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?

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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

Health

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/

Personal Strengths Survey
  · 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