

## 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 9-12 Framework

In grades 9-12, 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 9-12 Framework

In grades 9-12, students practice strategies to create effective, strategic and inclusive teams. Students begin *Stage 4: Collaboration* by identifying team goals in order to have a clear objective for collaborative work. Next, students evaluate their personal role and impact on the team by acknowledging their strengths and evaluating the influence of individuals on a team. Understanding the strengths of ourselves and others allows the team to delegate tasks effectively and ensures higher quality work. Finally, students learn to support their teams by practicing inclusion strategies and learning how to create proposals using consensus-building strategies. To teach *Stage 4: Collaboration*, teachers should provide opportunities to work in groups to complete a variety of tasks. *Stage 4: Collaboration* can be taught and reinforced anytime the teacher plans on having students work in groups.

Mastery of *Stage 4: Collaboration* means students are able to identify the goal of a team, understand their roles and responsibilities on a team, contribute to a team by fulfilling their roles and responsibilities, and include all members of their team.



## 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 activity with focus and common understanding.

##### Sub Skill(s):

- Define collaboration
- Identify the goal of the team



#### Step 2: Examine My Role

**Step Overview:** This step allows students to understand what their roles and responsibilities are in a team. Students should first understand what makes a good team member, and then reflect on how they can use their personal strengths to contribute to a team. Once students understand the impact their individual efforts have on whether or not a team achieves their goal, they spend time exploring their strengths in order to better understand how they can best support their team in the activity and delegate tasks accordingly.

##### Sub Skill(s):

- Name attributes of a positive team member
- Explain impact of an individual on a team
- Delegate tasks based on strengths



### Step 3: Support the Team

**Step Overview:** Part of collaboration is supporting a team in achieving its goals. This step is important once work has started and needs to be completed. Many of the strategies help students include all members of the team. Inclusion of all team members leads to the most creative and effective teams. We want students to work in teams to promote diverse perspective taking, increase creativity, and create an environment where new ideas are shared and challenged. Collaboration is the most complex form of interpersonal communication, and it can lead to the most creative results. To reach these results, all members of a team must be included and utilized. In Step 3, students practice inclusion strategies and consensus building to make their teams more dynamic and productive.

**Sub Skill(s):**

- Explain why inclusion is important to collaboration
- Get to know team members
- Listen to all team member ideas
- Create team norms
- Build consensus and make decisions



### Step 4: Reflect

**Step Overview:** Learning to reflect takes practice and intention. After working on a team, it is important to take time after the task or goal is completed to ask important questions about the teams's ability to complete the goal created at the beginning of the collaboration process. Each person should reflect on their personal contribution, their strengths, and their areas of growth. The final step of *Stage 4: Collaboration* allows for students to reflect on their experience and success. Students use this reflection process 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 our team achieve our goal? Why or why not?
- Did our 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) and group work to provide practice opportunities for students to work on teams.
- Provide checklists of effective team behaviors for students to use during group work or to reflect 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 of the team

**GUIDING QUESTIONS:**

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

**NHES PERFORMANCE INDICATORS:**

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health. (4.12.2) Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

**VALUABLE VOCABULARY:**

*collaboration, team, goal-setting*

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



**SUGGESTED LEARNING ACTIVITY 1:**

Share with students that they will start *Stage 4: 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*.

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 partner. Then, take several examples from the whole class (e.g. basketball team, debate team, science lab, group project for a class). Explain to students that they will be expected to work collaboratively in school and when they enter the workforce, so it is important to develop strategies and skills to do this more effectively. .

**Language of Health Literacy:**

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

*Collaboration is important because* \_\_\_\_\_.

**TEACHING NOTES:**

- Use other definitions as needed for your classroom.



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

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



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the first step to take when working in collaboration 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 on the importance of knowing a goal during collaborative work:

- 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 by showing students pictures or reading scenarios. After each example, prompt students to identify the goal the team is working toward.

#### Language of Health Literacy:

The \_\_\_\_\_ (team/group) is working collaboratively to achieve \_\_\_\_\_ by \_\_\_\_\_.

By \_\_\_\_\_, our (team/group) must accomplish \_\_\_\_\_.

#### TEACHING NOTES:

- For example, 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 help students identify the goal of the teams.



#### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that this step allows teams to have a common understanding of their outcomes as a group. Tell students that when naming a team goal, the goal should be specific, measurable, and time-phased. Give students an example of a clear team goal. Have students share what they notice about the goal and identify the different parts of the goal.

#### TEACHING NOTES:

- Example of Team Goal: Our team needs to complete the science experiment, record data, and clean up by the end of class.



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



### SUGGESTED LEARNING ACTIVITY 4:

Place students into a small group (3-4) and give students a team task. Explain to 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 moving on, they must tell you their team goal. Check each team's goal before letting them proceed with the task.

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

- Did your team complete their 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 to have teams state their goals before they start working together?

### TEACHING NOTES:

- See the *Resource Bank* below for example tasks for teams to complete.
- Model and provide the *Language of Health Literacy* to support students in identifying the team's goal.



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



## Teaching Progression:



### Step 2: Examine My Role

**SUB SKILL(S):**

- Name attributes of a positive team member
- Explain impact of an individual on a team
- Delegate tasks based on strengths

**GUIDING QUESTIONS:**

What does it take to be an effective member of a team? How does an individual's actions affect the team? What strengths do I bring to a team? How do I leverage my strengths to improve my team's performance?

**NHES PERFORMANCE INDICATORS:**

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health. (4.12.2) Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

**VALUABLE VOCABULARY:**

*positive contribution,  
impact,  
personal strengths*

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



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that the second step when collaborating is to know your role. Share with students that knowing your role on the team will help the team be more effective and successful at completing the team's goal. To get students to think about the impacts of a good team member, 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 with each other. Create a class list of the top characteristics of a perfect teammate. Remind students that they are not expected to be a perfect teammate, but by identifying these ideal characteristics they can have a better idea of how to support their team.

Have students discuss the following questions:

- Why are these characteristics important?
- What happens if a person does the opposite?

**Language of Health Literacy:**

A positive team member makes sure to \_\_\_\_\_.

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

Someone who \_\_\_\_\_ helps their team achieve its goal because \_\_\_\_\_.

**TEACHING NOTES:**

- Clarify for students that teams don't have to be 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 *Stage 4: Collaboration* to help students reflect on their personal impact on their team.



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

### Step 2: Examine My Role

#### Sub Skill: Explain Impact Of An Individual On A Team



#### 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.

Place students in pairs and give students scenarios of people their age facing positive and negative situations with team members. For each scenario, have students determine the team member's behavior and the impact of the individual's behavior.

When students complete the activity, have students reflect by answering the following questions:

- How can one person impact the entire team's performance?
- How do you hope to impact your teams?

#### Language of Health Literacy:

\_\_\_\_\_ impacts a team by \_\_\_\_\_.

When \_\_\_\_\_ does \_\_\_\_\_, it impacts the team because \_\_\_\_\_.

\_\_\_\_\_ helps the team to \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ hurts the team's ability to \_\_\_\_\_ because \_\_\_\_\_.

#### TEACHING NOTES:

- Include examples of issues many teams face. For example, include scenarios of someone not listening, someone being bossy, someone not doing or caring about the work, etc.
- Include examples of positive behaviors as well. For example, include scenarios focusing on someone cleaning up at the end of an activity, keeping time, recording ideas, etc.
- Model and provide the *Language of Health Literacy* to support students' explanations of how individual behaviors impact a team.



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

### Step 2: Examine My Role | Sub Skill: Delegate Tasks Based On Strengths



#### SUGGESTED LEARNING ACTIVITY 1:

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 poster showing their top five strengths. On the back of the poster, have students explain how their strength supports a team. Have students share their strengths poster with others by displaying the posters and allowing students to walk around to reach each poster. Use student visuals as classroom decorations.

#### Language of Health Literacy:

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

*The goal is to \_\_\_\_\_, which means we need people to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.*

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

*Because \_\_\_\_\_'s strength is \_\_\_\_\_, they should \_\_\_\_\_.*

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

#### TEACHING NOTES:

- Provide a personal strengths survey to help students identify strengths they want to include in their visual. See the *Resource Bank* below for an example of a student survey.
- Model and provide the *Language of Health Literacy* to support students in sharing their personal strengths and connecting to the ability to help teams.



#### SUGGESTED LEARNING ACTIVITY 2:

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 complete the task. Then, have the students identify which role 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.

#### TEACHING NOTES:

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



## Teaching Progression:



### Step 3: Support the Team

#### SUB SKILL(S):

- Explain why inclusion is important to collaboration
- Get to know team members
- Listen to all team member ideas
- Create team norms
- Build consensus and make decisions

#### GUIDING QUESTIONS:

How do I include all members of my team? How does knowing the members of my team help me work with them more effectively? What team norms help a team be successful? How does a team build consensus in order to make decisions?

#### NHES PERFORMANCE INDICATORS:

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

#### VALUABLE VOCABULARY:

*include, exclude,  
diversity,  
consensus building*

### Step 3: Support the Team

#### Sub Skill: Explain Why Inclusion Is Important To Collaboration



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that they are going to learn specific strategies to promote inclusion within teams. Explain to students that when we work in teams, we are creating the opportunity to think differently and be challenged to hear new ideas. Tell students that having different ideas in a team is linked to more effective, creative outcomes.

To have students start thinking about the importance of inclusion in a team, define *inclusion* and *exclusion* for students. *Inclusion* means *everyone gets to participate*. *Exclusion* means *some people do not get to participate or participate fully*.

Ask students the following questions to reflect on the impact of inclusion and exclusion:

- When have you worked with others and felt included?
- When have you worked with others and felt excluded?
- What can happen in team work when certain members of the team are excluded?
- How can we promote inclusion in our classroom?

#### Language of Health Literacy:

*Inclusion means* \_\_\_\_\_.

*Inclusion helps a team succeed because* \_\_\_\_\_.

#### TEACHING NOTES:

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



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

### 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.

#### TEACHING NOTES:

- See the *Resource Bank* below for a list of possible ice breaker games.



#### SUGGESTED LEARNING ACTIVITY 2:

Have students create a visual representation of their team's commonalities and differences. Have teams post their visuals in the room as a reminder of their team's commonalities and strengths.

After students create their visuals, have groups discuss the following questions:

- How does getting to know the members of your team help you collaborate?
- What opportunities are missed if we don't know our team members?

#### TEACHING NOTES:

- Example Visual: a flower with the middle stating things the team has in common and each petal sharing individual team members strengths.
- Model and provide *Language of Health Literacy* to support group discussion.

#### Language of Health Literacy:

*We all have \_\_\_\_\_ in common.*

*One of our differences is \_\_\_\_\_.*

*\_\_\_\_\_ is good at \_\_\_\_\_, and I am good at \_\_\_\_\_.*

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

### Step 3: Support The Team | Sub Skill: Listen To All Team Member Ideas



#### 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 (3-4). Give each team an issue impacting the school community. Tell each team that they must create a list of possible solutions to the problem. 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:

- Examples of Issues at School: long lunch lines, crowded stairwells, trash on campus.
- See the *Resource Bank* below for strategies on how students can brainstorm ideas.
- Allow students to pick their own issue, if appropriate and time allows.
- Model and provide the *Language of Health Literacy* to support students eliciting ideas from every member of the team.



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

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



#### SUGGESTED LEARNING ACTIVITY 1:

Share with students that another strategy for students to use to include everyone on a team is to create team norms. Define *team norms* for the class. *Team norms are rules that everyone in the group agrees they will follow.* Team norms should be specific, so that everyone on the team knows how to support the team.

Provide students examples of team norms. Ask students what it would look like and sound like to be meeting each team norm.

#### TEACHING NOTES:

- Team Norm Examples: One person speaks at a time; Stay on task; Clean up after ourselves; Provide specific feedback.

#### 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. Tell students that they will have several minutes to create their own lists, time to share their personal ideas with the team, and then time to make a list that includes ideas from all team members.

When students complete the 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 NOTES:

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



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

**Step 3: Support the Team | Sub Skill: Build Consensus And Make Decisions**



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that when all team members are included, there are more opportunities for teams to make creative solutions to solve problems. Tell students that in order to solve problems and make decisions as a team, they must practice consensus building. Define *consensus building*. *Consensus building* means *all team members can agree on a plan to solve an issue and all team members have expressed their ideas to create the plan*.

Tell students that to come to a consensus with their teams, the team will need to do the following: brainstorm ideas, narrow ideas down, come to a consensus by using team decision-making strategy.

To help students better understand the purpose of consensus building, ask students the following questions:

- What opportunities come with building consensus on a team?
- What challenges come with building consensus on a team?

**Language of Health Literacy:**

*The proposal I agree with most is \_\_\_\_\_. I believe this is the best proposal because \_\_\_\_\_.*

*I think we should combine \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_.*

*I hear that you think \_\_\_\_\_ is the best plan, but I disagree because \_\_\_\_\_.*

*Why do you think \_\_\_\_\_ is a better plan than \_\_\_\_\_?*

*What could we add to this plan to make you think it is going to solve the problem?*

**TEACHING NOTES:**

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



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



### SUGGESTED LEARNING ACTIVITY 2:

Tell students that they will practice consensus building with their teams to reach a solution for the problem they brainstormed ideas for earlier. Explain to students that they need to follow the steps to consensus building to select a proposal for solving the issue. Remind students that all members need to agree on the final proposal to truly have a consensus.

Instruct students to return to their list of possible solutions from earlier. Next, tell students that they are going to narrow down the ideas they brainstormed earlier by using voting strategy. Once students have voted on the proposed ideas, tell teams to begin discussing the proposed ideas that received the most votes.

As students discuss the plans and begin to narrow their ideas further, encourage students to use quick visual voting techniques as consensus building checkpoints and to identify areas of agreement or disagreement. This strategy is especially useful for hearing opinions from less verbal team members.

After students discuss their remaining choices, instruct teams to create a final proposal. Explain to teams that their final proposals must have the approval of the entire team. Remind students that when they create a proposal with consensus all team members feel that the plan is acceptable and all members have compromised their ideas to include the ideas of the entire team. Have students summarize their proposal to the class.

When students complete the proposal activity, have students reflect on the process. Ask students the following questions:

- What is consensus building?
- How does consensus building promote inclusion?
- How can consensus building increase creative solutions to complex problems?

### TEACHING NOTES:

- See the *Resource Bank* below for suggested voting strategies, such as dot voting.
- Model and provide the *Language of Health Literacy* to support students in discussing the proposed ideas.
- Suggested visual voting techniques include: "fist to five" or "thumbs up or down." See the *Resource Bank* below for more visual voting examples.
- Allow as much or as little time for proposals as is appropriate. This can be a quick exercise or extended project.



See *Decision-Making* for additional strategies for narrowing down ideas and choosing the best option available.



## Teaching Progression:



### Step 4: Reflect

#### REFLECTION QUESTION(S):

- Did our team achieve our goal? Why or why not?
- Did our 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:

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.



#### 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 our team achieve our goal? Why or why not?
- Did our 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 team 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.		
I worked to include all members of my team.		
I participated in consensus building to create a plan.		
I feel that my ideas were listened to and incorporated into my team's plan.		
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 9-12 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.

### 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- I can define collaboration.
- I can identify the goal of the team.
- I can name attributes of a positive team member.
- I can explain the impact of an individual on a team.
- I can delegate tasks based on strengths.
- I can explain why inclusion is important to collaboration.
- I can get to know team members.
- I can listen to all team member ideas.
- I can create team norms.
- I can build consensus & make decisions.
- I can reflect on my team's progress and work.

#### ASSESSMENT TOOL #1 (4.12.2)

Have students demonstrate their ability to complete the steps of Stage 4: Collaboration through a collaborative activity. Place students in small groups (3-4). Tell students that they must write down their team goal, each member's role for their team, and create team norms before they begin. Give students a task to complete as a team (Suggested task: Marshmallow Challenge in *Resource Bank* below). 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 helps you most when you work on teams?
- 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 #2 (4.12.2)

Place students into small groups (3-4). Give students a handout with the four steps of *Stage 4: Collaboration* outlined with strategies learned and practiced in class. Assign students a group project with clear expectations. Have students start with Step 1: Identify the Goal. Give groups time to write down their team goal. Next, have students complete Step 2: Examine My Role. Have each team member name a strength they bring to the team and record their strength on the handout. For Step 3, have students use consensus building strategies to explore possible ways to complete the group project and include all team members. Finally, have students complete the group project and apply their plans. Remind students that when they are working together, they should use active listening strategies to make all members feel included. Throughout the group project, prompt students to reflect by answering the reflection questions in Step 4. Monitor students as they complete their project. Encourage students to use inclusive language and support their team members.



## 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](#)

## Icebreaker Games

- <https://www.icebreakers.ws/get-to-know-you>

## Dot Voting

- <http://dotmocracy.org/dot-voting/>

## Brainstorming Activities

- <https://business.tutsplus.com/articles/top-brainstorming-techniques--cms-27181>

## Marshmallow Challenge Team Task

- <https://www.toastmasters.org/~media/8a6a24ead731427190be0352ea2996e7.ashx>

## Consensus Building Voting Strategies

- <https://www.mountangoatsoftware.com/blog/four-quick-ways-to-gain-or-assess-team-consensus>