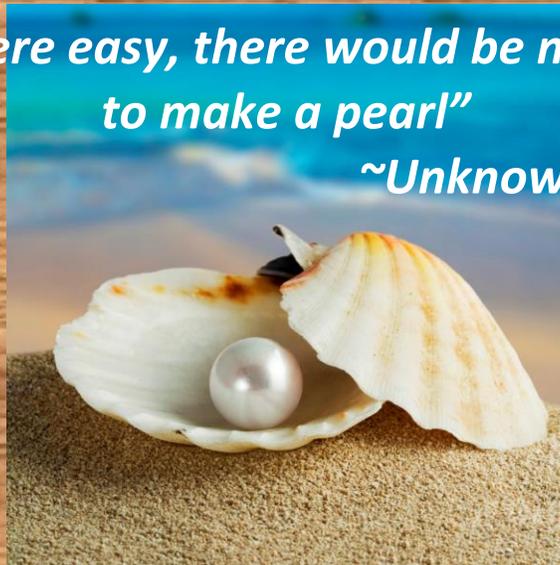


CHARACTER STUDY

COOPERATION

*"If all of life were easy, there would be no grain of sand
to make a pearl"*

~Unknown



6 Week - Once Weekly Unit Study

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LaVonda

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Week 1

Engagement

1. Discuss what cooperation means.
 - a. Why should we cooperate?
 - b. Why is it sometimes difficult to cooperate?
 - c. How do our choices determine whether we are being cooperative or not?

Writing Activity

1. Write the word “conflict” on a piece of paper, a dry erase board or a chalk board. Ask your children/students to write as many words as they can think of to describe conflict. Ask if these words are negative or positive.
2. Ask the children/students to think of times in which conflict can lead to a positive outcome.

Choices

1. Print Document 1.
 - a. Discuss how choices directly and indirectly affect others.
 - b. Ask students to complete the document and then as a small group or one-on-one, determine whether their answers reflect good decision making skills, or if they are negative skills, ask students to identify ways in which they could make changes to future decisions/choices.

Video

1. Watch [*Dinner for Two*](#) (7:22)
 - a. Remind children that the video describes conflict resolution.
 - b. Prompt the students to pay close attention to everything happening in the video.
2. After viewing, ask the students to retell what happened to see what information they grasped and what images they viewed that stuck with them. Prompt the students to understand that the main issue was resolving the conflict between the two chameleons and that the Frog, who was much hungrier than they were, still shared the food, even though they were acting silly and may not have truly deserved it.
3. Discuss some of the things that could have happened to resolve the issue before Frog came along.
4. You might ask the children to role play the short story, in which each one plays the chameleon(s) and Frog. Ask them to add dialogue in which they avoid conflict by cooperating with each other.

What does the Bible say?

1. Look up cooperative in the dictionary
2. Read Exodus 35:1 – 36:7 in the bible about the building of the Tabernacle
3. Bible Memory Verse: Psalm 133:1

Discussion Questions

1. Did the Israelites cooperate on the building of the tabernacle?
2. Were they successful in building it?
3. Could one Israelite have made the tabernacle alone?
4. Is there any time you need to cooperate with other people to get things done?
5. What would happen if you didn't cooperate?
6. Why is a task easier to accomplish if there is teamwork?

7. What character traits does a person need to be cooperative?

Copy Work

1. “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
2. “The most powerful force ever known on this planet is human cooperation; a force for construction and destruction.” ~Jonathan Haidt

Activity

- a. Choose an activity to do together as a family which typically is not done alone.
 - a. Play a game
 - b. Go on a picnic
 - c. Go camping
- b. After the activity, complete the [peer evaluation](#), [self-evaluation](#) and [assessment](#) worksheets. (You may download them for free at Generation Homeschool @ Evans Homeschool Academy)

Week 2

Engagement

- a. How can working with others in a positive way help me grow?
- b. How does conflict resolution (cooperation) provide satisfactory and non-threatening solutions for problems?

Writing Activity

1. Ask the students to write down an event (or draw a picture) describing a recent conflict they've had with someone. Then ask, "was it a good outcome or a bad outcome?" If it ended badly, ask the children if they lost something important, how it made them feel and what could have been done so that both parties involved could have walked away feeling better.

Cooperating in Conflict

1. Print off Document 2.
 - a. Define Conflict as: a serious disagreement or argument about something.
 - b. Ask students to complete the document and then in small groups or one-on-one, discuss whether or not they could reach a resolution to the conflict.
 - c. *Optional:* Ask students to identify responses that are cooperative rather than argumentative.

Copy Work

1. "No person today is independent of those about him. He cannot succeed alone, no matter how great his ability. Success today is more than ever a force of cooperation." ~Orison Swett-Marden
2. "The keystone of success is cooperation. Friction retards personal growth." ~James Cash Penney
3. "When times are tough, constant conflict may be good politics. But in the real world, cooperation works better. After all, nobody's right all the time. Even a broken clock is right twice a day."
~William J. Clinton

Week 3

Engagement

- a. Identify areas in life where teamwork is needed.
- b. What makes working in groups fun?
- c. What can make it NOT fun?
- d. How do responsibility and cooperation co-exist?

Writing Activity

1. Write the following on the board or a piece of paper:
 - a. Competing: I win/You lose – My way or the highway
 - b. Cooperating: I win/You win – Let's both try to get what we need
 - i. Ask the children/students to provide a few examples of each item, and to identify when healthy competition is good and when unhealthy competition becomes selfish. BE SURE to point out that the chameleons were in such strong competition with each other, they failed to realize they were almost eaten by the alligators! (Unhealthy competition can be dangerous if left unchecked!)

Copy Work

1. “We may have all come on different ships, but we're in the same boat now.” - Martin Luther King Jr.
2. “Now join your hands, and with your hands your hearts.” - William Shakespeare
3. “We are all dependent on one another, every soul of us on earth.” - George Bernard Shaw

Responsible Cooperation

1. Print Document 3
 - a. Discuss ways in which responsibility requires cooperation.
 - b. Ask students to complete the document by answering the questions, then in small groups or one-on-one, discuss their answers.
 - c. *Optional:* Ask students to identify their answers that depict some level of cooperation.

Week 4

Engagement

- a. What is the difference between cooperating and just going along with the group?
- b. How do passive/aggressive attitudes and behaviors make cooperation more difficult?
- c. How can you ensure that you are being assertive and not passive/aggressive?

Feelings Matter

1. Print Document 4
 - a. Ask students to evaluate their feelings by completing the document in response to the given scenarios. As a small group or one-on-one, discuss their responses.
 - b. *Optional:* Ask students to identify some ways in which they can change their responses to more cooperative ones.

Writing Activity

- a. Print Document 5.
- b. Using the letters of the word Cooperation, have students write an Acrostic Poem.

Copy Work

1. “We are not put on this earth to see through one another, but to see one another through.” – Unknown Source
2. “A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.” - Albert Einstein
3. “It is literally true that you can succeed best and quickest by helping others to succeed.” -Napoleon Hill

Week 5 & 6

Engagement

- a. In what ways does society confirm the need for cooperation?
- b. How do people in your community cooperate?

Putting it All Together

1. Watch the film "Remember the Titans"

- a. As you prepare for this section, be sure to read the information found at this wonderful [lesson plan site!](#)
- b. Identify any terms or phrases that may need clarification prior to viewing the film. Some of the words your students may have difficulty understanding are:

Nominated
Double A
Triple A,
negro,
agitators,
race mixers,
"couldn't even
tie up his own
football cleats"
race man,
family man,

savior,
diplomacy,
defensive
coordinator,
soul power,
"over-cooking
my grits,"
All American,
"your people,"
"up to snuff,"
"white trash,"

malice,
option,
"read the
tackle,"
mobile,
agile,
antagonize,
audible,
paralyzed.

- c. After viewing the film, either a.) print document 6 and have the students complete the questions, or use them as discussion questions.

Optional Discussion Questions

1. How did the individuals portrayed in this film make racial integration work? *Suggested Response: Answers will vary. A good discussion will include the following concepts: It took respect for others, the ability to communicate, the moral courage to change when necessary, and a commitment by the coaches not just to win football games but also to help the players mature. These coaches understood that their primary responsibility was to help prepare their players for life as adults.*

2. What is the significance of this exchange between the Bertier character and the character of his mother? Bertier: "Mom, just get to know him." Mother: "I don't want to know him." We do not know if this exchange really occurred, but it exemplifies one of the themes of the movie. What is it? *Suggested Response: Hatred and prejudice are born of ignorance. If you get to know someone, hatred and prejudice are harder to maintain.*

3. What was most difficult for the players to accept in the changes the team had to face? *Suggested Response: Answers will vary. Adjusting to a new coaching style, accepting lesser roles on the team, having to work closely with team members very different from themselves and fear of failure may all have worked against a quick adjustment.*

4. What factors were helpful in terms of players and coaches adjusting to the changes?
Suggested Response: Answers will vary. Earned respect, the necessity of working together in order to win, and the power of individual personalities all served to help both players and team mates to cooperate.

Questions adapted from <http://www.teachwithmovies.org/guides/remember-the-titans.html>

Copy Work

4. “We are not put on this earth to see through one another, but to see one another through.” – Unknown Source
5. “A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.” - Albert Einstein
6. “It is literally true that you can succeed best and quickest by helping others to succeed.” -Napoleon Hill

General Assessment Question for *Remember the Titans*

1. How did playing football help the students overcome their racial prejudice? What other activities can help people overcome their differences and **begin working together**? *Suggested Response: There is no single correct answer to this question. The purpose of the question is for students to realize that one of the primary ways that racial prejudice can be overcome is for people to have a goal that is more important than their prejudice. In this case, the goal was having a winning team (for the players) and educating the students (for the coaches). As shown in this film, once people start working together for a common goal, they realize that they have much in common and some become friends. In the situation of the Titans, not only was the goal of winning a uniting factor, but Coach Boone designed the training camp so that it was extremely rigorous and that all the players would have to work together in order to avoid very unpleasant consequences such as three times a day practices.*

Extra Credit:

Students can be asked to do the following:

- "Remember the Titans" holds together very well as a work of fiction. Ask the class whether it is important to them that most of the story, particularly the interaction between the coaches and between Bertier and Campbell, closely follows the facts? Have persons for each position explain their position and start a discussion of the different views.
- Find three adults who grew up during the late 1950s and 1960s who lived in the South (or areas in the North with racial tension such as Boston) and interview them about their experience. At least one of the adults should have taken some action to support the Civil Rights Movement (attended a demonstration or took a personal action). At least one of the adults should not have been active. Interview them about the time and their reaction to what was happening.

Appendix

Optional Definitions

- The process of working together to the same end
- Joint operation or action
- Assistance or willingness to assist
- Concurrent effort or labor
- Voluntary arrangement in which two or more entities engage in a mutually beneficial exchange instead of competing
- Cooperation can happen where resources adequate for both parties exist or are created by their interaction.

Synonyms

- AFFILIATION
- ALLIANCE
- COLLABORATION
- CONNECTION
- ASSOCIATION
- PARTNERSHIP
- RELATIONSHIP

Cooperation-Themed Books

- *The Hunger Games* by Suzanne Collins
- *Maze Runner* by James Dashner
- *Among the Hidden Series* by Haddix
- *First Crossing: Stories about Teen Immigrants* by Donald R. Gallo
- *Borderline* by Allan Stratton
- *Ship Breaker* by Paolo Bacigalupi

Hyponyms

(each of the following is a kind of "cooperation"):

- Teamwork: cooperative work done by a team, especially when it is effective
- Allegiance: commitment; dedication; loyalty
- Self-sacrifice; selflessness: acting with less concern for yourself than for the success of the joint activity
- Concurrence; concurrency: acting together as agents or circumstances or events
- Compromise: a middle way between two extremes
- Collaboration: act of cooperating traitorously with an enemy that is occupying your country; act of working jointly
- Abidance; compliance; conformation; conformity: acting according to certain accepted standards
- Representation: the act of representing; standing in for someone or some group and speaking with authority On their behalf

Antonym

- Competition: the act of competing for a profit or a prize

Bridge to Reading with *Remember the Titans*

Pro Football Hall of Fame by Terry Dunnahoo -- Nonfiction -- Grades 4 – 6

America's Greatest Game by J. Buckley -- Nonfiction -- Grades 4 and up

Football by J. Buckley -- Nonfiction -- Grades 4 and up

Quarterbacks! -- Nonfiction -- Grades 4 and up

The Story of Football by Dave Anderson -- nonfiction -- Grades 4 – 8

Crash by J. Spinelli -- Fiction -- Grades 5 and up

Quarterbacks! by G. Sullivan -- Nonfiction -- Grades 5 and up

I am Third by Gale Sayers and Al Silverman -- Nonfiction -- Grades 6 and up.

Document 1

CHOICES

Read each statement and fill in your response.

1. List 3 choices that you have already made today.

A.
B.
C.

2. What is the best choice you ever made?

3. How did the choice in answer #2 affect you?

4. What is the worst choice you ever made?

5. How did the choice in answer #4 affect you?

6. List 3 important choices that you will have to make as you grow up.

A.
B.
C.

7. What choice do you look most forward to as you get older?

Document 2

CONFLICT RESOLUTION

Read each example, then give a brief description of how you would respond to the scenario.

1. A classmate is constantly teasing you at recess.

2. You and your brother both want to use the computer at the same time.

3. While playing baseball in the neighborhood, the pitcher says you hit a foul ball but you think it was a fair ball.

4. You and a friend are trying to decide who goes first while playing cards.

5. You are playing tag during recess and every time you tag a particular child, he claims that you didn't get him and calls time-out.

6. Your sister keeps going into your room and using your things when you are not at home.

7. A friend keeps trying to get you to do things that you know are wrong.

8. You see an unfamiliar child in your neighborhood who has fallen off of his bike and is bleeding and crying.

Document 3

RESPONSIBILITY AND COOPERATION

Read each statement and fill in your response.

1. What does it mean to be responsible?

2. What responsibilities do you have at home?

A.
B.
C.

3. What responsibilities do you have a school/work?

A.
B.
C.

4. What responsibilities do you have in your community/church?

A.
B.
C.

5. In what ways do you demonstrate responsibility?

A.
B.
C.

6. Give examples of times when you are NOT responsible.

A.
B.
C.

7. What steps can you take to become a more responsible person?

Document 4

FEELINGS

Read each statement and label the feeling that is associated with each scenario

When I ask...

I feel...

Someone to play with me and they ignore me	
Someone to share a toy with me and they don't	
Someone to help me with something and they don't	
Someone if they want to play a game and they say no	
Someone if I can help them and they tell me no	
Someone if I can use something of theirs and they won't let me	

When someone...

I make them feel...

Interrupts me when I am busy	
Takes something of mine without asking	
Asks me to help and I won't	
Asks me to play a game and I'm not doing anything and say no	
Asks to help me and I tell them I don't need their help	
Asks to use something of mine and I won't let them	

When someone...

I feel...

Shows they care about me	
Offers to take turns at something	
Shares their toys and thoughts in a nice way	

When I...

I make them feel...

Ignore someone	
Yell at someone	
Hurt someone's feelings	
Am mean to someone	
Make someone get in trouble for something I did	

When someone...

I feel...

Yells at me	
Is mean to me	
Hurts my feelings	
Ignores me	
Gets me in trouble and I didn't do anything	

I know I am cooperating when

And that makes me feel...

I don't argue or fight to get my way	
I am respectful to others and share	
The other person is not sad or angry	

Document 5

Cooperation

Use the letters to create your own poem about Cooperation!

C _____

O _____

O _____

P _____

E _____

R _____

A _____

T _____

I _____

O _____

N _____

