

CHARACTER EDUCATION

Suggested Activities

September 2009

Cooperation

Working with others to accomplish a common purpose.

Famous Quotations

“Coming together is a beginning. Keeping together is progress. Working together is success.”

-Henry Ford

“An axe does not cut down a tree by itself.”

-Burkina Faso

It is by the strength of their numbers that the ants in the field are able to carry their prey to the nest.

-Nigerian Proverb

“A single arrow is easily broken but not ten in a bundle.”

-Japanese Proverb

“If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.”

-Nelson Mandela

“The firmest friendships have been formed in mutual adversity, as iron is most strongly united by the fiercest flame.”

-Charles Caleb Colton

“Success has many fathers, while failure is an orphan.”

-English Proverb

“We believe in cooperation and collaboration to promote the cause of international security, the equality of mankind and the welfare of mankind.”

-Haile Selassie

“The more cooperative the group, the greater is the fitness for survival, which extends to all of its members.”

-Ashley Montague

“When you are tempted to point a finger, lend a helping hand instead.”

-Unknown

READ/WRITE/DISCUSS

- Introduce the concept of cooperation by telling students that cooperation and its benefits are a part of our daily lives. Sports teams, families and almost any group will work far better if there is unity among its members. Brainstorm and discuss with the class areas of their lives that depend on cooperation.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.2, SS.912.C.2.3

- Read the following to the class and discuss: Your team has been assigned to do a science research project and oral presentation. One of your team members refuses to work with the group. He wants to work alone. What can you do to encourage him to work as a team? If he still refuses, what will you do?
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.1.1, SC.7.N.1.1, SC.8.N.1.1
HIGH: SC.912.N.1.1, SC.912.N.1.4, SS.912.C.2.6, SS.912.C.2.8

- Present the following scenario to the class: A group of scientists from all over the world met with school board members to discuss the characteristics future scientists need for employment. Some said honesty was the most important characteristic and others said it was respect. The one common characteristic the scientists agreed upon was that it is important for future scientists to have the ability to work together as a team. Do you agree with them? Why or why not?
ELEMENTARY: LA.K.5.2.6, LA.1.5.2.2, LA.2.2.2, LA.3.2.1.5, LA.4.2.1.5, LA.5.5.2.1, SC.K.N.1.1, SC.1.N.1.1, SC.2.N.1.1, SC.2.N.1.2, SC.3.N.1.1.1, SC.3.N.1.2, SC.4.N.1.1, SC.4.N.1.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.2.3
HIGH: SS.912.C.2.8, SS.912.C.2.11

- Have students research the behavior of ants and/or bees. These are some of the insects that work cooperatively together. Why is this important for their survival? **
ELEMENTARY: LA.K.4.2.3, LA.1.6.1.1, LA.2.6.2.2, LA.3.6.2.1, LA.4.6.1.1, LA.5.6.3.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.1.1, SC.7.N.1.1, SC.8.N.1.1, SC.7.L.17.2, SC.7.L.17.3
HIGH: SC.912.L.17.6, SC.912.N.1.1, SC.912.N.1.4, SS.912.C.2.13, SS.912.C.3.7

- Brainstorm with the class a list of ways in which they can be more cooperative at home. List and discuss. Ask students to select one thing from the list to do. Then, ask students to write about what happened when they put their choice into practice and how they felt when they showed their family how cooperative they could be. **
ELEMENTARY: LA.K.3.2.1, LA.1.3.2.1, LA.2.3.2.1, LA.3.3.2.1, LA.4.3.2.1, LA.5.3.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.5, SS.912.C.2.7

- Tell the students that in World War II the United States narrowly escaped a crushing defeat because of neglect of a principle of war: the principle of cooperation. Have students research this statement about WWII and write a report. These can be shared with the class. **
ELEMENTARY: LA.2.6.2.3, LA.3.6.2.3, LA.4.6.2.3, LA.5.6.2.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

HIGH: SS.912.C.2.11, SS.912.C.2.11

- List the following Nigerian proverbs on the board and ask students to explain what they have in common as they relate to cooperation. **
"Two footsteps do not make a path."
"A single tree cannot make a forest."
"Two raindrops do not make a pool."
"A single man cannot make a house."
ELEMENTARY: LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2, LA.3.2.2.2, LA.4.2.2.2, LA.5.2.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

- Write the word **cooperate** on the board. “Co” means “together” with and “operate” means “to work.” Explain that when students cooperate with someone, they are working together with that person. Discuss ways in which classmates can work together to do the following:
 1. Organize classroom materials
 2. Keep the schoolyard free from litter
 3. Help each other remember homework assignments
 4. Follow the rules of the classroomELEMENTARY: LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SC.912.L.17.14, SC.912.L.17.20

- Have students research how companies or organizations that may have different belief, might cooperate with each other when they realize they all have the same goals. Examples of this can be a benefit for a person, a fundraiser for animals, or a project for a community. Then ask students to write how a person can overcome differences with others and cooperate to achieve goals. **
ELEMENTARY: LA.K.4.2.1, LA.1.4.2.3, LA.2.4.2.3, LA.3.4.2.3, LA.4.4.2.3, LA.5.4.2.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.12, SS.912.C.2.9

- Discuss with the class how countries might cooperate to prevent extinction of animals. One example of this is how China and the USA cooperated on a project involving the giant panda bear. Research other examples of states or countries cooperating to preserve animals and/or their environment. **
ELEMENTARY: LA.K.2.2.2, LA.1.2.2.1, LA.2.6.2.2, LA.3.6.2.1, LA.4.6.2.2, LA.5.6.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.7.L.15.3, SC.7.L.17.3, SC.8.N.4.1, SC.8.N.4.2
HIGH: SC.912.L.17.8, SC.912.L.17.13, SC.912.L.17.17, SC.912.N.2.5, SC.912.N.4.1, SC.912.N.4.2, SS.912.C.2.8, SS.912.C.2.5

- The “Amber Alert” has been initiated and is now used throughout the state of Florida. This is a vital way of finding missing persons. Discuss with the students what the “Amber Alert” is, why it was initiated, and when and why it is used. (Students may research this themselves.) Have students write an essay on the importance of cooperation with the “Amber Alert” system. In their essay, have students write specifically about the cooperation process in making the “Amber Alert” system successful. What are the benefits of this, who cooperates with whom and why is this cooperation so important? **
ELEMENTARY: LA.3.4.2.3, LA.4.4.2.3, LA.5.4.2.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

HIGH: SS.912.C.2.8, SS.912.C.2.5

- Have the class read the story *Swimmy* by Leo Lionni. Discuss and list the different types of animals living together in the sea. Discuss how working together can solve problems that one can't do alone. Assign each student a sea creature to research using SIRS Discoverer on the web at www.discoverer.sirs.com. **
ELEMENTARY: LA.K.2.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4
SC.K.L.14.3, SC.1.L.16.1, SC.2.L.17.2, SC.5.L.15.1, SC.5.L.15.2,
MIDDLE: SC.7.L.17.2, SC.7.L.17.3
HIGH: SC.912.N.1.4, SS.912.C.2.8, SS.912.C.4.3
- Select a science experiment. Divide the class into groups of four. Give each group materials and instructions needed to complete the experiment. Have students work cooperatively to complete the assignment.
ELEMENTARY: LA.K.5.2.1, LA.1.5.2.1, LA.2.6.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1,
SC.K.N.1.1, SC.1.N.1.1, SC.2.N.1.1, SC.2.N.1.2, SC.3.N.1.1.1, SC.3.N.1.2, SC.4.N.1.1, SC.4.N.1.2,
SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4
MIDDLE: SC.6.N.1.1, SC.6.N.1.4, SC.7.N.1.1, SC.8.N.1.1, SC.8.N.1.6
HIGH: SC.912.N.1.1, SS.912.C.2.8, SS.912.C.2.5
- Have students discuss the meaning of the following proverbs and then write about, in paragraph form, why/how they relate to cooperation.
 1. “When spider webs unite, they can tie up a lion.” (Ethiopian Proverb)
 2. “A single arrow is easily broken but not ten in a bundle.” (Japanese Proverb)ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.2.6.2, LA.3.2.6.2, LA.4.1.6.2, LA.5.1.6.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students read the story *The Little Red Hen* by Paul Galdone. Use this story to discuss how the characters did not cooperate and what would have been the outcome if they had cooperated. Other suggested readings are: *Anansi the Spider* by Gerald McDermott, *Arthur Makes the Team* by Marc Tolon Brown, *Charlotte's Web* by E. B. White, *The Trumpet of the Swan* by E. B. White and *Soup on Ice* by Robert Newton Peck.
ELEMENTARY: LA.K.2.1.2, LA.1.2.1.3, LA.2.2.1.2, LA.3.2.1.2, LA.4.2.1.2, LA.5.2.1.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.13, SS.912.C.2.8
- Discuss with the class the definition of cooperation. Have students make a list of places and situations where cooperation is needed. Discuss why communication is important to cooperation. Discuss why cooperation among members of a sports team works for the benefit of the team. Make a list of things that involve cooperation that would help a team win more games. **
- ELEMENTARY: LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.8, SS.912.C.2.5
- Ask students to imagine they are an alien from another galaxy. They have landed on Earth with a mission: to report on the ways humans cooperate with one another. As aliens, have students imagine they are following a steady stream of humans who are walking into a large, and apparently public building named Publix. Students should casually take note of pertinent

information in order to complete their mission to study ways in which they witnessed the aliens cooperating. They are to turn in a report on their findings, which should include supporting details. **

ELEMENTARY: LA.K.3.2.1, LA.1.3.2.1, LA.2.3.2.1, LA.3.3.2.1, LA.4.3.2.1, LA.5.3.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

HIGH: SS.912.C.2.9, SS.912.C.2.4

- Discuss national situations and/or disasters such as 9-11 or Hurricane Andrew. Have students research the relief efforts involved as a result of the situation. In groups, have students write, illustrate, and/or chart the number of people and organizations involved and what the role of each entails. Have students present their findings to the class and explain the cooperation aspect of the findings. **

ELEMENTARY: LA.K.3.5.1, LA.1.3.5.1, LA.2.3.5.1, LA.3.3.5.1, LA.4.3.5.1, LA.5.3.5.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: SC.6.E.7.2, SC.6.E.7.3, SC.6.E.7.7, SC.6.E.7.8

HIGH: SC.912.E.7.4, SC.912.E.7.5, SC.912.E.7.6, SC.912.E.7.8, SC.912.E.7.9, SC.912.N.1.4, SC.912.N.4.2, SS.912.C.2.8, SS.912.C.2.5

HANDS-ON ACTIVITIES & PROJECTS

- Teach the class process skills, and then divide the students into groups of four. Plan a class science project. Students must complete the following: select a problem, research the problem, write a bibliography, form a hypothesis, make a list of materials they will need to do the experiment, gather and record data, and write a conclusion. Give students a calendar outlining when each part of the project must be completed. Each group must decide how they will work together to complete the project. If the project will be entered into a science fair, the students must write a recommendation and an acknowledgement. **

ELEMENTARY: LA.K.5.2.1, LA.1.5.2.1, LA.2.6.1.1, LA.3.6.1.1, LA.4.5.2.1, LA.5.5.2.1

SC.K.N.1.1-5, SC.1.N.1.1-4, SC.2.N.1.1-5, SC.3.N.1.1-7, SC.4.N.1.1-8, SC.5.N.1.1-6, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4

MIDDLE: SC.6.N.1.1-4, SC.7.N.1.1-4, SC.8.N.1.1-6

HIGH: SC.912.N.1.1, SC.912.N.1.4, SS.912.C.2.1, SS.912.C.2.5

- Take students on a walk around the school grounds. Have them observe things they see on their walk. When they return to the classroom, divide the class into groups of two or four. Have students work together to create a list of everything they saw on the playground. Have students compare their lists showing how, when working together, thoughts, observations and ideas are expanded.

ELEMENTARY: LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1,

SC.K.N.1.2, SC.K.N.1.3, SC.1.N.1.2, SC.1.N.1.3, SC.4.N.1.6, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4

MIDDLE: SC.6.N.1.1-4, SC.7.N.1.1-4, SC.8.N.1.1-6

HIGH: SC.912.N.1.1, SC.912.N.1.4, SC.912.N.1.6

- Tell students they will be taking an imaginary trip with all expenses paid. Divide the class into four or more groups and have each group select a leader who will record and report their findings. Each group will have fifteen minutes to decide the following: 1) where the group will go, 2) how they will get there, and 3) four things they will bring for survival. After this exercise, discuss with the class ways group members cooperated or didn't cooperate and why.

ELEMENTARY: LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.2, SS.912.C.2.4

- Have students work on a project where they convince diverse groups of people to cooperate for the benefit of the community. **
ELEMENTARY: LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.2.3, SC.7.N.1.7, SC.8.N.4.1, SC.8.N.4.2
HIGH: SC.912.N.2.5, SC.912.N.4.1, SC.912.N.4.2, SS.912.C.2.5, SS.912.C.2.7
- Write “TEAM/Together Everyone Achieves More” on the chalkboard. Ask students why they think this slogan fits in with cooperation. Have students work in pairs to write an additional slogan for cooperation and create a logo for their slogan. Display the logos. Allow students to audio or video tape select slogans for school announcements.
ELEMENTARY: LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.6, SS.912.C.2.12
- Have students work together to design an experiment about a topic selected by the teacher or the group. Students will work together to collect, share and record information.
ELEMENTARY: LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SC.K.N.1.1, SC.1.N.1.1, SC.2.N.1.1, SC.2.N.1.2, SC.3.N.1.1.1, SC.3.N.1.2, SC.4.N.1.1, SC.4.N.1.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4
MIDDLE: SC.6.N.1.1, SC.7.N.1.1, SC.8.N.1.1
HIGH: SC.912.N.1.1, SS.912.C.2.14, SS.912.C.2.4
- Have students create a Cooperation Handbook for the class. Have students list and illustrate, by cooperating with each other, how they can create a better learning atmosphere.
ELEMENTARY: LA.K.3.5.1, LA.1.3.5.1, LA.2.3.5.1, LA.3.3.5.1, LA.4.3.5.1, LA.5.3.5.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.6, SS.912.C.2.12
- Tell students that cooperatives have been formed to purchase food, supplies and other items. Discuss what is involved in forming a cooperative. Have students design a cooperative to provide services to the class. Expand this effort to providing services to the school or the community.
ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.8.N.4.1, SC.8.N.4.2
HIGH: SC.912.N.4.2, SS.912.C.2.3, SS.912.C.2.8
- Ask students to name their favorite animal, and then group students according to their choices. Have students complete a research project that includes the following: name of animal, where it lives, what it eats, where it is located in the food chain, what structural adaptations allow the animal to survive in its environment, three or four interesting facts about the animal, and an illustration. Have students give an oral report about their favorite animal. Students will work together to determine which part of the project each will do. **
ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, SC.K.L.14.3, SC.1.L.14.1, SC.1.L.14.2, SC.2.L.16.1, SC.2.L.17.1, SC.2.L.17.2, SC.3.L.15.1, SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.16.4, SC.4.L.17.1, SC.4.L.17.2, SC.4.L.17.3,

SC.4.L.17.4, SC.5.L.15.1, SC.5.L.15.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4
MIDDLE: SC.6.L.15.1, SC.7.L.15.2, SC.7.L.15.3, SC.7.L.17.2, SC.7.L.17.3
HIGH: SC.912.L.15.13, SC.912.L.17.6, SS.912.C.2.5, SS.912.C.2.2

- Have students create short skits showing cooperation in action. Following are some suggestions:
 - Happily doing what your parents ask you to do.
 - Playing the game your friends want to play even when you would rather do something else.
 - Helping someone by opening a door or helping to carry something.
 - Helping find a compromise when a group is in disagreement.
 - Helping family members realize the importance of family cooperation by demonstrating a spirit of cooperation in your daily activities.
 - Becoming involved in a community service project.

ELEMENTARY: LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

- Ask students to create a cooperation pole, which is an octagonal tower with words written on each of its sides. Divide the class into teams. Have each team work together and decide on a set of sayings (one on each side of the octagon) or they may display the same saying in the eight most predominant languages of the school. Poles for each of the character traits can be made and displayed in the classroom or throughout the school.

ELEMENTARY: LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
HIGH: SS.912.C.2.5, SS.912.C.2.2

- As a science or biology lesson, use a life-size picture or prop of the human skeleton or its body parts as the lesson tool. Identify and place the different parts of the anatomy. Discuss the function of each and how it is used in cooperation with the other parts of the anatomy. This lesson can be done in a simplified or advanced form by focusing on the large main organs and functions, such as the brain, kidneys, liver, etc. and advancing to other more intricate parts of the brain, veins and arteries, etc. The class can research which parts and organs a human can actually live without (like the appendix), and which ones must function in cooperation with others.

ELEMENTARY: LA.K.2.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SC.2.L.14.1, SC.5.L.14.1, SC.5.L.14.2
MIDDLE: SC.6.L.14.1-5, SC.7.L.16.1
HIGH: SC.912.L.14.11-52, SC.912.N.1.4, SS.912.C.2.2, SS.912.C.2.5

- Create a class newsletter and assign different roles for writing and producing the newsletter. Make sure you have artwork, poetry, feature articles, sports, classified ads, editorials, etc. Let the students arrange and put the newspaper together by cooperating with each other to create the final product.

ELEMENTARY: LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4
HIGH: SS.912.C.2.14, SS.912.C.3.1

- Initiate a school wide “Caught You Cooperating” campaign. Make up certificates that read “Caught You Cooperating” with an illustration on it. Use this as a cafeteria management effort.

When the cafeteria monitors observe someone cooperating with someone else, or doing the right thing, etc., they should give the person a certificate. On ice cream day, anyone who has a certificate can receive a free ice cream. The school can think of other appropriate rewards, such as homework passes. A classroom teacher in his or her room may also use these ideas or can arrange to give special privileges or treats (like lunch with the teacher) to students.

ELEMENTARY: SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

HIGH: SS.912.C.2.2, SS.912.C.2.5

- As an entire grade level or school, make the word “*cooperation*” by using students to form the word. Do this out on the field and take pictures to send to the community newspapers.

ELEMENTARY: LA.K.1.4.1, LA.1.1.4.1, LA.2.1.4.1, LA.3.1.4.3, LA.4.1.4.1, LA.5.1.4.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

HIGH: SS.912.C.2.2, SS.912.C.2.5

**** These items can be used as homework assignments.**

SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of these activities or have successfully implemented an activity that is not listed and you would like to have it included, e-mail a one- to two-paragraph overview of the activity to Renee Brown @ CAB or Renee.Brown@browardschools.com.