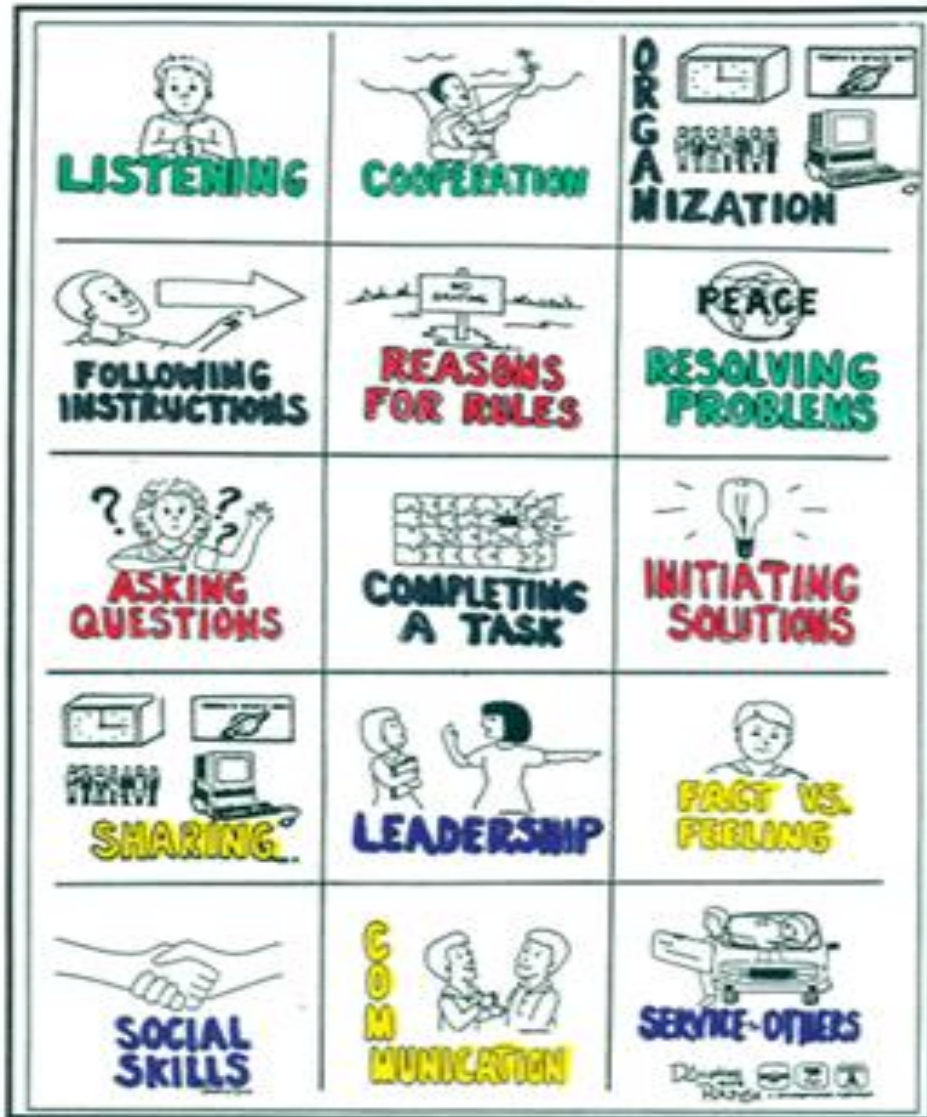


A REVIEW OF FACTS AND TIPS FOR THE SKILL OF COOPERATION



Teaching Self-discipline: 15 Essential Skills



The skill of Cooperation is related to the skills of Listening and Resolving Problems

The skill of COOPERATION is taught to:

- a) Build group cohesiveness.
- b) Eliminate unproductive group activities.
- c) Help students own and complete their portion of a group project.
- d) Teach students strategies that groups use:
 - * to get to know group members
 - * to resolve conflicts
 - * when making group decisions.

FACTS ABOUT COOPERATING

- First of the five **Constructive Skills**.
- Cooperation means to act or work with others for mutual benefit. **Unlike the skill of sharing – working side by side doing the same task - cooperation usually involves a different action for each person in the group.**
- When people cooperate they practice impulse control. They **WAIT** for everyone to complete their portion of a task. They **THINK:**
 - **Can I help anyone else?**
 - **Is my portion the best it can be?**
 - **Can I improve anything?**

Skill Illustration

6.



Recognize the job to be done.
State the goal.
Brainstorm ways to reach the goal.
Agree on a strategy and assign tasks.
Complete your share of the task on time.
Evaluate how the group did.
Make recommendations on the strategies that helped or hindered.

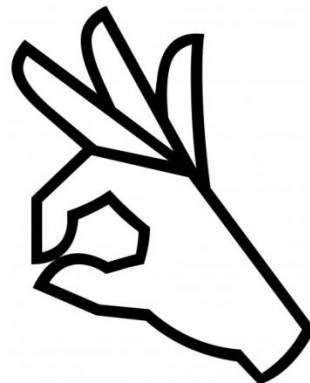
COOPERATION

Discipline With Purpose



Gesture for skill:

Link thumbs and fingers together.



Skill # 6 Cooperating with Others

6 COOPERATION

**COOPERATION =
TO ACT
OR WORK
WITH OTHERS
FOR MUTUAL
BENEFIT.**



WHEN I COOPERATE I.....

- a) Understand the task that is to be done.
- b) Know the goal.
- c) Agree on a strategy and do the task assigned to me.
- d) Complete my share of the task in the designated time.
- e) Evaluate my performance and the effectiveness of the group.
- f) Strategize and make modifications for the next cooperative exercise.

Discipline With Purpose

WORKING WITH A PARTNER

Form partners so everyone has a chance to work together. Give students a handout with lines for 10-12 different signatures. Challenge students to get signatures from 10-12 different persons in the class.

Partner List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Keep same partners -When student A signs student B's sheet on line 1, student B signs student A's sheet on line 1 also. When partners are needed call a number and the two students with that number work together.

BRAINSTORMING

All ideas are significant and should be recorded.

- a) Everyone can have equal time to explain their idea.**
- b) The ideas will be evaluated according to some criteria: - Reasonableness, Time, Cost, Etc.**
- c) The group must come to a consensus on the idea that is selected.**
- d) The best idea will be one that incorporates many different points of view.**

TOPICS WE CAN BRAINSTORM

- Classroom problems – tipping desks back, rolling pencils, etc.**
- Mother's day gifts**
- Service projects**

PEOPLE PLAY ROLES WHEN THEY COOPERATE



Cutter

Gluer

**Helicopter- Liaison between
teacher and group**

Materials manager

Motivator - Keeps group on task

Person who colors

Reader

Recorder/Writer

Reporter

Researcher

Time keeper

JOB CARDS

GLUER



TIME KEEPER



PERSON WHO
COLORS



CUTTER



SENTENCE
MAKER



REPORTER



JOB CARD TASKS

1. **CUTTER** – Uses the scissors as needed.
 2. **COLORER** – Selects crayons and colors items.
 3. **SENTENCE MAKER** – Tells the recorder what to write.
 4. **GLUER** – Glues items as needed.
 5. **TIME KEEPER** – Keeps track of time and lets the group know when only 1 minute is left.
 6. **REPORTER** – Shares information with the entire group after the project is finished.
-
1. **HELICOPTER** – Gets materials, collects and returns at the end of the task.
 2. **READER** – Reads story orally while others read silently.
 3. **WRITER** – Writes the answer to questions.
 4. **MONITOR** – Gives each person a slip of paper with their name on it. Collects the slip if someone is unable to work cooperatively. Person leaves the group.

REASONS WHY PEOPLE FAIL TO WORK WELL TOGETHER

(from a student's point of view)

1. They don't know how.
2. They don't think the task is important.
3. They don't care about other people.
4. They don't want to act grown up.
5. They don't want to be criticized if they don't do their task right.

Cooperating means:

1. Each person must decide to do their best.
2. All persons are important to get a task done.
3. We can offer to help if help is needed.
4. We can ask for help if we need it.

COOPERATE AS A GROUP TO EARN DISCIPLINE DOLLARS



Give each student \$5.00 (play money)
The students list activities everyone in the class is expected to demonstrate.
The class selects one of the activities to focus on for a week(s).
When someone fails to demonstrate the expected behavior they forfeit a \$1.00.
Each day the class has a cooperative day which means no more than \$2.00 was forfeited, they earn a letter that will spell out a cooperation reward the class voted to earn.
COOPERATION REWARDS: - Movie, Field Trip, Ice cream party, etc.

AFFIRMATION CARDS ENCOURAGE COOPERATION

The reader is
doing a terrific
Job!



Everyone in your
team seems to be
enjoying the work.



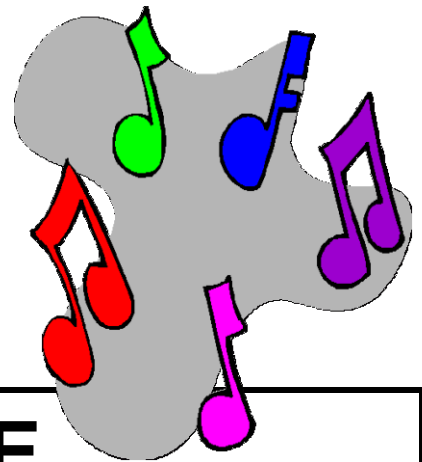
TEAM WORK
TEAM WORK
YEAH!



The recorder made
the paper super
NEAT!



USE MUSIC



COOPERATE

Tune: When Johnny Comes Marching Home

**When there is a job that we must do,
Cooperate.**

**Make up a team and work it through,
Cooperate.**

**Agree and delegate. Talk and plan. Work
together and say, “We can!”
and we’ll get the job done
when we all cooperate.**

**Remember, Evaluate, When finished
we’ll celebrate.**

Yeah! (spoken)

Homework Assignments

Cooperation

- Plan a family hour. Have a family meeting and let everyone brainstorm something that would be fun to do for an hour. Put all suggestions in a container and select one. Be prepared to tell the class how you spent your hour.
- What jobs at home need a group to work together to accomplish? Choose one and draw a picture to show the different jobs each person will need to complete.

Assessing Progress

- Use a rubric to assess progress.
 - Show students the rubric after the skill is introduced
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
 - Let them self-evaluate at the end of the three weeks practice
 - Share this information with parents.
- (See sample rubrics in 'Assessment Made Easy' by Tara Kassi available at www.selfdisciplinedwp.com)

Reflect

1. Identify something you learned or re-learned from this presentation.
2. Name one action step you will try each of the next three weeks.
 - Plan at least one cooperative exercise every two weeks.
 - Conduct a class meeting discussing issues students placed on an agenda.
 - Talk positively about your job, the school, personnel, students.
 - Teach students how to brainstorm so everyone's ideas are represented.
 - Design a self-assessment rubric for students to evaluate their progress in learning the skill of cooperation.