



**Future Ready Pathways for
School, Work and Life**

Teamwork & Collaboration

*Lessons for high school
students, aged 14-19*

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Teamwork & Collaboration

*Lessons for high school students, aged
14-19*

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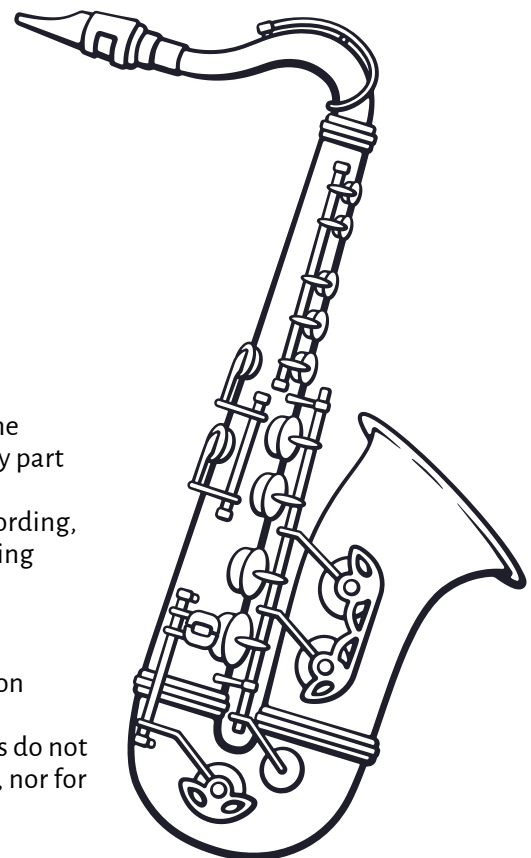
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Teacher/Parent Guide

Welcome

High school is a time when students begin to navigate more complex group environments—both academically and socially. Collaboration during these years goes beyond simply “working together.” It involves understanding different perspectives, managing challenges, making decisions under pressure, and contributing in meaningful and accountable ways.

This workbook is designed to help students develop the skills needed to collaborate effectively in real-world situations. Through reflection, scenarios, and practical activities, students will explore how they show up in group settings, how they respond to challenges, and how their actions impact others.

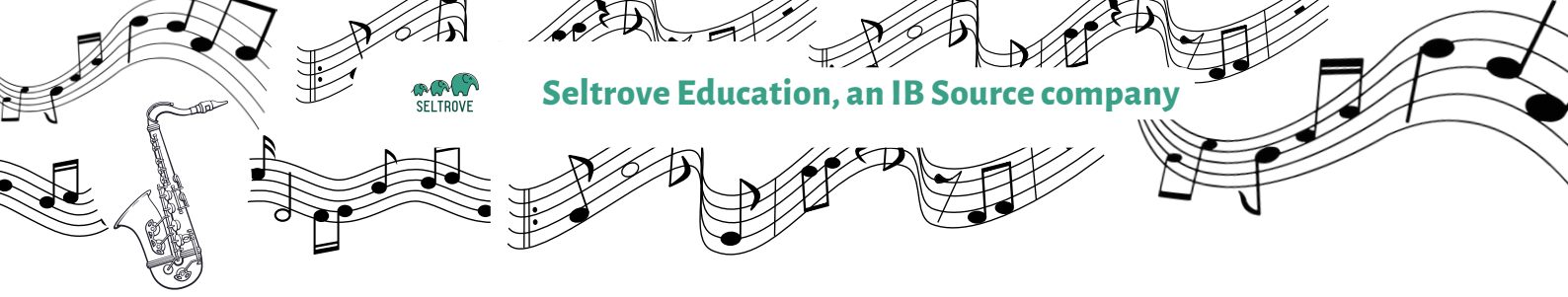
Throughout these lessons, students will build awareness of their own collaboration style, practice understanding others, and learn how to navigate conflict and uncertainty with intention. They will examine how decisions are made in group settings and how responsibility, communication, and follow-through shape outcomes.

Students will come to understand that effective collaboration is not simply about getting along. It is about contributing with awareness, adapting when needed, communicating clearly, and working toward shared goals in ways that are thoughtful, responsible, and impactful.

Learning Objectives

By the end of these lessons, students will be able to:

- Reflect on how they show up in group settings and identify their strengths, tendencies, and areas for growth in collaboration.
- Demonstrate real-world empathy by considering the perspectives, motivations, and experiences of others in group situations.
- Recognize how individual actions and attitudes influence group dynamics and overall outcomes.
- Apply decision-making strategies in group contexts, especially when facing time pressure, differing opinions, or limited information.
- Differentiate between productive and unproductive conflict, and respond to challenges in ways that support progress and maintain respect.
- Use clear, purposeful communication to express ideas, ask questions, and contribute meaningfully to group discussions.
- Adapt to changes in group roles, expectations, or plans, demonstrating flexibility and resilience in collaborative environments.
- Take ownership of responsibilities within a group and follow through on commitments.
- Evaluate group processes and outcomes, identifying what worked well and what could be improved.
- Reflect on how their collaboration skills connect to future academic, professional, and real-world environments.



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Teacher/Parent Guide

Learning Rationale

High school students are increasingly expected to work with others in environments that require independence, accountability, and adaptability. Group work is no longer just about participation—it involves managing different perspectives, navigating challenges, and contributing in ways that impact both the process and the outcome.

At this stage of development, collaboration is not simply about cooperating or dividing tasks. It is about understanding how individual actions influence group dynamics, how decisions are made under pressure, and how to respond when situations become uncertain or difficult. Students encounter moments where communication breaks down, expectations shift, and differing viewpoints create tension, requiring thoughtful responses and a willingness to adapt.

This workbook is designed to support students as they strengthen the collaboration skills that shape how they contribute to teams in academic, professional, and real-world settings.

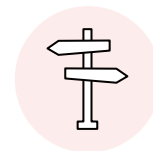
The workbook is grounded in the understanding that:



Empathy strengthens collaboration and builds understanding



Self-awareness influences how individuals contribute to group dynamics



Decision-making requires balancing perspectives, priorities, and outcomes



Conflict, when managed effectively, can support growth and progress



Adaptability allows individuals to navigate change and uncertainty in teams



Accountability and communication shape trust, reliability, and overall success

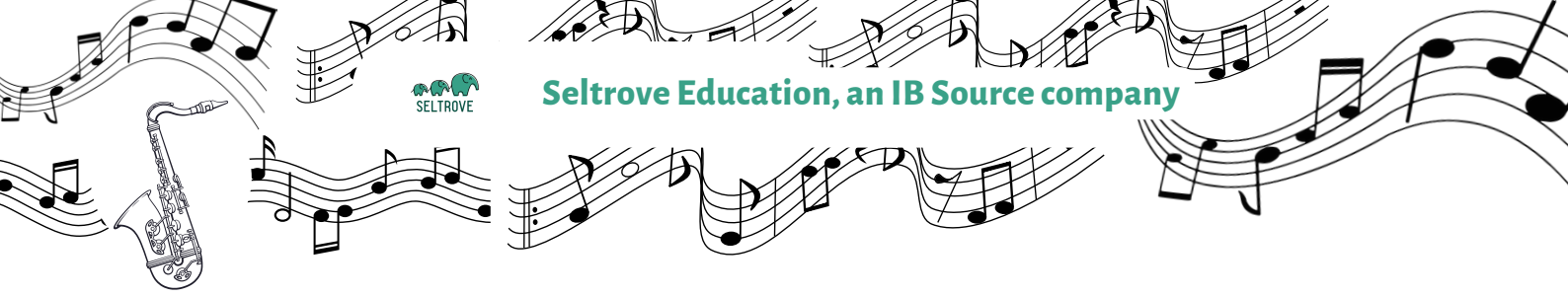


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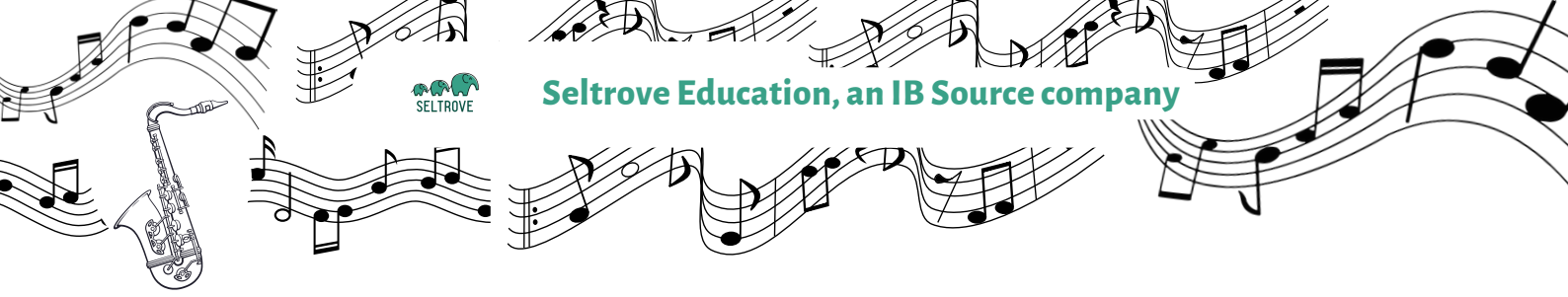
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Universal Design for Learning

Overview

This workbook is designed using Universal Design for Learning (UDL) principles to ensure that all students can access, engage with, and benefit from the lessons. The goal is not to lower expectations, but to remove unnecessary barriers so every student can participate fully.

Multiple Means of Engagement - How students stay interested and motivated

- Lessons incorporate a variety of formats.
- Students are encouraged to engage with content in ways that feel authentic to them, recognizing that collaboration looks different depending on personality, strengths, and experiences.
- Content is grounded in realistic high school situations involving group work, shared responsibilities, conflict, communication challenges, and shifting expectations.
- Opportunities for individual reflection are balanced with structured discussion so that both quieter students and more outspoken students can engage comfortably and meaningfully within collaborative settings.

Multiple Means of Representation - How information is presented and understood

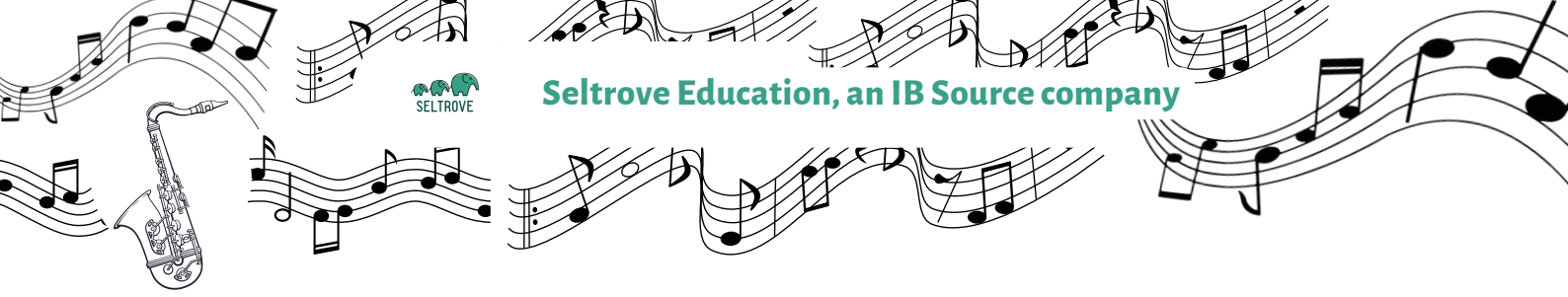
- Key concepts such as empathy, collaboration identity, decision-making, conflict navigation, accountability, and communication are introduced using clear explanations, structured examples, and short real-world scenarios.
- Abstract ideas about teamwork are connected to everyday experiences students encounter in school projects, extracurricular activities, part-time jobs, and social environments.
- Lessons intentionally revisit core ideas across different contexts so students can deepen their understanding and transfer skills to new situations, particularly when working with different types of people and challenges.
- Guiding questions, reflection prompts, and structured thinking frameworks are included to support students who benefit from organized approaches to processing group dynamics.

Multiple Means of Action & Expression - How students demonstrate understanding

- Students are provided with multiple ways to demonstrate their learning, including written reflections, structured discussions, scenario responses, and collaborative problem-solving exercises.
- This flexibility allows students to communicate their understanding through formats that best match their strengths while still engaging deeply with the material.
- Opportunities for self-reflection and goal-setting encourage students to monitor their growth in collaboration, communication, and accountability within group environments.
- The focus remains on students demonstrating thoughtful understanding of concepts and applying them to real-life collaborative situations, rather than simply recalling information.



Pre-Assessment



Pre-Assessment Lesson Plan

Learning Objectives

By the end of the pre-assessment activity, students will:

1. Reflect on their current beliefs about teamwork and collaboration.
2. Identify how they typically contribute in group settings, including their strengths, tendencies, and challenges.
3. Examine how they approach understanding others' perspectives during collaboration.
4. Consider how they make decisions in group situations, especially when opinions differ or time is limited.
5. Reflect on how they respond to conflict, disagreement, or frustration when working with others.
6. Evaluate their ability to adapt when plans change or when group dynamics shift.
7. Assess how they communicate ideas, listen to others, and follow through on responsibilities within a team.
8. Begin thinking about the kind of collaborator they want to be in academic, professional, and real-world environments.

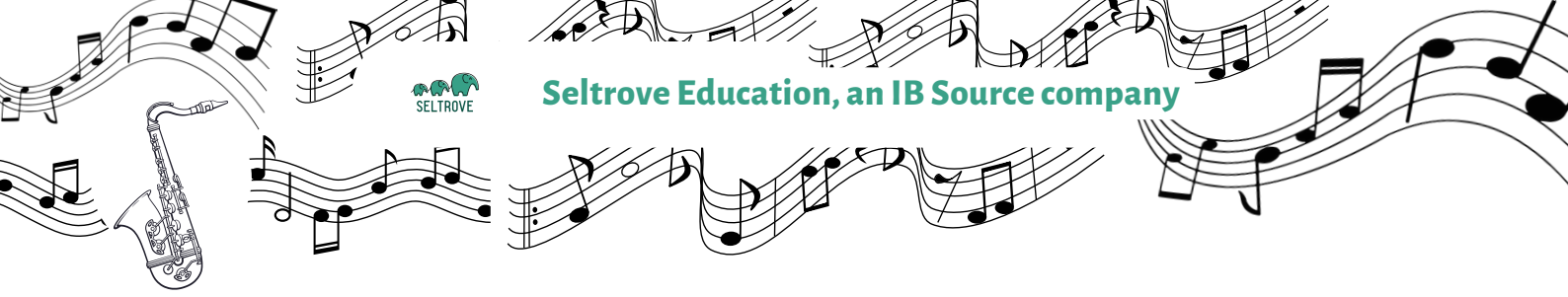
Learning Rationale

A pre-assessment helps students become aware of their existing habits, assumptions, and beliefs about teamwork and collaboration before new learning begins. High school students often have established patterns in how they contribute to group work, communicate with peers, and respond to challenges. However, these patterns are not always intentionally examined.

By reflecting on how they currently approach empathy, decision-making, conflict, adaptability, and accountability, students gain insight into both their strengths and the areas they may want to develop further.

This process supports the broader goals of the workbook by helping students understand that effective collaboration is a skill that can be developed over time. It encourages students to move beyond simply completing group tasks and toward becoming more thoughtful, reliable, and adaptable contributors.

The pre-assessment also serves as a baseline for growth. As students progress through the lessons, they can revisit their initial reflections to recognize changes in how they approach teamwork, respond to challenges, and contribute to group success. This creates a sense of ownership over their development and encourages continued reflection and improvement.



Pre-Assessment Lesson Plan

Step 1: Introduce the Activity

- Explain: “This activity helps us understand how you currently think about teamwork and collaboration. It looks at things like how you contribute in groups, understand different perspectives, make decisions with others, handle challenges or conflict, and follow through on responsibilities.”
- Encourage honesty and self-reflection — this is about noticing personal starting points, not grades.

Step 2: Clarify the Format

- Students read each statement and mark their response in the rating column.
- If working one-on-one or in a small group, you may also read the statements aloud.
- Remind students to respond quickly and honestly, without overthinking.

Step 3: Optional Discussion

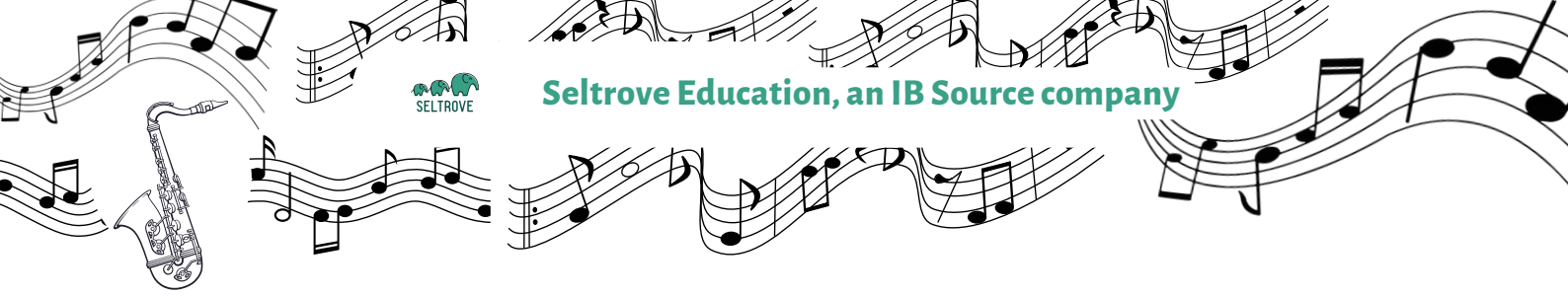
- After a few selected statements, invite quick, low-pressure sharing.
 - “What situations make it easier or harder for you to contribute in a group?”
 - “When people in your group disagree, what is usually your first reaction?”
 - “What helps you understand someone else’s perspective, even when you don’t agree?”
 - “How do you usually respond when plans change or something doesn’t go as expected in a group?”
 - “What makes it easier or harder to take responsibility for your role in a team?”
 - “What does strong teamwork look like to you in real life?”
- Keep it light — don’t correct or explain. The goal is to listen and observe.

Step 4: Record Insights

- Teachers/parents jot down notes on patterns you notice:
 - Areas where students show confidence in contributing to group work
 - Situations where students appear uncertain about speaking up or participating
 - How students approach perspective-taking and listening to others
 - Students’ responses to disagreement, conflict, or group challenges
 - Comfort with adapting to change or shifting expectations in a team
 - Awareness of responsibility, follow-through, and accountability
- These notes create a baseline snapshot of students’ current relationship skills and perspectives and can be revisited during the post-assessment.

Step 5: Set the Tone

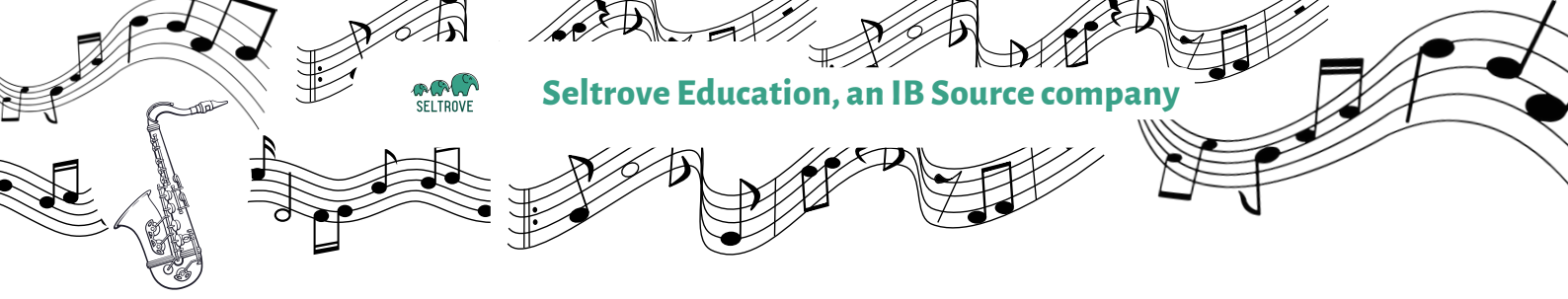
- Explain: “This activity is just a starting point. Throughout the lessons, you’ll explore how empathy, decision-making, conflict, and accountability shape how we work with others. As you learn new strategies and reflect on different situations, your answers and perspectives may change.”
- Keep the atmosphere reflective, respectful, and supportive. Frame the pre-assessment as exploration, not evaluation, and reinforce that growth is expected.



Pre-Assessment

Read each statement carefully. For each one, choose the response that best describes how true the statement feels for you right now. There are no right or wrong answers. Respond honestly and without overthinking. If a statement doesn't fully apply to you, choose the option that feels closest.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand what it means to be an effective collaborator.				
I am aware of how I typically contribute in group settings.				
I feel comfortable sharing my ideas when working with others.				
I listen carefully to others, even when I disagree with them.				
I try to understand other people's perspectives before reacting.				
I can work with people who have different opinions or work styles than me.				
I feel confident making decisions as part of a group.				
I can stay focused and contribute even when group work becomes challenging.				
I handle disagreements in a way that keeps the group moving forward.				



Pre-Assessment

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I stay calm and respectful when conflict or tension happens in a group.				
I can adapt when plans change or when something doesn't go as expected.				
I take responsibility for my role and follow through on what I say I will do.				
I communicate clearly so others understand my ideas and expectations.				
I reflect on how my actions affect the group's success.				
I have a sense of the kind of team member I want to be.				

In your own words, what does effective teamwork look like, and what kind of team member do you think you are right now?



Lesson 1

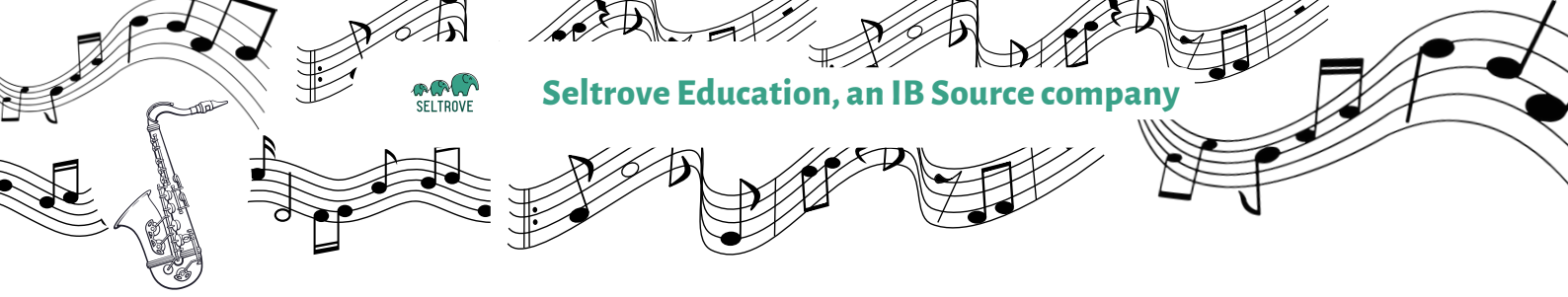
Real-World Empathy

Essential Question

How does understanding others improve the way we work together?

Core Idea

Empathy strengthens collaboration by helping individuals understand perspectives, respond thoughtfully, and contribute in ways that support both people and outcomes.



Lesson Plan: Real-World Empathy

Learning Objectives

By the end of this lesson, students will be able to:

1. Recognize the role of empathy in effective teamwork and collaboration.
2. Differentiate between reacting to others and responding with understanding.
3. Identify how perspectives, experiences, and emotions influence how people think and behave in group settings.
4. Demonstrate perspective-taking by considering multiple viewpoints in collaborative situations.
5. Apply empathy in real-world scenarios to improve communication and group dynamics.
6. Reflect on how their responses to others impact relationships and outcomes within a team.

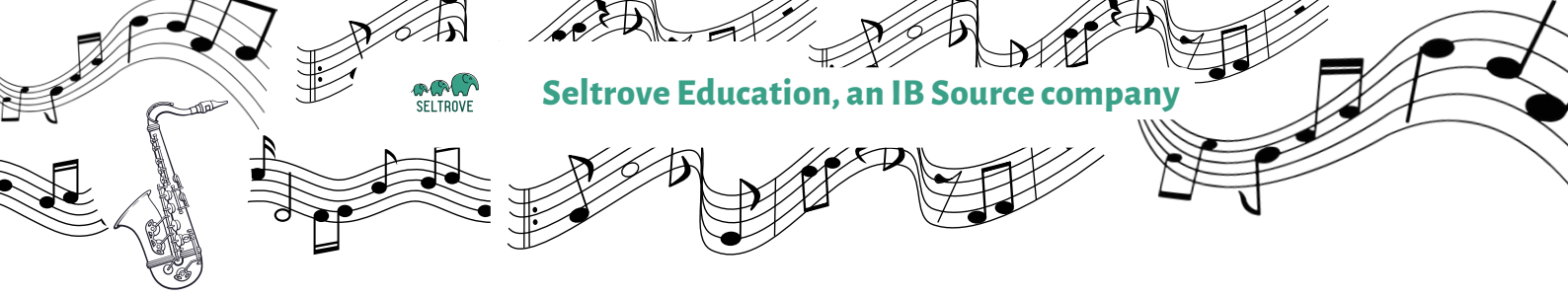
Learning Rationale

In collaborative environments, success is not determined solely by ideas or effort, but by how individuals understand and respond to one another. High school students are increasingly working in groups where differing perspectives, expectations, and communication styles can either strengthen or challenge the group's progress.

At this stage, empathy becomes more than simply recognizing how someone feels. It involves actively considering how experiences, pressures, and perspectives shape behavior and decision-making. Without this awareness, misunderstandings can lead to conflict, frustration, or disengagement.

This lesson is designed to help students move beyond surface-level interactions and develop a more thoughtful approach to working with others. By practicing perspective-taking and reflecting on their responses in group situations, students begin to understand how empathy influences communication, trust, and overall collaboration.

Developing real-world empathy supports students in becoming more effective team members who can navigate differences, respond with intention, and contribute to environments where all members can participate meaningfully.



Lesson Plan: Real-World Empathy

Read the **Student Lesson** out loud. Ask students to share their ideas after reading the Reflection Question, if they wish.

Activity 1: React or Respond?

- Read the directions with your students.
- Emphasize that both reactions and responses are normal, but one is more effective.
- Avoid framing reactions as “bad”—focus on growth.
- Encourage students to think about tone and delivery, not just words.
- Allow quick pair discussion before whole-class review.

Activity 2: Perspective-taking Roles

- Read the directions with your students.
- Emphasize that the goal is to understand perspectives.
- Encourage students to focus on what the person might be thinking, feeling, and experiencing.
- Remind students to avoid stereotypes or assumptions.
- Keep performances short and focused on the interaction.
- Reinforce that empathy is about understanding before responding, not necessarily agreeing.

Activity 3: Invisible Factors

- Read through the directions with your students.
- Reinforce the fact that multiple explanations can be true.
- Discourage judgmental language.
- Connect back to earlier lesson: pause before reacting.

Activity 4: Say It Better Challenge

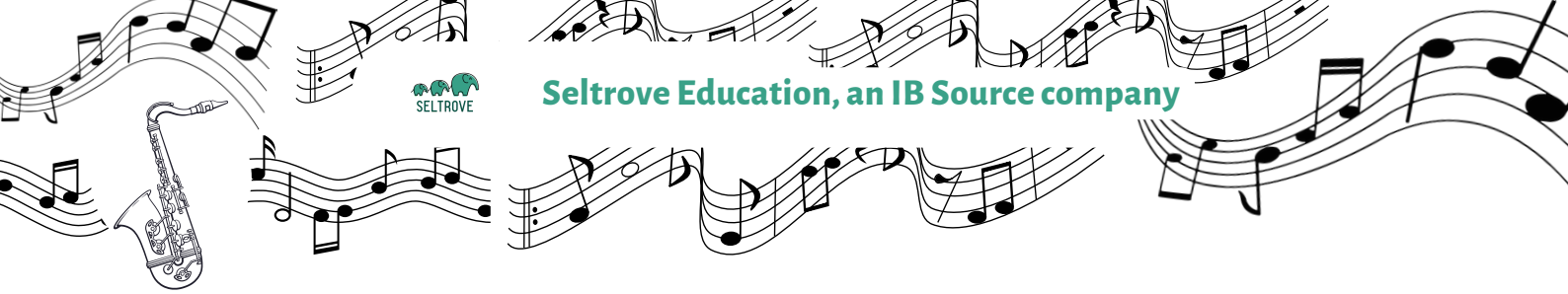
- Read the directions with your students.
- Focus on tone, not just wording.
- Ask: “How would this feel to hear?”
- Encourage realistic—not overly scripted—responses.
- Highlight strong examples to share.

Activity 5: Pause & Respond Challenge

- Read the directions with your students.
- Reinforce the idea that Pause = Power.
- Normalize strong first reactions (don’t shame them).
- Ask: “What might the other person be thinking?”
- Highlight growth between first and second response.

Activity 6: Your Pattern Under Pressure

- Read the directions with your students.
- Keep this activity low-pressure and allow it to remain private if needed.
- Encourage students to think about real experiences, not ideal answers.
- Reinforce that everyone has default reactions and that growth is expected.



Universal Design of Learning

Engagement — Multiple Ways to Motivate & Sustain Interest

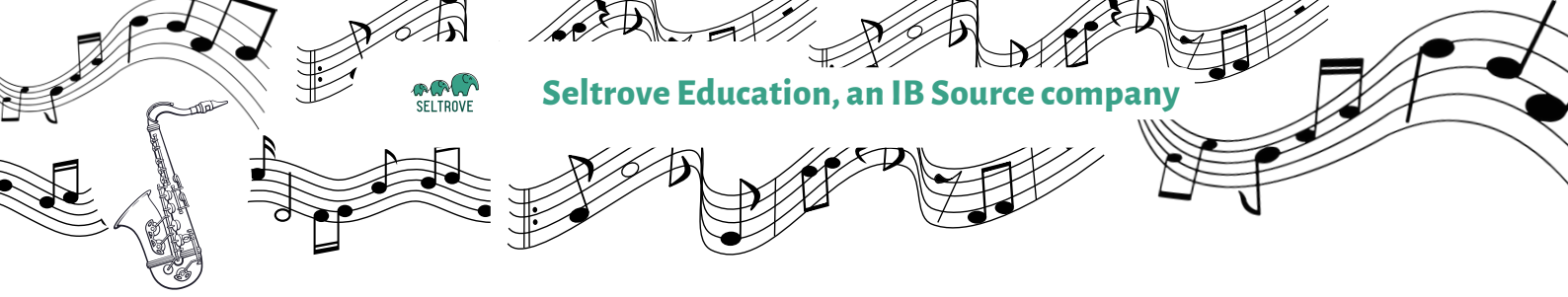
- Lessons use realistic, relatable scenarios from school, friendships, family, and social situations to increase relevance and connection.
- Activities progress from low-risk thinking (identifying assumptions) to higher-risk reflection (real-life mapping), allowing students to build confidence gradually.
- Students are encouraged to explore multiple perspectives, which increases curiosity and reduces judgment-based thinking.
- Opportunities for both individual reflection and optional sharing allow students to engage at their comfort level.
- Activities like Pause & Respond and Build the Better Response tap into real emotional reactions, making learning feel authentic rather than abstract.
- Reflection is framed as growth-focused, helping students see that understanding others is a skill that develops over time.

Representation — Multiple Ways to Understand the Skill

- Key concepts (empathy, perspective, assumptions) are introduced through a mix of short reading passages, clear definitions, and real-life scenarios.
- Abstract ideas are consistently connected to concrete, familiar situations (group work, group chats, family interactions).
- Scenarios provide context-rich examples, helping students visualize situations rather than relying on abstract explanations.
- Teachers model thinking out loud (e.g., identifying assumptions, rewriting responses), making invisible thinking processes visible.
- Concepts are revisited across activities (assumptions → reactions → perspectives → responses), reinforcing learning through repetition in different contexts.

Action & Expression — Multiple Ways to Show Learning

- Students demonstrate understanding through a variety of formats.
- Activities allow for multiple correct responses, encouraging critical thinking rather than one “right answer.”
- Structured formats (tables, prompts, guided questions) support students who benefit from clear organization and scaffolding.
- Open-ended reflection allows students to apply learning to their own experiences at an appropriate level of depth.
- Teachers can highlight and share strong examples to model effective, realistic responses, reinforcing expectations.



Real-World Empathy



At the end of this lesson, I will be able to:

- Recognize the role of empathy in effective teamwork and collaboration.
- Differentiate between reacting to others and responding with understanding.
- Identify how perspectives, experiences, and emotions influence how people think and behave in group settings.
- Demonstrate perspective-taking by considering multiple viewpoints in collaborative situations.
- Apply empathy in real-world scenarios to improve communication and group dynamics.
- Reflect on how my responses to others impact relationships and outcomes within a team.



Empathy is the ability to understand how someone else is thinking or feeling, even if their experience is different from your own. In teamwork and collaboration, empathy means paying attention to what others might be experiencing, considering their perspective, and responding in a way that supports both the people involved and the overall goal.

Empathy Helps Teams Work Better

When people work together, they bring different ideas, experiences, and expectations. These differences can strengthen a group, but they can also create misunderstandings if people are not taking the time to understand each other.

Empathy helps teams:

- Communicate more clearly
- Reduce unnecessary conflict
- Build trust and respect
- Stay focused on shared goals

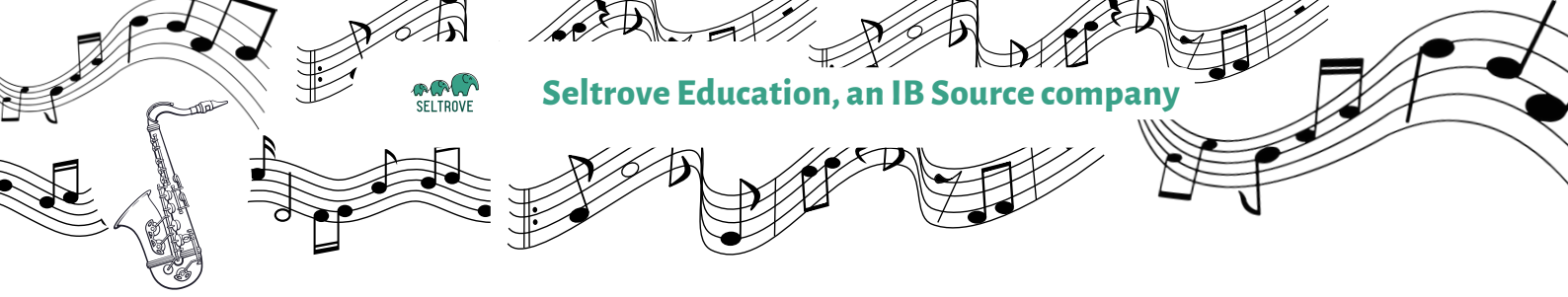
Empathy Is More Than Agreeing

A common misconception is that empathy means agreeing with everyone or avoiding disagreement. In reality, you can understand someone's perspective without agreeing with it.

Empathy means:

- Taking time to understand where someone is coming from
- Recognizing that different experiences shape how people think
- Responding with awareness instead of reacting quickly

For example, you might not agree with a teammate's idea, but you can still understand why they think it is important. This helps you respond respectfully and keep the group moving forward.



Reacting vs Responding

In group situations, it is easy to react quickly—especially when you feel frustrated, misunderstood, or disagreed with. A reaction is immediate and often based on emotion. A response is more thoughtful and considers the situation before acting.

For example:

- Reaction: Interrupting, shutting down, or dismissing an idea
- Response: Listening, asking a question, or explaining your thinking clearly

Perspective Shapes Behavior

People do not all think or act the same way, and there are often reasons behind how someone behaves in a group.

Someone might:

- Seem quiet because they are unsure or thinking carefully
- Seem frustrated because they feel unheard or stressed
- Seem disengaged because they are overwhelmed or confused

Instead of making assumptions, empathy helps you ask:

- What might be going on for this person?
- What could be influencing their behavior?

Empathy Shows Up in Everyday Moments

Empathy is not something that only happens in big situations. It shows up in small, everyday choices during teamwork, such as:

- Listening without interrupting
- Asking questions to understand someone's thinking
- Considering how your words or tone might affect others
- Being patient when someone is struggling
- Adjusting your approach based on the situation

Empathy Is a Skill You Can Develop

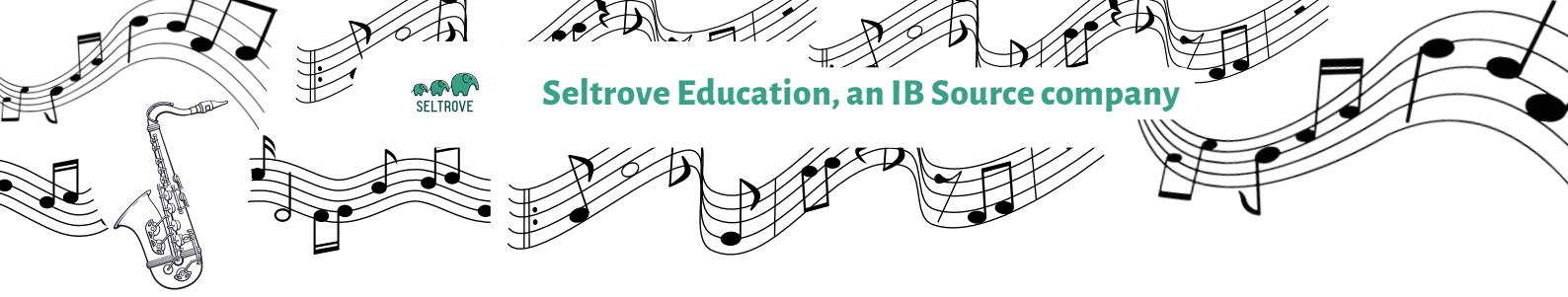
Empathy is not something you either have or don't have—it is something you can practice and strengthen over time. You can develop empathy by:

- Slowing down before reacting
- Paying attention to others' words and behavior
- Asking questions instead of making assumptions
- Reflecting on how your actions impact others



Reflection Question

Think about a recent group experience. How did you respond to others, and what is one way you could show more empathy in a similar situation next time?

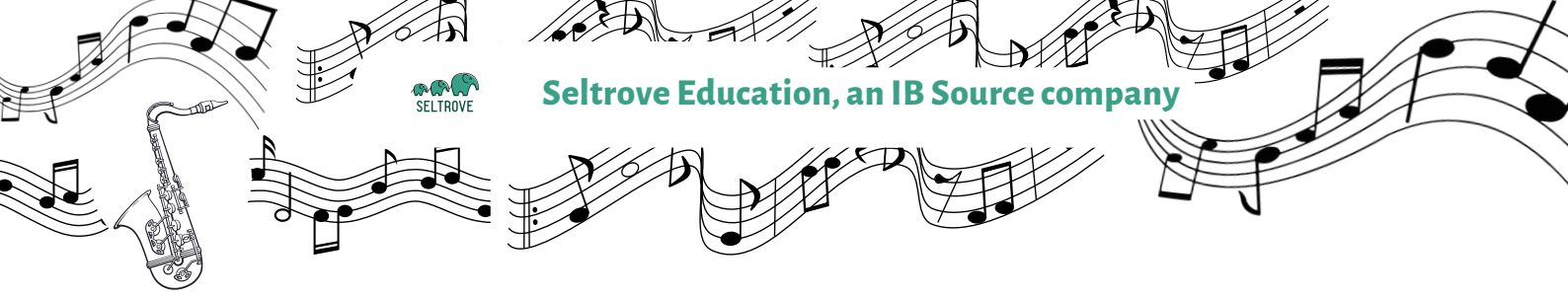


Activity 1: React or Respond?

In group situations, it is easy to react quickly—especially when you feel frustrated, misunderstood, or disagreed with. However, reacting and responding are not the same.

Let's explore the difference between reacting and responding, and practice turning reactions into more thoughtful responses. Read each scenario and decide if the person responds with a response or reaction. For the reaction statements, write a more thoughtful response.

Scenario	Reaction or Response?	Rewrite (if needed)
A teammate interrupts you while you are speaking. "Can you just let me talk?"		
Someone disagrees with your idea. "That doesn't make sense."		
A friend cancels plans last minute. "I was looking forward to it—everything okay?"		
A teammate submits work late. "You messed this up for everyone."		
Someone leaves you out of a group chat or plan. "I saw you all hung out—was that planned last minute?"		
A coworker gives you unclear instructions. "Can you walk me through that again so I make sure I understand?"		



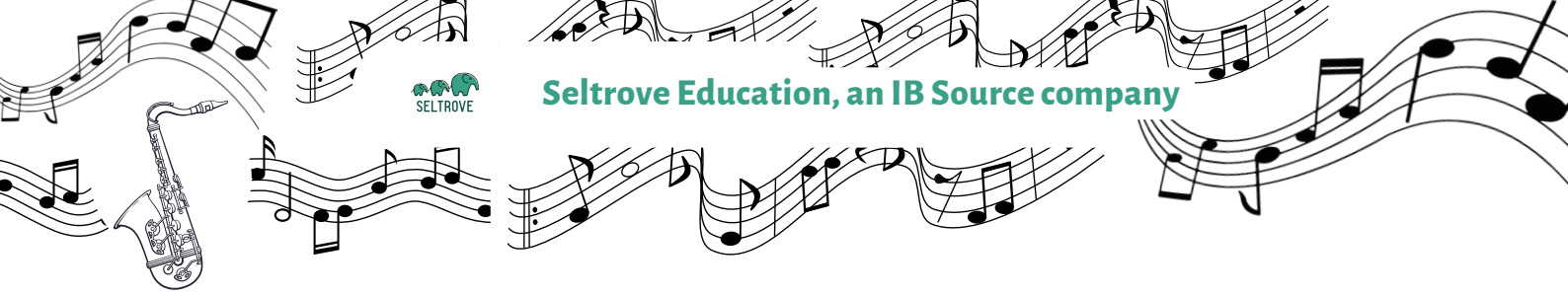
Activity 2: Perspective-taking Roles

Perspective-taking is the ability to understand and consider the thoughts, feelings, and experiences of others. When you can take another person's perspective, you are building empathy.

Read the scenarios below in small groups and pick one role reversal scenario to act out. Do some planning in your group, and then act out your scene in front of the class.

<p>The Person with a Physical Disability Consider the perspective of someone with a physical disability, such as using a wheelchair. You may face challenges navigating physical environments, accessing facilities, and dealing with societal stigma. You may feel frustrated, excluded, and determined to overcome barriers.</p>	<p>The Teacher Consider the perspective of a teacher in a classroom setting. You are responsible for managing the class, delivering lessons, and addressing student behavior. You may feel stressed, challenged, and concerned about meeting the needs of your students.</p>
<p>The Parent of a Troubled Teenager Consider the perspective of a parent who is struggling to connect with their rebellious teenager. You may feel frustrated, worried, and unsure of how to communicate effectively with your child.</p>	<p>The Person without a Home Consider the perspective of someone experiencing homelessness. You may face challenges such as finding shelter, food, and acceptance from society. You may feel invisible, judged, and desperate for help.</p>

After your skit, reflect on: What might others misunderstand about this person?



Activity 3: Invisible Factors

In everyday situations—at school, at work, with friends, or even online—we often judge what we can see. Someone may seem quiet, distracted, frustrated, or uninterested. However, we don't always see what is happening behind the scenes.

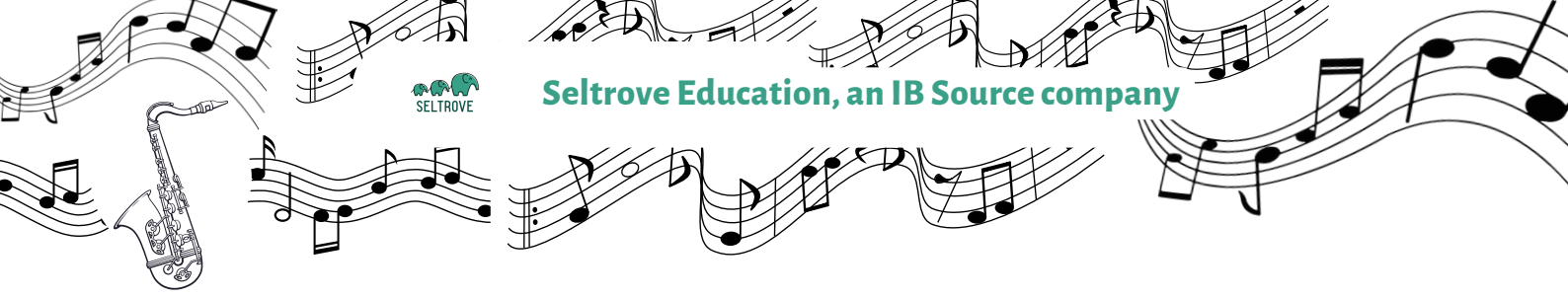
With a partner, read each behavior carefully. List at least 3 possible reasons that could explain the behavior and reflect on how making assumptions might affect how you respond to that person.

<p>A student is very quiet during group work. They don't share ideas and mostly listen.</p>
<ol style="list-style-type: none">1.2.3.

<p>A group member misses multiple deadlines. The rest of the group is starting to feel frustrated.</p>
<ol style="list-style-type: none">1.2.3.

<p>You and a friend are having an important discussion when they pick up their phone and get distracted.</p>
<ol style="list-style-type: none">1.2.3.

<p>Your parent says "no" to something they have said "yes" to multiple times before.</p>
<ol style="list-style-type: none">1.2.3.



Activity 4: Say It Better Challenge

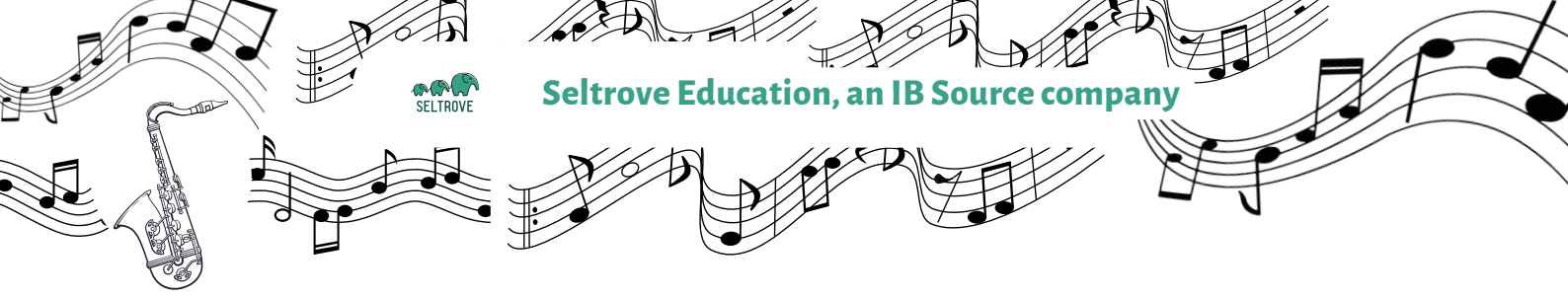
The way we communicate in group situations can either create tension or help move things forward. Often, it's not what we say, but how we say it.

Read each statement carefully and rewrite it to show understanding and keep the situation moving forward. Be realistic—your response should sound like something you would actually say.

You're not doing your part of the project.

You always cancel at the last minute.

You're not listening.

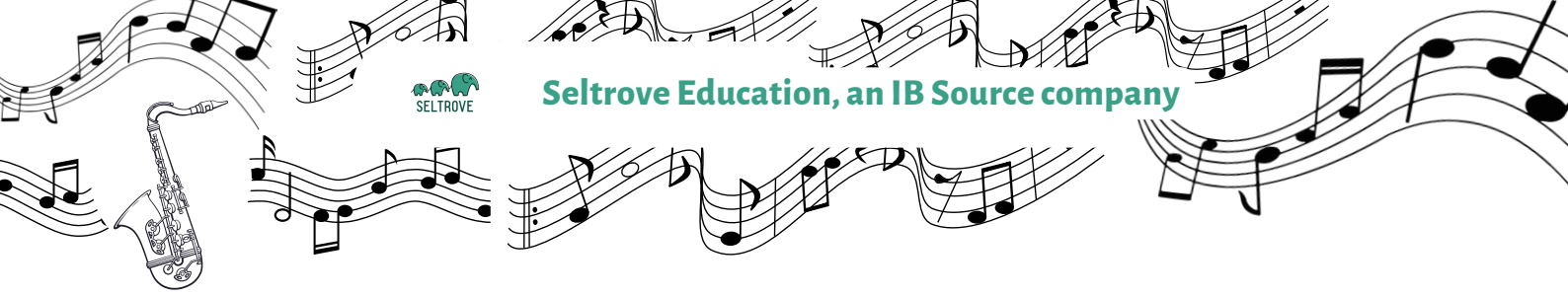


That's not how we're supposed to do it.

That idea makes no sense.

You're wrong.

You never text me back when it actually matters.



Activity 5: Pause & Respond Challenge

In real-life collaboration, your first reaction is not always your most effective one. When you feel dismissed, frustrated, or misunderstood, it is easy to respond quickly. However, strong collaboration often requires you to pause, consider what else might be going on, and choose a response that helps move the situation forward.

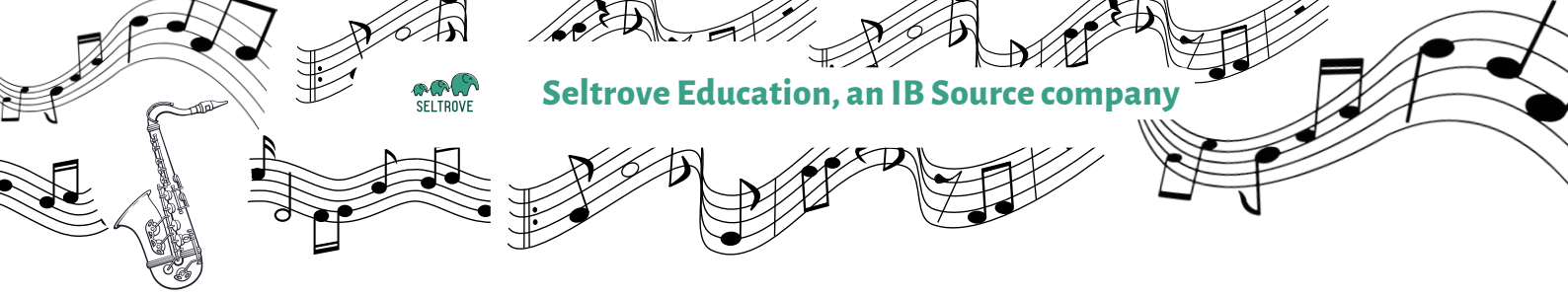
Read each situation below and write your first reaction. Then pause and consider the other person's possible perspective and rewrite a more effective response.

You are working on a group project. You share an idea, and someone says, "That's kind of confusing... I don't think that will work," and the group quickly moves on without discussing it.

First Response:

PAUSE

Thoughtful Response:



At your part-time job, a coworker corrects the way you are doing something in front of others.

First Response:

PAUSE

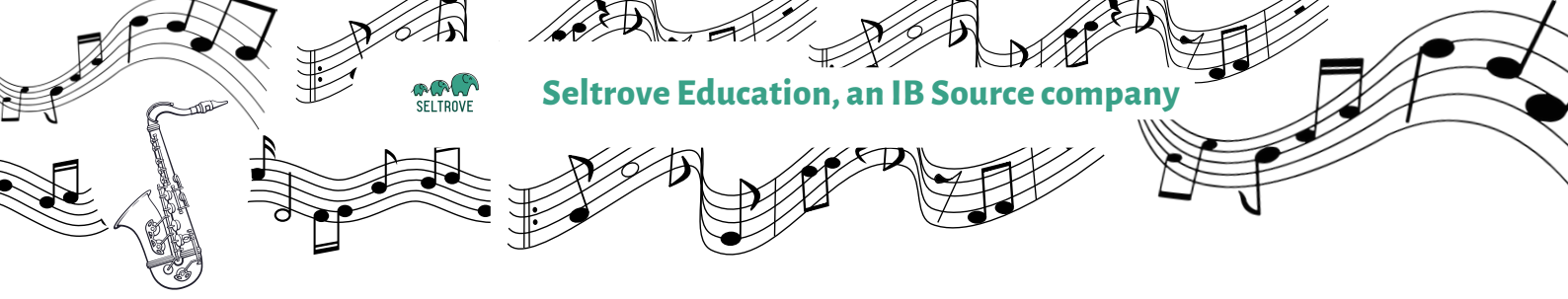
Thoughtful Response:

You send a message about making plans, and your friend replies with a short response that feels dismissive.

First Response:

PAUSE

Thoughtful Response:



Activity 6: Your Pattern Under Pressure

In group situations, especially when there is stress, disagreement, or pressure, people often fall back on default patterns of behavior. Becoming aware of your patterns is the first step toward improving how you work with others.

Answer the questions honestly. There are no right or wrong answers. This is about understanding how you typically respond and how you might want to grow.

When I feel frustrated in a group, I usually...

When someone disagrees with me, I tend to...

One pattern I notice about myself is...

The kind of team member I want to be is...

MADE MY DAY

One change I want to make moving forward is...



Lesson 2

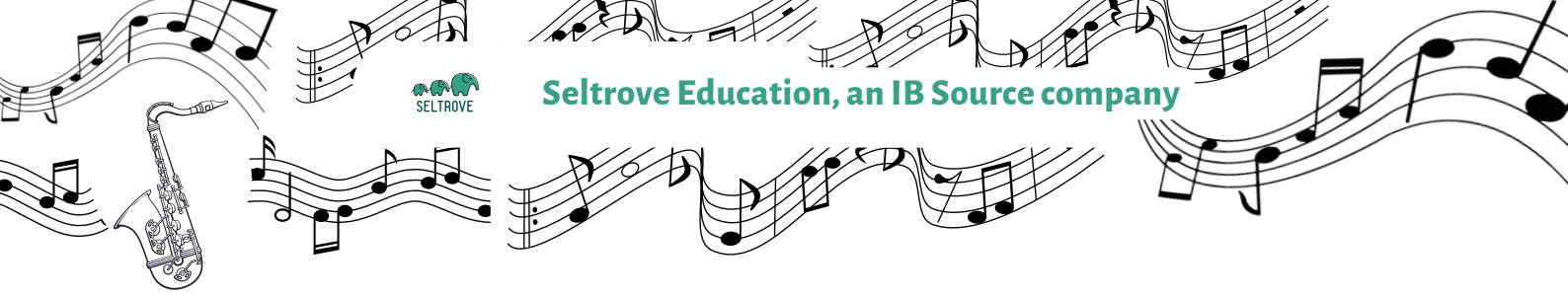
Your Collaboration Identity

Essential Question

How do your strengths, tendencies, and choices shape the way you work with others?

Core Idea

Your collaboration identity is shaped by your strengths, habits, and choices, and it influences how you contribute to group dynamics and outcomes.



Lesson Plan: Your Collaboration Identity

Learning Objectives

By the end of this lesson, students will be able to:

1. Identify their strengths and tendencies in collaborative settings.
2. Recognize how their behaviors and choices impact group dynamics and outcomes.
3. Differentiate between helpful collaboration habits and patterns that may limit effectiveness.
4. Understand that different collaboration styles can contribute in meaningful ways.
5. Reflect on how their role in a group can shift depending on the situation.
6. Set goals for improving how they contribute to teamwork and collaboration.

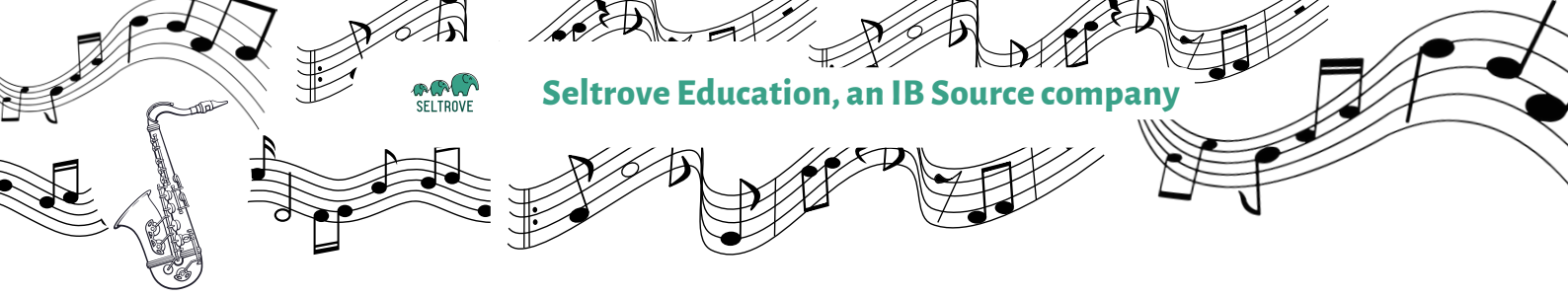
Learning Rationale

As students move into more complex collaborative environments, understanding others is only part of working effectively in a team. Equally important is understanding how they themselves contribute to group dynamics. High school students often have established habits when working with others—some take the lead, some prefer to support, some step back, and others may disengage when situations become challenging.

These patterns are not always intentional, and students may not fully recognize how their behaviors affect the group. Without this awareness, they may repeat the same habits across different situations, even when those habits are not effective.

This lesson is designed to help students reflect on their collaboration identity by examining their strengths, tendencies, and areas for growth. It encourages students to see that there is no single “right” way to contribute, but that effectiveness comes from awareness, adaptability, and intentional choices.

By developing a clearer understanding of how they show up in group settings, students are better prepared to take responsibility for their role, adjust their approach when needed, and contribute in ways that support both the team and the overall outcome.



Lesson Plan: Your Collaboration Identity

Read the **Student Lesson** out loud. Ask students to share their ideas after reading the Reflection Question, if they wish.

Activity 1: What's Your Collaboration Style?

- Read the directions with your students.
- Emphasize that all styles have strengths and areas for growth.
- Remind students to answer honestly, not how they think they “should” respond.
- Avoid labeling any category as “bad”—focus on awareness and growth.
- Allow students to reflect privately before discussing results.

Activity 2: The Group Dynamic Scenario Challenge

- Read the directions with your students.
- Encourage students to analyze all perspectives, not just one.
- Push beyond surface answers (“they should try harder”).
- Ask: “What is this person trying to do, even if it’s not effective?”
- Highlight how different roles impact outcomes.

Activity 3: Collaboration Identity Portrait

- Read through the directions with your students.
- Emphasize creativity and personal meaning, not artistic skill.
- Encourage honesty rather than ideal answers.
- Allow quiet work time.
- Offer examples (symbols, diagrams).
- Optional sharing—do not require.

Activity 4: The Unbalanced Team

- Read the directions with your students.
- Focus on behaviors, not labeling individuals.
- Encourage balanced analysis (everyone contributes to the problem).
- Avoid “blaming one person.”
- Ask: “What would a better version of this group look like?”

Activity 5: What Would You Do?

- Read the directions to your students.
- Focus on reasoning, not just correct answers.
- Allow debate—some answers may be arguable.
- Ask: “Which response helps the group long-term?”
- Avoid making it feel like a test.