

# Character and Life Skills: Cooperation

## Lesson Title: Cooperation Quilt

Grade Level: 3-5



### Project and Purpose

Students will work together with their classmates to solve various challenges and use the experience to create a quilt square that represents a time when they had to cooperate.

### Essential Question

How can we show cooperation in creating a quilt?

## Materials

- Smart board, white board, or chart paper
- Pens, pencils
- Timer
- Construction paper, card stock, or posters
- Tape
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled allowing for small group discussions and handouts will need to be shared with student groups by email or chat function

## Procedure

### Introduction

1. Begin by creating a word web with the word “cooperation” in the middle. Ask students to think of a definition for the word or specific times when they have had to show cooperation.
2. Add ideas to the word web until it is full.

### Direct Instruction (I do)

1. Share with your students a time when you had to cooperate with others. Talk about the challenges of working together, but also mention the benefits of working in a team.

### Guided Exploration (We do)

1. Tell students that they are going to practice their cooperation skills by doing a series of tasks; however, they will complete these tasks without talking to one another. They will have to use other methods of communication.
2. Have students stand up and get into a big group. Explain that their first task is to get in a straight line, in alphabetical order of their first names in four minutes.
3. Time students as they move around and get in alphabetical order. Remind them that they are not allowed to talk to one another.

4. When time is up, discuss their performance.
5. Tell students that their next task is to get in a huddle with other students who were born in the same month as they were. Again, they must do this silently.
6. When four minutes is up, discuss the experience.
7. Discuss with students how they had to cooperate to complete the tasks. What was easy about it? What was difficult?
8. Make a list of the skills they needed to use to cooperate and complete each challenge.

### Independent Practice (You do)

1. Introduce the idea of the “Cooperative Quilt” to your students. Explain that they will each illustrate a time when they had to cooperate on a piece of construction paper. They may refer to the list for ideas. All of the pieces of paper will be attached to form a quilt. The final product can be displayed in the classroom or school to remind students of the right way to cooperate.
2. Ask students how creating a quilt is another example of cooperation.

## Conclusion

Have students present their illustration as their exit ticket. Make sure they explain how cooperation is represented on their pieces of paper.

## Vocabulary

### accomplish (v.)

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

**Context:** Jasmine studied hard to accomplish her goal of making straight A's in all of her classes.

### cooperation (n.)

**Definition:** the act of working together; willingness to work with other people to achieve a common goal or desire

**Context:** Our soccer coach says that cooperation among players is the foundation of teamwork

### independently (adv.)

**Definition:** working, performing or existing separately and without influence from other people, organizations or the government

**Context:** Instead of allowing students to work in groups, Mrs. Fernando asked them to work independently to complete the assignment.

## Teacher Notes

---

---