



# Orientation to Groupwork

## Objectives

You will be able to

- Name the different group roles and explain the importance of each role.
- Practice using the roles while performing a skit.
- Identify examples of what you can say and do to play your role in the group.
- Explain why it is important for all group members to learn and remember their roles.



*How do we work  
productively  
in groups?*

## Evaluation and Feedback

You will give feedback to each other about how to

- Play your roles in the group.
- Follow the Behavior Norms.

## Task 2: Role Playing

### As a group:

- Read your script.
- Practice your skit and be ready to perform it.  
**You do not need to memorize your lines; you can read from the script.**
- Discuss the skit with the class.
- Rewrite the script to show how the problem could be handled better if group members played their roles when working as a group.

## Vocabulary

- Facilitator
- Reporter
- Recorder
- Resource Person
- Harmonizer
- Materials Manager

## Connect to the Culminating Project

Students are introduced here to specific Behavior Norms that will be utilized later in constructing scripted scenarios depicting certain norms.

## Part I • Orientation Script

### Cast of Characters

- Teacher (played by teacher)
- Narrator (played by teacher)
- Facilitator
- Resource Person
- Harmonizer
- Materials Manager
- Reporter

### Setting the Stage

Students are sitting in their group at their learning station. The Harmonizer and Resource Person are talking to each other. The Facilitator is reading the task. The Materials Manager is listening to the Harmonizer and Resource Person while looking at the task. The Reporter is standing around, looking at the clock and other groups. The group “freezes” while the Narrator introduces the skit.

NARRATOR: In this skit, the group has just received a task and is ready to begin working. Ready, action.  
*(Narrator steps aside.)*

HARMONIZER: Hey, have you downloaded Kanye's new song?

RESOURCE PERSON: Yes, it's awesome!

HARMONIZER: I want to hear it. Is it on your phone? I got a new one from Jay Z. *(They continue.)*

REPORTER: *(Wanders around the group.)* So what are we supposed to do? Are we going to make the printing press? I'll get the stuff. *(Leaves to get materials.)*

MATERIALS MANAGER: *(Calls after Reporter.)* Hey, we need to answer the questions first. *(Looks at the task.)* I don't know what a lot of these words mean. I'm going to get the teacher.

FACILITATOR: No, I know what to do. I read the task.

REPORTER: *(Comes back with materials.)* Hey, everybody, look at all this cool stuff I got!

FACILITATOR: Wait a minute, who assigned you to go get the materials?

REPORTER: Well, nobody seemed to want to go, so I went ahead and did it myself.

RESOURCE PERSON: I think we should be getting something done.

FACILITATOR: What are we supposed to be doing?

HARMONIZER: We're doing something. We're figuring out how these music cards got printed! *(Harmonizer and Resource Person laugh.)*

MATERIALS MANAGER: I'm going to get the teacher. *(Calls out for teacher's name.)*

TEACHER: What's going on here?

GROUP: *(The whole group erupts into a number of accusations.)* She... He... No one... Everyone...

TEACHER: The problem here is that the individuals in this group are not playing their roles. Materials Manager, you called me over, but who is supposed to do that?

MATERIALS MANAGER: I don't know.

FACILITATOR: I am!

TEACHER: That's right, Facilitator. And what else are you supposed to do?

FACILITATOR: Know what our task is, and I do!

MATERIALS MANAGER: Everyone's supposed to know what to do!

TEACHER: That's absolutely right. Whose responsibility is it to make sure that everyone knows?

GROUP: The Facilitator's!

TEACHER: That's true! What if there's a word that the Facilitator doesn't understand, and the rest of you don't know either?

REPORTER: Yeah, like "politeness." *(All group members laugh under their breath.)*

TEACHER: Who takes care of making sure you are polite to each other?

HARMONIZER: I guess I do.

RESOURCE PERSON: And I'm the Resource Person, so I guess I look up the word.

TEACHER: Correct! So it looks like you don't need me now because you are understanding your roles. *(Teacher leaves.)*

MATERIALS MANAGER: You know, Reporter, I'm supposed to get the stuff for today.

HARMONIZER: *(to Materials Manager)* We're going to need more stuff anyway, so you can get that. But right now, let's answer the questions first.

REPORTER: *(Starts to get up and wander around.)*

FACILITATOR: Reporter, can you please pay attention here because you have to know these answers since you will be reporting out.

REPORTER: *(reluctantly)* All right.... But I get to help make the printing press.

FACILITATOR: Okay. *(Reads the task question.)* "What do you think were the major changes brought about by the invention of the printing press?"

NARRATOR: And, cut! Let's discuss how this group worked together.

## Part II • Student Scripts

### Student Script A

#### Cast of Characters

- Teacher (played by the teacher)
- Narrator (played by the teacher)
- Facilitator
- Reporter
- Recorder
- Materials Manager

#### Setting the Stage

Students are sitting in their group at their learning station. The Materials Manager is drawing on a large piece of paper while the others watch. The group “freezes” while the Narrator introduces the skit.

- NARRATOR: In this skit, this group was supposed to prepare a diagram. Now it is their turn to present the diagram to the rest of the class. Ready? Action! (*Narrator steps aside.*)
- TEACHER: Time for your presentation. Are you ready?
- REPORTER: Yeah, I guess. (*Group stands and faces the class. Reporter turns to Facilitator.*) You start.
- FACILITATOR: No, I’m not supposed to be first. (*Turns to Materials Manager.*) Show them the picture.
- MATERIALS MANAGER: (*Holds up an unfinished drawing.*) This is the diagram I drew, but I didn’t get to finish it.
- TEACHER: What does the diagram tell us about your project?
- MATERIALS MANAGER: (*Shrugs shoulders.*) I don’t know. (*Turns and gives the group a questioning look.*)
- RECORDER: I was busy writing down the questions. They were supposed to be doing the project and diagram. I don’t know what they were doing.
- MATERIALS MANAGER: Well, nobody was helping me.
- RECORDER: I did all the questions.
- MATERIALS MANAGER: I even got all the stuff we needed. Nobody helped me.
- FACILITATOR: I couldn’t do anything because [Materials Manager’s name] didn’t get the drawing done.
- REPORTER: We talked about it but nobody did anything.
- MATERIALS MANAGER: I didn’t know what was supposed to come next so I couldn’t put it on the diagram. Nobody told me.
- NARRATOR: Okay. Cut. Let’s discuss what’s going on in this group.

## Student Script B

### Cast of Characters

- Narrator (played by the teacher)
- Facilitator
- Reporter
- Recorder
- Harmonizer

### Setting the Stage

Students are sitting in their group at their learning station. Students have just been given their directions for the new task. The group “freezes” while the Narrator introduces the skit.

NARRATOR: In this skit, the group has just received directions for a new task and is ready to begin working. Ready? Action! *(Narrator steps aside.)*

FACILITATOR: *(Grabs the directions.)* I'll do the reading. *(Pretends to read partly aloud and partly to self, not very clearly.)* Okay, here's what we need to do. First we answer these questions and then we do the project. *(Puts down the directions on the table.)*

RECORDER: *(Picks up the directions.)* What's this about?

FACILITATOR: *(Takes directions back.)* You just write the answers when I tell you. *(Turns to the Recorder.)*

RECORDER: *(Gets a piece of paper and starts to write.)*

HARMONIZER: *(Pushes chair back from the rest of the group and looks around.)*

REPORTER: *(Starts to doodle on a piece of paper.)*

FACILITATOR: Okay, now we should start our project.

HARMONIZER: Let's do a skit.

FACILITATOR: Yeah, we'll do a skit. I'll be the king. *(Points to Harmonizer.)* You be the noble. *(Points to Reporter and Recorder.)* You two be the farmers.

REPORTER: I don't want to be a farmer! I've already been a farmer.

FACILITATOR: You have to. There's nothing else to be and there were more farmers anyway.

RECORDER: What's the farmer have to do?

FACILITATOR: You just have to stand over there and the king comes along and tells you what to do.

REPORTER: I'm not going to be a farmer. *(Walks away from the group and sits down with arms crossed.)*

FACILITATOR: You have to. Everybody's supposed to cooperate. I'm going to tell the teacher that you won't work with the group.

NARRATOR: And, cut! Now let's discuss what's going on in this group.

## Student Script C

### Cast of Characters

- Narrator (played by the teacher)
- Facilitator
- Reporter
- Recorder
- Harmonizer

### Setting the Stage

Students are sitting in their group at their learning station. Students have just received the directions for a science activity. The group “freezes” while the Narrator introduces the skit.

NARRATOR: In this skit, the group has just received directions for a science task and is ready to begin working. Ready? Action! *(Narrator steps aside.)*

FACILITATOR: Who wants to read the directions?

REPORTER: I will. *(Takes the directions and reads aloud very quickly.)*

RECORDER: I don't get what we're supposed to do.

REPORTER: I just read the directions. You're supposed to pay attention.

HARMONIZER: I don't understand. You read too fast.

REPORTER: No I don't. You just don't listen.

FACILITATOR: Let's all read the directions and see if anyone has any questions.

RECORDER: I don't want to read.

REPORTER: Okay, I'll read it again. This time you should listen. *(Reads it again but not very clearly.)*

RECORDER: I still don't get it.

REPORTER: I just told you. *(Steps back and gives the Recorder a dirty look.)*

FACILITATOR: *(Pretends to start to work with the science activity materials at the desk.)* How do we set up all this stuff?

HARMONIZER: Put it together this way. *(Pretends to put materials together.)*

FACILITATOR: No! That's not right!

RECORDER: Maybe we could try this. *(Pretends to move the activity materials around.)*

FACILITATOR: No, you don't know how to do it. *(Yells at Recorder.)* Now you've messed it all up!

RECORDER: *(Moves next to the Harmonizer and starts talking about something that was on TV.)*

REPORTER: We're almost out of time. We have to get this done.

FACILITATOR: Well, I can't do it all by myself.

NARRATOR: Okay...cut! Let's discuss what's going on in this skit.



## Student Script D

### Cast of Characters

- Narrator (played by the teacher)
- Facilitator
- Reporter
- Recorder
- Harmonizer

### Setting the Stage

Students are sitting in their group at their learning station. Everyone is looking at the directions for the individual lab report. The group “freezes” while the Narrator introduces the skit.

NARRATOR: In this skit, the group has finished gathering data from a laboratory activity and is ready to start working on their individual lab reports. Ready? Action! *(Narrator steps aside.)*

FACILITATOR: Okay, now we have to do our individual lab reports.

RECORDER: Look, the questions are almost the same as the ones we had to discuss earlier.

REPORTER: Yeah, what did we say about this one? *(Points at a pretend question on a piece of paper.)*

HARMONIZER: I don't know. I didn't write anything down.

REPORTER: Who's got the notes?

RECORDER: Everybody was supposed to take their own notes.

FACILITATOR: Well, I only wrote down part of the answer for the first question.

REPORTER: Somebody must have done the rest.

HARMONIZER: *(Sees the Recorder writing.)* What are you writing?

RECORDER: I think I remember some of what we discussed.

HARMONIZER: Well, what's the answer?

RECORDER: It's an individual report. I can't tell you.

HARMONIZER: Look, you've got a whole bunch of answers! Let me see them.

RECORDER: These are mine!

HARMONIZER: Just tell me what to put.

RECORDER: You can't just copy. I have to explain it, and there's not enough time.

FACILITATOR: It says to draw what it looked like in each of the three stages of the experiment. Did anybody make those drawings yesterday?

RECORDER: I only remember what it looked like at the end.

REPORTER: I know what we did, but I don't remember how to explain any of this stuff.

NARRATOR: Okay. Cut! Let's discuss what's going on in this group.

## Student Script E

### Cast of Characters

- Narrator (played by the teacher)
- Facilitator
- Reporter
- Harmonizer
- Resource Person

### Setting the Stage

Students are sitting in their group at their learning station. They have followed the directions and have gone as far as they can in the activity, but now they are stuck. The Facilitator, the Harmonizer, and the Resource Person are discussing what to do next but are getting frustrated. The Reporter is trying to get the teacher's attention. The group "freezes" while the Narrator introduces the skit.

**NARRATOR:** In this skit, the group is working on an activity about heart disease. The Facilitator has read the directions to the group, and the group attempts to do the activity. Ready? Action! *(Narrator steps aside.)*

**FACILITATOR:** This is not going so well. I don't understand what we're supposed to do! What does this word mean mean anyway? *(Points to a word in the directions and tries to pronounce the word.)* Ath, ath, athero, atherosclerosis?

**HARMONIZER:** Who knows? Just forget about that. Let's start on the individual report.

**FACILITATOR:** *(Interrupts.)* No! That's wrong because why would all this stuff be here? *(Points to all the materials.)* We're supposed to do something with this. *(Facilitator sighs and sits back frustrated.)*

**REPORTER:** Teacher, teacher! We're stuck.

**RESOURCE PERSON:** *(to Harmonizer)* We're not supposed to answer the questions until later. Don't the directions say anything about what to do next?

**HARMONIZER:** *(Shouts across the room to call the teacher over.)* [Teacher's name]! What are we supposed to do with all this stuff on the desk?

**REPORTER & RESOURCE PERSON:** *(Get up and start following the teacher around.)* [Teacher's name]! We need help!

**HARMONIZER:** Oh, forget it! *(Sits back and starts sulking.)*

**FACILITATOR:** *(Starts fooling around with the pretend materials on the table.)*

**RESOURCE PERSON:** *(Still follows teacher around with the Reporter.)* Teeeeaaacccher! We don't understand.

**NARRATOR:** Okay. Cut! Let's discuss what's going on in this group.



## Student Script F

### Cast of Characters

- Narrator (played by the teacher)
- Facilitator
- Resource Person
- Recorder
- Harmonizer

### Setting the Stage

Students are sitting in their group at their learning station. The Facilitator and the Harmonizer are busy reading the activity directions. They are ignoring the Resource Person and the Recorder and have the directions and materials to themselves. The Resource Person and Recorder are off task. The Resource Person is combing/brushing their hair. The Recorder is making faces at a friend in a nearby group. The group “freezes” while the Narrator introduces the skit.

**NARRATOR:** This skit opens with the group members working on a science unit. They are about to get started on their group project. As the skit begins, they are discussing what they need to do next. Ready? Action! *(Narrator steps aside.)*

**FACILITATOR:** *(Reads the directions to the Harmonizer.)* Then discuss...and create. *(They both look confused as they look at the directions and the task.)*

**RECORDER:** *(Whispers loudly to a friend at the next table about their plans for the afternoon.)* Yeah, cool! We'll go over there at lunch. Maybe Neil wants to go with us.

**HARMONIZER:** *(to Facilitator)* Okay, I know what we'll do. We'll take this big sheet of paper and we'll first draw a big picture of the cell on it. Okay? We can make the cell membrane out of rope. *(The two start to decide what materials they will need.)*

**RECORDER:** *(to other group nearby)* That looks kind of silly. What is that supposed to be?

**RESOURCE PERSON:** *(Done combing/brushing their hair. Quietly watches other groups.)*

**FACILITATOR:** *(Points to Resource Person.)* Okay, I need you to make some cell parts with this construction paper.

**RESOURCE PERSON:** I'm not very good at that kind of thing. Ask someone else to do that.

**HARMONIZER:** Come on everyone, we are all supposed to help.

**RECORDER:** *(Ignores the Harmonizer, and continues to focus on what is happening in a nearby group.)*

**HARMONIZER:** [Teacher's name], they won't help. We aren't getting the activity done.

**NARRATOR:** Okay. Cut! Let's discuss what's going on in this group.

## Student Script G

### Cast of Characters

- Teacher (played by the teacher)
- Narrator (played by the teacher)
- Facilitator
- Reporter
- Harmonizer
- Materials Manager

### Setting the Stage

Students are sitting in their group at their learning station. The Facilitator is silently reading directions. The Materials Manager is looking at the ceiling. The Reporter is looking at the Facilitator. The Harmonizer is writing something on a piece of paper. The group “freezes” while the Narrator introduces the skit.

NARRATOR: In this skit, the group is studying the design of a medieval castle and then building their own castle. As we join them, they have just finished answering some questions about the castle. Ready? Action! *(Narrator steps aside.)*

FACILITATOR: *(Puts the directions down.)* Okay, everybody has written down the answers to the questions. Now, let’s build our castle.

REPORTER: Any kind of castle?

FACILITATOR: It doesn’t say, just build a castle.

HARMONIZER: Why don’t we make it like the one in the picture? *(Points to a photo.)*

REPORTER: That’s too easy.

MATERIALS MANAGER: We have only 25 minutes. I’m going to go get some materials.

REPORTER: I’ll go with you. They can figure out what to do. *(The two walk over to a pretend materials table and start sorting through pretend materials.)*

HARMONIZER: *(to Facilitator)* We can’t do anything until they get back. I’m taking a break. *(Gets up and goes to talk to other students at a table next to them, leaving the Facilitator all alone at the table.)* What is your castle going to look like?

TEACHER: *(to the Facilitator)* Where’s the rest of your group? *(Points to the others.)* How did that happen?

FACILITATOR: They went to get materials, and we’re just hanging around.

NARRATOR: Cut! Let’s discuss what’s going on in this group.

## Student Script H

### Cast of Characters

- Teacher (played by the teacher)
- Narrator (played by the teacher)
- Facilitator
- Reporter
- Harmonizer
- Materials Manager

### Setting the Stage

Students are sitting in their group at their learning station. The Facilitator sits a little away from the others in the group. The Facilitator is not looking at the group and is instead stacking and re-stacking a set of magazines or books. The Materials Manager is reading the directions. The Harmonizer is writing the group's names on a piece of paper. The Reporter is looking at the activity materials. The group "freezes" while the Narrator introduces the skit.

NARRATOR: In this skit, the group has just read some information about Martin Luther King. They now have to discuss that information and create a mural that tells the class about him. Ready? Action! *(Narrator steps aside.)*

REPORTER: Who wants to read the directions?

MATERIALS MANAGER: I will. *(Picks up the directions and begins to read. As Materials Manager reads, all but Facilitator listen attentively. The Facilitator continues to look away and stacks the magazines or books.)* "As a group, discuss the questions below and have the Recorder write down the group's responses. Then create a mural that shows the contributions Martin Luther King made to the Civil Rights Movement."

REPORTER: What's the first question? *(Teacher steps in.)*

TEACHER: [Facilitator's name] is in your group too.

GROUP: We know.

TEACHER: Okay. *(to Facilitator)* And how are you helping the group?

FACILITATOR: I'm listening to the questions.

TEACHER: *(to the group)* Take a minute and think about what you can all do to make everyone feel like a part of the group. *(Teacher leaves. Long pause before anyone speaks. Everyone avoids looking at the Facilitator.)*

HARMONIZER: *(to Facilitator)* You can answer the questions if you want. We can't make the Facilitator participate.

REPORTER: What was that first question again?

NARRATOR: Okay. Cut! Now let's discuss what's going on in this group.