

Stage 1: Forming

Activity 1: During the first week of school we can do an interviewing activity. Each student will be given a notecard and will have to write 5 interview questions to ask their classmates. We will arrange the desks in a circle and put chairs on both sides on the desks. Half of the students will sit on the inside and half on the outside. They will have 5 minutes to interview the person they are sitting across from. When the timer goes off, the people on the outside will rotate and have another 5 minutes to interview the new person. Once they have made it around the circle, each student will pair up with a person they have not yet interviewed and will have five minutes to interview them and then they will go to the front of the room to tell the class about that person.

Activity 2: I will have a mailbox at my desk and the students will be able to voice their opinions or tell me their concerns at any time by delivering a letter to my mailbox. At the end of each day, the students will write me a note voicing any opinion they have. They can use this to tell me any issues they are having or their opinions on any activities they have done.

Stage 2: Storming

Activity 1: When I assign group work, I will choose the groups and make sure they change often so students get the chance to work with a variety of different people. When I assign the group, I will also assign a leader of the group and make sure that each student eventually gets the opportunity to be the group leader. This gives the students a chance to feel like they matter and ensures that one student is not always the leader.

Activity 2: At the beginning of the year I will hand out a “personal strengths” worksheet. It will ask the following questions: Do you like being the recorder of a group? Do you like speaking for the group? Do you like collecting research? My best value is... What is one strength and one weakness you have when working with others?. I will hang up these worksheets on a wall in my classroom that way when students are placed in groups, the assigned leader can look at everyone’s strengths to assign group roles.

Stage 3: Norming

Activity 1: At the beginning of the year, the class will make a goals poster. We will come together and everyone will get to contribute a goal that they think they can accomplish as a class such as “feel comfortable working one on one with every student in the class”. As the students contribute their ideas, I will write them on a poster and display it in the classroom. We will revisit these goals after Christmas and modify them based on which goals have been met and what we can continue to strive for.

Activity 2: I will create a document with a table that has two columns with one side labeled “Norms” and “Not an expected norm”. On the side of the document I will have moveable text boxes with examples of things that are and are not norms of the classroom such as “asking a neighbor for help” and “commenting on a students mistake”. I will project the document on the smart board and as a class, we will go through each text box and place them where we feel it belongs.

Stage 4: Performing

Activity 1: I will assign weekly independent assignments. The students will each get to pick a research topic of their choosing along with how they want to research it and how they want to present it (powerpoint, speech, poster). Each student will do this project independently.

Activity 2: At the end of the year, we will do another interview activity. It will be conducted the same way as the beginning of the year interview except, the interview questions will be reflecting on the school year and the upcoming school year such as, "how did you get comfortable working with others?" "what goals do you have for yourself for the next school year?".