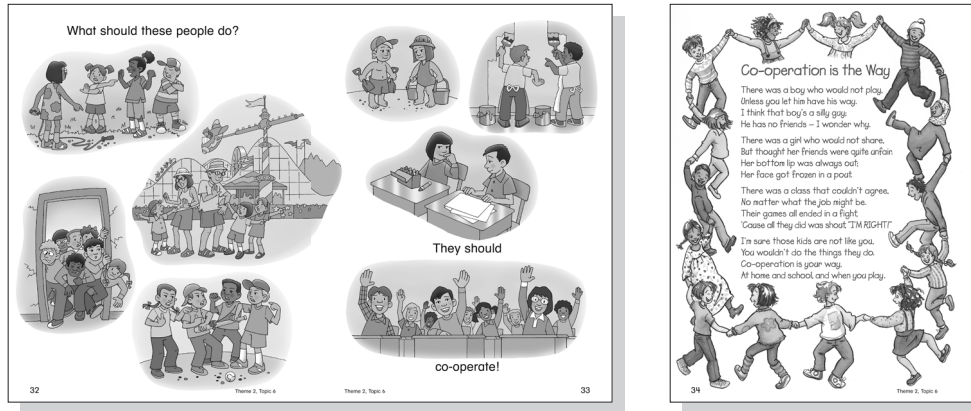


Co-operation Among Friends

*Pleasant words are like a honeycomb,
Sweetness to the soul and health to the body.*

Proverbs 16: 24



Expectations

The students will:

- explain the importance of co-operation with others.
- recognize the need to develop a spirit of co-operation in their relationships.
- describe behaviours that can be harmful in relating to others.

Note to the Teacher

In the previous topic the children considered the many ways that friendship can be expressed. In Topic 6, we focus on co-operation as an important dimension of relationships with others, especially in groups such as the classroom or a team.

When children can recognize, name, and express their feelings appropriately, they tend to cope better with stress. Co-operation with others can lead to greater happiness and fulfillment in our lives. Through co-operation, students develop greater empathy and respect for one another. Young children tend to see co-operation as something required of them by adults. In other words, their definition of

co-operation centres on doing what they are expected without too much protest, and on getting along with siblings or friends. Although these are important aspects of co-operation in childhood, by this age the children can deepen their understanding of co-operation. They can begin to explore their individual contributions in accomplishing tasks and the value of participating and working with others in the classroom. We encourage the children to see co-operation as more than simply not fighting, but as something positive they can do to strengthen their relationships.

Important Words

- *co-operation*
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Program Resources

- Co-operation (Big Book, p. 14)
 - Student Book, pages 32 – 34
 - Family Connections (Co-operation)
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We Experience

Display the Big Book page, “Co-operation,” and invite the children’s responses. Ask:

- Are these people having a problem? What is the problem?
 - What can they do to solve it?
 - Did you ever have a problem like these children? How did you solve it?
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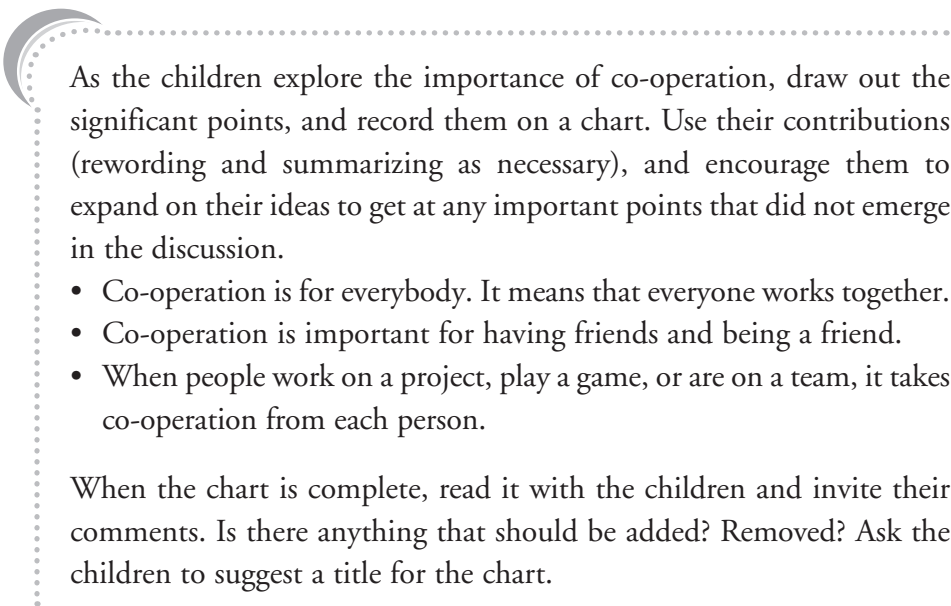
We Discover

Print the word *co-operation* on the chalkboard, and explore its meaning with the children. Encourage them to give a variety of examples of co-operation:

- doing what you’re asked to do
- getting along with people
- not fighting
- working together to do something
- What happens when you don’t co-operate? (you argue with your friend because you can’t agree on what to do; a class project doesn’t get finished; your team doesn’t play very well)
- What happens when you co-operate? (everyone has more fun; projects get finished; teams do their best; you get along with your friends)

Explain that we are learning about the importance of community, which can include church, school, and family.

- What are some of the communities you belong to?
- When we are gathered in community, sometimes we disagree. What are some respectful ways you can let someone know that you disagree with them? (talk about it, write it down)
- What if this disagreement happens online? How do you respond if someone calls you names on social media? (stop using the social media channels, talk to a trusted adult)
- What does being a good friend look like? How can you show that you're a good friend while working in groups? (include everyone, be kind, share toys, encourage others)
- Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviours. We are learning how to prevent and change these behaviours, and also how to respond to these behaviours if they happen. What could you do to help in this kind of situation? (tell them to stop, get help from a trusted adult, be friendly)



As the children explore the importance of co-operation, draw out the significant points, and record them on a chart. Use their contributions (rewording and summarizing as necessary), and encourage them to expand on their ideas to get at any important points that did not emerge in the discussion.

- Co-operation is for everybody. It means that everyone works together.
- Co-operation is important for having friends and being a friend.
- When people work on a project, play a game, or are on a team, it takes co-operation from each person.

When the chart is complete, read it with the children and invite their comments. Is there anything that should be added? Removed? Ask the children to suggest a title for the chart.

We Respond

Read the poem “Co-operation Is the Way” with the children. You could divide the class into three groups, have each group say one verse, and then say the final verse together.

We Explore (related activities)

- **Family Connections** — Send home the Family Connections sheet (Co-operation) so that the children can share what they have been learning with their families.
- **Co-operative Games** — Explain and play one of these co-operative games with the children. You may want to use the gym for its greater space. These games are intended to be non-competitive and to encourage co-operation among the children. (**Curriculum Connections:** Health and Physical Education, see Appendix B, page 202)
 - 1) **Co-operative Musical Chairs:** Instead of chairs use pieces of paper. Place these in a circle and have each child stand on one piece. As in the traditional game, one piece of paper is removed each time the music stops. The object in the co-operative version, however, is for the children to make sure that everyone can touch a piece of paper with some part of the body.
 - 2) **Blanket Ball:** The children will need two blankets (or large sheets) and a ball. Divide the class into groups, each with a blanket. The children hold the edges of the blankets and use them to toss the ball back and forth between the two groups.
 - 3) **Centipedes:** Organize the children into groups of four. The members of the group have to stay attached to one another and try to co-ordinate walking, running, hopping, skipping, jumping, and so on.
- **Spaceship** — Tell the class that they have been on a spaceship that has gone off course, they have landed on a strange planet, and they will be rescued in a few days. How will they survive till then? Make some suggestions (e.g., they must set up teams for planning shelter, food gathering, and communication). Encourage the use of the whole classroom and all of the learning centres.
- **Name Puzzle** — Write the word CO-OPERATION vertically in the centre of the blackboard. Have the children in turn attach their names to the puzzle by using one letter from their name that is already on the board.