

Friends
come with
all types of



TOPIC: Cooperation and Treating People with Dignity and Respect

Help your students explore how working successfully in a group depends on cooperating and treating all team members with dignity and respect. This activity helps the “take-charge” student learn to listen better, helps the “quiet” student learn how to safely contribute, and helps all team members contribute equally to solving a problem.

This lesson can stand alone or be used as an extension/reinforcement of the origami activity from the Cromwell Center program, “How would YOU feel? Hidden challenges, inclusion, and sensitivity” that is typically presented in 4th grade classrooms

GRADE: 4

TIME: 30-40 minutes

OBJECTIVES:

- Students will work cooperatively to complete a task.
- Students will define and learn the terms
 - Cooperation
 - Dignity
 - Respect
 - Differences (All differences should be treated with the same dignity and respect. - Cromwell Center key message)
- Students will develop a positive attitude, understanding, and sensitivity toward people with differences/disabilities (Cromwell Center key message)
- Students will discuss and use *Rules of Participation*. See section B under Activities below. If your class has never used this model, this activity may take a little longer as they get used to it. You may choose to not use this model and still use this cooperative activity.
- Students will write a reflection about learnings from this activity

MATERIALS:

- Chart paper, whiteboard, or interactive whiteboard
- Markers
- One set of role cards for each group of 4-5 students. Each set includes one each of:
 - Collector 1
 - Collector 2
 - Starter
 - Recorder
 - Reporter (see note below under Preparation)

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- 6 plastic (such as Solo brand) cups for each group
- Yarn or sturdy string (cut into 12" pieces) – 4 to 5 pieces per group
- Rubber bands - one per group. Smaller bands rather than larger work best. Have extras in case of breakage
- "Talking tokens" (such as popsicle sticks, chips) - 3 per student
- Plastic container for tokens – 1 per group
- Piece of paper and a pencil for each group

PREPARATION:

- Copy and cut out a set of role cards so that each group has one set. (4-5 students per group...adjust depending on class size. If 4 in a group, REPORTER will do recording and reporting. If 5 in a group, one RECORDER/one REPORTER)
- Cut 12" pieces of yarn or string and tie 4-5 pieces (one yarn per student in each group) onto a rubber band. This becomes the group's "tool." By each grasping one piece of yarn, students can open up the rubber band, place it over a cup, and use the tool to lift and maneuver the cup onto the pyramid.
- Have all materials set out on table.
- Create a starting model of cups: 3 cups upside down on the table with 3 cups right side up on top of them.



- Create a pyramid model of 6 cups: all cups upside down with 3 on the bottom, 2 in the next row, and 1 on top.

ACTIVITIES:

A. Write the following words on chart paper, whiteboard, or Interactive Whiteboard and ask students to create definitions:

COOPERATION
DIGNITY
RESPECT
DIFFERENCES

B. Explain to students that they are going to be working cooperatively in groups to complete a task using the following *Rules of Participation*:

- Each student receives 3 "talking tokens".
- When a student wants to say something during the activity, he/she places a token in the container in their group's area. The rest become "listeners." If a student runs out of talking tokens, he/she must become a "listener" and must continue to take part in the activity. This enables all participants to have an equal say, eliminating the assertive/domineering student taking over the activity.

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- Optional: If your class has never used this model before, the time for this activity may be a little longer as they get used to it. You may choose to not use this model and still use this cooperative activity, but this model adds an important learning dimension to the activity.

C. Cooperative Activity

1. Divide class into groups of 4 or 5. Explain that they will be working cooperatively to complete a task using the materials on the table.
2. Shuffle and pass out the Role Cards.
3. Ask the *Materials Collector 1's* to stand up. Explain that they are responsible for delivering the materials to their group. Send each *Materials Collector 1* to a designated work space where their group will join them.
4. Repeat with each Role Card to create the groups, making sure everyone is in a group, and that you explain the roles.
 - *Starters* will set the cups up as modeled on the table in the starting model.
 - *Materials Collector 2* will be responsible for returning the materials at the end of the activity.
 - *Recorder* will record comments and ideas
 - *Reporter* will be responsible for reporting to the class what worked well for their group and what challenges they had to overcome.
5. Explain that all groups are going to use the rubber band/yarn tool to create a pyramid of cups like the starting model on the table. They may use ONLY that tool to move their cups into position and they must all work together.
6. Ask *Materials Collector 1's* to come to the table to get their groups' materials.
7. Ask the *Starter* to create the starting model with their cups.
8. Tell the groups to begin moving their cups into the pyramid with their tool. Remind them that if they have an idea of how to do this, they must first put a "talking token" into the token container in order to share their idea.
9. When a group has successfully created the pyramid, they should talk about what happened during the activity: what worked well and what was challenging. The *Recorder* should write down notes to share with the class.
10. *Materials Collector 2's* should collect all materials used and put them away where designated.
11. Have the Reporters share their groups' thoughts with the class.
12. Go back to the vocabulary words on the chart or whiteboard.

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Why did we start with these words for this activity? *(It took cooperation to build the pyramid. We had to listen to everyone and respect their ideas. We had different ideas, but we all like people to listen to our ideas. How does this relate to what we have learned about individual strengths, weakness, and disabilities?)*

EVALUATION: Ask the students to return to their desks. Explain that you would like them to write a reflection about this activity. On the board, write the following prompts for the reflection:

- What did you like about it?
- What didn't you like about it?
- What worked well?
- What would you do differently next time you work together?
- What did you learn about yourself?
- What did you learn about the others in your group?
- How does all of this tie in with what you have learned about people with disabilities?

EXTENSION: As a follow up, students can complete the accompanying crossword puzzle. This may be used as a review or to open a discussion about cooperation, differences, and that we need to treat everyone with the same dignity and respect that we like to receive.

AN IMPORTANT NOTE FROM THE CROMWELL CENTER

Dear Teacher or Guidance Counselor:

Your brief feedback on this or on any of our other lesson plans is very important. It will enable us to share results with our grant funders and help obtain future funding, and any suggestions for improvements will help us fine tune the activities to best meet your needs.

To provide this valuable feedback, please go to the form on the bottom of this page on our website:
<http://cromwellcenter.org/teacher-resources/>.

Or, if you prefer, you can e-mail your comments to sgreenwood@cromwellcenter.org.

Thank you!