

DURATION: 1-2 days

Lesson Description	Learning Targets
<p>The purpose of this lesson is to assist students to have a better understanding of the dynamics and behaviors needed when working in successful groups. (Using animal cells in comparison to groups. If one part of a cell is not present then how can the cell be considered complete? Every individual that participates in a group plays an important role.)</p>	<p>“I Can...”</p> <ul style="list-style-type: none"> ● Identify the qualities used and needed when working in a group ● Use my understanding of the necessary character traits involved when working in a group

DEEPENING QUESTIONS

<ul style="list-style-type: none"> ● What does the word cooperate mean? ● What character traits help to make working in a group fun? ● What character traits can make working in a group not fun?
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KEY VOCABULARY

Content Vocabulary	Character Education Vocabulary
<ul style="list-style-type: none"> ● Animal cell ● Cell wall ● Chloroplasts ● Cytoplasm ● Membrane ● Nucleus 	<ul style="list-style-type: none"> ● Compromise ● Cooperate ● Patience ● Team work

TECHNOLOGY INTEGRATION

computer, internet, whiteboard, projector

ASSESSMENTS (OPTIONAL)

Formative	Summative
<p>Students will use the given “Group Work Rubric” to rate the members of their group. The categories are: Worked as a Team, Stayed on Task, Politeness, & Reflection. (This Group Work Rubric could be used after this lesson has been taught for future group work situations.) Rubric (attachment in unit)</p>	

MATERIALS

chart paper, pencils, white sheets of copy paper, animal cell attachment, quarter attachment, ½ sheet My Personal Reflection sheet, Home Activity Sheet (optional)

Activating Strategy (10 minutes or more)

Using the computer, Internet, and projector the students will view the following video clip: Jabbawockeez
YouTube video clip (attached in unit)

Write the following questions on the board or on chart paper: 1) Do you think time and effort went into this performance? 2) What do you think had to have happened in order for this performance to go so smoothly?

After viewing the video clip, discuss the 2 questions that were written on the board as a whole group.

***The below short activating strategy would be used once the animal cell has been taught. (After Project #4.)

- Project the attached diagram of an animal cell on the board. Using a white sheet of paper, cover up one part of the cell at a time. Students should be able to identify the missing/covered parts of the cell. When one of the cell parts is covered up/missing ask the class if the cell still remains an actual cell with parts missing.
- Ask the class: How can this activity be compared to working in a group with several other students? Possible answer: If one person is not doing their fair share then the group may not be successful.

Main Activity (45 minutes or more)**Part 1:**

- Group students into groups of 6-8. Give the following instructions to the class: Each student will be given one sheet of white copy paper. The students will silently draw their version of the heads side of a quarter without any talking. (They are not to use anything other than their memory of what a quarter looks like.)
- Allow a few minutes. Then have the groups share their individual drawings while in their group. The groups are to discuss which members have the most accurate drawing. (Perhaps the students decide to use parts and pieces of individual versions.) They are then going to redraw one sketch of what the collective group thinks is the most accurate version.
- Project on the board the example of what the heads side of a penny actually looks like. Allow the groups to compare their version to the real coin.
- Give each group a piece of chart paper. They are to write the following questions on their chart paper. Each group will discuss the questions and write their group's answers on the chart paper. Questions: What are some negative behaviors that could possibly make a group not be successful? (Possible answers: having a negative attitude, being pushy, wanting things to go your way, not listening to other people's ideas, being rude, etc.) What are some behaviors that show that you are being a part of a group? (Possible answers: having an open mind, being a good listener, patient, actively participates, etc.)
- Come back together as whole group and have each group share how they answered the assigned two questions. This sharing activity will enable the class to observe what the other groups thoughts and feelings were. After each group has shared, a class discussion could take place regarding what the students should now work towards when working in a group situation. (Hanging these charts in the classroom would allow for further reflection as well as a reference point of which traits are positive and which are negative.)

Reflection and Home Activity**Reflection:**

- Hand out the ½ sheet of paper, “My Personal Reflection,” (attached in unit). Students are to quietly reflect on their own personal thoughts regarding working in group situations. Question 1) What makes you feel like an important part of a group when having to work in a group setting? Question 2) What bothers you when working in group situations? The teacher will collect the papers once the students have filled them out. These reflection questions may assist you when putting your students in groups in the future.

Home Activity: (Optional)

- The students will answer the following questions honestly: 1) How do I show cooperation at home? 2) In what ways do I not cooperate enough at home? 3) How does that make things difficult or unpleasant at home?

After answering the three questions the student could then share their questions and answers with their family members and then in turn have each family member also answer the same questions. These questions could then be used as the basis of a family discussion on everyone in the household being a part of the group/family.

CREDITS

U.S. Department of Education
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