

Cooperation Lesson

Three-Legged Cooperation

Introduction:

Cooperation on stage and behind the scenes is critical to a play's successful run.

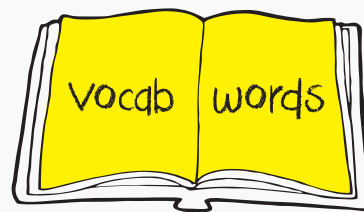


Essential
Question:

How does
cooperation make
us all winners?



- Means to tie two legs together for a three-legged race (soft cloth strips, bands, pillow cases, etc.)
- Area for race — preferably outside in a grassy area
- Two jump ropes or other means to mark the starting line and the finish line
- A whistle or other means to start race



accomplish

cooperation

independently

Note to teachers:

This is good practice for field day events as well as science human body units and PE. Find the connections!

Pre-viewing:

The following can be asked/done before watching video.

- Define cooperation. (Use the vocabulary page.)
- Ask students what cooperation looks like in their classroom. Have small groups of students demonstrate.
- Ask students: Is it always easy to cooperate with group members? Why or why not?

Notes:

Discussion Questions:

The following can be asked/done after watching video:

- How are the cast members and the play's backstage crew like a team?
- Can you have cooperation without teamwork? Why or why not?
- Give examples of other types of jobs or activities in which teams of people must cooperate.
- Think about the way the class cooperates with the teacher, with each other, with the other classes in school. What happens to the class when someone does not cooperate?

Notes:

Procedure:

Before class:

Set up the race course: two parallel lines set about 15-20 feet apart. One line is the start, the other is the finish.

Introduction:

- Gather the class where you have already set up the race course.
- Ask students what they know about teams.
 - How many people does it take to create a team? (Two or more)
 - Why do team members need to cooperate?
- Today the class is going to experiment with how cooperation helps in team games and team races.
- Discuss relay races. A relay race is a competition where members of a team take turns running or swimming or demonstrating some other kind of action.
- Ask students why team members need to cooperate when doing a relay race.
- Today the class is going to try a three-legged race today to show how to cooperate with another person and then do it again as a relay race to cooperate with a team.

Procedure Continued:

Direct Instruction (I do):

- Ask for a volunteer and connect your leg to the student's leg. Remember: the right leg of one person is connected to the left leg of the other person.
- Discuss how you and your partner will move together. It will take a lot of communication and cooperation. Ask students to help you think of ways to communicate and cooperate.
- Ask students to help explain what you and your partner need to do with your arms.
- Demonstrate moving with the partner from the start line to the finish line.

Guided Exploration (We do)

- Ask students to find a partner (or, if you prefer, assign partners).
- Give each set of partners a band/cloth strip.
- Ask them to tie one leg each together.
- Have them practice moving around the space.
- Have them practice moving from the starting line to the finish line.
- Remind them to communicate.
- Ask students to think about what helps them move smoothly.
- After each set of students has experienced success, ask them to talk about how they are showing and using cooperation skills.

Procedure Continued:

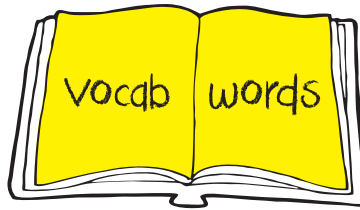
Independent Practice (You do)

- Explain the rules of a Cooperation Three-legged Race.
 - Teams move from starting line to the finish line.
 - If a partner falls or trips, the pair must help each other stand and continue the race.
 - You are not watching for winners or losers: you are watching to see who can cooperate with his/her partner well.
- Run a few races, being sure to comment on cooperation skills.
- Explain the rules of a three-legged relay race.
 - You will put one set of three-legged racers at the start line and one set at the finish line facing each other.
 - On the word “Go!” the starting line set crosses the starting line, moving quickly toward the finish line.
 - When they get to the finish line, they tag the finish line set who moves quickly toward the starting line (which becomes the new finish line).
 - Discuss the cooperation skills that will be necessary to run a relay race.
 - Set up several teams and heats for a cooperation relay race.

Conclusion

- Collect all of the bands and ask students to rate their cooperation skills from a score of one (lowest) to five (highest). They must explain their ratings.
- Ask students about the cooperation skills they will need to use to clean up the race supplies and head back to the classroom.

Vocabulary & Definitions



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.

Source: Longman's Advanced American Dictionary. Harlow: Pearson Education Limited, 2000.