

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

Lesson 10

We Need Each Other

TEACHER PREPARATION

KEY CONCEPTS

Cooperation helps children become critical thinkers and learn to work together as a team to meet goals.

Cooperation promotes a good working environment and encourages peace.

OBJECTIVES

By the end of this lesson, the students should be able to:

1. recognize cooperation with others leads to the accomplishment of a goal.
2. apply the qualities of a cooperative person to their own life in order to successfully complete a task with a group.

KEY TERMS

Compromise: a way of reaching an agreement by which each person gives up something in order to achieve a goal together.

Cooperation: the act of working together for a common purpose.

BACKGROUND INFORMATION

It is important we teach our students about the value and strength that comes from cooperation and teamwork. They need to learn we are stronger together.

MATERIALS/PREPARATION

1. In **Exploring the Lesson**, you will need a large piece of paper and a marker. If possible, arrange for a guest speaker who is a part of a sports team to come and share about cooperation on a team level.
2. Bring a stick and string to class for **Applying the Lesson**. If possible, also bring a real bow and string or show a picture of one to illustrate how they work together to accomplish the task.

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

3. Blown up balloons or a large ball for each group, several magazine pictures and scissors will be used in **Applying the Lesson** for **younger elementary students**.
4. Each group of four students in the **Applying the Lesson** section for **older elementary students** will need six plastic cups and one rubber band with four 12-inch (30½-cm) strings tied to each rubber band. The four strings should be tied at north, south, east, and west positions around the rubber band.
5. For **Going Deeper**, you will need 15-20 small sticks and strong tape or rope.

LESSON

BEGINNING THE LESSON

[Say to the students:] **When we last heard from Hector, Trish and Dugan, they had learned the importance of kindness. Kindness stretches us to care and seek ways we can help others. As they continue to explore the mysteries of the Map of Wonders, Dugan is challenged to learn something new by the appearance of a bow and string.**

READINESS (5 minutes)

[Read to the students:] **Chapter 10 — *The Book of Pairs***

Dugan was on his third lap around the table supporting the Map of Wonders. Dugan was restless. He had one of those minds that jumped from one thing to another and back again without taking a breath. When teachers told him to “Sit down!” he complied on the outside, but inside he often remained standing. Submitting had never come easy for Dugan. With restless energy still to burn, he made his way over to the lectern holding the *Book of Kindness and Compassion*.

“Hey! What happened?” remarked Dugan. “I thought this was the *Book of Kindness and Compassion*. But this book is titled *the Book of Pairs*.”

“Books have a way of finding their audiences. Why not open it and see why it picked you?” suggested the Librarian.

“Hmmm!” said Dugan as he glanced at the page he had opened to. “It looks like a riddle — I like riddles!” Dugan began to read.

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

*What can you do with a bent stick?
What can you do with a string?
Think of them separately and see what it brings.*

“Is that it?” asked Hector.

Dugan tried to turn the page to see if there was more, but he couldn’t. I guess we’ll have to solve what is on this page before we can go on.”

“All right then,” added Trish. “What can you do with a bent stick?”

“I could poke you,” laughed Dugan gesturing at Hector as Hector winced, pretending to be hurt.

They made a list of all the things they could do with a bent stick and all the things they could do with a string.

[Say to the students:] Let’s stop for a few minutes and think about different things you could do with a stick and a string. [Give time for ideas.] Now, let’s see what Hector, Dugan and Trish discover about the riddle.

Just as they finished their list, the page in *the Book of Pairs* turned all by itself.

“There’s more to the riddle,” said Dugan as he read what was on the next page.

*Now, put them together with notches and knots.
Bend one and stretch the other to see what you’ve got.*

“Notches and knots? That doesn’t make any sense,” frowned Dugan.

“Sure, it does!” exclaimed Hector. “What can you create that bends the stick and stretches the string?”

Dugan reread the riddle slowly to himself, nodded his head and smiled, “This is about a hunting bow, you know, the kind that can shoot arrows.”

The clippity-clip sound of Edgar’s toenails on the stone floor drew everyone’s attention. Edgar was dragging something long and awkward in his mouth. He was headed straight for Dugan. “I bet he’s fetched a snake or something smelly and gross!” sneered Dugan.

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

Edgar changed direction and dropped his burden at the Librarian’s feet. It was a bow with a string tangled around it. The Librarian picked it up and handed it to Dugan. “Why not start with the conclusion,” prompted the Librarian. “Why would the bow or the bow string be useless without each other?”

“That’s easy! A bow without a string is just a bent stick,” Dugan said as he waved it around. “What are you going to do with that — hit a charging bear on the nose? And the cord, by itself, is just a piece of string. What can you do with that?”

“But together they become like a team,” nodded Hector. “Together they can launch an arrow and discourage that charging bear or capture something for dinner that could otherwise run away from them,” he concluded as he released the cord.

TWWANNG!

Trish jumped at the sound and said, “Yes, but it takes a lot of bending and stretching to become a unit.”

“I don’t think I understand what you mean,” replied Dugan.

“Of course, you don’t,” smiled the Librarian. “Oneness is a powerful process not easily come by.”

EXPLORE (20 minutes)

[The goal of this section is to help your students understand the traits of a cooperative person. If possible, invite a teenager involved in sports in your school or city to come and speak to your class. Ask him or her to share how cooperation is important to the success of his or her team. If a guest speaker cannot come, use this time to personally share about the importance of cooperation in sports, work, families and communities. Emphasize how cooperation helps people accomplish goals they could not accomplish alone.]

[Lead a class discussion on “Cooperation! What does it mean?” If possible, write their ideas on a large piece of paper. Here are some thoughts for you to encourage:]

- **Listen carefully to others.**
- **Share ideas and things.**
- **Help others.**

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

- Take turns.
- Be willing to do things no one else wants to do.
- Be willing to compromise.
- Be appreciative of what others do.
- Be encouraging.
- Include everyone on your team.
- Always do your best.

DISCOVER (20 minutes)

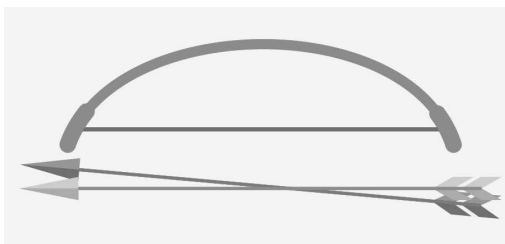
For Younger Elementary Students

[Say to the students:] I am going to divide you into three groups. Each group will be assigned a sound to make. Group 1 can clap, Group 2 can snap their fingers and Group 3 can tap on their desks. I want you to practice your group sound. *[Give them a few minutes to practice.]* Now, let's figure out how to "make music" by cooperating on when to "play" your sound. *[You might think of a song they will all know and assign different groups a time to "play." The point is to show them how cooperation helps them succeed in accomplishing a new goal.]*

For Older Elementary Students

[Say to the students:] I am going to divide you into four groups. Each group will be assigned a sound to make. Group 1 can clap, Group 2 can snap their fingers, Group 3 can tap on their desks and Group 4 can make shushing sounds with their mouths. I am going to give you a few minutes to practice your sound as a group. *[Give them a few minutes to practice.]* Now, you have ten minutes to figure out a way to create a "song" using all four groups. The goal is for you to work cooperatively to make "music." We will be sharing your song later in the lesson.

APPLY (20 minutes)



[If you have access to a bow and string, it would be a great way to reinforce the story as an example of how they need each other in order to accomplish the task. Use a picture or drawing of a bow and string if you do not have the actual

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

object to share with your class. Take a few minutes to discuss how a bow and string work together to provide the ability to meet its goal. Emphasize how they need each other to be successful.]

For Younger Elementary Students

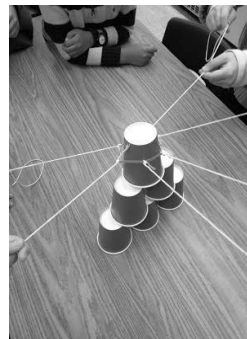
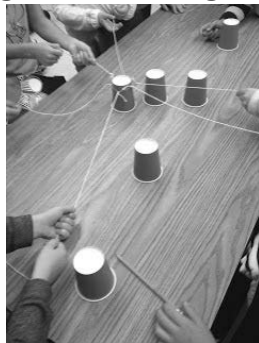
Activity 1: *[Divide the students into groups of 10 or fewer and ask them to hold hands. Provide a balloon or large ball for each group.]*

[Say to the students:] I am going to toss a balloon (or ball) into your circle. Your job is to cooperate together to try and keep the balloon (or ball) up in the air. You can use any part of your body except your feet. If the balloon (or ball) touches someone's foot or the floor, you have to start over. Count how many touches you can do as a group before you have to start over. One important point is you cannot let go of each other's hands. If you do, you have to begin again!

Activity 2: *[Show a picture from a magazine to each group of four students. Cut the picture into puzzle pieces and challenge the group to work cooperatively to put the picture together again.]*

For Older Elementary Students

[Say to the students:] I am going to divide you into groups of four. Each group will have six plastic cups turned upside down and a rubber band with four pieces of string tied onto it going in four different directions. Your job is to stack the cups into a pyramid shape (three cups on the bottom row, two on the next row and one on the top) without touching them. You have to work cooperatively using the rubber band to pick up each cup by pulling on the strings.



Unit 1	<i>DreamMakers</i>	We Need Each Other	10
---------------	---------------------------	---------------------------	-----------

[Do not show the picture to your class. You are challenging them to think together how to accomplish this goal. If they pull the strings in four directions, it makes the rubber band open. They should then move the rubber band so it can go down on one cup in order to pick the cup up. Then, they have to move the cup together with the rubber band and strings. Once the cup is in place, they will release the cup by pulling on the strings to open the rubber band wide enough so the cup slips out. They will need to move three cups next to each other for the bottom row, two cups will stack on the bottom row and one cup will be on the top row. Remind the students they are not allowed to touch the cups at any time! After this activity, lead a discussion about how cooperation was necessary in order to accomplish the goal. Note: For a greater challenge, simply provide the cups, rubber band and strings without any directions except to build a pyramid without touching the cups.]

SHARE (15 minutes)

*[Invite each group to share their “musical symphony” from the **Discover** activity time with the class.]*

ENDING THE LESSON

[Say to the students:] **In this lesson, we learned about the value of cooperation and teamwork. This important skill will be valuable all of your life. Learn to be cooperative in school, in your family, with your friends and in your work world when you grow up.**

GOING DEEPER (optional)

[Gather about 15 - 20 small sticks of similar diameter and length. Make sure one of the sticks could be easily broken by one of your students.

Get a roll of strong tape to use in fastening the sticks into bundles. The tape needs to be strong enough it won't come apart when the students are trying to break the bundles. If you do not have access to strong tape, you can use lengths of thin rope or cord. You may want to make a test bundle of five sticks and make sure even you can't break it. If you can break it, you will need to test a larger bundle until you are unable to break it. Say to the students:] **The main idea of this lesson is the value of cooperation. To**

Unit 1	<i>DreamMakers</i>	We Need Each Other	10
--------	--------------------	--------------------	----

explore this further, we're going to try an experiment. I need a volunteer who is strong!

[When the student comes up, give him or her one stick. Ask the student to break it in two. Once he breaks it, take two sticks and attach them together with tape at each end, so there is room in the middle for them to be broken. Now, have the student try to break the two-stick package. If the student succeeds, make another package of three, then four, and so on, until you make one the student is unable to break.]

When the first volunteer gives up, ask if any others from the class would like to try. If someone succeeds, make a package with one more stick and proceed until that student can no longer break the package.

[Say to the students:] **Now, we are going to look at a passage from another book written by King Solomon, the son of King David. In this book, called Ecclesiastes, Solomon wrote:** *[With younger students, you may want to read each phrase and discuss it before moving on to the next phrase.]*

“Two people are better off than one, for they can help each other succeed. If one person falls, the other can reach out and help. But someone who falls alone is in real trouble ... Three are even better, for a triple-braided cord is not easily broken” *(Ecclesiastes 4:9-10, 12b, New Living Translation).*

What do you think Solomon was trying to say in these verses? *[Allow time for some answers.]*

We are a little bit like those sticks. If one of us is alone trying to avoid a bad thing, it may be pretty easy for us to see our dreams broken. But if we have one friend who is helping us avoid trouble, it is much easier to do the right thing. And if we have a whole community encouraging us, we will find it even easier to avoid bad habits that could break our dreams.

PARENT-TEACHER CONNECTION

In this lesson, we discussed the value of cooperation and teamwork. Cooperation is an important life skill and is best learned first within the family. Parents of young children can consistently teach their child to be cooperative.

Research has produced some tips for all of us who work with children.

1. Be sure you have your child's attention first and then state your request clearly.
2. Model what needs to be done if your child does not understand or does not complete the task correctly. Then have your child repeat the task.
3. Praise efforts made by your child to complete the task.
4. Give him or her opportunities to practice before you expect mastery.

Questions you might ask your child:

1. Can you tell me the story your teacher read? How did the riddle get resolved? (The three friends worked together to resolve the riddle.)
2. Can you tell me some of the characteristics of cooperation you brainstormed in class? (See how many of the following thoughts your child can remember, then help him or her remember the rest.)
 - Listen carefully to others.
 - Share ideas and things.
 - Help others.
 - Take turns.
 - Be willing to do things no one else wants to do.
 - Be willing to compromise.
 - Be appreciative of what others do.
 - Be encouraging.
 - Include everyone on your team.
 - Always do your best.
3. Can you think of ways we cooperate with each other in our family? (Keep providing opportunities for your child to be an important team member to accomplish family goals.)
4. Do you think we could be a team to do something special for another family in our community? (Cooperation as a family to do something for another family might be a lot of fun and a special way to be kind.)



