

## Health Skill:

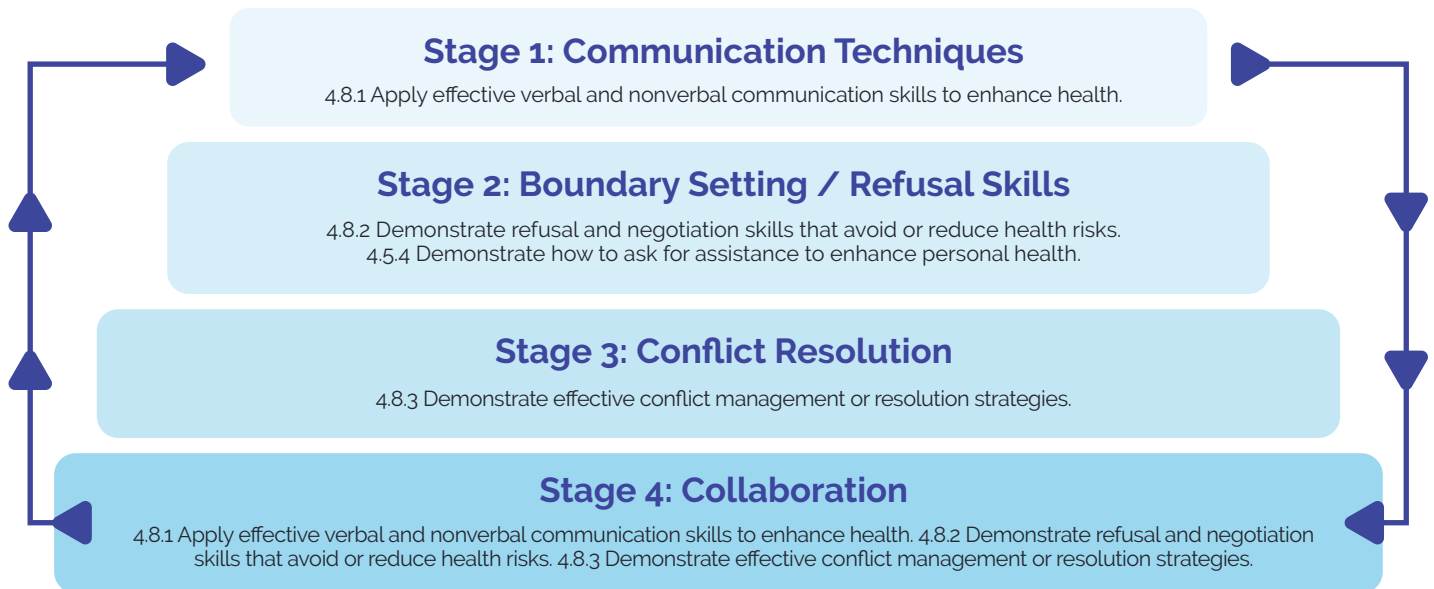
# Interpersonal Communication



## 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 6-8 Framework

In grades 6-8, 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**  
Identify the  
Team Goal



**Step 2**  
Examine  
My Role



**Step 3**  
Support  
the Team



**Step 4**  
Reflect

### Grades 6-8 Framework

In grades 6-8, students analyze effective collaboration skills by evaluating the role of the individual in team work and reflecting on what responsibilities each member contributes to the team. Students practice appropriate active listening skills and analyze the impact of body language in communication when working on a team. Students explore the importance of diverse perspectives, elements of creating and upholding team norms, the differences between "helping or hurting" the team, and the key structures necessary for a team to effectively work together.

Mastery of *Stage 4: Collaboration* for grades 6-8 means students are able to explain what makes a team successful, describe the impact of the individual on the team, contribute positively to a team, and include everyone to ensure everyone's ideas are heard.



## Stage 4: Collaboration

### The Steps:



#### Step 1: Identify the Team Goal

**Step Overview:** Identifying the goal of a team is the first step in building effective, successful teams. Without a goal driving the team, the team can easily become off task or confused. Students in Step 1 begin to examine the importance of collaboration and learn the necessary skills of naming their team's goal for a given task. Students demonstrate their ability to set a goal for their team that is specific, measurable and timely. This step allows students to start their team tasks with focus and common understanding.

##### Sub Skill(s):

- Define collaboration
- Identify the goal



#### Step 2: Examine My Role

**Step Overview:** When working on a team, it is important to understand individual responsibilities, so that we are able to contribute to a team to ensure goals are met. Students need to better understand the impact of the individual to be a better member in their team. In this step, students should spend time identifying their job on a team, such as time keeper, note taker, leader, etc. Students should practice identifying their roles on a team through a collaborative group task where they work with their team to be supportive and responsible.

##### Sub Skill(s):

- Name attributes of a positive team member
- Know my strengths
- Know my job



### Step 3: Support the Team

**Step Overview:** In Step 3, students shift from thinking about their personal contributions and transition to thinking about how all members of the team must work together. Once individuals understand their specific role on a team, it is everyone's job to make sure everyone is working together to reach the team's goals. In this step, students work to include all members of the team by using specific strategies, such as getting to know members of the team, hearing ideas from everyone, and creating team norms. Finally, students should practice giving and receiving feedback since feedback helps all members of the team improve and work towards the best outcomes.

**Sub Skill(s):**

- Understand impact of individuals on the team
- Define inclusion
- Get to know team members
- Get ideas from everyone
- Create team norms
- Give and receive feedback



### Step 4: Reflect

**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 team 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 the team achieve our goal? Why or why not?
- Did the team include everyone? Why or why not?
- Did I fulfill my responsibilities? 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 content area teachers 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: Identify the Team Goal

**SUB SKILL(S):**

- Define collaboration
- Identify the goal

**GUIDING QUESTIONS:**

What is my team's goal? Why do I need to understand the team's goal before collaborating?

**NHES PERFORMANCE INDICATORS:**

(4.8.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.

**VALUABLE VOCABULARY:**

*collaboration, team, goal-setting, effective*

### Step 1: Identify the Team Goal | Sub Skill: Define Collaboration



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that they will start learning about collaboration by examining the concept of collaboration. Define the word *collaboration* for students on the board.

*Collaboration* means *to work with another person toward a common task*. Use other definitions as needed for your classroom.

Ask students to think about times they have collaborated in their own life. Have students create a list of 3-5 examples. When finished with the list, have students share with their partners. Then, take several examples from the whole class (e.g. basketball team, debate team, science lab, group project).

Explain to students that they will be expected to work collaboratively in school and when they enter the workforce. Share with students that it is important to learn specific skills for successful collaboration.

**Language of Health Literacy:**

*Collaboration* is \_\_\_\_\_.

*Effective collaboration is important because*\_\_\_\_\_.



## Teaching Progression: Step 1 | Identify the Team Goal (Cont.)

### Step 1: Identify the Team Goal | Sub Skill: Identify the Goal



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the first step to take when working in collaboration with others is to identify the goal of the team. Tell students that they need to first know what the team needs to do in order to be successful. Have students think about the issues that could occur if teams do not have a clear understanding of the team's goal.

Ask students the following questions to reflect:

- What could happen if members of a team don't know the team's goal?
- How can knowing the team's goal improve the team's success?



#### SUGGESTED LEARNING ACTIVITY 2:

Give students examples of people working in collaboration toward a common goal. Show students pictures or read scenarios. After each example, have students identify what goal the team is working toward.

#### Language of Health Literacy:

The \_\_\_\_\_ (team) are working collaboratively to achieve \_\_\_\_\_.

Our team needs to \_\_\_\_\_ by \_\_\_\_\_.

#### TEACHING NOTES:

- Example of Collaboration: show students a picture of a group of musicians. Students could say that the musicians are working collaboratively to play a concert.
- Model and provide the *Language of Health Literacy* to support students in identifying the goal of the team.



#### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that this step allows teams to have a common understanding of their outcomes as a group. Explain to students that when naming a team goal, the goal should be specific, measurable, and timely. Give students an example of a clear team goal.

Place students into a small group (3-4) and give students a group task. Tell students that they have a limited amount of time to complete the task, but avoid telling students exactly what to do so they can create a goal themselves. Instruct students that before they start the task, they need to name their team goal and write it down.

After students complete the task, have teams reflect by answering the following questions below:

- Did your team complete the stated goal?
- Was your goal specific enough? Explain.
- Was your goal measurable? Explain.
- Did your goal have a time limit and did you meet the time limit?
- Why is it important for teams to state their goals before they start working together?

See Next Page For Teaching Notes.



## Teaching Progression: Step 1 | Identify the Team Goal (Cont.)

### TEACHING NOTES:

- Team SMART Goal Example: Our team needs to complete the science experiment, record data, and clean up by the end of class.
- See example tasks in the *Resource Bank* below.
- Model and provide the *Language of Health Literacy* to support teams in identifying and communicating their goal.
- Collect student reflections to gain insight into student thinking and reflection on setting goals.



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



## Teaching Progression:



### Step 2: Examine My Role

#### SUB SKILL(S):

- Name attributes of a positive team member
- Know my strengths
- Know my job

#### GUIDING QUESTIONS:

What does it take to be an effective member of a team? How does an individual's actions affect the team? What skills do I need to practice to be a positive team member?

#### NHES PERFORMANCE INDICATORS:

(4.8.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.

#### VALUABLE VOCABULARY:

*positive contribution,  
impact,  
personal strengths,  
attribute, delegate,  
responsibility*

### Step 2: Examine My Role | Sub Skill: Name Attributes Of A Positive Team Member



#### 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.

Have students discuss the attributes of a positive team member by answering 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 positive team member is someone who \_\_\_\_\_.*

*A characteristic of a positive team member is \_\_\_\_\_.*

#### TEACHING NOTES:

- Clarify for students that teams don't have to be for sports.
- Encourage students to be specific on how this ideal teammate talks, interacts with others, makes people feel, etc.
- Make sure all students share out the attributes of an effective teammate.
- Keep this list visible for the remainder of the instruction on *Stage 4: Collaboration* to help students reflect on their personal impact on the team.



## Teaching Progression: Step 2 | Examine My Role (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Share a time when you felt like you were a good teammate. Allow students to reflect on a time that they felt like a good teammate. Encourage students to think of specific actions they took and how they knew they were a good teammate. Have students talk in pairs. Give each partner one minute to share their story and share a positive experience they had as a member of a team.

### TEACHING NOTES:

- Remind students that they should practice active listening strategies from *Stage 1: Communication Techniques*.
- If necessary and if time allows, review these listening strategies with students.

## Step 2: Examine My Role | Sub Skill: Know My Strengths



### 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.

Explain to students that people often find it difficult to know how to best contribute to a team. Tell students that each member of the team is bringing unique qualities, experiences, and skills to the team, making teams stronger and more effective.

Ask students to create a visual demonstrating their top five strengths. Students can think about their strengths by completing a strength sort or completing a strengths personal survey. On the back of the poster, have students explain how their strength supports a team. Have students share their strengths visual with peers by posting the images around the room and allowing students to walk around to read each poster.

### Language of Health Literacy:

*My personal strengths are\_\_\_\_\_.*  
*These strengths will support my team by\_\_\_\_\_.*

### TEACHING NOTES:

- See the *Resource Bank* below for an example of a student survey for identifying individual strengths.
- Use student visuals as classroom decorations.
- Model and provide the *Language of Health Literacy* to support students when sharing their personal strengths.



## Teaching Progression: Step 2 | Examine My Role (Cont.)

### Step 2: Examine My Role | Sub Skill: Know My Job



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they are on a team, the team needs to delegate responsibilities to be more effective. Explain to students that their personal strengths can help them know which role to take when on a team. Give students examples of team goals to have students practice identifying different roles and responsibilities on a team.

Using the team goal, have students write what roles they believe the team will need to create to complete the task. Have the students identify which role on each team would be best for them based on their personal strengths. After students complete the scenarios, have students share their answers for 2-3 scenarios with classmates.

#### Language of Health Literacy:

*The roles I identified from this goal are \_\_\_\_\_. I believe I would be best at \_\_\_\_\_ because of my personal strength \_\_\_\_\_.*

*What do you think you would do well on this team?*

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in discussing and identifying their role and responsibilities.



## Teaching Progression:



### Step 3: Support the Team

#### SUB SKILL(S):

- Understand impact of individuals on the team
- Define inclusion
- Get to know team members
- Get ideas from everyone
- Create team norms
- Give and receive feedback

#### GUIDING QUESTIONS:

How do inclusive practices make a stronger team? What can I do to support my team fully? How do I give and receive constructive feedback?

#### NHES PERFORMANCE INDICATORS:

(4.8.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.

#### VALUABLE VOCABULARY:

*contribute, support, inclusion, constructive feedback*

### Step 3: Support the Team

#### Sub Skill: Understand Impact Of Individuals On The Team Member



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the next step in creating an effective team is to include others and provide support for the team.

Tell students that they are going to examine team situations to determine strategies of a supportive team.

Place students into pairs. Give pairs scenarios of students their age facing positive and negative situations with team members, including examples of 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?
- How could this person change their behavior to be a more supportive team member.

#### Language of Health Literacy:

*When someone \_\_\_\_\_, it impacts the team by \_\_\_\_\_*

*I can impact a team by \_\_\_\_\_.*

#### TEACHING NOTES:

- Example Scenarios: someone not listening, someone being bossy, someone not doing or caring about the work, someone coming prepared and ready to work, someone asking for someone else's opinion etc.



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

### Step 3: Support the Team | Sub Skill: Define Inclusion



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the most effective ways to support the team is to be inclusive of all members. Define *inclusion* for students. *Inclusion* means *everyone gets to participate*. Ask students to think about why it is important for all members to be involved and included in the team. Using the *Language of Health Literacy*, prompt students share out their ideas about the importance of inclusion.

#### Language of Health Literacy:

*Inclusion is* \_\_\_\_\_.

*Inclusion is important in collaboration because* \_\_\_\_\_.

### Step 3: Support The Team | Sub Skill: Get To Know Team Members



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that the first strategy they can use to promote inclusion is to get to know team members. Have students play a quick icebreaker game to get to know their team members better.

#### Language of Health Literacy:

*I learned* \_\_\_\_\_ *about* \_\_\_\_\_. *This will help our team because* \_\_\_\_\_.

*By learning about* \_\_\_\_\_, *we were better able to* \_\_\_\_\_ *as a team.*

\_\_\_\_\_ *has* \_\_\_\_\_ *(strength), which means they should be in charge of* \_\_\_\_\_.

*After getting to know the members of my team, I realized* \_\_\_\_\_.

#### TEACHING NOTES:

- See the *Resource Bank* below for a list of possible ice breaker games.
- Depending on time, play as many games as you think is constructive for your classroom.



#### SUGGESTED LEARNING ACTIVITY 2:

Have students create a visual representation of their team's commonalities and strengths. The visual could be a flower with the middle stating things the team has in common and each petal sharing individual team members strengths. Have teams post their visuals in the room as a reminder of their team's commonalities and strengths.

After students create their visual, have them discuss the following questions:

- How does inclusion lead to a stronger team?
- What opportunities are missed if a team excludes certain members?

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion.



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

**Step 3: Support The Team | Sub Skill: Get Ideas From Everyone**



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that another strategy to promote inclusion is to listen to all members' ideas before making a decision. Tell students that before they make any team decision, the team must first listen and elicit ideas from everyone. In order to get ideas from everyone, explain to students that when they notice someone hasn't participated in team discussion, they should ask a probing question to see if they have anything they'd like to bring up with the team.

Place students in small groups. Give each small group a product. Tell each group that they must create a tag line for the product by getting ideas from everyone. The team with the best tag line will win a prize. Tell students that before they submit their idea, they must hear from every team member before making a decision. To make sure each member of the team has an opportunity to share an idea, instruct students to write their name next to the idea that they contributed to the team.

**Language of Health Literacy:**

*Has everyone shared their idea?*

*Does anyone else have any ideas?*

\_\_\_\_\_ (team member's name), what do you think?

\_\_\_\_\_ (team member's name), what do you think of \_\_\_\_\_?

\_\_\_\_\_ (team member's name), what are some of your ideas?

**TEACHING NOTES:**

- Review active listening techniques students learned in *Stage 1: Communication Techniques*. Give groups a checklist of active listening strategies for additional guidance.
- Products can be related to health to reinforce other health content.
- Model and provide the *Language of Health Literacy* to ensure students are able to elicit ideas from each other.
- Remind students of what they learned in *Stage 3: Conflict Resolution* if the team cannot reach an agreement or are struggling to include everyone in the team.



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

### Step 3: Support the Team | Sub Skill: Create Team Norms



#### SUGGESTED LEARNING ACTIVITY 1:

Explain the next strategy for students to use is to create team norms. *Team norms are rules that everyone in the group agrees they will follow.* Team norms should be specific so that everyone in the team knows how to support the team.

Provide students examples of team norms (e.g. one person talks at a time, people come prepared to work, respect each other's physical space). Ask students what it would look like and sound like to be meeting each team norm.

#### Language of Health Literacy:

*I like the norm \_\_\_\_\_ presented saying we should \_\_\_\_\_.*

*Your norm \_\_\_\_\_ sounds like my norm \_\_\_\_\_.*  
*How can we combine these?*

*I haven't heard \_\_\_\_\_ ideas. What do you think we should do?*

*Having \_\_\_\_\_ as a team norm will help our team accomplish \_\_\_\_\_.*

*If we were all meeting this norm, it would look like \_\_\_\_\_.*

*If we were all meeting this norm, it would sound like \_\_\_\_\_.*



#### SUGGESTED LEARNING ACTIVITY 2:

Tell students that they will need to make a list of 5-7 specific team norms that will help the team work together better and promote inclusion. Share with students that they will have time to create their own lists of team norms, time to share their personal ideas with the team, then time to make a team list that includes ideas from all team members.

#### TEACHING NOTES:

- Remind students that they should be striving to get ideas from everyone in the team.
- Model and provide the *Language of Health Literacy* to support students in creating team norms.



#### SUGGESTED LEARNING ACTIVITY 3:

When students complete the team norms setting activity, have groups reflect in writing about their use of listening strategies to make a decision. Ask students to complete a written reflection answering the following questions:

- Did your team listen to all members? Explain.
- How can listening strategies promote inclusion?
- How does listening to all members create a fair compromise when making decisions?



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

### Step 3: Support The Team | Sub Skill: Give And Receive Feedback



#### SUGGESTED LEARNING ACTIVITY 1:

Give students ways to approach providing feedback to members of a team. Model each strategy for students and ask them to explain how this is an effective strategy for delivering feedback. 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



#### SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Have students practice using these strategies for feedback by examining written or video scenarios showing an issue between two people or within a team that requires someone to provide feedback. Remind students constructive criticism is not meant to be an attack, but rather a suggestion for improvement. Have pairs create a skit to show how they would provide feedback on different parts of the project or team presented in the scenario. Allow several groups to demonstrate their skit to the class.

Ask students to reflect:

- 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?

#### Language of Health Literacy:

*Is this an okay time to provide you feedback?*

*I would recommend \_\_\_\_\_.*

*I feel \_\_\_\_\_ because \_\_\_\_\_.*

*Can you tell me more specifically what that feedback would look like?*



## Teaching Progression:



### Step 4: Reflect

#### REFLECTION QUESTION(S):

- Did the team achieve our goal? Why or why not?
- Did the team include everyone? Why or why not?
- Did I fulfill my responsibilities? 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:

(4.8.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.



#### SUGGESTED LEARNING ACTIVITY 1:

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

- Did the team achieve our goal? Why or why not?
- Did the team include everyone? Why or why not?
- Did I fulfill my responsibilities? 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 on a team and the results of your efforts.
- 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.



**Teaching Progression: Step 4 | Reflect (Cont.)**



**SUGGESTED LEARNING ACTIVITY 2:**

When students complete a group task, have students complete a personal survey to reflect on their experience. Explain to students that this survey will provide students with questions they can ask themselves in the future after working with a team. See the table below for criteria that students can use to evaluate their teams' performance:

During team work:	Yes / No	Notes:
I can name the goal my team was working to achieve.		
I can name my personal strengths, and how those strengths support my team.		
I used my time wisely while completing the task.		
I encouraged all members of my team to participate.		
I stayed on task.		
I asked questions when I was confused.		
I used active listening strategies to hear other people's ideas.		
My team completed our goal successfully.		
Name one strength of your team:		
Name one area of growth for your team:		



## Assessing Stage 4: Collaboration

Students in grades 6-8 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.

**4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.**

- I can identify and communicate my strengths.
- I can give and receive feedback about my team.

**4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

- I can listen to all team members' ideas before making team decisions.
- I can make decisions with a team.
- I can include all members of my team.

**4.8.3 Demonstrate effective conflict management or resolution strategies.**

- I can resolve conflict when working on a team.
- I can create team norms.
- I can follow team norms.

### ASSESSMENT TOOL #2 (4.8.1)

Have students demonstrate their ability to complete Step 1 and Step 2 through a collaborative activity. Place students in small groups (3-4). Tell students that they need to complete a task as a group and demonstrate that they can properly use strategies learned in Steps 1 & 2 of Collaboration. Tell students that they must write down their team goal and each member's role for their team. Give students a task to complete as a team (See the *Resource Bank* below for suggested group activities). Monitor students as they complete the task. Once students complete the task, have students discuss the following questions and fill out a personal survey examining their role on the team:

- Did your team complete their stated goal?
- What personal strengths do you think helped your team the most?
- What strengths did you see in teammates that helped your team feel more successful?
- Did your team create clear roles for people?
- What can you do in the future to contribute more to your team?

**ASSESSMENT TOOL #3 (4.8.1, 4.8.2, 4.8.3)**

Place students in groups of four. Explain to them that they each will have different ways to solve a problem (e.g. not enough supplies for the class, crowded hallways, healthier food options in the cafeteria) their team will be assigned, and it is up to their team to come to a consensus (agreement) on one effective strategy for solving the task. Tell students to be aware of conflict or disagreement during this task. Ask students to pay attention to how they handle conflict with others through this activity.

After the activity, have students write a reflection to the following questions:

- How did you feel during this activity?
- Did you feel included or excluded?
- Did any disagreements occur? Explain.
- How did your team handle conflict?
- If there wasn't any conflict, do you think people were afraid to suggest their ideas? 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.

Place students in new groups, have students discuss the results of their activity and reflection. Push students to talk specifically about their experiences and remember to practice active listening strategies.

**ASSESSMENT TOOL #4 (4.8.1, 4.8.3)**

Give students drawing materials. Instruct students to copy an image from the board. Tell students specific instructions for copying this image. Give students a limited amount of time to complete the task. Have students turn to their shoulder partner to practice giving feedback to one another. Have students use the feedback steps previously used in scenario practice. Tell students that often our feedback is positive and not a critic. Ask students to give their partner two pieces of positive feedback and one piece of constructive criticism. Monitor students' conversations. Encourage students to use specific language to give feedback to their partners. Remind students that feedback needs to be constructive. Following the activities ask students to discuss the following questions using a discussion strategy:

- How did it feel to receive feedback?
- How did it feel to give feedback?
- What part of the steps was most challenging for you?
- How could you use this strategy outside of the classroom?

**ASSESSMENT TOOL #5 (4.8.1, 4.8.2, 4.8.3)**

Place students into groups (4-5). Give members of each group a checklist of observable behaviors of effective teams that were taught (e.g. 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. Before beginning the activity for each team, lead teams to create norms for their teams. Have all students sign the norms and keep the norms with the team. Before a team completes the activity in front of the class, have the team read their norms to the class. Explain to the rest of the class that the team will complete a task, and the students observing will provide feedback using the checklist provided. Give each team a task that is about 5-7 minutes long. Following the task, allow observers to give 3-4 minutes of feedback, citing the checklist of effective team behaviors. Once all teams have gone, have each student fill out a personal checklist and reflection.



## 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. For example, when collaborating to complete a science experiment, students can identify the team's goal, create team norms, and use strategies to include all team members. Other content areas can also build time for students to provide feedback during collaborative work.

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.

- What is the team's goal for *this situation*?
- What strengths can you offer the team to help them achieve *this goal*?
- What was your job during *this work*?
- How could you include the people in your team during *this activity*?
- How did your behavior help your team?
- How did your behavior hurt 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, collaborate, inclusion, feedback, norms, goals, effective, negotiate, consensus*



# Resource Bank

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## 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/>

## Personal Strengths Survey

- [https://nwi.pdx.edu/NWI-book/Chapters/Cox-2.3-\(youth-strengths\).pdf](https://nwi.pdx.edu/NWI-book/Chapters/Cox-2.3-(youth-strengths).pdf)

## Step 2 Activity Options

- [Marshmallow challenge, Survival on the Moon, Human Knot](#)