



## Teaching Progression:



### Step 1: Identify the Team Goal

**SUB SKILL(S):**

- Define collaboration
- Identify the goal

**GUIDING QUESTIONS:**

What is my team's goal? Why do I need to understand the team's goal before collaborating?

**NHES PERFORMANCE INDICATORS:**

(4.8.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.

**VALUABLE VOCABULARY:**

*collaboration, team, goal-setting, effective*

### Step 1: Identify the Team Goal | Sub Skill: Define Collaboration



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that they will start learning about collaboration by examining the concept of collaboration. Define the word *collaboration* for students on the board.

*Collaboration* means *to work with another person toward a common task*. Use other definitions as needed for your classroom.

Ask students to think about times they have collaborated in their own life. Have students create a list of 3-5 examples. When finished with the list, have students share with their partners. Then, take several examples from the whole class (e.g. basketball team, debate team, science lab, group project).

Explain to students that they will be expected to work collaboratively in school and when they enter the workforce. Share with students that it is important to learn specific skills for successful collaboration.

**Language of Health Literacy:**

*Collaboration is* \_\_\_\_\_.

*Effective collaboration is important because* \_\_\_\_\_.



## Teaching Progression: Step 1 | Identify the Team Goal (Cont.)

### Step 1: Identify the Team Goal | Sub Skill: Identify the Goal



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the first step to take when working in collaboration with others is to identify the goal of the team. Tell students that they need to first know what the team needs to do in order to be successful. Have students think about the issues that could occur if teams do not have a clear understanding of the team's goal.

Ask students the following questions to reflect:

- What could happen if members of a team don't know the team's goal?
- How can knowing the team's goal improve the team's success?



#### SUGGESTED LEARNING ACTIVITY 2:

Give students examples of people working in collaboration toward a common goal. Show students pictures or read scenarios. After each example, have students identify what goal the team is working toward.

#### Language of Health Literacy:

The \_\_\_\_\_ (team) are working collaboratively to achieve \_\_\_\_\_.

Our team needs to \_\_\_\_\_ by \_\_\_\_\_.

#### TEACHING NOTES:

- Example of Collaboration: show students a picture of a group of musicians. Students could say that the musicians are working collaboratively to play a concert.
- Model and provide the *Language of Health Literacy* to support students in identifying the goal of the team.



#### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that this step allows teams to have a common understanding of their outcomes as a group. Explain to students that when naming a team goal, the goal should be specific, measurable, and timely. Give students an example of a clear team goal.

Place students into a small group (3-4) and give students a group task. Tell students that they have a limited amount of time to complete the task, but avoid telling students exactly what to do so they can create a goal themselves. Instruct students that before they start the task, they need to name their team goal and write it down.

After students complete the task, have teams reflect by answering the following questions below:

- Did your team complete the stated goal?
- Was your goal specific enough? Explain.
- Was your goal measurable? Explain.
- Did your goal have a time limit and did you meet the time limit?
- Why is it important for teams to state their goals before they start working together?

See Next Page For Teaching Notes.



## Teaching Progression: Step 1 | Identify the Team Goal (Cont.)

### TEACHING NOTES:

- Team SMART Goal Example: Our team needs to complete the science experiment, record data, and clean up by the end of class.
- See example tasks in the *Resource Bank* below.
- Model and provide the *Language of Health Literacy* to support teams in identifying and communicating their goal.
- Collect student reflections to gain insight into student thinking and reflection on setting goals.



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