

How to Make Butter in a Jar

Prep Time: 15 minutes

Activity: 30 minutes

Description

The students learn the importance of cooperating by working in groups. The groups are divided to show the many possibilities of working together.

Objectives

The student writes questions and observations about familiar topics, stories, or new experiences. The student knows the skills needed to be a responsible friend.

Ingredients and Materials

1 pint cold heavy whipping cream
4 Small containers

Crackers
Journals

Preparations

1. Prepare 4 small containers with whipping cream. You only need to fill the container about 1/4 of the way.
2. Ask the class what cooperation means and write their responses down on the board.
3. Explain to the class that they are going to make butter.
4. Divide the students into the following four groups and explain their task.

Group 1 - One Student

This student will be in a group by themselves. They will be responsible for all the work.

Group 2 - 1/3 of Class

The entire group is responsible for the outcome however only two students will shake the jar. The other students may watch and talk quietly to each other.

Group 3 - 1/3 of Class

The entire group is responsible for the outcome. Everyone shakes the jar. The student shaking gets to pass when they choose.

Group 4 - 1/3 of Class

The entire group is responsible for the outcome. Everyone shakes the jar 20 times and then passes it to the next person.



Procedures

1. Once the students understand their task, pass out the jars and have them begin shaking the jar.
2. While the students are shaking their jars, ask questions like:
 - How are you feeling in this group?
 - Are you getting tired yet?
 - Are you having fun?
 - Are you bored?
3. After the butter is made, discuss as a class how the students felt in each group. Ask them which group came closest to matching their definitions of cooperation. Do they need to change their definition?
4. While letting the students sample their butter with crackers, have the students write in their journal. They should describe how they felt in their groups and which group they would have preferred. Explain.

Assessments

The students demonstrate their understanding of cooperation in their writing. When the project is done, the following results should occur:

- Group 1:** The student usually is tired and would have liked help.
- Group 2:** The students who didn't shake are bored. The students who did all the work say it is not fair that they did all the work.
- Group 3:** There is a lot of disagreement over who's turn it should be.
- Group 4:** This group works best. Students realize they did the same amount of work and they all deserve to eat the butter.

The teacher should relate the butter and the work to the school work.

The journal entry should contain from 3-5 sentences to a few paragraphs depending on the grade level. The sentences need to be related to the butter experience. Students should be able to list the skills needed to help others and work cooperatively.

