

## Working Together

1.8

### I HAVE A CLUE!

1

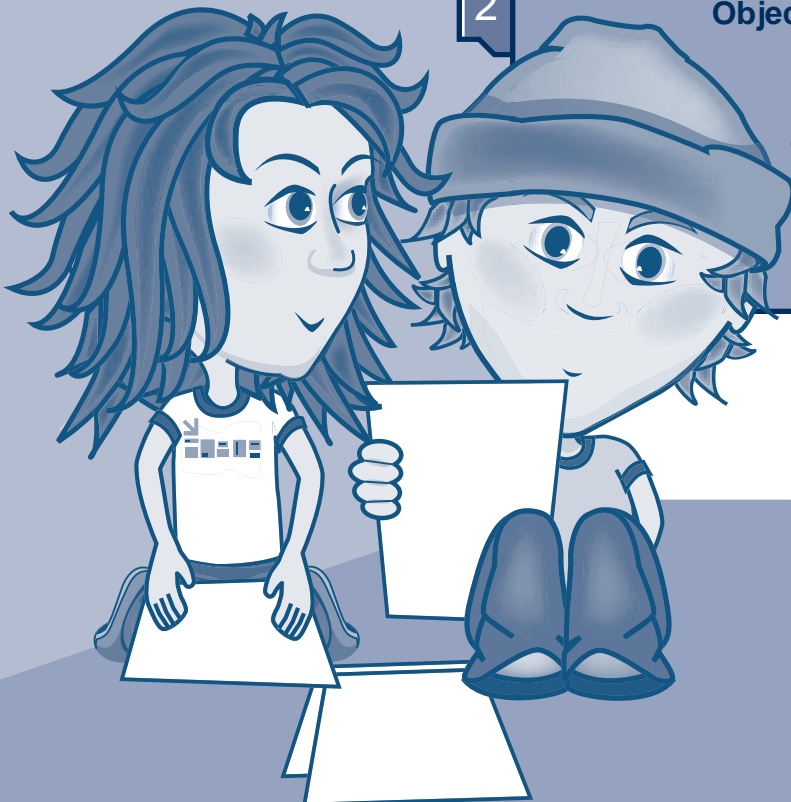
#### Targeted skills

Communicate, complete other people's answers, reformulate, reach a consensus.

2

#### Objective

Experience one component of cooperation: inter-dependence.



# Learning Activity



## PREPARATION

### Materials for each team

Sheets A, B, C, D  
Team answer sheet  
Four feedback sheets on team work

### Cooperative structures

Puzzle

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

### Group formation

Heterogeneous teams of four students (home groups)



## ACTIVITY

### Getting started

Use modeling to present this activity to students (see example on page 58).

### Procedure

Each member of the team is given a sheet containing a certain number of clues. Each person must share the clues written on his or her sheet in order to find the solution.

To proceed, the student with sheet A reads clue 1 out loud; he or she is followed by the student with sheet B and so on.

After listening to all four clues, each member writes down what he or she thinks is the right answer in the blank space.

Students discuss the answers and reach a group decision. The secretary writes down the team answer on the team answer sheet.

When the team answer sheet is full, each person signs the sheet to indicate his or her agreement.



## FEEDBACK

### Feedback on what was learned

Teacher proceeds with a group evaluation (correction).

### Feedback on the cooperative process

Have the students complete the feedback sheet:

- How did you like working inter-dependently?
- Was it harder or easier?
- Do you have any examples from your everyday life where you needed others to get a job done?



## Reflections

The teacher prepares the definitions related to the topic under discussion in advance (prepare four student sheets: A, B, C, D).

You can also have the students prepare clues: each team prepares a riddle for the other team.

Suggested examples:

- Definitions related to other subjects
- Suggestions for a research subject
- Story outline in English
- Mathematical sequence

# ACTIVITY MODELING

## Sample clues from Geography, English and Ecology

### STUDENT SHEET A

1. These rocks are formed by the slow accumulation of rock and plant debris and marine life.
2. I am usually an adverb.
3. It is also referred to as mutualism.

### STUDENT SHEET B

1. Limestone, sand stone, shale and coal belong to the same category of rocks.
2. Antoine
3. It is characterized by inter-species relations that are favourable to both species to the point where their survival depends on it.

### STUDENT SHEET C

1. Such rocks are very brittle.
2. I am normally erasable.
3. This relation exists in plants and animals.

### STUDENT SHEET D

1. These rocks very often contain traces of old living organisms (plant or animal).
2. I can be a prepositional phrase.
3. Here is an example of such a relationship: termites shelter unicellular species in their digestive tract.

### SHEET - TEAM ANSWERS

1. (Geography) Sedimentary Rock
2. (English) The modifier
3. (Ecology) Symbiosis

Signatures: \_\_\_\_\_

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# FEEDBACK SHEET



What did you think about working inter-dependently?

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Was it easier or harder?

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Do you have other examples from your everyday life where you have to work in inter-dependence (or when you needed others to get a job done)?

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