

Living Better Together

1.5 DISCOVERING THE VALUES OF COOPERATION

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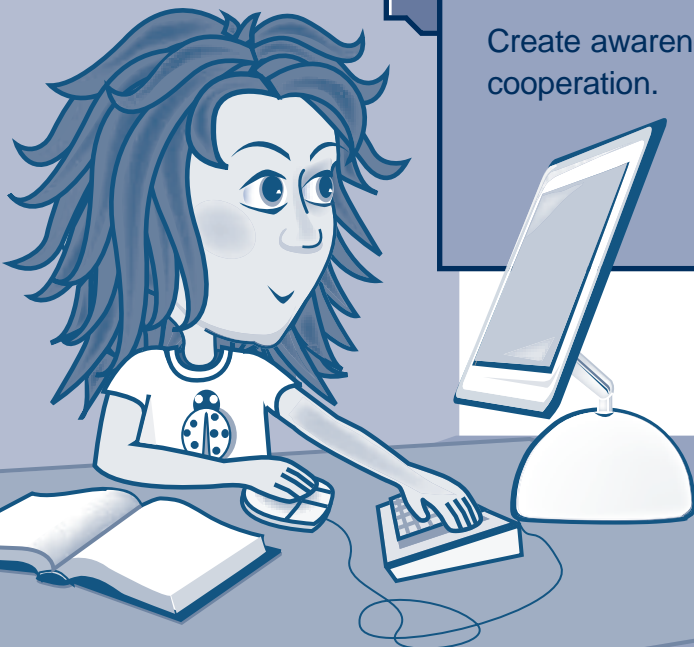
Targeted skills

Criticize ideas not people, justify one's ideas, respect the comments of others in a discussion, reach a consensus.

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Objective

Create awareness about the values of cooperation.



Learning Activity



PREPARATION

Materials for each team

Four feedback sheets
Reference documents: text books, dictionary, the Internet, newspapers, etc.

Variation

Student sheet “ ‘T’ Chart” (page 38)

Cooperative structures

Round Robin
Discussion

Roles: spokesperson, material manager / time keeper, facilitator and secretary

Group formation

Heterogeneous teams of four students (home groups)



ACTIVITY

Getting started

The teacher starts a discussion about what values are. Explore the various meanings that can be attributed to the word ‘value’, then clarify the meaning that has been selected for the purposes of this activity.

Procedure

The teacher assigns one of the values of cooperation to each group and the students try to define it. Suggest that students use different sources of information as a reference: text books, dictionaries, the Internet, newspapers, etc.

Variation 1:

In teams, students try to associate the value with a well-known person or organization from the school, the community or the media. They prepare a brief presentation of their work.

Variation 2:

Using the “T” chart, each team tries to illustrate their value using words and gestures from everyday life. Do an example with the group.



Variation 2 (continued): sample “T” chart

VALUE: HELPING ONE ANOTHER

What I see (gestures)	What I hear (words)
Marie lends a pen to Michel because his is broken.	“Come here! I’ll help you!”
I help a friend understand a math exercise.	“Wait, I’m coming.”
	“Is everything alright?”



FEEDBACK

Feedback on what was learned

Each team presents its work.

Feedback on the cooperative process

Have the students complete the feedback sheet:

- How did the role playing facilitate the cooperative group work?
- Who would you like to congratulate on the quality of his or her role?



Reflections

For variation 1, let the students be creative in choosing the type of presentation they want to make. For example, they may decide to make a poster, write a song or a short drama piece, create a game, etc.

STUDENT SHEET



“T” chart

VALUE: HELPING ONE ANOTHER

What I see (gestures)



What I hear (words)



FEEDBACK SHEET



Personal Reflection

How did the role-playing facilitate the cooperative group work?

Who would you like to congratulate on the quality of his or her role?

