

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess.

Contextual elements include:

- an understanding of the setting or situation in which the task is placed;
- potentially unfamiliar concepts that are associated with the scenario; and
- key term(s) or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task.

The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Paper and pencil for each pair/group
 - Students who need an accommodation may use their preferred tool for writing.

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - People can benefit from working together and helping each other.
 - People and animals can benefit from working together.
- Students will understand the key term:
 - **disability**: a physical or mental condition that limits one or more life activities (e.g., movement, hearing, vision)

Note: This definition is provided here for the convenience of the facilitator. Students are expected to understand this key term in the context of the task, not memorize the definition.

Working Together Classroom Activity

[Purpose: The facilitator’s goal is to help students understand that there are benefits that can be gained from working with or helping others. This activity will allow students to be active participants as they explore the concept of people and animals benefitting from working together in the context of the performance assessment and its focus on working together.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.

[Divide students into pairs.]

Facilitator says: “Today, we will get ready for the Working Together Performance Task. First, I would like each person to take a few minutes to think about a time when you have worked with another person. Did you help someone while working together? Did someone else help you while you were working together?”

[Give students one to two minutes to recall and think about an event.]

Facilitator says: “Now, I would like each person to turn to your partner and describe the experience that you were thinking about. Describe for your partner how you helped someone else or how someone else helped you.”

[Wait 3–4 minutes for partners to discuss experiences with their partners. Walk around to ensure that the students are on task.]

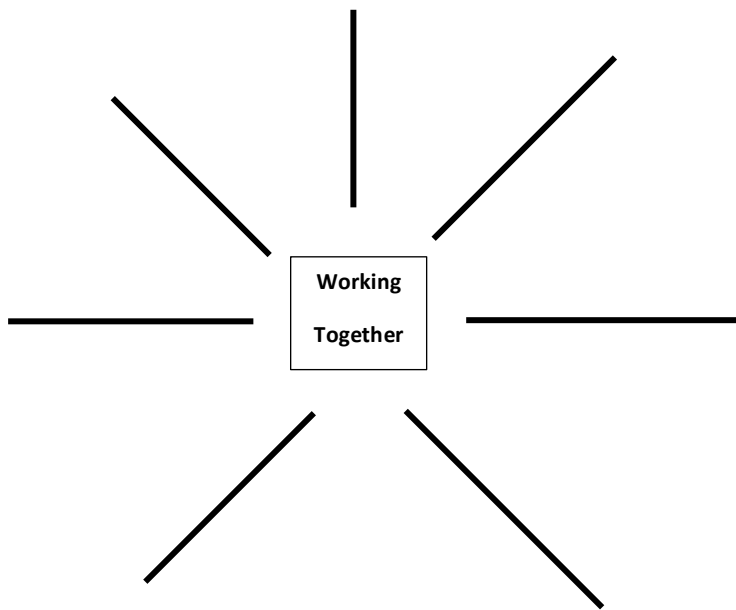
[Choose a few student volunteers to share their discussion with the class.]

Possible student responses (*unscripted*):

- I helped cook dinner.
- I helped a friend look for her lost bracelet.
- My friend helped with a math problem that I did not understand.
- My cousin helped me learn how to ride a bike.

Facilitator says: “Let’s talk about what good came out of your experiences of working together. When you receive something that is useful or helpful out of an event or experience, it is called a benefit. Discuss with your partner the benefits you or the other person received when you were working together and record your response on your paper.”

[Wait 3–4 minutes for partners to discuss benefits. While students are discussing, prepare a chart on the chart paper, whiteboard, or chalkboard that students will use to record benefits from working together. Draw a circle and write the words *Working Together* in the middle of the circle. Draw lines extending out from the circle, like spokes on a wheel. Students will record their responses on the lines. Note: Once the chart is drawn, explain to the students what has been drawn on the chart paper, whiteboard, or chalkboard.]



Facilitator says: "Now I'd like each pair to share one benefit that people can get from working together."

[Say and record student responses on the chart paper, whiteboard, or chalkboard. Note: Either the facilitator or student volunteers can record the responses.]

Possible student responses (*unscripted*):

- Learn something new
- Have fun
- Get help
- Able to play a game
- Accomplish a goal

Facilitator says: "As you can see from your responses, people can benefit from working together and helping each other."

Note: Make sure students arrive at the common understanding that:

- People can benefit from working together and helping each other.

[Say and write the common understanding on the chart paper, white board, or chalkboard.]

[Prepare a new blank chart (like the one above) where students will be able to list or draw their ideas for the next section. Say and write *Ways that People Help Animals* in the middle of the chart.]

Facilitator says: "We've discussed ways that people can work together and help each other and the benefits that may come from working together. Now, let's talk about ways that people and animals can help each other. Think of a fun memory about a time when you have helped an animal. I'd like volunteers to come up to the chart and write or draw a way that people can help animals."

Note: Either the facilitator or student volunteers can record/draw responses.

Possible student responses (*unscripted*):

- Made bubbles while washing/cleaning an animal
- Playing catch with an animal
- Taking a walk in the park with an animal

[Review all answers on the chart aloud so that all students can hear all the responses.]

Facilitator says: “These are great examples of how people can help animals. Did you also know that animals can help people? For example, a person with a disability may have a service animal. A disability is a physical or mental condition that limits one or more life activities such as movement, hearing, or vision. A guide dog helps people who cannot see well. The guide dog can help by making sure that his or her owner does not walk into objects that may be in the person’s way. There are other ways that animals can help people. You have two minutes to discuss with your group, ways that animals can help people.”

[Give students two minutes to discuss. Walk around to ensure that the students are on task.]

Facilitator says: “When I call on your group, someone should share what your group discussed.”

[Call on each group. Write student responses on the chart paper, white board, or chalkboard.]

Note: Either the facilitator or student volunteers can record responses.

Possible student responses (*unscripted*):

- They can cheer you up if you are sad.
- Dogs can guard the house when the owners are not home.
- Farm animals provide food and other products that people use.

Facilitator says: “You have come up with some great ideas about how animals help people. We have discussed how animals benefit from people caring for them and we identified ways that people can benefit from animals working with them.”

Note: Make sure students arrive at the common understanding that:

- People and animals can benefit from working together.

[Say and write the common understanding on the chart paper, whiteboard, or chalkboard.]

Facilitator says: “In your performance task, you will be learning about other ways that people and animals work together. The work you did today should help prepare you for the research and writing you will be doing in the performance task.”

Note: Facilitator should collect student notes.