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**GROUP TASKS FOR DEVELOPING ATTITUDE  
FOR CO-OPERATIVE WORKING  
AMONG THE SECONDARY SCHOOL GIFTED  
STUDENTS**

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## GROUP TASKS FOR DEVELOPING ATTITUDE FOR CO-OPERATIVE WORKING AMONG THE SECONDARY SCHOOL GIFTED STUDENTS

### 1. INTRODUCTION

Working as a 'team' with co-operation, by avoiding the rigidity of minds, opinions and prejudices to achieve the goal is the predominant value of the new century. The success of a team depends not only upon individual skills but also on the way these individuals support and work with each other.

To work independently with all skills and abilities is the main characteristic of the Gifted.

According to Slavin (1983), it is particularly important to give high achievers co-operative experiences to help them learn to accept and get along with others. Also Gifted students learn better with co-operative learning system than in traditional classes. Some researchers argue that the gifted and talented students may experience unique social and emotional problems and they have somewhat unique social and emotional needs because of their giftedness (Webb, Meckstroth and Tolan, 1982).

One major goal to help the Gifted may be to train them for working in-groups. If we train them or work effectively in small groups for various non-academic activities, it will be easier for them to participate in the co-operative learning process.

Jnana Prabodhini, an educational institute in Pune is working for the objective of 'Man Making education.' Most of the learning experiences planned in Jnana Prodhini are aimed at developing interest, motivating for action and forming attitudes.

The technique of groups tasks was used intermittently for last twenty years in Jnana Prabodhini Prashala, to build in it's students, the attitude for working in a group. These group tasks were given to students of std. VIII to X, couple of times a year. The duration of these tasks used to be two to four hours. Generally these tasks were used to expose students to the field simulations. The purpose of these group tasks is to provide the individual with opportunities to relate to others in supportive atmosphere, to try new approaches and to experiment in new roles. From this experience, a need of graded syllabus, adequate training techniques and evaluation system was felt for better and sustained results. An action research in the progress for this purpose. This research has three successive phases (ie. for the same group)

- i. Phase I – for std V, started from academic year 1995-96.
- ii. Phase II – for std VII, started from academic year 1997-98.
- iii. Phase III – for std. IX, to be started from academic year 1999-2000 (Proposed)

The activity continues for the new batches (in take). These group tasks are part of non-academic education in the school in which the students learn experientially. From the planned learning situation, the students learn on the basis of their previous experiences.

## 2. OBJECTIVES

From the past experience, the objectives of this action research are as follows.

- i. To develop curricular program – To evolve a graded syllabus, training techniques and evaluating system.
- ii. To develop an attitude of co-operative working among secondary school Gifted students through this program.

## 3. METHODOLOGY

3.1 Since 1995, two periods (total 70 minutes per week were integrated in the regular time table, for this program. The tasks were given to the classes of boys and girls separately. The class was divided randomly in ten groups, each with four students. The groups were steady for one month and changed there after. The leader was appointed and this opportunity of leading the group was given to every student one by rotation, thrice or four times in a year.

For std. V, tasks involving physical work, measurements, sorting, drawing, crafts, etc. were given. While for std. VII, the tasks involving mainly the intellectual abilities were given

### 3.2 CONDUCTING THE TASK:

- i) Instructions regarding the task – For first ten minutes, the activity was explained to the students thoroughly with all instructions. The was elaborated to them Groups were formed randomly each time.
- ii) Discussions for planning – in the next ten minutes, the students had to sit the their groups and had to discuss about (a) the nature of the task, (b) steps involved in the task, (c) decision regarding priorities among the steps, (d) division of work among them, (e) expected quality of the completed product.
- iii) Actual task performed – After these discussions, there was distribution of the materials and groups had to complete the task within next twenty minutes.
- iv) Reviewing the experience: feed back reports – After the completion of the task, there was short class discussion, in which one member from each group had to report on the basis of as many points from the following list – (a) How did the task

proceed? (b) what did they think at the planning stage? (c) What did exactly happen? (d) What was the role of each member in the group? (e) How did they distribute the work? (f) How did they set the goal? (g) How did they work - individually or in-groups by dividing the work? (h) How hid they share responsibilities for completing the task? (i) Why did they assign any part of work to the particular member of the group?

- v) Summarizing – Based on the reports of the representatives of the groups (mostly the group leaders) and the observations taken, the facilitator had to summarize during last ten minutes In this section, he generally highlighted following point.
- a) Instead of working individually, if the task is completed in the groups in the groups the task becomes easier and easily achievable.
  - b) The success of task depends on the interactions among the students while working.

For extra details of the methodology the task, please refer the illustrative tasks in appendix III and appendix IV.

### **3.3 ROLE OF TEACHER – FACILITATOR**

The teacher in charge of the group work has to work as a facilitator. The facilitator had to prepare, plan, conduct the activity and record the observations when it was in progress. He was to give instructions regarding the task in clear, simple words without any ambiguity.

He has to facilitate the discussions during planning stage by arising questions or points to the considered during planning of the task.

While the activity is in progress, he has to take the qualitative observations of the groups.

After listening to the reports of the group representatives, he has to summarize the ways which the activity proceeded. He had to conclude the task by explaining importance was given to the interaction among the member than the quality of the work. He had to keep reminding the group about the pre-experience of working together. He had to seek some points of focus, which will help the group to act together.

He also had to make efforts to enhance the participation of the reluctant students in the task by individual interactions.

## **4. FINDINGS AND DISCUSSIONS**

### **4.1 EVOLVING THE PROGRAM**

#### **4.1.1.1.**

In the year 1995096, the tasks for the whole year were not planned in advance. The group tasks for one month were planned at a time. In

these tasks, the changes were made if found necessary. At the end of the year, after giving these tasks, they were classified in following five categories –

- i. Tasks in which there is possibility of reducing the mistakes when performed in a group than performed individually.
- ii. Tasks that require integration of the abilities and skills possessed by all the members in the group/
- iii. Tasks, which require co-ordination between various steps parts of the work, reformed by different members.
- iv. Tasks which require the selection of the best method among the various alternatives for performing it.
- v. Tasks, which require maintenance of motivation and enthusiasm by all members in the group, till its end.

Among the above categories, **tasks of category III and VI** were thought to be **suitable for the students in phase II** (i.e. std. VII), since they were seen to be required higher abilities & skills. **Tasks of category I, II and V** were thought **appropriate for std. V**.

#### 4.1.1.2

**Phase I** – In 1995-96, the tasks given in the first term of std. V, mostly involve physical activity, drawing, decorating etc. While the tasks involving intellectual abilities like creativity, co-ordination, problem solving etc., were given in the second term. At the end of the year for evaluation of the activity, two types of tasks were given. These tasks involved-

- i. Selecting the task from a number of alternatives, when the group was fixed.
- ii. Selecting the group members when the task was fixed.

In 1996-97, the above mentioned two types of tasks found difficult for std. V and therefore excluded from the syllabus. The remaining tasks were set in the order in following sequence-

- i) Tasks involving physical activity, sorting etc.
- ii) Tasks involving, decoration, crafts, etc.
- iii) Tasks which need co-ordination between different steps of the task.
- iv) Tasks involving intellectual abilities like visualization, estimation problem solving etc.
- v) Tasks, which involve knowledge of the abilities, possessed by each member in the group.
- vi) Tasks involving non-verbal communication/

In 1997-98 same order as in 1996-97 was followed with addition of four tasks which acted as a link between the tasks requiring drawing, decoration etc, and tasks involving co-ordination.

The tasks were graded from easier to difficult and from involving physical activity to intellectual abilities.

Tasks involving physical activities. Sorting, measurement of different quantities appealed the students in std. V.

#### 4.1.1.3

##### Phase II:

- i) In std. VII tasks mostly involving the intellectual abilities were given. These tasks involve-
  - a) Creative use of resources.
  - b) Optimum use of limited resources.
  - c) Need of learning certain skill by all members in the group.
  - d) Large scale replication.
  - e) Continuous process
- ii) Some tasks introduced in std. VII also involve **evaluation of the task performance by a group member, as a third person**, with respect to the idea to be executed, division of work, time management quality of the work constrains given.
- iii) **In std. V, most tasks were product oriented**, i.e. after completion of the task, the group could visualize the product depending upon the efforts get satisfaction from that. **To highlight the interactions within the group without presence of any final product**, need of **process oriented tasks** was felt. Process oriented tasks were **introduced** in std. VII, which helped to foster the feeling ‘we enjoyed working together while performing the task.’ E.g. Singing a poem with acting presenting a two-min demonstration of ‘Surya-namaskar’ etc.
- iv) Up to this level, the students had to work actually for twenty minutes only. To observe the behavior of the students and interactions among them for a larger time period, two tasks were planned to be continued for four sessions each, e.g. – The group had to make three geometrical figures (three-dimensional) from card sheets. They were written instructions and the material. In the first session, they had to plan the order of doing the figures, the size of the figures, colours and number of required card sheet, division of work anticipate and solve problems etc In the next two sessions (i.e. for 140 minutes), they had to execute their planning to complete the task. In the last session, the class had to review the happenings in the class discussion.

From these two tasks, it was observed that the students were able to work on one single task for larger duration also.

## 4.1.2 TRAINING TECHNIQUES

### 4.1.2.1

- i. Initially (in 1995-96), the group size was ten, which gradually reduced to four after four tasks, for sake of convenience of the facilitator and effective group work.

It was observed that at this stage (i.e. for std, V), each student could effectively interact with

other three. Therefore, for all further asks, the size of the group decided was four.

- ii. In year 1995-96m after two months, it was observed that by keeping the group's constant for certain period, there was increase in interactions among the members increased. Due to this experience of working together, the groups were able to compare their present performance with the past. **To foster these co-operative forces**, it was decided to keep the groups constant for a month and changed there after.
- iii. The leadership development was not the objective of these group tasks Up to std. IV, the students had the experience that there was an appointment of a leader for any task and if not so, instead of a new leader emerging from the group, the work and the group remained stand still due to introduction of uncertainty. Therefore, it was decided **to appoint a leader on rotational basis** for every task. This strategy worked out. Every student was given opportunity of leadership thrice or four times in a year. Use of this opportunity was made to introduce the **idea 'group work is important whoever may be the leader.'**
- iv. **Use of demonstrations and visual aids** were found to be useful for describing the task. Written instructions were also found **useful in std. VII**
- v. It was observed that the discussions for planning the task could not occur without presence of the facilitator. The strategy of writing the ideas and plan by every member in the group and discussing those within the group was found to be useful for increasing the participation of very member within the group.

#### 4.1.2.2.

##### Summarizing

In the summarizing part, the facilitator had to highlight the emphasis on co-operative forces and downplay the competitive forces. Some of the illustrative statements for these two are given below.

#### **D) To emphasize co-operative forces.**

##### a) Phase I

- i) Every student should work effectively with any member of the class.
- ii) Everyone should work in the group in the leadership of any one. They

- should follow the leader, irrespective of his personality.
- iii) If everyone comes up with a new idea, each group will have a large number of ideas, from which the best idea can be selected.
  - iv) Once the idea is discussed in the group owns it. Hence the idea and not its creator is important.
  - v) If the group does not accept one of your ideas, still you should be ready to work with them without losing your temper. Adjustment is an essential part of the group tasks.
  - vi) For completion of the work – finding the steps, deciding their priorities, sharing responsibilities among the member is important
  - vii) Some tasks need the information and skills from every member in the group.
  - viii) Participation of each and every member of the group is very essential otherwise the quality and the rate of doing work gets affected
  - ix) After completing the assigned part of the individual work, every member has to help for the completion of the group work
  - x) For completion of the work, some times you have to seek co-operation of the others by keeping your 'ego' aside.
  - xi) By understanding the help offered by the others you have to make use of that 'help' properly and at a particular time.
  - xii) You must be ready to keep your work aside in case any problem arises with the assigned work of any member of the assigned part of any member in the group is less, the remaining group should help him, for completion of the group work.
  - xiii) If the part of task assigned to anybody is according to the abilities



possessed the quality of the work and rate of completion increases.

- xiv) The group can change the per-established plan if better working plan emerges while working.
- xv) Group goal should not be 'low'. The goal should be set depending on the given instructions, available resources, abilities of the members, given time limit, probable problems etc.
- xvi) The whole group is responsible for success as well as failures and should not blame one-one two members for the failures.

b) Phase II

- i) The non-participation of any member affects the quality of the work.
- ii) The quality of the output product is not as important as the process of performing the task.
- iii) The feeling of enjoyment after completion of work by the group is important
- iv) The group should accept positively the 'new comer', without affecting the work.
- v) One of the members in a group should observe the work done according to the instructions, quality, time required, objectively.

**(II) To downplay the competitive forces in the groups and among the groups**

- i) There is no competition within the groups. Each group has to compare its present performance with its previous performance.
- ii) Each group has to convey how their idea is different from other and must also be able to grasp the special feature of the ideas given by others

- iii) The quality and quantity of work gets affected due to differences of opinions among the members. Completion of work is more important than the differences of opinions.
- iv) During working in a group, the task should not be suffered by the prejudices of the members. Those should be kept aside.
- v) One group should help other if felt necessary.

#### 4.1.2.3

#### Evaluation of the Training Technique

For completion of a group task, two types of skills are required –

- i. **Intellectual skills** like perceiving the task quickly, finding steps of the task, deciding priorities within steps, dividing the work among the members, taking follow up of the work at various intervals etc.
- ii. **Group building or social skills** like harmonizing, compromising, co-ordinating, working complementary and supplementary, working with a variety of Individuals, initiating in presence or absence of a leader, co-

operating the initiator etc.

In initial phase of this action research (in) year 1995-1996), it was thought observing the changes in the intellectual skills and social skills, but the main focus would be on development of inter personal – social skills.

In first year (1995-96), on observations were noted in the first term because all the importance was given for setting the curricular task in the second term, the observations regarding the interactions among the members for division of the work were noted.

At the end of this year, it was observed that the student were able to work with anyone of their classmates. They were able to analyse the situation and help given to each other. They would transfer these ideas and skills in different situations.

In addition to the above points, observations regarding student's initiative and the type of participation were noted in the year 1996-97.

A readymade checklist for leadership development in groups task was used after making slight changes. But in course of time, it was not found very useful. It may be because all the members possess same enthusiasm for the activity.

In the year 1997-98, a new observation checklist was evolved . This list helped to observe various roles played by group members and interactions among them. For details, please refer appendix no V.

At the end of second phase (i.e. std II) it was clearly observed that the Students were able to –

- i. Recognize and accept the members with differences of opinion
- ii. Explore their own feelings
- iii. Consider the feelings of others.
- iv. Resolve their interpersonal problems and conflicts during session timings.

#### **4.1.3.2.**

##### **Effective Group Work:**

Effective groups are special, not only because they not only produce outputs that are superior in quality and quantity than the combination of purely individual efforts, but the members enjoy being a part of group. These are most effective and powerful learning tools for the individuals.

The effective group requires basically four things:-

- i. A strong belief in group work.
- ii. Experience of working together.
- iii. Knowledge of building the group.
- iv. Skills for performing the task..

Through these group tasks, first three things were well focussed. For working effectively in the group, some skills had to be introduced. Though these were not much highlighted in the discussions, students had learnt about the following skills-

### 1) PLANNING

In planning the tasks, the students had to

- i. Set there goals in terms of quantity of quantity of output.
- ii. Find methods by generating the ideas by brain storming technique.
- iii. Organise resources (material & time).
- iv. Anticipate the problems.
- v. Divide work according to the abilities of members.

All the students definitely learnt about the **need of planning**.

e.g. For making 3D fig from pins, straws of full length and half-length the students had to visualize the figure, estimate quantity of required material and divide the work in such a way that they had to assemble the parts in the last stage.

### 2) DECISION MAKING

The students had to exercise appropriate judgment in choosing among the alternatives. The judgment was frequently based on pre-experiences of the members.

The technique of creative problem solving was introduced at primary level.

e.g. Filling the drawing with one medium, Broken hexagon etc.

### 3) COMMUNICATION

The students were able to

- i. express themselves in their groups.
  - ii. recognise and interpret the feelings and expressions of others.
- They also understood that different perceptions of the members about the task to be done, affects the speed of work. This could be avoided by sharing the views. They were able to perform tasks involving nonverbal communication.

### 4) CO-ORDINATION

The students could decide the steps of the task and priorities among them and divide the work so that the members could work complementary to each other. The students understood that there was increase in the speed of work when the activities were well co-ordinated. e.g. Preparing envelops with window of transparent paper, Covering the books etc.

**The integral use of the these skills develop the effective working which leads to effective group work with co-operation**

### 4.2 DISCUSSIONS REGARDING DEVELOPMENT OF ATTITUDES

For the last three years, the group tasks are being used to develop the attitude of co-operative working in the Gifted students. **An attitude is a predisposition to act in certain way when faced by specific situations or people** (Jahoda M., 1969). Thus for forming attitude, the students had to develop commitment to the value of co-operative working their regular behavior

The evaluation of 'behavior' is the hard part. For this, the students are to be observed consistently for a long time. Also, the motives behind certain behavior is very difficult to judge.

At this stage, it is very difficult to say about the development in the attitudes because the whole program is yet to be completed, i.e. the third phase are to be introduced in the next year (for std. IX, in 1999-2000). The development in attitude is in progress.

From behavior of the students till this stage (last three years: 1995-98), this process may be analyzed as:-

**I. RECEIVING-** From the first session (in std. V), the students **could discriminate** this session from the others. They willingly accepted the groups and the individuals.

Also, in the first session in phase. If **(in std-VII)** they all **recollected** the activities done in **std. V**.

**II. RESPONDING** - In the first year, few student (two/ three) did not participated in the activity because they were used neither to experience any new situations nor to work with others. Remaining students complied this experience willingly. The exceptions also accepted the situations when the group size was reduced to four. All the students accented the method of conducting the task and willingly participated in it. All of them were used to wait for these sessions. All the members enjoyed performing the tasks and participation of students in various groups was increased.

**III. VALUING** - After first phase, the students who did not have any experience of working together, were able to

- (i) work in groups in presence of an appointed leader,
- (ii) evaluate the co-operation among them.
- (iii) Adjust with everyone from their class.

The student accepted the value of working together with co-operation. This could be seen when they transferred their experiential learning in various areas -  
Eg.

- i. In the English class, where importance is given to communicative approach, the students enjoyed and work in a group of three or in a pair.
- ii. In the geography class, the students work in a group of three for learning about mapping.

The process of attitude formation ends with forming commitment to certain value. Till this step (completion of phase II), we can conclude that though all the students have accepted the 'value' of working with co-operation, some of them definitely show the preference to work in group when the option of working individually is given.

This could be seen in the following example, which illustrates how the students have transferred their knowledge, skill and experience from the group tasks sessions to other sessions.

#### **Application for an activity in music class:**

If there is harmony between all the instruments and the singers, the effect of singing a poem/song in a group is greater than that of singing individually. This is the effect of greater sound, enthusiasm and vigor in the group.

Another teacher who was not facilitator of any group task, with following rules gave an activity of setting a poem to the tune to students of std. VII.

- Everyone had to sing compulsorily.
- The musical instruments- harmonium and table should accompany the song
- In addition to set the tune, writing of notations should also be done

The duration of task given was three hours the primary lessons of music were given to all students from std. There was no specific instruction regarding how the task was to be done- individually or in groups.

The students divided themselves randomly in groups of five. The groups were not based on friendship or ability patterns. Group did not have players for playing harmonium or table. With the help of primary lessons and suggestions given in group, the members with max skill had turned to the instrument players. All the groups worked in different ways-

- Some group had set the tune of each line separately and then by combining them made the tune of whole poem.
- Some groups had set the tune stanza
- Some groups had set the tunes based on some known tunes

For writing the notations also, there were different methods-

- Some groups wrote notations simultaneously – while setting poem to the tune.
- Some groups wrote notations after setting of whole poem was completed

The music teacher had noted following observations.

- i) In each group, a member of tunes were tried. New ideas were welcomed. From these member alternatives, the group selected the best of them after discussions without any conflict.
- ii) During the setting of the tune, the students were clarifying their concepts to each other.
- iii) Every group had decided the division of work according to abilities and skills possessed by the members. The group had selected members for singing. Alapas and overlaps.
- iv) At every stage , different members were taking initiative.

**Thus the song was composed to specific tala, rhythm!!**

#### **4.3 IMPLEMENTATION OF PROGRAMME IN OTHER GROUPS**

Besides the Gifted some tasks from this training program were conducted for various groups differing in age, pre-experience and education.

The tasks appealing to the appropriate group have to be selected. Though, the method of conducting the task has to differ accordingly, the tasks were found helpful for increasing awareness towards co-operative working

## **5. CONCLUSION**

Working effectively in the groups with co-operation is essential in every field of life. In academics, the students have to work co-operatively to learn various subjects. Some non-academic activities like sports, folk dances, group singing also needs co-operation.

- i) Work with any body from their class without any conflicts during work time.**
- ii) Help others in their need and can accept the help given by any one without any inhibitions.**
- iii) When choice of forming the groups is open to them, the students can divide themselves in the groups, which are not based on friendly, or ability patterns in very small interval of time.**

The students have shown this behavior besides the sessions of group work. Hence we can conclude that they are in the phase of developing the attitude of co-operative working.

## **1. FUTURE RECOMMENDATIONS**

The third phase of this action research will be introduced in the year 1999-2000, when the first per-experienced batch will be in std. IX. This phase should contain the tasks by which-

- i. The students could work together for duration greater than 20 min.
- ii. The students should be able to work in any group besides their class.
- iii. The students should be able to select the task when the group members are fixed.
- iv. The students should be able to select the members in the group, when the task is fixed.
- v. The students could work with changing composition of the group.
- vi. The students should work effectively with co-operation in real life situations beyond in classroom.
- vii. The students should be able to scan the situations and seek the opportunities to work in a group.

## **APPENDIX – 1**

### **LIST OF GROUP TASKS GIVEN IN STD. V**

- i) Forming a human pyramid.
- ii) Performing a two-minute demonstration of rhythmic with equipment (an iron ring of dia. 1-ft.)

- iii) To measure and crosscheck number of calendars, switchboards, windows etc. on one floor by one group in a building.
- iv) Sorting of various objects.
- v) Decorating a square of dimensions 4 ft. × r ft. with the help of flowers, leaves etc.
- vi) Preparing two and three dimensional figures with the help of bamboo sticks (40 in no.) of length 1 ft. each.
- vii) Preparing a figure with the help of 40 chairs (20 of one color + 20 of diff. three colors).
- viii) Decorating a group member as a statue, by the group.
- ix) To cover and label the books.
- x) To make envelopes with windows of transparent paper.
- xi) To fill the outline of a drawing by selecting one medium from various alternative.
- xii) To fill four types of things in an outlined map.
- xiii) To prepare row of small flags with the help of thin paper (Pataka)
- xiv) Assembling various parts of a drum.
- xv) To prepare a three dimensional model with the help of pins, straws of half-length and full length.
- xvi) To draw a figure by allocating specific colors and symbol to each member of a group.
- xvii) To find the right position for each member for demonstrating the 'Camel Walk'.
- xviii) To draw the drawing on the floor simultaneously by all the members standing in a row.
- xix) Making a toy (a folding wooden snake) with the help of ice cream stick and drawing pins.
- xx) Transporting every member of group at the same time for 30 m. without touching the floor, with the help of two small tables.
- xxi) Making five hexagons out of nineteen pieces which are mixed randomly.
- xxii) Arranging sentences of a story broken in twenty pieces and randomly distributed in various groups.

## **APPENDIX – II**

### **LIST OF GROUP TASKS GIVEN IN STD. VII**

- i) Preparing a hand written document of four pages consisting a story, a poem, a conversation and an cover page.
- ii) To prepare a photo frame.
- iii) To sing a poem with acting.
- iv) To prepare three colors flags.
- v) Performing a two minute demonstration of 'Surya – namaskar'.
- vi) To fill the map in such a way that neighboring areas are with diff. Colors.
- vii) To perform a two minute act on the given incidence. (Role Play).
- viii) To interview people about India's 50<sup>th</sup> Independence Day.
- ix) To classify and arrange the advertises from souvenir in alphabetical order.



- x) To prepare a puzzle with the help of strings
- xi) To fold greetings by learning the skills required.
- xii) To prepare a chain with the help of broken bangles.
- xiii) To reproduce a chart in Brale script.
- xiv) To prepare a string of a choir.
- xv) To sieve the powder from the cloth.
- xvi) To move the group in four directions when the group stands in a circle, facing outward, with hands of members interlocked with each other.
- xvii) To prepare a solar calendar for three months.
- xviii) To perform a two minute demonstration of bamboo dance.
- xix) To prepare a mobile.
- xx) To prepare a three geometrical figures (three dimensional) of card sheets.
- xxi) To prepare a poster with four overlaps, each with diff. shape.

### **APPENDIX – III**

#### **ILLUSTRATIVE EXAMILE OF TASK GIVEN IN STD. V.**

To draw a figure by allocating specific colour and symbol to each member of group

**Group Size :** 4 members

**Group Leader** – appointed

**Material required** (for one group) – One card sheet a plain paper, sketch pen of four diff. Colors, pencil/pen.

#### **Time Schedule :**

*	Giving instructions regarding the task	10 min.
*	Discussions for planning (in groups)	10 min.
*	Actual task performed	20 min.
*	Reviewing the experiences.	10 min.
*	Summarizing.	<u>10 min.</u>
		60 min.

#### **Instructions Regarding the Task –**

- i) You will be given sketch pens of four different colors and four symbols. (---- )  
You have to prepare the drawing with the help of these.
- ii) You have to divide the pens of diff. Colors and symbols among you so that particular member will use specific symbol and color. Others cannot use that symbol drawn with the specific color. Also, you can not draw any symbol (other symbol) with your pen.
- iii) You can replicate symbols as many times as you want, with any dimensions, with one symbol in the other, overlapping of diff, symbols is also allowed. You have to decide the type and the nature of drawing done in the group. If necessary, you can draw it on the plain paper.
- iv) You also have to decide about the symbol drawn with the specific color by the particular member within the group.
- v) You have to complete the work without talking.

#### **Points to be considered during observations and discussions:-**

- i) How the drawing is selected? – How they set the goal?
  - By initiative of any one member

- By participation of all / by brain storming technique.
  - By considering ideas of all, the decision taken by any one / two member's
- ii) Who decides the use of specific symbol with specific color by a particular member? On the basis of which criteria?
- iii) How the work is divided? On which criteria? Is the division is done on the ability basis?
- iv) Is the perception of the drawing and the method same to all?
- v) How the work is co-ordinated?

## APPENDIX – IV

### ILLUSTRATIVE EXAMILE OF TASK GIVEN IN STD. VII

To move the group in gour directions when the group member stand in circle, facing outward with hands of members interlocked with each other.

**Group Size : 4**

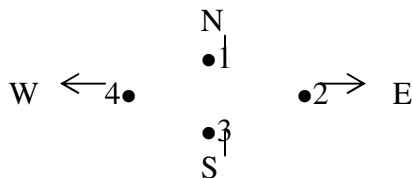
**Group Leader – Appointed**

**Time Schedule :**

Giving instructions regarding the task	10 min.
Discussions for planning	10 min.
Actual work performed - practicing	15 min.
Actual work performed with exchange members	05 min.
Reviewing the experiences.	10 min.
Summarizing.	<u>10 min.</u>
	60 min.

**Instruction regarding the task**

- i) All of the members in a group should stand in a circle, facing outward with interlocking your hands appropriately with the neighbor. Therefore each of you will face one of the directions – North (N), South (S), East (E), West (W)



- ii) Then whole group will move ten steps forward (in North direction). So that member no. – 1 has to move forward, no. –4 has to move back ward, no. 2- & 3 have to move sideward (leftward & rightward respectively).
- iii) After this movement the whole group will move in sideward (in East direction). Therefore now member no. – 2 will move forward, no. – 4 has to move in backward direction, no.- 1 & 3 have to move side ward (rightward & leftward respectively).
- iv) On the similar basis, group will move southward and westward.

- v) Since the whole group has moved in all the four directions, each member has experience all four roles, move in all four directions in different times. Every time some one else will move forward.
- vi) After this is practice in the group, one member from each group is exchanged and the group has to repeat the whole procedure with out instructing the new comer about the steps etc.

**Point to be considered during observations and summarizing:-**

- i) Does everyone in the group understand the task in the same way? If not, how the task is elaborates? By whom?
- ii) How they plan to do the activity? How they share the ideas and responsibilities?
- iii) How they co-ordinate the movement? Who co-ordinates it? Is there any system for it?
- iv) What are the reactions of the members when a new member is introduced in a group?
- v) How they interact with the new comer? Who has the pre-experience of the same activity?

## **APPENDIX – V**

### **CHECK LIST FOR OBSERVING BHAVIOUR OF MEMBERS IN A GROUP**

**Behavior shown while listening to the instructions-**

- Who gives reactions immediately due to greater enthusiasm without listening to the all instructions?
- Who listens to the instructions carefully and act accordingly?
- Who develop 'own' concept before listening to all instruction?
- Who shows eager by asking queries regarding task before listening to the instruction?

**Behavior shown after listening to the instructions**

- Who set the goals for the group to the group to achieve and direction of progress?
- Who initiates discussions for planning by sharing information?
- Who elaborates the task?
- Who decides division of work?
- Who physicals moves to take the material?
- Who initiates actual work?
- Who solves problems if arise?

**Behavior shown during actual work-**

- Who finishes his own assigned part work before expected time?

- Who help other to complete their work irrespective of this own part of task?
- Who tasks care of others task?
- Who is the process leader?
- Who encourages the group to complete the task?
- Who fell oneself responsible to solve problems?
- Who acts as a catalyst for interactions for co-operation?

**Behavior shown during feedback report –**

- Who declares work done by others as his own?
- Who recollects the process of task limited to oneself?
- Who only reports work done by others?
- Who reports participation of all members in the group?
- Who reports the happenings without any involvement?