



Unit Essential Question

How do we work productively in groups?

Introduction

Researchers have found that people work well together in groups when each person knows what to do. In other words, when people are assigned a specific role and responsibility, it helps the whole group work better together.

Students might have a difficult time learning roles and remembering to perform them during groupwork. In this task, students will practice roles that are expected of them when they work in groups. Students will perform a series of skits that will provide them with an opportunity to focus on the expectations of each groupwork role.

Objectives

Students will be able to

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

Academic Vocabulary

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

Timing

This task can be completed in 4 class periods (based on 45-minute periods).

- Review of roles, orientation script, and whole-class discussion (1 class period)
- Preparation for group skits (Skits A through H, depending on the number of groups in the class), presentations, and whole-class discussion (2 class periods)
- Rewrite the scripts and share (1 class period)

Teacher Materials

- Behavior Norms poster from Task 1
- Role-Playing Descriptions (use Role-Playing Descriptions at the end of Task 2)

Role-Playing Descriptions Preparation

Display the Role-Playing Descriptions in the classroom.



NOTE

There is an additional copy of the Role-Playing Descriptions in the Student Edition.

Part I • Orientation Script

1. Introduce the groupwork roles to your students. Direct students to the Role-Playing Descriptions in their Student Editions, and go over each role using the poster that you made. Discuss the different things group members can say or ask when performing each role.



LANGUAGE SUPPORT STRATEGY

Introduce the language of instruction in the task. Clarify the term *role* (the part or job a person has in a group), *skit* (a performance where parts are acted out), and *script* (a written dialogue that is read to show a situation).



STUDENT CONNECTION

Before introducing the groupwork roles, ask students to think about members of their family and what each of them do as part of their role. Offer an example from your own family as a prompt. Be aware that some roles are more strictly defined in the home based on value systems. Encourage those from traditional settings to engage fully in the role they are assigned at school.

2. Use the orientation script in the Student Edition. Select five volunteers and assign each volunteer a role: Facilitator, Resource Person, Harmonizer, Materials Manager, and Reporter. Have the cast of volunteers read the script aloud and perform their roles. You may want to enlist a few thespians to join you for a lunchtime rehearsal the day before this performance.
3. Discuss what happened as students tried to follow their role. Ask for specific examples of what was said or done that indicated they were performing their roles.

Part II • Student Scripts

1. Each group performs a different script to illustrate what can go wrong when the roles are not followed.
 - a. Inform students that they are going to analyze what can happen when group members don't pay attention to their roles or follow the Behavior Norms.
 - b. Give each group (four students minimum and five students maximum) one of the scripts illustrating what can go wrong when the roles aren't being performed.



NOTE

While doing these skits, be especially sensitive to the emotional needs of all students, especially English language learners, students with special needs, and any other student who may be uncomfortable doing this type of activity. Make sure everyone understands that group members are just role playing.

- c. For each script (found in the Student Edition and also at the end of Task 2), assign students a role found in the Cast of Characters list at the beginning of the script. An example of a Cast of Character list is found below.

Cast of Characters

- Narrator (played by teacher or sixth group member if there is one)
- Facilitator
- Resource Person
- Harmonizer
- Materials Manager
- Reporter

- d. Have each group briefly discuss and practice their skits. Let students know that they are not expected to memorize their parts; they may read from the script and should just pretend to use props. In each of the skits the teacher should serve as the narrator in order to better focus attention. However, if a group includes more than five students, the sixth student can read the narrator parts.



LANGUAGE SUPPORT STRATEGY

Ensure that English language learners are in groups with students who have higher English proficiency levels so they can act out their part successfully. They may wish to be in a group that will perform after a few others have gone so they can observe the pacing and actions.

2. Use the Fishbowl Technique for the presentations. Arrange the desks in a circle around the room with the presenters seated in the middle. The act of rearranging the room will give emphasis to the presentations. Each skit opens with the narrator describing the situation and the group members frozen in the middle of their activity. After each group has presented their skit, discuss it with the class:
- What's going wrong here?
 - What role would be especially important in this skit?
 - What might the person say or do in performing that role? How might such actions affect the skit?
 - What cooperative Behaviors Norms do you need to remember?

Each script has an objective. The following table shows the focus of each skit, the moral of the story, the key roles, and extension questions.

Skit	Moral of the Story	Key Roles	Extension Questions
Orientation	Using roles effectively allows groups to proceed efficiently through a task.	All roles are essential in this skit and should be highlighted.	What happened as each student tried to play their role?
Skit A (poor planning)	This script shows the problems a group can have if group members fail to plan their presentation. This group may have spent too much time in discussion (either on or off task), or they may have divided up the tasks without any overall coordination and cooperation. Students need to see that it is not sufficient to just assign everybody a task without any idea of how to bring the whole project together.	The Reporter has the responsibility of organizing the group's presentation and should see that all the individual efforts are coordinated. The Facilitator should also see that the Behavior Norms "no one is done until everyone is done" and "you have the right to ask for help and you have the obligation to give help" are enforced.	Why does no one seem to know their role in the group presentations? What happens to the quality of the presentation when group members are confused about their roles?
Skit B (bossy facilitator)	In this script the Facilitator has become the "boss" or the "dictator" rather than the coordinator. Students need to realize that an authoritarian approach is never successful in cooperative activities because it causes resentment when the needs of other members of the group are not being met. Groups need to learn how to form consensus so that all members genuinely buy in.	The Facilitator needs to remember to act as a coordinator and guide rather than a boss. This person should make sure that everyone's needs and concerns are considered. The Harmonizer should also be alert to the needs and concerns of all the members of the group. It is the Harmonizer's role to try to help the group reach a consensus so that an impasse such as we have here can be avoided. The Reporter also should take a more	What can you say to someone who is bossing other group members?

		active role in determining how the group's presentation is going to be put together. Brainstorming of alternatives is one way to go about this.	
Skit C (no put-downs)	Because of its accusations and put-downs, this script should be assigned to students who are unlikely to take them personally or to have hurt feelings. The Reporter has tried to take over the group and has become abusive and insensitive to the needs of some of the others. Not only are the roles being ignored, but many of the Behavior Norms as well. Contributions and requests for help are overlooked or met with put-downs. The group falls apart with accusations and acrimony. Conflict management strategies become very important in this kind of situation.	The Harmonizer is desperately needed here to defuse the situation during the early stages. This person should take an active role in acknowledging the Recorder's request for help and contributions later in the scene. The Facilitator starts well and makes a few tentative attempts to restore cooperation but needs to play a much stronger part in recognizing the Recorder's needs and neutralizing the Reporter. Instead, the Facilitator becomes frustrated and begins to blame the Recorder for the group's problems.	Something important for good groupwork is the freedom and trust that allows every member to say what they need. By saying what students need, they can prevent frustrations from building and ultimately turning into put-downs (as we saw in the skit). What were the needs of each person in this group?
Skit D (everyone shares)	This group is having a problem because they don't have the information they need to complete the individual reports. The Recorder has the information but is not sharing it and did not make sure that everyone had notes and diagrams ahead of time.	The Recorder is expected to keep an official record of the group's proceedings and to make sure that all other members have the notes and information that the group needs. The Recorder is right in saying that they cannot just give the others the answer.	Why can't the Harmonizer "just copy"? This group skit gives us a hint about what to do if someone misses a day of groupwork. Who is responsible for telling that person what they missed?
Skit E (no one is sure what to do)	The script portrays the problems of a group that is "stuck" but fails to use roles properly in order to resolve its difficulties. The group is overly dependent on the teacher for help. In addition, the open-ended nature of the activity has left them confused. The students must utilize their roles in order to solve their conflict as well as their confusion. They must also begin to accept that the activities will not tell them step for step what they are to supposed to do; rather, it is their job to interpret and design a solution and product.	The Facilitator is the only one who can ask the teacher for help if everyone in the group is stuck or if no one in the group knows how to resolve the problem. The Resource Person should look up words if no one knows their meaning.	What are some alternative ways students in the group could have expressed their frustration with the group's lack of progress?
Skit F (everyone speaks)	The script portrays a group problem not uncommon in very heterogeneous classrooms. The two students are ignoring two other students in the group. In turn, these students who are ignored are disengaged and refuse to participate when	The Facilitator must make sure that everyone in the group understands the task. This person must make sure everyone has a chance to participate, look and handle the materials, and make decisions.	What Behavior Norms is this group forgetting to use? Why do you think the Recorder and Resource Person are not

	they are finally included: a vicious cycle has been started. The students must capitalize on two key roles, the Facilitator and the Harmonizer, in order to turn the tide and balance the participation and involvement of all the students.	The Harmonizer in this group could stop the group and discuss what is happening. It is obvious the two disengaged students are feeling angry and left out. On the other hand, the Facilitator and Harmonizer probably feel like the burden of the activity is on them.	participating? In the first part of the skit, why do you think the Facilitator and Harmonizer are doing all the work?
Skit G (one person leaves to get materials)	The script portrays a group that falls apart when they need materials to complete the project. They do not discuss and decide as a group that they need materials to start building their castle; instead, the Materials Manager makes this decision alone and sets off to collect supplies. When the Materials Manager leaves, the group begins to disintegrate. The Reporter gets up to join the Materials Manager, the Harmonizer wanders off to another group, and the Facilitator is all alone. Two students, who should be seated, are wandering. The students must make better use of the Materials Manager.	The Materials Manager is the only person who goes to get materials. This person may take an additional student if absolutely necessary, but the group should try to limit the number of people moving around.	Which of the Behavior Norms does this group seem to be ignoring? (Discuss and decide.) While the Materials Manager is getting supplies, what could the others have been doing?
Skit H (someone not playing their role)	The script portrays an important group problem: The Facilitator is not playing their role, and someone else has taken over the role. Several possibilities may explain the Facilitator's position on the sideline: (a) the Facilitator is low status or not well liked, so no one listens to this person or assumes that they can properly facilitate the group; (b) the Facilitator does not take responsibility because they don't like the task or the group; (c) the Reporter is bossy and has usurped the Facilitator's role. In this skit, as the responses to the teacher's questions suggest, no one in the group is trying to encourage the Facilitator to play their role or even to be a member of the group. They say "We can't make the Facilitator participate."	In this case, the Harmonizer can alert the group to the fact that the Reporter has been taking over the Facilitator's role.	Which of the Behavior Norms might help this group? (Everyone participates.)

3. Ask the students to **rewrite the scripts** to show how the problems could be handled better.

- Assign each group to work with the same script again and rewrite it to show how the problems could be handled by performing the roles and remembering the Behavior Norms. Suggest that they refer to the role guidelines to use specific words and actions.
- You may want to have these new skits performed before the whole class; if not, just collect them.
- Another possibility is to "jigsaw" the groups and share the rewritten scripts that way. To do this, each member of the group has a copy of their rewritten script. New groups are then formed with one member from each of the

original groups included in each of the new groups. In this way all of the different scripts are represented in the new groups and can be read aloud and discussed.

**NOTE**

Evaluation of roles and Behavior Norms: When doing learning activities throughout the rest of the year, have students self-evaluate and peer-evaluate how well they are playing their group roles and following the Behavior Norms. Make the group roles and Behavior Norms part of task wrap-ups, and remember to give formative feedback to individuals and groups as you move through the classroom during group tasks.



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.



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.