



LEARNING
UNIT
3
COOPERATION



3


LESSON

Activity 1: Identifying my Groups Values

KEY WORDS:

- Cooperation
- Working together
- Group Patterns & rules

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be able to define the proper cooperative environment and spirit in a community.
- Participants will be able to shape cooperation patterns in working together

MATERIALS:

- Personal Hand
- Values handout
- Flipchart for each team
- Coloured markers • Extra pieces of paper

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

Icebreaker activity. For the next 5 minutes each participant will complete the sentences on the Personal Hand-Values handout. In these moments, participants are asked to think on their own their values they need to bring within a team. In that way, participants encourage their cooperation and collaboration within a team and are able to identify patterns and shape their social relations as the first step of cooperation in a team. Participants will then split into groups of 4-5 members max, share their thoughts by expressing the completed sentences and showing the respective finger as depicted on the handout.

2) Get participants to define what cooperation means to them. Then they will pair up within the group they already are and ask their partner to their right what cooperation means to them. Get individuals to share their answers with their whole group.

3) Each group has 10 minutes to draw on the given flipchart their ideal workplace in silence, no matter the cost. They should consider their own and their group's values they identified during the previous exercises and make the drawing. As long as they collaborate while drawing, they cannot speak during the activity. They may be allowed to write on extra pieces of paper, in order to communicate with their teammates, but oral communication is forbidden.

4) After the 10 minutes pass, each group will present and explain their drawing in the whole class by giving emphasis on the values of the group and how these can contribute to an effective collaboration. The instructor should be observant to similarities in the drawings.

Debriefing with the whole class

The whole class is gathered in a circle and do the debriefing. The instructor asks the participants questions with regard to their cooperation with their groups during the drawing exercise.

Recipe Questions:

- How did your team function?
- How was it to design the drawing together?
- What went well?

What was hard? Put the focus of the learners on the communication barrier that was set between them, namely working in silence.

5) After the debriefing it's time for the check-out. In the next five minutes, the learners need to take a pen and a piece of paper and answer to the following question:

“What did you learn today that you will use it with your group tomorrow?”

Worksheet 1:

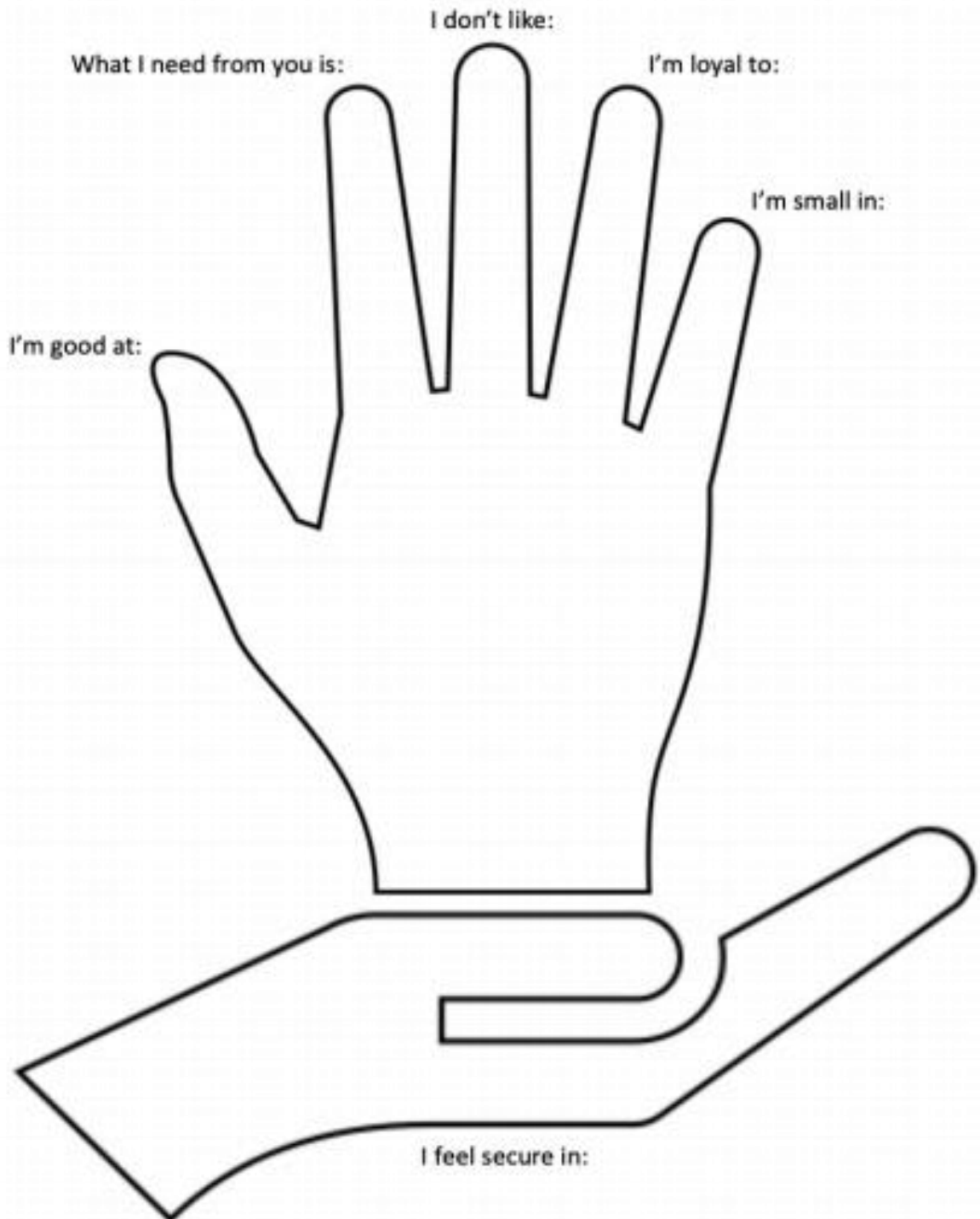
1. Personal Hand-Values

1a. Write down your thoughts in each of the six sections of your Personal Hand Values in response to the following sentences:

- a) I 'm good at:
- b) What I need from you is:
- c) I don't like:
- d) I'm loyal to:
- e) I'm small in:
- f) I feel secure when:

1b. In groups of 4-5, try to express the sentences according to your completed 'Personal Hand-Values' while showing the respective finger to your partners.

Personal Hand-Values



Worksheet 2:

2. Define:

I. What does Cooperation mean to you?

II. What does Cooperation mean to the person next to you? (To your right)

Worksheet 3:

3. Drawing:

With your group draw on the given flipchart your ideal workplace in silence, no matter the cost. Consider your own and your group's values as identified during the previous exercises and make the drawing. Keep the silence as the main rule but you may be allowed to write on extra pieces of paper, in order to communicate with your teammates.

When done one of your group need to present and explain the drawing in the whole class. Give emphasis on the values of the group and how these can contribute to your effective collaboration.

Worksheet 4:

4. Check out:

In a few sentences answer to the following question on your own;
What did you learn today that you will use it with your group tomorrow?

Self-assessment

Exceeds	Proficient	Developing	Novice
I came closer to my teammates while completing our assigned task effectively.			
4	3	2	1
I can define the elements of the ideal workplace that my group agrees on.			
4	3	2	1
I can understand the importance of verbal communication for having a greater cooperation and agility within my team			
4	3	2	1

3

LESSON

Activity 2: The Positive Definitions Games

KEY WORDS:

- Cooperation
- Cooperation Benefits
- Conflict

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be able to define Cooperation.
- Participants will be able to understand the benefits of Cooperation and the conflicts that may arise when cooperating.
- Participants will be able to practice their cooperation skills.
- Participants will be able to improve their communications skills.

MATERIALS:

- Coloured Markers
- Access to Internet and screen for Video Introduction
- Large Sheets of Paper
- Flipcharts

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Participants will watch a three-minute video on the definition of Cooperation and how to work together. In order to stimulate discussion, ask participants if the learned new patterns that contribute to a group's effectiveness.
2. Participants will be divided into groups of 4 to 5 members and will be given a large marker pen and a large sheet of paper. They should discuss with their whole group and answer to the following questions.
 - How would you define Cooperation?
 - Which positive outcomes can result from Cooperation in your teamwork? • Which problems might be caused within your teamwork? How conflicts in your group can be solved?
3. Then, participants should write down with their marker pens on the given flip chart board their answers in bullets. They will do that for the next 30 minutes. The teams should agree with their team members what they consider the definition of cooperation is, before writing it on their flipchart board.
4. After the allotted time is up, get one participant from each group to present and share in the whole class their findings, namely what their definition, benefits of cooperation and negatives were, that they listed.
5. To wrap-up, participants are asked to fill in the Learner's Glossary on their own while considering the findings of the whole class.



Worksheet 1:

1. Short Video Introduction

A 3-minute video introducing the basic concept of cooperation and its values.



Cooperation - a short introduction (Minute Videos)

<https://www.youtube.com/watch?v=BCakFIFPtGw>



Worksheet 2:

2. Brainstorming

Discuss with your group and give answers to the following questions;

- How would you define **Cooperation**?
- Which **positive outcomes** can result from Cooperation in your teamwork?
- Which **problems** might be caused within your teamwork?
How **conflicts** in your group can be solved

3. Write Your Answers Down:

COOPERATION

Definition

5 Benefits of Cooperation

Negatives



Learner's Glossary

Cooperation:

Name 5 benefits of cooperating with others:

What does Conflict in teamwork mean and how can you solve this:



Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define Cooperation and its key elements”			
4	3	2	1
I can identify the benefits for me and my group when effectively cooperating			
4	3	2	1
I am confident about my cooperation skills as practiced.			
4	3	2	1

TEACHER'S GUIDE

Cooperation:

Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit.

Name 5 benefits of cooperating with others:

- Higher self-esteem.
 - higher achievement.
 - Increased retention.
 - More positive relationships and a wider circle of friends.
 - Greater intrinsic motivation.
 - Greater social support
 - More on-task behaviour.

Conflict in teamwork:

An interpersonal problem that occurs between two or more members of a team, and affects results of teamwork, so the team does not perform at optimum levels. Team conflicts are caused by the situation when the balance between perceptions, goals, or/and values of the team is upset, therefore people can no more work together and no shared goals can be achieved in the team environment.



3

LESSON

Activity 3: Cooperation when lost at Sea

KEY WORDS:

- Cooperation
- Group Think
- Common Goal
- Problem Solving
- Team Consensus

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to identify their personal attitude towards working together as teammates.
- Participants will be able to apply their knowledge of cooperation on real cases.
- Participants will be able to share practice and receive possible solutions with the rest of the team.
- Participants will be able to practice sharing and accepting different viewpoints with respect, trust and cooperative spirit.

MATERIALS:

- Unwritten Rules Worksheet
- Lost at Sea Scenario and ranking chart per each team member
- Lost at Sea ranking chart- Teachers Guide
- Groups Agreement on cooperation rules

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Icebreaker activity. Participants are divided into groups of 4 to 5 members. Each participant is given the *Unwritten rules* worksheet and for the next 5 minutes is asked to think on their own which unwritten rules – at least two - they desire to have when cooperating and interacting with others. Each participant, then, should pair-up with the person to the left and discuss their findings. In order to stimulate discussion, ask participants whether there are any patterns considering the unwritten rules and if not, then can they find and agree upon one rule that is really important when cooperating with others.

2. In the next activity, participants will practice their cooperation skills in their groups with the aim to solve a mutual problem. They must pretend that they've been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and a number of items that they've salvaged from the sinking ship. Members must agree which items are **most important for their survival**. Let the participants know that teams should arrive at a consensus decision where everyone's opinion is heard.

Participants remain in the groups as already formed and are provided with a ranking sheet (*see below*). This should comprise six columns. The first simply lists each item (see below). The second is empty so that each team member can rank the items. The third is for group rankings. The fourth is for the "correct" rankings, which are revealed at the end of the exercise. And the fifth is for the group to enter the difference between their

Groups and correct rankings, respectively, with the aim to reveal the contributions and benefits when cooperating with each other.

The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio. These can be listed in the ranking chart or displayed on a whiteboard, or both.

The experience can be made more fun by having some lost-at-sea props in the room.

3. Participants are asked to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet. Then, in the next minutes they can confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets. Next, each group should compare their individual rankings with their collective ones, and consider why any scores differ. Pose to each group two prompts as follows in order to elaborate on

these together. - Did anyone change their mind about their own rankings during the team discussions? - How much were individuals influenced by the group conversation?

4. According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signalling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival. Read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):

- a. **Shaving mirror.** (*One of your most powerful tools, because you can use it to signal your location by reflecting the sun.*)
- b. **Can of petrol.** (*Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.*)
- c. **Water container.** (*Essential for collecting water to restore your lost fluids.*) d. **Emergency rations.** (*Valuable for basic food intake.*)
- e. **Water-proof sheet.** (*Could be used for shelter, or to collect rainwater.*) f. **Chocolate bars.** (*A handy food supply*)
- g. **Fishing rod.** (*Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.*)
- h. **Rope.** (*Handy for tying equipment together, but not necessarily vital for survival.*) i. **Floating seat or cushion.** (*Useful as a life preserver.*)
- j. **Shark repellent.** (*Potentially important when in the water.*)
- k. **Bottle of rum.** (*Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.*)
- l. **Radio.** (*Chances are that you're out of range of any signal, anyway.*)
- m. **Sea chart.** (*Worthless without navigational equipment.*)
- n. **Mosquito net.** (*Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.*)

o. Sextant. (Impractical without relevant tables or a chronometer.)

Debriefing with the whole class:

After reading out the “correct order” in the whole class, invite the groups to evaluate the process to draw out their experiences. Next, all participants get involved in a discussion to get some conclusions in response to their experiences as being members of the group and to the way they cooperated and interacted with each other. To stimulate discussion, ask participants the following questions;

- What the main differences between team and official rankings were, and why?

(This will provoke discussion about how teams arrive at decisions, which will make people think about the skills they must use in future team cooperation scenarios.) - How were decisions made?

- Who were the influential group members and how were they influential? - What behaviours helped/ hindered the consensus- seeking process? - What patterns of cooperation occurred?

- What roles did group members adopt?

To wrap-up participants are gathered within their groups and are asked to review all together the unwritten rules and mark the ones that contribute to a fruitful cooperation. On a sheet of paper, they are provided with, are asked to fill in these rules the whole group agreed on and/or brainstorm more rules/ patterns that result in an effective cooperation. Let them know that this will be their own agreement about their perspective on cooperation and the way they need to cooperate with the whole group.

Worksheet 1:

1) Identify your unwritten rules.

Take some moments to read carefully the unwritten rules on your own as noted and mark the ones – at least two - that you think are necessary for shaping an efficient cooperative environment with your group.

Unwritten rules

Cooperation patterns have tremendous influence on team development and results. When, for example, the pattern is repeatedly having to revisit already agreed upon decisions, this will significantly influence the team's output. Not to mention the wasted energy and frustration. It's patterns like this that are reflected in the unwritten rules. Some of these unwritten rules contribute to the success of the team, while others can have a more negative impact.

- If discussions take too long, we lose interest.
- If necessary, speed before quality.
- We are not easily impressed by others.
- We do not take rules too seriously.
- You need to be able to take a joke.
- If discussions take too long, we lose interest.
- If necessary, speed before quality.
- We are not easily impressed by others.
- We can talk for a long time without anyone steering towards the outcomes.
- We consider it pretty normal to come too late or unprepared to an internal meeting.
- We think carefully before we speak.
- This team listens carefully to each other.
- We're easily waylaid by vague instructions.
- Our response to the announcement of changes is going into yes-but mode.
- No fuss here. What you see is what you get.
- We help each other, even when not asked.
- We sugar-coat feedback or offer it in the form of a subtle hint.
- Feedback often leads to trouble.
- Alternative points of view are not easily accepted.
- We discuss private matters thoroughly.
- We create progress by simply getting down to it.
- We regularly go back on decisions that have been made.
- We put in extra effort when required without hesitation.
- We're not quick to ask for help.

Now, pair-up with the person to your left and discuss your findings. Specifically, are there any patterns considering the unwritten rules you found? If not, then can

you maybe find and agree upon one rule that is really important when cooperating with others?

Worksheet 2:

2) Read carefully the scenario and rank

Scenario: You and your team have chartered a yacht. None of you have any previous sailing experience, so you have hired an experienced skipper and a two-person crew. As you sail through the Southern Pacific Ocean, a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged. The yacht skipper and crew have been lost to the fire. Your best guess is that you are approximately 1,000 miles southwest of the nearest landfall.

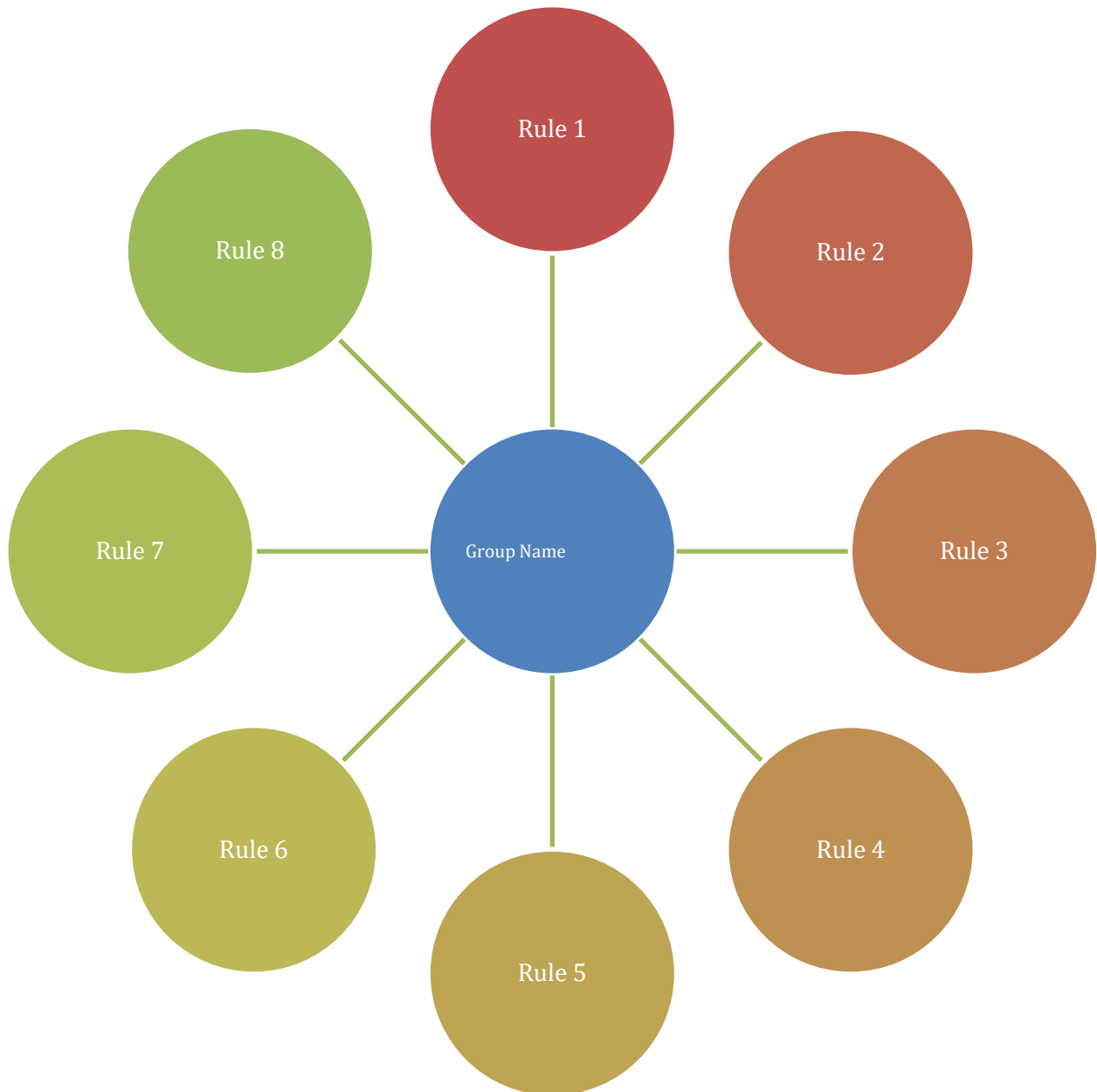
You and your friends have managed to save the following 14 items:

1. A mosquito net
2. A can of petrol
3. A water container
4. A shaving mirror
5. A sextant
6. Emergency rations
7. A sea chart
8. A floating seat or cushion
9. A rope
10. Some chocolate bars
11. A waterproof sheet
12. A fishing rod
13. Shark repellent
14. A bottle of rum
15. A VHF radio

LOST AT SEA RANKING CHART

	Column 1	Column 2	Column 3	
Item	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Column 2 & 3
A mosquito net				
A can of petrol				
A water container				
A shaving mirror				
A sextant				
Emergency rations				
A sea chart				
A floating seat or cushion				
A rope				
Some chocolate bars				
A waterproof sheet				
A fishing rod				
Shark repellent				
A bottle of rum				
A VHF radio				
			Totals	Team score

Worksheet 3: 3) My Group's agreement on Cooperation rules.



Self-assessment

Exceeds	Proficient	Developing	Novice
I can share my opinion and perspective in my team			
4	3	2	1
I feel confident about my teams performance			
4	3	2	1
I can identify my personal attitude and role towards cooperation with others			
4	3	2	1



TEACHER'S GUIDE

Ranking Chart

Item	Coast Guard Ranking	Coast Guard Reasoning
A sextant	15	<i>Impractical without relevant tables or a chronometer</i>
A shaving mirror	1	<i>One of your most powerful tools, because you can use it to signal your location by reflecting the sun</i>
A mosquito net	14	<i>Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless</i>
A water container	3	<i>Essential for collecting water to restore your lost fluids.</i>
Emergency rations	4	<i>Valuable for basic food intake</i>
A sea chart	13	<i>Worthless without navigational equipment</i>
A floating seat or cushion	9	<i>Useful as a life preserver.</i>
A can of petrol	2	<i>Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.</i>
A VHF radio	12	<i>Chances are that you're out of range of any signal, anyway.</i>
A waterproof sheet	5	<i>Could be used for shelter, or to collect rainwater.</i>
Shark repellent	10	<i>Potentially important when in the water.</i>
A bottle of rum	11	<i>Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.</i>
Some chocolate bars	6	<i>A handy food supply.</i>
A fishing rod	7	<i>Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.</i>

A rope	8	<i>Handy for tying equipment together, but not necessarily vital for survival.</i>
---------------	---	--

Scores:

00-25	Excellent	You demonstrated great survival skills. Rescued!
26-32	Good	Above average results. Good survival skills. Rescued!
33-45	Average	Seasick, hungry and tired. Rescued!
46-55	Fair	Dehydrated and barely alive. It was tough, but rescued!
56-70	Poor	Rescued, but just on time...
71+	Very Poor	Oh dear, your empty raft is washed up on the beach, weeks after the search was called off.