



Teaching Progression:



Step 3: Support the Team

SUB SKILL(S):

- Understand impact of individuals on the team
- Define inclusion
- Get to know team members
- Get ideas from everyone
- Create team norms
- Give and receive feedback

VALUABLE VOCABULARY:

contribute, support, inclusion, constructive feedback

GUIDING QUESTIONS:

How do inclusive practices make a stronger team? What can I do to support my team fully? How do I give and receive constructive feedback?

NHES PERFORMANCE INDICATORS:

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

Step 3: Support the Team

Sub Skill: Understand Impact Of Individuals On The Team Member



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the next step in creating an effective team is to include others and provide support for the team.

Tell students that they are going to examine team situations to determine strategies of a supportive team.

Place students into pairs. Give pairs scenarios of students their age facing positive and negative situations with team members, including examples of 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?
- How could this person change their behavior to be a more supportive team member.

Language of Health Literacy:

When someone _____, it impacts the team by _____

I can impact a team by _____.

TEACHING NOTES:

- Example Scenarios: someone not listening, someone being bossy, someone not doing or caring about the work, someone coming prepared and ready to work, someone asking for someone else's opinion etc.



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

Step 3: Support the Team | Sub Skill: Define Inclusion



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one of the most effective ways to support the team is to be inclusive of all members. Define *inclusion* for students. *Inclusion* means *everyone gets to participate*. Ask students to think about why it is important for all members to be involved and included in the team. Using the *Language of Health Literacy*, prompt students share out their ideas about the importance of inclusion.

Language of Health Literacy:

Inclusion is _____.

Inclusion is important in collaboration because _____.

Step 3: Support The Team | Sub Skill: Get To Know Team Members



SUGGESTED LEARNING ACTIVITY 1:

Tell students that the first strategy they can use to promote inclusion is to get to know team members. Have students play a quick icebreaker game to get to know their team members better.

Language of Health Literacy:

I learned _____ *about* _____. *This will help our team because* _____.

By learning about _____, *we were better able to* _____ *as a team.*

_____ *has* _____ *(strength), which means they should be in charge of* _____.

After getting to know the members of my team, I realized _____.

TEACHING NOTES:

- See the *Resource Bank* below for a list of possible ice breaker games.
- Depending on time, play as many games as you think is constructive for your classroom.



SUGGESTED LEARNING ACTIVITY 2:

Have students create a visual representation of their team's commonalities and strengths. The visual could be a flower with the middle stating things the team has in common and each petal sharing individual team members strengths. Have teams post their visuals in the room as a reminder of their team's commonalities and strengths.

After students create their visual, have them discuss the following questions:

- How does inclusion lead to a stronger team?
- What opportunities are missed if a team excludes certain members?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion.



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

Step 3: Support The Team | Sub Skill: Get Ideas From Everyone



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy to promote inclusion is to listen to all members' ideas before making a decision. Tell students that before they make any team decision, the team must first listen and elicit ideas from everyone. In order to get ideas from everyone, explain to students that when they notice someone hasn't participated in team discussion, they should ask a probing question to see if they have anything they'd like to bring up with the team.

Place students in small groups. Give each small group a product. Tell each group that they must create a tag line for the product by getting ideas from everyone. The team with the best tag line will win a prize. Tell students that before they submit their idea, they must hear from every team member before making a decision. To make sure each member of the team has an opportunity to share an idea, instruct students to write their name next to the idea that they contributed to the team.

Language of Health Literacy:

Has everyone shared their idea?

Does anyone else have any ideas?

_____ (team member's name), what do you think?

_____ (team member's name), what do you think of _____?

_____ (team member's name), what are some of your ideas?

TEACHING NOTES:

- Review active listening techniques students learned in *Stage 1: Communication Techniques*. Give groups a checklist of active listening strategies for additional guidance.
- Products can be related to health to reinforce other health content.
- Model and provide the *Language of Health Literacy* to ensure students are able to elicit ideas from each other.
- Remind students of what they learned in *Stage 3: Conflict Resolution* if the team cannot reach an agreement or are struggling to include everyone in the team.



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

Step 3: Support the Team | Sub Skill: Create Team Norms



SUGGESTED LEARNING ACTIVITY 1:

Explain the next strategy for students to use is to create team norms. *Team norms are rules that everyone in the group agrees they will follow.* Team norms should be specific so that everyone in the team knows how to support the team.

Provide students examples of team norms (e.g. one person talks at a time, people come prepared to work, respect each other's physical space). Ask students what it would look like and sound like to be meeting each team norm.

Language of Health Literacy:

I like the norm _____ presented saying we should _____.

Your norm _____ sounds like my norm _____.
How can we combine these?

I haven't heard _____ ideas. What do you think we should do?

Having _____ as a team norm will help our team accomplish _____.

If we were all meeting this norm, it would look like _____.

If we were all meeting this norm, it would sound like _____.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that they will need to make a list of 5-7 specific team norms that will help the team work together better and promote inclusion. Share with students that they will have time to create their own lists of team norms, time to share their personal ideas with the team, then time to make a team list that includes ideas from all team members.

TEACHING NOTES:

- Remind students that they should be striving to get ideas from everyone in the team.
- Model and provide the *Language of Health Literacy* to support students in creating team norms.



SUGGESTED LEARNING ACTIVITY 3:

When students complete the team norms setting activity, have groups reflect in writing about their use of listening strategies to make a decision. Ask students to complete a written reflection answering the following questions:

- Did your team listen to all members? Explain.
- How can listening strategies promote inclusion?
- How does listening to all members create a fair compromise when making decisions?



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

Step 3: Support The Team | Sub Skill: Give And Receive Feedback



SUGGESTED LEARNING ACTIVITY 1:

Give students ways to approach providing feedback to members of a team. Model each strategy for students and ask them to explain how this is an effective strategy for delivering feedback. 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



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Have students practice using these strategies for feedback by examining written or video scenarios showing an issue between two people or within a team that requires someone to provide feedback. Remind students constructive criticism is not meant to be an attack, but rather a suggestion for improvement. Have pairs create a skit to show how they would provide feedback on different parts of the project or team presented in the scenario. Allow several groups to demonstrate their skit to the class.

Ask students to reflect:

- 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?

Language of Health Literacy:

Is this an okay time to provide you feedback?

I would recommend _____.

I feel _____ because _____.

Can you tell me more specifically what that feedback would look like?