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	<b>TITLE: Let's Cooperate</b>			

**Recommended Grade Levels:** K-3

**Applicable Character Traits:** Cooperation

**Objective:**

By the end of the lesson, students will understand what it means to cooperate. The class will listen to a story and then will demonstrate cooperation by participating in an activity.

**Time Frame:** (Approximately 35 minutes)

Approximately how long the entire lesson should take to complete. It's nice to let the teacher know, so you are both on the same page. Be sure to check with the teacher in advance as to how much time is allotted for the lesson, and keep an eye on the clock.

**Materials/ Preparation:**

- Copy of "Let's Cooperate" lesson plan
- Character Trait Statement(attached)
- Copy of *Let's Cooperate* story (attached)
- *Cooperate Letters* for activity (attached) For each numbered line, cut out each letter and place words in a plastic bags/envelope for distribution to teams. You should have 5 bags of letters.\*\*1<sup>st</sup> – 3 only

**Opening Statements:** (5 - 10 minutes)

- Greet students and reintroduce yourself.
- Please remind our students of our on-going project, Kids Against Hunger, where students donate money to help alleviate hunger locally and worldwide. Each classroom has a collection box. Also, FFCC holds several food packaging events throughout the year where students have the opportunity to volunteer their time. Refer to the website for the Generosity lesson of "Introducing the Kids Against Hunger Boxes" for more information.

**Ask the class –**

- Does anyone know what the character trait is for the month? (cooperation)
- Does anyone know what it means to cooperate? (work together as a team, take turns, (2-3 responses)
- Can anyone share with the class a time when you cooperated? (2-3 responses) (playing on a sports team, camping with scouts, working on a group assignment, putting on a show with my dance class)

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### **Activities:**

(Approximately 20 - 25 minutes – 10 minutes for story and discussion – 10 minutes for Cooperate Letters activity)

#### **Read the *Let's Cooperate* story**

After reading Let's Cooperate, **ask the class** –

- How did Sheila and George demonstrate cooperation? (2-3 responses) (They shared ideas, used each other's strengths to work as a team and complete the assignment.)

**\*For Kindergarten – proceed to Wrap Up / Reflection**

**\*\*For 1<sup>st</sup> – 3<sup>rd</sup> - Complete the Cooperate Words activity**

**\*\*1<sup>st</sup> – 3<sup>rd</sup> ONLY**

#### **Break class up into 5 teams**

Hand each team a bag with the cut up letters

Explain that as a team they have to take the scrambled letters and create a word (After a few minutes you can tell teams #3 and #4 that they have 2 smaller words if they are having trouble.)

Once all of the words are created, then as a class, the teams need to come together and figure out the Character Education statement.

### **Wrap up and Reflection:** (5 minutes)

#### **Questions**

Kindergarten: Let's review: So what does cooperation mean?

- Cooperation means working together towards a common goal.
- Cooperation is sharing and respecting others and their unique skills.

1<sup>st</sup>-3<sup>rd</sup>:

- How did you show cooperation in this activity?
- Was it fun to cooperate? Why or why not?
- Was it challenging? Why or why not?

Let's review: So what does cooperation mean?

### **Character Trait Statement**

#### **Cooperation**

At EBS we practice Cooperation.

We work together.

We take turns, share, and listen.

We participate and do our best.

We include others and encourage them.

We compromise.

We are good leaders and good followers.



## Let's Cooperate!

One day in Miss. Millie's class, she told her students that they would be working in pairs for an assignment. Sheila was hoping to be partners with her best friend, Liza. Sheila got paired up with George and she was not happy! Sheila thought that she was the best student in the class. She always tries her hardest and receives very good grades. She even works on extra credit assignments to please her parents, as well as herself. George is sometimes the class clown. He likes to make people laugh and he always has a good time, no matter where he is! Sheila rarely talks with George. She certainly doesn't play with him on the playground. A boy! NEVER! He acts silly at times, so Sheila thinks he isn't a very good student.

The assignment is to write a story... together, as a team, three pages, with illustrations.

"Oh, no! How did I get stuck with him?" Sheila says to herself.

Miss Millie informs the students that before they start the writing project, they need to interview their teammate, to find out a little more about them.

"Oh brother! I have to get to know him, too" Sheila says under her breath.

Sheila finds out that George loves to draw, is a wiz at spelling, plays baseball and really enjoys learning about marine life. He even came in 3<sup>rd</sup> place at the school spelling bee last year. She didn't realize that he is such a good speller. Sheila tells George about her interests, gymnastics, reading, going to the beach, traveling and Girl Scouts.

They read the instructions that Miss Millie has supplied them – Write a story about you and your assignment partner. Work as a team, listen, share ideas, and be polite. Both partners must contribute to the story and illustrations.

"Illustrations!" Sheila shrieks. "I am terrible at drawing!" she confides to George.

"Don't worry," George assures her. "We can do this!"

So, the two of them work hard on the assignment, taking turns, listening to each other's ideas. They come up with a great story! They decide together, that Sheila will be the writer. She has much nicer handwriting. George will draw the pictures, since he loves to draw, and they will both color the pictures.

As Sheila is writing, George corrects a few misspelled words. George really likes Sheila's idea of the two of them being on an island. He knows a lot about sea creatures, so a few get added into the storyline.

Since Sheila is an avid reader and has travelled to many places, she is able to create a fantastic story setting. They both are very proud of each other's efforts.

Sheila thinks George is funny and very smart! George had a great time with Sheila! George thinks she is a great writer and a lot of fun too! Miss Millie and the class really enjoyed their story.



# Cooperation Letters

1. COOPERATION

2. BRINGS

3. OUT THE

4. BEST IN

5. EVERYONE