



LET'S CO-OPERATE

Many students practiced the co-operative learning process by a willingness and ability to work with others to gain a greater knowledge of skill in their classes. In co-operative learning, several students put their heads together to complete an assigned task.

"Co-operative learning was helpful for many students because we had a one-on-one with a classmate, which is sometimes better than trying to learn from a teacher," said junior Kimberly Shell, a varsity cheerleader.

Co-operative learning was a source of comfort for some students. When a student helped another student, both learned more and were more motivated to do their best. The whole group worked harder because the whole group got the grade.

"I like co-operative learning because it ac-

tively involved the students in the learning process, and it is very successful because of the teaching approach in mathematics," said Mrs. Lynn Stroble, a math teacher who also employed the co-operative learning process in her class. "You learn by doing instead of merely memorizing facts."

Teachers who incorporated the co-operative learning process in their classes thought it was successful.

"I like the co-operative learning process because I was put in a group of students that were able to help me on things I needed help on," said sophomore Jennifer Hunt. "I also felt I worked better with a group that was able to get along together and achieve the goal that had already been set for us."

— Courtney McDonald



What do you think? Beth Hoats, Leslie Atkinson and Richard Mock study their Biology notes, while preparing the molecule project for Mrs. Terry McCleod's science class.