

# National Farmers Union



## *“Cooperatives: The Business of Teamwork”*

### Section 1: Grades 1-2

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# Lesson 1: Playing & Working Together

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- Unit Objective:** Students will be introduced to cooperative play and work activities.
- Grades:** 1-2
- Length:** 1 hour: 10 minutes for the introduction and discussion of cooperation, 10 minutes for the ball-in-the-blanket activity, 10 minutes for the snack and worksheet activity, 15 minutes for the fire-fighting activity, 15 minutes for the follow-up discussion and closing comments.
- Materials Needed:** A whiteboard or flipchart and appropriate markers, tables, color crayons, clean ice cream pails, a large cardboard box, large foam packing “peanuts,” enough appropriately sized blankets and beach balls or volleyballs, pre-cut sheets of the word “Cooperation.”
- Preparation Needed:** You will need to make a “fire box” by using a large empty cardboard box from 24-36 inches high and 24-36 inches wide. Cut off all the top flaps and then cut ragged “flames” along the top edge all the way around the box. Do this by using a box cutter or scissors to cut down from the top at steep angles. Think of this as making a jagged edge or alligator “teeth” along the top of the box. Use craft paint or markers to color these “flames” yellow and red. Locate and clean enough ice cream pails for each one of your students. Also, print enough copies of the “Cooperation” worksheet so you have enough for sections for each student.

## Background:

Children this age are familiar with playing together, either one-on-one using a board game or in small-group activities such as tag. This session begins with an activity that encouraged playing together. The second activity transitions into tasks that only the students can accomplish as a group to show how **cooperation** works. The lesson uses the terms **teamwork** and **cooperation** interchangeably. Students this age will be more familiar with the meaning of the word teamwork.

## Teaching Strategy:

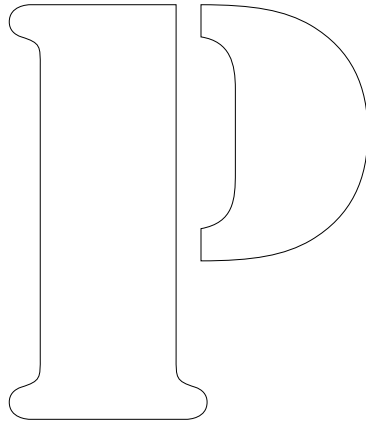
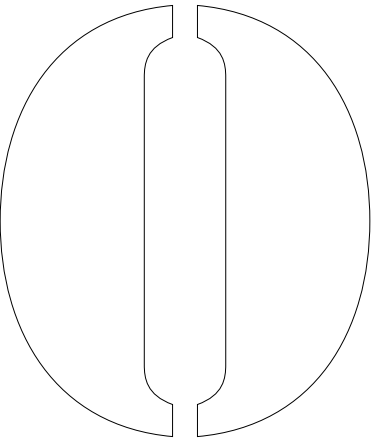
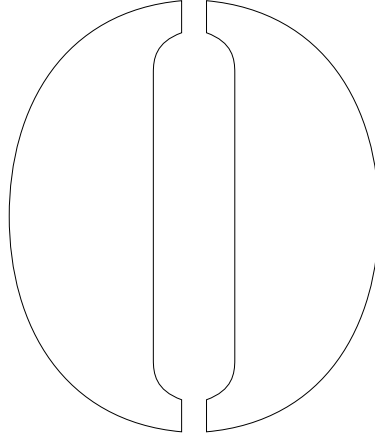
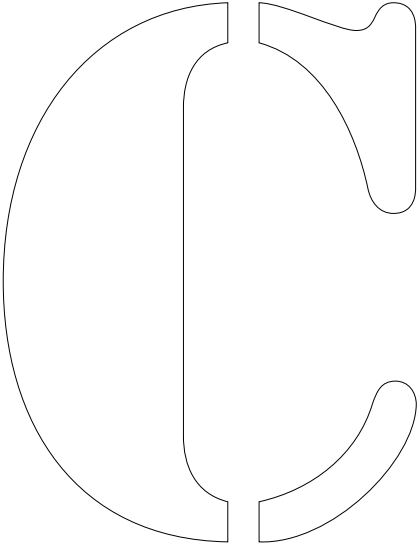
1. Ask your students to tell you what games they play by themselves. On a whiteboard or flipchart, write “By Myself” at the top left. In the column below, write their answers. *What games do you play that only work if you have other players?* At the upper left of your whiteboard or flipchart, write the heading “With Others.” Underneath, list the responses you hear. Compare the examples. *Why do some games work better if you have two or more players?* Let your students share their examples. Make sure you allow all children to have an opportunity to respond during this discussion time.
2. *Some games are competitive, meaning one person or one team will win. Other games and many activities are cooperative, meaning everyone wins. Each type of game has its place in our lives. When two or more of you play together, it is called teamwork. Teamwork and cooperation are the same. A sports team works together to win. What would happen if you tried to play baseball by yourself? It would be impossible. It would be difficult with just two or three people. Baseball is a team sport. Some people are better at batting. Some are better at catching, or running, or pitching. Teamwork encourages everyone to add his or her best abilities to the overall effort. This is a type of cooperation that we use when we play. Cooperation means every member of the team contributes and the group succeeds together.*
3. *Who wants to play a cooperative game?* Wait for hands to go up, showing interest and a willingness to try something new. *Great. Here is how we will play a game called Ball in a Blanket.* Hold up a blanket. Organize your students in groups of four. *Each one of you will hold one corner of a blanket.* Create additional groups as necessary, depending on the number of students you have. If you have an odd number, either you or a youth volunteer or someone from another age group may join in as necessary. *Each group will use the blanket to toss the ball in the air and then*

*catch it when it comes down. How many times can we do this without dropping the ball?* Tell the students you will give them five minutes for this activity.

4. *Now we will switch teams. Teamwork can mean working with other people at different times on new projects. Baseball is played during the summer. By the time the next summer rolls around, the baseball team may have several new players to replace those who went to another team, another sport, or another town. As we get older, we will join lots of teams and work with all kinds of people. I would like two people at each blanket to change places with two people at another blanket.* Continue the game for five more minutes. *Did you find it just as easy to do this with new people? You may find you like having your friends on your team, yet in this type of game you can do it just as well with someone new.*
5. *The blanket in a ball game is not about beating another team. This game is about seeing how well you can do as a team. The more you work together, the better you are able to keep catching the ball in the blanket. It is time for a snack break.* Serve snacks that include vegetable or fruit slices, milk or cheese from a cooperative, and orange or grape juice from a cooperative. Pass out wipes or have the children go to the nearest sink to clean their hands. Give them a few minutes to finish their snacks, clean up their areas and dispose of their napkins and other items. Again, if necessary, have them clean their hands for the next activity.
6. *I will pass out paper sheets that have letters on them. Please color in the letters.* Give them time to complete this assignment. *Cooperation is a big word. It means teamwork, as in working together as a team. Each of you will have a few letters that make up the word cooperative. What can we do to put all the letters together to spell the word?* Wait for their answers. If they are unsure, suggest they each hold the letters in front of themselves and stand side by side to spell the word. Help them with the sequence. If you have too few students to do this, have the children hold two sets of letters, one in each hand. If you have a lot of students, you can set up two or more lines as necessary to have each group spell out Cooperation. *It takes all of us cooperating to accomplish some activities.*
7. *Sometimes we work together to play a game. Other times we work together to get a job done. Here is an example of why we need to work cooperatively* (walk over toward the “fire box”). *Imagine this box over here is a fire. You have one pail to use and a source of water at the other end of the room.* Walk over to the water tub and hold up a few foam peanuts so the students can see them. *Pretend these bits of foam are water. How would (ask just one student) put out the fire?* Let that student show everyone how he or she would use a pail to gather water at one end of the room, run with it to the box and dump it into the “fire.” *How long will it take for you to put out the fire by yourself? Would it go faster if you had help? What if you all try at the same time? Let’s do that. Everyone grab a bucket and go.* Expect chaos at this point. Each child will try to be the fastest one to fill a bucket, run across the room and dump his or her pail into the fire. The students will lose time as they bump into or try to avoid each other. After the students have used up all the “water” have them stop and pick up the spilled foam peanuts and put them in the firebox. Take the firebox over to the water tub and dump in the peanuts. Then place the box back in its original location.
8. Gather everyone in a circle. *We had everyone help and that’s good. All of you are dedicated firefighters. Is there a way we could have worked better together to get water to the fire?* Let the students think about this for a moment. *More than 250 years ago, Ben Franklin helped start the Union Fire Company in Philadelphia. It was one of the first cooperatives in America. The members of this cooperative were people who owned buildings. Back then there were no fire trucks or firefighters. People used fireplaces for heat and lamps for light. There were no sprinklers or alarms. A fire could burn down a building in minutes, and then spread to the buildings beside it. One person alone could not put out a fire. As a cooperative, the Union Fire Company members had a common interest in putting out fires to protect everyone’s buildings from burning down. They wrote rules that they followed to make sure everyone was working together and not disorganized. Were you disorganized when you all tried to put out the fire?* Point out to the students that they were bumping into each other or going out of their way not to during the last activity. *Since they did*

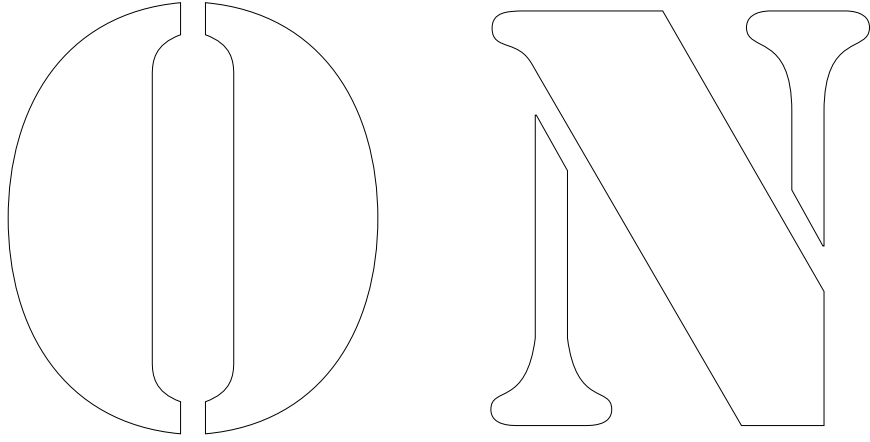
*not have fire trucks or hoses, early firefighters used wooden buckets larger than your pails to carry water. To avoid bumping into each other, they formed a bucket brigade. This means people focused on one task instead of trying to do it all by themselves. One person just filled buckets, one person poured water on the fire, and everyone else created a line in between these two and passed buckets down the line. Let's try forming a bucket brigade.* To avoid competition for the prized spots at either end of the line, assign one student to fill buckets and another to dump the pails into the fire. Let them use all the “water” and observe how much quicker the process goes. (OPTIONAL: If you hold your class on a warm day and a suitable area outside, this activity could be done using real water in place of packing peanuts. Be sure to have towels available for students to dry themselves following this activity.)

9. Once again, gather everyone into a circle. Ask them why a bucket brigade worked better than an “everyone for themselves” approach. List the answers on a whiteboard or flipchart. The answers will vary yet they should include these responses: Everyone helped rather than expecting one person do all the work; people did not get into the way of each other; by doing one task only each person was able to contribute more to the overall effort while using less time.
  10. Close the lesson by discussing how cooperation benefits everyone in a group. Use the following questions to prompt this discussion. *What activities do you do alone that would be easier if you had help? Have people asked you to help them get things done? Is it easier to work on a project when everyone wants the same result? Is it more difficult when one person does not have the same goal or isn't as dedicated to the final outcome?*
  11. NOTE: Any of these activities – spelling out Cooperation, ball-in-the-blanket, or bucket brigade may be repeated to show parents how their children learned about cooperation during this session. If time allows, repeat one or more of these activities for the benefit of parents.
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# Lesson 2: Building Team Towers

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- Unit Objective:** Students will engage in team-building activities.
- Grades:** 1-2
- Length:** 1 hour: 10 minutes for opening discussion on cooperative concepts, 15 minutes to make visors, 15 minutes for the marshmallow exercise, 5 minutes for a snack, 15 minutes for the rope activity and final discussion.
- Materials Needed:** Inexpensive all-the-same-color foam visors (sources for these include Hobby Lobby, Michaels or the craft section in Walmart); a collection of three or more hats from local cooperatives (these may be donated by the co-op and thus could be used as a door prize); washable markers, glue and accent or glitter-type sprinkles, enough six-foot sections of clothesline or rope, at least six shirts on clothes hangers, several bags of miniature marshmallows and boxes of toothpicks.
- Preparation Needed:** Count out marshmallows and toothpicks as explained below. Cut your rope or clothesline into six-foot sections.

## Background:

Inspiring students to belong to a team is easier when they share the same “uniform.” This could be a t-shirt or cap; however, to keep costs down this project will focus on decorating a foam visor.

NOTE: Feel free to substitute a t-shirt if your budget allows.

## Teaching Strategy:

1. *Raise your hands if you think cooperation means teamwork and getting along.* Pause to count the hands that go up. *Raise your hands if you think cooperation means others have to lose so you can win.* Most students this age should have a sense that cooperation means working together.
2. *What is the meaning of the word “teamwork”?* Listen to any answers you may get. *Teamwork actually has two words put together, “team,” and “work.”* Write the word on a flipchart or white board. *What kinds of teams can you think of?* Write down their answers, which may include the obvious – baseball, football, or basketball – and some less obvious suggestions ranging from firefighters to teachers. If they are not sure what to suggest, help them along by naming a few of the examples listed above.
3. *Teamwork is what happens when people work together as a team. It means doing something as a group that you could not do on your own. People who join a team want the same things. Teachers in school are on a team. They want you to learn more about the world, about math, about music, and about yourselves. Working together in a team is also called cooperation.*
4. *Can you give me examples of cooperation?* Write down or talk about the examples they may share. Cooperation could include everyone working together to do yard work, housework, or making a meal. Discuss how the purpose of cooperation is to benefit everyone who joins in the effort.
5. *Many people who belong to a team share things in common. Sometimes they even wear the same clothes to show they belong to a team. In sports, ball players wear the same uniform, including a hat (or t-shirt, if you choose that instead). We are going to make our own hats using these visors.* Pass out one visor to each student. Show them the co-op hats and make a brief mention of each co-op and what it does for people in the community.
6. *We will put the name of our co-op on these visors (or t-shirts). We need a name for our co-op. How about Kids Co-op?* Write down the name on the whiteboard or flipchart. Have the students use washable markers and write Kids Co-op on their visors. Walk around to assist any students who may have difficulty writing the words (or making them fit in the area). Leave enough



space on each visor for one more upcoming activity. It is up to you whether you use markers of all the same color or a mix to add color to the visors. You may want to use glue and colored sprinkles to accent the visors.

7. Have your students test their visors by putting them on. If you have a digital camera, pose the students and take a photo. *Wow. We have a team. All of you look ready to cooperate together. As a Kids Co-op, we should do something to show how we use teamwork to test our ability to work together.*
8. *Using cooperation, you are going to work together as a team to build a tower. Instead of bricks or boards, you are going to build using marshmallows and toothpicks. There are no instructions. I will give you five minutes from beginning to end. At the end of five minutes, I will measure the tower that continues standing by itself for at least 15 seconds. Your goal is to build the tallest tower possible. As a group, you will have to work together to decide how to do this. Remember, you have to do this as a team.*
9. Pass out approximately 100 miniature marshmallows and 75 toothpicks for every six students (one group). Use a timer or watch to keep track of the five-minute period from start to finish, and the 15-second “grace” period once you have called “time” to end the activity. Before you start, have each member of the team put their initials on the visors of their teammates. This will help build a sense of teamwork. Hold up your watch and when you are ready, shout out “Go.”
10. At the end of the exercise, say “Time,” then measure the tower(s) that stood up for 15 seconds (if any). Make a special comment about the team that was most successful.
11. Ask each participating group these questions: *How did you decide what the tower should look like? Did you decide in advance how to build the tower or just makes changes as you went? Did your group have a leader, or did you make decisions as a group?* For each question, listen to the answers and look for opportunities to make positive comments about cooperation. Change the teams around and have your students repeat this activity. Provide them with new marshmallows and toothpicks. *Did working with new teams work just as well? Were you able to share something you learned from your first team with those on your second team?*
12. *It is time for a snack. Guess what we are having today? S’mores.* Send the children to the nearest sink to wash up. Serve the s’mores cold unless you have suitable equipment on hand to melt chocolate. Feel free to substitute peanut butter-and-marshmallow sandwiches, or celery filled with peanut butter and topped with marshmallows. Be creative.
13. While the children are having their snack, place on the floor enough six-foot sections of rope. You will need one fewer sections of rope than you have students. For example, if you have six students you will need five sections of rope. After the students are done with their snacks, tell them you have a problem. You need to hang up laundry and your clothesline is in pieces. How will you hang your clothes? One or more students may suggest you tie the rope together. Respond by saying you cannot tie the rope because it will become too short for the clothes you need to hang. Ask half of the students to hold one end of the rope, while the remaining students hold the other end. Hang a shirt on this rope. Tell your students this shirt represents ten more but you didn’t bring them all. All those shirts would need the entire six-foot section of rope being held by the students. You have more shirts to hang up. This means you need addition line from which to hang the shirts. What can your students do to help you have access to more line? Give them time to consider this challenge. If they do not recommend it, ask your students to each hold the end of a section of rope in one hand and another in their other hand. They will become like fence posts supporting your line and allowing it to be long enough to be useable. Hang an additional shirt on each section of rope and tell them their cooperation has solved a problem.
14. This would be a good time to take another digital photo of your students participating in an activity. Ask them to return to their seats. Begin a discussion with them using the following questions. Be sure to encourage everyone to participate. *How does this activity teach cooperation? What was the challenge we had to solve? What would have happened if someone decided to quit and walk*

*away? We use cooperation every day. It may be planned, it may just happen on its own. By working together, we did things today that we could not have done by ourselves.* At this time you may want to hold a drawing to give away the three co-op hats.

**Source:** Activities That Teach by Tom Jackson, KnowledgeStorehouse

# Lesson 3: Circle the Students

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**Unit Objective:** Students will learn to set goals and work together to overcome challenges  
**Grades:** 1-2  
**Length:** 1 hour: 10 minutes for the introduction and jump rope/tennis ball examples, 10 minutes for the “Circle the Students” activity, 10 minutes for the musical poster activity, 5 minutes for snack time, 10 minutes to create and share cooperation posters, 10 minutes to color in the poster image, 5 minutes for the wrap up discussion.

**Materials Needed:** A jump rope, a tennis ball, paper sheets with each one marked with one letter from the word “Cooperation,” a 35-foot length of rope, a poster board or tag board, enough letter-size single sheets of construction paper for each student, erasable markers, a portable music player (boom box if you are over 50, iPod if you are under) with appropriate music, copies of the sectional poster image.

**Preparation Needed:** For this activity you will need room for children to play a game. The first part of the activity will be done indoors at tables while the actual activity could be done outdoors, weather permitting. Just follow the notes. Using a marker, spell out “Cooperation” on letter-size sheets of paper using just one letter per sheet. On a full-size sheet of poster board or tag board, write the word “Cooperation.”

## **Background:**

Children may have widely different levels of experience in setting and attaining goals. Whether in a group or as an individual, not all of your students may have had opportunities to participate in goal-setting or problem-solving activities. These activities will require your students to discuss how to solve challenges by agreeing on solutions and working together to attain results.

## **Teaching Strategy:**

1. Hold up a jump rope. Ask one of your students to show you how to, well, jump rope. *Thank you, (NAME), for showing us how a jump rope works. Now, what if someone wants to jump in the middle. Is that possible for just two of you to do? Give your students time to consider this possibility. It takes three people, one to hold each end of the rope, with a third person jumping in the middle. Playing jump rope takes cooperation.* Ask for three volunteers to show how this arrangement works. Thank each of them for the demonstration. *Can two people be in the middle and two more on the end? Yes. Doing this takes a good amount of cooperation. The people holding the ends of the rope need to spin it at the same speed, the people in the middle need to jump at just the right time.*
2. Select another student and toss him or her a tennis ball. Ask this student to toss the ball and catch it a few times. *Is this fun? After a while it gets old. What makes tossing a football, basketball, or baseball more fun? Having someone to catch it and throw it back.* Ask for two more volunteers to join the student with the ball and ask them play catch for a few moments.
3. *Some activities are more fun when we are part of a team. In school, teamwork may be the best way to study for a test, figure out homework, and complete a project. When two or more people share their ideas, they can become more creative in finding solutions.*
4. *Cooperation is a way of working together for everyone to accomplish a common goal. I want all of you to get together in a group in the middle of the room (or a designated space if you are doing this activity outside).* Wait for them to do so. Make sure your students have plenty of room between themselves and those standing near to them. Put a rope in a circle around the outside perimeter of the group. Ask all the students to step outside of the circle. You will need about 35 feet of rope for every 30 students. *Each time we do this, I will make the circle smaller.* Adjust the rope so the circle is smaller (but not exceptionally smaller) and ask the students to step inside. *The goal is*

- to continue fitting within the circle no matter how small it gets. Keep repeating this process. Stress that they need to do this in a safe way. No pushing, jumping, or piggy-backing is allowed.*
5. As it becomes more difficult to get everyone within the rope circle, make sure you use care to gradually make it smaller yet. Your students will discover easy solutions at first, but as the circle gets smaller the ability to crowd together will become less effective. They will have to fit among each other more efficiently. Encourage them to talk among each other to find the best “fit.” This will provide an opportunity to take a photo of the class engaging in a cooperative learning activity.
  6. At some point, they simply will not be able to fit within the circle formed by the rope. Ask them to gather in a discussion circle. *Reaching our goals can be difficult unless we have help from others. The early goals may be easy to achieve, yet as you go along the effort may become more difficult. You may need the help of others. You may need to be the one to help others, too. This is why cooperation is so important.*
  7. Time for a snack break. Have the children wash their hands at the nearest sink or with wipes. Pass out items including milk or cheese from a co-op, orange or cranberry juice from a co-op, and vegetable or fruit slices.
  8. While the children have their snacks, randomly place the sheets of paper that spell out “Cooperation” on the floor. Tell your students they are going to play musical chairs, but without the chairs. You will play music but when the music stops everyone will have to stand on the letter you call out. Start the music (something upbeat and appropriate for children) while the children walk around the letters. Stop the music, say “O” and let the children all try to stand on one of the three sheets marked with an O. Start the music again and let the children walk around the letters. Stop the music, call out the letter “C” and watch the competition among students trying to stand on this single sheet of paper. *What happened? All of you competed to get on this letter. Is there room for all of you? If some of you are faster or bigger or closer to the letter is that fair to others?* Listen to their responses and use them as the focus of additional discussion.
  9. Place a poster-size sheet of paper or tag board on the floor on which you have written the entire word “Cooperation.” Ask the students to walk around this paper or tag board while you play music. When you stop the music, call out “Cooperation. Everyone should be able to stand on or get a foot on the paper or tag board. *This is how cooperation works. It provides room for everyone. No one has to be left standing on the side. No one has to push others out of the way to win. Cooperation is a type of teamwork.*
  10. Have the children return to their seats. Pass out sheets of construction paper to your students and ask them to write down a word or a picture that means cooperation to them. Be sure to help them in spell the word they want to use or give them ideas on how to draw their image. After they are finished, encourage the students to stand up one at a time and explain their word or drawing and why they chose it to represent cooperation.
  11. Have your students return to their tables. Using the image below, cut along the lines and pass out one section to each of your students. Have them color in their part of the image. After they are done, ask them to cooperatively put the puzzle together on top of a blank tag board or poster board so that it makes an obvious image. Using tape or a glue stick, attach the pieces in the correct order to the tag board. Hold it up for all of your students to see. *Cooperation and teamwork is the same thing. Each of you as an individual contributed your talent to this overall effort. Together, you created something you would not have accomplished on your own.*

**Sources:** Activities That Teach by Tom Jackson; KnowledgeStorehouse

## **Lesson 4: Carpet Connections**

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- Unit Objective:** Children will prepare and participate in their own cooperative game
- Grades:** 1-2
- Length:** 1 hour: 10 min. for introduction of lesson, 15 minutes for the carpet squares activities, 5 minutes for a snack, 10 minutes for the connect the dots activity, 15 minutes to build instruments, 5 minutes for the concert.
- Materials Needed:** White paper plates, erasable (nonpermanent) markers, carpet squares (about one square foot each: these may be purchased at, donated by, or borrowed from furniture stores, carpet stores, decorating stores, or larger discount stores), paper handouts, paper plates, paper towel tubes, yarn, small jingle-type bells, pencils, plastic spoons, wax paper rubber bands, several musical instruments.
- Preparation Needed:** Use an open area for the activity using carpet squares. In advance, print the words and cut them out so you can distribute them to students at the appropriate time.

**Background:**

The earliest applied learning lessons taught to children tend to be linear in design. Learning to count, learning the alphabet, and learning the days of the week all are examples of linear patterns. To draw on this intuitive approach, activities in this lesson literally will ask students to connect the dots as they learn about cooperation.

**Teaching Strategy:**

1. Ask your students to raise their hand if they have watched a band or choir perform music, or listened to musicians sing a song. Expect most, if not all, of your students to affirm they have. *With a few exceptions, music requires the cooperation of a lot of people. Choirs have people who specialize in singing the four major parts of a song. These singers are grouped in the bass, baritone, alto, and tenor sections. In a band, musicians may play trumpets, trombones, drums, flutes, guitars, tubas, and saxophones. Each one's music complements that played by all the others. Together, musicians can create great songs for us to hear. Each player's notes contribute to the overall effort. Drums can keep the beat while the trumpets may provide the melody. Each instrument by itself may sound incomplete; put them all together, however, and the sound can be amazing. Music uses signs to tell each player what notes to play, how soft or loud, and when to rest. If musicians played any way they wanted – say they all played loud and they all played the same note – would you want to hear it? Probably not.*
2. *Music is a type of cooperation. All the musicians want the same thing: they want their audience to appreciate listening to the music. This requires each of them to do their individual best and to use teamwork with other musicians sharing the stage.* If available, show them several different musical instruments. Note that each one is unique but none of them alone can make all the music needed for most songs.
3. *Musicians work together. Football players work together. Family work together. Today, we are going to work together too.* Pair off the students in teams at one end of the room. Make sure the teams are spread out. Give one team seven carpet squares, another three squares, and another five. Depending on the number of two-person teams you have, be sure to give some teams more squares, some fewer. Tell them they have to cross the room stepping only on carpet squares. Provide them no further directions. Watch what happens. Anticipate two outcomes: one, the teams will settle into a pattern of one student leading and placing carpet squares in sequence for the other to follow; two, the team with the most squares will go the farthest.
4. Ask them, *Why did some teams do better than others?* The answer will be that those teams had more carpet squares. Did this require cooperation? Not really. One person took the lead and the other followed with little else to do.
5. Recall the teams and collect the squares. Tell them they again have to reach the other side of the room stepping only on carpet squares. Give each team three squares and no further directions. Tell them they all have equal conditions, now, and there is a way for all of them

to cross the room. By discovering it on their own or watching other teams, each team should figure out they have to pick up the square behind them and move it to the front. In effect, they will be using a form of leapfrogging to advance. Give each team time to reach the other end of the room.

6. *Sometimes, success does not depend on who has the most, but who cooperates the best.* Let your students consider this observation.
7. Gather them at one end of the room for a third time. This time instruct them that they cannot step on their own carpet squares. Give each team three squares. Also, make sure teams are side-by-side rather than spread out. Tell them to start. If they look puzzled, assure them there is a solution. Give them time to think. If they are unsure, ask one of them to put one of their own carpet squares in front of the team next to them. Ask that team to do the same. They will discover this effort requires the teams to work together, moving carpet squares back and forth between them in order for all teams to advance.
8. *Each team worked with the one next to it. This is called cooperation. Was it important for you to accurately place the square in front of the team next to you? Yes. In order for your team to be able to move forward it was just as important for their team to move forward. You had to work together. Either you succeeded or you failed due to how good you were at teamwork. Everyone had to contribute.* Give them time to consider your comments.
9. *In a way, you built a bridge using cooperation. It required teamwork. And, you had to recognize that the only way for you to make it across the room required you to help others make it at the same time.*
10. It is time for a snack. Send the children to the nearest sink to wash their hands, or hand out wipes. Serve them fruit or vegetable slices, along with milk or cheese and juice made by cooperatives. Allow them time to finish their snacks and then clean up for the next activity.
11. Pass out paper plates and nonpermanent markers to your students. Give each of them a slip of paper with the following words printed on them: “Cooperation” “is when,” “we work,” “as a team.” You may need to use additional groups should you have additional students, or have students make and hold two paper plates should you have too few students. Ask your students to copy the word they have onto their paper plate. Assist those who may want help writing the words.
12. When they are ready, ask your students if they can stand in order so that their words make a sentence. Tell them this is like the game “connect the dots.” Provide them with no other instructions to see if they can figure this activity out on their own. If they are uncertain, write the sentence on a white board or flipchart and ask them to hold their paper plates to create the sentence. This provides another opportunity to explain how each student brings something important to the group, yet it takes the entire group working together to give meaning to everyone’s own efforts.
13. The final cooperative effort will be to build musical instruments and play in a band. The four musical instruments – tambourine, drum, horn and hand bells – are simple to make and will go together quickly. To avoid everyone wanting the same instrument, assign an instrument to each student to assure variety. Help your students make the following musical instruments. The drum may be made from an empty oatmeal box or hatbox. If time allows, wrap the box with construction paper and let the student decorate it with a crayon or marker. Make the drumsticks by wrapping or tying plastic spoons to the ends of pencils. Make the horn by covering one end of a paper towel roll with waxed paper and securing it with a rubber band. Punch a row of holes along one side of the roll using the tip of a pen. You will need to do this for the student. To play this horn, the student simply sings a tune in the open end. To make cymbals, place bells inside of two paper plates and staple them together, rim-to-rim. If time allows, encourage the student to attach ribbon to the cymbals or color the outside. To play the cymbals, simply shake like a tambourine. To make handbells,

- punch two small holes opposite of each other near all the ends of two paper towel tubes.  
Run yarn through these holes and tie small jingle bells at the end of the yarn. Shake to play.
14. Close your class by playing upbeat music and inviting the students to play their instruments. Applaud their performance. Remind them that some things can only be accomplished by using cooperation.

**Sources:** KnowledgeStorehouse, KinderArt

**Cooperation**

**is when**

**we work**

**as a team**



## Optional Activities

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*The following activities could be incorporated at the end of any lesson to fill extra time.*

1. Play a cooperative-type building game such as Mousetrap or Dominos.
2. Prepare a “thank you” card for the Farmers Union organization that sponsored the day class or camp. Have your students sign it and send it to the president of the organization.
3. Write words on paper plates and play connect the dots. Recommendations include: “Farmers” “Union” “Rocks”; “Everyone” “Wins With” “Teamwork”; “In a” “Co-op” “Every” “Person” “Counts”
4. Teach some Farmers Union songs. Provide an opportunity for the kids to sing the new songs they have learned to another group.