

# Ways to Structure Positive Interdependence \*

1. **Goal** \_\_\_\_\_ Common purpose is established. One achieves if all achieve.
2. **Incentive** \_\_\_\_\_ All teammates receive the same reward if every teammate succeeds.
3. **Resource** \_\_\_\_\_ One set of shared materials per group.
4. **Role** \_\_\_\_\_ Each member is assigned a complementary and interconnected role.
5. **Sequence** \_\_\_\_\_ Overall task is divided into sub-units and usually performed in a set order.
6. **Simulation** \_\_\_\_\_ Teammates work through a hypothetical situation to succeed or survive.
7. **Outside Force** \_\_\_\_\_ Groups compete against an outside force.
8. **Environmental** \_\_\_\_\_ Group members are bound together by the physical environment.
9. **Identity** \_\_\_\_\_ Teammates establish a mutual identity through a group name, flag, motto, song, etc.

\* See: Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1990). *Cooperation in the Classroom* (rev. ed.). Edina, MN: Interaction Book Company.

# Examples of Positive Interdependence

With a colleague identify the type of positive interdependence each example represents. Justify your thinking.

**1**

"I will distribute one activity sheet per group."

**2**

"Your team goal is to make sure everyone in your group learns the material."

**3**

"You and your teammates are to stay within the small circle outlined on the floor as you work on your task."

**4**

"Each group is to produce one diagram, with every member contributing."

**5**

"In your group of three, one of you will be the READER, one of you will be the CARD MOVER, and one of you will be the RECORDER."

**6**

"With your partners, decide on a name for your team."

**7**

"The group with the most items listed will win."

**8**

"I will shake hands with each member of your group only after every member of your group achieves the criteria for success."

**9**

"You and your partners are to design and make a coat of arms for your group."

# Goal Interdependence

## Examples

1. Your team goal is to make sure everyone in your group understands the material related to the three major types of foreign aid.
2. Each team is to produce one diagram, with every member contributing.
3. To achieve success on the assignment, everyone in your group must contribute at least five ideas to promote world peace.
4. Your team will be finished when all members of your group have contributed their part of the experiment and can explain all parts of the experiment.

## Non-Examples

1. You may use this study period to work individually on any assignment of your choice.
2. Every individual is to complete and submit the assignment by tomorrow. Late papers will not be accepted.
3. Work at your own pace and in 30 minutes be ready to submit whatever you have completed. Your individual grade will be based on the originality of your thinking.
4. Your assignment will be graded on the normal curve.

What characteristics do all the **Examples** have in common?

**Definition:** Goal interdependence exists when . . .

# Incentive Interdependence

## Examples

1. When all members of your group have completed the assignment you can have free time at one of the learning centers.
2. Once your group finishes editing each other's rough draft, you can brainstorm activities for the class field trip.
3. Everyone in your team will earn bonus points if every member of your group accurately explains at least 9 of the 10 concepts on the quiz.
4. If all group members have shared how they factored their equations and can explain any of the ways when asked, you each can eliminate any five of the homework problems.

## Non-Examples

1. The teacher will shake hands with the first person in the class who successfully finishes the assignment.
2. Each person in the class will earn an individual grade.
3. Any individual in the class has a chance to earn bonus points by correctly answering the "Challenge Question."
4. Any person in the class who scores 90% or better will earn an 'A' grade and can add a gold star to the achievement chart.

What characteristics do all of the **Examples** have in common?

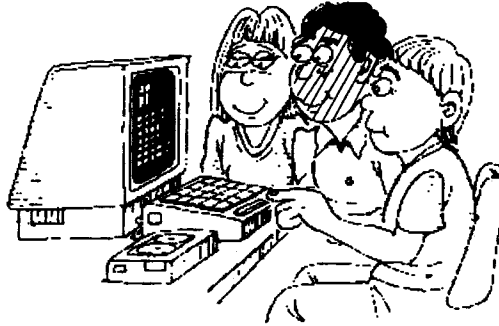
**Definition:** Incentive interdependence exists when . . .

# Possible Incentives

**Note:** Consider incentives that have a relationship to the learning. More importantly, consider incentives that are a natural extension of the activity.

## Active Incentives

- read with a friend/study with a classmate
- computer time
- extra time in learning centers
- work on school newspaper/yearbook
- plan class project
- open discussion
- work again with cooperative team



## Incentives of Choice

- decide how or when to use free time
- select a topic for discussion, or select the next experiment
- select activities for the class field trip
- bring something special to show the class
- decide where to post work/project
- eliminate part of an assignment
- decide what story the teacher will read to students



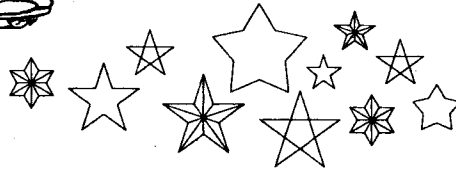
## Incentives from the Heart

- release time to do volunteer work
- notes of recognition
- pats on the back/handshakes
- take a special note home
- display work in a special place for others in the school to view



## Tangible Incentives

- picture taken
- watch selves on video after completion of a presentation
- stars/stickers/bonus points/library pass
- redeemable coupons (e.g., for points, prizes, free time, skip test)
- get a fortune cookie



## Fun and Crazy Incentives

- teacher tells a joke or shares a humorous personal experience
- students get to select the color of the teacher's socks for the next day
- teacher writes a funny paragraph (e.g., "My Life as a Banana")



**What can you add that reflects your philosophy and would motivate your students to more effectively work together?**

# Resource Interdependence

## Examples

1. I will distribute one Activity Sheet per group.
2. Your team will be using one book, one answer sheet, and one pencil.
3. Teammates will share one computer.
4. You and your "Study Buddy" will each get half of the deck of flash cards.

## Non-Examples

1. All individuals will work on their own Activity Sheet.
2. Everybody will need their own materials.
3. Every individual in this class will need a calculator.
4. All students in the class need to look at their own textbooks.

What characteristics do all of the **Examples** have in common?

**Definition:** Resource interdependence exists when . . .

# Role Interdependence

## Examples

1. In your group of three, one of you will be the **reader**, one of you will be the **card mover**, and one of you will be the **recorder**.
2. There will be a **reader, checker, coach**, and **summarizer** in your group of four.
3. You will be working with your partner. Brainstorm the jobs that will be needed to complete the task. Ensure each partner has a job.
4. With your partner, decide who will be the **cutter** and who will be the **gluer**.

## Non-Examples

1. In your team of three, decide who will be the team leader.
2. There will be a **quizzer** and a **timekeeper** in your group of four.
3. In your team of five, one of you will be the **direction giver**.
4. Appoint a team captain.

What characteristics do all of the **Examples** have in common?

**Definition:** Role interdependence exists when . . .

# Sample Roles & Possible Descriptions of Those Roles

<b>Checker</b>	ensures that everybody understands the work in progress
<b>Scout</b>	seeks additional information from other groups
<b>Timekeeper</b>	keeps the group focused on the task and monitors the time
<b>Active Listener</b>	repeats or paraphrases what has been said
<b>Questioner</b>	seeks information and opinions from other members of the group
<b>Summarizer</b>	pulls together the conclusions of the group so that they can be presented coherently
<b>Encourager</b>	provides support to members of the group so that they are more enthused about their participation
<b>Materials Manager</b>	collects all necessary material for the group
<b>Reader</b>	reads material to the group
<b>Pacer</b>	keeps the group moving toward the accomplishment of the goal
<b>Observer</b>	completes a check list of social skills for the group

This is a basic list. You may wish to include others (painter, cutter, assembler, quality controller, etc.)



# Sequence Interdependence

## Examples

1. In your group of four, one of you will complete the first step to solve the equation, one of you will complete the second step, one of you will complete the third step, and one of you will write the answer on the answer sheet. Then, rotate responsibilities.
2. In your group one person traces the object, then the next person cuts it out.
3. In your laboratory groups one person will collect the materials, then the next will prepare the slide, and then the last person will record the observations.
4. In teams of three, students target an issue and decide on three sub-topics to research. Each student explores one of the sub-topics, then the group decides on an appropriate sequence for presentation.

## Non-Examples

1. With your teammates, brainstorm as many ideas as possible.
2. Work together to solve the ten equations assigned to your group. Help and check each other as you work.
3. Everyone in your team of four will cut out pictures for your team collage.
4. One partner will write the letter while the other partner prepares the envelope.

What characteristics do all of the **Examples** have in common?

**Definition:** Sequence interdependence exists when . . .

# Simulation Interdependence

## Examples

1. Suppose you and your partners got "snowed in" during a skiing vacation. What steps would you take to ensure your group's survival? Prepare a news broadcast on how your team resolved the situation.
2. Suppose you and your partner are shopping in a large department store, when all of a sudden power is lost and the lights go out. It becomes pitch black inside. What will you do to make sure you both get out of the store safely? Dramatize your plan.
3. Suppose you and your teammates are going on a canoe trip. You can only take a total of 30 kilograms of equipment. As a team, reach agreement on what you should take and compile a list.
4. Imagine you and your teammates are shipwrecked on a deserted island. Develop a plan that would enable all of you to survive.

## Non-Examples

1. Pretend you are the last living human being on earth. How will you survive?
2. Suppose you are the fastest runner on earth. Develop a plan to ensure that you are still the fastest runner when you reach the age of 60.
3. How would your life change if you could fly?
4. You have just read *Little Red Riding Hood*. Pretend you are the wolf. Rewrite the story ending to ensure your own survival. Be prepared to dramatize.

What characteristics do all of the **Examples** have in common?

**Definition:** Simulation interdependence exists when . . .

# Outside Force Interdependence

## Examples

1. Let's see how many groups can beat our last year's record of ten community initiatives.

2. The first team to solve the puzzle will win a prize.

3. Let's see how many teams can be finished before the sand falls through this ten minute hourglass.

4. As a group, try to beat your previous team score.

## Non-Examples

1. The student with the highest score will be exempt from the homework assignment.

2. If your team needs more time to finish, you may continue to work on your project together tomorrow.

3. Be sure to help and check each other so that everyone will succeed.

4. When your group is finished, your team may compare and check answers with other teams, helping everyone in the class to achieve 100%.

What characteristics do all of the examples have in common?

**Definition:** Outside force interdependence exists when . . .

# Environmental Interdependence

## Examples

1. You and your teammates are to stay within the small circle outlined on the floor as you work on your task.
2. A table will be designated as "home base" for your team. Your group must stick to home base during the group activity.
3. Face your partner when you discuss the question.
4. Get close enough to your teammates so that everyone in your group can easily see the material and participate.

## Non-Examples

1. Keep your desks in straight rows facing the front of the classroom.
2. If you need to sharpen your pencil, just tell your partners that you will be back soon.
3. It doesn't matter where you sit to do your assignment.
4. After your team has finished its task, you may individually walk through the stacks and select a library book to read.

What characteristics do all of the **Examples** have in common?

**Definition:** Environmental interdependence exists when . . .

# Identity Interdependence

## Examples

1. With your partners, decide on a name for your team.
2. You and your partners are to design and make a coat of arms for your group.
3. With your teammates, create and sing a group jingle that captures what you as teammates have in common.
4. Together, decide upon and make a group flag.

## Non-Examples

1. As an individual, think of a nickname for yourself.
2. Present your own family history to the class.
3. What makes you a unique person? Make a list of your special characteristics!
4. I will assign you a personal identification number.

What characteristics do all of the **Examples** have in common?

**Definition:** Identity interdependence exists when . . .

# Rally-Round

## Reviewing Types of Positive Interdependence

In your group, please do the following:

- Start with one group member. That person chooses one of the nine types of positive interdependence and writes a short explanation and/or provides an example.
- Pass the sheet to the left. The next partner chooses another type and writes an explanation and/or provides an example.
- Continue until all types are explained and/or have examples.



Types	Explanation/Example
1. Goal Interdependence	
2. Incentive Interdependence	
3. Resource Interdependence	
4. Role Interdependence	
5. Sequence Interdependence	
6. Stimulation Interdependence	
7. Outside Force Interdependence	
8. Environmental Interdependence	
9. Identity Interdependence	

**10**

"Imagine you and your teammates are a new crew on a space station. Develop a list of possible interpersonal difficulties that might arise. Devise a plan to deal with the three most important ones."

**11**

"A table will be designated as 'home base' for your team. Your group must stick to home base during the group activity."

**12**

"All members of your group will earn the same grade on the collage."

**13**

"The first team to solve the puzzle will earn a prize."

**14**

"There will be a **READER, CHECKER, ENCOURAGER, and SUMMARIZER** in your group of four."

**15**

"To achieve success on the assignment, everyone in your group must agree with answers and be able to defend the answers."

**16**

"With your teammates, create a logo for your group."

**17**

"Your team will be using one book, one answer sheet, and one pencil."

**18**

"Face your partner when you discuss the questions."