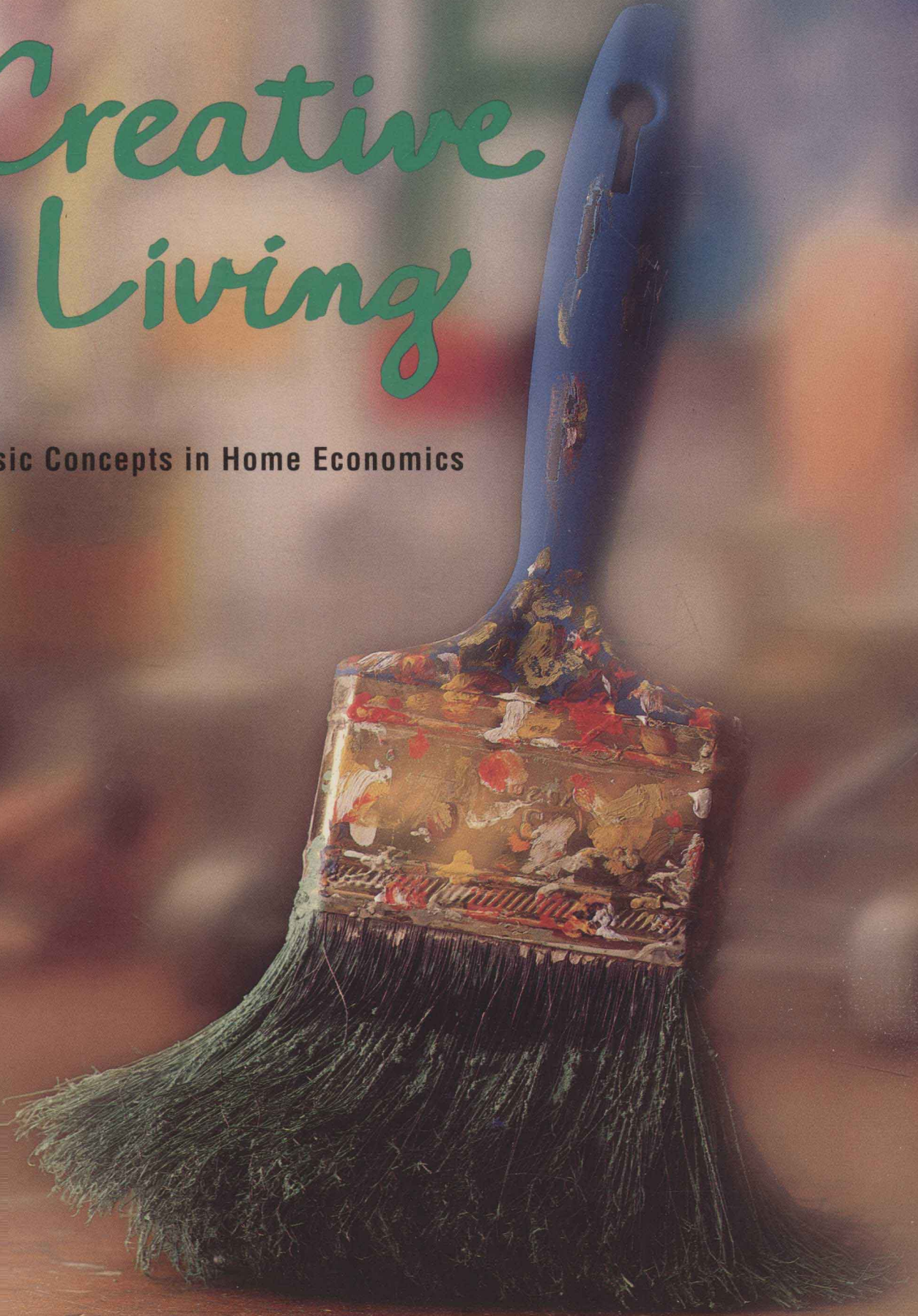


Cooperative Learning Activities

# Creative Living

Basic Concepts in Home Economics





**Fifth Edition**

# **CREATIVE LIVING**

Basic Concepts in Home Economics

## **Cooperative Learning Activities**

**GLENCOE**

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# To the Teacher

The cooperative learning activities in this booklet encourage students to work together in small groups to achieve an objective. They give students opportunities to learn textbook content and, at the same time, to acquire and practice the interpersonal skills that they will need in society and in the workplace.

On pages 2 and 3, following this introduction, you will find an overview of selected cooperative learning structures. This overview is based on the theory and research of Spencer Kagan, author and teacher. (See “The Structural Approach to Cooperative Learning,” *Educational Leadership*, December 1989–January 1990.) These techniques can be applied to a variety of subject areas and learning objectives.

The goal of cooperative learning is to provide students with opportunities to contribute toward the success of their group. Group members divide the work that needs to be done among themselves, then each member carries out his or her part of the project. By working on these cooperative learning projects, students learn about teamwork—the need for each member of the team to do his or her part in order for the whole group to accomplish its goals.

For cooperative learning projects to succeed, you, the teacher, need to take time to orchestrate the students’ efforts. Some students may be unaccustomed to working cooperatively and will need to understand what is required of them. Therefore, you will need to spend time explaining what is expected of group members, emphasizing that they need to listen, participate, respect other members’ opinions, and put team effort ahead of individual performance.

As coordinator of the activities in this booklet, you will need to organize the groups, provide materials, monitor group and individual progress, and provide feedback and closure. Remember that one important goal of cooperative learning—which will help students function effectively as team members—is to encourage individuals with different ability levels to work together. You need to bear this in mind when organizing the students into groups.

The activities in this booklet are organized by chapter. For select chapters throughout the *Creative Living* student text, a cooperative learning activity is provided. The types of activities vary from those requiring students to work in pairs to those calling for groups of three or four students.

Each activity is divided into two pages. The first page is directed at you, the teacher. It provides an overview of the activity, including a learning objective and a summary of the project. The materials required and the preparation tasks you will need to perform are outlined. Detailed guidelines for introducing the activity, directing student work, and monitoring student progress are included.

The second page is a reproducible worksheet. In some cases, all students complete a worksheet after working cooperatively to reach conclusions. In other cases, student pairs or groups pool their findings and complete a worksheet together. Each worksheet contains detailed instructions for students.

After students have worked together to complete a project, it is your task to provide feedback and evaluation. This can be done in a number of ways:

- Encourage students to discuss their project. What went particularly well? What could have been done better?
- Encourage groups to share any problems they had. Have the class brainstorm ways of dealing with such problems.
- Provide feedback: let students know that they worked together well; offer suggestions for improving cooperative skills.

We hope that you will find the cooperative learning activities in this booklet a useful and rewarding extension to your home economics program.

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## **An Overview of Selected Cooperative Learning Structures**

### **Roundtable**

**Description:** Each student in turn writes one answer as a paper and pencil are passed around the group. In Simultaneous Roundtable, more than one pencil and paper are used at once.

**Functions:** Applying and assessing prior knowledge; practicing skills; thinking creatively and imaginatively; creating hypotheses; recalling information; creating collaborative writing or art; participating equally; teambuilding; extending individual creativity; appreciating the talents and imaginations of others; peer support

### **Partners**

**Description:** Students work in pairs to create or master content. They consult with partners from other teams. They then share their collaborative project or views with the other members of their team.

**Functions:** Mastery and presentation of new material; concept development; generating hypotheses; sharing information and expertise; appreciating the views and talents of others; practicing presentation and communication skills

### **Round-robin**

**Description:** Each member in turn answers a question or shares an idea with teammates.

**Functions:** Expressing ideas and opinions; equal participation; getting acquainted; listening to ideas of others

### **Pairs Check**

**Description:** Students work in pairs within groups of four. Within pairs, students alternate—one solves a problem while the other coaches. After every two problems the pair checks to see if they have the same answers as the other pair.

**Functions:** Practicing skills; extending comprehension through application of strategic thinking and problem-solving skills; applying one's prior knowledge and experience to the solution of a problem; peer support; cooperation; giving and receiving constructive feedback

### **Three-Step Interview**

**Description:** Students interview each other in pairs, first one way and then the other. Interviewers share with the group information they gained about their interviewees.

**Functions:** Sharing personal information, viewpoints, and perspectives; contributing to the group's combined knowledge and experience; summarizing; reporting; identifying main ideas; listening; appreciating individual diversity

### **Think-Pair-Share**

**Description:** Pairs of students think about a topic provided by the teacher. Student pairs work together to formulate an opinion or answer and then present their conclusions to the class.

**Functions:** Applying deductive and inductive reasoning; generating hypotheses; comparing and contrasting viewpoints; discussing and sharing information; listening; participating freely and equally

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## **Jigsaw**

**Description:** Each student or team becomes an “expert” on one topic by working with others assigned to a corresponding “expert” role. The experts, in turn, teach the group or the class. All students are then assessed on all “expert” aspects of the topic.

**Functions:** Acquiring and sharing new material; summarizing and instructing; defining main ideas; paraphrasing; dividing a large task into manageable parts; developing interdependence through individual accountability; listening; practicing presentation and communication skills; peer support; appreciating the diligence of co-workers; committing to group success

## **Co-op Co-op**

**Description:** Students work in small, heterogeneous groups to produce a specific project to share with the class. Each group member has a specific role or makes a specific contribution to the group effort.

**Functions:** Researching and sharing complex material, often with multiple sources; synthesizing; dividing a large task into manageable parts; practicing comprehension skills; evaluating and analyzing; extending individual creativity; listening; participating freely and equally; appreciating individual talents and diversity; giving and receiving constructive feedback; developing interdependence through individual accountability; appreciating the diligence of co-workers; committing to group success; resolving conflicts; practicing presentation and communication skills

## **Further Reading**

For more information about cooperative learning, you may wish to read the following books.

Johnson, D.W., R.T. Johnson, E.J. Holubec, and P. Roy. *Circles of Learning: Cooperation in the Classroom*. Alexandria: Association for Supervision and Curriculum Development, 1984.

Johnson, D.W., R.T. Johnson. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Englewood Cliffs: Prentice-Hall, 1987.

Kagan, Spencer. *Cooperative Learning: Resources for Teachers*. Riverside: University of California, 1985.

Slavin, R.E., et al., eds. *Learning to Cooperate, Cooperating to Learn*. New York: Plenum Press, 1985.

Stone, J.M. *Cooperative Learning and Language Arts: A Multi-Structural Approach*. San Juan Capistrano: Resources for Teachers, 1989.





## THREE-STEP INTERVIEW ACTIVITY

# YEARBOOK

Chapter 1 discusses the different characteristics that combine to make each person unique. In this group activity, students think about their individual characteristics and the characteristics of their classmates. The activity also introduces class members to each other.

### Objective

To help students understand that they are unique individuals

### Summary

In small groups, students become familiar with the format for a senior-class entry in a high school yearbook. Working with a partner in the group, students interview each other regarding their personal characteristics. Each partner then writes a yearbook entry describing his or her partner. Using the entry as a guide, they introduce their partners to the class. Students

arrange their entries in a bulletin board display. Class discussion focuses on the uniqueness—and complexity—of each individual.

### Teacher Preparation

- Make one copy of the Student Material on page 6 for each student.
- Gather a variety of high school yearbooks for students to peruse.
- A day or two before the activity, ask students to bring a photo of themselves to class.
- Clear a space on the bulletin board for the yearbook display. Place the title “Class of 19\_\_” at the top of the bulletin board.

## Activity Guidelines

1. Introduce the activity by telling students they will create a yearbook. Divide students into groups of four. Give each group one or more high school yearbooks. Have students look at the section that features members of the senior class. Ask students to note the kinds of information listed for each person (for example, honors, achievements, organizations, nickname, quotation).
2. Write a sample entry such as the following on the chalkboard. Discuss what the entry reveals about the individual's personal characteristics.  
*William Myren. “Bill.” Cross country team. Vice President, Spanish Club. Peer tutor. Into computers, MTV, hanging out at the beach. Hopes to be an airplane pilot. “You can count on Bill to be there for you.”*
3. Give each group member a worksheet. Pair each student with a partner in his or her group. Have Partner A interview Partner B for 5 minutes and then reverse roles. Each partner should find out as much as they can about the other person's characteristics. They should ask questions such as: What is your favorite subject? What school activities do you participate in? What do you like to do in your spare time? What do you plan to do after graduation from high school? Partners can use the top half of the worksheet to record notes.
4. Direct students to write a brief yearbook entry describing their partners. The entry should begin with the person's name. It should also include a sketch or, if possible, an actual photo of the person. Partners can use the bottom half of the worksheet to write their entries.
5. Have students use their entries to introduce their partners to the class. After the introductions have been completed, have students pin their entries in alphabetical order on the bulletin board.
6. Call attention to the bulletin board display. Emphasize the uniqueness of each individual in the yearbook with comments such as “Ben has long, brown hair while Max has short, blond hair.” Or “Heather likes to play softball while Kim likes to play the saxophone.” Emphasize also that each entry gives only a glimpse of what each individual is like. Ask students what information is missing (for example, the person's emotions, attitudes, relationships, typical behavior).

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Note Space

Every person consists of unique physical, mental, emotional, and social characteristics. Try to find out as much as you can about your partner's characteristics. Use the space below to jot down some notes.

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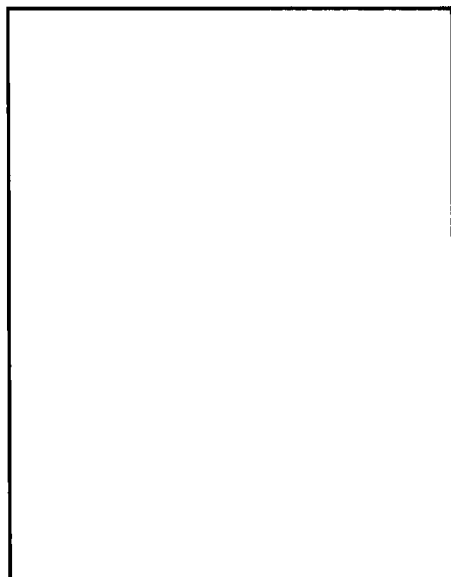
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## Yearbook Entry

Use information from your interview to compose a yearbook entry for your partner. Write your entry on the lines below. In the box provided, make a sketch of your partner or tape an actual photo. Don't forget to start your entry with the person's name.

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## JIGSAW ACTIVITY

# CORPORATE WELLNESS

Chapter 3 introduces the idea that being healthy is more than not having an illness. It is being physically fit, emotionally and mentally sound, and socially active. The word for this state of being healthy is “wellness.” This group activity helps students understand aspects of wellness.

### **Objective**

To reinforce the concept of wellness

### **Summary**

Students review the importance of wellness. They then pretend to be the wellness committee of a corporation. The committee’s purpose is to recommend ways the corporation can improve employee nutrition, exercise, safety, and social health and reduce substance abuse and stress. Students are divided into smaller committees,

each of which becomes an “expert” on one aspect of wellness. Committees then share their ideas with the class.

### **Teacher Preparation**

- Make one copy of the Student Material on page 8 for each group.
- Gather corporate newsletters and business magazine articles that describe wellness programs.

## Activity Guidelines

1. Introduce the activity by telling students they are going to create a wellness program for corporate employees. Review the meaning of wellness. Note that many organizations in recent years have instituted programs to help their employees feel physically, mentally, emotionally, and socially fit. Healthy employees are happier and more productive.

2. Divide students into groups of three or four. Give each group a copy of the worksheet. Ask one member of each group to be the committee chair. Assign one of the following areas of wellness to each group; nutrition, exercise, safety, stress reduction, substance abuse treatment, social health. Explain that each committee will suggest a list of activities to promote wellness in the assigned area. For example, in the area of nutrition, the company might remove the soft drink machine and install a juice machine in its place. Allow a few minutes for group brainstorming in the assigned area. Other examples in each area include the following:

Exercise—Organize a company softball league.

Safety—Post signs warning employees of hazards.

Substance Abuse Treatment—Offer stop-smoking seminars free of charge to employees.

Stress Reduction—Improve lighting in employee workstations.

Social Health—Plan a picnic for employees and their families.

3. Direct each committee to compile a list of activities for its “expert” area. Students can look in corporate newsletters and other publications for ideas. They might also ask family members who work for corporations about wellness programs in their workplace.
4. Have each group report to the class on its area. When all reports have been given, have committees prioritize the suggestions in each area. Assume the role of the chief executive officer and ask each committee chair to report briefly on the number one priority in each area.
5. Point out that schools are attempting to help students adopt a wellness lifestyle. It is much more beneficial to establish good health habits now rather than waiting until students are adults. Ask: How does our school promote good health among students? What more could be done?



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Wellness Committee

You work for the Summit Corporation. The chief executive office (CEO) has noticed that many of the employees seem unfit and tired. The CEO decides to form a wellness committee. Your task is to suggest things the company can do to improve the health of the employees in one of the following areas of wellness: nutrition, exercise, safety, stress reduction, substance abuse treatment, social health.

**Area of Wellness:** \_\_\_\_\_

## THINK-PAIR-SHARE ACTIVITY

# SCHOOL CHOICE

As young people mature, they are expected to make many important decisions. Often, however, they receive little instruction on how to make responsible decisions. Chapter 5 presents a model for decision making. This group activity provides an opportunity for practicing responsible decision making.

### **Objective**

To help students practice the decision-making process

### **Summary**

Students review the steps in the decision-making model. They apply those steps to a fictional story, first with a partner and then as a class.

### **Teacher Preparation**

- Make one copy of the Student Material on page 10 for each pair of students.
- Post three sheets of newsprint in the classroom headed: Miller High School, North Hills School, Roxbury Vocational/Technical School.
- Write the steps of the decision-making process on the chalkboard: define the problem, identify alternatives, compare possible outcomes, make the decision, evaluate the results.

### **Activity Guidelines**

1. Introduce the activity by asking students to name important decisions in their lives. Ask them to describe how they typically make important decisions. (Students may say they make decisions by default, imitation, habit, or impulse.) Review the steps of the decision-making process and emphasize the value of this method.
2. Divide students into pairs. Tell students they are going to practice the decision-making process. Give each pair of students a copy of the worksheet. Call on a volunteer to read the fictional story. Then allow time for pairs to answer the questions.
3. Note the value of discussing an important decision with other people, especially people who can give an objective point of view. Point out that students' goals and values will have a major influence on the decisions they reach.
4. Call attention to the sheets of newsprint. Ask students to vote by a show of hands for the school Maria should attend. Record the number of votes for each school. Then have students give reasons for their choice. After everyone has had an opportunity to express an opinion, ask students to vote again and compare the results. Be aware that some students may have developed another alternative.
5. Remind students that evaluation is an important part of the decision-making process. Discuss ways Maria could determine if she made the right decision. (For example, whether Maria looks forward to going to school, whether she feels she is meeting her goals, whether she is maintaining good grades.) Note also the importance of seeking information to help in making a decision. For example, in the fictional situation, Maria could visit the schools and talk with counselors and teachers.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## A Fictional Story

In a few months, Maria will begin high school. She has an important decision to make. Read her story below.

*Maria lives in a school district with open enrollment. That means she can decide which of the district's ten high schools she wants to attend. Maria has been thinking about three schools. Miller High School, a school in her neighborhood, features a standard high school curriculum. Almost all Maria's friends, including her best friend, will be going to Miller. Last year the basketball team from Miller won the regional title. North Hills School, located on the other side of the city, attracts students who intend to pursue a college degree in mathematics. If Maria attends North, she will have a better chance of being admitted to a college and, perhaps, of earning a scholarship. Roxbury Vocational/Technical School, located close to downtown, provides students with practical career experience so they can enter the workplace after high school graduation. The school, which has an outstanding business and accounting program, also helps students find jobs.*

*The deadline for making a decision is drawing closer, and Maria doesn't know what to do. She has always been an outstanding student in math and thinks she would like a career in the mathematics field. She would like to go to college, but money is a problem for her family. Maria's father, disabled by a back injury, hasn't been able to work for the past six months. Maria feels she should do more to help the family. A shy person, Maria has some trouble making new friends. In junior high she played on the school basketball team and dreamed of playing in a state tournament someday.*

## Decision-Making Process

Answer the questions below with your partner.

1. What is the problem? \_\_\_\_\_  
\_\_\_\_\_
2. What are Maria's alternatives? What other alternatives might there be? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the possible outcomes of each alternative? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What can Maria do to help evaluate the alternatives? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What should Maria's decision be? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PARTNERS ACTIVITY

# GIVE-AND-TAKE

Chapter 7 introduces the types and importance of relationships. One skill needed for building strong relationships is compromise. When there is disagreement between two people, each person gives up a little of what he or she wants in order to come to an agreement. This group activity presents typical situations requiring compromise and provides students with an opportunity to develop the skill of compromise.

### **Objective**

To give students an opportunity to practice compromise

### **Summary**

Students review the definition of compromise. Working with a partner, they practice making compromises in several fictional situations. Partners share with their groups the compromises they reached in each situation. Each group devises a situation requiring compromise and

role-plays it for the class. The class discusses situations in which compromise is not appropriate.

### **Teacher Preparation**

- Make one copy of the Student Material on page 12 for each pair of students.
- Gather newspaper or magazine articles that describe people compromising in order to reach a mutually satisfying agreement.

## Activity Guidelines

1. Introduce the activity by telling students they will practice the skill of compromise. Review the meaning of this term. Emphasize that compromise is a necessary part of daily life. Show students examples of compromise in newspaper or magazine stories. (For example, an athlete and team owner compromising in order to reach a contract agreement or opposing political parties compromising in order to pass a bill in the legislature.) Point out what each side gives up in order to reach an agreement.
2. Divide students into groups of four. Have students pair off with another member of their group. Give each pair one worksheet. (Pairs will have to compromise in deciding who fills out the worksheet.) Allow time for partners to role-play each situation and reach a compromise.
3. Have partners report to their groups on how they resolved each situation. Note that compromises can be reached in different ways. In some instances, one person will get his or her way this time and the other person will get his or her way the next time. Also note that sometimes a third person—a mediator—must step in and help people reach a settlement.
4. Have each group think of another situation requiring compromise. Have two members of the group role-play the situation for the class. (If students think of a situation involving groups of people, then all members of the group can participate in the role play.) After each role play, ask class members to comment on the results. Ask: Does the solution seem satisfying to both sides?
5. Emphasize that compromise as practiced here is for the purpose of building positive relationships and achieving worthwhile goals. Discuss with the class situations in which compromise would not be appropriate. For example, in certain instances, it would not be appropriate to negotiate with an authority figure such as an employer, parent, or teacher. It would not be appropriate to compromise in situations that might lead to illegal activity. Discuss the meaning of compromise as in “compromising one’s values or beliefs.”



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## **“You’ve Got to Give a Little”**

In the following situations, two people disagree about something. To solve the problem and keep the relationship strong, each person will need to give up a little of what he or she wants. You be one person and your partner be the other person. Role-play the situation from your point of view and try to reach a compromise. Write the compromise on the lines provided.

### **Situation 1**

#### **Mom**

Mom thinks curfew for her 15-year old daughter should be 10 P.M. on weekend nights.

#### **Daughter**

The teen thinks 10 P.M. is too early. Her friends can stay out until 11:30 P.M.

### **Situation 2**

#### **Mike**

Mike and Eric have decided to go to the mall. Mike wants to invite Nathan to come along.

#### **Eric**

Eric doesn't like Nathan and doesn't want him to come with them.

### **Situation 3**

#### **Linda**

Linda shares a bedroom with her younger sister Barb. Linda complains that Barb is always getting into her things.

#### **Barb**

Barb complains that Linda takes all the space. Linda's radio keeps her awake at night.

### **Situation 4**

#### **Rachel**

On warm days Rachel and her friends like to relax after school on the front steps of Rachel's house. They play the radio and practice dance steps.

#### **Mrs. Lafone**

Mrs. Lafone lives next door to Rachel. The noise from the radio and the girls' conversation bothers her. She can't concentrate on her reading.