



Groupwork

Unit Performance Expectations

- Design and write a script highlighting one or more Groupwork Behavior Norms.
- Create an accompanying video for the script to be presented to the class.



*How do we use
Behavior Norms to
support Groupwork.*

Evaluation and Feedback

Your work will be teacher evaluated.

Group Culminating Project

As a group:

- Generate a script.
- Act out and record the script.
- Present the recording to the class.

Vocabulary

- collaboration
- Behavior Norm
- skit
- script

Individual Culminating Project

- Explain how certain behaviors or ways of working together in a group can prevent your group from being successful.
- Explain how the problem depicted in the skit is resolved using Groupwork Behavior Norms.
- Get feedback from your teacher.



Overview • Background

As part of your work throughout this year in science, you will be collaborating with classmates in groups. For a group to work successfully, all group members need to understand and agree upon certain behaviors. We call these the Groupwork Behavior Norms and they are listed below:

1. Pay attention to what other group members need
2. No one is done until everyone is done
3. Play your role in the group
4. Help others do things for themselves
5. Listen and pay attention to what is being said
6. Explain by telling how
7. Be concise
8. Rephrase and build on others' ideas
9. Everyone contributes
10. Everybody helps

Overview • Scripted Skit (Group)

It is important to be reminded of the Groupwork Behavior Norms throughout the year. To do so, you will collaborate with your group to construct a skit that focuses on one norm from the above list. You will write a script for this skit, and then create a video of your group acting out the script. Your teacher will play this video at various times during the year to remind everyone how to work well in groups.

This task will be completed by the group and must satisfy the requirements below:

☐ The written script should...

- ☐ Have a title.
- ☐ Describe the setting for the skit.
- ☐ Contain all the words spoken during the skit.
- ☐ Clearly indicate who speaks each line.

☐ The video should...

- ☐ Clearly show a behavior or way of working together in a group that prevents the group from being successful.
- ☐ Clearly show at least one way that you can fix the problem so the group is more successful.
- ☐ Be no more than two minutes long.
- ☐ Include every group member speaking or interacting.



Overview • Explanation of Skit (Individual)

Everyone sees things from their own perspective. The way you watch an interaction between people and the way you interpret what is said by people is probably different from how someone else sees and hears things. So, as part of this project, each person gets a chance to explain and reflect on their script in their own words.

This task will be completed individually and must satisfy the requirements below:

☐ The write-up for your skit should...

- ☐ Clearly explain how the skit shows a behavior that prevents the group from being successful.
- ☐ Clearly explain how the behavior problem was fixed so the group is more successful.



Teacher Notes

1. This project is designed to take two days - approximately 1 ½ days for planning and writing, and ½ day for video recording
2. Once the videos are done and submitted, you can:
 - a. Spend one day doing a screening of all the videos, complete with discussion and popcorn
 - b. Save the videos and play them as needed when Groupwork problems arise during later units.
3. The Groupwork norms from the list above should be selected randomly for each group
 - a. Place numbered norms into a hat and select randomly for each group, or...
 - b. Place group numbers into a hat and select groups randomly to choose a norm
4. This may a good time to introduce students to rubrics and evaluation. A short rubric has been included below and you may share with your students.
5. If groups are struggling for too long and get stuck, you might offer them one of the possible skits listed below.

Norm	Possible Ideas for Skits
Pay attention to what other group members need	Two people in the group are constantly talking to each other and ignoring everyone else. One of them knows something that you need in order to complete the task. But, because they aren't paying attention to the group, they have no idea how to help when the time comes.
No one is done until everyone is done	Each person in the group must solve a riddle of their own. Once each person is finished, the answers are all put together to answer a larger question for the whole group. One person in the group needs help to solve their riddle. Another person is doing homework and not paying attention.
Play your role in the group	You are the group Facilitator, but you just saw your best friend walk by. You start joking around with them and talking about weekend plans. Before you know it, the Timekeeper tells you that the group has 1 minute left to finish and report to the class.
Help others do things for themselves	Your best friend is in your group and they are struggling to understand some part of the task. They start to become upset and frustrated. You tell them that you'll help. You take their pencil and write out the solution for them. They smile back and say, "thanks".
Listen and pay attention to what is being said	Your group needs to design a structure that holds as much weight as possible using specific materials. As each person makes a suggestion for the design, you notice one person not paying attention. Instead of saying something, you wait until that person's turn. When it's their turn, they make a suggestion that is nearly identical to someone



	before them. The person before them gets upset and says, “Why did you have to copy my idea?”.
Explain by telling how	One person in your group keeps interrupting everyone else. Finally, someone gets upset and yells back at the person to “Cut it out! That’s really annoying!” The person seems surprised by this outburst. But, the next day the person interrupts everyone again.
Be concise	Someone in your group was absent when the teacher spent a whole class giving directions for a new project. The next day they come back and ask you to tell them what the teacher said the previous day. You know they need all the directions or they may make a mistake, but if you give them all the directions at once they’ll be confused for sure.
Rephrase and build on others’ ideas	Someone in your group keeps talking over everyone else. People are starting to feel ignored because the student just keeps repeating what everyone says before them without giving anyone else credit for the idea. Someone else finally gets upset and says, “You’re not even listening to what’s being said!”
Everyone contributes. Everyone helps.	One person in the group is not contributing to the conversation, and this is frustrating others in the group. The Facilitator decides to ask them why they never say anything. The person responds by saying, “You always ignored my ideas in the past, so I figured I’ll just keep them to myself.”



Evaluation • Video Skit Rubric

ORAL PRESENTATION RUBRIC							
SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<p>PRESENTATION SKILLS</p> <p><i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i></p>	<p>Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed</p> <p>Presenter's energy and affect are unsuitable for the audience and purpose of the presentation</p>	<input type="checkbox"/>	<p>Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses</p>	<input type="checkbox"/>	<p>Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy and affect are appropriate for the audience and support engagement</p>	<input type="checkbox"/>	<p>Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing, in a way that keeps the audience engaged</p> <p>Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation</p>



Reflection

1. Thinking about how well you worked with your group today:
 - a. What norms did you feel your group was most successful with?

Give one example of how your group or a group member used this norm well.

- b. What norms did your group struggle with the most?

Give one example of how your group struggled with this norm?

Was your group able to resolve the problem? Explain.