



Teaching Progression:



Step 3: Support My Team

SUB SKILL(S):

- Identify team goal
- Offer help
- Resolve conflict
- Give & receive feedback
 - Asking if you can give feedback
 - Being specific
 - Saying how you feel using I-Statements
 - Asking for a specific solution

VALUABLE VOCABULARY:

*supportive,
constructive feedback,
goals, outcome*

GUIDING QUESTIONS:

How do I support my team to accomplish our goals?

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.

Step 3: Support My Team | Sub Skill: Identify Team Goal



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that all good teams have clear goals or outcomes they are trying to achieve. When we work in groups, we want to make sure we are actively supporting these goals and outcomes, and that we can do this by offering help, resolving conflict, and providing feedback. Provide examples of a variety of groups and teams (e.g. football team, cast of a movie, band). Ask students to identify the goal of each team.

Language of Health Literacy:

Our team's goal is_____.



See *Goal-Setting* to support students in identifying and writing goals for their team.



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

Step 3: Support My Team | Sub Skill: Offer Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one strategy they should use when working on a team is offering help or support. Give students different scenarios to allow them to practice using the *Language of Health Literacy*. With a partner, have students practice identifying the help they can offer and voicing this to the team.

Language of Health Literacy:

I can help you _____ (specific action.)

I/ we could _____ to make this better. What do you think?

I think _____ would make this better.

Thank you for _____. That really helped the team.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students to offer help based on the scenarios.



See *Stage 2: Advocacy for Self & Others* to support students figuring out how to help others.



SUGGESTED LEARNING ACTIVITY 2:

Place students in small groups (3-4). Tell students that they will participate in a team activity, and they will get the chance to practice being a helpful team member. Give groups a task.

Once students complete the task, ask the following questions to debrief the activity:

- Was your team successful?
- What were your responsibilities on the team?
- Did you uphold your responsibilities?

To conclude the activity, have students fill out a personal assessment. The personal assessment should ask students about their role as a member of a team and how they offered their help. Example survey questions include:

- Do you believe you helped your team? In what way?
- Do you think your help to the team made the team successful? Why or why not?

TEACHING NOTES:

- Remind students of the list they created for what makes a perfect teammate from Step 1.
- See the *Resource Bank* below for suggested group activities.
- Monitor students as they complete the task. Encourage students to uphold the expectations they set for themselves and use the *Language of Health Literacy* to offer help to team members.



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

Step 3: Support My Team | Sub Skill: Resolve Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that being on a team can lead to difficulties. Tell students that their main goal is to support their team and help the team be the best it can be. Remind students that we work on teams to be able to solve problems in more creative and effective ways, so the challenges we face are worth overcoming. Tell students that when we face challenges in a team, we need to use strategies to solve these issues to support our team, move forward, and accomplish our team goals.

Language of Health Literacy:

It is important to resolve conflict when working in a team because _____.

To resolve a conflict in a team, I will _____.

Place students into small groups (3-4). Give groups a series of images (4-5) demonstrating different challenges a team may face. Have students describe what challenges they think the team is facing for each image. Once the group has named a challenge for each image ask the groups: What next? Have students create 2-4 possible scenarios that could occur next for each image. Show the class 2-3 examples from the groups. Talk through how you hope teams would solve issues.

TEACHING NOTES:

- Examples of images: controlling person, someone not working, two people raising their voices at each other.
- If students only name negative outcomes, encourage them to think about how the strategies from *Stage 3: Conflict Resolution*, such as using I-Statements and compromising, could be used to create positive outcomes.



See *Stage 3: Conflict Resolution* to reinforce steps and support students in resolving conflicts when working in teams.



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

Step 3: Support My Team | Sub Skill: Give & Receive Feedback



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy for supporting a team is to provide appropriate feedback to team members. Tell students that teams will often ignore smaller issues to avoid offending people or creating conflicts, however, not providing feedback to the team can lead to the team not performing well or meeting their goals.

Tell students that one way to avoid feedback turning into conflict during group activities in class is to make sure that the feedback they are giving will only make the team stronger. Explain to students that feedback is not a way to demean or pick on an individual. Explain to students the concept “constructive” feedback.

Read students 5-10 scenarios demonstrating different people getting feedback. After each scenario ask students:

- Do you think this feedback is constructive? Why?
- How do you think this person could improve the way they are giving feedback?
- How would you feel if you received this feedback?



SUGGESTED LEARNING ACTIVITY 2:

Give students ways to approach providing feedback to members of a team. Some strategies for providing feedback include:

- Asking if you can give feedback.
- Being specific.
- Saying how you feel using I-Statements.
- Asking for a specific solution.

Place students into pairs. Have students practice using the strategies for providing feedback by examining written or video scenarios that show a situation a team that requires feedback to resolve. After watching a video of a team member needing feedback, have students write out how they would give feedback to the person on the video. Have students share out examples to the class.

After students share examples, debrief giving feedback by asking students the following questions:

- Why can it be challenging to give feedback?
- Why do you think we should start feedback by asking if the person is willing to receive feedback?
- What happens if giving feedback turns into a conflict?



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that if they are going to give feedback, they need to be ready to receive feedback. Have students journal about a time that they received feedback in school or on a team. Ask students the following questions:

- How did it feel to be told you were doing something incorrectly?
- How did you react?
- Why do you think you were receiving the feedback?

Language of Health Literacy:

Is this an okay time to give feedback to you about _____?

I would _____.

I feel _____ when _____ because _____.

Can we agree to _____?