



High School

National FFA Organization

Lesson HS.63

COOPERATIVE RELATIONSHIPS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B2: Interact and Work with Others.

National Standards. NPH-H.9-12.5 Using Communication Skills to Promote Health — Analyze how interpersonal communication affects relationships.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify three characteristics of a cooperative person.
- 2 Describe why cooperation is important in relationships.
- 3 List three benefits of cooperation in regard to competition.



© 2004 National FFA Organization
*It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization*



Time. Instruction time for this lesson: 50 minutes.



Resources

Toropov, Brandon, “The Complete Idiot’s Guide to Getting Along With Difficult People,” New York, NY., Simon and Schuster MacMillan Company, 1997.



Tools, Equipment, and Supplies

- ✓ Two stop watches (these can also be digital wrist watches)
- ✓ 52 paper plates—two sets of 26, with one letter of the alphabet on each
- ✓ Tape
- ✓ A collection of rulers, yard sticks, broom sticks, or even writing utensils to be used as Polka Sticks—enough for each student to have one.
- ✓ Prizes for winning team (optional)
- ✓ Pen/pencil
- ✓ Notebook



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- **Cooperative**
- **Cooperation**



Interest Approach



Think of all the people you have worked with on a group project or job. Some were probably easier to work with than others. Think of one person who is very cooperative. Keep that person in mind as we investigate the characteristics of a cooperative person and put our cooperation skills to the test in a competition during class.

Utilize the Soundtrack Moment to engage students with musical intelligence.



Let's brainstorm for a moment. What styles of music do you think would best fit our topic today – cooperative relationships? How about specific song titles? Can you think of any songs that would make a great soundtrack for our lesson on cooperative relationships?

Collect everyone's ideas for a theme song, and then make a decision. If possible find the song via the web and play as background music during the class.



Great! We have a theme song so we can move forward. Keep the theme song in mind along with that very cooperative person you thought about as we learn.



2

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify three characteristics of a cooperative person.

Ask students to take out a writing utensil and notebook.



We are going to get started by doing a little investigating of what we learned from our previous experience of working with others. Please write the following question in your notebook, and take a moment to think about it--what makes someone easy to work with? Ponder this question for a few seconds.

Wait a few seconds.



Record your thoughts in your notebooks. You have 30 seconds.

Wait 30 seconds.



Stop. Please turn to your neighbor and share your thoughts. You will need to add your partner's ideas to your list. You'll have about one minute to share and record your additional thoughts. Go!

Wait one minute.



Stop. Let's hear some of your ideas.

Allow several students to share ideas with the class.



These are all great observations of what makes a person easy to work with. People described in this way would be considered cooperative. It is important for people to have cooperative relationships, and we are going to look at what cooperative relationships need in order to be successful. Let's record this information in our notebooks.

Post HS.63.TM.A and have students capture the notes on paper.

I. Cooperative Relationships

A. Characteristics of a cooperative person.

1. Good listener
2. Ability to work with others
3. Compromises
4. Sharing/communicator
5. Open-minded



Are there any additional ideas that anyone would like to share? If so, let's add them now. This is a great list; now we need to look at how people with these characteristics can be an asset to a

relationship.

II. **Cooperative** means compromising, easy to work with, agreeable.

Objective 2. Describe how cooperation is important to relationships.



Cooperation means working together toward a common goal. I want you to take 30 seconds to think of as many answers as possible to this question: Why is cooperation important to successful relationships? You will need to jot your ideas in your notebook because you will share them with someone in a few moments. Begin.

III. **Cooperation** means working together toward a common goal.

Wait 30 seconds. Have them turn to their neighbor. The older of the two is going to enlighten the other of his/her answers to this question. Give them 30 seconds to do so.



Stop. I want you to turn to your neighbor. The older of the two will enlighten the other by sharing his or her answer to this question. You have 30 seconds.

Wait 30 seconds.



Stop. Those who just heard the old owl's wisdom, show me with a thumbs-up if you agree or thumbs-down if you don't.

Wait.



Let's record the following information and see how many answers are similar.

Present outline on HS.63.TM.B.

IV. Why is cooperation important to relationships?

- A. Everyone is equal--no one person is more of a boss than the other
- B. Provides a comfortable environment for people to be themselves
- C. Promotes sharing
- D. Encourages respect through listening
- E. Provides the opportunity to learn from others



Let's take a moment now to look back over this list and think of a time when we have been in a cooperative relationship.

Pause.



4



Did it involve athletics or another type of competition? Many memorable cooperative relationships are based on preparing for competition. We have all competed in some activity, whether it is competing for a grade on a group project in class or playing a game. This is almost always easier to accomplish if you are in a cooperative relationship.

Objective 3. List the benefits of cooperation in regard to competition.

Students are going to split into two teams and compete in an activity called Paper Plate Polka. Through this activity, they will see the benefits of cooperation in a competitive setting.

First, have the entire alphabet represented on separate paper plates. Arrange them on the floor somewhere in the shape of a solid square, not just an outline. (You will want to set the plates out in the shop or an extra room, if possible, to keep students from seeing the order of plates.) Be sure the plates are mixed up and in no particular alphabetical pattern. Outline the plates with a square of tape to set a boundary that students should not enter..

Rules: The object is to tap each paper plate in alphabetical order in the least amount of time. Plates must be touched by a Polka Stick ONLY. The sticks can be anything, just as long as there are enough for everyone in your class. If you use a variety of short and long polka sticks, be sure to mix them up, as a team with all longer sticks is at an advantage.

The paper plates cannot be rearranged or moved. Everyone must stay outside the square of plates. Only ONE stick may be inside the square at a time, so two plates cannot be hit at the same time.

There is no rule saying everyone has to participate. The idea is that they should find if they use the whole team and divide up the responsibility, their time will get much faster.

This will be a contest between two teams. You will simply split your class in half by having everyone find a partner. Then have the tallest partner go left and the shortest go right, creating two random teams.



Now that we have looked at how cooperation affects relationships, let's look at how it affects competition. We are going to play a game called Paper Plate Polka. First, I need to get an idea if we have what it takes to make this game work. I need to hear a loud "That's ME" if what I say pertains to you. Here's a warm up--are you enrolled in Ag class?

Class response should be that's ME!

OK! Who likes to play games? *Response.*



Who can say the alphabet? *Response.*

Who can be quick? *Response.*

Who wants to win? *Response.*



Oh! This is going to be a tough competition. Here's how it works. Using the Polka Sticks of your choice, see how long it takes you to touch the plates in alphabetical order. I will time you. There are a few rules.



You may not face the paper plates until I say, "Go," everyone must stay outside the square of paper plates, you cannot move the paper plates, and you must use the Polka Sticks to touch the plates. Everyone find a partner and stand back-to-back. Go!

Wait until everyone is back-to-back.



The tallest person in your pair, move to the left side of the room. The shortest person, move to the right.

Allow time for students to move and get into their groups.



Now we have our two teams. You will be competing against the other team (*optional--for some very cool prizes*). Let's move to the board, facing away from the game board located on the floor.

Move both teams to the game board and clarify questions.



What other information do you need before we begin?

Wait for questions. At this time, you will need another teacher or select a student to be a timer/judge. Be sure to have two stopwatches ready!

Paper Plate Polka activity will last approximately 10 minutes. Have both teams go at the same time, and have a judge/timer for each. Give each team three chances; they should be able to discover strategies that will help improve their time. Be sure to record each team's time for all three attempts.



On your marks, get set, go!

Time the first attempt. If they break any rules, their time will not be recorded for that round. Announce the times.



Now that we've got the hang of it and you've tried it once, your team will have two more chances to improve your time. You can take 30 seconds to confer with your team before we begin round two.

Give them 30 seconds, then start round two. Announce the times. After only a brief pause, begin the final round.

Announce the team with the fastest time; applaud the winners.



Thank you for your hard work! Each of you did a terrific job. Please go back to your seat.



Let's talk a little about how cooperation plays a part in competition. First of all, what are the characteristics of cooperation?

Conduct a quick review of earlier discussion and outline.



Think about characteristics you saw in your teammates during the game.

Pause for reflection. They do not need to share. Move on to next question.



6



How did your team use cooperation to enhance the competition or better your time?

Share thoughts with the class. Possible answers: we developed a strategy; talked more; one person stopped trying to hit every letter; we worked together; we divided up the plates and had less territory to cover; we decreased time through communication



It sounds like you would agree there are benefits to being cooperative during competition. Let's capture our ideas in our notebooks.

Post HS.63.TM.C and add student responses to the outline.

V. Benefits of cooperation in competition

- A. Utilize everyone
- B. Spreads out the work/responsibility
- C. (Student response)
- D. (Student response)



Are there any things we could add to our list? If you want to be successful in competition, neither the contest nor the size of the team matter. Put cooperation at the top of your priority list, and I assure you, the results will be positive. I challenge you to look at areas of competition in your life right now, and look at how you are being cooperative.



[Review/Summary](#)

Post the following questions on a public writing surface for review.



Reflect on the following and record your answers in your notebooks.

- *What characteristics do you think you possess that make you a cooperative person?*
- *Identify one trait you will work on to become more cooperative.*
- *How could your FFA Chapter benefit from cooperative relationships?*
- *List two competitive areas you participate in that require cooperation.*



Application

► **Extended Classroom Activity:**

Students will record in their notebook how cooperative relationships play a part in their home life. What areas could improve?

► **FFA Activity:**

Have students participate in a CDE event that requires cooperation.

► **SAE Activity:**

Have students describe the cooperative relationships they have had that helped them succeed in their SAE project. Example: Ag teacher, parents, feed salesman or siblings



Evaluation

HS.63.Assess.A

Answers to Assessment:

1. Answer should include three of the following:
 - Good listener
 - Ability to work with others
 - Compromises
 - Sharing/communicator
 - Open-minded
2. Answer should include three of the following:
 - Everyone is equal
 - No one person is more of a boss than the other
 - Provides a comfortable environment for people to be themselves
 - Promotes sharing
 - Encourages respect through listening
 - Provides the opportunity to learn from others
3. Answers will vary
 - Examples may include be bossy, unreliable, off task, or poor communicator
4. Answers will vary.
 - Examples include all sports, all FFA Career Development Event teams, officer teams, chorus competitions



HS.63.Assess.A Name: _____

COOPERATIVE RELATIONSHIPS

►Directions:

Answer the following short-answer questions.

1. Describe in detail, using at least three characteristics, what a cooperative person is like.

2. List two reasons cooperation is important in all relationships.

3. Name one characteristic that can inhibit cooperation in a group project.

4. List five examples of competitions where cooperation can be useful.

HS.63.TM.A

COOPERATIVE RELATIONSHIPS

Characteristics of a cooperative person.

- ◆ **Good listener**
- ◆ **Ability to work with others**
- ◆ **Compromises**
- ◆ **Sharing/communicator**
- ◆ **Open-minded**



HS.63.TM.B

WHY COOPERATION IS

IMPORTANT TO RELATIONSHIPS.

- ◆ **Everyone is equal**

 - ➔ No one acts more like the boss than another

- ◆ **Provides a comfortable environment for people to be themselves**

- ◆ **Promotes sharing**

- ◆ **Encourages respect through listening**

- ◆ **Provides the opportunity to learn from others**

HS.63.TM.C

BENEFITS OF COOPERATION IN COMPETITION

- ◆ **Utilize everyone**

- ◆ **Spreads out the work/responsibility**



12