



Groups Within the Elementary Classroom: Social Skills and Real World Collaboration In the Community

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This curriculum unit is recommended for:
Grade 2/Social Studies

Keywords: Community, Leadership, Social Skills

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: Gaining a deep understanding of what makes a community and the various essential components that make a community successful is influenced by students' abilities to apply their content knowledge to the real world. This unit explores the essential standards for 2nd grade social studies in conjunction with collaborative cooperative learning and social groups. Students engage in group games and activities to extend beyond their comfort zone and explore different group roles within the classroom. The unit includes a group project in which each student researches and embodies a community leader, while identifying the significance of working together in a successful community. Coinciding with their research on leadership and collaboration, the students will demonstrate knowledge of core objectives such as transportation, communication, community buildings, and community workers through the creation of their community. Also included is a socratic seminar guide, a project rubric, and social skills activities. This unit is a great opportunity to connect the Social Studies content from the classroom to the real world and provide students with practice using social skills and working collaboratively with their peers!

I plan to teach this unit during the coming year in 2013 to 20 students in 2nd grade.

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Groups within the Elementary Classroom: Social Skills and Real World Collaboration In the Community

Katelyn Quinn

Rationale:

The dynamics and relationships within human social groups have significant influence and power over the outcome of a group goal or task. While human social groups are potent and fluctuating within all facets of society, the origins of social interactions also play a critical role. As an elementary teacher, I am able to interact with students from all backgrounds, cultures, and a variety of home situations. As a second grader, many students have little experience or interaction with peers their age, or exposure to the norms and routines of a social society prior to being immersed in the school setting. Several students come to school with little knowledge of how to appropriately interact with peers in a positive way, or how to effectively contribute when working cooperatively on a task. Specifically with regards to students I have now or have had in the past, group work in a social setting can also be used as a means for counseling or guidance for a difficult obstacle in the child's life:

“For many children in U.S. elementary schools, a variety of school- and home-related issues can challenge their scholastic, physical, and emotional stability. Depression, parental divorce, grief and loss, abuse, peer pressure, bullying, poor study and social skills, and poverty are but a few experiences faced by children. In turn, these experiences have a detrimental effect on children's specific personal-social traits (e.g., self-esteem; self-efficacy; emotional stability; self-care), academic outcomes (e.g., poor grades; truancy) and on their overall wellness. In an effort to help children cope, counselors have used group work to prevent, remediate, and address these kinds of issues”ⁱ

As teachers, we act as role models, confidantes, activists, and several other significant roles in our students' lives, and a critical component of these various roles is supporting the acclimation of all students into a safe and comfortable social environment. Whether we directly teach social skills or communication strategies, or simply expose students to social situations in which they can flourish, social groups and cooperation are widespread and influential.

A major component of social interaction in second grade involves communication, of varying different forms: “A fundamental, but untested assumption is that our evolved capacity for communication is integral to our success in such tasks, allowing information exchange and consensus decisions based on mutual consideration of pooled information”ⁱⁱ As an 8 year old student, communication is often difficult, and when encountering social situations this deficit can inhibit a successful outcome. In an elementary setting, much of the lessons and content that is taught is encompassed by the social lessons and opportunities that are presented for the students as they learn how to interact in a school situation. At Irwin Academic Center, we strive to instill 21st skills into all our students, and key components of those skills involve communication and collaboration.

Coming into my classroom last year as a first year teacher after two previous teachers had left due to the difficulties of the position, was an eye-opening experience for a multitude of reasons. One very complex and thought-provoking reason was my observations of the social groups and influence of these groups within the classroom. During turn-and-talk lesson times, partner activities, and group work, I was able to see the various roles students were taking on within specific groups and the power of groups on the outcome of the group. After several activities and assignments, it became clear that success on a task depended heavily on the makeup of the group, and the various factors of human social groups. This issue, amongst behavior/bullying concerns that also arose within the social groups of the classroom, prompted a serious investigation and teaching opportunity for the study and manipulation of social groups within the classroom. As a whole class prior to this unit, we have engaged in lessons in which students are identifying positive and negative behaviors in the classroom and ways to handle situations in a positive way. We frequently discuss appropriate social interactions with peers and how to create an open, comfortable, and free environment for all students to learn. The social skills and concepts they acquire in the early years of school will be carried with them as they continue on with their education as they grow, so it is especially significant to consistently reteach social skills concepts throughout the year while also regularly infusing the skills into their everyday learning.

With 20 students in the classroom, I will also utilize groups of 4 or 5 in order to ensure as much participation in the unit as possible. After reading several studies, it has been demonstrated that the larger the group is, the higher the chance of participation decreases: “Since collective action can be easily undermined by free-riders, individuals who reap the benefits from others’ efforts without contributing anything themselves, we would predict that such levels of cooperation would not be maintained in larger group sizes given the importance of reputational concerns and anonymity in human cooperative behavior,”ⁱⁱⁱ I want all students to put as much of themselves as possible into the unit, so that they feel responsible for the success of the group. It is essential to my curriculum goals that every student realizes the importance of their role within a group and how they can effectively use the skills they have learned to contribute to the group outcome/tasks.

Objectives:

Irwin Academic Center is a Talent Development Magnet school focused on providing a challenging and accelerated curriculum for all age levels. Therefore, generally many (not all) of the students are complex and logical thinkers with high motivation and work ethic. This provides a challenging yet exhilarating way of teaching with frequent opportunities for creativity, expression, and advanced analytical thinking. Collaboration is of significant importance at Irwin, however, I find that this facet of learning often poses the biggest challenge for my students, and it is essential that they learn to infuse their numerous strengths into cooperative collaboration with their peers. I plan to include all of these common elements in my unit while also focuses on the relationships and dynamics of social interaction at the elementary level.

Due to the age level in which I will be conducting my unit, I will need to think simply about how to approach this topic with my students. I have also noticed in the early weeks of the 2013-2014 school year that the individual students in my classroom this year seem to be much

more novel/inexperienced in social settings compared to my students from last year and the display of limited social skills has so far lead to less completion of tasks, a lower quality of work, as well as oftentimes an unequal distribution of participation and control during group work. 21st century learning skills are a fundamental element in all lesson plans at Irwin Academic Center, and those essential skills involve collaboration and communication. At any available opportunity, I have my students sharing ideas, working cooperatively together, interacting with different members of the class, and attempting to increase participation for every student. I plan to use this unit to provide several significant opportunities that incorporate all of these skills to hopefully strengthen students' skills in these areas while also yielding high quality outcomes for every group. Additionally, I will connect the skills and projects related to the social groups in the classroom to the 2nd grade social studies curriculum aligned with the Common Core. It is important that my students, while practicing their own social skills within the classroom groups, also see how these skills can be applied to other areas of instruction. It is also very beneficial for students to connect these skills to the real world so that they may apply these skills in diverse situations. One major social studies objective that we cover in second grade is the concept of community and the various important components of a community that are essential for production (transportation, communication, important places/people). The following bullets are the main NC essential standard(s) for Social Studies that I will be addressing through this unit is 2.G.1 and the related sub standards:

2. G.1 Use geographic representations, terms and technology to process information from a spatial perspective.

2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.

2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

The study of communities is a lengthy and all-encompassing unit in which students compare various community types, analyze human influence on the community including transportation, communication, jobs, as well as the change in communities over time. Through teaching the content objectives for 2nd grade surrounding community features, the concept of communities also applies to the classroom environment and the goal of instilling 21st century skills in every student. It is the goal of a teacher to inculcate 21st century skills including collaboration and communication into everyday learning, and using the objectives for community creates a strong foundation for students to practice, implement and apply these crucial skills to real world situations and applications.

The final project for the unit will be tied to the 2nd grade curriculum for Social Studies in which we study communities in order for the students to understand how social groups can be connected to the real world and the content we study. As the culmination of my unit instruction I plan to divide students into diverse groups to complete a group project related to the study of communities in which interdependence is necessary for success. The diverse groups will be formed after observing and instructing the students throughout the beginning of the unit combined with my overall observations/perceptions of their social positions and roles throughout the year prior to starting the unit.

I plan to use the initial lessons of my unit to provide challenges and opportunities for students to reach outside their comfort zone, take on several different roles within a group, and deeply connect with other students in the classroom from all groups. The more integrated they are together and the better they are able to communicate effectively, the more successful they will be as a group when working on a cooperative task. I will then create groups of a diverse nature based on my observations during this time to create a dynamic and stimulating project for students to complete. At the current point in the year, I have an idea of which students will be matched in groups based on leadership styles and work habits, but I will be using the initial lessons to finalize the groups. I plan to begin with several teambuilding activities to give students an opportunity to interact with students outside their circles and see how different factors can affect their perception of each other. For example, one teambuilding activity that I feel is very applicable is a game called Animalisms in which one person is blindfolded and points to someone in the group to make an animal noise. The blindfolded student then must guess who made the noise. Following completion of the game, I would lead a Paideia seminar about the role of names in relation to an identity and how becoming the “known” person can be both a positive and a negative influences on our perceptions. I then plan to teach the students the various roles that exist within a group and allow them to practice executing those roles within brief small group activities. I would then move into the culminating project which I would connect to our social studies unit. Science is often a subject in which the students are doing hands-on activities in groups, and the skills could carry over to all content areas. I have been looking at some sources involving the basics of group dynamics and the influences of social behavior and group work on elementary students. My end objective is to instill skills in my students that will allow them to work cooperatively and successfully with a variety of peers on any task using the concepts of human social groups.

Teaching strategies/Classroom activities:

It is important to note that the main social group lessons as included in this unit would fall at the end of the S.S community unit objectives that were taught. For the first day of the unit, I will review with my students the key concepts from the community unit they will need to know in order to fulfill the unit/project requirements. In order to complete the project parameters to the best of their ability, students will need prior knowledge regarding community communication, transportation, community buildings/structures and community workers. I plan on utilizing this unit prior to assessment of the objective unit as a final culminating assessment of student knowledge concurring with the inclusion of collaboration and social skills group ideas.

Day 1-2 (May cover more than two class periods if needed)

Days 1-2 will consist of a review of content objectives based on the Social Studies standards which will aide students in their social groups’ exploration and community based project learning.

First I will review the aspects of maps with the students to review the components of a community map. I will match students in pairs and provide each pair with a different community map (any town/community map could be used for the portion.) The students will identify essential community locations using colored pencils or markers. Using their map each pair of

students will identify and circle: 3 places for safety in the community, 3 places for entertainment, 3 places for living, 1 place for learning, and 1 place for working. *(Provide any additional discussion about map/community features based on student need.)*

Following the map activity, students will receive a chart with three transportation types: air, water, and land. Students will brainstorm as many types of transportation in the community as they can for each type. Provide students with 10-15 minutes for brainstorming. Once completed, have students “turn and talk” and then create an anchor chart as a class of transportation types for each category. *(Provide any additional discussion about transportation as needed)*

To review communication types in the community, break students up into groups of 3-4 and have students play “communication charades”. One student will act out a type of communication and the other students’ in the group need to guess what types of communication is being portrayed. For example, a student could act out talking on a cell phone, typing on the computer, reading a traffic sign, waiting at a stop light, reading the newspaper etc. The students’ in each group will then list all the types of communication they used to share with the other groups. *(Provide any additional discussion about communication as needed.)*

Lastly, review examples and models of community leaders in the community. I will show students the “Brainpop Jr.” video entitled “community helpers to review the overall ideas. I will show them pictures and examples of community leaders and have students discuss what a leader is and the influence leaders have in the community. I will provide groups of students with a biography of a community leader (ex. Firefighter, policeman, mayor, judge, etc.) and paper to describe that community leader’s role in the community. *(Provide any additional discussion about community leaders as needed.)*

Day 3-4 (May cover more than two class periods)

Days 3-4 will be a simple introduction to the concept of social interaction, similar to the way we as fellows were introduced to each other and our group on the first day of CTI. I want to push the students out of their comfort zones, create situations in which they interact with different students in the classroom, as well as a chance for them to reflect on specific aspects of social groups. We will play a series of games and activities that incorporate all these objectives while also bringing an element of fun into the unit for the students. We will play four different games to illustrate various social concepts including Animalisms, Copy Cat, and Tangled. After the games are done, I will hold a quick Paideia seminar with the students to discuss various themes or social group connections that emerged during the game to get them thinking.

My students have participated in Paideia seminars before, so they should be able to quickly and easily breakdown the concepts within each game. I have my students sit in a circle on the carpet and I give every student two “hands” cut from paper and laminated. Each student can have 2 turns to speak and they must use both of their “hands” during each seminar. I use this method because oftentimes I had students either consuming all conversation or students never participating. This way, all students have to participate equally. After everyone uses both

“hands” we start again with two fresh “hands” until we are finished. This lesson may take longer than one class period depending on the time allotted, so I will plan for more time if needed.

Animalisms: Everyone stands in a circle and the “it” person is in the middle. When “it” says begin, all the students move around the circle while the “it” person is blindfolded. The “it” person will say stop and point at the closest person. That person makes an animal noise. ‘It’ tries to guess the person’s identity. If ‘it’ guesses correctly, the person they pointed to becomes ‘it’. If ‘it’ guesses incorrectly, the person that was pointed to gets to pick a new ‘it’.

*Animalisms Paideia seminar questions

1. In what ways did you try to guess the person making the noise? How do we usually identify people?
2. How did you feel when you figured out who the person was?
3. How did you feel when you were the person that was being guessed? Did you feel positive or negative?
4. In what ways does identity help us and in what ways does it hurt us?

Copycat: To play ‘Copy Cat’, the entire group sits in a circle. Everyone must look down at his or her feet. When given a signal, everyone must look up and look at one (and only one) person. They must copy whatever that person does. Continue in this until everyone gets too silly. This game is designed to elicit laughter from the group to lead into the discussion.

*Copycat Paideia seminar questions

1. At the end of this game everyone was laughing. Is laughing positive or negative? Does it change based on the situation?
2. Just like laughter, how else can you show someone how you are feeling without using words?
3. What do you do when you can see how someone is feeling based on their nonverbal cues?

Tangled: Divide students into groups of 5. Have each student hold a different persons hand with theirs. Have students attempt to untangle their arms without anyone letting go of their hands.

*Tangled Paideia seminar questions

1. Who acted as a leader in your group? Was that leader helpful to the group or did the leader cause confusion?
2. How do you feel when you have a solution or idea and no one in the group is listening?
3. Do you think that you could have done things differently?
4. How did you treat others during the activity?
5. In what ways were you comfortable and in what ways were you uncomfortable?
6. Do you think you would have felt differently or finished quicker if you were able to choose your group members? Why or why not?

Blinded: Explain to students that the next activity is going to be focusing on the concept of responsibility within groups. Assign students to a random partner by drawing popsicle sticks from the jar. Give each pair a blindfold (or a scarf). Ask one member of each pair to put on the blindfold. The partner who is not blindfolded will guide the blindfolded partner from one side of the classroom to the other while ensuring that the person wearing the blindfold does not collide with other students or any classroom objects. After every group has made it to the other side, the partners will switch roles. When all students have a chance to play both roles, being the Paideia seminar.

*Blinded Paideia Seminar questions

1. How did it feel to wear a blindfold and rely on your partner to direct you across the room?
2. When you were not the blindfolded person, how did it feel to be responsible for guiding your partner across the room?
3. How was this being responsible?
4. In what ways did you communicate with your partner? Do you think that there is something you would do differently next time to improve your communication?
5. If your partner fell, who's fault would it be? Why?
6. In this activity, the partner was able to see the objects and people in the classroom while the partner could not. What experiences have you had helping someone out of harm's way?
7. What do you think would have happened if your partner had to get across the room without your help?
8. Are there times that someone in your community might need your help in getting from one place to another?
9. How is helping your partner like being a good citizen in your community?

Paideia Seminar Self-Reflection

Following completion of the seminar, each student will complete a self-reflection to indicate how they felt about their participation within the group, reflect on the key ideas about social groups, and analyze their role within the group. See [Appendix 2](#) for the self-reflection document.

Day 5

I will provide students with a detailed overview of the various group roles they can take on when working on an activity: recorder, leader, time keeper, reporter, facilitator/encourager. I will have already previously taught a lesson earlier on the specific Social Studies community objective and will review that information for the activity. Each day that students work together in their group they are to act in a different group role. They will not perform every role, but each group workday must be a different role for everyone. At the end of each work day, each student will complete a quick exit reflection of their role for that day.

Overview of group roles:

Leader: This student is in charge of organizing all elements of the final product of the project. They make sure all components are being addressed, and that the group is working towards accomplishing the task. This also includes punctuality and completeness.

Time Keeper: This student works to make sure that each class period is used as effectively as possible, and that the group stays on task so that everything is completed in a timely manner. Provides time reminders and focuses on keeping the group on track.

Reporter: The spokesperson for a group that presents the final project to the whole group/class, or determines how each element of the project will be presented.

Facilitator/Encourager: This student makes sure to elicit participation from all group members and make sure all ideas are heard/considered. This student offers praise, assistance, and encouragement to keep the group intact.

Recorder: The recorder performs the majority of the writing, assists with how the elements of the project will be displayed, and consults the rubric to ensure successful completion of the task.

After hearing details about each group role, the students will work in random groups of 5 to create group role cards with helpful phrases for each group role. I will draw 5 popsicle sticks from the jar to create the groups. Each group will receive a card for each role and they will take turns adding one sentence or phrase that they deem important for that role. Every group member will add one sentence to each card. The cards will then be collected and saved to be used as a reference tool during group work time. An example of completed role cards is located in [Appendix 3](#).

Day 6

Overview: A focus of the project will be on community leaders and our rights and responsibilities. I will review these concepts from previous lessons in our social studies unit, and tie in the group roles with responsibilities. I will introduce the group project to the class as a whole and then provide students with their pre-determined groups. Each group will be responsible for using their knowledge of community leaders, citizenship, and community features to design their own successful community. Each student will select a community leader to embody and research. The students will use their role as a community leader to help build and design a successful community. They will need to include community structures/places, transportation, communication etc. The students will also need to select a problem for their community and design a newspaper for the community that highlights the problem/solution for the citizens of their community. Each student will need to complete a page of the newspaper as well as their respective elements within the community. They need to complete a drawn model of their community including all the essential components as well as their newspaper and descriptions of their role within the community.

After the project parameters are explained in detail with a completed example model for students to view, the students will meet with their groups to begin discussing their chosen community leaders and duties for the project. The rubric for the project is shown below. Each

student will get copy of the project rubric. It is essential that students understand that their grade for the project is the same as all the other group members, and that in order for them to earn points on the rubric each student has a portion to contribute. This understanding of the cooperative learning concept is crucial to the success of the group as a whole as well as the curricular objectives. See [Appendix4](#) for the community project rubric.

As a class, we will brainstorm important community leaders that have significant influence over the community. From the brainstormed list, we will create an anchor chart of possible choices for community leaders that students can choose from for the project. Examples of possible community leaders: fireman, policeman, mayor, judge, teacher/principal, doctor etc. I will then inform students of the groups that they will be in. Each group member will choose their community leader and discuss as a group the problems that their community leaders will be facing in the community (for the newspaper portion of the project.) Each student will complete the “Community Leader” information page with their chosen leader and problem/solution as shown to be turned in by the end of the class period. See [Appendix5](#) for the community leader information page.

Day 7-9

The remaining days of the unit prior to the final presentations will serve as work days for students to work on/complete their projects. Each group will be assigned their own location in the classroom so as to not disrupt any other groups while working. Each group will also have two days for using the computers/iPads for research about the community leader they have chosen to incorporate. Every day that the group meets, the students need to take on a different role within the group so as to give all students a chance to work on the project in a different way. They will maintain all their research on their own research page for use throughout the group project. I will circulate amongst each group to assist with any aspects of the projects that students struggle with and facilitate to ensure that all students are comfortable and an integral part of their subsequent group. At the end of each class period, the students will complete an exit slip of their role in the group for the day. See [Appendix6](#) for the exit slip for each work day. See [Appendix7](#) for the research page document.

Day 10-11

On the two final days of the unit, each group will present their community to the class and discuss all the elements that they included. Each person of the group will dress like their community leader and speak in the first person to discuss their impact on their community. Each group will also provide me with a copy of their community newspaper so that I can copy and distribute the community newspapers to all the students during the presentation. The content foundation and assessment of student achievement with the content comes from the graded rubric after each group presentation. However, within the facets of the Social Studies objectives being addressed, one of the overall goals is the students understanding of group roles, social skills, and the importance of working as a collaborative team. By receiving the same grade as the rest of the group, students will understand that everyone played a role in determining the outcome of the group and that collaborating and working together in a positive way is vital for overall group success. Additionally, while watching each group present their completed

community to the class, each student in the audience will complete a 3-2-1 project review sheet for each group including three elements of the project they learned more about or thought were significant, two questions or comments for the group, and one connection they have between their project and the group who is presenting. The 3-2-1 reflection sheet is located in [Appendix8](#).

My overall goal following the completion of this unit is to not only assess students understanding of community features and how community ideals carry over to the content/curriculum of second grade, but to also assist students with utilizing their social skills in a positive and effective way in the classroom. I hope my students will gain an understanding of themselves as a social member of our classroom and how they can affect the outcome of the task at hand through their collaboration and communication. By augmenting their own social skills and connecting social concepts to the real world in which they live, my students will strengthen their 21st century collaborative skills and hopefully instill the skills and ideas they have learned into their everyday lives.

Appendix 1—Implementing Common Core Standards

Listed below are some of the more prevalent Common Core Standards¹ addressed in this unit. All of the denoted standards are second grade standards, though it should be noted that this unit can easily be expanded to address similar standards in other grade levels.

Use geographic representations, terms and technology to process information from a spatial perspective. (2.G.1)

Interpret maps of the school and community that contain symbols, legends and cardinal directions. (2.G.1.1)

Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). (2.G.1.2)

All three of these standards connect to the actual creation of their group community map, and the inclusion of various community features and terminology.

Understand the roles and responsibilities of citizens. (2.C&G.2)

Exemplify characteristics of good citizenship through historical figures and everyday citizens. (2.C&G.2.1)

Explain why it is important for citizens to participate in their community. (2.C&G.2.2)

The students' research regarding their community leader and their identification of a community problem and how they could resolve this problem within the community, addresses these objectives for citizenship. By acting in the first person with regards to their leader, students will be able to think critically and creatively about how citizens play a role in the community and what good citizenship means for a successful community.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

While this unit uses the social groups perspective as applied to the Social Studies content objectives, the dynamics of the collaborative group work involve participating in conversations with their peers based on the books/research they are conducting which addresses this literacy objective.

Name _____ Number _____

Socratic Seminar Self-Reflection

Circle the statements that you feel describe your participation in the seminar.

1. I was focused during the seminar.
2. I was respectful to the other students.
3. I waited and thought before speaking.
4. I listened to others tell their opinions.
5. I kept an open mind for opinions different from my own.
6. I acted as a positive role model for other students.
7. I built on what was said just before I gave my opinion.
8. I used examples to support statements.
9. I felt comfortable speaking in the seminar.
10. I gave my opinions clearly.

How would you rate the seminar? (Circle one)

Excellent (Everyone participated, listened, had good ideas, did not interrupt people speaking.)

Good (Most people participated but the seminar could have had better ideas and behavior.)

OK (Talking, interruptions, students distracted or not participating.)

Poor (Lots of talking and interruptions, and rude behavior.)

One thing I learned or thought was important during the seminar....

A goal I have for next seminar is...

<p style="text-align: center;">Leader</p> <p>Makes sure that everyone is included Focuses the group to the learning task <i>“That’s very cool, but let’s get back to work”</i> <i>“It is _____’s turn to speak”</i> <i>“Does anyone else have an idea to share?”</i> <i>“Let’s make sure we are focused on the objective for today”</i></p>	<p style="text-align: center;">Time Keeper</p> <p>Keeps the group moving at a steady pace and maintains focus. Keeps track of time allotted for class and informs group. <i>“We have _____ minutes left to work today”</i> <i>“We have a total of _____ minutes, so we should spend 10 minutes on each task”</i> <i>“We only have _____ minutes left so let’s make sure we are working hard”</i> <i>“We need to work faster on _____”</i></p>
<p style="text-align: center;">Recorder</p> <p>Maintains all group ideas and work on a graphic organizer Writes neatly on final products for group <i>“How do you think I should say this?”</i> <i>“What color marker would we like on our poster?”</i> <i>“What ideas do we want to include on our graphic organizer?”</i> <i>“I heard you say _____ is that correct?”</i> <i>“I saw on the rubric that we need to..”</i></p>	<p style="text-align: center;">Reporter</p> <p>Presents finished work to the class Practices presentation and assigns speaking roles <i>“How would you like this to sound?”</i> <i>“You will be saying this part of the presentation”</i> <i>“We will present in this order...”</i></p>
<p style="text-align: center;">Facilitator/Encourager</p> <p>Assist other group members with their tasks and provide support/praise Ask for help when needed and increase participation <i>“Do you think we should ask for help from the teacher?”</i> <i>“You are doing a great job with that!”</i> <i>“Do you need any help or ideas?”</i></p>	

Appendix 4

Community Project Rubric

Groups members: _____, _____, _____, _____, _____

Community name: _____

	3	2	1
Transportation	Group included at least 5 examples of transportation	Group included 2-4 examples of transportation	Group included less than 2 examples of transportation
Communication	Group included at least 5 examples of communication	Group included 2-4 examples of transportation	Group included less than 2 examples of communication
Places to Learn	Group included at least 3 places for learning	Group included 2 places for learning	Group included 1 or 0 places for learning
Places for Fun	Group included at least 3 places for fun	Group included 2 places for fun	Group included 1 or 0 places for fun
Places that provide safety	Group included at least 3 places for safety	Group included at least 2 places for safety	Group included 1 or 0 places for safety
Places where people live	Group included at least 5 places where people live	Group included at 2-4 places where people live	Group included less than 2 places where people live
Places where people work	Group included at least 5 places where people work	Group included at 2-4 places where people work	Group included less than 2 places where people work
Buildings of Choice	Group included at least 5 building of choice	Group included 2-4 buildings of choice	Group included less than 2 buildings of choices

Community Leaders	Group includes 5 community leaders with detailed information about their role within the community demonstrating research	Group includes 2-4 community leaders with detailed information about their role within the community demonstrating research or 5 community leaders with little information	Group includes less than 2 community leaders with detailed information about their role within the community demonstrating research or all community leaders have little information
Newspaper	Group writes 5 articles for their community newspaper about the role and influence of their leader including their leader's problem and solution	Group writes 2-4 articles for their community newspaper about the role and influence of their leader including their leader's problem and solution	Group writes less than 2 articles for their community newspaper about the role and influence of their leader including their leader's problem and solution
Presentation	Group presents all parts of their project in a clear and meaningful way with strong voices	Group presents most parts of their project in a clear way with good voices.	Group does not present many areas of the project or presentation is unclear
Materials	Group materials were high quality and completed neatly, demonstrating their creativity and effort.	Group materials were well made and completed neatly demonstrating their effort.	Group materials were not completed neatly or showed little effort/creativity.

Appendix 5

Community Leader

My group members are: _____, _____, _____, _____

My chosen community leader is _____

Problem: _____

_____.

Solution: _____

_____.

Community Leader

My group members are: _____, _____, _____, _____

My chosen community leader is _____

Problem: _____

_____.

Solution: _____

_____.

Appendix 6

Group Role Self-Reflection

Today my role was _____ Date _____

One positive contribution I made today was :

Tomorrow I would like to:

_____’s Research Page

3-2-1

Reflection

3 Things I learned or that were important...

1.

2.

3.

2 things that I have questions or comments about...

1.

2.

1 thing that I can make a connection about...

1.

Annotated Bibliography

Borman, Kathryn, "Social Control and Schooling: Power and Process in Two Kindergarten Settings," *Anthropology & Education Quarterly* 9, no. 1 (1978): 38-53.

This article analyzes the social organization the classroom experience and the influences of power relations in the classroom. Major areas of emphasis include the outcomes and teacher social control strategies and socialization of specific classrooms of Kindergarten students from various backgrounds and school settings. The research and examples demonstrate the impact the process of socialization, the power distribution, and the classroom environment with regards to socialization.

Bossert, Steven T., "Cooperative Activities in the Classroom," *Review of Research in Education*, Vol. 15(1989): 225-250.

This article on cooperative learning examines the methods of cooperative learning as well as the fusion of cooperative learning techniques with traditional and widely used classroom strategies and learning styles. Additionally, the article explores the utilization of cooperative learning in the classroom model and the effects of using cooperative learning as part of group work for elementary students.

Johnson, David and Johnson, Frank J., *Joining together: Group theory and group skills*. (11 ed.). (Boston, MA: Pearson, 2011).

This intriguing and relevant text introduces the theory and research behind the understanding of how to make groups effective and the skills needed to apply that knowledge to practical situations with people from all backgrounds and situations. Features include discussions on group dynamics and its history, communication, leadership, power, diversity, cooperative learning, and exercises to enhance group skills.

King, Andrew J. Narraway, Claire, Hodgson, Lindsay, Aidan Weatherill, Aidan, Somner Volker and Sumner Seirian, "Performance of human groups in social foraging: The role of communication in consensus decision making," *Biology Letters*, 7(2) (2010): 237-240. doi: 10.1098/rsbl.2010.0808

This article provides historical and researched based background about the role of communication within the decision making facet of groups, and demonstrates support for the teaching of social skills in the classroom. The study described in the article examines whether communication enhances group performance in humans, and tests the prediction that consensus decision-making underlies group success which are critical ideas infused within the study and use of social groups.

Merritt, Eileen G., Wanless, Shannon B., Rimm-Kaufman, Sara E, Cameron, Claire and. Peugh, James L., "The Contributions of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade." *School Psychology Review* 41, no. 2 (2012): 141-159

This article provides useful background regarding the positive outcomes of children's social behaviors following emotionally supportive teacher-child interactions. Using a first

grade class as a research base, the article demonstrates how student social behaviors including aggression, exclusion, pro-social behaviors, and self-regulatory behaviors are impacted by the support of the teacher and the variations in behavior based on the social climate the students are in.

Professional Development for Cooperative Learning, Issues and Approaches, eds. Brody, Celeste M. and Davidson, Neil (Albany: State University of New York Press, 1998). This book is a great teacher resource because it approaches the idea of cooperative learning for a professional development standpoint. When teaching cooperative learning and social skills to elementary students, it is essential to fully understand the parameters and professional skills needed in order to instruct the students. This resource provides an in depth look at the development of cooperative learning from a teachers perspective, and how teacher beliefs and skills can impact the role of cooperative learning practice and instruction in the classroom.

Slavin, Robert E., "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 315-342.

This article provides an overview of cooperative learning strategies and the multi-faceted recognition and reward systems involved with small group work. The article demonstrates various research and evaluations of the effectiveness of cooperative learning in an elementary and secondary classroom including the increase of student achievement, mutual concern from students for each other, an increase in student confidence and self-esteem, as well as many other positive goals.

Villalba, Jose. A., *Incorporating wellness into group work in elementary schools*. *Journal for Specialists in Group Work*, 32 (2007):31-40.

This article discusses the use of group work by counselors for coping, intervention, and wellness work in elementary classroom. The wellness perspective can be used to aide with helping young students with their personal-social development and academic needs. The author(s) also highlight the importance of group work for students at school with difficult home situations and the positive influence of group work on success for students, which makes group work a widely used practice for young students.

Classroom Materials

Brainpop Jr./Other media- Brainpop Jr. has several related videos that provide kid-friendly, fun examples of the standard objectives. The videos for "community helpers" "rights and responsibilities", and "transportation" all provide examples for students of the various project parameters.

Computers/iPads- An essential component of gathering the required information for the project is the use of computers and iPads for students to research their individual community leader and locate examples of leaders' influences. In order for the group as a whole to successfully complete the group tasks, each students needs to be able to complete their component with enough information. The students will each have a day to use the

technology for their research. I will use a class set of iPads so that all students have equal opportunity for researching.

Poster paper/markers/craft supplies- I will provide large classroom poster paper for each group along with scissors, markers, crayons, glue sticks etc. to allow students to use their creativity to make a presentable project.

ⁱ Villalba, *Incorporating wellness into group work in elementary schools*.

ⁱⁱ King, Narraway, Hodgson, Weatherill, Sommer & Sumner, *Performance of human groups in social foraging: The role of communication in consensus decision making*, 237.

ⁱⁱⁱ King, Narraway, Hodgson, Weatherill, Sommer & Sumner, *Performance of human groups in social foraging: The role of communication in consensus decision making*, 239.