB SKILL(S):

- Explain why it is important to include others
- Learn about teammates
- Include all members
 - Facing all members of the team in a circle
 - Ensuring that everyone speaks at least once
 - Asking questions to get all team member's ideas
 - Assigning clear jobs for everyone (e.g. time keeper, note taker, leader)
 - Creating norms or team agreements

VALUABLE VOCABULARY:

inclusion, exclusion, norms, excluded, included

GUIDING QUESTIONS:

How do I ensure all people are included in my team? How do I compromise with my team to create norms that include everyone?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

Step 2: Include Others | Sub Skill: Explain Why It Is Important To Include Others



SUGGESTED LEARNING ACTIVITY 1:

Define *inclusion* and *exclusion*. *Inclusion* means *everyone gets to participate*. *Exclusion* means *some people do not get to participate or participate fully*.

Have students look at a series of pictures showing people including or excluding others. Have students shout out if the image demonstrates inclusion or exclusion.

See Next Page For Teaching Notes.

Language of Health Literacy:

Including others means _____.

Including others is important because _____.

Including others makes people feel _____.

Excluding others makes people feel _____.

I feel _____ *when I am (include/excluded) because* _____.

A perfect teammate includes others because _____.



Teaching Progression: Step 2 | Include Others (Cont.)

TEACHING NOTES:

- Use other definitions that meet the needs of your students.



SUGGESTED LEARNING ACTIVITY 2:

To have students understand the impact of inclusion and exclusion, ask students the following questions:

- How do people feel when they are included?
- How do people feel when they are excluded?
- Why do we need to talk about inclusion when we are working to build a team?



SUGGESTED LEARNING ACTIVITY 3:

Reference the "perfect teammate" chart from Step 1. Ask students the following questions:

- Do good teammates make us feel included or excluded?
- Why do you think it is important for all team members to feel included?
- What happens to a team if members feel excluded?
- What are the major factors that make people in teams feel excluded?



SUGGESTED LEARNING ACTIVITY 4:

Read students a story about a character who did not feel included. Throughout the story, pause and ask students what actions are making the character feel excluded. Ask students how they think the character feels.

After the story, ask students to discuss their personal experiences:

- How does it feel to be included?
- How do certain people make you feel included?
- Explain a time you felt excluded. How did it feel to be excluded?
- What did people do that made you feel excluded?

TEACHING NOTES:

- See the *Resource Bank* below for suggested book list.
- Model and provide the *Language of Health Literacy* to support students explaining the impact of inclusion and exclusion.



Teaching Progression: Step 2 | Include Others (Cont.)

Step 2: Include Others | Sub Skill: Get To Know Teammates



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one way to include others is to learn more about them. Tell students that asking teammates about who they are as people is a great strategy for making everyone feel included and welcome. Give students a classmate scavenger hunt. Have students use this scavenger hunt to get to know the different experiences of all their classmates.

Once the activity is complete, ask students:

- What is something new you learned about a classmate today?
- Who in the class do you think would be our _____ expert? (Fill in with different ideas from scavenger hunt like football, music, travel.)
- How can all these different experiences make our class stronger?

Language of Health Literacy:

Do you like _____?

How do you feel about _____?

Have you ever _____?

What do you think of _____?

Do you have _____?

TEACHING NOTES:

- See *Resource Bank* below for scavenger hunt examples.
- Model and provide question-stems from the *Language of Health Literacy* to make sure students are asking questions to learn more about their classmates.

Step 2: Include Others | Sub Skill: Include All Members



SUGGESTED LEARNING ACTIVITY 1:

Tell students that there are additional strategies their teams can use to make all people feel included. Give students a list of specific strategies to try during the upcoming group activity. Provide examples and models for each strategy. Debrief with students after each strategy how using the strategy would help include all members of a team.

Possible strategies include:

- Facing all members of the team in a circle
- Ensuring that everyone speaks at least once
- Asking questions to get all team member's ideas
- Assigning clear jobs for everyone (e.g. time keeper, note taker, leader)
- Creating norms or team agreements

Language of Health Literacy:

I will _____ to make sure everyone is included.



Teaching Progression: Step 2 | Include Others (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Place students in groups of four. Assign a task that requires all students to contribute in order to complete it. Explain to them that they each will have different ways to complete the task their group is assigned, and it is up to their group to come to an agreement on one effective strategy for solving the problem.

After the activity, have students reflect in writing by answering the following questions:

- How did you feel during this activity?
- Did you feel included or excluded?
- Did any disagreements occur? Explain.
- On a scale of 1 - 10, 1 being the absolute worst and 10 being the best in the world, how effective was your team? Explain.

TEACHING NOTES:

- See *Resource Bank* below for suggested activities.
- Remind students that research shows that teams that have different ideas tend to create better, more creative solutions to problems, so everyone must be included in solving the team's problem.
- Before students begin their task, ask them to complete any necessary inclusion strategies they learned. For example, if creating norms or team agreements was taught, give students time to create these before getting started.
- While students complete their task, walk around and monitor their interactions. Prompt students to be aware of actions that are including others or excluding others and provide positive feedback to students who are using the inclusion strategies learned.



Teaching Progression:



Step 3: Support My Team

SUB SKILL(S):

- Identify team goal
- Offer help
- Resolve conflict
- Give & receive feedback
 - Asking if you can give feedback
 - Being specific
 - Saying how you feel using I-Statements
 - Asking for a specific solution

VALUABLE VOCABULARY:

*supportive,
constructive feedback,
goals, outcome*

GUIDING QUESTIONS:

How do I support my team to accomplish our goals?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

Step 3: Support My Team | Sub Skill: Identify Team Goal



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that all good teams have clear goals or outcomes they are trying to achieve. When we work in groups, we want to make sure we are actively supporting these goals and outcomes, and that we can do this by offering help, resolving conflict, and providing feedback. Provide examples of a variety of groups and teams (e.g. football team, cast of a movie, band). Ask students to identify the goal of each team.

Language of Health Literacy:

Our team's goal is_____.



See *Goal-Setting* to support students in identifying and writing goals for their team.



Teaching Progression: Step 3 | Support My Team (Cont.)

Step 3: Support My Team | Sub Skill: Offer Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one strategy they should use when working on a team is offering help or support. Give students different scenarios to allow them to practice using the *Language of Health Literacy*. With a partner, have students practice identifying the help they can offer and voicing this to the team.

Language of Health Literacy:

I can help you _____ (specific action.)

I/ we could _____ to make this better. What do you think?

I think _____ would make this better.

Thank you for _____. That really helped the team.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students to offer help based on the scenarios.



See *Stage 2: Advocacy for Self & Others* to support students figuring out how to help others.



SUGGESTED LEARNING ACTIVITY 2:

Place students in small groups (3-4). Tell students that they will participate in a team activity, and they will get the chance to practice being a helpful team member. Give groups a task.

Once students complete the task, ask the following questions to debrief the activity:

- Was your team successful?
- What were your responsibilities on the team?
- Did you uphold your responsibilities?

To conclude the activity, have students fill out a personal assessment. The personal assessment should ask students about their role as a member of a team and how they offered their help. Example survey questions include:

- Do you believe you helped your team? In what way?
- Do you think your help to the team made the team successful? Why or why not?

TEACHING NOTES:

- Remind students of the list they created for what makes a perfect teammate from Step 1.
- See the *Resource Bank* below for suggested group activities.
- Monitor students as they complete the task. Encourage students to uphold the expectations they set for themselves and use the *Language of Health Literacy* to offer help to team members.



Teaching Progression: Step 3 | Support My Team (Cont.)

Step 3: Support My Team | Sub Skill: Resolve Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that being on a team can lead to difficulties. Tell students that their main goal is to support their team and help the team be the best it can be. Remind students that we work on teams to be able to solve problems in more creative and effective ways, so the challenges we face are worth overcoming. Tell students that when we face challenges in a team, we need to use strategies to solve these issues to support our team, move forward, and accomplish our team goals.

Language of Health Literacy:

It is important to resolve conflict when working in a team because _____.

To resolve a conflict in a team, I will _____.

Place students into small groups (3-4). Give groups a series of images (4-5) demonstrating different challenges a team may face. Have students describe what challenges they think the team is facing for each image. Once the group has named a challenge for each image ask the groups: What next? Have students create 2-4 possible scenarios that could occur next for each image. Show the class 2-3 examples from the groups. Talk through how you hope teams would solve issues.

TEACHING NOTES:

- Examples of images: controlling person, someone not working, two people raising their voices at each other.
- If students only name negative outcomes, encourage them to think about how the strategies from *Stage 3: Conflict Resolution*, such as using I-Statements and compromising, could be used to create positive outcomes.



See *Stage 3: Conflict Resolution* to reinforce steps and support students in resolving conflicts when working in teams.



Teaching Progression: Step 3 | Support My Team (Cont.)

Step 3: Support My Team | Sub Skill: Give & Receive Feedback



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy for supporting a team is to provide appropriate feedback to team members. Tell students that teams will often ignore smaller issues to avoid offending people or creating conflicts, however, not providing feedback to the team can lead to the team not performing well or meeting their goals.

Tell students that one way to avoid feedback turning into conflict during group activities in class is to make sure that the feedback they are giving will only make the team stronger. Explain to students that feedback is not a way to demean or pick on an individual. Explain to students the concept “constructive” feedback.

Read students 5-10 scenarios demonstrating different people getting feedback. After each scenario ask students:

- Do you think this feedback is constructive? Why?
- How do you think this person could improve the way they are giving feedback?
- How would you feel if you received this feedback?



SUGGESTED LEARNING ACTIVITY 2:

Give students ways to approach providing feedback to members of a team. Some strategies for providing feedback include:

- Asking if you can give feedback.
- Being specific.
- Saying how you feel using I-Statements.
- Asking for a specific solution.

Place students into pairs. Have students practice using the strategies for providing feedback by examining written or video scenarios that show a situation a team that requires feedback to resolve. After watching a video of a team member needing feedback, have students write out how they would give feedback to the person on the video. Have students share out examples to the class.

After students share examples, debrief giving feedback by asking students the following questions:

- Why can it be challenging to give feedback?
- Why do you think we should start feedback by asking if the person is willing to receive feedback?
- What happens if giving feedback turns into a conflict?



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that if they are going to give feedback, they need to be ready to receive feedback. Have students journal about a time that they received feedback in school or on a team. Ask students the following questions:

- How did it feel to be told you were doing something incorrectly?
- How did you react?
- Why do you think you were receiving the feedback?

Language of Health Literacy:

Is this an okay time to give feedback to you about _____?

I would _____.

I feel _____ when _____ because _____.

Can we agree to _____?



Teaching Progression Teaching



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- Did I know and understand my responsibilities? Why or why not?
- Did our team include everyone? Why or why not?
- Did our team experience any conflict? If so, how did we work through this conflict?
- What is something our team was really good at doing?
- What is something our team needs to improve?

VALUABLE VOCABULARY:

*reflection,
areas of growth*

GUIDING QUESTIONS:

Did my team successfully complete our goal? What led to my team's success? What should my team improve for future projects?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.



SUGGESTED LEARNING ACTIVITY:

Ask students questions that will help them understand the importance of looking back on collaborative work and reflecting on what they learned. For example ask the following questions:

- Did I know and understand my responsibilities? Why or why not?
- Did our team include everyone? Why or why not?
- Did our team experience any conflict? If so, how did we work through this conflict?
- What is something our team was really good at doing?
- What is something our team needs to improve?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you collaborated with others on a team and how it impacted your health.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



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