

Target competency	Use prosocial behaviours
Cross-curricular competency (QEP)	<ul style="list-style-type: none"> Cooperate with others
General objectives	<ul style="list-style-type: none"> Understand that everyone has a role in a team Understand the importance of helping each other Implement strategies to help achieve a common goal



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about ways to express yourself. Do you remember the challenge I gave you? Tell me how it went.

* The challenge was to use at least one effective communication strategy that they have learned, in a teamwork situation.

THE ADVENTURES OF LEO AND CHARLIE

Rabaska canoeing is fun! Everyone paddles. Everyone sings. But Leo isn't his usual enthusiastic self today...

It's raining, he feels soaking wet, and he would rather be sitting inside with his favourite book. When Charlie asks him what's wrong, Leo snaps back:

- Nothing! Leave me alone and just row.

Feeling a little hurt, Charlie tries to keep having fun, when suddenly she notices that her feet are completely soaked...

- There's a hole in the rabaska! We're going to sink! Abandon ship! shouts Charlie.

Joining the group today is Ms. Catherine, a former firefighter used to dealing with emergency situations who is always cool as a cucumber. With one simple word, she manages to get the group's attention and calm everyone down. But she tells them everyone will have to work together to fix the problem.

She puts them all in charge of making sure the rabaska doesn't fill up with water. Thanks to everyone's efforts, the crew and the canoe make it safely to an island. Luckily, Miss Catherine has everything she needs to repair the hole. She congratulates all the students on their fine teamwork.

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DID YOU KNOW?

Each individual in a group has their own characteristics and peculiarities.

Cooperative learning aims to achieve a common goal through a learning process and a relationship of **positive interdependence** between peers. This interdependence is generated by the responsibilities given to each member of the group.

More than regular teamwork, cooperative relationships aim to bring out the skills of each individual to ensure the team's complementarity.

To achieve the objective and facilitate learning, the adult guiding the cooperative learning of a group of students establishes a work method, a general guideline, and sensitizes the students to see themselves as mutually responsible for their own roles and the group's objective.

What's its good for?

- Promoting the development of interpersonal skills;
- Mobilizing metacognition strategies;
- Self-evaluation;
- Fostering a sense of belonging;
- Engaging students in learning;
- Enhancing social relations.

(Centre collégial de matériel didactique, 2019)

INSTRUCTIONS

1. Explain that, like Charlie and Leo, your students will have to work together to complete a challenge. Divide them into two groups.
2. Set up two ropes one above the other, stretched between two pieces of furniture, in an open area of the classroom. If the classroom layout doesn't allow it, you can also schedule the activity in the gym, outdoors, or in any other suitable location. The ropes should be far enough apart so that students can slide between them. Repeat for the second group, in a different part of the classroom. Broomsticks, skipping ropes or other objects can also be used to replace the ropes.
3. Ask all the students to stand on the same side of the ropes. Explain that to complete the challenge, they all have to get to the other side of the ropes. Randomly pick five or six students to be blindfolded during the activity. Announce that the students will have to help each other cross between the two ropes in turn, without touching them. Explain that they'll also have to help blindfolded people cross in turn. Tell students they have ten minutes to complete the challenge.
4. During the exercise, guide them toward a strategy to adopt and roles for each of the students (e.g., one person helping others across by holding out their hand, one person observing that no one touches the rope, etc.).
5. On your part, make sure that no one touches the ropes, that students cross safely, and that all communication is respectful.
6. Then bring the students back into one group and prompt a discussion using the following questions:
 - What did you find difficult?
 - How did the others help you through the ropes?
 - What did you do to help others?
 - Could you have done it without help?
 - Why do you think it's important to help each other in a team?
7. Distribute the *Helping each other in a team* handout and invite students to colour it in for a cool-down.



CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, help a friend in need.



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ENABLING REINVESTMENT

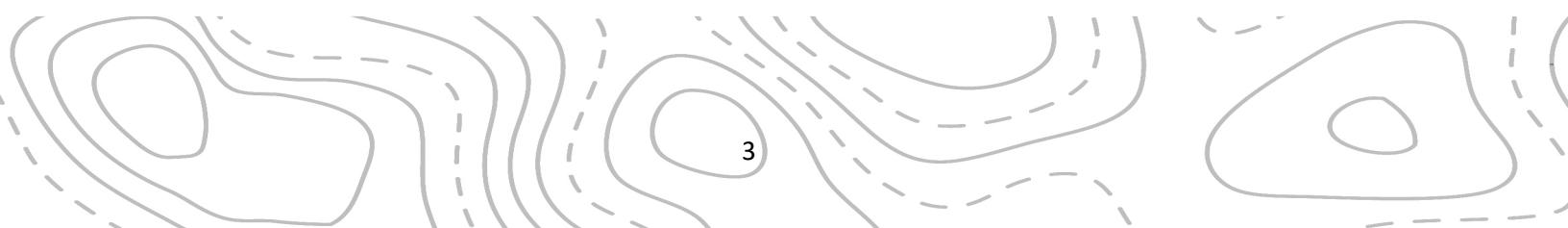
In a teamwork situation, reinvest this activity by assigning roles to the students, asking them to clearly express their point of view, and making them aware of the shared goal which they must meet together. It might be possible, for example, to get them to work together on a collaborative art project in four stages: 1) choose a theme, 2) assign roles, 3) produce the work according to the team's decisions, and 4) discuss it as a group. Students will be encouraged to make decisions together and negotiate with each other to create a collaborative work.

READING SUGGESTIONS

- Perceval, T. (2018). *Ravi's Roar*. Bloomsbury Publishing.



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Helping each other in a team

Helping each other in a team
makes things easier!

