# **UNIT: FRIENDSHIP/ SOCIAL COMPETENCIES Grade Level 5**

**ACTIVITY: Group Cooperation Lesson 1**

Personal/Social Standards:

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand

and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

Competencies:

PS:A1 Acquire self knowledge

PS:B1 Self-knowledge application

Indicators:

PS:A1.9 Demonstrate cooperative behavior in groups

PS:B1.1 Use a decision-making and problem solving model

Materials

* Chart or blackboard
* Envelopes with Pre-Made Squares Activity (each envelope contains 5 puzzle sets)
* 2 or 3 designs to show students how the pattern should look.
* 8 ½ x 11 sheet of paper for each response group
* Student Portfolios

Vocabulary

* cooperation

Gathering

Read a quote from a famous person or a proverb about cooperation and ask student’s perception of its meaning.

“I love to hear a choir. I love the humanity to see the faces of real people devoting themselves to a piece of music.

I like the teamwork. It makes me feel optimistic about the human race when I see them cooperating like that.”  
[Paul McCartney](http://www.great-quotes.com/cgi-bin/viewquotes.cgi?action=search&Author_First_Name=Paul&Author_Last_Name=Mccartney&Movie=)  
1942-, British Pop Star, Composer, Songwriter, Member of ''Beatles''

“United we stand, divided we fall”  
[Benjamin Franklin](http://www.great-quotes.com/cgi-bin/viewquotes.cgi?action=search&Author_First_Name=Benjamin&Author_Last_Name=Franklin&Movie=)  
1706-1790, American Scientist, Publisher, Diplomat

Review Agenda/Before the Lesson

Ask if anyone has been a part of a group or team and how cooperation plays a role in their group/team.

“Today you are going to do practice cooperation in a team activity. Let’s talk about the requirements of

cooperation. What are some things you do when you cooperate? What kinds of things will you be seeing

and hearing from each other that show you are cooperating?” Write their responses on the board for later.

During the Lesson

Directions:

Tell students that they will be working in a small group of 5 people to create five squares. Before you pass out the envelopes read the rules (below). Give each group a full set of five envelopes. Following the cooperation rules, the group works together to make 5 perfect squares. The lesson is complete when each person has a completed puzzle in front of them that forms a perfect square.

Rules:

* Everyone waits for signal to begin.
* No one can speak or ask someone to give them a puzzle piece.
* No one can signal another person to give them a puzzle piece.
* You CAN give a puzzle piece to someone in your group if you think it might help them to finish their squares.

After the Lesson

“When we started today, we talked about teams or groups we belonged to and we wrote on the over head

chart or board, examples of what cooperation looked and sounded like. Just now, we had a chance to practice cooperation. Let’s talk about how we did! What was hard about the activity? What was easy? How well did you follow the rules? What did you see, hear, and experience that was cooperation like we have written on the board. What did you see, hear, and experience that was not cooperation?”

Checking Out What You Learned/Assessment:

Have each student in each response group write in their portfolio or on paper about one thing they did to cooperate today.

Closing

In response groups, have group leader ask each person to say what they did to cooperate today.

Notes

**Directions for Making a Set of Squares**

Result: Make a full set of squares consisting of 5 envelopes containing squares (included in the curriculum). Each square has 3 pieces.

**A**

**B**

**D**

**C**

**C**

**F**

**E**

**F**

**I**

**J**

**A**

**G**

**A**

**H**

**A**

full set

If you wish, letter the above squares.

Notice that all the ‘a’ pieces are the same size, all the ‘c’ pieces are the same size etc… Cut each square on the cardstock into smaller pieces to make the parts of the puzzle. Mark 5 envelopes as indicated below:

Envelope 1: pieces I, H, E

Envelope 2: pieces A, A, A, C

Envelope 3: pieces A, J

Envelope 4: pieces D, F

Envelope 5: pieces G, B, F, C

Note: Several combinations will be possible that will enable participants to form one or two squares, but ONLY ONE combination is possible that will form 5 squares 6x6 inches.

You are now ready for the activity with students. Give one full set of squares (envelopes 1-5) to each group of 5 persons.

**Scrambled Squares (pattern 1)**

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**Scrambled Squares (pattern 2)**

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**Scrambled Squares (pattern 3)**

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**Scrambled Squares (pattern 4)**

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**Scrambled Squares (pattern 5)**

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