

MAKING UP A COOPERATIVE STORY

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 8 AND 9**



ACTIVITY SUMMARY

Drawing inspiration from the story **A Good Team**, which highlights cooperative values over rivalry and individualism, students tell a cooperative story.

MAIN OBJECTIVES

- Become familiar with cooperative values
- Appreciate literary works
- Work cooperatively in a team of 4 with defined roles
- Write a story about cooperation using the narrative structure
- Lead a cooperative game and explain the rules to the participants

 **AGE GROUP**
Students ages 8 and 9

 **WHEN**
November and December or
January and February

AREA OF LEARNING
Citizenship and community
life

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	<ul style="list-style-type: none"> • Oral communication • Written communication: writing various texts 	<ul style="list-style-type: none"> • Incite action through the application of rules or protocols (e.g., publicity, game rules, protocol, recipe) • Know the structure of a story: an initial situation, an inciting incident, one or more complications, a dénouement and a final resolution • Re-read to ensure the quantity and relevance of ideas relating to the theme and the purpose for writing

DISCIPLINARY COMPETENCIES (SUITE)

Disciplines	Competencies	Learning progression
Visual arts	Produce personal artistic creations ¹	Explore creative ideas inspired by a suggestion

NON-DISCIPLINARY COMPETENCIES

- Develop personal and social competencies: cooperation

PREPARATION

STUDENTS LEARN TO RECOGNIZE COOPERATIVE VALUES IN A STORY.

TASK 1 READING A BOOK ABOUT COOPERATIVE VALUES



TIME REQUIRED
One 30-minute period



TEACHING MATERIAL
Purchase copies of the book
A Good Team
On [desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVES

At the end of this task, the student will be able to recognize the advantages of cooperation through reading **A Good Team**, by Anastasia.

Instructions

1. Guide students in their reading.
2. For example, hide the book's title and ask students about the cover illustration.
3. Examine the front and back covers, as well as the first 2 pages of the book and ask students questions.
4. Read the book with the students, draw attention to the cooperative aspects of the story and the illustrations, and then ask students questions.
5. Read until the end and ask questions.

TEACHER'S NOTES

Use this story or any other that highlights cooperative values. Be sure to obtain several copies of the book.

Examples of questions to ask in instruction 2:

- What do you see on the cover?
- What do you think about the children's faces?
- What are they waiting for?
- What would you say about the place illustrated on the title page?

Examples of questions to ask in instruction 3:

What additional information does the title, *A Good Team: A Cooperation Story*, give you?

- What do you think *A Good Team means*? What makes a team good?
- Have you heard of the author and illustrator?
- With the information you have now, what assumption can you make about the story?

1. This skill is displayed but not evaluated within the context of this project.

TASK 1 READING A BOOK ABOUT COOPERATIVE VALUES (SUITE)

TEACHER'S NOTES (SUITE)

Examples of questions to ask in instruction 4:

- What do you understand from this story?
- What values do the children experience in class?
- How did they encourage cooperation in class? Was it beneficial?
- Can you think of any parallels between this story and things happening at school or at home?

EXECUTION

BASED ON THEIR KNOWLEDGE OF COOPERATION, STUDENTS MAKE UP A COOPERATIVE STORY USING THE NARRATIVE STRUCTURE.

TASK 1 WRITING A COOPERATIVE STORY



TIME REQUIRED
Four 30-minute periods



TEACHING MATERIAL
Cooperative Values
Pick a Role (descriptions)
Pick a Role (images)
The Story Begins
Narrative Structure
Sociogram Test: Elementary
Level Group (Ages 8 to 11)
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- Explain to students that cooperatively writing a cooperative story means 2 people or more unite their efforts to create a story that displays cooperative values.
- If students have never worked cooperatively before, you will notice that it will be hard for them to name and recognize cooperative values in order to include them in the story. Talk with them about values such as democracy, solidarity, equality, equity, leadership, and personal and mutual responsibility (see **Cooperative values**).
- Because it may be difficult to properly explain and experience each role the first time it is offered, start by assigning 1 role per team (e.g., facilitator). Help students to properly understand the facilitator's responsibilities.
- Add supplementary roles as the activity develops and make sure students keep the same role until the end of the activity.

TASK 1 OBJECTIVES

At the end of this task, students will be able to write a story that displays cooperative values, using the narrative structure provided.

Instructions

1. After reading **A Good Team**, lead students to an activity that highlights cooperative values: write a cooperative story.
2. Ask students to name cooperative values needed for teamwork: Solidarity, equality, equity, leadership, personal and mutual responsibility, democracy. Hang the **Cooperative values** poster in the classroom.
3. Explain the narrative structure to students.



TASK 1

WRITING A COOPERATIVE STORY (SUITE)

4. Clearly communicate the goal of the activity: to write a story with peers using the narrative structure and at least 1 cooperative value.
5. Make 4 working groups while being careful to spread strengths as equitably as possible. Consult the sociogram test.
6. Explain the roles and responsibilities (see **Cooperative roles**). Assign a role to each student and give the appropriate badges.
7. Provide guidelines (see **Example of different story beginnings and x-shaped structures**).
8. Ask the organizer to distribute a different story beginning to each team member. The goal is to create a continuation of the stories that demonstrates cooperative values.
9. Once all the stories are written, ask the **facilitator** of each group to read 1 of the 4 stories written. Each team must choose a story that:
 - respects narrative structure
 - integrates at least one cooperative value
10. Ask the **harmonizer**
 - to help the group separate the chosen story into 4 parts
 - to invite each member of the team to illustrate a part of the story
 - to make sure everyone on the team collaborates

TEACHER'S NOTES (SUITE)

- Give the facilitator a few helpful hints:
 - Ask each student to use a different color to write their part of the story.
 - After 5 minutes (or a pre-determined time), ask students to change places with their neighbour to the right, write their name on the paper, and continue the story, and to keep doing this until all members of the team have written part of each story.
 - If students are stuck for ideas, the facilitator should send them to you. You may also ask students who are having an easier time to help.
 - Suggestion: Propose an "Idea alarm", a kind of signal given by a student who is stuck for ideas (e.g., scarf, sign, hat, etc.). As soon as a member of any team has finished their part of the story, they must run to the rescue of the student suffering from lack of inspiration. Encourage the use of this system before having students change places to continue the stories

EVALUATION

HELP STUDENTS REFLECT ON THEIR OWN COOPERATIVE ABILITIES AND THOSE OF THEIR FRIENDS. YOU WILL ALSO EVALUATE SKILLS LINKED TO KNOWLEDGE OF STORY STRUCTURE AND THE STUDENTS OWN COOPERATIVE COMPETENCIES.

TASK 1 ANALYZING THE COOPERATIVE WORK



TIME REQUIRED
One 20-minute period

TASK 1 OBJECTIVES

At the end of this task, you should be able to identify the winning practices of cooperative work by the students.

Instructions

1. Have each group share with the class a winning practice of their teamwork by giving an example. Have the team's secretary note the responses.
2. Invite one student per group to congratulate a member of any team who helped that student perform well. Ask the team secretary to note the congratulations.
3. Ask each secretary, one by one, to read aloud the congratulations and winning practices of their teams.

TEACHER'S NOTES

Examples of winning practices or facilitating gestures:

- Was attentive to others
- Took into account others ideas
- Actively participated by sharing ideas with others
- Respected the rules of teamwork
- Was able to play his or her role well

To encourage good behaviour, choose a corner of the classroom to put up the names of those students who set themselves apart with their cooperative competencies and knowledge.

TASK 2 EVALUATING COOPERATIVE COMPETENCIES



TIME REQUIRED
Three 30-minute periods



TEACHING MATERIAL
Self-Assessment on Cooperation
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

When the students are modifying the game, evaluate each student's work for each role. Use the cooperation evaluation grid. You can measure one or more criteria, depending on your needs.

TASK 2 OBJECTIVES

At the end of this task, you should be able to verify competencies related to the development of a student's capacity for cooperation.

Instructions

1. Have students modify a "competitive" game to become a cooperative game or simply improve an existing game to make it even more cooperative.
2. In teams of 4, plan how the game will work with the modifications, and work together to find a way to explain it to the class and lead a round of it.

TASK 2

EVALUATING COOPERATIVE COMPETENCIES (SUITE)

3. Reprise the roles (organizer, facilitator, harmonizer, secretary) used to tell a cooperative story. All members of the team must think about how best to present the modified game and share their explanations.
4. During the activity, ask the team secretary to note the details of the working process that relate to cooperative competencies.
5. Following each presentation, ask for the group's comments on each game.
6. Play the different games created.

TASK 3

EVALUATING THE USE OF NARRATIVE STRUCTURE IN WRITTEN COMMUNICATION



TIME REQUIRED

Three 60-minute periods



TEACHING MATERIAL

Written Communication

Evaluation Grid

[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- Post the character drawings in the classroom to inspire students when they illustrate their finished stories (see instruction 11).
- Instruct students to limit themselves to 1 page for their story (1 page = 1 story).
- Mention to students that the characters must resemble each other from one story to the next and that they must keep chosen traits in mind (e.g., clothing, hair, etc.).
- Make the collection by gathering together all the different stories and drawings created.

TASK 3 OBJECTIVES

At the end of this task, you should be able to measure competencies related to knowledge of narrative structure based on a student's written story.

Instructions

1. Have students write a story based on a seasonal theme (winter, Christmas, Valentine's Day, etc.) while respecting the narrative structure.
2. As a group, invent a shared story beginning and determine the traits of the protagonist and secondary characters.
3. Ask students to illustrate the main and secondary characters based on the characteristics chosen.
4. Post the drawings in the classroom and select those that most closely match the descriptions.
5. Have students write a story outline that respects the narrative structure and the characters' main traits.
6. Allow them to write their stories drawing on a list of connecting words to establish links between ideas expressed in one or more sentences.
7. Reread stories to ensure the use of different elements of the narrative structure. Verify the quantity and relevance of ideas linked to character traits and the purpose for writing.
8. Review the use of English language competencies (spelling, singular/plurals, conjugation, syntax and punctuation) as you normally would in class.
9. Ask students to write out a good copy of their story by hand or on the computer and to write their name on it.
10. Have students make an illustration to accompany their story and sign it.
11. As a team, make a cover page and title page for the collection of stories.
12. Suggest that students swap stories between them and everyone read at least one of their peers' stories.
13. As a group, democratically choose a title for the collection of stories.

REINFORCEMENT

YOU CONSOLIDATE ACQUIRED OR DEVELOPED SKILLS THROUGH ORGANIZED ACTIVITIES THAT TEACH COOPERATION.

TASK 1 SHARING YOUR KNOWLEDGE OF COOPERATIVE PLAY



TIME REQUIRED
Two 30-minute periods

TEACHER'S NOTES

Help students by suggesting ideas for cooperative games. Parents may also contribute. It is always advantageous to have parents or grand-parents participate if they wish. Students get a great deal of satisfaction from telling their families about their new discoveries afterward.

TASK 1 OBJECTIVES

At the end of this task, the student will be able to apply the values of cooperative play.

Instructions

1. Have students that are 8–9 years old engage in a cooperative playground activity with younger children, 6–7 years old, to initiate the younger ones into cooperation.
2. The older children are divided into teams. Each team must:
 - find a cooperative game
 - be prepared to explain the game to the younger children
 - share its idea of the game with another team and be understood
 - play the cooperative game among themselves to be prepared to lead the activity

TASK 2 LEADING COOPERATIVE GAMES



TEACHING MATERIAL
Cooperative Values
On desjardins.com

TEACHER'S NOTES

- Supervise and support the students in each task to be carried out.
- Pair the younger children with the older children

TASK 2 OBJECTIVES

At the end of this task, students will be able to share and promote cooperative values by leading cooperative games.

Instructions

1. Have the older students present the story written in task 1 to the children aged 6–7, emphasizing cooperative values.
2. Ask the older students to apply these values in the context of a cooperative game and to explain to the younger children, in their own words, how the game works.

TASK 2

LEADING COOPERATIVE GAMES (SUITE)

3. Ask students aged 8–9 to ensure that the younger children know cooperative values and respect the rules of the game.
4. Ensure that the older children respect cooperative values when playing and help the younger children as needed.