



Teaching Progression:



Step 2: Examine My Role

SUB SKILL(S):

- Name attributes of a positive team member
- Explain impact of an individual on a team
- Delegate tasks based on strengths

GUIDING QUESTIONS:

What does it take to be an effective member of a team? How does an individual's actions affect the team? What strengths do I bring to a team? How do I leverage my strengths to improve my team's performance?

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:

*positive contribution,
impact,
personal strengths*

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



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the second step when collaborating is to know your role. Share with students that knowing your role on the team will help the team be more effective and successful at completing the team's goal. To get students to think about the impacts of a good team member, 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 with each other. Create a class list of the top characteristics of a perfect teammate. Remind students that they are not expected to be a perfect teammate, but by identifying these ideal characteristics they can have a better idea of how to support their team.

Have students discuss the following questions:

- Why are these characteristics important?
- What happens if a person does the opposite?

Language of Health Literacy:

A positive team member makes sure to _____.

_____ is a characteristic of a positive team member.

Someone who _____ helps their team achieve its goal because _____.

TEACHING NOTES:

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



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

Step 2: Examine My Role

Sub Skill: Explain Impact Of An Individual On A Team



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.

Place students in pairs and give students scenarios of people their age facing positive and negative situations with team members. For each scenario, have students determine the team member's behavior and the impact of the individual's behavior.

When students complete the activity, have students reflect by answering the following questions:

- How can one person impact the entire team's performance?
- How do you hope to impact your teams?

Language of Health Literacy:

_____ impacts a team by _____.

When _____ does _____, it impacts the team because _____.

_____ helps the team to _____ because _____.

_____ hurts the team's ability to _____ because _____.

TEACHING NOTES:

- Include examples of issues many teams face. For example, include scenarios of someone not listening, someone being bossy, someone not doing or caring about the work, etc.
- Include examples of positive behaviors as well. For example, include scenarios focusing on someone cleaning up at the end of an activity, keeping time, recording ideas, etc.
- Model and provide the *Language of Health Literacy* to support students' explanations of how individual behaviors impact a team.



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

Step 2: Examine My Role | Sub Skill: Delegate Tasks Based On Strengths



SUGGESTED LEARNING ACTIVITY 1:

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 poster showing their top five strengths. On the back of the poster, have students explain how their strength supports a team. Have students share their strengths poster with others by displaying the posters and allowing students to walk around to reach each poster. Use student visuals as classroom decorations.

Language of Health Literacy:

My personal strengths are _____. These strengths will support my team by _____.

The goal is to _____, which means we need people to _____, _____, and _____.

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

Because _____'s strength is _____, they should _____.

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

TEACHING NOTES:

- Provide a personal strengths survey to help students identify strengths they want to include in their visual. See the *Resource Bank* below for an example of a student survey.
- Model and provide the *Language of Health Literacy* to support students in sharing their personal strengths and connecting to the ability to help teams.



SUGGESTED LEARNING ACTIVITY 2:

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 complete the task. Then, have the students identify which role 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.

TEACHING NOTES:

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