



Strategy Tool: Cooperative Learning

Creating Cooperative Learning Groups - Example

Unit: Nutrition and Fitness

Lesson: Developing a Health Plan

Objective: Students will discover, evaluate, and utilize health information, products, and services related to healthy nutrition and weight management.

Activity or Assignment: Weekly Health Plan to include exercise and diet

Expectations for Completion of Activity: Clearly write out the steps for the completion of the activity or assignment. Include the time students will be given to complete their task.

I will use the detailed rubric created that explains the expectations for students to receive full credit on their Health Plan development. I will give groups 10 minutes to brainstorm the exercise and diet plans for their weeklong plan. I will give groups 10 more minutes to make final decisions about their plans and to assess if all requirements are met. Groups will then have 10 final minutes to write their schedule on the weeklong calendar template provided.

Expectations for Student Behavior: Clearly write out the behaviors you should see from students while in their groups during this activity or assignment.

Group norms for behavior will be based on our classroom rules. I will refer back to our group work norms and rules and revisit those expected behaviors prior to students beginning their assignment. I will be sure to include my expectations for what it means to be actively participating, what types of movement I will allow, how they can request help from the teacher, and how long they will have to complete the various steps of their project. Additionally, I will review the expectations for each role within the groups.

Step 1 Choose the appropriate group size for the activity. Based on the number of total students you have, determine the number of groups you will end up with.
Groups should have 2-6 students each.

Group Size: 3 students each

Number of Groups: 1 group of 4 students, 9 groups of 3 students

Step 2 Determine what roles would be most appropriate, if applicable, to the activity or assignment. When assigning group member roles, consider the strengths of the various members as well as roles that students have or have not had an opportunity to attempt previously.



| Group | Group Members | Role |
|-------|--------------------------------------|--|
| 1 | - Samantha - Frederick - Kiera | - Group Leader - Recorder - Materials Gatherer |
| 2 | - Lori - Michael - Johnathan | - Group Leader - Recorder - Materials Gatherer |
| 3 | - Miquel - Kimber - Connie | - Group Leader - Recorder - Materials Gatherer |
| 4 | - Susan - Lonny - Kyle | - Group Leader - Recorder - Materials Gatherer |
| 5 | - Quincy - Debra - Lisa | - Group Leader - Recorder - Materials Gatherer |

| Group | Group Members | Role |
|-------|---|---|
| 6 | - Miles - Allison - Brandi - Catherine | - Group Leader - Recorder - Materials Gatherer - Time Keeper |
| 7 | - Carl - Carter - Lauren | - Group Leader - Recorder - Materials Gatherer |
| 8 | - Daniella - Bea - Jaqueline | - Group Leader - Recorder - Materials Gatherer |
| 9 | - Trevor - Nolan - Collin | - Group Leader - Recorder - Materials Gatherer |
| 10 | - Michelle - Maria - Lora | - Group Leader - Recorder - Materials Gatherer |

Step 3 Provide students with the [Group Work Self-Assessment](#) form. Use it to determine how you can make your groups more effective next time.