

## COMMUNICATING IN A GROUP SITUATION

### Performance Standard 24A.D

Use *Tinker Toys*, *Legos* or other building materials to construct an object within a group setting accordingly:

- *Knowledge*: know the specific behaviors that foster cooperation and the effects of negative or unsafe behaviors within a group setting.
- *Application*: Apply knowledge to determine appropriate behaviors within a group setting.
- *Communication*: Communicates knowledge of appropriate behaviors within a group setting.

### Procedures

Note: Construct an object out of *Tinker Toys*, *Legos* or other building material to be used as a model for the group project. Each group will attempt to create an exact replica of the construction. Only a few team members will be able to see to see the original.

1. ***In order to demonstrate procedures for communicating in positive ways resolving differences and preventing conflict (24A)***, students should experience sufficient learning opportunities to develop the following skills:
  - Demonstrate the ability to communicate in a group situation.
  - Identify behaviors that foster cooperation.
  - Describe the effect of negative or unsafe behaviors in others.
2. Place each student into a group, assign one of the following roles to each:
  - Architects: can only see original construction, not the replica that is being constructed by the builders, and can only communicate with the message center personnel.
  - Message center personnel: can see neither the original construction nor the replica being built and can only communicate with the builders and the architects
  - Builders (2): cannot see the model, can only communicate with the message center personnel while constructing the replica.
3. Provide each group with enough materials to build a replica of the model.
4. Each group must be provided with three distinct areas for completion of the assessment (i.e., construction site, message center and site of the original construction).
5. Give groups 30 minutes to complete each replica.
6. Serve as a monitor; students may ask for clarification during the activity (only 'yes'/'no' questions).
7. After constructing a replica of a 'construction', each student will complete a post-construction questionnaire.
8. Evaluate each student using the "Communicating in a Group Situation" Rubric as follows:
  - *Knowledge*: The knowledge dimension was demonstrated in the performance.
  - *Application*: Applied knowledge to determine appropriate behaviors within a group setting.
  - *Communication*: Communicated knowledge of appropriate behaviors within a group setting.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- Three class periods
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Adapted from: [Making Choices About Conflict, Security and Peacemaking](#), Carol Miller Lieber, Educators for Social Responsibility

### Resources

- Construction materials
- Post-construction questionnaires
- Large room split into three distinct areas
- Table to house replica
- Chairs for message center personnel
- A table for each construction group
- Communicating in a Group Situation Rubric

## COMMUNICATING IN A GROUP SITUATION

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (4 points)
- Meets standard (3 points)
- Approaches standard (2 points)
- Begins standard or absent (1 point)

<b>4</b>	<ul style="list-style-type: none"> <li>• Cited 3 specific behaviors that fostered cooperation</li> <li>• Able to thoroughly explain how the behaviors helped group</li> <li>• Cited 3 specific behaviors that hindered cooperation</li> <li>• Able to thoroughly explain how the behaviors limited group's success</li> <li>• Able to thoroughly describe own capabilities and limitations when communicating during this project</li> <li>• Able to thoroughly explain how the behaviors limited or helped group's success</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Cited only 2 specific behaviors or general behaviors that fostered cooperation</li> <li>• Able to adequately explain how the behaviors helped their group</li> <li>• Cited 2 specific behaviors or general behaviors that hindered cooperation</li> <li>• Able to adequately explain how the behaviors limited group's success</li> <li>• Able to adequately describe own capabilities and limitations when communicating during this project; did not cite specific behaviors</li> <li>• Able to adequately explain how the behaviors limited or helped their group's success</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Could cite only 1 specific behaviors or general behaviors that fostered cooperation</li> <li>• Able to explain how the behaviors helped their group only in general terms</li> <li>• Could cite only 1 specific behaviors or general behaviors that hindered cooperation</li> <li>• Able to explain how the behaviors limited group's success only in general terms</li> <li>• Able to describe their own capabilities and limitations when communicating during this project; did not cite specific behaviors</li> <li>• Able to explain how the behaviors limited or helped group's success only in general terms</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to cite any specific behaviors or cited only general behaviors (1 or 2) that fostered cooperation</li> <li>• Could not explain how behaviors helped group</li> <li>• Unable to cite any specific behaviors or cited only general behaviors (1 or 2) that hindered cooperation</li> <li>• Could not explain how behaviors limited group's success</li> <li>• Unable to describe their own capabilities and limitations when communicating during this project; did not cite specific behaviors</li> <li>• Unable to explain how the behaviors limited or helped group's success only in general terms</li> </ul>
<b>Score</b>	



## POST-CONSTRUCTION QUESTIONNAIRE

1. Identify three SPECIFIC behaviors that fostered or helped cooperation within your group. Explain how each behavior helped in the construction of your replica.

- All of the builders were fair. They let everyone put a piece of lego on the replica.
- They had good sportsmanship. When we weren't even close to the model they didn't make a big deal out of it.
- They were always happy and eager to learn the new lego piece.

2. Identify three SPECIFIC behaviors that limited or negatively impacted your group. Explain how each behavior hindered the construction of your replica.

- They really didn't get what I was trying to say. (I was the messenger)
- They always were playing with them when I came back.
- They really didn't seem interested in what I had to say!

3. Describe your capabilities and limitations in communicating in this project. Cite three SPECIFIC behaviors you displayed and explain how they helped or hindered your group.

(I could not touch the legos.)

- I pointed to the pieces and where they belonged. They got that right away!

I

1. Identify three SPECIFIC behaviors that fostered or helped cooperation within your group. Explain how each behavior helped in the construction of your replica.

- Working with good communication skills
  - Everyone worked together
  - Nobody argued at people or yelled at all.
1. Everyone cooperates with each other
  2. Helping each other will get it done better.
  3. We don't waste any time.

2. Identify three SPECIFIC behaviors that limited or negatively impacted your group. Explain how each behavior hindered the construction of your replica.

- People wouldn't be able to understand what to do.
  - Some people didn't want to help because they didn't get it.
  - People got mad but didn't argue or yell.
1. Work wouldn't be done well.
  2. Work can't be done the way it's suppose to.
  3. They don't want to help.

3. Describe your capabilities and limitations in communicating in this project. Cite three SPECIFIC behaviors you displayed and explain how they helped or hindered your group.

- I, myself didn't yell at anyone.
  - I pointed at legs
  - Wasn't in a rush, just helped
1. Nobody argues
  2. Helps more
  3. Gets done well.