

## We Can Work Together

Introducing the skill of cooperating helps children understand each group member's responsibilities and the benefits of working together in a group.

Learning Targets	SEL Competencies	Materials
Children will: <ul style="list-style-type: none"> <li>Identify the responsibilities of group members.</li> <li>Cooperate in small groups.</li> </ul>	CASEL 5: Relationship Skills  Skills: Practicing teamwork	<ul style="list-style-type: none"> <li>3 tennis balls or bean bags</li> <li>Large piece of paper for each group</li> <li>Timer</li> <li>Bell</li> </ul>

### Energize (5 min. | whole class)



**Say:** We're going to play a game to practice working together.

(See the activity PDF.)

3 balls or bean bags

### Engage (2 min. | whole class)



**Say:** Raise your hand if you think that would be a good game to play by yourself.

**Say:** In our Lions Quest lessons and activities in our classroom community, we are going to work in groups. We'll work with partners, small groups, and our whole class.

**Ask:** Why do you think we work in groups? (Possible answers: To have fun. To learn from each other. To share ideas. To work together.)

**Say:** Each person in a group is called a group member, and every group member is important! Today we are going to talk about ways group members can do a good job working together.

### Explore (8 min. | whole class, tablemates)



3 min.

**Say:** The last time we were together, we created Shared Agreements for our classroom community.

**Ask:** Does anyone remember our Shared Agreements? (Review the Shared Agreements: Listen. Use kind words. Do your part.)

**Ask:** How do you think our Shared Agreements can help us work in groups? (Possible answers: They help us get along. Everyone does their work. We listen to each other. We can learn from each other. We can have fun.)



2 min.

**Say:** When people work together, they listen, they use kind words, and they do their part. They also take turns and share with each other.

**Say:** When we cooperate, we can learn from each other and come up with ideas that we may not have on our own! It can make the work more fun, and we can get more done!

**Say:** Now we're going to see some children working together in a group. Pay attention to see if they cooperate.

# We Can Work Together



(Play the video.)

1 min.



2 min.

**Say:** Talk to your tablemates about ways Andy and Mariko could cooperate.

**Ask:** Would any of you like to share your ideas with the class? (*Possible answers: Listen. Take turns. Each person does their part. Share. Each person gives a little.*)

**Say:** Following our Shared Agreements, sharing, and taking turns are all ways to cooperate with group members. When you are excited to talk about your ideas and have your turn, it can be hard to listen, share, and take turns with others. Helpful group members include others so that everyone feels like part of the group. Sometimes that means using someone else's ideas instead of using only your ideas.

## Expand (10 min. | small groups)



Paper for each group, timer, bell

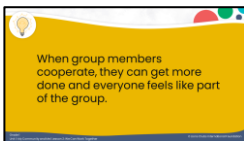
(Form groups of 3-4 children. Give each group a large sheet of paper.)

**Say:** You are going to work with your group to draw a silly animal. I know you can do a better job than the group in the video! Remember to follow our Shared Agreements, share, and take turns. I'm going to set a timer for 2 minutes. Talk with your group about what kind of silly animal you will draw and who will go first. (*Set a timer for 2 minutes.*)

**Say:** The first group member can start drawing the silly animal now. When I ring the bell, it is the next group member's turn.

(Circulate among groups to coach them on the Shared Agreements, sharing, taking turns, and including others as they draw their silly animals. Ring the bell at intervals so all group members get the same number of turns. If there is time, allow volunteers to share their group's silly animals. Post the finished animals on a bulletin board.)

## Extend the Lesson (2 min. | whole class)



**Say:** Do your best to cooperate with others in your groups at school, in your family, and in other groups you belong to. Remember to follow the Shared Agreements, share, and take turns so you can be a helpful group member. Give a neighbor a high five if you are ready to try to be a helpful group member.

## Reinforce and Reflect

- Before starting group activities, review the responsibilities of a helpful group member—follow the Shared Agreements, share, and take turns.
- Teachable Moments: When you see group members working together successfully, let them know. "You're doing a wonderful job listening to each other in your group." "I can see that you are taking turns and working together."
- In circle time, ask children if they have been able to use the Shared Agreements, sharing, and taking turns to be a helpful group member in your classroom community, at home, or in other groups.

See the *Unit 1: My Community and Me Book List* for recommended storybooks to support the lesson concepts.