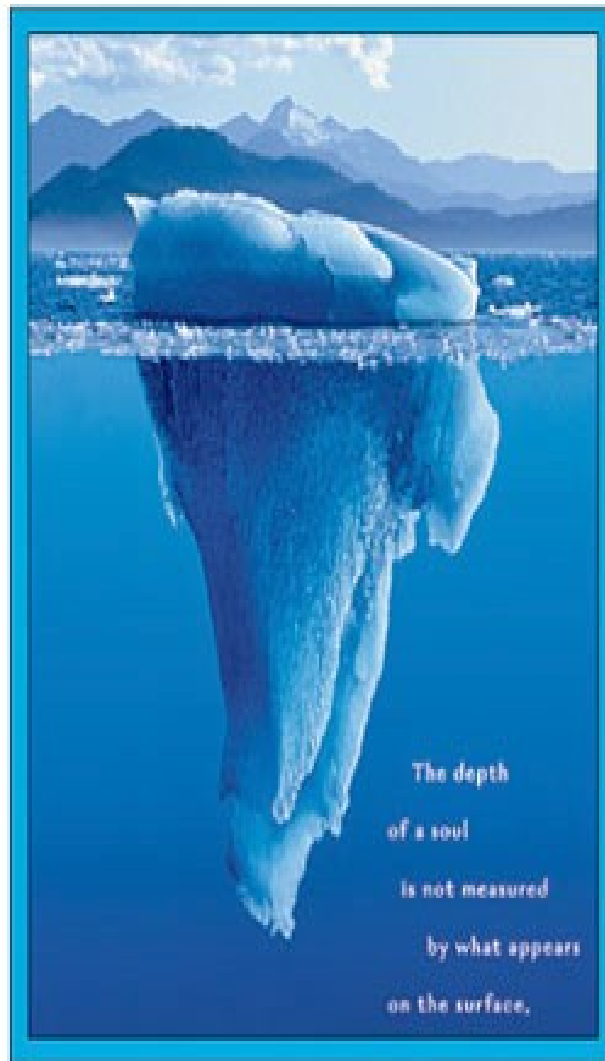


Pisa.....

**Using the Power of
Cooperation To Help Our
Students to be Successful.**



Norm and Kathy Green



The depth
of a soul
is not measured
by what appears
on the surface.

Man in a Hot air Balloon

Man in a hot air balloon realized he was lost. He reduced altitude and spotted a woman tending to the flowers in her garden. He descended a bit more and shouted, "Excuse me, can you help me? I promised a friend that I would meet him an hour ago, but I don't know where I am."

The woman below replied, "You're in a hot air balloon hovering approximately 10 meters above the ground. You're between 40 and 41 degrees north latitude and between 59 and 60 degrees west longitude."

"You must be a Math teacher," said the balloonist.

"I am," replied the woman, "How did you know?"

"Well," answered the balloonist, "everything you told me is technically correct, but I have no idea what to make of your information, and the fact is, I'm still lost. Frankly, you've not been much help at all. If anything, you have delayed my journey."

The woman below responded, "You must be in Ministry of Education

"I am," replied the balloonist, "but how did you know?"

"Well," said the woman, "you don't know where you are, or where you're going. You have risen to where you are due to a large quantity of hot air. You made a promise of which you have no idea how to keep, and you expect people beneath you to solve your problems. The fact is you are in exactly the same position you were in before we met, but somehow it's now become my fault!"



AHAJOKES.COM

Buddy Book

Reflection Book

Question

***Why do we want our students to work
in groups?***

Objectives and Purpose for To-day?

- Extend our understand of the difference between cooperative learning and group work
- Experience a variety of cooperative activities;
..... simple to complex
- Rubrics: Letting Students assess their own success
- Share ideas with one another.
- Enjoy working together

Five Basic Elements of Cooperative Learning

- **P**ositive Interdependence
- **I**ndividual Accountability
- **G**roup Processing and Goal Setting
- **S**ocial Competences
- **F**ace-to-face Interaction



4 Things about Me

Think-Write.....

A large light blue rectangular area with a black border, intended for writing. It is divided into four quadrants by a vertical line and a horizontal line, with a small gap between the lines in the center.

Mix Mingle Freeze

- Walk about until the signal from Kathy
- At the signal “**Pair**” with someone near
- **Share** your 4 Things...listen carefully

WORKING NORMS

SHARING YOUR IDEAS

ACTIVE LISTENING.....

HELPING EACH OTHERTO ACHIEVE SUCCESS

REFLECT ON WHAT YOU ARE LEARNING

AND

***THINK ABOUT HOW YOU MIGHT APPLY WHAT YOU
ARE LEARNING IN YOUR CLASS OR SCHOOL***

***LETS HAVE FUN WORKING AND LEARNING
TOGETHER.....***

Contact Activity

- Name....
- School....and what you teach.....
- What we would like to do...dream or ambition

Numbered Heads

- Number off person closest to me is # 1
go clockwise 1-2-3-4-(5) if necessary

Think-Write-Pair-Share

“Why I put students into groups”

- **2 minutes to write down 2 or 3 ideas**

Expectations of Teachers

- Help get students **ready for a global-interdependent society of the 21st century**
- **Teach students to take responsibility for their own learning.**
- Teach students how to assess their own skills so that they can decide what they will need to add so that they can be successful.
- **Help students to develop the human interaction skills that will allow them to function in a democratic society**
- Teach students the fundamentals of reading writing and mathematics **plus higher levels of thinking... analysis, synthesis, and evaluation**
- **Create an environment for learning in your classroom and school so that students enjoy the opportunity to learn**

Content....Video



Individual Work using a visual organizer



Team Discussion...add ideas to individual
work



“Let’s Make Squares” Game Rules

Never Allowed

Stacking: Stacking is when a strip lays lengthwise on top of some part or all of another strip. Stacked strips face the same direction. Stacking is never allowed.

Touching: Touching strips lay side-by-side with edges touching. Touching is never allowed.

Always Allowed

Crossing: Two crossed strips touch at one point only; they face different directions. Crossing is always allowed. A strip can cross many other strips.

Sometimes Allowed

Extras: Extras are strips which have an open end or which do not contribute to making a square. Three strips alone in the shape of a triangle have no open ends, but are “extras” because they do not contribute to making a square. A strip which helps make a square, but which has an open end which does not touch another strip is also an “extra.” Extras are allowed in a game if we say “Extras Allowed,” but they are not allowed if we say “No Extras.” Playing with “No Extras” is much harder, so you should play first with “Extras Allowed.”

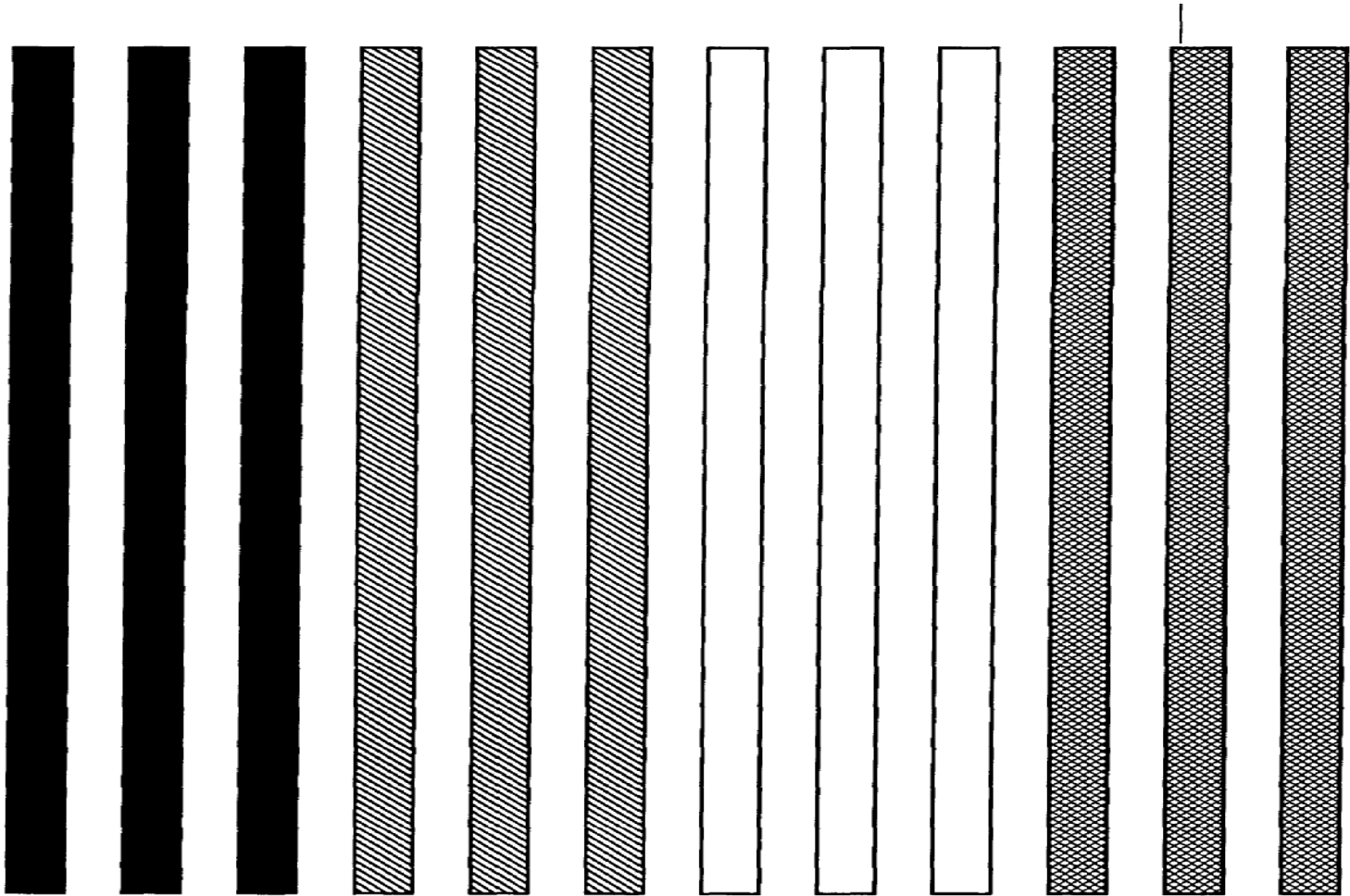
RULES

- 1. 12 Only:** You must use all twelve strips each time you “make squares.”
- 2. One Color:** Each teammate can handle one color strip only, but your strips can cross the strips of teammates.
- 3. No Cuts or Bends:** Strips must lay flat on the table; you cannot fold, bend, tear, or cut a strip.
- 4. No Stacking:** Strips can cross any number of other strips, but they cannot lay on top of another strip lengthwise.
- 5. No Touching:** Strips cannot lay side by side with edges touching.
- 6. Extras:** If “No Extras” is the rule, all strips must contribute to making at least one square, and no strips can have open ends (an end which does not touch another strip).

“Let’s Make Squares”

Game Strips

Instructions: Cut these strips and divide them so each person in the team has strips with a different pattern.



“Let’s Make Squares”

Instructions

There are four members to a team. Cut out the game strips. Each of you takes three strips of one color. When you play “Let’s Make Squares,” each of you is allowed to handle your own color strips only. As a team your job is to “Make Squares.”

The way you “Make Squares” is to lay down all of the strips and to count the number of squares you have made. For example, the twelve strips in Figure 1 make three squares. The same twelve strips rearranged in Figure 2 make four squares. It turns out that with the twelve strips you can make one square, two squares, three squares, four squares, five squares, and so on.

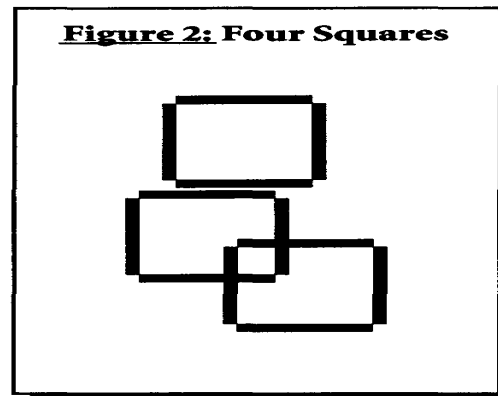
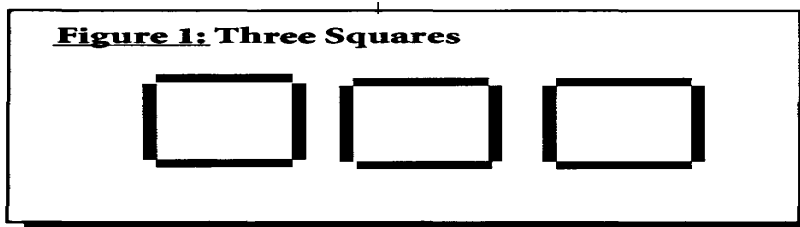


Figure 3: Game Rules

1. NEVER ALLOWED

Stacking
(on top of)



Touching
(edges touching)



2. ALWAYS ALLOWED

Crossing



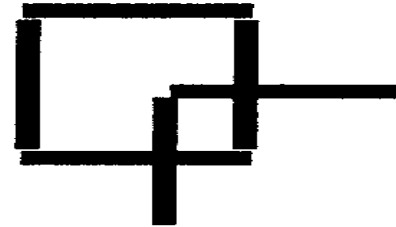
3. SOMETIMES ALLOWED; EXTRAS



4 Extras

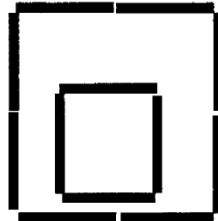
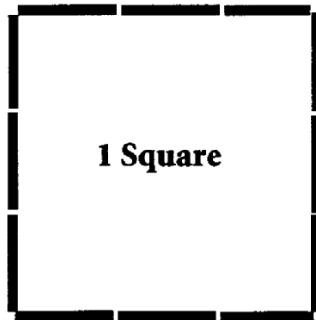


3 Extras

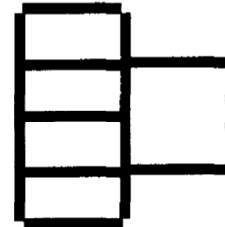


2 Extras

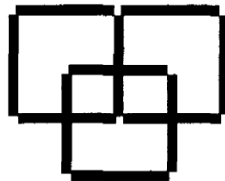
Some of the Many Possible Solutions



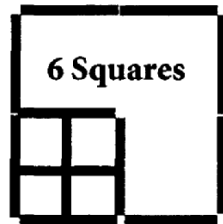
3 Squares



4 Squares



5 Squares

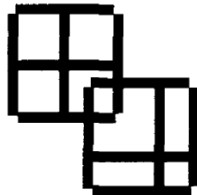


6 Squares

7 Squares



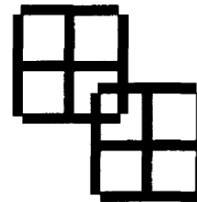
8 Squares



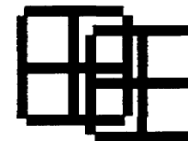
9 Squares



10 Squares



11 Squares



12 Squares

9 Instructional Strategies that Improve Student Achievement

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework, practice, reflecting on learning
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Bob Marzano, *What Works in the Classroom*

What my picture says about education.....



The Coach

Pluses: What does he do well?

Improvements: What could he do better?

Patient ...kind...affection

Rewarded them ...

Encouraging

Respectful

Gave Instructions

Knew football

- Encouraged at wrong time

- Did not understand roles and responsibilities

- Instructions too late

- Doesn't make himself

Understood...**too complex**

- Kind not firm

- Preparation lacking

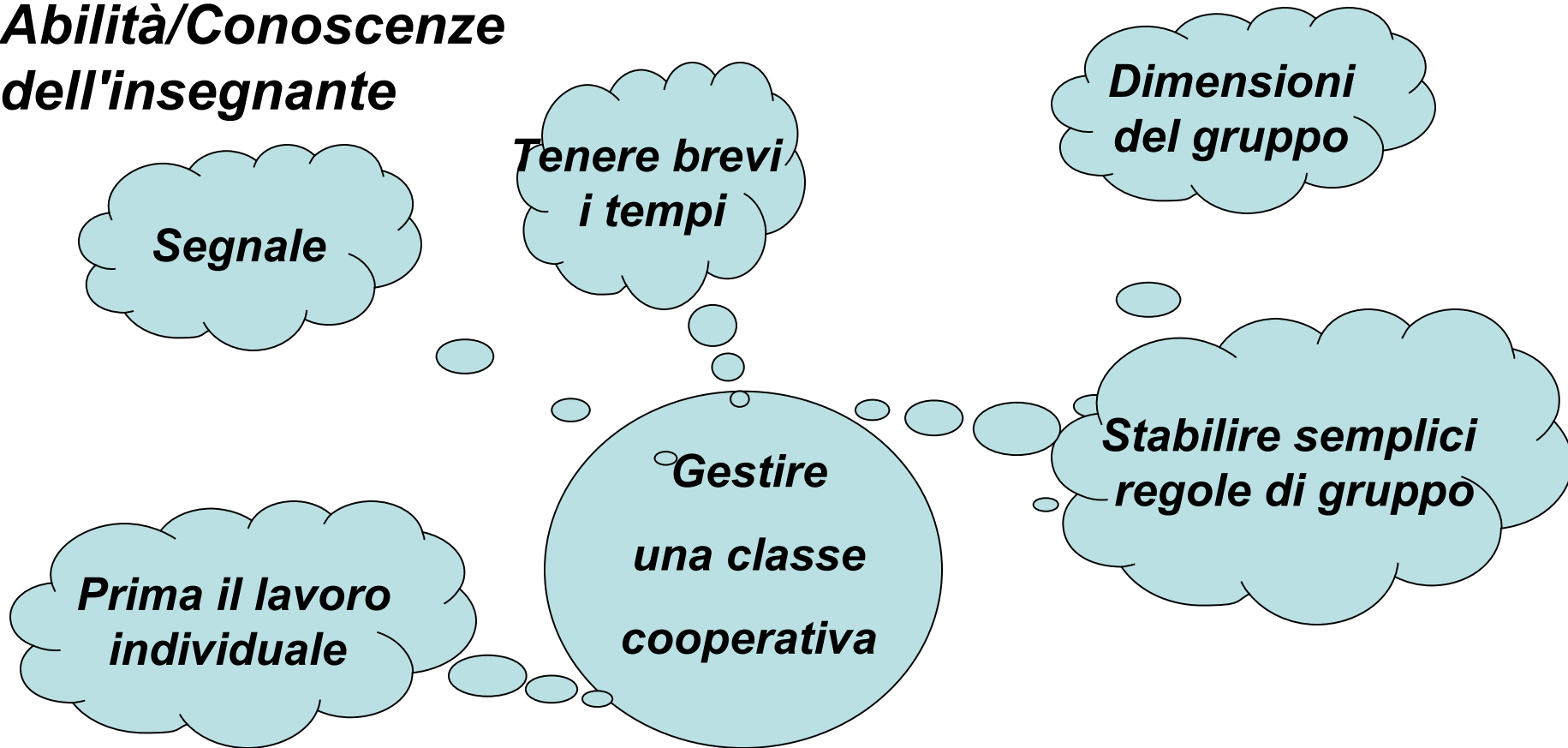
- Doesn't check for

Understanding

Rewarded bad behavior does not understand motivation

No understanding of team

Abilità/Conoscenze dell'insegnante



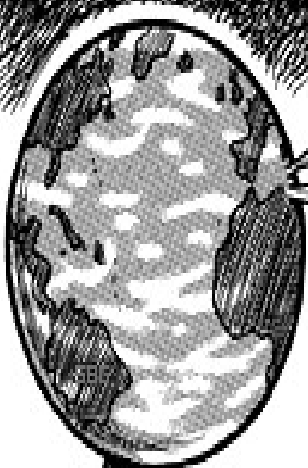
Aiutare gli studenti ad essere responsabili



Perspectives on Leadership



I LOVE HER...
I LOVE HER NOT...
I LOVE HER...



EARTH'S
RESOURCES



MANKIND

5 “Basic” Elements of Effective Team Work

Positive Interdependence: Students have a goal that is best achieved in a team...there are 9 ways to help students work independently. For example..shared resources, strong goal or purpose for a team, pressure of time,

Individual Accountability:Students take responsibility for their own learning and the learning of the team. For example...students present their ideas first on then the other...students present the other student to others

Group Processing: Students self evaluate their own work and the work of the team. For example... 1. What are we/I doing well that allows our team to work effectively. 2 What can we do better next time?

Social Skills: Human interaction skills that allow teams to function. For example...students are taught how to disagree in an agreeable way... students are taught the ability to paraphrase the ideas of others

Face to Face Interaction: Physical space to talk

9 TYPES OF **POSITIVE** **INTERDEPENDENCE**

- **OBIETTIVO** (GOAL)
- **PREMIO** (REWARD)
- **PRESSIONE ESTERNA** (OUTSIDE FORCE)
- **RISORSE** (RESOURCE)
- **RUOLO** (ROLES)
- **SEQUENZA** (SEQUENCE)
- **SIMULAZIONE** (SIMULATION)
- **IDENTITA** (IDENTITY)
- **AMBIENTE** (ENVIRONMENT)

What do these things have to do with anything?

- Reflection/Buddy Book
- Mix-Mingle-Freeze
- 4 Things about Me
- Contact Activity ...Personal Storytelling
- Numbered Heads
- Card Questions
- Let's Make Squares
- Picture Analysis
- Word Web
- Inside-Outside Circle

Building Student Self Esteem “ I can do it attitude.”

Sicurezza: sentirsi a proprio agio e sicuri, sapere quali sono i compiti, conoscere le regole.

Individualità: acquisire conoscenza di sé stessi.

Appartenenza: riconoscere il valore dell'accoglienza, sentirsi apprezzati e rispettati dagli altri.

Scopo: porsi degli obiettivi realistici, assumersi responsabilità.

Competenza: sentimento di successo e realizzazione, consapevolezza dei punti di forza e di debolezza.

I CAN DO IT!... I REALLY CAN!!

Appointment Calendar

1

7

2

8

3

9

4

10

5

11

6

12

**What I have learned or been reminded of
that
I consider important.**

Il buon insegnante

Compito accademico: Chiarire il concetto di *buon insegnante* da 4 prospettive

Compito sociale: condividere le idee, raggiungere il consenso

Responsabilità: a chiunque può essere richiesto di presentare le idee della squadra;
firmare la mappa concettuale quando la si è compresa e si è in grado di presentarla ad altri

Interdipendenza positiva: obiettivo, sequenza, risorse, forza esterna, ambiente

Passi:

Ogni tavolo si concentrerà su una di quattro diverse prospettive:

- Studente
- Insegnante
- Direttore scolastico
- Genitore

Brainstorming

Ogni persona nella squadra farà un *organizzatore a griglia da 8*

Individualmente riportate un'idea in ciascuna casella della griglia (se necessario fate un'altra griglia a 8)

Condividete le idee intorno al tavolo iniziando dalla persona 1

Gli altri guardano le proprie carte per vedere se hanno *un elemento che sia simile...*

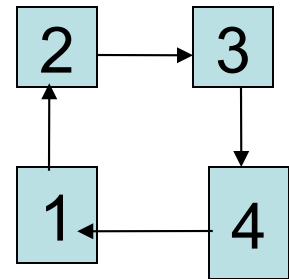
Presentatelo e *spiegate il collegamento*

Analizzate il vostro insieme di dati categorizzando e raggruppando le idee simili.

C'è qualcosa che vi è sfuggito? Sentitevi liberi di aggiungere.

Sviluppate una mappa concettuale usando i criteri per una mappa concettuale come guida (**25 minuti**)

Preparatevi a condividere e confrontare



The Good Teacher

Academic Task: To clarify the concept of the *Good Teacher* from 4 perspectives

Social Task: Sharing Ideas, Reaching Consensus

Accountability: Anyone can be asked to present the ideas of the team

Sign the Concept map when you understand and can explain it to others

Positive Interdependence: goal, sequence, resource, outside force, environment,

Steps:

Each table will focus on one of 4 Different Perspectives:

- Student
- Teacher
- Principal
- Parent

Brainstorm

Each person on the team will make an *8 grid organizer*

Individually record one idea in each cell of the grid (make another 8 cell grid if needed)

Share ideas round table start with Person 1

Others look at their cards to see if they have a *item that is similar....*

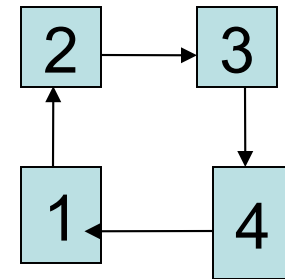
Present it and *explain the connection*

Analyze your data set categorizing and grouping similar ideas.

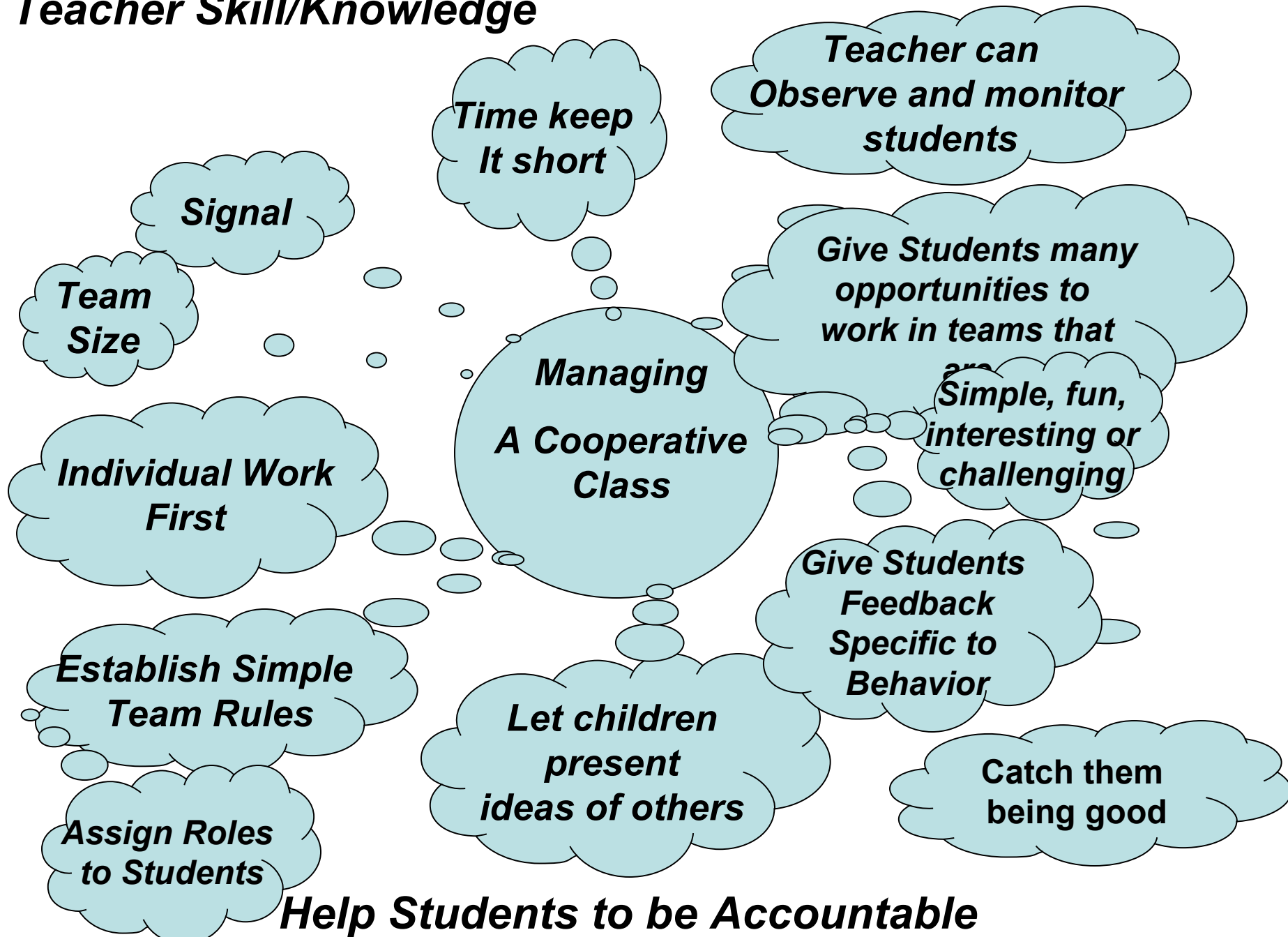
Is there anything you have missed?? Feel free to add

Develop a concept map using the criteria for a concept map to guide you (**25 minutes**)

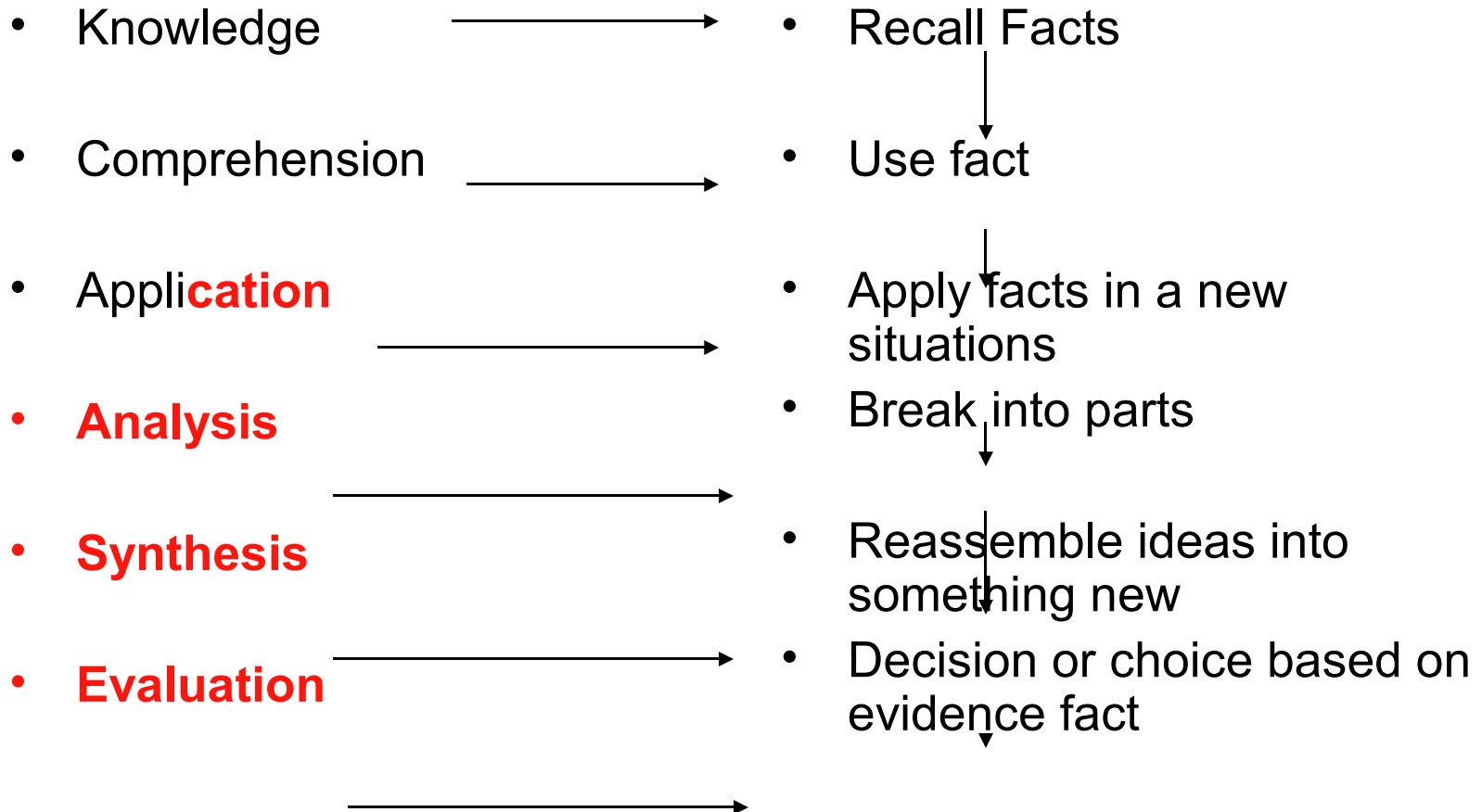
Prepare to Share and compare



Teacher Skill/Knowledge



Higher Levels of Thinking



A Cooperative Learning One Day Programme...a Lifetime of Opportunity



**Capacità di apprendimento
che duri per tutta la vita
(Lifelong Learning)**

“Se, ad ogni ora, un uomo potesse imparare un singolo frammento di qualche branca di conoscenza, una singola regola di qualche arte meccanica, una singola storia piacevole od un proverbio (l'acquisizione del quale non richiederebbe sforzo), quale vasta provvista di apprendimento potrebbe mettere da parte. Seneca ha perciò ragione quando dice: "La vita è lunga, se sappiamo come usarla." Di conseguenza è importante che comprendiamo l'arte di fare il miglior uso possibile delle nostre vite.”



“Aristotele paragonò la mente di un uomo ad una tavoletta vuota su cui niente era scritto, ma su cui ogni cosa poteva essere scolpita. C'è, tuttavia, questa differenza, che sulla tavoletta la scrittura è limitata dallo spazio, mentre nel caso della mente si può continuare a scrivere continuamente senza trovare alcun confine, perchè, come è già stato mostrato, la mente è senza limiti.”