

LESSON 14

Forming Small Groups for the Collaborative Task

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.CPS.3

Outcome LCW.M2.S1.ENT.3

WHAT THIS LESSON DOES

Form a productive small group of three to four and produce a signed one-page Group Norms document. This outlines roles, meeting cadence, decision-making methods and a process for handling conflict ahead of the collaborative design thinking task.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.3	collaborate to respond to a real-life community issue, using a design thinking problem-solving approach.
LCW.M2.S1.ENT.3	demonstrate competencies associated with entrepreneurship, and discuss the importance of their transferable nature in school, life, community and the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Form a productive small group of 3-4 for the collaborative problem-solving task
- Agree clear roles, meeting cadence, decision-making and a conflict process before the work starts
- Produce a one-page Group Norms document signed by every member

KEY TERMS

Term	What it means here	For example
Group norms	The working rules a team agrees in advance: who does what, when you meet, how decisions get made, and what you do when someone is stuck or conflict appears.	A four-person LCW group writing that decisions need three votes out of four, and that missed deadlines are raised in the next check-in rather than in a private chat
Roles	Named jobs inside the group so the work is shared on purpose rather than by who speaks first.	Facilitator, note-taker, timekeeper, and researcher for a community-issue design sprint
Decision-making	The method the group will use when it has to choose: majority vote, full agreement, or a named person deciding after hearing everyone.	Agreeing that the problem-definition statement needs full agreement, but smaller task splits can be decided by a quick majority

BEFORE THE BELL

- Form groups of 3-4 with mixed strengths and publish the lists before the lesson starts. Friendship-only groups usually stall later; do the mixing now, not inside the five-minute opener.
- Have blank one-page templates with four headings ready for groups that need support.
- Decide board-only or one teacher-driven shared list builder for the class shape. Student devices stay down until group drafting.
- Have group lists ready. Decide whether you will drive the class shape on the board only, or project one shared list from the teacher device.
- On screen this lesson: list builder.

Forming Small Groups for the Collaborative Task

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build and Sign Your Group Norms
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Before the lesson: form groups of 3-4 and publish the lists, because sorting membership at the start of the period eats the whole opening and the class never gets to the norms. Mixed strengths work better than friendship-only groups for the collaborative design-thinking run that follows.

Open with one honest question: *Think of the last group project that went badly. What rule would have stopped the worst part?* Collect three answers on the board. Those answers become the starter material for the class shape.

If a student arrives without a group, have them report to you immediately and join a named group before Key Terms.

5 min Key Terms

Spend no more than five minutes here. The real work of the lesson is the norms document, not the definitions, so read the three terms and move on. Flag that **roles can rotate** across the six lessons if the group prefers that, but the rotation rule must still be written down.

35 min Build and Sign Your Group Norms On screen: list builder

BUILDING THE CLASS SHAPE TOGETHER

This is whole-class co-construction rather than a solo device task, so you project or drive one shared list, or write on the board only, and student devices stay down until group drafting starts. The four headings and the starter lines work just as well as spoken prompts if you are working board-only.

SUGGESTED TIMING

- Class shape (teacher-led): about 12 minutes. Push for usable lines, not slogans.
- Group drafting, signing and save: about 20 minutes.
- Save check: about 3 minutes.
- **Minute-15 checkpoint:** every group should have all four headings on the page by now, so check the groups that are still on heading one and get the missing headings written before they polish the wording.

SAVE-AND-SIGN PATH (DEFAULT)

One paper page → all members hand-sign with the date → each student photographs or uploads as **Group Norms** **ClassName Date** to Strand 2.1. Digital alternative: one shared doc with full names + date under Signatures; each exports or saves a PDF copy. Four people must each leave with a signed copy.

TEACHING TIPS

Watch for vague conflict lines such as *we will talk about it*. Push for who speaks first, where it happens, and what happens if it is still stuck after five minutes.

A good decision-making line names **which decisions need full agreement** and which can be majority. Problem definition usually needs full agreement; task splits usually do not.

LOOK-FORS

- Named roles with a real job attached, not just titles
- A check-in time the group can keep inside school hours
- A conflict process written before anyone is angry
- Every member's name on the page (hand-signed or typed full name + date)
- Each student has a photo of the signed page or a PDF in Strand 2.1 before leaving the step

10 min Think About It

Keep this as paired or whole-group talk. Listen for groups whose conflict line is still a slogan. Send them back to the page for two minutes if needed.

Optional stretch for fast groups: add one line on how a quieter member gets airtime in every check-in.

5 min What you covered

Before dismissal, spot-check that every student has a signed copy in the Strand 2.1 folder: photo of the signed paper page, or PDF from the shared doc. No phone photo or PDF, no tick. A group with no saved page will stall at the first disagreement in the next lessons.

TEACHING MOVES

- Build one shared class shape on the board or projected teacher device. Push for usable lines, not slogans.
- Watch for vague conflict lines such as “we will talk about it”. Push for who speaks first, where it happens, and what happens if it is still stuck after five minutes. A conflict process is written before anyone is angry.
- A good decision-making line names which decisions need full agreement (usually problem definition) and which can be majority (usually task splits).
- Default path: one paper page, all members hand-sign with the date, each photographs or uploads as Group Norms ClassName Date to Strand 2.1. Digital alternative: shared doc with full names + date under Signatures, each saves a PDF.
- Exit check: photo of signed page or PDF in Strand 2.1, no phone photo or PDF, no tick.

WHAT TO WATCH FOR

- Forming groups based only on friendships: mix abilities when lists are made before the lesson.
- Writing vague conflict processes: send the group back to name who, where, and what happens after five minutes.
- Failing to sign and save: every member needs a named copy in Strand 2.1 before dismissal.

DIFFERENTIATION

- Support: hand the four-heading template at the minute-15 checkpoint if the page is still blank.
- Support: seat a stronger writer beside a peer who needs help getting lines onto the page, without taking over the voice of the group.
- Extension: fast groups add one line on how a quieter member gets airtime in every check-in.

WHAT STUDENTS ARE LEFT WITH

- Group Norms: one-page agreement signed by all members