# BASIC ELEMENTS OF COOPERATIVE TEAMS

## Positive Interdependence

Team members perceive that they need each other in order to complete the group's task ("sink or swim together"). Instructors may structure positive interdependence by establishing **mutual goals** (maximize own and each other's productivity), **joint rewards** (if all group members achieve above the criteria, each will receive bonus points), **shared resources** (members have different expertise), and **assigned roles** (summarizer, encourager of participation, elaborator).

## Individual Accountability

Assessing the quality and quantity of each member's contributions and giving the results to the group and the individual.

## Face-to-Face Promotive Interaction

Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee-to-knee and talk through each aspect of the tasks they are working to complete.

## Interpersonal And Small Group Skills

Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job-performance skills. Collaborative skills include instructorship, decision-making, trustbuilding, communication, and conflict-management skills.

## Group Processing

Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Instructors structure group processing by assigning such tasks as (a) list at least three member actions that helped the group be successful and (b) list one action that could be added to make the group even more successful tomorrow. Instructors also monitor the groups and give feedback on how well the groups are working together.

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## Task
Learn the five basic elements of a well-structured cooperative lesson so that you never forget them for as long as you live. For each element:
1. Read the paragraph defining it.
2. Restate its definition in your own words and write it down.
3. Rate from 1-to-10 the extent to which your group experienced the element while you completed the previous cooperative task.
4. Write down at least two things your instructor did to ensure that the element was structured into the previous cooperative task.

### Cooperative
Ensure that all members complete the assignment by coming to agreement on the answers and ensuring that everyone can explain each answer. To assist in doing so, each member takes one of the following roles: Reader, Recorder, Checker.

### Expected Criteria For Success
Everyone must be able to name and explain the basic elements.

### Individual Accountability
One member from your group will be randomly chosen to name and explain the basic elements.

### Expected Behaviors
Active participating, checking, encouraging, and elaborating by all members.

### Intergroup Cooperation
Whenever it is helpful, check procedures, answers, and strategies with another group.

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<thead>
<tr>
<th>Your Definition</th>
<th>Rating</th>
<th>Ways It Was Structured</th>
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Cooperative Learning Lesson Scripts

During the training sessions you will participate in a number of cooperative lessons. These lessons are generic in that they can be used daily (or at least several times a week). The cooperative lesson scripts modeled in this training may be used repeatedly with any curriculum in any subject area. They are content free. Your tasks are to:

1. Attend to the script of the activities as well as the content.

2. For each cooperative learning script complete the chart given below.

3. Plan how to use each cooperative learning script in your classes. Translate each script to make it useable with your students, curricula, and circumstances.

4. Use each cooperative lesson script and adapt and fine-tune it until it produces the results you wish.

<table>
<thead>
<tr>
<th>What I Like About the Script</th>
<th>What to Watch Out For</th>
<th>Where and When I Will Use It</th>
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