



Teaching Progression:



Step 2: Examine My Role

SUB SKILL(S):

- Name attributes of a positive team member
- Know my strengths
- Know my job

GUIDING QUESTIONS:

What does it take to be an effective member of a team? How does an individual's actions affect the team? What skills do I need to practice to be a positive team member?

NHES PERFORMANCE INDICATORS:

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

VALUABLE VOCABULARY:

*positive contribution,
impact,
personal strengths,
attribute, delegate,
responsibility*

Step 2: Examine My Role | Sub Skill: Name Attributes Of A Positive Team Member



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.

Have students discuss the attributes of a positive team member by answering 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 positive team member is someone who _____.

A characteristic of a positive team member is _____.

TEACHING NOTES:

- Clarify for students that teams don't have to be for sports.
- Encourage students to be specific on how this ideal teammate talks, interacts with others, makes people feel, etc.
- Make sure all students share out the attributes of an effective teammate.
- Keep this list visible for the remainder of the instruction on *Stage 4: Collaboration* to help students reflect on their personal impact on the team.



Teaching Progression: Step 2 | Examine My Role (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Share a time when you felt like you were a good teammate. Allow students to reflect on a time that they felt like a good teammate. Encourage students to think of specific actions they took and how they knew they were a good teammate. Have students talk in pairs. Give each partner one minute to share their story and share a positive experience they had as a member of a team.

TEACHING NOTES:

- Remind students that they should practice active listening strategies from *Stage 1: Communication Techniques*.
- If necessary and if time allows, review these listening strategies with students.

Step 2: Examine My Role | Sub Skill: Know My Strengths



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.

Language of Health Literacy:

My personal strengths are_____.
These strengths will support my team by_____.

Explain to students that people often find it difficult to know how to best contribute to a team. Tell students that each member of the team is bringing unique qualities, experiences, and skills to the team, making teams stronger and more effective.

Ask students to create a visual demonstrating their top five strengths. Students can think about their strengths by completing a strength sort or completing a strengths personal survey. On the back of the poster, have students explain how their strength supports a team. Have students share their strengths visual with peers by posting the images around the room and allowing students to walk around to read each poster.

TEACHING NOTES:

- See the *Resource Bank* below for an example of a student survey for identifying individual strengths.
- Use student visuals as classroom decorations.
- Model and provide the *Language of Health Literacy* to support students when sharing their personal strengths.



Teaching Progression: Step 2 | Examine My Role (Cont.)

Step 2: Examine My Role | Sub Skill: Know My Job



SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they are on a team, the team needs to delegate responsibilities to be more effective. Explain to students that their personal strengths can help them know which role to take when on a team. Give students examples of team goals to have students practice identifying different roles and responsibilities on a team.

Using the team goal, have students write what roles they believe the team will need to create to complete the task. Have the students identify which role on each team would be best for them based on their personal strengths. After students complete the scenarios, have students share their answers for 2-3 scenarios with classmates.

Language of Health Literacy:

The roles I identified from this goal are _____. I believe I would be best at _____ because of my personal strength _____.

What do you think you would do well on this team?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in discussing and identifying their role and responsibilities.