



Teaching Progression:



Step 3: Support the Team

SUB SKILL(S):

- Explain why inclusion is important to collaboration
- Get to know team members
- Listen to all team member ideas
- Create team norms
- Build consensus and make decisions

GUIDING QUESTIONS:

How do I include all members of my team? How does knowing the members of my team help me work with them more effectively? What team norms help a team be successful? How does a team build consensus in order to make decisions?

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:

*include, exclude,
diversity,
consensus building*

Step 3: Support the Team

Sub Skill: Explain Why Inclusion Is Important To Collaboration



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they are going to learn specific strategies to promote inclusion within teams. Explain to students that when we work in teams, we are creating the opportunity to think differently and be challenged to hear new ideas. Tell students that having different ideas in a team is linked to more effective, creative outcomes.

To have students start thinking about the importance of inclusion in a team, define *inclusion* and *exclusion* for students. *Inclusion* means *everyone gets to participate*. *Exclusion* means *some people do not get to participate or participate fully*.

Ask students the following questions to reflect on the impact of inclusion and exclusion:

- When have you worked with others and felt included?
- When have you worked with others and felt excluded?
- What can happen in team work when certain members of the team are excluded?
- How can we promote inclusion in our classroom?

Language of Health Literacy:

Inclusion means _____.

Inclusion helps a team succeed because _____.

TEACHING NOTES:

- Use other definitions that meet the needs of your classroom.



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

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.

TEACHING NOTES:

- See the *Resource Bank* below for a list of possible ice breaker games.



SUGGESTED LEARNING ACTIVITY 2:

Have students create a visual representation of their team's commonalities and differences. Have teams post their visuals in the room as a reminder of their team's commonalities and strengths.

After students create their visuals, have groups discuss the following questions:

- How does getting to know the members of your team help you collaborate?
- What opportunities are missed if we don't know our team members?

TEACHING NOTES:

- Example Visual: a flower with the middle stating things the team has in common and each petal sharing individual team members strengths.
- Model and provide *Language of Health Literacy* to support group discussion.

Language of Health Literacy:

We all have _____ in common.

One of our differences is _____.

_____ is good at _____, and I am good at _____.

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

Step 3: Support The Team | Sub Skill: Listen To All Team Member Ideas



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 (3-4). Give each team an issue impacting the school community. Tell each team that they must create a list of possible solutions to the problem. 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:

- Examples of Issues at School: long lunch lines, crowded stairwells, trash on campus.
- See the *Resource Bank* below for strategies on how students can brainstorm ideas.
- Allow students to pick their own issue, if appropriate and time allows.
- Model and provide the *Language of Health Literacy* to support students eliciting ideas from every member of the team.



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

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



SUGGESTED LEARNING ACTIVITY 1:

Share with students that another strategy for students to use to include everyone on a team is to create team norms. Define *team norms* for the class. *Team norms are rules that everyone in the group agrees they will follow.* Team norms should be specific, so that everyone on the team knows how to support the team.

Provide students examples of team norms. Ask students what it would look like and sound like to be meeting each team norm.

TEACHING NOTES:

- Team Norm Examples: One person speaks at a time; Stay on task; Clean up after ourselves; Provide specific feedback.

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. Tell students that they will have several minutes to create their own lists, time to share their personal ideas with the team, and then time to make a list that includes ideas from all team members.

When students complete the 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 NOTES:

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



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

Step 3: Support the Team | Sub Skill: Build Consensus And Make Decisions



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when all team members are included, there are more opportunities for teams to make creative solutions to solve problems. Tell students that in order to solve problems and make decisions as a team, they must practice consensus building. Define *consensus building*. *Consensus building* means *all team members can agree on a plan to solve an issue and all team members have expressed their ideas to create the plan*.

Tell students that to come to a consensus with their teams, the team will need to do the following: brainstorm ideas, narrow ideas down, come to a consensus by using team decision-making strategy.

To help students better understand the purpose of consensus building, ask students the following questions:

- What opportunities come with building consensus on a team?
- What challenges come with building consensus on a team?

Language of Health Literacy:

The proposal I agree with most is _____. I believe this is the best proposal because _____.

I think we should combine _____ and _____ because _____.

I hear that you think _____ is the best plan, but I disagree because _____.

Why do you think _____ is a better plan than _____?

What could we add to this plan to make you think it is going to solve the problem?

TEACHING NOTES:

- Use other definitions that meet the needs of your classroom.



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



SUGGESTED LEARNING ACTIVITY 2:

Tell students that they will practice consensus building with their teams to reach a solution for the problem they brainstormed ideas for earlier. Explain to students that they need to follow the steps to consensus building to select a proposal for solving the issue. Remind students that all members need to agree on the final proposal to truly have a consensus.

Instruct students to return to their list of possible solutions from earlier. Next, tell students that they are going to narrow down the ideas they brainstormed earlier by using voting strategy. Once students have voted on the proposed ideas, tell teams to begin discussing the proposed ideas that received the most votes.

As students discuss the plans and begin to narrow their ideas further, encourage students to use quick visual voting techniques as consensus building checkpoints and to identify areas of agreement or disagreement. This strategy is especially useful for hearing opinions from less verbal team members.

After students discuss their remaining choices, instruct teams to create a final proposal. Explain to teams that their final proposals must have the approval of the entire team. Remind students that when they create a proposal with consensus all team members feel that the plan is acceptable and all members have compromised their ideas to include the ideas of the entire team. Have students summarize their proposal to the class.

When students complete the proposal activity, have students reflect on the process. Ask students the following questions:

- What is consensus building?
- How does consensus building promote inclusion?
- How can consensus building increase creative solutions to complex problems?

TEACHING NOTES:

- See the *Resource Bank* below for suggested voting strategies, such as dot voting.
- Model and provide the *Language of Health Literacy* to support students in discussing the proposed ideas.
- Suggested visual voting techniques include: "fist to five" or "thumbs up or down." See the *Resource Bank* below for more visual voting examples.
- Allow as much or as little time for proposals as is appropriate. This can be a quick exercise or extended project.



See *Decision-Making* for additional strategies for narrowing down ideas and choosing the best option available.