



## Connect with Kids

### ***Cooperation***

#### **Grades 6-8**

#### **CURRICULUM OVERVIEW**

Schools have begun to incorporate character education into their curriculum with overwhelming results. Many teachers are using character education to reinforce core traits such as trustworthiness, consideration, empathy, understanding and the acceptance of others. The ***Cooperation*** curriculum emphasizes working with others to reach a common goal and to resolve conflicts of interest.

Please find the following resources included within the curriculum:

- Curriculum goals
- Story segment summaries and discussion questions
- Four activities, including vocabulary
- Activity objectives, according to Bloom's Taxonomy
- Materials necessary to execute the curriculum
- Assessment/evaluation
- National standards for Character Education

## **Cooperation Goals**

### **Connect with Kids Programming Goals**

- To provide comprehensive programming that helps schools and school districts to meet character education initiatives
- To provide comprehensive programming that helps schools and school districts to meet Safe and Drug-Free Schools criteria
- To provide reality-based programming that can be infused into the existing curriculum or can be used as a stand-alone program

### **Cooperation Unit Goals**

#### **Character Education:**

- To address the characteristics of cooperation, including the following student behaviors:
  - Adopting conflict-resolution techniques
  - Collaborating with others to accomplish a goal
  - Treating others with respect
  - Choosing to avoid circumstances that might escalate into an altercation

#### **Safe and Drug-Free Schools:**

- To influence the school climate by addressing the following issues:
  - Bullying and harassment
  - Conflict resolution
  - Decision-making skills
  - Leadership skills
  - Perceived social norms
  - Spectator responsibility
  - Violence prevention

## Segment Summaries

### Segment Summary #1

**Josh Belluardo's friends say that early intervention and cooperation might have saved him from death at the hands of a bully.**

Insults and intentional collisions in the hallway often add to the tension that builds among students during the school day. And sometimes, what seems like a minor altercation can quickly escalate to a deadly level, as in the case of Josh Belluardo. Josh, who was often teased by his classmates, began arguing with another boy while riding home on the school bus. The boy followed Josh as he exited the bus, and then he cracked Josh's skull with a blow to the head, killing him. The incident left Josh's friends sad and confused, and they still struggle to understand why the argument had to turn to violence. Josh's friends say that fighting never solves anything and that it only makes problems worse. They believe that it takes more courage and strength to talk calmly and try to cooperate with others than it does to argue. And they say that in the long run, people will gain more respect from walking away than from fighting.

#### Discussion Questions:

1. What characteristics does Josh Belluardo possess? What about his friends?
2. How are fighting and cooperation related?
3. What types of behaviors, actions, etc., prompt students at your school to fight?
4. How do you react to taunting and teasing from your classmates? Have you ever gotten involved in a fight because of a comment someone made? Explain.
5. What programs or organizations are available in your school and community to help people learn to cooperate rather than fight? Do you and your friends take advantage of these resources?
6. How does peer pressure affect your decisions about fighting?
7. In your opinion, is a fight ever a positive solution to a problem? Why or why not?
8. Are there situations in which you feel you have no choice but to fight? Explain.
9. Why is it harder to cooperate and compromise with an "enemy" than it is to fight?
10. What are the consequences of fighting at your school? Do the benefits of fighting outweigh the costs?

### Segment Summary #2

**Both Amira Abdulhafid and the teens at Camp Anytown learn the value of trust and cooperation among people of different cultures.**

Amira Abdulhafid's mother is Caucasian, her father is Saudi Arabian and her stepfather is Mexican. Amira's racially diverse heritage often makes it difficult for her to define herself, especially when she must choose "other" when she fills out forms requesting her race. Amira says the students at her school usually make friends and group themselves according to their races. Since she doesn't fit into a particular racial clique, Amira often feels left out and alone. But over time, she has learned to appreciate her diversity and ignore those who try to enforce social polarization.

At Camp Anytown, teens experience the same message Amira's family instills in her: Cooperation, acceptance and understanding must occur in order for the world's cultures and races to coexist in peace. Those who attend the camp spend time talking to a rainbow of people to learn about their different backgrounds and traditions. The experience helps campers identify and challenge the negative stereotypes that often paralyze cooperative efforts between different races. And like Amira, most of the teens gain the knowledge of and appreciation for racial and cultural diversity.

#### Discussion Questions:

1. What character traits do Amira and the teens at Camp Anytown possess?
2. How does this **Connect with Kids** video segment illustrate the concept of cooperation?

3. Have you ever been made to feel like an outcast because of your race or culture? Explain.
4. Why do you think Amira is unhappy about having to choose "other" as a racial category when she fills out official forms? How do you feel about having to indicate your race or sex when you fill out official forms?
5. Do the students at your school group themselves according to race? If so, why do you think this occurs? If not, what do you think prevents this from occurring?
6. In what ways does cultural diversity affect cooperation?
7. Do the different races and cultures in your community cooperate? Explain.
8. What could be done to increase the diversity in your neighborhood?
9. In what ways can talking to people from different backgrounds help you learn about yourself?
10. How would the world be different if nations never worked together? How could the world change if nations always cooperated?

### Segment Summary #3

#### Cooperation on stage and behind the scenes is critical to a play's successful run.

With only a week before the opening night of *Time Flies*, it's no surprise that the Wesleyan Players are working overtime to memorize their lines. What many people might not realize, however, is the extraordinary amount of effort and teamwork that goes on behind the scenes in order to make a play successful. Like the actors, everyone backstage plays a crucial part in the production. The stage managers keep everything organized, the set decorators build the props and the director helps the actors with their line delivery and stage presence. And these are just a few of the tasks necessary to put on a good show. It takes everyone cooperating and working together in order to achieve success. The cast members know that if they can't depend on their backstage counterparts, and vice versa, they won't reach their desired goal: a perfect performance.

#### Discussion Questions:

1. What character traits can you identify in the Wesleyan Players?
2. How are the cast members and the play's backstage crew like a team?
3. Can you have cooperation without teamwork? Explain.
4. Which theatrical job do you think is the most stressful or the most time consuming?
5. Give examples of other types of jobs in which teams of people have to cooperate. What happens if there is a breakdown in any part of that team?
6. Think about the teams or other groups with whom you have worked. What roles have you played in these groups (leader, motivator, supporter, etc.)? How does it make you feel when others don't do their part? Explain.
7. Are some group jobs or roles more important to a team than others? Why or why not?
8. Does your family work together like a team? If so, describe the ways that your family members cooperate. If not, what would it take to increase cooperation in your family?
9. Why do you think some people prefer not to work on teams or in organized groups? Can you give some examples of professions that don't require some amount of interaction and cooperation with other people?

#### Related Vocabulary Words

altercation      cooperation      diversity      escalate      tension

# Teamwork

**Comment [SN1]:** Highlight here to type title in bold face 12 point.

## Objectives:

Students will be able to

- Review denotative and connotative meanings of vocabulary words
- Identify criteria for group membership
- Work with a group to find examples of group membership based on vocabulary words
- Work with a group to identify the importance of teamwork

**Comment [SN2]:** Single space between objectives.

## Materials:

- Pens, pencils
- Paper
- **Cooperation Vocabulary Words and Definitions** handout
- **Teamwork Categories** handout

**Comment [SN3]:** Single space between materials.

## Procedure:

1. Briefly review the **Cooperation Vocabulary Words and Definitions** handout.
2. Divide the class into two groups. Explain to students that they will participate in a vocabulary game similar to the television game show *Family Feud*.
3. Allow one student to be the scorekeeper. The scorekeeper will be responsible for recording points, strikes and all responses.
4. Explain the following game rules to the class:
  - a. Each team will send a representative to the front of the room.
  - b. When the caller reads the category from the **Teamwork Categories** handout, each representative must try to think of an appropriate response.

**Note:** The **Teamwork Categories** handout provides enough categories for two separate games. The caller may choose which game he or she wishes to play.

- c. The representative must signal that he or she has a response and wait for the caller to ask for the response.

**Note:** For easy identification of the first representative to respond, you may wish to use some type of sign, such as a raised hand or a piece of colored paper. The scorekeeper can help the caller decide which representative responded first.

- d. The team whose representative answers with an appropriate response first receives the point. The caller makes the final decision on appropriate responses.

**Example:** If the category called were "Career Aspirations," then the team whose representative is the first to respond with an appropriate career goal, such as teacher, doctor, etc., would receive the point.

- e. The scorekeeper will record the point for the appropriate team.
- f. Then, both of the representatives will return to their seats, and the caller will accompany the representative who responded correctly.
- g. While working with the first team whose representative gave the first correct response, the caller will ask each member of the team to provide a response for the same category. For each correct response, the team will earn one point. For each incorrect response,

the team will earn a strike. When the team earns three strikes, the caller will move to the second team.

**Note:** While the first team is providing responses, the second team is able to collaborate and generate new responses to the same category.

- h. Each member of the second team must provide different responses for the same category. If a member from the second team repeats a similar response from the first team, the second team earns a strike.

**Note:** The second team has both an advantage and a disadvantage. The advantage is that members have more time to discuss their responses with each other. The disadvantage is that they cannot repeat any of the responses provided by the first team. The caller has the final decision on whether responses are too similar.

- i. Continue playing with the remaining nine categories, giving different team members a turn at the front of the room serving as the teams' representatives.
- j. For the final bonus round, assign each team to use as many vocabulary words as it can to compose a short summary of the importance of teamwork. Allow five minutes for teams to compose their summaries.
- k. Have one representative from each team share the team's summary. For each vocabulary word that has been correctly used in the summary, award that team two bonus points. If a word is used twice, you may decide to award an additional bonus point.
- l. At the end of the game, tally the number of points earned by each team. The team with the most points wins the game.

**Source:** *Family Feud* board game. Milton Bradley.

## Cooperation Vocabulary Words and Definitions

### **Accomplish (v.)**

**Definition:** to succeed in doing something, especially after trying very hard

**Context:** After years of schooling, hard work and dedication, Quentin accomplished his goal of becoming a doctor.

### **Altercation (n.)**

**Definition:** a short but noisy argument or fight, usually with an unknown person

**Context:** Due to the school's zero-tolerance policy on fighting, the altercation between Cami and Michaela resulted in a two-day suspension.

### **Aspiration (n.)**

**Definition:** a strong desire to have or achieve something

**Context:** Dean's aspiration is to study art history in Italy.

### **Collaborative (adj.)**

**Definition:** relating to a piece of work, an effort, etc., involving two or more people or groups working together to achieve a goal, especially in science or art

**Context:** Sherman and Donna's collaborative effort earned the pair first prize in the science fair.

### **Component (n.)**

**Definition:** one of several parts that make up a whole machine or system

**Context:** Interpreting road signs is one of the vital components of learning how to drive.

### **Conflict-resolution (adj.)**

**Definition:** relating to a process or method of dealing with a problem so that there is no longer a disagreement

**Context:** Adam uses avoidance as his conflict-resolution technique whenever he argues with his brother.

### **Cooperation (n.)**

**Definition:** the act of working with someone else to achieve a goal

**Context:** The success of the community food bank depends on the cooperation of parents, students, teachers and community groups.

### **Diversity (n.)**

**Definition:** the quality of being made up of a range of different people, ideas, etc.

**Context:** The new wildlife habitat houses a diversity of species, including the spotted owl and the indigo snake.

### **Escalate (v.)**

**Definition:** to become much worse, often very quickly

**Context:** The argument escalated beyond words when Hector pushed Marta into the door.

### **Tension (n.)**

**Definition:** a situation in which different needs, forces or influences work in different directions and make the situation difficult

**Context:** Many students struggle to reduce the tension that builds between their parents and them.

**Source:** *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited. 2000.

## Teamwork Categories

### Game 1

1. Benefits of **cooperation**
  2. Career **aspirations**
  3. **Components** of a computer system
  4. **Conflict-resolution** techniques
  5. Reasons to implement a **collaborative** effort
  6. Goals a group can **accomplish** together
  7. Reasons to accept **diversity** in others
  8. Items or events that **escalate**
  9. Ways to avoid an **altercation**
  10. Ways to release **tension**
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### Game 2

1. Methods of **cooperation**
2. Methods of keeping an altercation from **escalating**
3. People with high **aspirations**
4. Projects that require a **collaborative** effort
5. Reasons **altercations** start
6. Reasons people do not use **conflict-resolution** techniques
7. Items with more than five **components**
8. People or events that cause **tension**
9. Goals you can **accomplish** as a student
10. Examples of **diversity** in your classroom

## United We Stand

### Objectives:

Students will be able to

- Identify events in history that required cooperation
- Conduct research using at least three different sources
- Cite sources in an appropriate format
- Create a comic strip that will present their research findings

### Materials:

- Pens, pencils, colored pencils, crayons
- Paper
- **United We Stand** handout

### Procedure:

1. Open this activity by asking your students to explain the meaning of the phrase, "United We Stand." Ask your students to explain the historical significance of this phrase as well.
2. Explain to your students that history is filled with stories where people united to work toward a common cause. Ask your students to offer examples. Use the following questions for a discussion:
  - What were the aspirations of the people who worked together?
  - Do you think they realized the importance of working together to accomplish their goal?
  - Would the goal have been accomplished if these people had not worked together? Why or why not?
3. Distribute the **United We Stand** handout. Explain to your students that they will work individually to create comic strips depicting historical events where people worked together to accomplish a goal. Continue to explain that each student must use at least three different sources to research the event in order to perform the tasks listed on the **United We Stand** handout. Students must also cite the sources used in the appropriate format.

**Note:** If your class is studying a particular time in history, you may choose to require that your students select an event from that era.
4. Allow time for students to complete their research and create their comic strips.
5. After all of your students complete the assignment, allow time for them to exchange their comic strips with other students so that they may learn more about the historical events their classmates chose to depict.

### Related Vocabulary Words

accomplish      aspiration      cooperation

## United We Stand

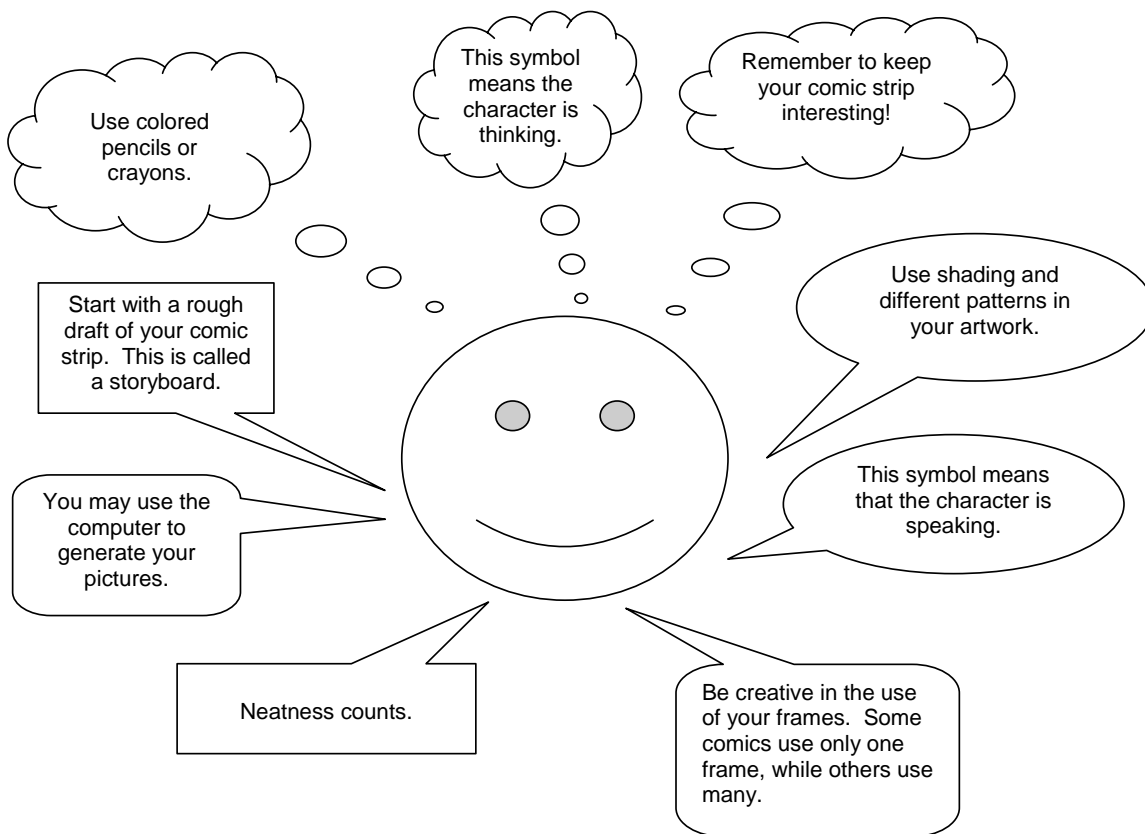
Name: \_\_\_\_\_

**Directions:** Select a time in history when a group of people worked together to accomplish a goal. Using at least three different sources, research the event and perform each of the tasks below. Present your findings in the form of a comic strip. Make sure to include all of the required information and cite your sources appropriately in your final comic strip.

### Tasks:

- Explain the historical event.
- List or show the key participants.
- Provide examples of how the participants cooperated.
- Describe the accomplishment.
- Explain how the world would be different today if this event had not occurred.
- Describe the significance of this event in history.
- Offer at least two additional interesting facts about the event.

### Suggestions for Comic Strips:



## You Make the Call

### Objectives:

Students will be able to

- Identify situations that escalate to verbal or physical altercations
- Discuss the reasons why verbal altercations may intensify
- Work with a group to identify the positive and negative outcomes of fighting
- Work with a group to identify the positive and negative outcomes of cooperation
- Offer examples of conflict-resolution techniques

### Materials:

- Pens, pencils
- Paper
- Chalkboard or overhead projector
- **You Make the Call Scenarios** handout
- **You Make the Call** worksheet

### Procedure:

1. Before starting this activity, you will need to make a copy of the **You Make the Call Scenarios** handout. Cut the scenario strips apart, and place them in a container from which students will draw later in the activity.
2. Begin this activity by asking your students to list examples of situations that escalate to verbal or physical altercations. Record this list on the chalkboard or overhead projector.
3. Continue with a discussion about fighting by asking your students the following questions:
  - Have you ever been in a verbal or physical altercation? If so, what happened?
  - Have you ever witnessed an altercation that escalated from something small? What instigated the altercation?
  - What caused the argument to intensify?
  - What were the outcomes of the fight?
  - In your opinion, was fighting a positive way to resolve the problem? Why or why not?
4. Divide the class into groups of three or four. Give each group one copy of the **You Make the Call** worksheet. Pass around the container in which you placed the scenario strips. Allow a representative from each group to draw one strip.
5. Explain to students that they will work within their groups to complete the decision-making matrix on the **You Make the Call** worksheet using the scenario their group representatives drew. After completing the matrix, the members of each group will work together to answer the discussion questions at the bottom of the worksheet.
6. Wrap up this activity by allowing time for each group to share its answers to the discussion questions at the bottom of the **You Make the Call** worksheet.

#### Related Vocabulary Words

altercation      conflict-resolution      cooperation      escalate

## You Make the Call Scenarios

One of your opponents cheats during a game.

Someone accidentally bumps you in the hall.

Someone makes fun of your mother.

Someone breaks in line right in front of you.

Someone you do not like makes fun of the way you dress.

Someone you know tells your friends lies about you.

Someone you know stole your CDs at your party last weekend.

You find out that someone you do not like is spreading rumors about you.

You find out who egged your house last weekend.

You find out who told the school's principal that you were responsible for last week's false fire alarm.

You find out who stole your expensive leather jacket.

Someone in your class told your teacher that you were trying to cheat during last week's test.

You and your best friend have a crush on the same person.

You find out who posted a vicious rumor about you on an electronic bulletin board.

Your caller ID identifies the person responsible for calling your house at all hours of the night.

Someone you know told your parents that you snuck out of your house last Thursday night.

## You Make the Call

Group Member Names: \_\_\_\_\_  
 \_\_\_\_\_

**Directions:** With your group, use the matrix below to decide the best response for your given situation.

To Fight ...	Or Not to Fight
I would fight this person because _____. 1. 2. 3. 4. 5.	I would not fight this person because _____. 1. 2. 3. 4. 5.
If I fight this person, _____ will happen. (List at least three positive outcomes.) 1. 2. 3.	If I do not fight this person, _____ will happen. (List at least three positive outcomes.) 1. 2. 3.
If I fight this person, _____ will happen. (List at least three negative outcomes.) 1. 2. 3.	If I do not fight this person, _____ will happen. (List at least three negative outcomes.) 1. 2. 3.

Work with your group to answer the discussion questions below. Be prepared to share your answers with the class.

1. What did you decide to do? \_\_\_\_\_
2. Why did you make this decision? \_\_\_\_\_
3. Do you always have a choice in a situation like this? Explain. \_\_\_\_\_  
 \_\_\_\_\_
4. What are at least two conflict-resolution techniques that you can use in a similar situation?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. What can a person do if he or she is in a situation where the other person is not willing to use cooperation to find a peaceful solution? \_\_\_\_\_  
 \_\_\_\_\_

## Collaborative Effort

### Objectives:

Students will be able to

- Research various body systems
- Describe the interaction of the components of body systems
- Explain the impact of various illnesses or diseases on body systems
- Work with a group to perform a play
- Evaluate the cooperation level among group members

### Materials:

- Pens, pencils, markers, paint
- Paper, poster board, butcher paper
- **Collaborative Effort** worksheet
- **Student Evaluation Form**

### Procedure:

1. Begin this activity by asking your students to generate examples of body systems. When students complete their list, begin a quick discussion about body systems by asking your students the following questions:
  - What would happen if the circulatory system could not perform its function?
  - How do all of the body systems work together so that the body can function?

2. Divide the class into groups of four or five students, and assign each group one body system.

**Examples:** circulatory, digestive, endocrine, excretory, immune, muscular, nervous, respiratory, skeletal, etc.

3. Explain to your students that they will work together to write a play about the body system they were assigned. The group members will evaluate each other on the level of cooperation that existed within the group. Provide the following guidelines for the groups' performances:
  - Include the major components of the system and their functions.
  - Demonstrate how each of the components must work together so that the system functions properly.
  - Explain at least one illness or disease that may affect the parts of the system.
  - Describe the impact of the illness or disease on the entire system.

4. Allow time for the groups to conduct their research and prepare for their play. Encourage your students to be creative with their plays by using props, sets and costumes.

**Note:** Due to the nature of this activity, students will need at least one full week to prepare for their plays. You will also need to schedule at least one full class period for the group presentations.

5. Allow time for each group to present its play. After the group completes its performance, give each group member the **Student Evaluation Form** in order to evaluate the members in his or her group.
6. After all groups complete their performances and evaluations, discuss the value of a collaborative effort.

**Related Vocabulary Words**

collaborative      component      cooperation

## Collaborative Effort

Group Members: \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Work with your group to research the body system you were assigned. Based on your research, write a play demonstrating how the parts of the system must work together to function properly. Prepare for your play, including props, sets and costumes. Present your play to the class. After presenting your play, evaluate the level of cooperation among the members of your group.

**Guidelines:** Use the guidelines below for your play.

- Include the major components of the system and their functions.
- Demonstrate how each of the components must work together so that the system functions properly.
- Explain at least one illness or disease that may affect the parts of the system.
- Describe the impact of the illness or disease on the entire system.

**Body System:** \_\_\_\_\_

**Prop, set and costume ideas:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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## Collaborative Effort

Group Members: \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Work with your group to research the body system you were assigned. Based on your research, write a play demonstrating how the parts of the system must work together to function properly. Prepare for your play, including props, sets and costumes. Present your play to the class. After presenting your play, evaluate the level of cooperation among the members of your group.

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- Include the major components of the system and their functions.
- Demonstrate how each of the components must work together so that the system functions properly.
- Explain at least one illness or disease that may affect the parts of the system.
- Describe the impact of the illness or disease on the entire system.

**Body System:** \_\_\_\_\_

**Prop, setting and costume ideas:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Student Evaluation Form

Evaluator's Name: \_\_\_\_\_

**Directions:** Write the names of your group members in the first row of boxes below. Use a scale of one to five to rate the cooperation level that existed among your group members. One is the lowest level of cooperation, and five is the highest level.

Group members' names					
Worked well with group members					
Cheerfully completed research task					
Readily completed equal amount of preparation for play					
Enthusiastically assisted other group members when needed					
Willingly performed during group play					
Assisted with cleaning effort after performance					

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### Student Evaluation Form

Evaluator's Name: \_\_\_\_\_

**Directions:** Write the names of your group members in the first row of boxes below. Use a scale of one to five to rate the cooperation level that existed among your group members. One is the lowest level of cooperation, and five is the highest level.

Group members' names					
Worked well with group members					
Cheerfully completed research task					
Readily completed equal amount of preparation for play					
Enthusiastically assisted other group members when needed					
Willingly performed during group play					
Assisted with cleaning effort after performance					

## Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
3. The **Cooperation Assessment/Evaluation** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

### Cooperation Assessment/Evaluation

Name \_\_\_\_\_

Class \_\_\_\_\_

<b>Lesson/Activity</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>Teamwork</b>	No participation	Reviewed vocabulary words	Reviewed vocabulary words and worked with group to identify examples for various categories	Reviewed vocabulary words and worked with group to identify examples for various categories and compose a short summary about the importance of teamwork	
<b>United We Stand</b>	No participation	Participated in class discussion	Participated in class discussion and conducted necessary research	Participated in class discussion, conducted necessary research and created comic strip	
<b>You Make the Call</b>	No participation	Participated in class discussion	Participated in class discussion and worked with group to complete <b>You Make the Call</b> worksheet	Participated in class discussion, worked with group to complete <b>You Make the Call</b> worksheet and discussed answers to questions with classmates	
<b>Collaborative Effort</b>	No participation	Participated in class discussion	Participated in class discussion and worked with group members to conduct research and present play	Participated in class discussion, worked with group members to conduct research and present play and evaluated level of cooperation among group members	

### Cooperation Assessment/Evaluation

Name \_\_\_\_\_

Class \_\_\_\_\_

<b>Lesson/Activity</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>Teamwork</b>	No participation	Reviewed vocabulary words	Reviewed vocabulary words and worked with group to identify examples for various categories	Reviewed vocabulary words and worked with group to identify examples for various categories and compose a short summary about the importance of teamwork	
<b>United We Stand</b>	No participation	Participated in class discussion	Participated in class discussion and conducted necessary research	Participated in class discussion, conducted necessary research and created comic strip	
<b>You Make the Call</b>	No participation	Participated in class discussion	Participated in class discussion and worked with group to complete <b>You Make the Call</b> worksheet	Participated in class discussion, worked with group to complete <b>You Make the Call</b> worksheet and discussed answers to questions with classmates	
<b>Collaborative Effort</b>	No participation	Participated in class discussion	Participated in class discussion and worked with group members to conduct research and present play	Participated in class discussion, worked with group members to conduct research and present play and evaluated level of cooperation among group members	

## National Character Education/Life Skills Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for each **Cooperation** lesson/activity. National and state standards for language arts, social studies and health appear online.

<b>Grades 6-8</b>	
<b>Activity</b>	<b>Standards</b>
<b>Teamwork</b>	<p><b>Self-Regulation</b></p> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate a sense of purpose</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Standard 5: Maintain a healthy self-concept</b></p> <ol style="list-style-type: none"> <li>1. Have basic belief in ability to succeed</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 2: Understand and apply basic principles of logic and reasoning</b></p> <ol style="list-style-type: none"> <li>1. Use formal deductive connectors ("if ... then," "not," "and," "or") in the construction of deductive arguments</li> <li>2. Understand that some aspects of reasoning have very rigid rules but other aspects do not</li> <li>10. Recognize situations in which a variety of conclusions can be drawn from the same information</li> </ol> <p><b>Standard 3: Effectively use mental processes that are based on identifying similarities and differences</b></p> <ol style="list-style-type: none"> <li>3. Select criteria or rules for category membership that are relevant and important</li> <li>6. Articulate abstract relationships between existing categories of information</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate respect for others in the group</li> <li>4. Take initiative when needed</li> <li>7. Engage in active listening</li> <li>8. Take the initiative in interacting with others</li> <li>11. Contribute to the development of a supportive climate in groups</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>14. Communicate in a clear manner during conversations</li> </ol> <p><b>Standard 5: Demonstrate leadership skills</b></p> <ol style="list-style-type: none"> <li>1. Occasionally serve as a leader in groups</li> <li>2. Occasionally serve as a follower in groups</li> </ol>
<b>United We Stand</b>	<p><b>Self-Regulation</b></p> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate perseverance relative to personal goals</li> <li>2. Demonstrate a sense of purpose</li> <li>3. Maintain a high level of energy over a prolonged period of time when engaged in tasks</li> <li>4. Persist in the face of difficulty</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Standard 5: Maintain a healthy self-concept</b></p> <ol style="list-style-type: none"> <li>1. Have basic belief in ability to succeed</li> </ol>

	<p><b>Thinking and Reasoning</b></p> <p><b>Standard 2: Understand and apply basic principles of logic and reasoning</b></p> <ol style="list-style-type: none"> <li>1. Use formal deductive connectors (“if ... then,” “not,” “and,” “or”) in the construction of deductive arguments</li> <li>2. Understand that some aspects of reasoning have very rigid rules but other aspects do not</li> <li>3. Understand that when people have rules that always hold for a given situation and good information about the situation, then logic can help them figure out what is true about the situation</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate respect for others in the group</li> <li>7. Engage in active listening</li> </ol> <p><b>Standard 2: Use conflict-resolution techniques</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas in a manner that does not irritate others</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>11. Make eye contact when speaking</li> <li>13. Adjust tone and content of information to accommodate the likes of others</li> <li>14. Communicate in a clear manner during conversations</li> </ol>
<p><b>You Make the Call</b></p>	<p><b>Self-Regulation</b></p> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>2. Identify personal styles</li> <li>3. Identify personal strengths and weaknesses</li> <li>4. Utilize techniques for overcoming weaknesses</li> <li>5. Identify basic values</li> <li>11. Determine explicit behaviors that are used and should be adopted to obtain wants and/or needs</li> </ol> <p><b>Standard 3: Consider risks</b></p> <ol style="list-style-type: none"> <li>1. Weigh risks in making decisions and solving problems</li> </ol> <p><b>Standard 5: Maintain a healthy self-concept</b></p> <ol style="list-style-type: none"> <li>7. Examine “shoulds” to determine their negative and positive effects</li> <li>8. Revise “shoulds” to reflect the reality of personal needs</li> </ol> <p><b>Standard 6: Restrain impulsivity</b></p> <ol style="list-style-type: none"> <li>1. Keep responses open as long as possible</li> <li>2. Remain passive while assessing situation</li> <li>3. Suspend judgment</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 2: Understand and apply basic principles of logic and reasoning</b></p> <ol style="list-style-type: none"> <li>1. Use formal deductive connectors (“if ... then,” “not,” “and,” “or”) in the construction of deductive arguments</li> <li>2. Understand that some aspects of reasoning have very rigid rules but other aspects do not</li> <li>3. Understand that when people have rules that always hold for a given situation and good information about the situation, then logic can help them figure out what is true about the situation</li> <li>7. Understand that some people invent a general rule to explain how something works by summarizing observations</li> <li>8. Understand that people over generalize by making up rules on the basis of only a few observations</li> </ol>

9. Understand that personal values influence the types of conclusions people make
10. Recognize situations in which a variety of conclusions can be drawn from the same information

**Standard 5: Apply basic trouble-shooting and problem-solving techniques**

1. Identify alternative courses of action and predicts likely consequences of each
2. Select the most appropriate strategy or alternative for solving a problem
3. Examine different alternatives for resolving local problems and compares the possible consequences of each alternative

**Standard 6: Apply decision-making techniques**

1. Identify situations in the community and in one's personal life in which a decision is required
2. Secure factual information needed to evaluate alternatives
3. Identify the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives
4. Predict the consequences of selecting each alternative
5. Make decisions based on the data obtained and the criteria identified
9. Use a decision-making grid or matrix to make or study decisions involving a relatively limited number of alternatives and criteria

**Working with Others**

**Standard 1: Contribute to the overall effort of a group**

2. Demonstrate respect for others in the group
3. Identify and use the strengths of others
4. Take initiative when needed
7. Engage in active listening
8. Take the initiative in interacting with others

**Standard 2: Use conflict-resolution techniques**

1. Communicate ideas in a manner that does not irritate others
2. Resolve conflicts of interest
3. Identify goals and values important to opponents
7. Determine the causes of conflicts
8. Do not blame
9. Identify an explicit strategy to deal with conflict
10. Determine the seriousness of conflicts

**Standard 3: Work well with diverse individuals and in diverse situations**

1. Work well with the opposite gender
2. Work well with different ethnic groups
3. Work well with those of different religious orientations
4. Work to satisfy needs of customers

**Standard 4: Display effective interpersonal communication skills**

1. Display empathy with others
2. Display friendliness with others
3. Display politeness with others
4. Seek information nondefensively
5. Provide feedback in a constructive manner
6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively
9. Use emotions appropriately in personal dialogues
10. Make use of confrontation when appropriate
11. Make eye contact when speaking
12. React to ideas rather than to the person presenting the ideas
13. Adjust tone and content of information to accommodate the likes of others
14. Communicate in a clear manner during conversations

**Standard 5: Demonstrate leadership skills**

1. Occasionally serve as a leader in groups
2. Occasionally serve as a follower in groups
3. Enlist others in working toward a shared vision
7. Pass on authority when appropriate

<p><b>Collaborative Effort</b></p>	<p><b>Self-Regulation</b></p> <p><b>Standard 1: Set and manage goals</b></p> <ol style="list-style-type: none"> <li>1. Set explicit long-term goals</li> <li>2. Identify and rank relevant options in terms of accomplishing a goal</li> <li>6. Identify resources necessary to complete a goal</li> <li>7. Display a sense of personal direction and purpose</li> </ol> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>1. Distribute work according to perceived strengths</li> <li>2. Identify personal styles</li> </ol> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate a sense of purpose</li> <li>3. Maintain a high level of energy over a prolonged period of time when engaged in tasks</li> <li>4. Persist in the face of difficulty</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 2: Understand and apply basic principles of logic and reasoning</b></p> <ol style="list-style-type: none"> <li>1. Use formal deductive connectors ("if ... then," "not," "and," "or") in the construction of deductive arguments</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>1. Challenge practices in a group that are not working</li> <li>2. Demonstrate respect for others in the group</li> <li>3. Identify and use the strengths of others</li> <li>4. Take initiative when needed</li> <li>6. Help the group establish goals</li> <li>7. Engage in active listening</li> <li>8. Take the initiative in interacting with others</li> <li>10. Keep requests simple</li> <li>11. Contribute to the development of a supportive climate in groups</li> </ol> <p><b>Standard 2: Use conflict-resolution techniques</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas in a manner that does not irritate others</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> <li>4. Work to satisfy needs of customers</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>11. Make eye contact when speaking</li> <li>13. Adjust tone and content of information to accommodate the likes of others</li> <li>14. Communicate in a clear manner during conversations</li> <li>15. Acknowledge the strengths of others</li> </ol> <p><b>Standard 5: Demonstrate leadership skills</b></p> <ol style="list-style-type: none"> <li>1. Occasionally serve as a leader in groups</li> <li>2. Occasionally serve as a follower in groups</li> <li>3. Enlist others in working toward a shared vision</li> <li>4. Plan small wins</li> <li>6. Recognize the contributions of others</li> </ol>
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**Source:**

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>