* **Go over the rules of the game**: before the game starts, make sure everyone knows what the rules are and how they make the game fair. You might also need to gently remind children of the rules as you play.
* **Introduce some social rules**: these could be rules about taking turns and congratulating other people when they win.
* **Encourage children to have a say in the rules**: if you’re playing a game with flexible or made-up rules, ask children what the rules should be. For example, ‘If the ball goes out of bounds, what do you think should happen?’ Children who feel they’ve had a say in the rules are more likely to follow them.
* **Give feedback**: [praise](https://raisingchildren.net.au/school-age/connecting-communicating/connecting/praise) your child for sharing, taking turns and other examples of playing fair. Point out what your child did well. For example, ‘I thought it was great the way you shook hands with the other team at the end of the game’.

A group of students'activities

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**Some suggested ground rules for working with groups:**

* Start on time.
* Practice respect for yourself and others.
* Come prepared to do your part.
* Be a good listener.
* No put-downs.
* Make sure everyone gets a chance to contribute or speak.
* Accept constructive criticism gracefully.
* Critique ideas, not people.
* Stay on task.
* No interruptions; let people finish talking.
* Ask for help when you’re confused about what to do.
* Help others when you can.
* Do your fair share of the work.
* Support one another in xxx ways
* Bill Hart-Davidson
* I’m maybe an outlier… but I ask groups not to leave their wounded and to see firing as a last resort. Reasoning: in every professional context, a team that gets a good result but destroys itself in the process has failed. It’s costly, it’s unethical and destructive of a healthy work culture. And I don’t want folks to learn that in my class.
* Bill Hart-Davidson
* To say more... The implication here is that the work of the group includes how to be inclusive of all members, setting each up to succeed rather than fail, and to be alert to choices the group makes that can marginalize others. Once they are able to assure that they've done all they can and if there is \*still\* a problem, then we can look at more extreme options. But often it comes down to a thing where the group decided when to meet and voted someone off the island who had to work at that time. Or they played divide and conquer on the work itself in a way that put someone who struggled to find a contribution in more difficulty to do so, then the story is "well so and so isn't doing anything." For every "slacker" who may be dragging the group down, there is usually a "martyr" who is lifting the pace and intensity in ways that alienate one or more people. Not cool. Not the team dynamic I want folks to learn. And not good "writing stewardship" in a team-oriented writing situation.
* Bill Hart-Davidson
* As both John and Sherri note, sometimes there is no other option but to have a conversation with the person who is not showing up about their priorities and the class expectations...so that's never fun. I just try to get those situations to a minimum by ensuring, first, that the teams themselves see working together well as a value and a practice to be learned.
* Bill Hart-Davidson
* What makes my approach oddly controversial - and I say that because if I was the basketball coach this is perfectly normal - is that I expect and grade them based on how well they care about each others success and act in ways to support each others work. I teach these things in class - we work on ways to make collaborative writing work other than divide and conquer, we work on deliberative patterns of decision making that don’t involve voting in small groups which alienates members… all of this is central to what I want them to learn even more than document-focused outcomes. So much of school teaches them only to care about themselves and to screw over others the first chance they get to get ahead and I’m done contributing to that. It’s not the world I want to help make. If Izzo can teach them to care about each other, so can I.
* Traci Gardner
* Bill Hart-Davidson I LOVE this! It’s in line with what I was trying to come up with, and it seems like it’s in line with a project management unit (with writing). Rather than a writing unit (with project management). I’m not sure how much the dept and TW program will love that, but you’ve given me something to think about for next semester, if not now.
* Bill Hart-Davidson
* All of this is holistically presented under the category of "Writing Stewardship" which I have written a bunch about. I mark that as a core learning goal, adjusting of course for the type and level of the course. A core component of the "team based writing" stuff is another BHD three-step pattern! This one I adapted from my wise and amazing colleague at RPI Cheryl Geisler. It is: Propose, Deliberate, Ratify. This reasoning pattern helps teams structure working meetings where they make critical decisions about what they are researching and writing/designing. Each member comes to the group with proposals that they discuss and ratify. Once they do, those decisions are owned by the group and CAN be delegated to one person, but that person always can come back to the group for help. We talk through the project management aspects of that implementation process too. There I draw on work by Ben Lauren and his excellent book on the topic.
* Bill Hart-Davidson
* What all of that gets me to is the ability for the teams process to count for as much as the final outcome. How they work matters and building relationships of trust and goodwill is among the most beneficial things they can learn.
* Bill Hart-Davidson
* Writing stewardship: <https://alexanderianparry.files.wordpress.com/2016/06/hart-davidson-technical-communication-article.pdf>
* Bill Hart-Davidson
* Writing stewardship/PM/CM with Ben: <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429059612-10/extending-work-writing-stewardship-william-hart-davidson-benjamin-lauren>
* John walter
* Burnett, Cooper, and Welhausen’s “What Do Technical Communicators Need to Know about Collaboration” in Johnson-Eilola and Selber’s \*Solving Problems in Technical Communication\*