

Keys to Cooperation

Group interactions work best when all group members understand the expectations of the group and agree on respectful behaviours. Taking part in establishing agreements about how to treat each other respectfully aids understanding and supports self-management.

SEL COMPETENCIES

Self-Management,
Relationship Skills

SKILLS impulse control,
working cooperatively

MATERIALS

- ✓ Discovering Projectable 1.2.1
- ✓ Connecting Projectable 1.2.2
- ✓ Printed copy of Projectable 1.2.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- ① whole class ② whole class
- ③ small groups ④ individuals

EXPECTATIONS

Students will

- ✓ generate rules that help build a safe, caring classroom learning community;
- ✓ reach consensus with classmates on classroom behaviours.

★ CURRICULUM CONNECTIONS

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

SKILLS Progression

LAST YEAR, students worked in small groups to practice self-management by establishing rules for safe classroom engagement.

THIS YEAR, students reach consensus on guidelines for positive classroom behaviours to maintain a safe learning environment.

NEXT YEAR, students will work collaboratively to identify responsibilities for classroom behaviour that will establish a safe, positive learning environment.

1 DISCOVERING

10 MINUTES

Lesson Link

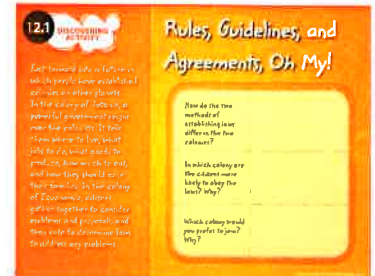
ACTIVITY 1

Explain that today students will explore ways to help ensure safe, respectful group interactions. Show **Discovering Projectable 1.2.1**. Read aloud the projectable and invite volunteers to give their opinions.

Guide students to understand that groups of all sizes need rules to guide their activities. Group members are more likely to follow guidelines to which they have agreed than they are to obey rules imposed on them.

ASK: *How do you think establishing agreements for group interaction might help us build a respectful classroom?*

Explain that this lesson will focus on establishing agreements for safe and respectful group interactions.



2 CONNECTING

10 MINUTES

INSTRUCTION

Write the word *rules* on the board. Then write the words *guidelines* and *agreements*. Ask volunteers to explain the similarities and differences in the meanings of these words. Paraphrase volunteers' ideas and thank them for sharing. Guide students to understand that rules, guidelines, and agreements can help people feel safe and respected. Many are based on social norms. Define *norm* as a socially accepted behaviour.

Introduce rules and Group Roles

Explain that socially accepted behaviours, or norms, are behaviours that most people within a group agree upon. Often, they are written into laws or other types of rules.

ASK: *What do you think might work better for you—to be in a classroom in which I imposed all the rules or one in which you work as a class to come to consensus on shared agreements or guidelines? What are your reasons?*



Explain that in this lesson students will work in groups to help develop “keys to cooperation” for the class. They will reach a consensus on those keys and record them to display and use in the classroom. Students will also learn about the roles different members of a group play that build a respectful and orderly learning environment and practice using these roles in small groups. Ask students to think of different types of groups, such as businesses, sports teams, and clubs.

Community Connection

Identify a group that you belong to. Read their posted rules. Decide which rules are care and respect rules, which are safety rules, and which rules fall into a different category. How are these rules enforced? How were they developed? In what ways do they help the organization's success and care for all the members?

Family Connection

Have students discuss with their family, or a family adult, what it takes to have a successful family environment. Students may wish to ask to hold a family meeting on the topic. Tell students to explain that they are learning about building positive relationships and self-managing behaviour. Instruct students to ask their family members what they consider to be the most important keys to cooperation for building a healthy family environment. Send home the Family Connection take-home worksheet titled **The Family Keys**.

Applying Across the Curriculum

SOCIAL STUDIES Have students select one event in history and identify how a group worked together to accomplish a task or overcome an obstacle. Students should inventory the skills and qualities that groups needed to make key decisions and take responsible actions. What groups roles are evident?

LANGUAGE ARTS Have students write a story about an organization that had no roles defined and no agreements. Have them imagine all the things that would go wrong in a situation where roles were not defined clearly and there were no agreements on procedures or behaviours.

Explain that in any group, members have different roles to play. Every member has value and affects the success of the group. Display the Group Roles projectable (**Connecting Projectable 1.2.2**). Share the following information with students:

Group Roles

- **Leader**—keeps group on track
- **Reporter**—shares group's ideas
- **Timekeeper**—reminds group of time frames
- **Recorder**—writes down group's ideas
- **Collector**—gathers supplies and puts them away
- **Member**—participates and contributes ideas

Model Group Roles

Invite volunteers to read aloud the Group Roles and their descriptions on the projectable. Tell students that the first consensus that many groups must reach is on the parts played by individual members.

SAY: *Understanding one's role in the larger group enables group members to self-manage their behaviour and to work with other group members toward defined goals. Group roles help all members know what is expected of them.*

Point out that in small groups each student may have to take on more than one role. For example, the Leader might also serve as the Timekeeper. And everyone in the group takes on the role of Member. Also, some tasks may not require all group roles. For example, if no materials are needed, there is no need for a collector. Emphasize that each role is important to the success of the group.

To help students better understand Group Roles, model a think aloud for each group role.

SAY: *It is my job to help keep the group on track, and I might need to clarify the goal. If we're making a model, I will remind others of their roles to be certain the model is made exactly how it should be. If the discussion starts to get off track, I bring us back on task. I am the group Leader.*

SAY: *For another activity, I am in charge of the supplies, such as the pencils and paper. If it is an art project, I'll be sure everyone has the right paint and brushes. Also, I am sure to put everything away so the room is cleaned up. By doing this, I am performing the actions of a group Collector.*

ASK: *How do you think the other roles will help groups discuss and come to a consensus on issues of importance?*

PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain how to assign Group Roles

Tell groups that their first assignment is to assign Group Roles. This can be done through discussion and volunteering, by picking a role out of a hat, or by assigning them according to some characteristic.

Students practice assuming Group Roles

Use a creative grouping strategy to organize students into groups of four or five students. Ask each small group to assign each member one of the Group Roles. Remind groups that each student should have at least one role, in addition to being a Member.

When roles have been assigned, direct groups to identify “keys to cooperation”—or behaviours that contribute to a safe learning environment. Provide an example, such as “Listen attentively to others.”

Give students five minutes to work on their keys to cooperation. Have Recorders write their group's keys on a piece of paper. Then, ask Reporters to share their keys with the rest of the class.

Work with the class to consolidate keys that are similar. Ask a volunteer from each group to write one of the final agreements in large letters on a cardboard "key." Hang the keys on a ring in the classroom where they can be easily seen. State that these will be the Keys to Cooperation for the rest of the class.

ASK: *How do you think we can help one another to uphold these keys to cooperation?*

Invite volunteers to share their ideas. Guide students to come to a consensus about a reminder tool, such as "Remember the first key."

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What? What are the six Group Roles?

So what? How do you feel about the keys to cooperation the class identified? How did it feel to take on a specific role in your group activity?

Now what? How do you think the keys will help you self-manage your behaviour and build healthy relationships with your classmates? How might you use the keys in other areas of your life?



Reflecting Resource:

Student Journal p. 8

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journal. Tell them to record the classroom keys to cooperation. Then instruct them to write a paragraph about which keys they think will be easiest to apply and which will be hardest.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Check to see how well students understand how to best assign roles when in a group and whether they are learning how to reach consensus. Review responses to the Reflecting questions in the Student Journals to gauge how well students understand the Group Roles and the keys of cooperation.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying responses in the Student Journals to assess how well students understand how the keys of cooperation will help them self-manage their behaviours.



Applying Resource:

Student Journal p. 9

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Make It!

PRACTICING Organize students into six groups. Assign each group one of the Group Roles. Have groups use craft supplies to make a tool or other item that represents their assigned role. Instruct groups to make six copies of the item for groups to use in activities.

Write It!

PRACTICING Organize students into pairs or small groups. Challenge them to write a rhyming couplet or a short song verse for each of the Group Roles. Invite students to share their work.

ENRICHMENT

Search For It!

PRACTICING Challenge students to find images of postures, gestures, expressions, and other body language that communicate trust, respect, and safety. Organize students into small groups to identify three examples of respectful body language to demonstrate for the class.

Play It!

APPLYING Use the images to play a matching game. Invite students to match appropriate forms of body language to each of the keys of cooperation. For example, listening attentively might be matched with a nodding head and a closed mouth.