



Teaching Progression:



Step 1: Know My Responsibility

SUB SKILL(S):

- Describe a perfect teammate
- Explain impact of actions
- Know my job

GUIDING QUESTIONS:

What does it take to be an effective member of a team?

How do my individual actions affect the team? What skills do I need to practice to be a positive team member?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks. (4.5.3) Demonstrate nonviolent strategies to manage or resolve conflict.

VALUABLE VOCABULARY:

impact, affect, active listening, I-Statements

Step 1: Know My Responsibility | Sub Skill: Describe A Perfect Teammate



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.

To reflect on these characteristics, have students answer 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 perfect teammate does _____.

A perfect teammate says _____.

A perfect teammate makes people feel _____.

TEACHING NOTES:

- Clarify for students that teams are not only 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 Collaboration to help students reflect on their personal impact on the team.
- Model and provide the *Language of Health Literacy* to support student discussion and understanding.



Teaching Progression: Step 1 | Know My Responsibility (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Have students share a time when they felt like they were a good teammate. Give each partner 60 seconds to share their story. Partners who are listening should be encouraged to use questions to keep their partner talking for the entire 60 seconds. Have students switch roles, so they each have an opportunity to share.

TEACHING NOTES:

- Remind students that they should be practicing other active listening skills from *Stage 1: Communication Techniques*, including being attentive, asking questions, making connections, showing interest, and summarizing their partners ideas.
- Encourage students to use the characteristics the class identified to explain how they knew they were a good teammate.

Step 1: Know My Responsibility | Sub Skill: Explain Impact Of Actions



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.

Show students a video of members on a team not being supportive. Ask students if this example shows a supportive team member or not. Have students discuss the video and how the team member could be more supportive. After each example of a teammate hurting a team, ask students to think about what happens by sharing predictions with a partner.

Language of Health Literacy:

If a teammate does _____, then _____ happens.

When a teammate does _____, it (hurts/helps) the team because _____.

TEACHING NOTES:

- Example video ideas: basketball player throwing the ball down hard when he is subbed out of the game, a member of a team carrying too many things while the rest of their team watches, a team discussion where someone is staying silent.
- Model and provide the *Language of Health Literacy* to support students predicting what happens next.



Teaching Progression: Step 1 | Know My Responsibility (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when they are working as a member of a team they take actions that help the team and actions that hurt the team. Read aloud to students a series of scenarios demonstrating different people interacting with a team that are either helping or hurting. Have students move to one side of the room or the other to show if they believe the situation demonstrates helping or hurting. Have students discuss why they chose their position with a partner.



SUGGESTED LEARNING ACTIVITY 3:

Place students into pairs. Give pairs scenarios of students their age facing positive and negative situations with team members. Include examples of common 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?
- Have you ever experienced a similar situation? Explain.

Have partners rewrite 2-3 scenarios demonstrating how a helpful, supportive team member should act. Have 4-5 pairs share their corrections with the class.

TEACHING NOTES:

- Example scenarios: someone not listening, someone being bossy, someone not doing or caring about the work.
- Model and provide the *Language of Health Literacy* to support students explain how actions impact a team.



SUGGESTED LEARNING ACTIVITY 4:

Ask students to remember a time when they helped a team. Ask students the following questions to help them tell their story:

- How did you feel about _____?
- What did you specifically do?
- How do you know you helped the team?
- What was the result of your help?



Teaching Progression: Step 1 | Know My Responsibility (Cont.)

Step 1: Know My Responsibility | Sub Skill: Know My Job



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that there are some responsibilities that all members of a team must do. For example, all members of a team must pay attention to what is going on. Create a chart paper with the title "My Responsibilities on a Team." Ask students to create a class list of every person's duties when they are on a team. Leave this chart in the class as a reference for students.

Once these responsibilities have been identified, split the responsibilities up and assign to small groups of students (3-4). Ask each group to describe what actions someone would do if they were fulfilling these responsibilities.

TEACHING NOTES:

- These duties should be general like ask questions, be engaged, show kindness, include others.
- Avoid writing down negative attributions, such as don't be bossy. Prompt students to reframe as necessary.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that we are sometimes given specific jobs on teams, such as note taker, time keeper, etc. In less formal situations, we have to figure out what our jobs are on the team. Give students scenarios demonstrating how different people work together. Have students practice identifying people's responsibilities on different teams. Have students name the team member's responsibility and explain how the responsibility helped the team achieve goals. Ask students what would happen if someone didn't do this job.



SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups (3-4). Assign the group a task that needs to be completed. Create and assign roles to each member of the group.

At the end of the activity, have students reflect by answering the following questions:

- Why was your role important to the team?
- How did you do at your job?
- What do you want to remember next time?
- What other role are you interested in doing?

TEACHING NOTES:

- Example roles: note taker, time keeper, team leader, health knowledge expert, question asker, engagement encourager.
- Include clear descriptions and responsibilities.
- If appropriate, allow students to select their role.
- Use these same roles consistently so students get an opportunity to take all of the responsibilities.