



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

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>