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Can cooperative learning centres help to develop the self-esteem of students?

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**Can Cooperative Learning Centres
help to develop
the Self-Esteem of Students?**

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Dedication

This project is dedicated to my parents. Two wonderful self-esteem builders:

Florence Gagnon

&

Rosaire Villeneuve

Thank-you for showing me self-esteem as a personal,
familial and community affair:
When someone believes in you the only response is to give
generously of your best.

Abstract

Self-Esteem is an important element of the well being of any individual. In a class setting it enhances the learning process and, when added to cooperative learning centres, results in growth of pupil confidence, pride, and self-esteem.

This research project was done with the participation of twenty-five grade four French Immersion students. Project results indicate that the self-esteem level of pupils increased when they were invited to participate in a series of cooperative learning centres.

For five weeks, students worked cooperatively in learning centres for a daily period of an hour. Each week had a theme and followed the guidelines of the grade four curriculum. Each theme was integrated through a number of subject areas. In all activities, it was important to challenge the students to engage and maintain their interest.

It takes a community to raise a child. With this popular belief in mind, many volunteers, parents, students and teachers took part in this journey. They all added to the self-esteem growth otherwise limited to experiences and interactions with the classroom teacher.

The results of the project are of value for all. Most important, the students became more involved in class discussions, where they mentioned feeling good. They also demonstrated increased helpfulness, increased willingness to share and were visibly happier.

Working to develop the self-esteem throughout this project is an experience that needs to be repeated in every classroom each year. Teaching students to work cooperatively and building their self-esteem is more than simply following the curriculum; it provides the necessary tools in the development of mature, happy, productive members of the society.

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Ms. S. Macey (Best friend and M.ED
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TABLE OF CONTENTS

	PAGE
Dedication.....	iii
Abstract.....	iv
Acknowledgements.....	v
I. Beginnings	
My personal journey.....	1
Classroom realities.....	2
II. Review of the literature	
Self-esteem.....	4
School and self-esteem.....	8
What is play?.....	11
Learning centres.....	14
III. Process	
Methodology.....	17
Scheduling.....	23
Organization of the centres and groups.....	25
Assessment.....	38
IV. Reflection and future Implications	
Volunteers.....	41
My journal.....	47
Awards and motivators.....	48
Findings.....	49
References.....	53
Appendices.....	57

My personal journey.

One of my goals entering the Master of Education program at the University of Lethbridge was to become more aware of current Education trends, including becoming aware of the recent research, results, developments and ideas. At this point, I can say that I am very happy with the divergent courses that I have taken. With all this knowledge in mind it was time for me to apply my newly-acquired skills throughout this interesting culminating action research project.

What I was looking forward to finding out through the completion of this project was how would it be possible for me, inside my classroom walls, to nurture the development of **self-esteem** in my twenty-five grade four students through fun activities presented in several learning centres that included noncompetitive and cooperative activities, daily discussions and several other school related activities.

When I began this exciting process, I believed it was of value for me to learn how my teaching was affecting my students. This belief helped me to adjust and modify any part of my teaching that didn't match my goal of developing the self-esteem of my students, through the use of well-developed games as learning centres activities.

Classroom Realities

As a French Immersion teacher I should provide a brief description about my daily role in the classroom. French Immersion is a dual language program in which French is used intensively as the language of instruction for at least half of every school day. The Alberta School Boards' Association for Bilingual, Education(1993), defines the goals of the French Immersion program as follows;

French Immersion aims to develop functional fluency in the French language together with full mastery of the English language. The program emphasizes an understanding and appreciation of the French language and culture in the Albertan, Canadian and world contexts. In this program, the students are immersed in the French language without loss of their linguistic and cultural heritage. In addition, this program attempts to provide enhanced opportunities for living and working in both languages.

" Without knowing the language of a people we never really know their thoughts, their feelings, and their type of character."

-John Stuart Mill, 1806-1873

The Calgary Board of Education wrote in its booklet on second language program (1985) that some of the ways in which students can gain from the study of a second language are:

- [1]. Improving the understanding and appreciation of the mother tongue.
- [2]. Acquiring knowledge of other peoples and cultures which contributes to tolerance and open-mindedness.
- [3]. Enhancing feelings of identity and **self-esteem**.
- [4]. Developing the ability to perceive pattern and deduce rules.
- [5]. Improving the ability to put known elements together in new and creative ways.

Due to the fact that I am a language teacher, accommodating to the needs of all my students is very important to me. Knowing each student's status as a language learner, I have to design activities that allow individual students to continue growing as language users. Furthermore, I believe it is extremely useful to have children work in groups in order to learn from one another. Therefore, I developed cooperative learning centres that would enhance the effectiveness of the interactions between children. These groupings had to be as varied as the make-up of a class and they were developed in response to the specific needs of the situation for the students to use language in negotiating meaning,

which is the central principle of the language Learning curriculum for elementary schools, according to Alberta Education (1992).

The department of Education also suggests that when designing instruction for a group of French Immersion students, the emphasis should always be on the oral aspect of language learning. The students confidence in listening and speaking should form the basis for any growth in reading and writing. As a teacher, I did need to keep in mind two critical considerations:

- What each student can do (his/her current"level of language performance") and,
- What each student needs to learn next.

Self-Esteem

From the beginning of this project, it was clear to me that cooperative learning centres held advantages for the enhancement of self-esteem. But first, I needed to define self-esteem as a way to conceptualize this project.

In searching for the meaning of self-esteem, I found that definitions abound. They are similar in the conveyance of a sense of personal worth and differ in how this sense of self-worth is achieved and nurtured (Macey, 1996).

For example, Berne & Savary (1985) view self-esteem as a capacity to see oneself as valuable and competent, loving and lovable, having certain talents and a worthwhile personality to

share in relationships with others. According to these authors, far from being conceited or self-centred, this definition means that to possess healthy self-esteem a person should have a realistic awareness of oneself and of one's rights. Berne & Savary continue to point out that people with healthy self-esteem are usually self-confident, they are able to build healthy relationships, see themselves as successful, and act toward others in non threatening ways.

In her lengthy work on self-esteem, Thomas (1991) defines self-esteem as considering something valuable. Self-esteem means respect for oneself and pride in one's own accomplishments. It also means that a person knows himself or herself well and feels comfortable with the kind of person they are. When looking at someone with healthy self-esteem, he or she does not worry about being better than one person or not as good as another person. Someone with high self-esteem is not concerned on what other people think. They are not perfect but are confident that, flaws and all, they are special. One of a kind. They are the kind of people who can say; "I like myself".

Once again self-esteem is a loosely defined concept, but one of great importance to teachers. It is also an intuitive notion that stimulates and variously guides research and practice. As Curry & Johnson (1990) explain, intuitions are not necessarily incorrect as they have often served us well just as they have led us astray. The task is not to dismiss these intuitions, but to

clarify and build upon them. For Curry & Johnson the concept of self-esteem includes three basic intuitions:

[1]. How people think and feel about themselves is important

(A growing body of literature attests to the importance of people's concepts and feelings about themselves).

[2]. Positive self-concepts and feelings provide the confidence, energy, and optimism to master life's tasks

(The available evidence suggests that it is valuable to have a well established feeling of one's own worth as a person together with a confidence and conviction that one can cope with life's challenges).

[3]. Self-esteem is promoted by positive self-experiences

(The limited evidence suggests that two types of experiences are most influential: secure and harmonious love relationships, and successful accomplishment of tasks important to the individual).

Other strategies for encouraging the development of children's self esteem are well defined by Berne & Savary (1985). They include seven areas in which adults can help the growth of self-esteem:

- [1]. Building Relationships with the youth.
- [2]. Being Non-threatening.
- [3]. Nurturing Success.
- [4]. Bridging to a Loving World.
- [5]. Fostering the Freedom to Choose.
- [6]. Dealing with Strong Emotions.
- [7]. Inviting the Affirming Spirit.

Another very well developed program that seeks to develop self-esteem in school-aged children is the Lion's Quest Program (1990). This is a program based on teacher delivered curriculum which is supported through the school, home and community through a multi-dimensional focus. The goals of the program include: to help young people develop positive social behaviours; to help young people acquire the social skills necessary to lead healthy and productive lives, to help young people develop strong commitments to themselves to live healthy, drug-free lives. The program also supports parents, teachers and others in finding a constant renewal and energy needed in supporting young people. These objectives are achieved through the development of positive social behaviours such

as self-discipline, responsibility, good judgement and the ability to get along with others. This program is distinguished by its drug-free component, as well as the formalized inclusion of family, including parent involvement in focus groups and family activity booklets for each of the units.

While developed for implementation at the Secondary Level, Impact! 'A Self-Esteem Based Skills Development Program for Secondary Students', has implications at the elementary level as well. This program is designed to facilitate growth in the social and emotional domains. Specifically, Impact! develops non-academic attributes and skills and refines them within the social context of structured peer interaction; acknowledges individual progress and that of others; incorporates a multicultural dimension; and encourages students to recognize their broader role as a member of society.

Given the wide variety of definitions of self-esteem, I prefer to see it as a personal inner state of feeling good and happy about ourselves based on learning experiences.

School and Self-Esteem

How does self-esteem on the personal, definitive level translate into the context of education ?

By definition a school is an institution where instruction of any subject is given. These teachings vary from high academic

lessons to the teaching of fine arts, (Collins,1977).

Inside these institutions unfortunately, we sometimes forget about the special needs of some of our students. The school where I teach presently is located in a high-income area but whose population is varied. For instance, Little (1996) indicates that some children from lower income families, and these very often include single parent families, may miss out on obvious common experiences to which middle class children are exposed. Their homes may lack appropriate language stimulation and the provision of books, magazines and other reading materials. Furthermore, since education may not have been the key to success in many disadvantaged families some families may place a very low value on it. This could result in low self-esteem, a lack of motivation and initiative and a lack of communication skills that are the foundation for reading and writing. My own teaching experience indicates that a child is always pleased to show his or her work in return for some positive comments from the teacher. In the same manner a child who does not receive any praise for his or her work will eventually quit and try to find other way to receive the appreciation of his parents or teachers by doing tasks.

It is generally accepted that low self-esteem, lack of motivation and initiative often impact children's academic success. This is why, through this project, I hoped to provide the development of a self-esteem to those students who were in need.

I believed that it was, and still is, my duty to help my pupils find and develop their self-esteem to the fullest.

"High self-esteem results from a positive self-concept and the acceptance of oneself as a worthwhile person."

(Alberta Education).

Little (1996) cites Burns (1982, p.31) on the idea that self-concept is learned and is not innate. Apparently, it is derived from all the influences of one's environment, including the continual bombardment of sounds, smells, sights and tactile experiences. The author mentions that a child's self-concept encompasses perceptions and interpretations of himself or herself in relation to the world.

Amongst other things, it includes feelings of being good or bad, able or unable, successful or failure, liked or disliked. Self-concept is learned and, almost from the moment of birth, the process of its development continues as the child faces new experiences and interacts with significant people in his or her life. Self-concept develops as the child internalizes and reflects upon these experiences and interactions. A great deal of the child's early self-concept develops as a result of learning experiences with and expectations of the parents and significant others in the home. The caressing and fondling associated with

feeding and caring and the warm looks and affectionate talk communicate to the child a feeling of pleasure, of being **valued and esteemed**.

What is Play?

Garvey (1990) defines children's play as a time for dramatic expansion of the knowledge of the self, the physical and social world, and systems of communication. Garvey cites Piaget in her definition of three types of play:

- [1] Sensorimotor Play; The infant derives pleasure from mastering motor skills and from experimenting with the world of touch and sight and sound.
- [2] Symbolic or Representational; Period where the child (aged two to six approximately) acquires the ability to encode his experiences in symbols; images of events can be recalled.
- [3] Games with Rules; The child has begun to understand certain social concepts of cooperation and competition. He is beginning to be able to work and to think more objectively.

It is this last type of play that I have chosen for my pupils to be occasionally involved in during learning centre activity and that will help to develop their self-esteem. This type of play reflects a change for the children as they are drawn to games that

are structured by objective rules and that may involve team or group activities.

In their introduction of the book "The gift of play" (1980), Piers and Landau wrote that *people* love to play. I would like to emphasize here the word *people* instead of just children. I believe that games belong to everyone and should be found everywhere. Both children and adults learn by doing. After the age of eight, we are capable of learning about life through words, not just through experience. But there's no magical moment when human beings - children or adults- understand without trying things for themselves (Munroe, 1991). This certainly is a good reason why we should not stop the use of games or play as a way of learning as soon as kindergarten is over.

According to Piers and Landau (1980), it is sad that many children have lost the possibility of playing with each other and learning through play as their parents, albeit with the best intentions in the world, insist on giving their children tools they deem necessary; skating lessons, speech lessons, piano lessons, hockey practices, tournaments, maths clubs, scout meetings, ringette, guide activities and the list goes on and on. Piers and Landau also say that many parents and teachers are eager to provide them with a sort of good academic base that provide children with an academic head start that would assure "success" in school. But these same adults fail to understand what play is

about. The authors suggest the current limitations on children's opportunities to engage in imaginative play stem from the nature of contemporary society, from the lack of continuing connections between individual families and the rapidly changing world in which they live and work. It is a sad reality that many children have become as busy as their parents. It is not rare, at my work site, to listen to parents complaining about the lack of quality time for their children and themselves.

On a personal note, during my childhood it was possible for children to play outside their homes with the neighbourhood kids for many hours without the presence of any adult supervision. Nowadays parents don't feel safe enough to let their children out of their sight. Parents prefer to closely monitor the activities of their young ones. Some say that the school should give enough opportunities for their children to play. Others say that school is certainly not a place for playing as the curricula must be implemented, tested and compared provincially. In my opinion classrooms are very challenging intellectually and do enrich pupils in many ways. However, during this project, it was my intention to give my students the opportunity to play even more with their peers in their second language.

It was time for me to act and I am glad I took this opportunity to make a project for my class where, for a while, WE as people could engage in playful activities designed to enhance self-esteem.

Learning Centres?

Professors of education, school administrators, teachers and students tend to use the term "Learning Centres" quite often and sometimes erroneously to mean "interest centres", "group projects," or "learning stations." On different occasions, its definition is often confused with source centres, instructional materials centres, curriculum materials centres learning, systems centres, media centres and multipurpose libraries.

In his book "Opening up the classroom", Thomas (1975), defines learning centres as consisting of any one area within the classroom itself established temporarily or permanently for the purpose of providing pupils with different learning experiences in the form of individual or group activities, to which pupils may be directed by the teacher or may be given the opportunity to select, manage, and evaluate the experiences of which the centre is composed. Furthermore, the learning centre may constitute an individual desk, a cluster of desks, an area on the floor, a bulletin board or chalk board, a table, a file cabinet, or a bookshelf. According to Thomas, it may be teacher-constructed, pupil constructed, or the result of a teacher-pupil effort.

Often, as teachers, we teach a concept only to find in the next week, an activity that would have been appropriate to the previous lesson. This is one of the reasons why learning centre approach became a convenient way to organize and incorporate useful

materials into my daily teaching plans.

Furthermore, I believe that I have added a bonus in the process of working with cooperative centres by having focussed on the acquisition of self-esteem. Not only was I comfortable implementing this organizational method but I believe that my students were also delighted with the approach.

My intentions were not only to work with cooperative learning centres, but also to help my student feel good about themselves. Children learn best when allowed to interact positively with others in their environment, according to Carroll and Seaton (1992). The authors are making a clear statement that cooperative learning provides experiences that develop language skills, creative thinking and problem solving skills, social skills and academic skills. They suggest that children working together in small groups develop higher self-esteem, a greater concern for others and higher academic achievement.

One of the major objectives of all instruction is to assist the student to become a self-directed learner according to Waynant & Wilson (1974). As a teacher, I always want my students to be able to know how to choose objectives, how to select materials to meet those objectives and how to evaluate their own learning. Students learn to become self-directed when they are given alternatives from which to choose. Learning centres present one effective way for teachers to develop activities so that students can make their own choices.

By making their own choices the students and teachers can certainly make a more accurate self-evaluation of their experiences (Macey,1996). The utilisation of checklists allowed me to identify areas of strength and areas to improve upon in creating the environment and learning opportunities that fostered the development of self-esteem in students. Such instruments are and were of use in an individualized approach to student self-esteem.

Teachers who are using centres may wish to focus on several aspects of evaluation, (Waynant,1977):

- [1] How effectively students work with centre activities
- [2] How effectively students meet curriculum objectives around which centres are designed
- [3] Student' attitudes about the centres
- [4] To what extent centres include important characteristics such as clear directions, multi-level activities, and a feedback system.

Waynant insists that for the first evaluation it is of prime importance that the teacher assist the student in evaluating the work and that a record of the interactions with peers and time management be kept. I have made and kept a commitment of this action research project to record in a journal my personal thoughts, new ideas, comments of students etc. I had also decided to keep checklists, evaluation sheets and several work samples of my students achievement. They came very handy for the final

evaluation of this project.

The real "selling point" of cooperative learning centres occurs during daily class meeting evaluation times when children came back to report learning discoveries that they have made during centre time that are quite profound, (Bordas & Craig, 1978).

From their experiences in working with children in the centre setting, Bordas and Craig became strongly committed to the belief that children learn best if they are allowed to be active participants in their own learning. The centres enable the child to capitalize on all the experiences that are possible in the classroom.

Methodology

As a primary teacher engaged in course work for a Master's degree in Education it was important and necessary for me to follow a certain type of methodology in the pursuit of a research project. As professor Dr. David Smith said: "We need to fully experience a situation to be in measure of understanding it". I believed that for me to connect to my topic of learning centres and the development of self-esteem, it was preferable to follow the guidelines and methodology of an action research project.

Boydell (1978) wrote that education has undergone a dramatic change during the last few decades. New ideas and trends have

resulted in the partial disappearance of the traditional type of classroom with its rows of desks arrayed before the teacher and a blackboard, all occupied by quiet, immobile children engaged in more or less identical tasks. Nowadays there is a vast collection of different teaching techniques and educational philosophies, manifested inside school buildings, classroom organisation, methods and curricula and teachers' attitudes and relationships with children.

Smith (1993), also writing on this subject, noted that over the past several years, many elementary teachers have shifted from a transmission to a transactional mode of teaching. This shift, according to the author, has in turn created interest in such things as the processes children use to read and write and the influences context has on learning. This is why teachers and researchers have taken a new interest in alternate ways of delivering the curricula.

Teacher research by its very nature acknowledges that teachers are capable of carrying out critical inquiry about the meaning of their work and of their students' learning. This type of research offers insight into the relationship between teachers' beliefs and their teaching practices. This type of research illustrates the many roles teachers play, the breadth of questions teachers ask and the various research methodologies they use.

Facing these changes in education, I had two options. In the first case, I could have offered passive resistance and shelter

behind my long-established tradition of professional autonomy in the hope that my professional stress would be relieved or in the second case, I could have taken the challenge and attempted to explain more fully to myself, my colleagues and the public at large what my beliefs were about developing self-esteem in children and how all this was related to the way I operate in the classroom.

Gutek (1988) affirms that the goals in the education of children cannot be specified in advance nor can they be imposed by the teacher or the school system. Each person has the responsibility for his or her own education. My action research project was looking to cultivate a sense that each human being has self-worth and is partly responsible for its growth and development. I firmly believed, based on the literature I had read, that by working on Learning Centres my pupils would feel good about themselves. Their self-esteem would grow.

My research role in this project was to collect information that would be useful in trying to determine if Learning Centres really were a good way to develop the self-esteem in my students. In collecting these data it was important to notice which role I was playing. Fine & Sandstrom (1988) together with Curry & Johnson (1990), note that the roles that adults assume when they study children may be differentiated on two dimensions, depending on the extent of positive contact between the adult and the children and the extent to which the adult had direct authority over the child. It was an interesting task to observe my own

relations to the pupils while they worked on these centres. I planned to keep a daily journal, to ask the cooperation of the volunteer parents in take notes of what they saw and to take photographs including a videotape during these five weeks.

Having established a philosophical basis from which to work, I needed to turn my attention to more concrete questions. During the first two months of the New Year I began to look at my students academic needs, and more specifically at their self-esteem level, to assess their needs. These needs were varied and included: wanting a close friend in the class, being accepted by the peer group, being able to ask questions when needed and answering without feeling self-conscious and a need for opening up their hearts toward each others. With those specific needs identified, I planned a series of activities and developed learning centres. The pupils eventually worked on a variety of topics in these learning centres and supporting the curriculum. I based my co-operative group learning activities on the five common principles of Clarke, Wideman & Eadie (1990). Using these five principles to structure my classroom activities gave me the opportunity to work on the success of several small group activities.

These five principles were:

- [1] Students work in positive interdependence; Positive interdependence among students in a class helps to build a supportive and cohesive environment.

It provided the foundation for co-operative small group learning to flourish.

- [2] Students work in small heterogeneous groups; The diverse population of the public schools provides unique opportunities to combat racism and foster appreciation for one another. To be able to achieve this students must have an opportunity to interact frequently and on personal terms. Heterogeneous groupings provide such opportunities as students work together co-operatively on common tasks.
- [3] Students are accountable both as individuals and as a group; In co-operative small group learning, the group interaction and the task are organized so that individual student effort is valued by others. Students develop initiative and responsibility for their own learning and the learning of other members in their group.
- [4] Students learn through ample opportunity for purposeful talk; The best way for most people to think through ideas is to talk them through. Talk is the way people explore ideas, clarify them, and personalize information and experience. On this principle, students need to be reassured that talk

is an important vehicle for understanding. This is an ever more important principle as an *immersion class* should focus on the oral component of the language arts.

- [5] Students learn and practise co-operative skills as they study and explore the subject matter together. The process involves working together, reflecting upon the experience, understanding something about working together, and practising that learning in subsequent rounds of group activity.

Learning centres have provided ways for students to learn values and practice collaborative skills within the context of regular classroom work, whether that was in mathematics, language arts, fine-arts, social studies, physical education, health or sciences. Learning centres helped me to provide balanced curriculum which simultaneously address academic, personal, and social development objectives, including:

- promoting active learning;
- promoting academic competence;
- improving **self-esteem**;
- developing respect for others;
- facilitating language across the curriculum;
- responding to a variety of learning styles.

My beliefs are similar to those discussed in 'The Learning Centre Book' by Davidson, Fountain, Grogan, Short, Steely & Freeman (1976) that my approach to centres -integration of curriculum- would foster a broader understanding of how children can be aided in beginning to view learning as an applicative endeavour rather than as an effort to master skills and facts in isolation from subject-matter domains.

I created a weekly set of five different centres where pupils worked during a period of an hour. A daily visit by a parent volunteer helped in one of the centres which demanded more supervision (science as an example) or where their assistance was of great help. I planned to have of all the parents of my students visit as I believed that my pupils would be proud to see their parents inside their school. To do just that, a minimum of five full weeks was needed for the implementation of every learning centre.

Scheduling

I hoped that everything would go smoothly and that each centre would have drawn the attention that it deserved. My biggest concern was time, as it is not always possible to plan a schedule in class because of planned or spontaneous school activities such as special drama presentations, awards assemblies, bake or book sales that were to be scheduled in the usual time planned for the learning centre period. However, because of the flexibility that

learning centres give (everything was usually planned and in place) I believed that it would have been an easy enough task to accommodate the other activities into our class schedule and change the routine on days when necessary.

Schwartz & Pollishuke (1990) say that scheduling involves planning for blocks of time. Horizontal blocks of time, which usually occur at the same time each day, are often necessary to meet school organizational requirements. Times for physical education and Second language (English in case of French Immersion is taught by someone else) usually need to be scheduled first. On the other hand, larger vertical blocks of time are essential in the child-centred day. These blocks of time promote longer and more sustained attention to tasks and accommodate more intensive, active investigations. This provides opportunities for children to pursue their own areas of interest and/or to plan collaboratively with the teacher. The authors encourage teachers to include in their daily routine input sessions and regular sharing times. These daily input sessions allow time for large group discussion, instruction, explanation and direction; sharing times allow children to celebrate what they know, what they have learned, and what they have accomplished. Their **self-concept** and confidence improve as they share and take pride in their efforts.

In order to make use of the suggestions provided by Schwartz and Pollishuke (1990), a block of one hour first thing in the

morning was then planned and parents were contacted to help out. The next step for me to do at this stage was to organize the first set of five centres.

Organization of the centres and groups

During the first week after Christmas I found myself actively looking for the best activities that would be interesting, amusing and educative for my pupils. While looking for co-operative activities to do at each of the centres, I always kept in mind my five principles in structuring classroom activities for the success of small and larger group activities. It was not easy to answer each of these demands as I tried to experiment to get the maximum development of self-esteem of my pupils. In other words I tried to make activities fun for my students so they would enjoy working during the daily hour. I was able to incorporate many class subjects into the centres. For instance, instead of having the class reading one story about a health issue and answer comprehension questions, I decided to do a listening station where the pupils, during two consecutive weeks, enjoyed listening to the text being read, and then as a group answered the questions. To facilitate the activity I put copies in front of every student to follow as they were listening. When finished, the pupils were able to illustrate on a big poster sheet a part of the text where they had learned something.

The centres varied in their topics and subjects. The students worked on several themes; Winter, Friendship, Animals, The ginger bread man and Canadian explorers. Each theme had five centres based upon or related to that theme.

I questioned my pupils on a daily basis to know what they thought about the centres and took many notes regarding their views. For instance after two weeks of listening centres the poster board (a huge piece of construction paper where the students were supposed to have illustrated the story) was not completed and was, really in fact, a waste of paper. It was then that I decided to do an art centre with that same piece of construction paper where the students would be asked to make potato prints with water paint. The results exceeded my expectations and showed to the students that it is O.K. to not succeed the first time, that we should never give-up and that what appears to be a waste may in fact be salvageable. In keeping the incomplete poster sheet from the first two weeks, and finally adding paint during this last step helped to create a real French 'chef-d'oeuvre'. That was a messy centre but the pupils were excellent caretakers and washed every tool used at that centre when time was up. I believe that careful pre-planning of the centre helped a great deal. By leaving a bottle of dish soap, a bucket and some old rags for them, the students were able to help themselves and felt good in taking care of the centre. Another super tool was the classroom dust buster, it was very well used during the last five weeks of its life. We should always

present students with tasks that are feasible. Washing the tables and paint brushes was also an excellent example.

Once again, it was not my purpose to write a book or to find which one of these activities helped the most to develop self-esteem of my pupils. I wanted to find out if, by working with learning centres and in cooperation with their peers, my students would feel better about themselves. I intended to observe how often my pupils were smiling, helping each others, talking freely and if they were producing a better quality of work. In developing my centres I realized that some centres did have a hint of competitiveness. For example, one group tried to build a tower higher than another. They collaborated in the achievement of that goal. Students also demonstrated their sense of observation, as they needed to note what the others did in order to built bigger and better. What was the incentive that motivated and pushed my students to have the desire to do these centres? How was I able to maintain a level of spoken French in the class while so many parents and volunteers were present and did not know how to speak French. To answer these questions I believe that I should let you know what the centres were. Following is a list of centres with a brief description including general objectives:

Arts;

- The drawing of the shoe of a friend. The task was to draw the shoe on several planes with details such as face, back, bottom, top and sides (see appendix 1).

- A collective poster of all our bodies. The outlines of each student was drawn with a different colour for each participant on a big sheet of paper. and the commons areas closed by the lines were to be colored and decorated to make a fun giant poster.
- Two drawing centres in addition to the listening station where the children drew a favourite part of the story or something they learned after listening to a tape.
- Creation of a puppet for a future puppet show. With a variety of recycled material such as milk cartons, egg cartons, bottle caps, wool, cotton balls, cloths pins, etc. The participants let their imagination go wild under the supervision of a parent.
- Potato prints. It was interesting for the students to have the opportunity to play with a real potatoes and to cut a shape or design on them. This activity went well with the current unit on St.Patrick's day as well as the unit on plants of our grade four science curriculum.
- Creation of an animal of papier mache. Using old newspaper, the students fashioned an animal of the shape and desired size. This was the initial step in an art project that lasted for five arts lessons until the final product was polished enough to be presented in the annual art show.

Sciences;

- Building of the highest free standing tower using blocks and other building toys. This centre and the next two were the places where a little competition was added to the game (see photograph in appendix 2).
- Building of the highest and longest bridge.
- Creation of a trap to catch a gingerbread man of 10 cm high and a weight of fifty grams.
- Cooking centre. This was a real integrative centre as the pupil read the recipe, measured the ingredients, looked at the information about the nutritive value of the cookies, cleaned all the tools used afterward and were delighted to share the results with so many people. This was also the only centre that was not feasible without the supervision of an adult (see photograph appendix 2).

Mathematics;

- Easy multiplication problems with self-correcting sheet.
- Easy division problems with self-correcting sheet.
- Long division document (with multiplication proofs demanded).
- Two centre where several games based on multiplications and divisions were presented.

I would like to write few words here on how my pupils began to work cooperatively in this last centre. They all sat along the walls, one beside each other, working quietly. I asked them how it was possible to help everybody in the group especially if the person with the most difficulties was at the end of the line? They came-up with the idea that if they worked in a circle it would be better. They re-arranged themselves and went back to work quietly. After few minutes I asked them how it would be faster for everyone in the group to do the mathematics problems and at the same time be easy for all? They told me that maybe if they answered the questions and read them out loud to the other member of the team they would have only to write it down and wait for their turn. When I came back they were fighting because one pupil was too slow. That made me think very fast. I asked them what their parents did at home when a sibling was walking or eating too slowly? "THEY WAIT" was the response. I explained that as a class family we should take care of each other and accept that some of us might have difficulties in one area and none in the others. I left them for awhile and when I came back they were all working quietly sitting in a line against the wall. The good news is that they eventually came up by themselves with a way to help each other. Their method did not involve the complete team; rather, it was more one on one.

Adult concepts of cooperation appear to differ from those of children, at least in this centre. Also, I believe that my pupils

were more concerned with completing the mathematics centre, and achieving excellent results than by being happy to learn.

French Language Arts;

- Two listening centres, where students listened to a pre-recorded selection and responded to comprehension questions.
- Writing centre, where laminated questions to read and answer were given.
- Two newspaper centres. The students had to read a story and rewrite the article answering the questions where? When? What? How? Who? and When?
- Reading centre. A private collection of books were borrowed for the simple pleasure of reading alone or to someone.
- Document on Valentine's day full of poems, stories and French Language exercises to do in teams.

Social Studies;

- Puzzle centre. The students were asked to do puzzles with geographic designs such as map of the words, Alberta, Famous sites etc,...
- Play-dough centre where a creation of a three dimensional scene where the most natural resources are presented was demanded to be created.

Drama ;

- A puppet centre where the students wrote a short scenario and

present it to the class at the end of the day. A small puppet that the students made themselves was used for that centre.

-Having brought to school many costumes, old cloths and props the students improvised a play on the theme of their choice.

Before the first week of centres started I noticed that my students would need places to work actively and cooperatively. Having already twenty-five desks and other pieces of furniture in a small crowded classroom that was a real problem. I pushed book shelves against one wall and made a small divider with another. I exchanged tables with colleagues, removed items not necessary for this time period and finally was able to create four activity areas. Three had tables and chairs and one was a huge carpeted area for floor activities. I decided to use the hallway between the two grade four classes for my fifth work area, hoping to not disturb my neighbours. Other potential problems considered included the level of noise in the classroom, the time necessary for completion of the tasks, the degree of difficulty of each activity relative to the strengths/weaknesses of my pupils, the availability of materials such as art supplies, tape recorder, photocopies, etc. I was also concerned about how my students would help to clean up and organize all the equipment for the next group. Before the launch of my first five centres, I asked my pupils to help identify the rules for the duration of the centres. They came up with several interesting and easy guidelines;

- [1]. Always speak in French with a low voice.
- [2]. Each participant takes a turn to talk, write and do something at the centre.
- [3]. Stay always inside your area limits.
- [4]. Assure the success of everyone in your team.
- [5]. Everybody helps to clean up and put everything neatly in the box after using it.

To test these rules, I organized lessons of several subjects into atrial run, placing my students randomly in groups to see if they would be able to follow their own rules. I was not very impressed with their behaviour. The teams did not cooperate nor were they quiet. For this reason, I did not make heterogeneous groups for the first week of centres (see appendices 3 & 4). I was confident that my pupils should learn to play at centres first, developing the skills and motivation to work with everybody. The make-up of the groups was changed weekly. The first round of centres included a group of weaker academic students and one stronger academic pupil. I separated boys from girls and made sure to blend more 'active' children within the other groups. I didn't want their sporadic lack of 'teamwork attitude' ruining the period for everyone. That was a good trial. It seems that my pupils were working quietly and I was able to notice some excitement about belonging to these groups.

For the second week, I decided to draw the names of each team thinking that if groups differed in their ability, the good nature of members would ease the academic constraints of the others. After all, it was their second week and they had done such a wonderful job during their first trial. That turned out to be a good experience for all participants. It was during this week that I noticed real self-esteem boosts coming from pupils directed toward each other instead of coming from me-the figure of authority. I wanted to develop this further. Acting on a tip from a friend we determined what encouragements look like and what they sound like (see appendices 5 & 6). Once again they came-up with great ideas, and a big chart was posted on the classroom wall.

Before the beginning of the third week, I began to use several of the twelve-steps organization presented by Clarke and Dawson(1989) in 'Growing Up Again, Parenting Ourselves, Parenting Our Children'. I was able to connect what I wanted to develop inside my centres with the self-esteem statements provided by these authors. This step really helped my pupils to understand my purposes and gave them a reason why I was demanding and expecting cooperation from them. The fifth stage of this series is called STRUCTURE. It stresses how important it is for children between the ages of six and twelve years to learn more about structure and to develop his or her own structure. This includes understanding the need for rules, the freedom that comes from having appropriate rules and the relevancy of rules. Examining the values on which

our rules are based is an important step toward the acquisition or development of the child self-esteem.

As a result of our class discussions, I stapled six posters on the walls of my class that stated:

- You can think before you say yes or no and learn from your mistakes.*
- You can trust your intuition to help you decide what to do.*
- You can learn when and how to disagree.*
- You can find a way of doing things that work for you.*
- I love you even when we differ; I love growing with you.*
- You can learn the rules that help you live with others.*

I am very pleased with these sentences and the results they had on my pupils. What I did with these phrases and some other phrases coming from different stages is to create a booklet of personal growth where, after discussing a concept as a group, the students write it up in their booklet with an illustration. (See appendix 3)

After these two weeks I believed that my pupils had learned enough and were responsible to choose the team they wanted to work with. My beliefs were based on the theory that if the pupils chose their friends, maybe cooperation would develop and encouragements

would come naturally.

Was I ever wrong! A multitude of events occurred that week. A group of girlfriends decided to make a play inside the drama centre. The natural leader of the group wanted to be Mrs. Villeneuve and to create a certain type of play while the rest of her peers had decided otherwise. Once she realized that she was not going to have her ideas imposed on the group she withdrew herself and refused to take part in any role or discussion. When the period was over, they had not been successful at creating even a small improvised play. That day in their journal they all wrote about how they felt about what happened and how they felt sorry. I answered in their journal and gave them two recess periods to make-up a little play. They were able to change and accommodate every one in their group. That day this group learned that sometimes we don't always have our way when working with friends.

Another group of active boys did very little in every single centre they took part in. They were constantly noisy and fought a lot. In their evaluation some of them were disappointed and naturally blamed the other members of the group. I made a speech on the Friday after our weekly discussion and asked them what would have been better. They said that I should have selected a group. One more time, it was not their fault. Luckily some groups worked very well and it was interesting to see how their projects, such as the construction of a high level bridge or a ginger bread man's trap turned out. They were very creative with their arts and

shared a lot of ideas. These students were all excited again to start the fourth weeks of centre.

The fourth week, in response to the needs of some students that had more difficulties choosing a group, and because I wanted to give my students the opportunity to make their own choices regarding which centre they would work at, I once again wrote the five centres on the blackboard with a short definition under them. I asked each student alphabetically what their first centre would be. The second day, I started at the bottom of the list. The third day I started in the middle etc,... That system worked well. I supposed it is because that, by that time, they were able to work cooperatively together and because I was able to provide some of the structure that Clarke and Dawson had suggested .

For my final week of centres I really wanted to have a great week, because the school winter carnival was in full swing. I made groups from the alphabetical list of my class. This resulted in heterogeneous formations. I began to realize that my students' enthusiasm was starting to lag. It is true that we were late in some curriculum in comparison with the other grade four class. Also having centres at the same time as the carnival was probably a little much. I have to admit that I too grew tired of seeking, making, arranging, evaluating and taking notes about what we were doing in class. The walls of my classroom were not able to hold much more of the many student work projects generated during centre activities. I was beginning to expect the visit of the fire

inspector coming and ordering me to pull everything down. I was beginning to expect the visit of the fire inspector coming and ordering me to pull everything down. I was thrilled being able to teach again in the old-fashion way, probably because I knew my pupils would be doing all the same things at the same speed, so it was easy for me to have the CONTROL once again.

Assessment

What was important besides the self and group-evaluation, was to develop some other tangible pieces of work (work sheets, art production etc.) to be used for further analysis on the accomplishments and evaluation of the development of self-esteem.

Notes of individual, small group and class discussions were also recorded as well as many quick write ups on what happened in the centres during and after the allowed time.

The Language Services of Alberta Education suggests that assessment should be a continuous process and should involve both the student and the teacher. Its purpose is to determine the status of the students' competence so that the activities and instruction can be matched to the needs of the students. Several assessment techniques are given as appropriate for use with students.

These assessment techniques include:

- teacher observation
- interviews

- anecdotal records
- samples of dated student work
- reading conferences
- writing conferences
- student self-evaluation.

Thomas (1975) wrote on the topic of evaluation in a chapter entitled "The effectiveness of Open Learning in the Classroom" that logs, diaries, inventories, 'goal books," and videotapes are other tools by which pupils may assess their own progress. However, the form or vehicle used for the self-evaluation is not necessarily the important factor. It is important that an evaluation instrument used makes visible to the pupils their input into the classroom activities, their ability to initiate personal growth and group actions, their capacity to work independently, their degree of creativity, the extent and quality of their questioning, and the other processes ascribed to open education (see appendix 7).

In general, I believed that this project was to contribute to the field of education in areas of future organizational arrangements that assure individual contact and learning. My effort to develop the self-esteem of my students with the help of learning centres could certainly allow teachers to have for once the opportunity to understand their students more independently than collectively.

It is my intention to share the results of my culminating project with my colleagues at school and if possible to the whole district during future professional development days.

I always think of my classes as a whole. When talking about my students 'they' in my mind become one. Rapport (1970) suggests it is always easier to think of students collectively, of the class as a unified individual. I am glad to have given that class all my best with this project.

It is true that we as teachers, are usually more eager to follow our own leads rather than student direction. For instance, how much thought and consideration has been given to the appropriate responses that might be made to the different kinds of questions students ask? How important is it to listen carefully when a student talks and to indicate an interest? How much time is spent determining a student's interest and proclivity in achieving an objective? There are some of the many questions I intended to answer by making my classroom a place where everyone had a complete role to play and felt great about it.

I was confident that after my recent literature review learning centres, not necessarily a brand new idea, were one of many ways to enhance the development of self-esteem in the classroom.

The volunteers

Once I had decided what to do for my final cumulative project, a research action study based on the development of self-esteem through cooperative learning centres, I asked my classroom representative to arrange a schedule of daily volunteer parents. I believe that parents and teachers are part of an important team for the education of children. This is why I asked for the co-operation of parents. Although this was a secondary aspect to my research project, my goal was to help my pupils feel even better about themselves in the presence of their parents. One at the time they were invited to come for an hour during the first period of the morning. All parents agreed to participate and I was very happy with the response I received. My students and I gave a big welcome to everyone of the parents on a daily basis before the centres period. On some occasions, the parent stayed for awhile talking about their job or helping a selected group of students to decorate the class or a bulletin board. I always made sure to team-up a parent with their son\daughter. One day the daughter of a volunteer had already done the cooking centre where the students under the supervision of the adult were baking cookies. The mother demanded that her daughter do the same centre again if she was to work at the centre. I had no hesitation and I have noticed a great friendship between the two of them and among the group of five boys. The cookies were to be distributed to several places; the

office, the two other grade four classes, the staff room and for sure to the whole class. Having so many people at recess licking their lips and commenting on how good those cookies were really made the day for these youngsters.

It happened on some occasions that I was a little overwhelmed with all the adults present in my classroom. I felt like I was no longer in charge as all the volunteers arrived-some invited and some others just dropping for an hour or two, including students teacher for a visit, Mr. George* (a mentally handicapped volunteer from the association working in my classroom one day a week), the psychologist coming for an evaluation of a special needed child, the counsellor coming to pick -up so-and-so to solve a little problem, etc. I don't know if having all these adults in the classroom was always helpful as often they were chatting together, watching over their own child and forgetting the others. I did not know what to do exactly and was too nervous to take interrupt. Some parents came to school with their toddlers and let them roam in the class. It even happened that one parent asked to borrow the calculator to help at the mathematics centre where the biggest challenge was to divide one hundred fifty by five !!!

Some days I felt that I was engaged in the development of self-esteem of the parents instead of the pupils. It would be an interesting study to look on the effect of poor self-esteem with parents on their children. However, that was not my purpose and I

*Fictional name

was really fortunate to have received all these good intentioned people in my classroom.

Everything they did was of help; their smiles, their happiness, their laughter, explanations, creativity, tips with the clean-up, cutting etc.

When I asked several mothers to note for me what they observed during the morning periods I was happy to read so many positive comments. Here is a brief list of what they had to report:

- The students worked well with each other, used the material properly and shared it.
- Many groups developed and demonstrated new way to solve problems.
- The students were jokingly sorting through the dress-up cloths.
- Their organization was very good as they chose a reporter to dialogue their play.
- The group all pitched in for organizing the material with the building activity.
- Everyone was anxious to share their ideas and to develop the perfect story.
- The students were very imaginative.
- etc.

There was a lack of consistency in volunteer observers. Some parents wrote details focussing more on the personality of the

pupils of each group. For instance, "student #1 is a great leader and has a friendly, non-aggressive style, student #2 is more a 'hands-on' type of learner, student#3 share her ideas quite comfortably with the other members of her group, etc."

Once parents were informed about my quest, they were more precise in identifying the appropriate information. They all focussed on what seemed important for the development of self-esteem with their children. In general their comments indicate that the pupils were always glad to be engaged in a fun and educational task and seemed to enjoy themselves.

Of my twenty-five students, only one father presented himself to take part in the activities with his son. I found this fact even more amazing as only two of my pupils come from a single parent family. I was, however, pleased with this dad as he is really committed to the education of his son and is always very supportive of every decision that I take regarding the discipline of his son. Since September I have noticed a big change with this young boy in the areas of time management and quality of work. He demonstrates pride when handling in assignments on time and receiving compliments on his penmanship and drawings.

After having been contacted by the class representative, I heard from, during the first week of the centres, a mother, Dr. Alice Luther, a drama teacher at the University of Lethbridge, asking me if I would like to receive her drama students to make several plays in which my pupils would have the chance to work with her own

students. The goal of this exchange was to help each other with the development of self-esteem on both parties. Every Tuesday and Thursday, my pupils and I were thrilled to receive the visit of eighteen young adults burning with desire to work with their new grade four pals. Dr.Luther and I matched our pupils, seeking suitable combinations. Some groups had five pupils for two university students while some others, most in need of self-esteem development worked one to one. The university students were exactly what we needed at that time as they gave each and everyone of us plenty of positive feed-backs about what we were doing in our classroom. We shared their friendship and were all excited when came the time to presente the final results in the art class. Just for our own enjoyment, I was glad to take pictures that were posted on our walls (see photograph appendixe 2). A small gathering at the end of the three weeks was done in the class where some fruits, cheese, crackers, juice and pop was served. It was a wonderful experience for all of us and it was a sad time to say good-bye.

In a time where each school is asking for more parental involvement in the class I am at a point, not sure if this is the key to sucess for everyone and every situation. Now that my research is over I can say that the success of my project is partially due to the fact that I received a tremendous amount of help, praise and encouragement from every parent (Some parents continue to say how their child loved the period of centres and they keep asking me when I will do some more). The biggest

negative point in having volunteers in the class is time management. When do you explain to the volunteers what to do and how to do it? Some subjects are too difficult and too complicated for some volunteers; French Language, as an example, is almost impossible for some parents. I realize now that maybe the best way is to have a schedule of some parent volunteers regularly making a strong commitment to come on a regular basis to do a single task; working on the computer, doing math corrections, working on bulletin board, reading with students, helping during art's classes, coming along on field trips, etc. In my research project it was almost impossible to explain details about what the task of the day was as my centres changed weekly and were always at the beginning of the day. Some tips that I take from this is to do the centres after the first period is over. That way I would be able to explain what I want from the volunteer in a more relaxed atmosphere and that would be less stressful for all. Also having less parent involvement in such a short period would be helpful. During the months of December till the end of February we received a daily average of three adults other than teachers visiting our class each day. I am pleased over all with the involvement of everyone and the pupils were pleased to show the moms and the dad what they were doing at school.

To conclude this part of the paper I would like to look at all the gathered information. I am wondering about a future research study to find out what would be the best use of volunteers in the

classroom and would this be a good topic for one of my next PS III proposals in the near future.

My journal

In reading my classroom journal over these past weeks I recalled a lot of fun and some challenging events taking place during that time. Having the time to put down on paper what was happening was not always an easy task as I tried to be available to all and present in the classroom to help and supervise the activities. At the beginning I tried to sit at my desk and write my observations as they were happening but was too often interrupted and felt uncomfortable to have a volunteer working while I sat at my desk. It is after classes that I made a routine to put down some of my thoughts and events of the day. I wished I would have been able to see all at once and freeze the time to record all of what was going on. Often I felt like I was not needed at all. That was a strange feeling to me as I have been trained to be the one with all the answers and the one who gives praises and comments.

Journal writing was a new experience for me. I found it difficult, not only to find an appropriate time to write, but also to find the motivation to sit down each day and process on paper what had happened during the centre period.

What I did find easy to do was to dialogue with colleagues and

friends. With the trusted confidants I was able to share and celebrate my new approach. It was also with these people that I dispaired over student lack of involvement and my own stresses and pressures.

It was this dialogue that formed the backbones of my research project. Just as students have learning styles that must be respected, I have a professional style that cannot be denied. I process verbally and did so regularly with my peers. This process is reflected in the continuous observations and changes made during the project to the advantage of my students.

I am glad that I went through the process of journal writing. I learned much about myself, developed a new skill and will be able to apply this reflective writting to a future project (see appendix 8).

Awards and motivators

Early in the beginning of my project, I began to give some classroom awards relating to the good work, behavior, quality of work, originality of project, help in cleaning-up the class, support for a peer in need, smiles, gentle actions and all kinds of random acts of kindness. These were to remind the student of our intentions in doing the cooperative learning centres: to work together, feel great about ourselves and have fun learning. I had already noticed that to be recognized for your efforts is always welcomed by the pupils. I tried to be a good role model in what

encouragements should be. By seeing, hearing and receiving compliments they became able to give to their peers the same. Our school also has its own awards ceremony. Each month, each class selects two students to be recognized in front of the gymnasium during our monthly school assembly. What I did in my class was another step toward encouraging and allowing students to develop their self-esteem. It would be good to know that I changed the system as the centres progressed. I tried to keep the distribution of awards as unexpected as possible. By the end of the five weeks every student had received something that brought a smile to his or her face.

Findings

I am not prepared at this point to guarantee that cooperative learning centres help to develop the self-esteem of students. What I did conclude from this rich experience are many wonderful findings for my own use as a teacher.

For instance, I believe that, like a chariot, we all ride on, I am leading my students on a journey of wonderful learning experiences from late August till the end of June. My mission is simple; it is to guide my pupils on the road of SELF; self-pride, self-respect, self-concept, self-actualization, and others. Dr. David Smith from the University of Lethbridge wrote that "Self-esteem can never be just a pure psychological state, it is always

connected to culture, politics, religion, material well being, etc. ". This comment reaffirms my beliefs regarding the necessity of development of self-esteem. A concrete structure to accomplish this goal, in this case learning centres, is a great addition to the process.

Did I succeed in what I planned to do at the beginning of my research study? I believe that the answer is yes. I saw a enormous level of cooperation, joy, excitement and learning happening in my class during these five weeks. To say that everything went like a chariot ride would be ludicrous. For instance, it happened that some pupils felt unaccepted by their groups, others did not succeed in doing their project (Play, puppet and stories), one student enjoyed working more by himself than with his group, some pupils wanted the final product to be perfect and had difficulties accepting the inputs of their peers, absent students were not always able to catch-up what they had missed, a parent got into a fight with another staff member regarding the equipment she used inside the cooking centre (She took the radio to create an ambiance without knowing it was needed for the lesson of that staff member), the drama students from the university together with all our theatrical props, required that we politely kick out a grade six class, in the middle of a dance lesson, to let my pupils present their play in the arts room, and finally, I found it difficult to evaluate the growth of self-esteem as it is a personal inner growth.

During these five weeks my students learned to work cooperatively and felt great about themselves. They discussed with me what they liked about the centres and what they would like to see in them. They asked to have certain types of centres twice and were happy to work with their friends on a daily basis.

On occasions some students misbehaved in groups. I was troubled by their actions and wondered if I should have intervened. Was my interaction necessary inside these groups or should I have let the groups deal with the problems on their own? In our class we have worked a lot on conflict resolutions. We have followed these steps:

Take a big breath, think about what happened, go talk with the person you have a problem with and if that does not work then go talk to an adult. Student soon realize that after they have solved a problem they always feel better.

This problem solving sequence is displayed on a poster in the classroom. It does work for the majority of my pupils, the others need to be reminded that they are capable of dealing with their problems. I believe it is a valuable lesson to be able to resolve interpersonal conflict without adult intervention. I also believe that once students have attempted to solve their differences, adult intervention may be necessary.

In conclusion, I believe that with all the tools that showed and modelled in the daily classroom routines, I am confident that my students have become more equipped and capable to develop their own self-esteem (see appendix 9).

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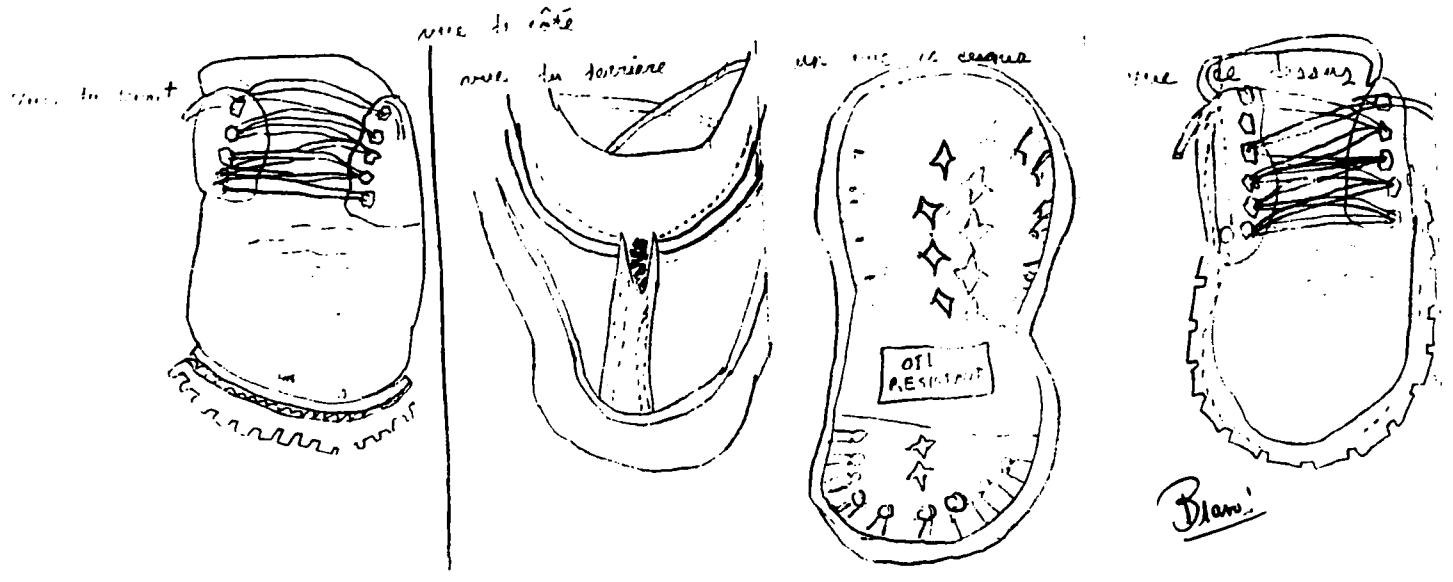
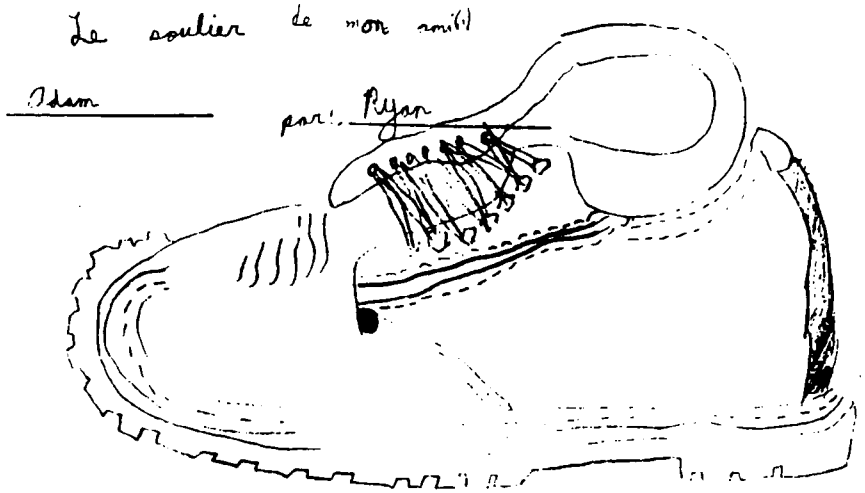
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Longueur: 26 cm
Largeur: 3 1/2 cm

Margie: 1/4 insulate
Description: deux tons les
jaune et noir facile. En
cous c'est deux.



mardi le 21 janvier 97



Construction de la ^{boite}
Viviane Pichonnet
Kerry Winkler
Kerry Winkler
Kerry Winkler
Kerry Winkler #9
1m92

Vendredi le 24 janvier 97



Les élèves qui en font un peu trop
devant la Carrière avec madame Rivé.
#12



UoFL DRAMA STUDENTS

Lundi le 20 janvier 1997 ^{10/10}

C. Lundi le 20 jan 1997 Nous lisons de courtes histoires et répondons aux questions, Qui, Quoi, Pourquoi, Où et Comment.
Centre de français.

D. Mardi le 21 jan 1997 Nous construisons une tour de Lethbridge très, très haute.
Centre de sciences.

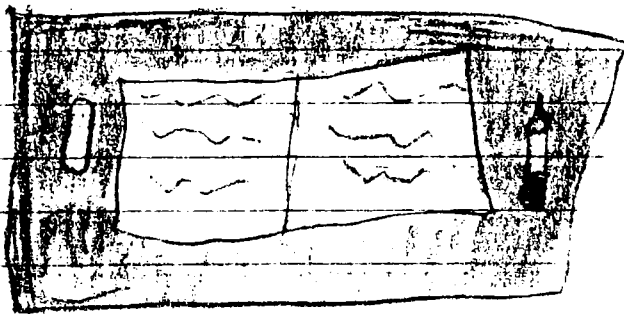
E. Mercredi le 22 jan 1997 Nous faisons des divisions.

Centre de math.

a.

jeudi le 23 Nous faisons de bons biscuits aux brisures de chocolat.
Centre de santé.

vendredi le 24 jan 1997 Nous écoutons l'histoire du joueur de flûte et répondons aux questions (+ dessin).



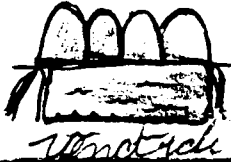
NOM: Vanessa M.A.

Date: lundi le 5 février 1997

Dans quel centre est-ce que je vais aller aujourd'hui?

A. Centre des Sciences:

Construction d'un pont très haut,
très long et très beau



vendredi le 7 février 1997

B. Centre d'Art:

Je coupe une patate et termine mon
affiche avec la peinture.



lundi le 3 février 1997

C. Centre du théâtre:

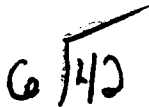
J'ai du plaisir à improviser une
pièce.



mardi le 4 février 1997

D. Centre des Mathématiques:

On continue les divisions



3/ 40

mercredi le 5 février 1997

E. Centre de français:

La St-Valentin s'en vient !



jeudi le 6 février 1997

mercredi le 29 janvier Joelle

Les encouragements

ce que l'on voit



- un sourire
- quelqu'un qui aide
- partager
- jouer ensemble
- bon travail d'équipe
- le pousser en l'air
- applaudir
- le signe O.K.
- faire un clint œil
- bons toucher
- corps ouvert

ce que l'on entend



- C'est beau!
- Tu travailles bien!
- Tu es gentil!
- Brava
- Tu peux faire mieux
- D.U.P.
- Merci
- en français
- excellent

Ma soeur



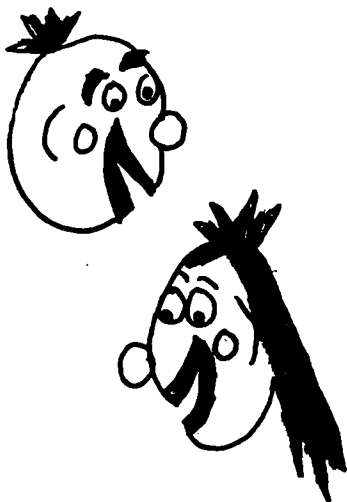
Tu es merveilleuse
Joelle!

J'ai vu quelqu'un faire quelque chose de bien

Avez-vous vu quelqu'un dans votre classe faire quelque chose de bien ?

Quelque chose comme être content aider un ou une am(e)le) sourire.

Il est important de reconnaître les efforts de vos amis.



Voici ce que j'ai vu ...

La bonne action était
Kenny arête Brandon
de faire les choses manuais,
Cristina a toujours
une sourie sur sa visage.
D'Arcie toujours aide
moi avec mes travailles.
Ravi me prait toujours
ses crayons de couleur.
Nanessa M.J. est
just une bonne amie

Nom:
Kenny
Cristina
D'Arcie
Ravi
Nanessa M.J.

[Handwritten signature]

Bravo et Soyez fiers!

Jeudi le 6 février 1997

AUTO-EVALUATION PERSONNELLE

Ai-je bien fait mon travail?

Nom: Janice

sujet: Contrôle de Science

Directives à l'élève:

Il y a sept lignes ci-dessous qui décrivent la façon d'agir en classe. Sous chaque description il y a des numéros de 1 à 5. Si tu as très bien fait, alors tu encercles le numéro 5, si c'est moyen le numéro 3, si c'est très mal le numéro 1. Tu encercles un seul chiffre pour chaque ligne et tu fais le total. Sois honnête, sincère et juste.

- | | | | | | |
|--|---|---|---|---|---|
| 1. J'ai bien écouté. | 1 | 2 | 3 | 4 | 5 |
| 2. J'ai suivi les directives. | 1 | 2 | 3 | 4 | 5 |
| 3. J'ai coopéré avec les autres | 1 | 2 | 3 | 4 | 5 |
| 4. J'ai travaillé sans bruit, sans parler inutilement. | 1 | 2 | 3 | 4 | 5 |
| 5. J'ai travaillé à mon travail (ou celui de mon groupe) sans déranger les autres. | 1 | 2 | 3 | 4 | 5 |
| 6. J'ai bien participé et j'ai montré de l'intérêt. | 1 | 2 | 3 | 4 | 5 |
| 7. J'ai respecté les opinions et les droits des autres. | 1 | 2 | 3 | 4 | 5 |

Le total de mes points 34

97%



REF.	NAME OR PROJECT	64	AGREEMENTS • DECISIONS	TIME HRS. 1/10
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Appendix 8

1 Avec la tempête de neige à l'extérieur les élèves sont très
2 tranquilles.

3
4 Je suis heureux de voir les élèves être si à l'aise à
5 l'intérieur de cette période.

6
7 de travail. Aussi ils semblent plus à l'aise sur la partie
8 française. Les amis aiment bien recevoir les certificats.
9 Ce n'est pas très difficile à faire et c'est une autre activité
10 amusante à faire.

11 Ma mère bien sûr Mrs. Hill est avec
12 à l'aise mais ne s'est pas fait trop.
13 Elle m'a indiqué qu'elle
14 serait intéressée à écrire un questionnaire
15 Evaluation form.

16
17 Je me prépare à faire de nouveaux centres. Je suis satisfait.
18
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Réflexions pour mon dossier

Nom: Vanessa M.J Date: mercredi le 29 janvier 199

Sujet: Les centres d'apprentissage coopératifs.

Quelque chose que j'ai appris: j'ai
appris comment travailler en
groupes. J'ai appris comment que
tu fais le biscuits au chocolat

Quelque chose que j'ai aimé faire:
J'ai aimé fais la centre d'étude
sociel. Parce que j'aime la matière.
Et que tu peut fait les sculpture

Quelque chose que je n'ai pas aimé:
J'ai aimé pas la centre de matho-
matique. Parce que beaucoup de personnes
a chicanné.

Quelque chose que j'aurais aimé faire:
J'aurais aimer fais la pièce de guard
apporte les chapeaux, les robes e.c.t.
Je pense que je va aimer sella.
la semaine prochain.