

Cooperation

Character... It starts with me!

MONTHLY EDUCATOR BULLETIN

Vs. Antagonism

I WILL:

- listen to others to understand their point of view
- do my part in group efforts
- accept help when I need it
- see my needs in relationship to the needs of the greater community
- look for ways to be a help to others

FEATURES

No Matter How You Say 2

Quotes 3

Curriculum Connection 3

Model 4

Team-Building Activity 4

Family Activity 9

Character in the Classroom Continuously 10

Understanding others so I can effectively work with them

You've may heard about things that change when you go into space but have you heard about the shift that happens in your mind? When you look down from space our planet looks so much smaller. This has changed the perspective of many a returning astronaut. That phenomenon is called the overview effect.

From space, the earth has been referred to as "the pale blue dot" as when you get far enough away that is all you can see. What you don't see is the boundaries between countries. The overview effect make the conflicts that divide people become less important. The differences that separate us seem insignificant.

When we all become "Earthlings" we can understand the need for Cooperation rather than being antagonistic or competitive. The team building activity in each of these bulletins seeks to find common ground among the students. Finding commonality creates a bond that unites them as a community.

This month, look for the things you have in common with others as a source for a more cooperative spirit.



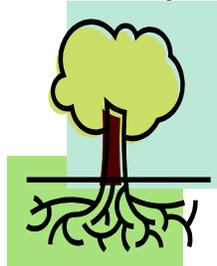
IN THIS ISSUE

A Knotty Situation	5
Hoop Pass	5
Cups of Cooperation	6
Poem	7
Arm Wrestling	8
We Are Cake	8

No Matter How You Say It

↻↻ Go to the Root ↻↻

Cooperation comes from the Late Latin *cooperatus*, past participle of *cooperari*, from Latin *co-* + *operari* to work. Can you see how cooperation is working together?



Samverkan - Swedish

Hợp tác - Vietnamese

samenwerking - Dutch

Cooperación - Spanish

Sign Language

Check out the following website for the American Sign Language interpretation of

Cooperate <https://www.handspeak.com/word/search/index.php?id=479>

Disagree <https://www.handspeak.com/word/search/index.php?id=584>

Can you see how Cooperate involves connecting with each other and how Disagree is disconnected?

From Miriam Webster (www.merriam-webster.com)

Synonyms

affiliation, alliance, association, collaboration, confederation, connection, hookup, liaison, linkup, partnership, relation, relationship, tie-up, union

Antonyms

disaffiliation, dissociation

Related Words

business dealings, interaction, exchange, interconnection, interrelation, mutualism, reciprocity, symbiosis, incorporation, integration, merger, unification, affinity, attachment, closeness, intimacy, rapport, sympathy, kinship, oneness, solidarity, togetherness, unity, companionship, company, fellowship, cahoots

“People will accept your idea much more readily if you tell them Benjamin Franklin said it first.” -David H. Comins

Character Quotables

“Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where competition leaves off.”

~Franklin D. Roosevelt

“Great discoveries and improvements invariably involve the cooperation of many minds. I may be given credit for having blazed the trail, but when I look at the subsequent developments I feel the credit is due to others rather than to myself.”

~Alexander Graham Bell

“Non-cooperation with evil is as much a duty as is cooperation with good.”

~Mahatma Gandhi

“Nature is based on harmony. So it says if we want to survive and become more like nature, then we actually have to understand that it's cooperation versus competition.”

~Bruce Lipton

“In union there is strength.”

~Aesop

“No man is an island, entire of itself; every man is a piece of the continent.”

~John Donne

“He who cannot help may hinder.”

~German Proverb

“Most great learning happens in groups. Collaboration is the stuff of growth.”

~Sir Ken Robinson Ph.D.

“Alone we can do so little. Together we can do so much.”

~Helen Keller

“In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.”

~Charles Darwin

“Sticks in a bundle are unbreakable.”

~Kenyan Proverb

“Not in numbers but in unity that our great strength lies.”

~Thomas Paine

“Victory is much more meaningful when it comes not just from one person, but from the joint achievements of many.”

~Howard Schultz

“A team that sweats together sticks together.”

~Unknown

“Coming together is a beginning, staying together is progress, and working together is success.”

~Henry Ford

“The meeting of two personalities is like the contact of two chemical substances. If there is any reaction, both are transformed.”

~Carl Jung

“No one can whistle a symphony. It takes a whole orchestra to play it.”

~Halford Edward Luccock

If you want to be incrementally better: Be competitive. If you want to be exponentially better: Be cooperative.

~Unknown

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”

~Margaret Mead

Curriculum Connection Biology

Symbiotic Relationships are described as being mutually beneficial between two different organisms. This concept can also be applied to different people or groups.

For some lesson plans on this topic visit:

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/131012>

<https://educators.brainpop.com/bp-topic/symbiosis/>



Loving Co-op, Model of Cooperation

The purpose of Loving Co-Op is to support compassionate organizations so they can do more, be more while reaching a wider audience. Their goal is to help reduce human, animal & environmental suffering by helping organizations that are in-line with these goals. They offer support for those working towards a better world by providing a variety of resources and skills to these amazing non-profit organizations and compassionate companies.

They offer private grants to organizations they feel fit their criteria. Each organization that receives a grant will get a certain number of hours with a trained professional in the field that they

are needing. Non-profits have a lot of great free options which they can assist in setting up.

They work hard to help their Loving Co-Op organizations grow by connecting them with other businesses and share insight to help them thrive. They are an organization that provides the tools and skills to grow exponentially. They remove limitations in thinking and business practices which can easily foster 100% or more year over year growth for a company!

They also connect individuals with skills who want to volunteer for organizations that match the goals of Loving Co-op. By connecting businesses and

individuals with common goals and shared needs, it creates small communities that work together to good work for all.

For more information visit:

[Www.lovingcoop.com](http://www.lovingcoop.com)



Team~Building Activity

Building a culture of good character requires building the class into a community. Here is this month's teambuilding activity:

Fortunately, Unfortunately

This activity requires that you have a few story starters that are age appropriate for the students. This can be done in one large group or several smaller ones depending on the size of the class and the time allowed. Read the story starter to the group or groups. The first person in the group must supply the next sentence in the story but it must start with the word, Fortunately. The next person supplies the next sentence but it starts with Unfortunately. For example, your story starter could be "Sam went to the grocery store to get items for a party." The first person could then say "Fortunately, the store was having a sale." The next person would add, "Unfortunately, it was on toothpaste." You continue going back and forth until everyone has had a turn. Small groups may want to go around again. When you are finished, discuss how much different the story was because of the contributions of all of the students.



A Knotty Situation

Divide students into groups of 6 or 8 (must be an even number). Arrange each group in a tight circle. Each person should cross their arms at the wrist and then grab hands with people across the circle. They should not grab two hands from the same person. The group now must untangle themselves into a circle without letting go of the hands. (If you have an odd number, one person can act as coach for a single group or be a commentator for the whole group and do a play-by-play announcement of each group's progress.) When the game is over, discuss the importance of cooperation in working out the problem and what motivated them to keep going when it got tough.



Hoop Pass

All students begin by standing in a circle, holding hands. The arms of two students is threaded through a hula hoop (or something similar). The group's challenge is to see how quickly their group can move the hula hoop around the circle without letting go of each other's hands. Make sure that hoop you use is large enough for the size of the students to be able to step through. Try adding the additional hoop after children are successful with passing one hoop. Then send the hoops in different directions - this only works if you use a rope lobe rather than a hard hoop. If your group is large consider smaller groups so that the students do not have to wait too long for their turn. When all the groups are finished, talk about how important it was to cooperate with the person next to you. How difficult would have been if someone just stood still and didn't participate?



Cups of Cooperation

This activity will be performed in small groups and requires some set up ahead of time. You will need 6 same sized cups (like the infamous Red Solo Cup), a rubber band and some string, ribbon or yarn for each group. The size of the rubber band is determined by the size of the cup, and the length of the strings are determined by how large of a circle the group creates as you will see in the activity description. Each group will receive a rubber band with the strings tied to it. There needs to be one string for each member of the group and the strings need to be tied at even intervals around the rubber band. The students will sit in a circle with the cups, upside down individually in the circle but not in the direct middle. The object of the game is for the students to work together to stack the cups in a pyramid in the middle of the circle using the rubber band to pick up and place each cup. To do this, the students will each pull on their string to maneuver the rubber band over the cup they will place first. Obviously, the group needs to agree on which cup they are going to use. All of the students will pull on their strings to open the rubber band and guide it around a cup. When it is over the cup, they carefully release their strings (but still hold on) so that the rubber band relaxes tightly against the cup. As a group, they then guide the cup to where it is to be placed. Once there, the students need to coordinate pulling on their strings together so that the rubber band can be removed. They continue this until all six cups are stacked in a pyramid. It is important that the groups not compete against each other but allow all groups to finish to completion. Once completed, ask the groups to describe how they used cooperation to be successful. What would have happened if one person refused to do their part or actively antagonized the activity?



Poem about Cooperation



Since I'm a member of a group,

This is what I'll do:

I'll listen,

I'll take turns

and share,

And work to agree with you!

If I give respect to you,

I know you'll give respect to me.

We will all work well together,

And a happy class we'll be!

Arm Wrestling

Pair up students and set them up to Arm Wrestle each other. Identify that scoring is as follows: Each time someone gets their opponent's hand to the desk, the pair gets a point. Arm wrestling is typically a competitive adventure but the scoring for this game, requires cooperation over competition. If each person in the pair does not resist, but instead work together to move their arms back and forth quickly, they can score more points. You want to set it up like a typical completion and let them figure out that cooperation works better. You may want to run the first round of the game, in the traditional sense and keep score for each individual and then change the scoring to partners for the second round. When the game is over, discuss how important it is to understand when to be competitive and when to cooperate. You may want to end the discussion by showing the following video from YouTube. It tells the story of how an injured softball player is carried around the bases by the *opposing* team. It's a great story.

https://www.youtube.com/watch?v=xVIKtI7yd_s



We are Cake

Find a picture of a whole cake that fills an 11 x 17 sheet of paper. Cut it into as many pieces as you have students in the classroom. The pieces do not have to be the same size or shape. On the back of each piece write a part of the ingredients. For example, if the recipe calls for 2 cups of flour you can divide it up into portions that add up to the total needed. Do this for all the ingredients so that if everything written on the back were actually combined, it would be the batter to make a cake. Pass out the pieces, so that the words are visible to each student. Ask all those who have flour to stand. Ask them if flour tastes like cake. Of course, the answer is No. Now ask all those who have baking powder to stand. Ask them if baking powder tastes like cake. Do this for all the ingredients until all the students are standing. Now ask them to work together to assemble the pieces to "make the cake".

Once the cake 'puzzle' has been assembled talk about how important it is to recognize the role you play in a classroom and how behavior affects others. If somebody consistently forgets their homework or supplies it affects the class just like too much baking powder or too little sugar will affect the cake.



For the Family

We are studying the character quality of **Cooperation**: Understanding others so I can effectively work with them.

To practice Cooperation I will:

- listen to others to understand their point of view
- do my part in group efforts
- accept help when I need it
- see my needs in relationship to the needs of the greater community
- look for ways to be a help to others



Family Activity:

Together We Are Stronger

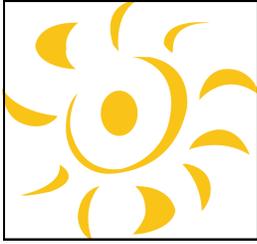
You will need enough toothpicks to have at least two per person in the family. If your family is small, you should use at least 3 per person. You will also need a small rubber band large enough to hold several of the toothpicks in a bunch.

Pass out the toothpicks to each family member. Ask them to break one toothpick. Each person should be able to easily break it. For younger children, you may need to help them. Now have each person hand you one (or two if your family is small). Using the rubber band, bundle them into a single group. Ask each family member if they can break this bunch if they are bound together. The answer will be no. There is strength in numbers. When a family works together they are stronger. Discuss some examples of how a family can work together such as taking turns at chores, older siblings helping younger siblings, or working together in the community for a charitable cause.



Other ways to teach character in the home:

- Display the character quality and definition in a prominent place such as on the refrigerator or let each child decorate it for their bedroom door.
- At the dinner table ask if anyone noticed anyone (not just family members) demonstrating the character quality (or not demonstrating it).
- Point out news stories where character was or was not involved.
- Review the “I wills” and see if there are specific actions you can add to this list.
- During car trips, challenge the kids by describing scenarios and having them identify if it describes being the quality or being the opposite.
- Praise with character by recognizing the character quality involved rather than the achievement.
- For more ideas visit www.charactercincinnati.org/education.php



The Character Council of Greater Cincinnati and Northern Kentucky

P.O. Box 33144
Cincinnati, Ohio 45233

Mary Andres Russell, Executive Director

E-mail: mrussell@charactercincinnati.org

www.charactercincinnati.org

Written by Jill Tomey,
Character Education Consultant
© 2018 Character Council

The 49 Character Qualities are adapted from Character First! materials and are used with permission.

Use of external website links in our articles does not imply endorsement of the site, its content or the views and opinions of the external Web site's sponsoring organization. Please use your own discretion when using material from these links.

Character...It Starts With Me!

Character in the Classroom *Continuously*

There are many ways that you can teach the Character Quality of Month. Here are just a few suggestions:

- Ask students to make posters to hang in the classroom or around the school.
- Challenge students to find quotes, news stories, current (or classic) songs or movies that portray the character quality of the month. Be sure to share these with the class and “archive” these to use in future years.
- Add the character trait of the month to the spelling word list. (Even if it is posted in the classroom to copy!)
- Offer for students to make a video or write a rap that demonstrates the Character Quality of the Month.
- If you teach younger students, see if you can “borrow” some older students to lead your students in an activity or switch the roles and have the younger students “teach” a rhyme to the older students.
- If you teach older students, you can be the initiator in the previous activities.
- Invite local business leaders or small business owners to talk about the importance of a character trait. If you teach older students, aim to get a representative from a business that typically hires teens so that they can relate the importance of good character when applying for and *keeping* a job.
- Men and women in uniform usually make impressive guest speakers. Police departments, fire departments and military recruiting offices are usually willing to come into a classroom. Do not be afraid to give them specific requests or guidelines for speaking so that it is pertinent to the lessons of the month.
- Always have a generic character activity planned and ready to go that you can use as filler when you have time to kill or that a substitute teacher can use in your absence.