

GROUP CONTRACT



THE PBL-DRAWER
with Loni Bergqvist

GROUP CONTRACT

WHAT IT DOES:

The tool gives students a shared language for talking about how they work in groups. It helps them recognize their own collaboration style, understand their teammates better and build empathy within the group.

It also opens up conversations about what a balanced group looks like and how different styles can complement each other.

It is also a tool to help with group reflections and make decisions about how each person can help collaboration go better.

WHAT'S INSIDE:

- A classroom poster with the five animals and simple descriptions for use in whole class conversations.
- Descriptions of each animal with their strengths and possible challenges. Can be used on the wall for visual support.
- A ten question quiz where students answer scenario based questions and are matched with one of five animals: the Cheetah, the Bee, the Owl, the Hedgehog or the Wolf.
- Descriptions of each animal, their strengths and challenges for students to read after the quiz.
- A blank Radar Chart for groups to map what animals they are and discuss the strengths and challenges of their group.

HOW TO USE IT:

For younger students: put the poster up in the classroom and use it as a starting point for a whole class conversation. Ask students which animal they think they are and why. Use the animals as a reference point throughout the project when group dynamics come up.

For older students: give students the quiz to complete individually before the project starts. When everyone has their result, give groups time to share their animals with each other. Ask them to discuss: what does our group look like? What strengths do we have? What might be a challenge for us? This conversation is just as important as the quiz itself.

Follow up with daily reflections about the group's dynamic and how they can improve based on their animals.

A NOTE FOR TEACHERS:

The Group Collaboration Profile is a starting point for reflection, not a label. A student's result describes a tendency, not a fixed identity. Students change, groups change and context matters.

A few things to keep in mind when using this tool:

The tool is for self awareness and group understanding, not for evaluation. Remind students regularly that we all have a little of each animal in us! Be especially careful with students who feel negative about their result. Use it as an opportunity to find the genuine strength in that animal rather than confirming a student's negative self image.

The most powerful use of this tool is the conversation it starts, not the result it produces.



GROUP CONTRACT: GRADES 7+



THE PBL-DRAWER
with Loni Bergqvist

GROUP CONTRACT

Take a few minutes to think about these questions on your own before you meet with your group. Be honest with yourself. There are no right or wrong answers.

When I work in a group, I work best when...

Something I find difficult in group work is...

The way I usually contribute to a group is...

When the group needs to make a decision, I like when we...

When there is conflict or tension in a group, I usually...

Something I want my group to know about me is...



OUR GROUP CONTRACT

GROUP NAME

GROUP LOGO

How we make decisions together:

When we need to decide something as a group, we will...

How we divide the work:

We agree that we all have tasks we are responsible for in this project. If someone feels their workload is unfair, they will...

When someone is absent:

If a group member is gone, they should...

How we handle conflict:

When there is disagreement in the group, we will first try to...

If we cannot figure it out ourselves, we will...

How we communicate outside of school:

We will use _____ to communicate outside of school hours.

We agree to respond to messages within _____ hours.



OUR GROUP CONTRACT

Our expectations of each other:

In this group we commit to:

If the contract is not being followed:

If someone in the group is not keeping these agreements, we will...

**WE HAVE READ THIS CONTRACT TOGETHER AND WE
COMMIT TO IT.**

Write your name and put your signature below.



GROUP-WORK REFLECTION

Today's Date:

Today we accomplished:

3 things we did well as a group today:

Agreements in our contract we did not keep today and how we will improve next time:

Things to do next time:

WE RATE OUR GROUP-WORK TODAY:



1



2



3



4



GROUP CONTRACT:

UPPER PRIMARY



GROUP CONTRACT

Take a few minutes to think about these questions on your own before you meet with your group. Be honest with yourself. There are no right or wrong answers.

When I work in a group, I work best when:

Something that is hard for me when I work in a group is:

A strength I have in group-work is:

When we need to decide something in a group, I like when we:

If something isn't working in our group, I think it's a good idea that we:

Something I want my group to know about me is...



OUR GROUP CONTRACT

GROUP NAME

GROUP LOGO

When we need to decide something we will:

We agree that we all have tasks we need to do. If someone feels they are doing too many things or it's unfair, we will:

If a group member is gone from school, they should:

If we disagree about something, we will:

If we cannot figure it out ourselves and need help, we will:



OUR GROUP CONTRACT

In our group, we promise to:

1. _____

2. _____

3. _____

If someone is not keeping these promises, we will:

**WE HAVE MADE THIS CONTRACT TOGETHER AND WE WILL
DO OUR BEST TO KEEP IT.**

Write your name and put your signature below.



GROUP-WORK REFLECTION

Today's date:

Look at your group contract...

What did we do well as a group today:

What was hard for us as a group today?

Did everyone have something to do today? YES or NO

If no, what can we do better?

Next time we will get done:

WE RATE OUR GROUP-WORK TODAY:



1



2



3



4



GROUP CONTRACT: PRIMARY



THE PBL-DRAWER
with Loni Bergqvist

CLASS GROUP-CONTRACT

A teacher-facilitated activity for the whole class.

Materials: Poster paper, markers

Time: 25 minutes

STEP 1: DISCUSSION

Ask students to think about a time they played with someone at recess or worked on something together with a friend outside of school.

Ask: what made that person fun or easy to work with? What did they do that made you feel good?

Give students a moment to think, then share with a partner before sharing with the class.

Write their ideas on a poster as they come up.

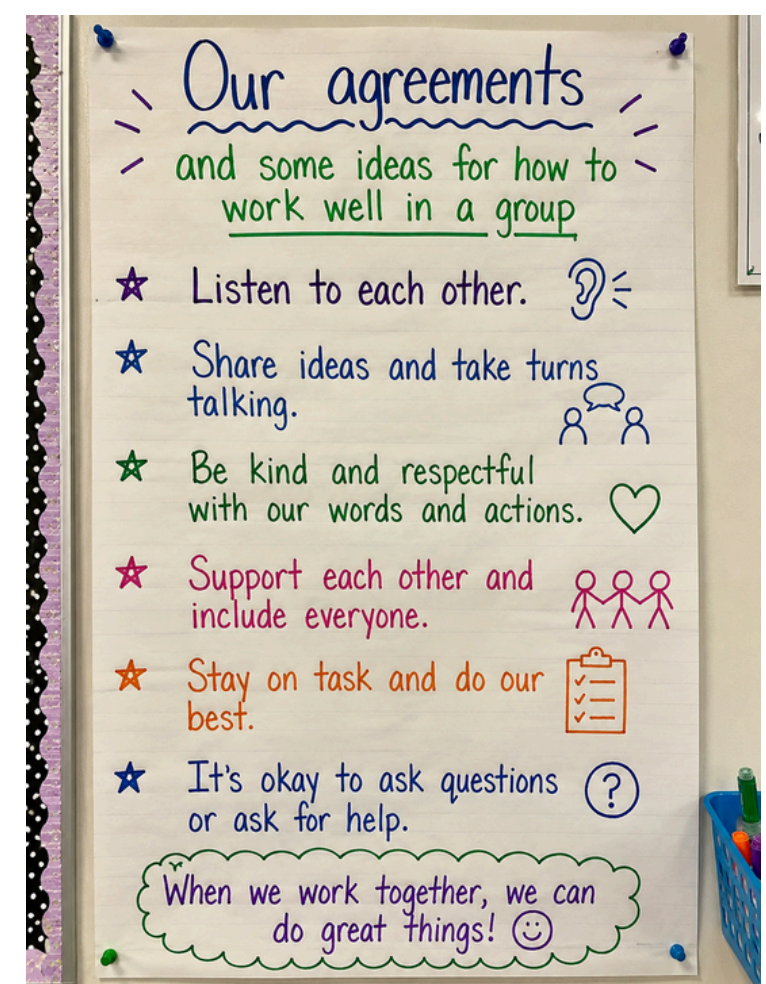
STEP 2: CREATING THE LIST

Looking at this list they've come up with,
Ask: *which of these things could we try to do in our group work?*

Help students turn their ideas into simple agreements.
Aim for 4 to 6 clear statements.

Examples of what might come up:

- They listened to me.
- They let me have a turn.
- They didn't laugh when I made a mistake.
- They helped me when I was stuck.
- We had a fight but became friends again



STEP 3: MAKE IT OFFICIAL

Write the final agreements on the poster together with the words at the top:

We agree to...

Let every student sign their name or draw something on the poster.

Put it somewhere visible in the classroom for the whole project and refer back to the agreements at the beginning of and the end of a work period.

CLASS REFLECTION

Questions to ask the class after a work-period

Refer back to the class-generated poster of things that are good to do in group-work.

- What agreement did we do well today?
- What agreement was hard today?

Thumbs up, thumbs in the middle, thumbs down

Everyone had something to do today
We listened to each other today
We were kind to each other today
We helped each other when someone was stuck

Share out

Can someone share something they say a classmate do well in their group today?

Looking Ahead

What is something YOU can do tomorrow to do better?
What can we choose next time to all work at together?
How can we help each other get better?



© Loni Bergqvist. All rights reserved.

The content in this pack including text, tools, graphics and related videos is the intellectual property of Loni Bergqvist (CVR: 40380477).

This material has been created for personal and classroom use by the purchasing individual, school or municipality only. Reproduction, redistribution, resale or sharing of any part of this material in any form without prior written permission from Loni Bergqvist is strictly prohibited. This includes sharing digitally, uploading to shared platforms or using content in workshops, courses or training without permission.

www.lonibergqvist.com

AI policy:

The ideas, content, pedagogical tools and professional recommendations in these materials have been created by a human with years of teaching experience in classrooms and supporting schools with Project-Based Learning. AI tools may assist with translations, graphic design and administrative tasks. AI is not used to generate the core content or teaching tools. Images of children and classrooms are AI-generated to protect the privacy and safeguarding of real students.



THE PBL-DRAWER
with Loni Bergqvist