

## Lesson Plan

Name: Mrs. C. Harbidge  
Topic: Cooperation

Grade/Subject: Grade 1 Social Studies  
Date: December 1, 2010

Unit: Taking Part in a Community  
Length of Lesson: 36 min 1215-1250

<b>General Learning Outcomes</b>	Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.
<b>Specific Learning Outcomes</b>	<b>1.1.4</b> - Determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry: In what ways do people cooperate in order to live together peacefully? In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? How do our actions and decisions contribute to the well-being of groups and communities?
<b>Learning Objectives</b>	1. Students will be able to demonstrate their understanding of cooperation by completing an obstacle course in a group. 2. Students will be able to explain how they can help one another to ensure the vitality of their community. 3. Students will be able to express how their actions directly affect others in their community.
<b>Materials</b>	Objects for obstacle course Blindfolds x2 Smartboard Video link Puzzle pieces Hoola hoops Chairs x6 Boxes x2
<b>Procedure</b>	
<b>Introduction (2 min)</b>	<b>Attention Grabber:</b> Ok detectives, I have a mystery for you to solve. But first you have to work together to get through an obstacle course. What good citizenship skill do you think you will use to do that (Cooperation)? It is the one that you have to work together.  <b>Assessment of Prior Knowledge:</b> Last class we saw how our decisions affect others. Can anyone tell me about a decision that you might make that would have an affect on others? Why do we have to think about others when we make decisions? What does it mean if we make a decision in a group? What would we have to do to make a decision as a group?  <b>Expectations/Objectives:</b> Students will complete several tasks in a group to learn what it means to cooperate.  <b>Advance Organizer:</b> Today we are going to learn the meaning of cooperating, then we are going to work together to solve a mystery, then we are going to talk about how to handle things when things don't go our way.
<b>Body of Lesson (40 min)</b>	<b>Activity #1 Introducing Cooperation (10 min):</b> <b>Introduction/Transition:</b> What does it mean to cooperate? Why do we need to cooperate? Can you think of a time when have you cooperated? How about when you play a game? How about deciding the title of our book? When you help make cookies with your mom or dad? Why do you think it is important that we know how to cooperate?  <b>Development/Monitoring:</b> Here is a little movie and song to help us start thinking about cooperating. Play video of Cooperation from Sesame Street.  <a href="http://www.youtube.com/watch?v=gR34PJOI3K8&amp;feature=related">http://www.youtube.com/watch?v=gR34PJOI3K8&amp;feature=related</a>  <b>Follow-Up/Assessment:</b> What was this video about? What were they building? How were they cooperating? Why was it important that they work together? Where there any problems when they worked together? Have you ever helped plant a garden? What would have happened if no one helped to build the garden?

	<p><b>Activity #2 Obstacle Course Cooperation into Action (20 min):</b></p> <p><b>Introduction/Transition:</b> Ok so now that we have discussed the importance of cooperation, you are going to put your cooperation skills to the test. We are going to be in two groups. Each of the groups has to go through an obstacle course. At the end of the obstacle course is a puzzle piece. Each team member will collect a puzzle piece for having completed the course. Once all the team members have completed the course you will have enough pieces to complete the puzzle. First team to complete the puzzle will be the winners. Now there is a catch, the person going through the obstacle course will be blindfolded. One of the other team members will have to help the blindfolded person through the course. At then end everyone can remove their blindfold to complete the puzzle. Walk through the obstacle course explaining each activity with a volunteer. Ask several questions to the students to ensure that they understand the order of the obstacle course and what they need to complete. Once a student is done the obstacle course they will return to the begining to help the next person through the course.</p> <p><b>Development/Monitoring:</b> Are we all ready to start? Let’s get started! Students will navigate themselves and a blindfolded partner through the obstacle course set up in the classroom. Students will have to rely on their partner for guidance through the course. Students need to verbalize what actions their partner should carry out. Obstacle course will consist of: Walking around chairs (zig zag), steping over a box, going through a hoola hoop and then picking up the puzzle peice at the end. Once all students have completed the course they can begin to assesemble the puzzle. First group to assemble the puzzle wins.</p> <p><b>Follow-Up/Assessment:</b> Why was it important that you helped each other through the obstacle course? Why did you need someone to help you? What worked well? What was difficult? Was it sometimes difficult to explain what your partner should do? What was your favorite part of this exercise?</p>
	<p><b>Sponge:</b> Students can draw a picture of themselves working in a group. Use photocopy sheet entitled “I can work with a group.”</p>
<p><b>Closure (4 min)</b></p>	<p><b>Reinforcement/Assessment of Learning:</b> Why do we sometimes need to work in a group? How does working together make things easier? Why is it sometimes difficult to work in a group? Why is it important to remember to cooperate while working in a group? How can cooperating help us? How did you cooperate today?</p> <p><b>Feedback From Students:</b></p> <p><b>Advance Organizer - Next Lesson:</b></p>

<b>Reflection</b>	
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