

Cooperation/Trust

Month: Jan.

Week #: 18

Day: e. Fri. Time: 30 - 45 min.

# Cookie Machine

Life Tree Learning Systems ©

**Objectives/Aims**

The students will: recognize that trust and cooperation are fundamental to the well being of a community and essential for a community to run effectively

**Materials**

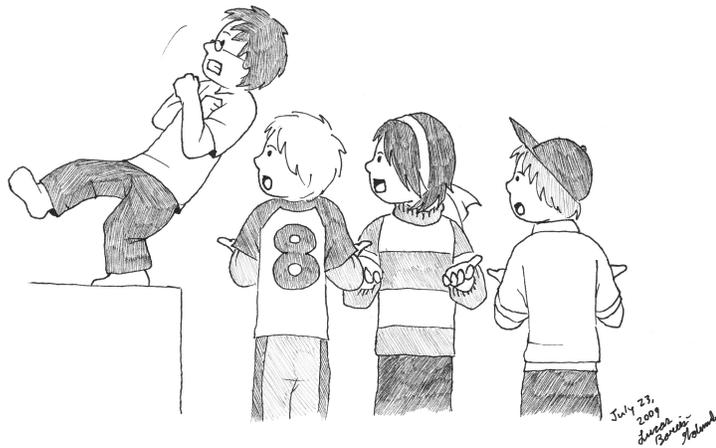
long, narrow cushion/s or pillows placed end to end; chocolate chips and sugar packets; a bag of chocolate chip cookies

**Illustration**

It's time to make some cookies in the cookie machine! You may be wondering, just how do you make cookies with people? Answer: With a lot of trust and cooperation!

**Background**

Trust and cooperation are two foundational ingredients of any healthy and thriving community. Without trust, one is constantly suspicious of others and preoccupied with looking out for ones own self interests. Without cooperation, one often expends more energy than is necessary, sometimes with possibly less desirable results than if one had worked together with others.



**Definitions:**

*trust* - to implicitly believe that another will act in one's best interest

*cooperation* - working together to solve a common problem or task; putting the resolution of the problem above one's own pride and ego

**Group Activity**

Note: If you find it difficult to both read and perform this script, one adult can read it while the other adult pantomimes it and helps direct the students. Don't be afraid to ad lib. It will make the script will flow more naturally. Make sure and emphasize the words that are underlined.

Place the cushions or pillows under the outstretched arms of the 'conveyor belt.' You might want the students to kneel to lessen the risk. Also put the larger and stronger students near the front of the line. In addition, you can be at the front to help lower the student onto the outstretched arms.

1. Say, "As we now know, trust and cooperation are essential ingredients for a healthy and happy community. Could you imagine a chocolate chip cookie without the ingredients of sugar and chocolate chips? That cookie would now taste like a bland biscuit!

"Hey, I've got a grand idea! We should make some community chocolate chips! What? You're all looking at me like I'm crazy! This may be true, but I think this could be one 'sweet' experience! Let's see, to make a cookie we need dough and to make a community we need people. So I need a volunteer to be the dough." Choose a coordinated, extroverted, light in weight student. "This

### **Group Activity (continued)**

person is one nice lump of dough, but they are in need of some kneading.” Begin to ‘knead’ them on the arms, shoulders and back. “Yes, I can tell that many of the essential ingredients are already here like the flour and the vanilla and the eggs and the baking soda. But wait... let me taste the dough! Pretend to take out a finger full of dough out of the person and taste it. “YUCK! There isn’t any sugar! How totally bland! I was trusting that this community cookie dough already had some sugar! How can I ever trust again!? Woe is me!” Hold your head as if grieving. “But wait, this situation can be remedied!” Take out a packet of sugar and shake it enticingly and say to the dough/student, “Do you trust me?” Hopefully, the student will nod and reply yes, otherwise you might need to choose some different dough. “Okay, close your eyes, tilt back your head and open your mouth.” Pour the some of the sugar into the student’s mouth, knead them so more and taste the dough/student once again. “Much, much better... our community is going to be a whole lot more trusting, I mean, sweeter now that we’ve added sugar. But wait, there still is something missing... Who knows what is missing?” Look to the class. “Yes, we need chocolate chips if we’re going to have a chocolate chip cookie, because we couldn’t call it a chocolate chip cookie if there aren’t any chocolate chips in the chocolate chip cookie, now could we? And of course, a community, I mean, cookie, without cooperation, I mean, chocolate chips, just isn’t going to work out!” Look at the dough again. “Are you ready to cooperate with me? Okay, stand on one foot, open your mouth and say, ‘ahhh.’” Put a chocolate chip in the student’s mouth. “Since you cooperated with me, I gave you a chocolate chip. Okay, now stand on the other foot, hold your nose and stick out your tongue!” Place another chocolate chip on their tongue and then turn towards the class and say, “See how when you cooperate things just taste better? Okay, now we’ve got some really good community chocolate chip cookie dough, but you know what your momma says... you should never eat raw cookie dough!” Take another finger full, eat it and smile. “Anyway, we need to bake our community cookie.”

2. “To bake this community cookie, we’re going to need a machine. A machine where all of the parts cooperate together to bake the cookie. Who wants to be part of the machine? Remember, you need to be willing to cooperate and work together.” Choose an even number of your larger students, as many as will fit on both sides of the cushions. The two sides need to be close enough so that their fingers reach the other person’s elbows. Put the largest students at the beginning of the machine. “Kneel on the outside edge of the cushions and hold your arms out at a 90 degree angle, like the corner of a square.” Demonstrate. “Our machine is now ready to do some baking!” (The rest of the students can participate by holding hands to form a ‘circuit’ that can be switched on and off to start and stop the machine.)

“Next, I need the community cookie dough to stand at the far end of the cookie machine with his/her back towards the machine. Cookie, take your shoes off, cross your arms over your chest and make your body stiff like a board. Machine, make your arms stiff and prepare to catch the cookie! Cookie, fall slowly backwards.” Support the the back of the cookie and help lower the dough/student onto the outstretched arms of the machine. “Machine, gently bounce the cookie down the length of the conveyor belt of the machine. As you pass the cookie along, chant, ‘Cook, cookie. Cook, cookie.’” Go to the opposite end of the machine to catch the cookie as it emerges from the machine, paying particular attention to supporting and protecting the head.” Lift the cookie to its feet. “Look, we’ve all cooperated together to create a perfect community cookie!” Bake as many other cookies as time allows.

3. “To celebrate the trusting community cookie and the cooperating parts of the cookie machine, I think we should each enjoy a real, eatable, chocolate chip cookie! Who would like one?” Pass out cookies to the students. “While you’re all eating, we’ll answer some questions.”

### Group Discussion Questions

1. Where was trust involved in this activity?

**A: In the catching and passing of the cookie.**

2. Why is trust important in a classroom community?

A: Without trust people will take things without asking, give away our secrets, hurt us emotionally and physically, or be dishonest, etc.

3. Where was cooperation involved in this activity?

A: The cookie machine had to work together to pass along the cookie and the cookie had to keep its body stiff.

4. Why is cooperation important in a classroom community?

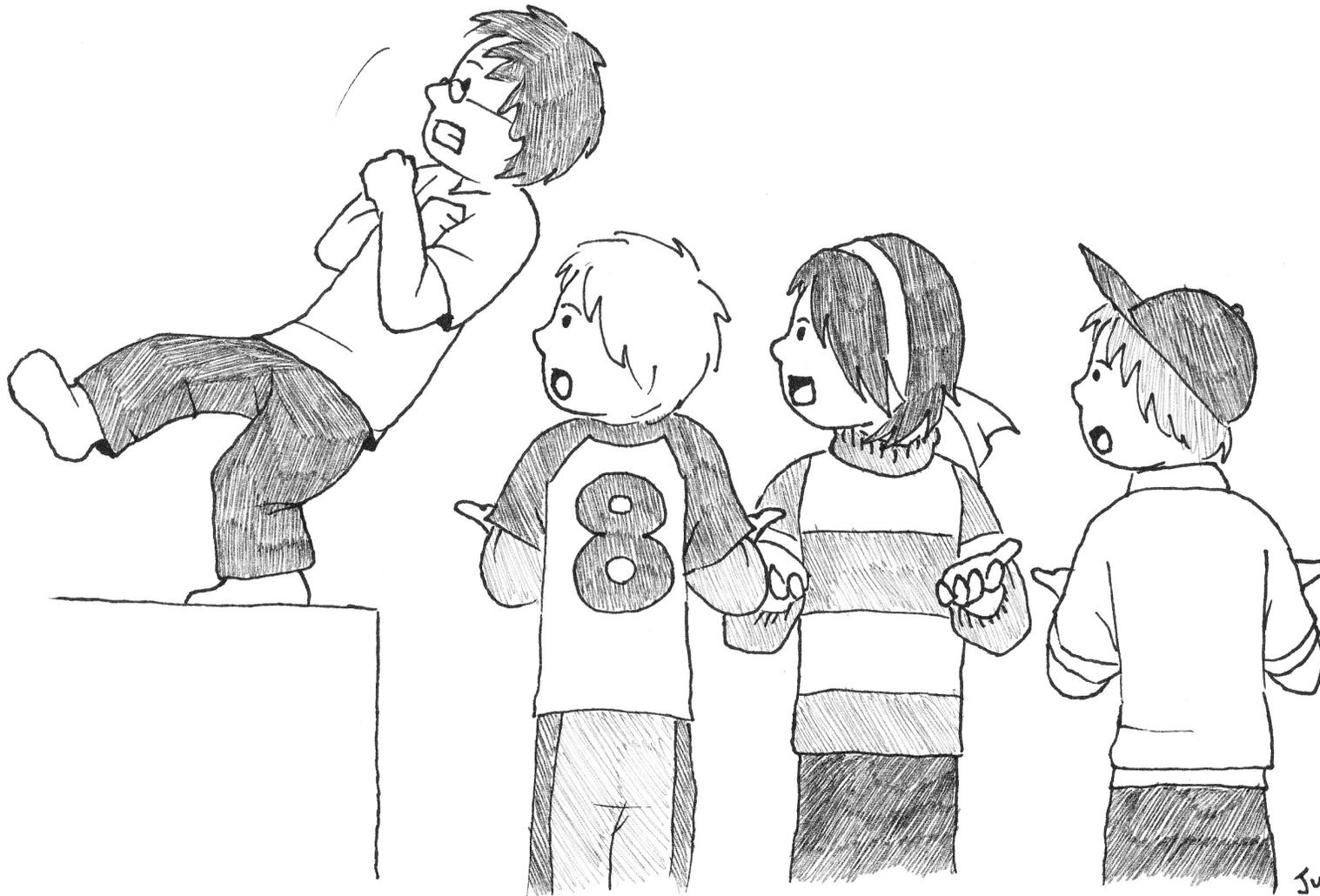
A: Cooperation can make learning easier, decrease the work load, create a better result, etc.

### Variations/Extensions

1. A student can keep a tally on the board of all the times the words cooperation and trust are said or when he or she sees it being used in the activity.

### Conclusion

Say, "I hope the next time you eat a chocolate chip cookie you'll remember the important ingredients that make a classroom community so fun and sweet: cooperation and trust."



July 23,  
2009  
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