Teaching Progression:

Step 1: Identify the Team Goal

SUB SKILL(S):
- Define collaboration
- Identify the goal of the team

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health. (4.12.2) Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

VALUABLE VOCABULARY:

collaboration, team, goal-setting

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

SUGGESTED LEARNING ACTIVITY 1:

Share with students that they will start *Stage 4: 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.*

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 partner. Then, take several examples from the whole class (e.g. basketball team, debate team, science lab, group project for a class). Explain to students that they will be expected to work collaboratively in school and when they enter the workforce, so it is important to develop strategies and skills to do this more effectively. .

Language of Health Literacy:

Collaboration is _____.

*Collaboration is important because*_____.

TEACHING NOTES:
- Use other definitions as needed for your classroom.

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

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

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the first step to take when working in collaboration 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 on the importance of knowing a goal during collaborative work:

- 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 by showing students pictures or reading scenarios. After each example, prompt students to identify the goal the team is working toward.

> **Language of Health Literacy:**
>
> The _____ (team/group) is working collaboratively to achieve _____ by _____.
>
> By _____, our (team/group) must accomplish _____.

TEACHING NOTES:

- For example, 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 help students identify the goal of the teams.

SUGGESTED LEARNING ACTIVITY 3:

Explain to students that this step allows teams to have a common understanding of their outcomes as a group. Tell students that when naming a team goal, the goal should be specific, measurable, and time-phased. Give students an example of a clear team goal. Have students share what they notice about the goal and identify the different parts of the goal.

TEACHING NOTES:

- Example of Team Goal: Our team needs to complete the science experiment, record data, and clean up by the end of class.

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

SUGGESTED LEARNING ACTIVITY 4:

Place students into a small group (3-4) and give students a team task. Explain to 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 moving on, they must tell you their team goal. Check each team's goal before letting them proceed with the task.

After students complete the task, have team reflect by answering the following questions below:
- Did your team complete their 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 to have teams state their goals before they start working together?

TEACHING NOTES:
- See the *Resource Bank* below for example tasks for teams to complete.
- Model and provide the *Language of Health Literacy* to support students in identifying the team's goal.

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