Social Skills for Collaboration
(TK- 6th Grade)

Prior to having students work on a collaborative project, it is critical that the teacher formally introduce and model the social skills and language necessary for students to successfully work together. Social skills needed for collaboration include:

1. Expressing emotions and recognizing emotion in others
2. Respecting and helping one another
3. Asking for and accepting help
4. Sharing of ideas and materials
5. Asking questions and clarifying
6. Active listening and participation, making eye-contact, and taking turns
7. Negotiating or compromising
8. Giving compliments and affirming contributions
9. Managing conflict and emotions

These social skills and language can be taught through the use of the T-graph chart, reading of specific books, and classroom discussions and protocols. Norms, or group agreements, should be created with students and phrased in student-friendly language so that everyone understands the expectations. Teachers need to establish a classroom culture in which teamwork and positive interdependence is highlighted and valued.

Throughout the unit, students and the teacher should reflect upon the benefits of working collaboratively—What has worked well? What are the strengths of the group? Equally important, are discussions around the frustrations in working together. This should be used as a time to reinforce the social-emotional language and the importance of sharing, taking turns, apologizing, affirming, etc. As a class, the teacher should take this opportunity to guide students in generating a list of problem-solving techniques such as use of "I statements."

Habilidades Sociales en Español

1. Expresar emociones y reconocer emoción en otros
2. Respetar y ayudar a otros
3. Pedir y aceptar ayuda
4. Compartir ideas y materiales
5. Hacer preguntas y clarificar
6. Escuchar atentamente y participar, mirar a los ojos, y tomar turnos
7. Negociar o ponerse de acuerdo
8. Dar cumplidos y afirmar las contribuciones de otros
9. Manejar conflictos y emociones

The Language of Collaboration

|	Statements
Express appreciation and affirmation	I appreciate _____ about what you (did/said). That's a fabulous idea!
Make requests and ask for help	I'm not sure how to do this. I need help Can you please help me? Would you like some help? May I offer a suggestion? Would you help me figure out _____.
Express needs and preferences	I need _____. I would prefer _____.
Discuss feelings, opinions and preferences	How do you feel about ___? What do you think about ___? What do you think we should do? I think I feel In my opinion…… I What is your preference? Do you agree? I'd like to suggest
Clarification	Can you give me an example? Would you mind clarifying? What do you mean? Tell me more.
Contribute ideas and opinions to discussion	I have an idea. Do you have another idea? Perhaps we could consider_____.
Negotiate solutions	Maybe we could try _____. Are you willing to _____? Another option is _____.
Invite or request participation	Do you want to join us? Do you want to do this with me? Do you want a turn? Can I help? Play? Try? Take a turn

El lenguaje de colaboración

	Frases
Expresar agradecimiento y afirmación	Me gusta lo que (dijiste/hiciste).
	Aprecio que _____ cuando(dijiste/hiciste) eso.
	¡Es una idea buenísima!
Hacer una petición y pedir ayudar	No estoy segur@ como hacer esto.
	Necesito ayuda.
	¿Puedes ayudarme por favor?
	¿Quieres que yo te ayude? ¿Quieres ayuda?
Expresar necesidades y preferencias	(Yo) necesito_____.
Hablar de emociones, opiniones y preferencias	¿Cómo te sientes sobre_____?
	¿Qué piensas/opinas de_____? ¿Qué piensas que debemos hacer?
	(Yo) pienso
	(Yo) siento
	En mi opinión…
	(Yo) prefiero_____. ¿Cuál es tu preferencia?
	¿Estás de acuerdo?
Aclaración	¿Puedes darme un ejemplo?
	¿Qué quieres decir?
	Dime/cuéntame más.
Contribuir ideas y opiniones a la discusión/ conversación	Tengo una idea.
	¿Tienes otra idea?
Negociar un acuerdo	Tal vez/Quizás podemos _____.
	¿Estás dispuesto a _____?
Invitar o pedir participación	¿Quieres unirte con nosotros?
	¿Quieres hacer esto conmigo? ¿Quieres un turno?
	¿Puedo ayudarte? ¿Juegas? ¿Inténtalo? Toma un turno.

Planning and Preparation

Formation: When forming collaborative groups, teachers need to be mindful of students' academic skills, social skills, and language proficiency (in both their primary and secondary language). Teachers also need to take students' interests and learning style as well as students' culture and gender into consideration. The goal is to create heterogeneous groups where students continue to develop both their academic and social skills and understand the importance of positive interdependence and collaboration.

Duration: Students will work in their collaborative groups (teams) for the duration of the thematic unit.

Size: Students should be ideally grouped in teams of four. However, with an odd number of students, teams of five are possible.
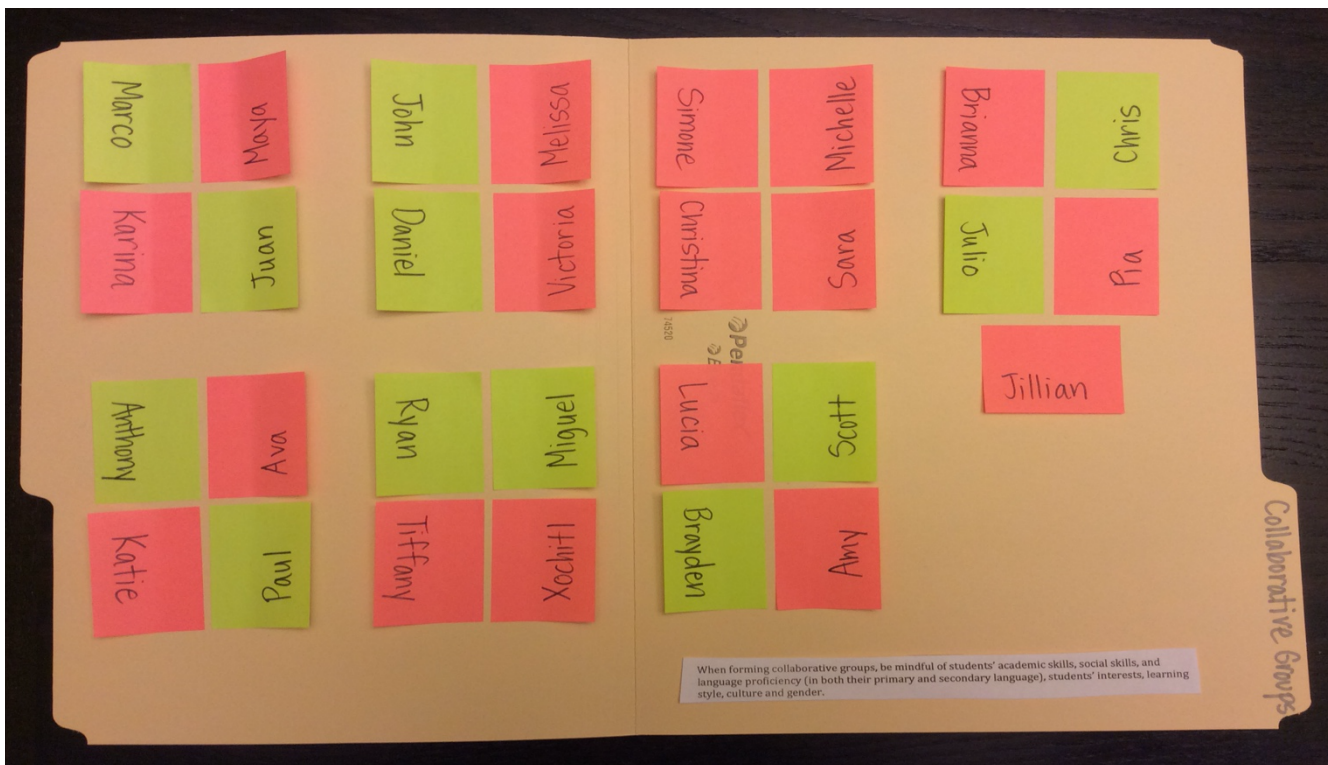
Team Formulation Template

When forming collaborative groups, be mindful of students' academic skills, social skills, and language proficiency (in both their primary and secondary language), students' interests, learning style, culture and gender.

Team:	Team:	Team:	Team:
_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___
Team:	Team:	Team:	Team:
_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___	_____ ___ _____ ___ _____ ___ _____ ___ _____ ___

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Flexible Groups: Based on homogenous needs of students.

Group:	Group:	Group:	Group:
_____	_____	_____	_____
____	____	____	____
_____	_____	_____	_____
____	____	____	____
_____	_____	_____	_____
____	____	____	____
_____	_____	_____	_____
____	____	____	____
_____	_____	_____	_____
__	__	__	__

Structures & Tools to Promote Collaboration

Fishbowl: This structure is useful for teacher the class a new collaborative skill or to provide constructive feedback to a group of students. A team, or group, discuss a topic or model an activity while the others listen and observe. Then, the teacher or students observing can provide feedback or ask clarifying questions.

Numbered Heads Together and Sticks: This structure encourages students to work together in solving problems or responding to questions. Numbered heads together uses the element of surprise (students do not know who will be called on), therefore the group must ensure that all members know the information well enough to be able to answer/report for the team.

Instructions:

1. In groups of four, each student numbers off from 1 to 4 (in a virtual setting, students add their number to login name).
2. The teacher provides a prompt, question, or task for students to work on. Groups put their heads together (in a virtual setting, children are moved into team breakout groups) to discuss the answer or work on a task for a set amount of time. Group members must ensure that everyone on the team knows the answer.
3. The teacher randomly pulls a stick from the container (four popsicle sticks have been previously numbered 1, 2, 3, and 4) and calls out the selected number.
4. The student from that team whose number was called orally reports to the class the team's answer/response.

Colored Pencils: This structure is used for individual accountability. It serves as a visual for teachers assuring that all students participated in the collaborative project. Once students have been placed in their collaborative groups, the teacher provides a bag with four or five different colored pencils (depending on the number of students in the group). Students' select/negotiate which color pencil each child will use. The teacher provides a sheet of paper on which students write their name using the *assigned* colored pencil and sets the expectation that students are to write using only this pencil. (The process remains the same In a virtual setting, children are taught how to change the color of the font on a shared google doc or whiteboard)

Team Roles: Student teams function more effectively when members have clear roles and responsibilities. Below is a list of *possible* team member roles and responsibilities. It is crucial that students understand their roles. This means that each role should be discussed, modeled by the teacher and acted out by students (possibility in a fish bowl) before students begin small group work. Students should also switch roles from task to task or from unit to unit so that they don't always gravitate towards the role that feels most comfortable to them.

- **Facilitator/Encourager**: Gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
- **Prioritizer**: Makes sure that the group stays on track and gets through a reasonable amount of material in the given time period. This person makes sure that the team is staying on task.

- **Summarizer**: Every so often (perhaps once per question for a list of questions, or at the end for one question), provides a summary of the discussion for other students to approve or amend.
- **Reflector**: Listens to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.
- **Elaborator**: Seeks connections between the current discussion and past topics or overall course themes.
- **Devil's Advocate:** Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.
- **Harmonizer:** Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)
- **Checker:** Checks to make sure all group members understand the concepts and the group's conclusions.

Goal Setting and Reflection: Collaboration, like any other skill, requires reflection and refinement. If teams set clear goals for their work (in conjunction with the T-chart), and then reflect on those goals—both individually and as a team—then their collaboration will only improve over time.

Sample Team Goals

Equal Participation	Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation.
Making Decisions	The team uses clear guidelines for making decisions that impact the entire group.
Creating/Using Norms	The team has a set of norms that guide the behavior of the team. The team regularly revisits the norms to check if they are working.
Passionate Ownership	The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated.
Conflict Resolution	The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs.

Sample Self-Reflection for Teamwork

Name: _____   Activity: -
_____

Self-Reflection

In this project, I knew exactly what my tasks were.

I knew the roles and tasks of each colleague in my team.

When I faced difficulties, I looked for help both inside and outside of the team.

I contributed by:
- o Sharing my ideas:

- o Presenting sources or documents relating to the subject (e.g. books, texts, web sites, videos):

- o Asking questions:

- o Clarifying and summarizing:

I helped my colleagues when they ran into difficulty.

I expressed my views and opinions clearly to my team.

My goal for the next time I do team work is:

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Sample Team Reflection for Teamwork
This template is completed at the end of a project by the whole team together.
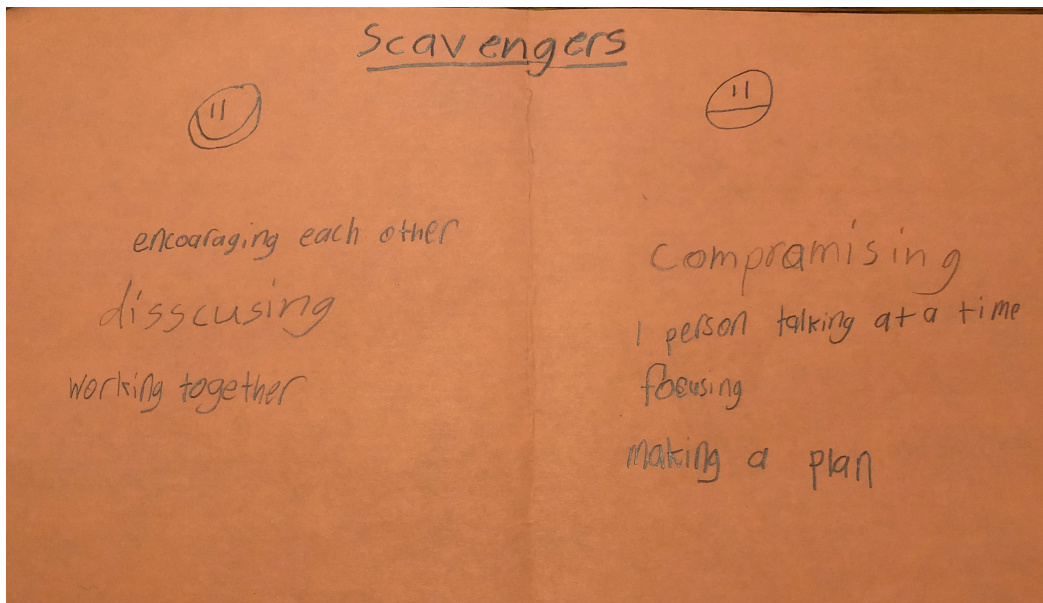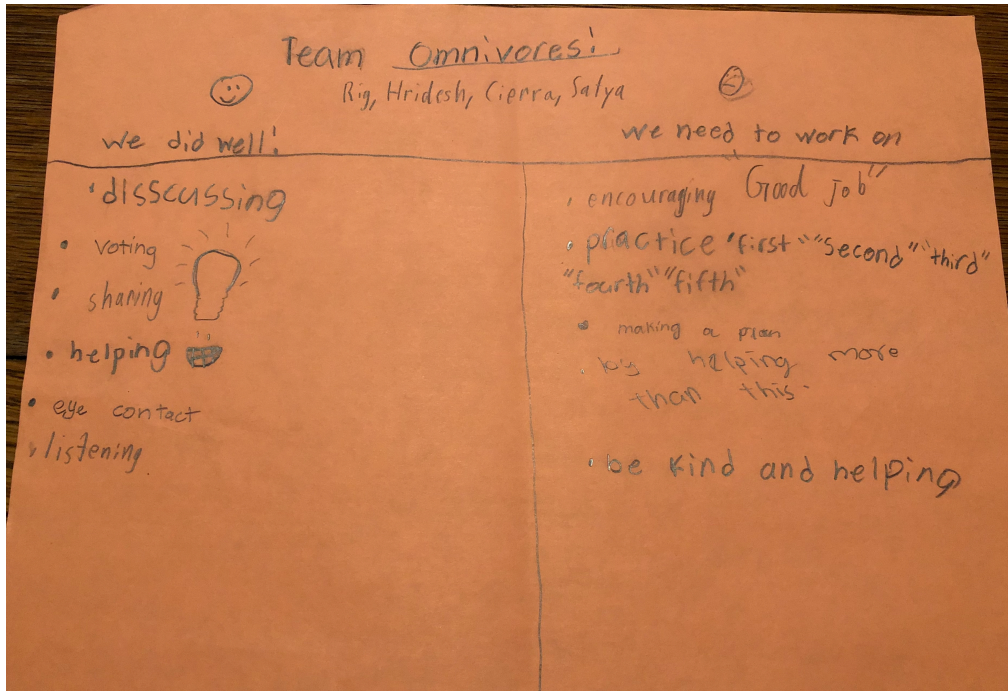
Team: _____   Activity: -

_____

Team-Reflection

The team defined the tasks and the role of each member early on.

All team members actively contributed to the final product.

Team members gave each other support and feedback.

In the end, everyone seemed satisfied with the team's work.

What were some strengths of this team?

What will you work on for next time?

Team Members:

Sample Self-Reflection for Teamwork

Team Omnivores!
Rig, Hridesh, Cierra, Satya

we did well!   we need to work on

• disscussing   • encouraging "Good Job"
• voting   • practice "first" "second" "third"
• sharing   "fourth" "fifth"
• helping   • making a plan
• eye contact   • by helping more
• listening   than this.

                                          • be kind and helping

Scavengers

encouraging each other   compramising
disscusing   1 person talking at a time
working together   focusing

                                          making a plan

Extending SEAL Strategies into Collaborative Practice

Strategy	Collaborative Practice Activities
Guiding Question	- Graphic representation of what students have learned (end of unit)
Research Rotations (4th – 6th)	- Use an artifact to write a story - Use artifact from multiple rotations and explain how they connect - Write a chant based on an image - Create own art in the style seen in art rotation
Draw & Label	- Create new section for the unit overview Draw and Label - Find new Picture File Cards or word cards for current Draw and Label - Write new Think-Pair-Share questions
Narrative Input	- Create new Tableau or act out full story - Select Vocab in Context from story - Write and illustrate a summary of story - Write a retell in another language - Write a prequel or sequel
Vocabulary in Context	- Create one with sentence, signal word, final meaning and extension
Frayer Model (4th – 6th)	- Complete graphic organizer with new word (teacher supplied)
Content Links (4th – 6th)	- Create set of words from Research Rotations, Draw and Labels, Chants, Narrative, etc. with connections
Content-Based Chants	- Write one with gestures - Write one in another language
Bridging School to Family Activities	- Engage families in one larger at-home project related to the thematic unit

Collaborative Activities Menu

Select an activity from the menu below and record your selection.

Team Name:		
Week #1:	Week #2:	Week #3:
Week #4:	Week #5:	Week #6

Choose a new Vocabulary in Context word. Create poster with word, final meaning, language arts extension and signal word.	Write a chant in another language.	Create the final section of the Overview Draw and Label.
Write a sequel to the Narrative Input.	Select an image from the Image Research Rotation and write a story about it.	Complete a Frayer Model from one of the following words: injustice, fair, perspective.
Select new word cards and picture file cards for Draw and Label.	Create a set of Content Links with vocabulary words studied in the unit up to this point.	Write 3 new Think-Pair-Share questions for the Draw and Label.
Create a graphic representation of what we have learned from our Guiding Question.	Use related artifacts from Research Rotations to write a chant.	Write and illustrate a summary of the Narrative Input.