

Cooperative Group Lesson Plan

Lesson name:

Authors:

What is the content area?

What are the appropriate age levels for this lesson?

Academic objectives

1. What are the prerequisite skills for taking part in the lesson?
2. What are the academic objectives of this lesson? (Remember also to identify the social skills objective in the Establishing Social Skill Performance section.)
3. What, if any, are the modifications of objectives for learner(s) with special needs?

Face-to-face interaction decisions

1. What is the group size (2–6)?
2. Which students will be in which groups? (Assignments should ensure that groups are heterogeneous.)
3. How is the room arranged? (Draw a diagram.)

Structuring positive interdependence

Members get the messages: “We sink or swim together,” “Do your work—we’re counting on you,” and “How can I help you to do better?”

1. How will you structure one group goal, a single product, or a shared outcome?
2. Will you structure a group reward (e.g., one group grade, dual grades for individual and group products, dual grades for academic and social skill performance, bonus points if preset criterion is exceeded, free time or privileges for meeting criterion)?
3. What student roles will be used to promote positive interdependence? (Define each role using the words you will use with the students.)
4. Will there be division of labor other than roles? Describe.
5. How will materials be arranged to promote positive interdependence (e.g., one set of materials, “jigsawing” of information or materials)?

(continued)

6. How else will positive interdependence be structured? (Optional)

- a. Will you structure intergroup (between group) cooperation? How?
- b. Will you structure intergroup (between group) competition in order to develop within group cohesion? How?
- c. Will you structure positive fantasy or identity interdependence (e.g., a fantasy mission, selecting a group name)? How?

Establishing social skill performance

1. What are the social skills for this lesson?
2. How will the need for each skill be communicated? Who will do this (e.g., after groups have worked for session(s), ask them to brainstorm the behaviors needed to help the group learn and work together well; tell students why the skill(s) is/are important; ask the students why the skill(s) is/are important)?
3. How will each social skill be explained? Who will do this (e.g., someone demonstrates the skill, explains each step of skill performance, and redemonstrates the skill; someone structures a role play of the skill for the whole class, explains each step of skill performance, and structures a second role play of the skill; a videotape is used to demonstrate and explain the skill)?
4. How will the social skill(s) be assigned to group members (e.g., assign the skill(s) generally to the groups so all group members are responsible for engaging in the social skill(s); assign the skill(s) to randomly selected students and rotate the skills around the group until all members have performed each skill several times; select target students who need coaching and special training and pretrain them in the skills)?

Social skill performance: Teacher monitoring and intervention

1. How will the groups be observed? Who will observe which groups (e.g., anecdotal observations and notes are made regarding specific examples of students demonstrating cooperative behaviors; a structured observation form is used and each group is observed for an equal amount of time; a structured observation form is used and only selected groups having trouble are observed)?
2. How will teachers give students feedback if the target social skills are being used (e.g., interrupt the group and compliment the group on the use of the skill; during processing time, compliment the group on the use of the skill; say nothing)?
3. How will teachers give students feedback if the target social skills are not being used (e.g., ask the members of the group what they have done so far to increase the use of the skills; ask the group what it will try next to increase skill use; suggest an action)?
4. What are likely problems in collaboration? What are interventions to avoid/remedy them? (Rules: When you feel like intervening, don't. If you must intervene, do it with a question, not an answer. Move away as soon as you can, even if it is only 3 feet.)

Social skill performance: Student monitoring

1. Will there be student observers?
2. What social skills will the student observers monitor?
3. Will the students observe one or more groups?
4. Will the students observe for the whole lesson?
5. How will student observers be selected?
6. How and when will student observers be trained? Who will train them?
7. How and when will student observers share their observations with group members?

Structuring individual accountability

How do teachers determine whether each student learned the material and contributed to the group effort and product (e.g., roam among groups and randomly question individuals; individually quiz all students; select one paper to represent the group)?

Setting the task

1. How will the academic task and criterion for success be explained? Who will do it?
2. How will the social skill(s) and criterion for success be explained? Who will do it?

(Always tell the students what the objectives are, give or solicit from the students reasons why it is important to learn this content or perform this task, be specific in your directions, and check for individual student's understanding.)

After the lesson: Closure and processing

1. Closure: How will students summarize what they have learned following the lesson (e.g., teachers randomly "beam" questions to individual students; the entire class gives a choral response or signal; students do a quick "5-minute write" in response to questions)?
2. How and when will students receive feedback on their academic performance? Who will assess which students and who will provide the feedback?
3. How will teachers' observations be shared? (As a general rule, share negative comments in private and positive comments in public and private.)
4. In addition to hearing observation reports from teacher and peer observers, how will students assess their individual and their group's success in using social skills?