



## Teaching Progression:



### Step 1: Help My Team

**SUB SKILL(S):**

- Share
- Be a good teammate
- Do my job

**VALUABLE VOCABULARY:**

*team, job, share*

**GUIDING QUESTIONS:**

What is my job in a team? How do I support my team?

**NHES PERFORMANCE INDICATORS:**

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings.

### Step 1: Help My Team | Sub Skill: Share



**SUGGESTED LEARNING ACTIVITY 1:**

Tell students that they will get to practice being a good teammate by sharing. Explain to students that sharing is one of the most important responsibilities of a good team member. Choose an activity where students work in small groups to complete a task. Students should work together to complete a task that requires them to share resources to complete the task.

**Language of Health Literacy:**

*Can I please use \_\_\_\_\_ after you are finished?*

*Would you like to use \_\_\_\_\_? I don't need it anymore.*

*\_\_\_\_\_ (student name), you have had that for a long time, can you please share it?*

**TEACHING NOTES:**

- See the *Resource Bank* below for suggested activities.
- Model and provide the *Language of Health Literacy* to support students with sharing.
- Monitor groups throughout the activity and encourage students to use the *Language of Health Literacy* to ask to share.



See *Stage 2: Refusal Skills & Boundary Setting* to support students saying *no* respectfully if they do not wish to share something with their team.



## Teaching Progression: Step 1 | Help My Team (Cont.)

### Step 1: Help My Team | Sub Skill: Be A Good Teammate



#### SUGGESTED LEARNING ACTIVITY 1:

Show students a video or read a story about a group showing good teamwork. Have students point out what makes the team successful. Create a chart documenting the student's responses and create a list for a good team.

#### Language of Health Literacy:

A good teammate is \_\_\_\_\_.

#### SUGGESTED LEARNING ACTIVITY 2:

Have students create a picture of a good team, including details that show good teamwork discussed earlier. As students draw, ask the following questions:

- What does a good team look like?
- How do people treat each other?
- How do people talk to each other?

### Step 1: Help My Team | Sub Skill: Do My Job



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when we work together, people take on different jobs to make the team stronger. Tell students that these jobs help us know what we should do for the team and what others should be doing for the team.

Ask students to think about their families. Model by giving an example of a family and how each member of the family takes on different jobs. Ask students to share about their homes and different jobs people have in their homes. Then, have students draw a picture of their family showing the job of each member. Using the *Language of Health Literacy*, have students explain their image to you or to a classmate.

#### Language of Health Literacy:

\_\_\_\_\_ does \_\_\_\_\_.

My job is to \_\_\_\_\_.

#### TEACHING NOTES:

- Make sure your example of family roles and responsibilities is responsive to the students in your class and does not narrowly define family or gender roles.



#### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that they will be working on teams to create a large, beautiful piece of art. Tell students that they will each have a specific job on their drawing team. Place students in small groups (3-4). Spread a large piece of butcher paper across the floor and give students drawing materials. Assign each student a different role (e.g. marker keeper, drawer, colorer, time keeper).

Tell students that they need to create a mural for the classroom. Give students a theme to create their drawing. Encourage students to participate, talk to each other, and share. Give students a time limit to create their art.

Once students finish, ask students the following questions:

- Was your team successful?
- Are you proud of your work?
- What was your job on the team?
- How do you know that you were a good team member?