

Building a Cooperative Classroom

This toolkit provides four strategies to foster classroom citizenship and develop a supportive student environment.

Introduction

Building a cooperative classroom environment is an integral part of successful classrooms. When students collaborate productively, they learn materials more deeply.¹ Creating an environment where students actively learn with one another will pay off as you teach throughout the year.

This toolkit provides four strategies to foster classroom citizenship and develop a supportive student environment. With these strategies, you can create an environment where students actively engage in their learning and productively work together.

Dive into the strategies to explore ways to

1 Build Relationships

Building strong relationships starts on day one. Get inspired with these ideas to kick off the school year and foster a sense of community in your classroom.

2 Develop Norms

Successful classes begin with clear norms. Involve your students in creating these norms to ensure they feel invested in a collaborative classroom culture.

3 Conduct Icebreakers and Team Builders

Help your students get to know each other with fun icebreakers and team-building activities. These resources will help your students build rapport and form connections.

4 Teach Cooperative Skills

Teach students how to work collaboratively with fun, short group games that reinforce cooperative skills throughout the year.

Build Relationships

Relationship building begins on the first day of school, but it should continue throughout the year. Studies show that building strong relationships in school, including with teachers and staff, can increase students' motivation to learn.² Below, you will find ideas on how to begin the school year, as well as ideas for how to continue to nurture the relationships you have built. As you get to know your students, reflect on how you will use this information to inform your instruction.



Activities for the Beginning of the Year

- 1 Welcome Students Individually:** Set a protocol for greeting students as they arrive. Have students practice the greeting ritual so everyone knows what to expect when they enter your classroom each day. Include greeting your students by name as part of your protocol. If you are unsure of how to pronounce a name, ask the student directly or talk to other teachers who know the student.
- 2 Interest Cards:** Provide each student with an index card to record key information about themselves and decorate as they wish. Ask students to write 4–6 personal details on their card. Consider giving the cards a creative theme, such as [sports trading cards](#). Keep the completed index cards at your teaching station to use in class (for example, to create heterogeneous groups for class activities).
- 3 Learning Style Survey:** Have students complete a survey (such as [My Learning Strengths](#) or [Identifying Your Learning Strengths](#)) in which they answer questions about how they learn best. Refer to the survey results as you plan lessons, form groups, and provide personalized support to individual students as needed.
- 4 Goal Setting:** Work with students and/or their guardians to set goals for the school year. To foster empowerment and agency, emphasize realistic personal goals students might wish to achieve. Consider using this as an opportunity to meet with students regularly to monitor their progress.
- 5 Small Group Interactions:** Meet with students in small groups outside of class to build relationships. Take the time to interact with students during lunch and other breaks. Allow students to share their favorite activities.
- 6 Music for Everyone:** Ask each student to share a song with personal or cultural significance for them. Conduct an activity to allow students to share their songs. Then compile the songs to create a class playlist that can be used throughout the year.

Activity Handouts

- [Sports Trading Cards](#)
- [My Learning Strengths](#)
- [Identifying Your Learning Strengths](#)
- [Buddy Clock](#)
- [Meet Me in D.C.](#)
- [Science and Engineering Practices Partners](#)
- [Desk Olympics](#)

- 7 Pairing Activities:** Have students get acquainted with one another with the [Buddy Clock](#) activity. Allow students to set up “appointments” with one another. When wanting to pair up, ask students to sit with their __:00 appointment. Alternative versions of this activity include [Meet Me in D.C.](#) and [Science and Engineering Practices Partner](#).

Activities for Throughout the Year

- 1 Welcome Students:** Continue to greet students at the door using their names.
- 2 Music for Everyone:** When you use music in class, pull from the playlist of songs that students shared at the beginning of the year.
- 3 Journals:** Provide each student with a journal. These entries should not be graded. They are a tool to fa deeper understanding of each of your students.
- 4 Utilize an Asset-Based Mindset:** Frequently highlight and reiterate each of your student’s unique strengths. Focus on how each student brings value to those around them.
- 5 Guest Speakers:** Invite family and community members to visit the class to speak about a range of topics. Topics can include current events, careers, upcoming holidays, or community service projects. Invite family and community members to share ideas. Their connections to these topics may be personal, professional, or both.
- 6 Student-Led Conferences:** Invite parents and guardians to school for a conference with their student and you. Have the student lead the conference while you step back into the role of facilitator. Students may share their work, reflect on how they have been successful, and discuss any further support they may need.
- 7 Make Time for Fun:** Every month or so, set aside class time for fun and building community. Play a game or conduct a team builder. Structure this time so that students have an opportunity to share and have open-ended conversations. Through this time, students will continue to build a cooperative classroom environment.
- 8 Desk Olympics:** Have students practice moving into groups efficiently. Conduct the [Desk Olympics activity](#) to familiarize students with getting into different group sizes.

Develop Norms

Establishing norms can help create an effective classroom environment, providing clear guidelines for appropriate student behavior.³ Norms are big-picture principles and values. As you and your students work together to develop class norms, you will likely settle on a version of these three: respect people (be kind), respect property (be safe), and respect learning (do your best). Giving students a role in creating classroom norms help build a classroom community.



Activities for the Beginning of the Year

- 1 Collaboratively Develop Norms:** Have students collaborate to develop norms that the class will follow for the rest of the year. Then lead students through the steps outlined below.
 - Brainstorm classroom norms. Encourage reflection by posing broad questions to the class: What classroom expectations should we have? In previous years, what has interfered with your learning in class? What norms could we create to prevent these problems? Allow students a few minutes to think on their own and then work with a partner to list anything that comes to mind.
 - Create a class list. Digitally or on chart paper, have pairs share the classroom expectations that they came up with. At this point, allow all suggestions without editing or rephrasing, even if some suggestions are phrased negatively. Students will likely list several disorganized, overly specific rules.
 - Categorize the list. Gently tell students that, although the list features many great ideas, it would be impossible to remember them all. Then ask students to look for patterns in the list and group similar items together. Consider using different colors, stickers, or headers to group list items.
 - Agree upon the classroom norms. Narrow the list down to 3–5 of the most important and comprehensive norms. These norms will likely be a version of “Respect others, respect property, and respect learning” (or for younger students, “Be kind, be safe, and do your best”). These norms should be phrased using positive language. Make sure to include enough detail so that each norm is clear, while avoiding overly lengthy statements.
- 2 Post the Class Norms:** Display the list of norms in the classroom to refer to throughout the year. Make sure that the list is easily visible to the entire class. Consider having students record the list of norms on the first page of their notebook or student planner.

- 3 **Class Pledge:** Create a pledge to follow the norms. Explain to the class that, by signing the pledge, they agree to follow the class norms. Have each student sign the pledge, then display the signed pledge in the classroom.
- 4 **Share with Families:** Encourage students to share the class norms with their families. Create a letter to parents and guardians listing the class norms and explaining how they were developed by the class.

Activities for Throughout the Year

- 1 **Practice Following the Norms:** Especially throughout the first few months of the school year, review the norms with students to ensure understanding. Have them brainstorm examples of specific ways they can follow the norms. Add words or images to the posted norms to illustrate these examples.
- 2 **Exit Tickets:** Periodically, have students complete a short exercise related to the norms at the end of the day to hand in as an “exit ticket” as they leave class.
Examples:
 - Write down one person you saw following our classroom norms today.
 - What’s one way that you followed our classroom norms today? What will you do better during the next class?
 - Which of our classroom norms are you finding easiest to fulfill? Which are you finding difficult to fulfill?
- 3 **Model the Norms:** Prior to a group activity, quickly model at least one of the desired norms for the students and then highlight the others (which you have posted). Encourage the class to provide ideas on what the desired norm might look or sound like in the coming activity.
- 4 **Revise and Revisit:** Make a plan to revisit and revise the class norms throughout the year. After a few months, facilitate a class discussion about the norms. Encourage students to reflect on how they have succeeded in following the norms and how they have struggled. Ask students if they would make any changes to the norms or add any new ones to the list. After you and your students have finalized the updated list of norms, display them in the classroom.

Icebreakers and Team Builders

It is important that you invest time to build classroom rapport.⁴ The sooner students feel comfortable, the sooner meaningful learning can take place. Icebreakers and team-building activities will help your students get to know each other. Working well with others is a skill that will benefit students throughout their lives and support a cooperative learning environment.



Activities for the Beginning of the Year

- 1 Meet Someone Who . . . :** Provide students with a [list or bingo card](#) with different categories (such as “likes to draw,” “has lost a tooth this year,” or “plays on a sports team”). Students should identify a classmate who fits each category. In the process, students will get to learn more about their classmates’ interests and experiences.
- 2 My Learning Strengths:** Provide each student with a [bingo card](#), in which each square contains a description of a different learning strength. Have students mix and mingle with each other. As they do so, students should write down the names of classmates who match the descriptions in each box. The goal is to fill five boxes in a row (horizontally, vertically, or diagonally).
- 3 Going Camping:** In this team-building exercise, students rank [a list](#) of things they would take with them on a camping trip. First, students rank the list on their own. Then, have students work in groups to re-rank their list. Finally, share the experts’ ranking with the class.
- 4 Lost on the Moon:** This exercise follows the same procedures as “Going Camping.” Here, students rank a [list of things](#) they would need if they were stranded on the moon. First, students rank the list on their own. Then, have students work in groups to re-rank their list. Finally, share NASA’s ranking with the class.
- 5 Blobs and Lines:** Clear an open space in the classroom or outside and ask students to stand up. Have a list of prompts ready, such as “line up in alphabetical order by first name” or “gather with those wearing the same-colored clothing as you.” Students will organize themselves into a “line” or into “blobs” based on things they have in common.
- 6 This or That:** Clear an open space in the classroom or outside and ask students to stand in the middle. Prepare a list of “yes” or “no,” “true” or “false,” or “would you rather . . .” questions. Pose each question to the class. Depending on their answer, each student should then run to one side of the room or the other.

Activity Handouts

- [Meet Someone Who...](#)
- [Learning Strengths Bingo](#)
- [Going Camping](#)
- [Lost on the Moon](#)
- [My Life Map](#)

- 7 **Three Things in Common:** Put students into small groups. Each must identify three things that they have in common with each other – the stranger, the better. Consider displaying prompts on the board, then give students time to talk. Later, have each group share their three things with the class. Then students can vote on which group has the strangest three things in common.
- 8 **Concentric Circles:** Have students arrange themselves in an inside circle and an outside circle, the inside facing out, forming pairs. Pairs discuss their answers to a getting-to-know-you question, then rotate for the next question, forming a new partnership. This game gives students the chance to have lots of one-on-one conversations with many of their classmates.

Activities for Throughout the Year

- 1 **Quick Team Builders and Icebreakers:** Consider conducting quick team-building activities before students work in pairs or groups. Icebreakers can also be used when the class reconvenes after holiday breaks or when a new student joins the class midyear.
- 2 **My Life Map:** In this activity, students can evaluate where they came from, what has helped them to grow, and where they would like to be someday. Provide each student with a copy of the [Life Map handout](#) to complete. Then invite students to share or conduct a gallery walk. Consider displaying the completed life maps in the classroom.
- 3 **Whose Story Is It?:** In this activity, students use their own lighthearted stories to get to know some interesting things about one another. Distribute slips of paper. Have everyone briefly write down their name and a true story or experience – the more bizarre, the better. Then put the slips of paper into a container and draw four names at a time. After reading those students' stories aloud, the class can try to match each story to the correct student.
- 4 **The Perfect Square:** You will need a long rope with the ends tied together and something to serve as blindfolds. Have students stand in a circle holding the rope in front of them. Tell them to put their blindfolds on and set the rope on the ground in front of them. Ask students to turn and walk a short distance away from the circle. Finally, have everyone come back to the rope and try to form a perfect square with their blindfolds on.
- 5 **Hot Seat:** Split the class into two teams. Choose one volunteer from each team to come up and sit in the “hot seat,” facing their teammates with their back to the board. Choose a vocabulary word and write it clearly on the board. Have each team take turns trying to get their teammate in the hot seat to guess the word, using synonyms, antonyms, definitions, etc. The student in the hot seat tries to guess the word.

Teach Cooperative Skills

Cooperation is an action someone takes to be helpful when working toward a common goal. For groups to function cooperatively, students must know what it means to work in a collaborative fashion. Students may have little prior experience working as a team. Therefore, you must teach the skills they will need to learn cooperatively in groupwork and class discussions. Modeling and role-playing cooperative learning allows students to identify what both cooperative and noncooperative behaviors sound and look like. Provide time at the beginning and throughout the year for students to work together cooperatively in short, fun, relational group games that reinforce cooperative skills.



Activities for the Beginning of the Year

1 Discover Skills of Successful Teams: Conduct a team builder that requires cooperation to stimulate discussion around cooperative skills. Have students debrief by discussing the cooperative skills that helped them succeed. Share and display the list the class agreed upon. Examples may include:

- Be friendly and welcoming to other students.
- Listen attentively and use “I . . .” statements.
- Take turns sharing ideas and insights.
- Disagree in an agreeable way.
- Use positive body language.
- Be helpful and supportive of other learners.

2 Analyze Key Skills for Working Cooperatively: Have students learn about each skill using one of these activities:

- **Rank the Skills:** Place students in groups and challenge them to rank the cooperative skills from most important to least important. Have them present their findings and share why they chose certain skills as the most important and what they would sound and look like in the classroom.
- **Group Posters:** Divide the class into groups. Assign each group one of the cooperative skills. Then have each group create an advertisement about why that skill is important. Have groups share their advertisement with the class, and then ask students to discuss what each skill would sound like and look like in the classroom.
- **Think-Pair-Share:** Put students into pairs and hold a class discussion on what each skill sounds like and looks like in the classroom. Have students first reflect on their own and then share with their partner. Finally, have each pair share with the class.

Activity Handouts

- [Groupwork Brag Sheet](#)

- Gallery Walk: Place poster boards for each skill around the room. On each poster draw two columns with the headings, “Sounds Like” and “Looks Like.” Put students in pairs and provide each student with a colored marker. Then conduct a gallery walk. At each poster board, have students use their marker to add ideas to each column.
- 3 Put Cooperative Skills into Action:** Have students practice identifying and using the cooperative skills in small groups.
- Cooperative Game Time: Bring in board games or create a Pictionary or charades-like game where students play in small groups. Have students look for indicators of cooperative learning in action and give groups points for using the cooperative skills.
 - Act It Out: Conduct a role play in which students model cooperative skills. Divide the class into small groups and assign each group a skill to act out. Give each group a scenario and role cards describing behaviors for students to model. After each group performs, ask the class what they saw and heard.
 - Cooperative Discussion: Hold a class discussion on an inconsequential topic (for example, “What is the best dessert?”). Project the list of cooperative skills and ask students to utilize them in the discussion. As students discuss the topic, keep a tally whenever one of the cooperative skills is used.

Activities for Throughout the Year

- 1 Game Day:** Once a month, have the class play a board game. Be sure to select a game that can be played in a reasonable amount of time and requires multiple players to work together. Review the cooperative skills before starting the game and give points to groups as you see the skills in action.
- 2 Groupwork Brag Sheet:** Provide students an opportunity to hold themselves and their group members accountable for the activities and cooperative skills. Use a [Groupwork Brag Sheet](#) where students evaluate others.
- 3 Scored Discussions:** In a scored discussion, students receive points for displaying appropriate group behavior and lose points for inappropriate behavior. Score the discussion as it progresses. Award students points for using cooperative skills and take them away for behavior such as interrupting, distracting others, or using put-downs.
- 4 Discuss Current Events:** Hold regular class discussions about current events and everyday topics to encourage students to use cooperative skills during discussions. Display a list of cooperative skills as a reminder for students to refer to over the course of the discussion. their teammate in the hot seat to guess the word, using synonyms, antonyms, definitions, etc. The student in the hot seat tries to guess the word.

My Learning Strengths

Directions:

Read each statement. Rate your strength of learning this way where 1 is not strong at all and 5 is very strong.

Visual - Learning with pictures, images, video, maps, charts, or anything visual.

1 ————— 2 ————— 3 ————— 4 ————— 5

Verbal - Learning with reading, writing, and/or listening to speeches.

1 ————— 2 ————— 3 ————— 4 ————— 5

Physical - Learning with using my body, acting, physical activity, and using hands.

1 ————— 2 ————— 3 ————— 4 ————— 5

Logical - Learning with patterns, mathematics, and step-by-step sequences.

1 ————— 2 ————— 3 ————— 4 ————— 5

Social - Learning with others, thinking out loud to others, groupwork.

1 ————— 2 ————— 3 ————— 4 ————— 5

Auditory - Learning with music, beats, rhythms, and/or call and response.

1 ————— 2 ————— 3 ————— 4 ————— 5

Solitary - Learning by independent study or doing things on your own.

1 ————— 2 ————— 3 ————— 4 ————— 5

Shade in the score you gave yourself for each category. For example, if you gave yourself a 4 for visual, then shade numbers 1-4 in that area. Use a different color for each category.

The diagram is a hexagonal radar chart with six categories: Verbal, Visual, Solitary, Auditory, Social, and Logical. Each category is represented by a radial line extending from the center to the outer edge. The chart is divided into five concentric rings, each labeled with a number from 1 to 5, representing the score for that category. The center of the chart is a shaded hexagon with the text "Your Name" written inside. The categories are arranged clockwise starting from the top-left: Verbal, Visual, Solitary, Auditory, Social, and Logical.

Identifying Your Learning Strengths: Survey 1

This survey will help you identify your learning strengths. Read each statement.

If it expresses some characteristic of yours and sounds true for the most part, write *T*.

If it doesn't, write *F*. If the statement is sometimes true and sometimes false, leave it blank.

Everyone will have different answers. Think about what is true for you.

1. ____ I'd rather draw a map than give someone verbal directions.
2. ____ If I am angry or happy, I usually know why.
3. ____ I can play (or used to play) a musical instrument.
4. ____ I compose songs or raps and perform them.
5. ____ I can add or multiply quickly in my head.
6. ____ I like helping people with their problems.
7. ____ I like to work with calculators and computers.
8. ____ I pick up new dance steps quickly.
9. ____ It's easy for me to say what I think in an argument or debate.
10. ____ I enjoy a good lecture, speech, or sermon.
11. ____ I always know north from south no matter where I am.
12. ____ I like to gather together groups of people for parties or special events.
13. ____ I listen to music for much of the day, on the radio, CDs, or other media.
14. ____ I always understand the drawings that come with new gadgets or appliances.
15. ____ I like to do puzzles and play games.
16. ____ Learning to ride a bike (or to skate) was easy.
17. ____ I am irritated when I hear an argument or statement that sounds illogical.
18. ____ I can convince other people to follow my plans.
19. ____ My sense of balance and coordination is good.
20. ____ I often see patterns and relationships between numbers faster than other people.
21. ____ I enjoy building models (or sculpting).
22. ____ I like word games and puns.
23. ____ I can look at an object one way and see it turned backward just as easily.
24. ____ I can identify when there is a key change in a song.
25. ____ I like to work with numbers and figures.
26. ____ I like to sit quietly and reflect on my feelings.
27. ____ Just looking at the shapes of buildings and structures is pleasurable to me.
28. ____ I like to hum, whistle, and sing in the shower or when I'm alone.
29. ____ I'm good at athletics.
30. ____ I enjoy writing detailed letters to friends.
31. ____ I'm usually aware of the expression on my face.
32. ____ I'm sensitive to the expressions on other people's faces.
33. ____ I stay in touch with my moods. I have no trouble identifying them.
34. ____ I am sensitive to the moods of others.
35. ____ I have a good sense of what others think of me.

Scoring Your Learning Strengths: Survey 1

The numbers in the boxes below correspond to the numbered statements in the survey. Put an *X* in the box for each item you marked *T*. For example: The first box in Row A is for Statement 9. If you marked 9 with a *T*, put an *X* in that box. If you marked it *F*, leave the box empty. When you have finished, add up the *X*'s in each row. A total of four *X*'s in any row indicates strong ability. (Your teacher will tell you which strength to write for each row.)

A 10 17 22 30 = _____

B 5 7 15 20 25 = _____

C 1 11 14 23 27 = _____

D 8 16 19 21 29 = _____

E 3 4 13 24 28 = _____

F 2 6 26 31 33 = _____

G 12 18 32 34 35 = _____

Teacher Answer Key: Do not reveal to students until after they have scored their tests.

- | | |
|---------------------------------|-----------------------------|
| A = verbal-linguistic | E = musical-rhythmic |
| B = logical-mathematical | F = intrapersonal |
| C = visual-spatial | G = interpersonal |
| D = body-kinesthetic | |

Identifying Your Learning Strengths: Survey 2

For each scenario, rank the seven options by putting a 1 next to the option you like the most, a 2 by your next choice, and so forth. Everyone will have different answers.

- As you plan a summer trip with your friends, you are asked to be responsible for one of the following:
 - _____ Calling all your friends to tell them of the group's plans.
 - _____ Running the errands needed to prepare for the trip.
 - _____ Keeping a trip diary recording your thoughts and feelings.
 - _____ Figuring out the distance to your destination.
 - _____ Preparing songs to sing on the trip.
 - _____ Writing a story about your trip for the newspaper.
 - _____ Mapping the group's journey.
- What would your friends say is true about you?
 - _____ You are happiest when you are talking to other people.
 - _____ You like to dance or play sports.
 - _____ You are in touch with your thoughts and feelings.
 - _____ You have fun working on computers or with numbers.
 - _____ You like to sing, rap, or tap out rhythms.
 - _____ You enjoy writing notes or letters.
 - _____ You draw, sketch, or paint well.
- Which of the following electives would you most prefer?
 - _____ Peer Counseling
 - _____ Drama
 - _____ Psychology or Comparative Religions
 - _____ Architectural Design, Auto Shop, or Computer Literacy
 - _____ Band or Chorus
 - _____ Creative Writing or Journalism
 - _____ Art
- Rank your preferences for the following extracurricular activities:
 - _____ Working as a tutor or joining a team.
 - _____ Taking part in the school play, a dance production, or a martial arts class.
 - _____ Mentoring younger students or providing peer counseling. .
 - _____ Designing the set for a play, joining the chess team, or joining the math club.
 - _____ Joining a musical group such as a jazz band, a chorus, or a rap group.
 - _____ Working as a writer for the school newspaper or joining the debate team.
 - _____ Painting murals on the school's walls.
- What would you most like to be when you get older?
 - _____ A counselor, social worker, or teacher
 - _____ A dancer, actor, builder, or athlete
 - _____ A psychologist or poet
 - _____ A scientist, computer programmer, or banker
 - _____ A singer, songwriter, or musician
 - _____ A lawyer, writer, or journalist
 - _____ A cartoonist, painter, or graphic artist

Scoring Your Learning Strengths: Survey 2

Each column below corresponds to a numbered item in the survey. Look for the number ranking you gave to each lettered choice under item 1, and copy those numbers into the boxes in Column 1. Then do the same for the remaining columns. When you have finished, add the numbers in each row and write the total in the last box. The rows with the lowest scores represent your biggest learning strengths. (Your teacher will tell you which strength to write for each row.)

	1	2	3	4	5	=	
A	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
B	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
C	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
D	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
E	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____
G	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	=	<input type="text"/> _____

Teacher Answer Key: Do not reveal to students until after they have scored their tests.

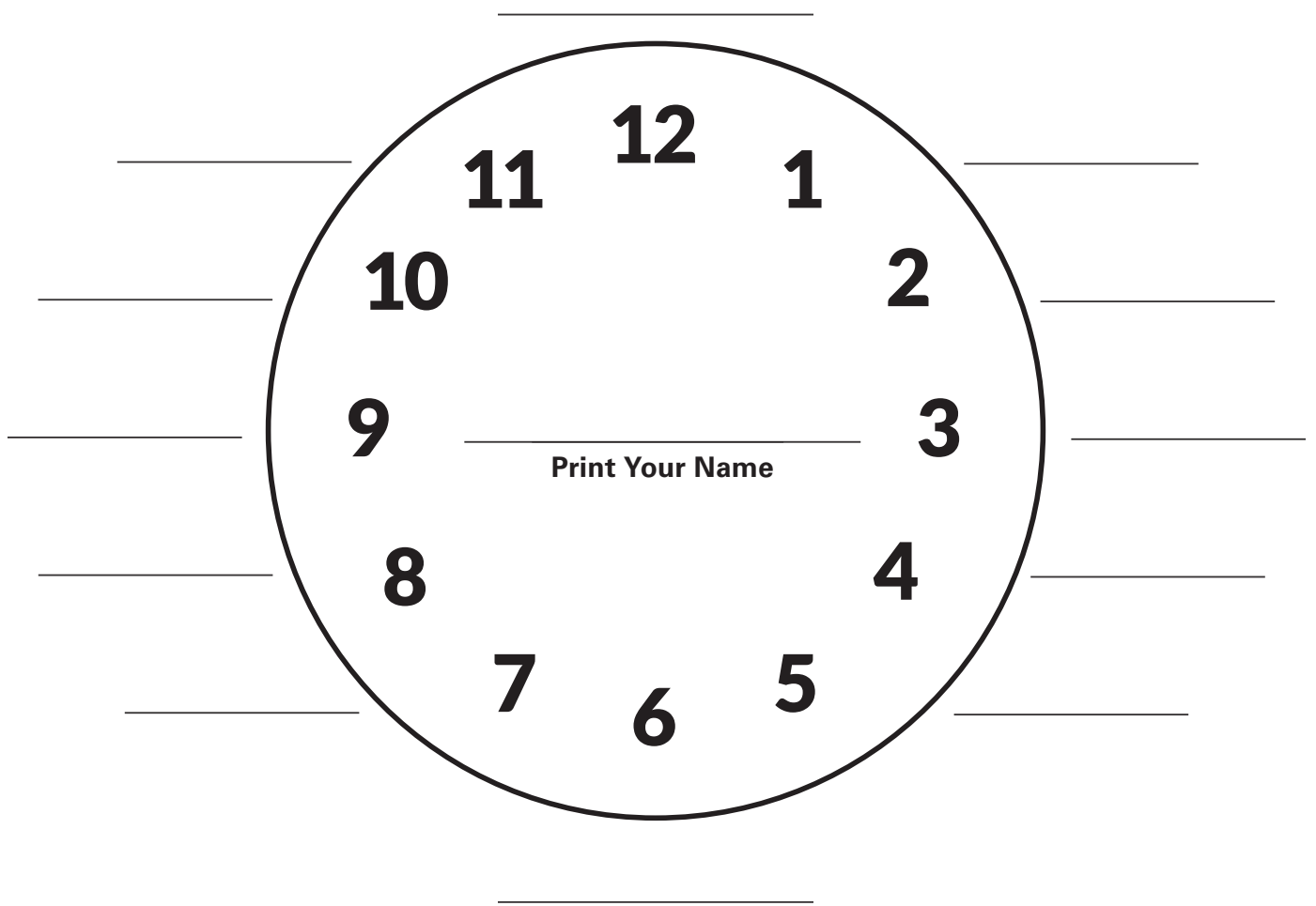
- | | |
|---------------------------------|------------------------------|
| A = interpersonal | E = musical-rhythmic |
| B = body-kinesthetic | F = verbal-linguistic |
| C = intrapersonal | G = visual-spatial |
| D = logical-mathematical | |

Buddy Clock

Directions:

Go around the room and get a different classmate to print their first and last name by each hour on the clock. Here are a five rules to complete this task.

1. Print your name in the middle of the clock.
2. You may only get another student's name on your clock once.
3. When asking someone to sign an hour on your clock, you both have to have blanks at that hour.
4. If you are having trouble finding someone that has an opening for a particular hour on the clock, ask aloud, "Does anyone have an opening for ___ o'clock?"
5. Take your completed clock to your teacher when all 12 hours are filled.

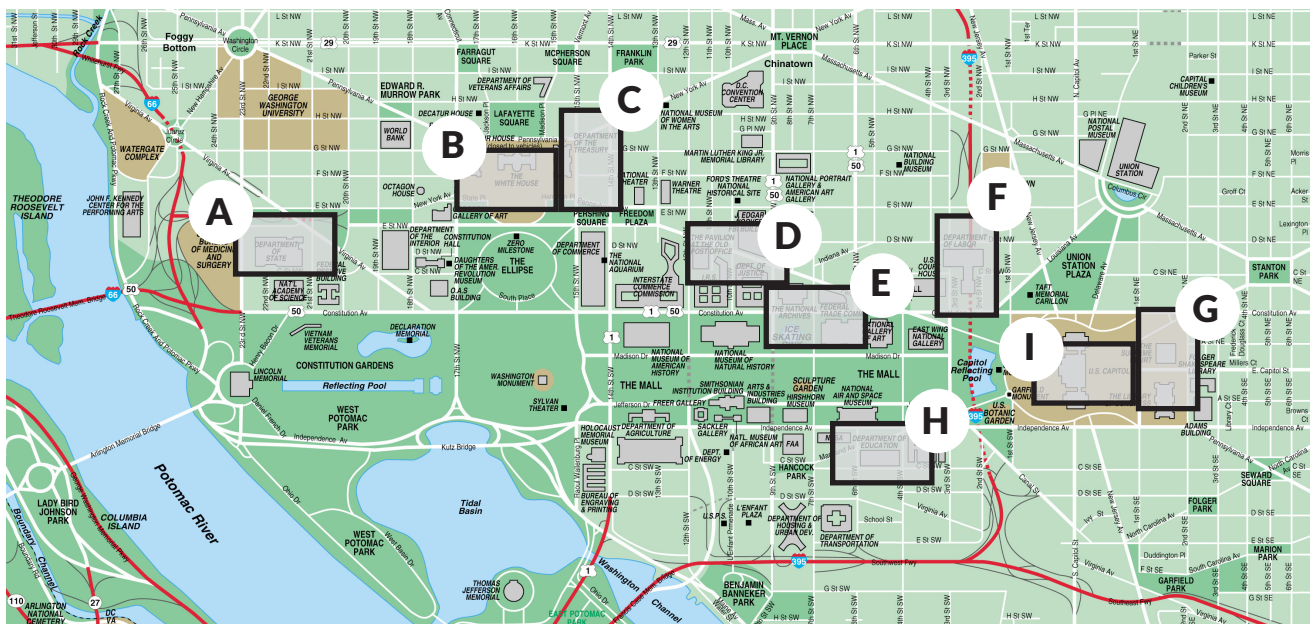


Meet Me in D.C.

Directions:

Go around the room and get a different classmate to print their first and last name by each location on the map. Here are a five rules to complete this task.

1. Print your name at the top of the map.
2. You may only get another student's name on your map once.
3. When asking someone to sign a location on your map, you both have to have blanks at that location.
4. If you are having trouble finding someone that has an opening for a particular location, ask aloud, "Does anyone have an opening for ___ (name of location)?"
5. Take your completed map to your teacher when all 9 locations are filled.



A. Dept. of State _____

F. Dept. of Labor _____

B. White House _____

G. Supreme Court _____

C. Dept. of Treasury _____

H. Dept. of Education _____

D. Dept. of Justice _____

I. U.S. Capitol _____

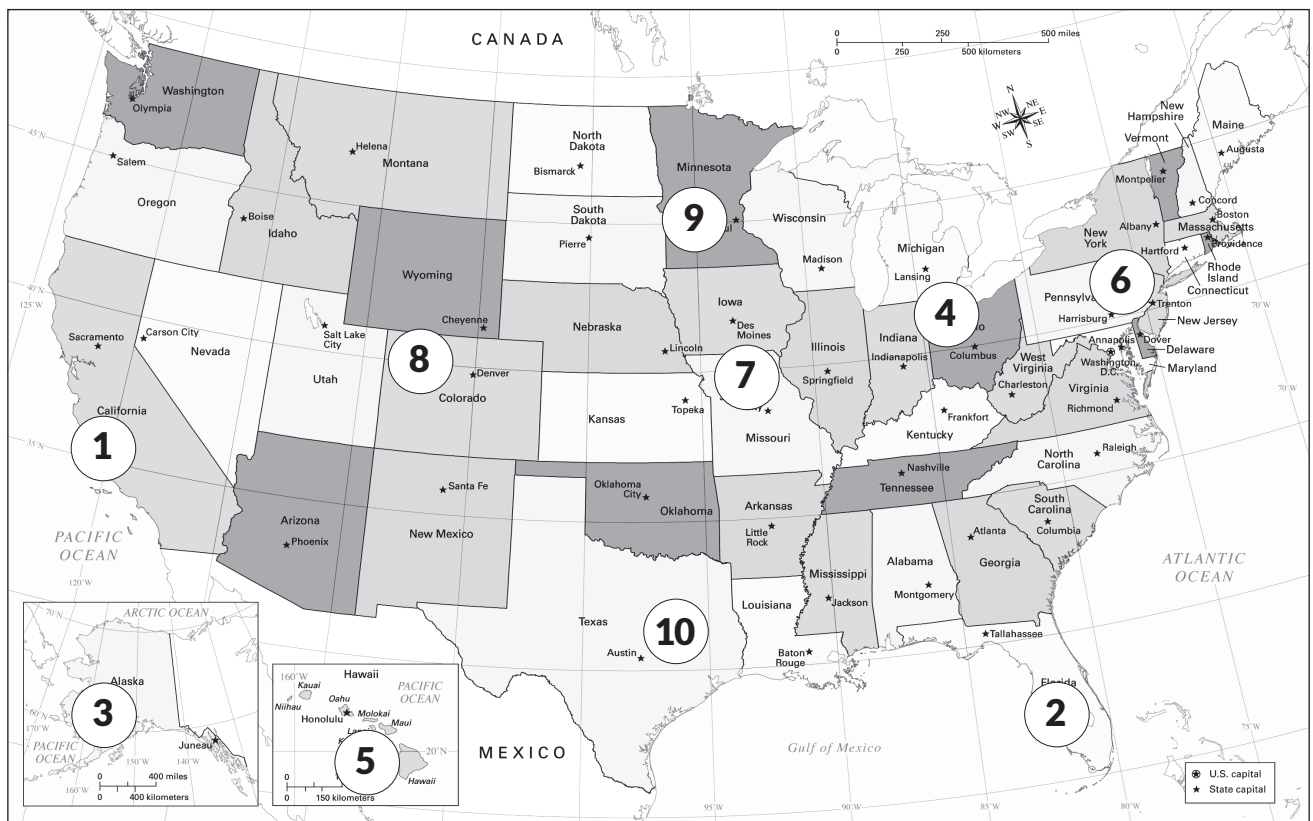
E. Nat'l Archives _____

Travel Partners for the United States

Directions:

Go around the room and get a different classmate to print their first and last name by each location on the map. Here are a five rules to complete this task.

1. Print your name at the top of the map.
2. You may only get another student's name on your map once.
3. When asking someone to sign a location on your map, you both have to have blanks at that location.
4. If you are having trouble finding someone that has an opening for a particular location, ask aloud, "Does anyone have an opening for ___ (name of location)?"
5. Take your completed map to your teacher when all 10 locations are filled.



1. _____
2. _____
3. _____
4. _____
5. _____

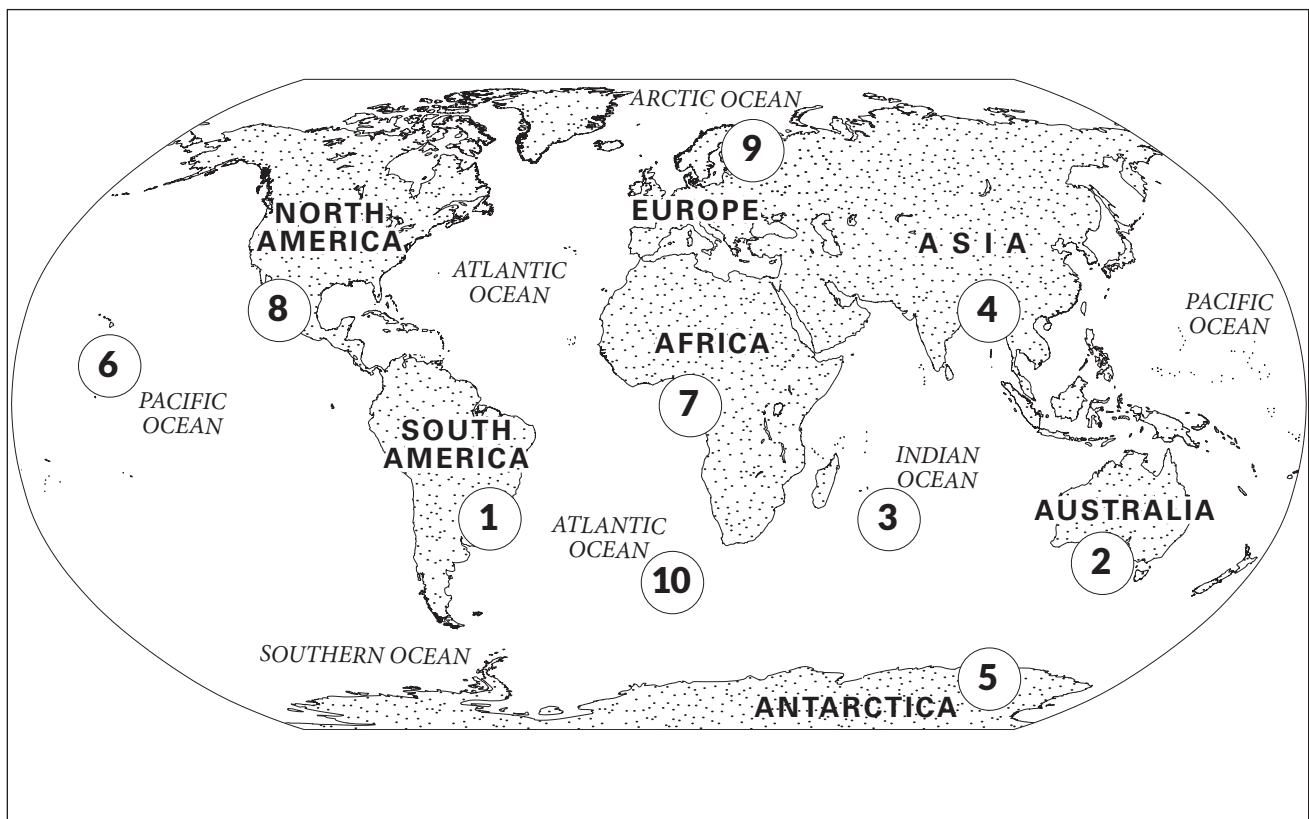
6. _____
7. _____
8. _____
9. _____
10. _____

Travel Partners for the World

Directions:

Go around the room and get a different classmate to print their first and last name by each location on the map. Here are a five rules to complete this task.

1. Print your name at the top of the map.
2. You may only get another student's name on your map once.
3. When asking someone to sign a location on your map, you both have to have blanks at that location.
4. If you are having trouble finding someone that has an opening for a particular location, ask aloud, "Does anyone have an opening for ___ (name of location)?"
5. Take your completed map to your teacher when all ten locations are filled.



1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Science and Engineering Practices Partners

Directions:

Go around the room and get a different classmate to print their first and last name by each location on the chart. Here are a five rules to complete this task.

1. Print your name at the top of the paper.
2. You may only get another student's name on your chart once.
3. When asking someone to sign a practice on your chart, you both have to have blanks at that practice.
4. If you are having trouble finding someone that has an opening for a particular practice, ask aloud, "Does anyone have an opening for ___ (name of practice)?"
5. Take your completed chart to your teacher when all eight locations are filled.



1. _____
2. _____
3. _____
4. _____

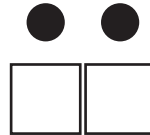
5. _____
6. _____
7. _____
8. _____

Desk Olympics

Directions:

You will be working in groups of different sizes through this course and must practice moving into groups efficiently. When your teacher says “Go!” you must move into whatever configuration is shown below and bring everything—backpacks, notebooks, pens, jackets—with you. You will be timed on how fast you get into perfect formation.

Event 1: Side-by-Side Pairs



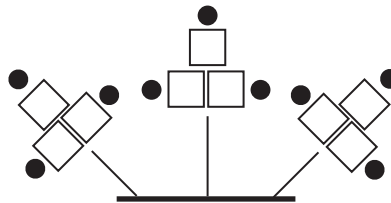
Time:

Event 2: Face-to-Face Pairs



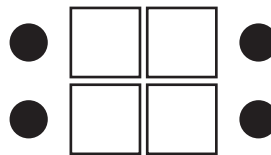
Time:

Event 3: Groups of Three



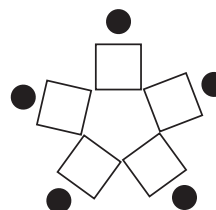
Time:

Event 4: Groups of Four



Time:

Event 5: Groups of Five



Time:

Meet Someone Who . . .

Find someone in class who fits each of these nine categories. Say hello, introduce yourself, shake hands, and have the person write his or her name in the box. Each person you meet can sign for only one category.

 <p>Is wearing shoes with lace</p>	 <p>Likes to swim</p>	 <p>Likes to draw</p>
 <p>Likes to sing</p>	 <p>Wears glasses</p>	 <p>Is smiling</p>
 <p>Plays soccer</p>	 <p>Has a pet</p>	 <p>Likes to play outside</p>

Meet Someone Who . . .

Find someone in class to fit each of these 35 categories. Say hello, introduce yourself, shake hands, and have the person sign his or her name on the line next to the category. Then ask one question about the topic the person is signing. For example, for the first category about leaving the state this summer, you might ask, "Where did you go?" You can collect only two signatures from each person.

- _____ 1. Left the state over the summer
- _____ 2. Has shoes like yours
- _____ 3. Likes to watch shows about animals
- _____ 4. Likes to draw
- _____ 5. Has lost a tooth this year
- _____ 6. Has seen a play
- _____ 7. Has braces
- _____ 8. Is wearing jeans
- _____ 9. Has been in class with you before this year
- _____ 10. Is new to this school
- _____ 11. Is from a different ethnic group than you
- _____ 12. Has traveled to another country
- _____ 13. Has the same color eyes as you
- _____ 14. Likes to read in bed
- _____ 15. Has lived in another state or country
- _____ 16. Likes to dance
- _____ 17. Has a hair style different from yours
- _____ 18. Is much taller than you
- _____ 19. Is someone you have never spoken to before
- _____ 20. Loves social studies
- _____ 21. Dislikes social studies
- _____ 22. Lives with a grandparent
- _____ 23. Likes the outdoors
- _____ 24. Has more than five people living together at home
- _____ 25. Is an only child
- _____ 26. Likes to sing
- _____ 27. Speaks another language
- _____ 28. Likes the same TV show as you
- _____ 29. Likes to swim
- _____ 30. Recycle
- _____ 31. Has ridden a bike more than ten miles in one day
- _____ 32. Has more than three pets
- _____ 33. Chews gum
- _____ 34. Plays a musical instrument
- _____ 35. Plays on a sports team








Get the Autograph of Someone Who . . .

For each of the 35 categories below, find someone in the class who fits the description. Before you get his or her autograph, you must shake the person's hand and introduce yourself ("Hello, my name is . . .") and ask one question about the item the person is signing. For example, for the first category about leaving the state, you might ask, "Where did you go?" You are allowed only two signatures from the same person. You will have to circulate throughout the classroom.

1. Has left the state over the summer _____
2. Has the same shoe size as you _____
3. Likes to watch football _____
4. Likes to draw _____
5. Plays a musical instrument _____
6. Has been to a play _____
7. Has had braces _____
8. Is wearing jeans _____
9. Is in another class with you _____
10. Is new to this school _____
11. Is from a different ethnic group than you _____
12. Has traveled to another country _____
13. Has the same color eyes as you _____
14. Likes to read in bed _____
15. Was born outside the United States _____
16. Likes to dance _____
17. Has a hair style different from yours _____
18. Is much taller than you _____
19. Is someone you have never spoken to before _____
20. Loves history _____
21. Dislikes history _____
22. Lives with a grandparent _____
23. Likes the outdoors _____
24. Has more than two brothers and sisters _____
25. Is an only child _____
26. Likes to sing _____
27. Speaks another language _____
28. Likes the same TV show as you _____
29. Likes to swim _____
30. Was born in the same month as you _____
31. Has ridden a bike over 25 miles in one day _____
32. Knows how to sew _____
33. Chews gum _____
34. Likes broccoli _____
35. Plays on a sports team _____

Learning Strengths Bingo

Find classmates who like to do the things below. Have each classmate write his or her name in only one box. When you have a row of four across or four down, shout "Bingo!"

 <p>Likes quiet time</p>	 <p>Likes to dance</p>	 <p>Likes to meet people</p>	 <p>Likes to jump rope</p>
 <p>Likes to read</p>	 <p>Likes to paint</p>	 <p>Likes puzzles</p>	 <p>Likes to work alone</p>
 <p>Likes to work with others</p>	 <p>Likes to play music</p>	 <p>Likes to play outdoors</p>	 <p>Likes letters and words</p>
 <p>Likes numbers</p>	 <p>Likes to sing</p>	 <p>Likes to draw</p>	 <p>Likes sports</p>

Learning Strengths Bingo

Circulate through the room to find classmates who match the descriptions below. Have them write their name in the boxes. Make sure each classmate signs only one box. When you have a row of five across or down, shout “Bingo!”

Likes to work in groups	Is a good storyteller	Draws pictures a lot	Loves the outdoors	Plays on a sports team
Like to play chess or checkers	Keeps a diary or journal	Loves to play computer games	Is a good speller	Reads a lot
Listens to music every day	Can sing or hum a tune after hearing it once	Is a leader	Likes to work or play alone	Likes doing puzzles
Loves word games and riddles	Is a good artist	Has a hard time sitting still	Likes to take things apart and put them together again	Hums while working or playing
Can tell when someone is singing off-key	Belongs to a club	Likes to study bugs, plants, and animals	Wants to know how things work	Likes to do things their own way

Learning Strengths Bingo

Circulate through the room to find people who have the characteristics listed below. When you find someone who meets the description, write his or her name in the box below the description. You may put each person's name in a box only once. When you have a line of five names horizontally, vertically, or diagonally, call out "Bingo!" loudly.

meets with friends to do homework or study for tests	is a good storyteller	doodles on lecture notes	loves the outdoors	plays on a sports team
likes to play chess	keeps a personal journal	loves to play computer games	is a good speller	reads a lot
plays a musical instrument	can tap out a song on the piano after hearing it once	often has people ask him or her for advice	prefers working alone	likes doing puzzles
loves puns and word games	is a good artist	has a hard time sitting still	likes to take things apart and put them back together again	hums while working
can tell when someone is singing off-key	belongs to a club	likes science class	wants to know how things work	is independent; does not like to conform

Going Camping

You are going camping with friends near a mountain lake. The lake is fed by a fast-running stream. You plan to stay five days.

Your friends have already arrived early to set up camp. They have a tent, sleeping bags, food, and a gas stove with plenty of fuel but no way to light it. You must hike three miles to meet them at the lake.

You realize that you cannot carry all you planned to bring. So, you have to decide what to take.

Your job is to rank the ten items below from most important for camping to **least important** for camping. Place 1 by the most important, 2 by the second most important, and so on. The least important item will be ranked 10.

You will rank these items twice. First, you will rank them on your own (Phase 1). Then, you will talk with your group members and rank them again as a group (Phase 2).

Item	Phase 1 Your Ranking	Error Points	Phase 2 Team Ranking	Error Points	Experts' Ranking
A. Five-gallon jug of water	_____	_____	_____	_____	_____
B. Candy	_____	_____	_____	_____	_____
C. Clothes	_____	_____	_____	_____	_____
D. Cooking pot	_____	_____	_____	_____	_____
E. Fishing pole	_____	_____	_____	_____	_____
F. Flashlight	_____	_____	_____	_____	_____
G. Small canteen of water	_____	_____	_____	_____	_____
H. Matches	_____	_____	_____	_____	_____
I. Trail map	_____	_____	_____	_____	_____
J. Bag full of toys	_____	_____	_____	_____	_____
Total		_____		_____	

Lost on the Moon

Your spaceship has just crash-landed on the lighted side of the moon. You were supposed to meet up with the mother ship 200 miles away on the moon's surface. However, the rough landing has ruined your ship. All equipment on board was destroyed, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship. You must choose the most critical items for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place 1 by the most important item, 2 by the second most important, and so on through 15, the least important.

You will rank these items twice. First, you will rank them on your own (Phase 1). You will then consult with your group and rank them again (Phase 2). Share your individual solutions and agree on a group ranking for each item. NASA experts have determined the best solution. Their answers will be revealed later.

<i>Item</i>	<i>Phase 1 Your Ranking</i>	<i>Error Points Phase 2</i>	<i>Team Ranking</i>	<i>Error Points</i>	<i>NASA's Ranking</i>
A. Box of matches	_____		_____		_____
B. Food concentrate	_____		_____		_____
C. 50 feet of nylon rope	_____		_____		_____
D. Parachute silk	_____		_____		_____
E. Solar-powered portable heater	_____		_____		_____
F. Two pistols	_____		_____		_____
G. One case of dehydrated milk	_____		_____		_____
H. Two 100-pound tanks of oxygen	_____		_____		_____
I. Map of the stars (seen from the moon)	_____		_____		_____
J. Self-inflating life raft	_____		_____		_____
K. Magnetic compass	_____		_____		_____
L. Five gallons of water	_____		_____		_____
M. Signal flares	_____		_____		_____
N. First aid kit with injection needles	_____		_____		_____
O. Solar-powered FM receiver-transmitter	_____		_____		_____
Total	_____		_____		_____

Experts' Rankings for "Going Camping"

<i>Item</i>	<i>Experts' Rank</i>	<i>Explanation</i>
A	10	The water jug would be very heavy to carry for three miles. Plus, there's plenty of water that can be boiled for drinking at the campsite.
B	8	There is already food at the campsite, so this is not necessary.
C	5	Clothes beyond what you are already wearing would be helpful for the five-day stay. But being able to get to the campsite, drink water, and eat are more important.
D	4	This is needed for cooking, which is essential.
E	7	Since food is already at the campsite, this is not a critical item. But it is a good source of recreation.
F	6	A light source will be useful at night.
G	2	This is necessary for drinking water along the hike and in case of an accident.
H	3	Matches are essential for lighting the gas stove, which boils drinking water and cooks food.
I	1	Without a trail map, you cannot find your way to the campsite.
J	9	Toys are not essential, and they would be bulky and difficult to carry.

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NASA's Rankings for "Lost on the Moon"

<i>Item</i>	<i>NASA's Rank</i>	<i>Explanation</i>
A	15	Matches are useless. They cannot burn without oxygen.
B	4	You need food. (But you need air and water more.)
C	6	Useful for climbing rock cliffs.
D	8	Offers shelter from the sun.
E	13	Not needed on the lighted side, and won't work on the dark side.
F	11	Use to make a self-propulsion device.
G	12	Bulky and not as useful as food concentrate.
H	1	The most pressing need. You must have oxygen to breathe.
I	3	The best way to find your travel route.
J	9	The CO2 bottle in the raft may be used for propulsion.
K	14	The moon's magnetic field is not polarized; a magnetic compass is useless.
L	2	Replacement for the high loss of body water (from sweating).
M	10	Use as a distress signal when the mother ship is sighted.
N	7	Vitamins and medicines are injected with needles that fit a special opening in the space suits.
O	5	Needed for communication with mother ship.

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My Life Map

Make a map for your life by responding to the prompt in each box. Add 2–3 visuals to the map to share more about yourself.

Where I was born:

Important people in my life:

My favorite things at school:

I want to improve at:

When I'm not at school I like to . . .

Where does your road lead?

Groupwork Brag Sheet

Name: _____

My role in the group was: _____

Student Assessment

My most important contributions to my group were

Our group did really well at

	← not very well very well →				
I completed all parts of my role.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I was nice and helpful to others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I followed directions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I stayed on task.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
We worked out problems on our own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Teacher Assessment

Teacher Comments:

Group grade _____

Individual grade _____

Overall grade _____

Groupwork Brag Sheet

Name: _____ My role in the group was: _____

Please list all the ways you helped your group complete this task.

Please list all the ways you helped your group work effectively and cooperatively.

Using this scale, evaluate yourself and the members of your group on the criteria listed.

1 (*never*) **2** (*rarely*) **3** (*sometimes*) **4** (*usually*) **5** (*always*)

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

Name _____	_____ Was your work of high quality?
Comments	_____ Was your work completed on time?
	_____ Did you contribute ideas during group discussions?
	_____ Did you offer assistance to other group members?
	_____ Did you maintain a positive attitude during groupwork?
	_____ Total

- ¹ Laal, Marjan, and Seyed Mohammad Ghodsi. "Benefits of Collaborative Learning." *Procedia - Social and Behavioral Sciences* 31 (2012): 486–90. <https://doi.org/10.1016/j.sbspro.2011.12.091>.
- ² Ed Trust and MDRC "The Importance of Strong Relationships - a Strategy to Solve Unfinished Learning," The Education Trust. July 21, 2021. <https://edtrust.org/resource/the-importance-of-strong-relationships/>.
- ³ "Getting Started with Establishing Ground Rules: Center for Teaching Innovation," Getting Started with Establishing Ground Rules | Center for Teaching Innovation, accessed June 29, 2023, <https://teaching.cornell.edu/resource/getting-started-establishing-ground-rules>.
- ⁴ Xiuqin Zhou, "Toward the Positive Consequences of Teacher-Student Rapport for Students' Academic Engagement in the Practical Instruction Classrooms," *Frontiers in Psychology* 12 (2021), <https://doi.org/10.3389/fpsyg.2021.759785>.