## Module Summary

### In this module, teachers will:
- Develop student prosocial behaviors necessary for cooperation.
- Determine behaviors needed for effective cooperative learning.
- Examine best practices for teaching prosocial behaviors.

### Module activities:
The teacher will use different scenarios to practice identifying the appropriate prosocial behaviors to teach, based on the learning goals in a given lesson.

This module is the first in a series of three modules on cooperative learning. The other two are titled *Structuring Cooperative Learning* and *Assessing Cooperative Learning*.

## Module Key Takeaways

### Essential knowledge:
Prosocial behaviors are “actions that benefit other people by helping, supporting, and encouraging their goal accomplishment and well-being” (Choi, Johnson & Johnson, 2011, p.976). This module focuses on five prosocial behaviors that teachers can develop in their students to set them up for success with cooperative learning. They are: praising and encouraging the contributions of others, providing constructive criticism, checking for understanding, contributing ideas, and respecting other groups.

### Essential skill:
Using the Developing Behaviors for Cooperative Learning Resource, teachers will learn the steps to take for developing students’ prosocial behaviors. These steps include:
1. Ensuring students see the need for the behavior
2. Describing in detail what the behavior is and modeling how to engage in it
3. Setting up student practice activities to encourage mastery
4. Providing students with specific feedback on the skill
5. Promoting self-reflection

### Essential mindset:
Students are not born with the prosocial behaviors necessary for cooperative learning. It is up to the teacher to define, describe, and model these behaviors for students. Developing these behaviors in all students, regardless of grade level, prepares them not only for cooperative learning activities but for wide-ranging interactions they will face in adulthood.
The Skill in Action

During planning:
The teacher should pick a prosocial behavior that students have not yet mastered and be able to explain how it will benefit them in their lives outside of school. In a given lesson, teachers should plan activities that are both aligned to the objective, and that require students to use the targeted prosocial behavior. During the lesson, teachers can use various strategies or best practices to elicit the behavior from students.

During instruction:
The teacher should take time to identify why this behavior is important both for this lesson and in real life. The teacher will model what it looks and sounds like to properly demonstrate the behavior.

During practice:
Students will successfully demonstrate the identified behavior during a structured practice activity. Practicing the prosocial behavior will help students learn the academic content of the lesson. The teacher should move among cooperative groups to both keep track of which students successfully demonstrate the targeted behavior and intervene when support is needed. Finally, the teacher will provide time for group and self-reflection, where students identify what they did well and what could be improved.

Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- How do you believe the knowledge and skills highlighted in this module will benefit your growth as a teacher?
- What are your key takeaways from the module?
- What struggles or challenges do you think you may encounter when implementing the strategies and skills from this module?
- Which prosocial behavior(s) do you plan on teaching your students? How did you come to this decision?
- How do you plan on explaining the significance of this prosocial behavior to your students?
- How will you respond if some students think it is childish to be learning prosocial behaviors in school?
- What cooperative learning activity will you have students use to practice the behavior?
- How do you plan on modeling the behavior for students?
- How will you have students reflect on their experience, and how will you use those reflections to improve instruction in the future?
- How can I help you in your process of mastering this skill (ex: observation, look over lesson plan, follow up conversation, etc.)?

Coaching Moves

Situation:
During a cooperative learning activity a large number of students are demonstrating anti-social behaviors. This behavior affects all students’ ability to reach the learning objective.

Ask:
- Which prosocial behaviors were students struggling with?
- Did you review these behavior with students before the activity?
- How would you explain the value of this prosocial behavior to your students?

Suggest:
- Model for students what demonstration of the behavior looks and sounds like in a cooperative learning setting.
- Practice this behavior with students and provide specific feedback to prepare them for the next cooperative learning activity.

Standards Alignment

InTASC standard: 3(j)
The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.