



CHALLENGE A

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. What are the 6Cs?

version: v2022-08-03

START HERE

Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Show, don't tell notes
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT links provided in this document.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF



Print this PDF

(it has all of the handouts)

File Table of Contents

BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section A <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section A (slides 1-96)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Easel by TpT - Section A - ALL This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none">PRO TIP #1: Delete the pages you don't need before assigning your file to students.PRO TIP #2: You can use the one-click copy link multiple times to create different versions of the virtual handouts. NOTE: There is only one virtual handout file in this product. This file is the same as the one-click copy link in lesson A1 . (The link is included here so you don't have to go digging through this document to find it.)	Easel by TpT	one-click copy

PDF

Google Slides

Powerpoint

Easel by TpT

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).



Links to files

NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for **each Section** will tell you which slides match up.

For example, the following slide is



- Slide 62 in **Slideshow - ALL**
- Slide 62 in **Slideshow - Section A**
- Slide 1 in **Slideshow - Lesson A4**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
 - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson A1, A2, A3, A4, A5, and A6** in your assignments.

Lesson A2		Slideshow		
		ALL	Section A	Lesson A2
Challenge Task - LESSON A2 - 45 MINUTES	Slides: Show don't tell			
Collaboration - slides 38-40		38-40	38-40	1-11
Collaboration - 45 minutes "MAY TAKE LONGER if students aren't familiar with the SCs"				
Overview - slides 38-47	20 min	38-47	38-47	1-10
Work Period - slide 48	25 min	48	48	11

Lesson A3		Slideshow		
		ALL	A	A3
Challenge Task - LESSON A3 - 45 MINUTES	Slides: Show don't tell			
Collaboration - slides 49-51		49-51	49-51	1-13
Collaboration - 45 minutes "MAY TAKE LONGER if students aren't familiar with the SCs"				
Overview - slides 49-50	20 minutes	49-50	49-50	1-12
Work Period - slide 51	25 minutes	51	51	13

Lesson A4		Slideshow		
		ALL	Section A	Lesson A4
Challenge Task - LESSON A4 - 45 MINUTES	Slides: Show don't tell			
Collaboration - slides 62-72		62-72	62-72	
Collaboration - 45 min "MAY TAKE LONGER if students aren't familiar with the SCs"				
Overview - slides 62-71	20 minutes	62-71	62-71	1-10
Work Period - slide 72	25 minutes	72	72	11

6Cs Challenge - Lesson Plans - Page 3 of 95
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The slide number comparison chart is at the start of each section in the following lesson plans:

Lesson Plan - ALL
(from the bundle)

Lesson Plan - Section A
(from the product)

It is **NOT** in individual lesson plans
(i.e. **Lesson Plan - Lesson A1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON A1 - What are the 6Cs / Notes - Character 60 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A1	PDF	one-click copy
Lesson	Slideshow - Lesson A1 (slides 1-37)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	one-click copy

LESSON A2 - Notes - Citizenship 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A2	PDF	one-click copy
Lesson	Slideshow - Lesson A2 (slides 38-48)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	see lesson A1	

LESSON A3 - Notes - Collaboration 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A3	PDF	one-click copy
Lesson	Slideshow - Lesson A3 (slides 49-60)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	see lesson A1	

Lesson
A1

Google Docs

Word

Lesson
A2

Lesson
A3

files are
organized
by lesson



Links to files

LESSON A4 - Notes - Communication 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A4	PDF	one-click copy
Lesson	Slideshow - Lesson A4 (slides 62-72)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	see lesson A1	

Lesson
A4

LESSON A5 - Notes - Creativity 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A5	PDF	one-click copy
Lesson	Slideshow - Lesson A5 (slides 73-84)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	see lesson A1	

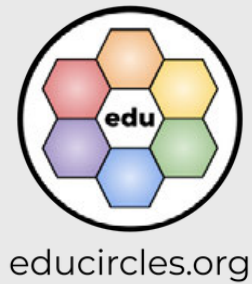
Lesson
A5

LESSON A6 - Notes - Critical Thinking 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A6	PDF	one-click copy
Lesson	Slideshow - Lesson A6 (slides 85-96)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Show, Don't Tell Notes	see lesson A1	

Lesson
A6

files are
organized
by lesson



Links to files

CHARACTER NOTES



Character is about “Grit, tenacity, perseverance, resilience.”

It's about **not giving up** and **developing your inner strength** to **learn** and **grow** as a person.

We do this by **trying** to be in a **growth mindset** and recognizing that **character** is a **process**, not an **end goal**.

Character means you...

- develop **attitudes**, **strategies**, and **skills** to support your **motivation** and **confidence** to **learn**
- know many **ways** that you **learn** best and can you **manage your own learning** and **well-being**
- recognizing that **character** is a **process**, not an **end goal**.

What does Character look like to you?

Show,
don't tell notes

page 1

Character



Name _____ Class _____ Date _____

CITIZENSHIP NOTES

Citizenship is more than just “the **position** or **status** of **being a citizen** of a particular **country**.”

It's about **being part of a community** and **participating** to **help** make that **community better** whether it's your **class community**, **local community**, **country**, or the **world**.

To do that, you need to think about **empathy** and **fairness**

Citizenship means you...

- **understand local** and **global perspectives** and **address environmental, social, and economic problems** through **engaged citizenship**
- **take action** to **make a positive difference** in the **community** and the **world**
- **participate** in **physical** and **virtual communities** in a **socially responsible** and **sustainable manner**

What does Citizenship look like to you?

Based on the ideas above, use words, pictures and numbers to **show** what citizenship looks like. Please do not use any of the words in bold (or any versions of that word.)

Show,
don't tell notes

page 2

Citizenship



Handout

COLLABORATION NOTES



Teamwork is when we work with someone or a group of people. There are 3 styles of teamwork: collaboration, coordination, cooperation

- **COLLABORATION** is about "working with someone to produce or create something." The big idea of collaboration is that you create new knowledge or a new understanding together.
- **Coordination** is when you work together to execute a plan, but you're not creating something. For example, concerts or sports teams
- **Cooperation** is when you share information to support each other out. But you don't have a shared goal. Anything new created is because of individual effort, not group effort.

Collaboration means you...

- work in teams by building knowledge together in physical spaces / virtual spaces.
- think with others to create new knowledge
- interact and work positively with others, in-person, and virtually
- Value the perspectives of others

What does Collaboration look like to you?

Based on the ideas above, use words, pictures and numbers to **show** what collaboration looks like. Please do not use any of the words in bold (or any versions of that word.)

Show,
don't tell notes

page 3
Collaboration



COMMUNICATION NOTES



Communication is about “**sending or receiving information.**” Everyone can **communicate**. Not everyone **communicates well** all of the time.

Good communication is a **learnable skill** and a **process**. We can use **strategies** to **effectively send and receive information** and to **check that the message was received correctly** (through **feedback**)

Communication means you

- **express meaning** in **multiple ways**, in a **variety of contexts**, including **virtual**.
- **ask questions** and **listen actively to understand** what **is being communicated**
- **clearly express yourself verbally**, in **writing**, and using different kinds of **technology**
- **understand** and **respect** many **different local, national, and global perspectives**

What does Communication look like to you?

Based on the ideas above, use words, pictures & numbers to **show** what communication looks like. Please do not use any of the words in bold (or any versions of that word.)

Show,
don't tell notes

page 4

Communication



CREATIVITY NOTES



Lots of people think **creativity** is about being **artsy**... But, **creativity** is more than that! We use **creativity** now, and when we're older, to **solve problems** and **create solutions**. For example, "**We keep fighting over the same stuff...**", "**I just finished school, but there are no jobs!**", "**I have too many bills to pay!**" and "**We missed our ride.**"

Creativity is a **learnable skill**. Anyone can be **more creative** by **applying hard work** and **strategies**. **Creativity** is the **process** of having **original ideas** that **have value**. We use our **life experiences** and connect them in **different ways** to come up with **new ideas**.

Creativity means you

- **enhance** and **explore ideas** in **creative ways** and bring these ideas to **action** to meet the **needs** of a **group** or **community**
- use **imagination** when **creating a plan** to **develop a project**
- **improve ideas** and **experiment** with them to **try** to **solve problems**

What does Creativity look like to you?

Based on the ideas above, use words, pictures & numbers to **show** what creativity looks like. Please do not use any of the words in bold (or any versions of that word.)

Show,
don't tell notes

page 5

Creativity



Name _____ Class _____ Date _____

CRITICAL THINKING NOTES



Critical Thinking is “the **objective analysis** and **evaluation** of an **issue** in order to **form a judgment**.” Our **thinking** is **influenced** by an **invisible lens** (**unconscious bias**) and **aspects of our identity**.

Critical Thinking means **using criteria** to **make an informed decision** based on **lots of information** (**FULL MINDED**) that actively **includes opposite points of view** (**OPEN MINDED**.)

Critical Thinking means you...

- **analyze** and **resolve real-world problems**
- **use many sources of information**
- **tell the difference** between **fact** and **opinion** / **identify bias**

What does Critical Thinking look like to you?

Based on the ideas above, use words, pictures & numbers to **show** what critical thinking looks like. Please do not use any of the words in bold (or any versions of that word.)

Show,
don't tell notes

page 6

Critical Thinking





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Chapter 7 of Exploring the 6 Cs (21st Century Learning)

CHALLENGE TASK

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. What are the 6Cs?

SECTION B. Co-creating criteria for the 6Cs

SECTION C. Compare and contrast the 6Cs

version: v2022-08-03

LESSON PLANS

SECTION A What are the 6 Cs?

1. [Challenge Task - LESSON A1 - 60 MINUTES](#)
2. [Challenge Task - LESSON A2 - 45 MINUTES](#)
3. [Challenge Task - LESSON A3 - 45 MINUTES](#)
4. [Challenge Task - LESSON A4 - 45 MINUTES](#)
5. [Challenge Task - LESSON A5 - 45 MINUTES](#)
6. [Challenge Task - LESSON A6 - 45 MINUTES](#)

SECTION B Co-creating Criteria for the 6 Cs

7. [Challenge Task - LESSON B1 - 55 MINUTES](#)
8. [Challenge Task - LESSON B2 - 45 MINUTES](#)
9. [Challenge Task - LESSON B3 - 45 MINUTES](#)
10. [Challenge Task - LESSON B4 - 45 MINUTES](#)
11. [Challenge Task - LESSON B5 - 45 MINUTES](#)
12. [Challenge Task - LESSON B6 - 45 MINUTES](#)

SECTION C Compare and Contrast the 6 Cs

13. [Challenge Task - LESSON C1 - 50 MINUTES](#)
14. [Challenge Task - LESSON C2 - 50 MINUTES](#)
15. [Challenge Task - LESSON C3 - 50 MINUTES](#)
16. [Challenge Task - LESSON C4 - 50 MINUTES](#)



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SECTION A

What are the 6 Cs?

Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson A1, A2, A3, A4, A5, and A6** to your assignments.

Lesson A1

	Slideshow ALL	Slideshow Section A	Slideshow Lesson A1
SECTION A What are the 6 Cs?	1-96	1-96	1-96
Challenge Task - LESSON A1 - 60 MINUTES What are the 6Cs / Notes - Character (slides 1-37)	1-37	1-37	1-37
Introduction (slides 1-14) - 5 minutes	1-4	1-4	1-4
Introduce concept of 6Cs / Transferable skills (slides 1-4)	1-4	1-4	1-4
Similar concepts grouped in slightly different ways / groups (slides 5-14)	5-14	5-14	5-14
Part 1. Notes - Show Don't Tell			
Introduction - 5 minutes			
How to "show, don't tell" (slides 15-21) - 5 minutes	15-21	15-21	15-21
Example of a strong answer (slides 22-27) - 5 min	22-27	22-27	22-27
Character - 25 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 28-36) - 20 min	28-36	28-36	28-36
Work Period (slide 37) - 25 min	37	37	37

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Lesson A2

	Slideshow		
	ALL	Section A	Lesson A2
Challenge Task - LESSON A2 - 45 MINUTES Notes, Show don't tell: Citizenship (slides 38-48)	38-48	38-48	1-11
Citizenship - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 38-47) - 20 min	38-47	38-47	1-10
Work Period (slide 48) - 25 min	48	48	11

Lesson A3

	Slideshow		
	ALL	Section A	Lesson A3
Challenge Task - LESSON A3 - 45 MINUTES Notes, Show don't tell: Collaboration (slides 49-61)	49-61	49-61	1-13
Collaboration - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 49-60) - 20 minutes	49-60	49-60	1-12
Work Period (slide 61) - 25 minutes	61	61	13

Lesson A4

	Slideshow		
	ALL	Section A	Lesson A4
Challenge Task - LESSON A4 - 45 MINUTES Notes, Show don't tell: Communication (slides 62-72)	62-72	62-72	1-11
Communication - 45 min *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 62-71) - 20 minutes	62-71	62-71	1-10
Work Period (slide 72) - 25 minutes	72	72	11



Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Lesson A5

	Slideshow		
	ALL	Section A	Lesson A5
Challenge Task - LESSON A5 - 45 MINUTES Notes. Show don't tell. Creativity (slides 73-84)	73-84	73-84	1-12
Creativity - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 73-83) - 20 minutes	73-83	73-83	1-11
Work Period (slide 84) - 10 minutes	84	84	12

Lesson A6

	Slideshow		
	ALL	Section A	Lesson A6
Challenge Task - LESSON A6 - 45 MINUTES Notes. Show don't tell. Critical Thinking (slides 85-96)	85-96	85-96	1-12
Critical Thinking - 45 min *MAY TAKE LONGER if students aren't familiar with the 6Cs			
Overview (slides 85-95) - 20 minutes	85-95	85-95	1-11
Work Period (slide 96) - 20 minutes	96	96	12



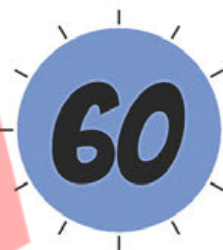


Challenge Task - LESSON A1 - 60 MINUTES

What are the 6Cs / Notes - Character (slides 1-37)

OVERVIEW

- Introduction (slides 1-14) - 5 minutes
 - Introduce concept of 6Cs / Transferable skills (slides 1-4)
 - Similar concepts grouped in different ways (slides 5-14)
- Notes - Show Don't Tell - Character
 - Introduction - 10 minutes
 - How to "show, don't tell" (slides 15-21) - 5 min
 - Example of a strong answer (slides 22-27) - 5 min
 - Character - 45 minutes ***MAY TAKE LONGER***
 - Overview (slides 28-36) - 20 min
 - Work Period (slide 37) - 25 min



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section A, or Slideshow - Lesson A1)
- Class set of Handout - Show, Don't Tell Notes

Introduction (slides 1-14) - 5 minutes

Introduce concept of 6Cs / Transferable skills (slides 1-4)

	The Six Cs of Education are a set of transferable skills that we need to succeed in an ever-changing world. Transferable means you can transfer this skill set to different areas – school, work, relationships...
	Globalization and technology has changed our world and we need to help our student develop skills, strategies, and a growth mindset that will help them to be successful in the 21st century.
	There are many experts and organizations identifying and promoting these transferable skills. Although the skill sets may be grouped in different ways or called slightly different things, they all revolve around similar concepts.
	This portion of the slideshow introduces students to this concept of transferable skills, why we need them, and if you examples of what they're called.

Lesson
A1

Timing

Materials



Similar concepts grouped in slightly different ways / groups (slides 5-14)

5		<p>What are 21st Century Global Competencies?</p> <p>21st Century Global Competencies and 21st Century Global Skills all revolve around a similar concept about preparing our students to not just survive, but thrive in life.</p>
6		<p>Technically speaking, although we often use 21st Century Competencies and 21st Century Skills interchangeably, some people who have spent a lot of time thinking about this issue want us to know that Competencies and Skills are different things.</p>
7		<p>The Organisation for Economic Co-operation and Development (OECD) is an international organization that works to build policies that result in better lives. They have an executive summary defining and selecting key global competencies and here's how they define 21st Century Global Competencies:</p>
8		<p>"A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating."</p>
9		<p>OECD, The Definition and Selection of Key Competencies Executive Summary. https://www.oecd.org/pisa/35070367.pdf</p>
10		<p>Transferable skills</p> <p>Regardless of what we called them, There are a set of transferable skills that we need to teach our students to help them be successful in life – whether that's in a competitive global reality, or in their local communities.</p>
11		<p>Sometimes, we call them 21st Century skills, or 6Cs, but they're all about teaching students skills through our classroom programs.</p>
12		<p>The Ontario government has a fantastic document towards defining 21st Century Competencies for that province:</p>
13		<p>http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf</p>
14		<p>You get the idea...</p> <ul style="list-style-type: none"> • Similar concepts • presented in slightly different ways • labeled slightly different things

Transferable skills



Show,
don't tell



Part 1. Notes - Show Don't Tell
Introduction - 5 minutes
How to "show, don't tell" (slides 15-21) - 5 minutes


	<p>Handout 4a Notes (Show dont tell)</p> <p>Part 1. Notes (show, don't tell)</p> <ul style="list-style-type: none">We explain to students how to demonstrate their understanding of a concept, instead of defining or explaining the concept. (In other words, show, don't tell.)<ul style="list-style-type: none">This includes an example of what Character looks like...We go through each of the 6Cs doing a quick overview (or review) of these 21st-century competencies: character, citizenship, collaboration, communication, creativity, and critical thinking.Each overview includes a student handout with all of the notes from the slideshow.We use slides from our other six Cs of education lesson packages to quickly review/explain these transferable skill concepts.Students are given time to fill out the handout and show what the 6C (i.e. character) looks like by giving examples (using words, pictures, numbers.); What do people say? What do people think question what do people do? How do people feel? When they're demonstrating this 6C?
	<p>To help students "show, don't tell"...</p> <ul style="list-style-type: none">We ask students use words, pictures and numbers to show what "character" looks likeWe also's ask students not to use any of the words in bold (or variations of that word.)<ul style="list-style-type: none">different verb tenses: trying, try, triedDon't give up, do not give up.We are hoping to avoid student responses that look like definitions where there simply parroting the words but not really understanding what it means. <p>The goal is for students to think about what the words mean.</p> <ul style="list-style-type: none">Instead of saying don't give up, you might say try harder.Except that you can't say try (because it's bolded).Teacher prompt: "what is it look like if we're trying harder?"Student response: "going to practice more. Doing all of my homework."


Lesson
objective



Example of a strong answer (slides 22-27) - 5 min





Examples of word, picture, numbers:

- **Character** means **not giving up**. I tried three times.
- Happy face drawing (because the student is trying to give the answer that the teacher wants and they show that they didn't give up and they're happy.)

But you can't use the following bolded words from the write-up:

- Character
- Not giving up
- Tried

A stronger answer might be:

- Instead of saying **character means not giving up**, you could say...
 - Last year, I wanted to get on the basketball team but I didn't make the cut so I went to the community centre to practice all summer.
- Instead of saying **I tried three times**, you could say...
 - I play three times a week. I still to make the team. I was really mad, embarrassed and frustrated because I work so hard and I still failed.
- Instead of a generic happy face, you could draw...
 - A face that shows how exhausted you are after playing three times a week
 - A face showing how mad you are because you didn't make the team
 - A drawing showing that you're embarrassed that all your friends are laughing at you
- You could keep on going with your example. The goal is to show that you're not giving up. Not to say, I didn't give up.
 - I asked Coach what to work on. He said my past and still need work so I asked a friend on the team to practice with me hashtag goals
 - You could draw a picture of a face that still kinda disappointed but still working.



When the student uses words, pictures, numbers to show an example of the 6C

- They can be from personal experience, but they do not have to be real life examples
- They can make a personal connection, a connection to a text (written story, or movie), or connection to something happening in the world.

Example of a strong answer







Character - 25 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs
Overview (slides 28-36) - 20 min

	<p>The following notes are from the CHARACTER chapter, slide 1:</p> <p>Welcome to Chapter 1. Character (Learning Skills - Exploring the Six Cs)</p> <p>This is a fantastic package introducing the learning skill concept of "Character" (grit, tenacity, perseverance) to your students.</p> <p>We provide over a week of lessons to do with your class to help them get a handle on how to build inner strength and character.</p> <p>In this package, we have a series of lessons that</p> <ul style="list-style-type: none">• introduce the concept of mindset (Growth Mindset vs Fixed Mindset),• allow students to explore character (perseverance) by working through 9 different sudoku strategies to develop logical thinking• provide discussion points of 4 different YouTube videos with socially relevant celebrities talking about the work required behind the scenes.• allow for deeper exploration of the concept of "Character" using the Frayer Model of understanding. <p>CHAPTER BIG IDEA: After this chapter, students will be able to explain that Character is about:</p> <ol style="list-style-type: none">1. "Grit, tenacity, perseverance, resilience."2. not giving up and developing your inner strength to learn and grow as a person.3. who you are when you are going through challenges. It is about process, and not about the final result (success or failure).
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">• Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">• "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.• Avoid "telling" and explaining what the 6C looks like by giving a definition.• If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C looks like.• This is a thinking question, not a retell / paraphrasing / regurgitation question.


Character

Show without
using key words




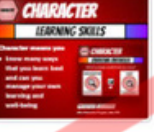
<p>30</p>  <p>31</p>  <p>32</p> 	<p>The following notes are from the <u>CHARACTER</u> chapter, slide 32:</p> <p>Teacher Tip: Carol Dweck's book is a fantastic read.</p> <p>NOTE: We are not associated, affiliated or connected with her book. We simply read her book, and tried to teach the concepts to our students. Where possible, we used her direct words or paraphrased her words in the following slides.</p> <p>The questions in the handout are adapted from questions in her book. We did our best, but we may have made mistakes or misunderstood her research on Mindset. We did spend a lot of time and effort in trying to understand what she was saying, but mistakes happen. We highly recommend reading her book. Or, watching her TED talk which can be found here: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve</p> <p>There are two big take aways for students to walk away with.</p> <ol style="list-style-type: none"> 1. The ideas about growth mindset and fixed mindset are based on research. 2. The power of our mindset is MORE IMPORTANT than ability. *And this is a key concept that we're trying to get students to experience, see in the celebrities, and understand with the vocabulary building at the end.
<p>33</p> 	<p>The following notes are from the <u>CHARACTER</u> chapter, slide 72:</p> <p>Here are some sample phrases to say to each other (and for the teacher to say to you) to try to put each other into a growth mindset.</p> <p>According to Dweck (pg 175) -</p> <p>Here are some examples of praise that reinforces a fixed mindset:</p> <ul style="list-style-type: none"> • "You learned that so quickly! You're so smart!" • "Look at that drawing. Martha, is he the next Picasso or what?" • "You're so brilliant, you got an A without even studying!" <p>Here's the message students hear:</p> <ul style="list-style-type: none"> • If I don't learn something quickly, I'm not smart. • I shouldn't try drawing anything hard, or they'll see I'm no Picasso. • I'd better quit studying or they won't think I'm brilliant. <p>TEACHER TIP: "... keep away from a certain kind of praise - praise that judges their intelligence or talent. Or praise that implies that we're proud of them for their intelligence or talent rather than for the work they put in." (Pg 177)</p>




	<p>TEACHER TIP: Praise them for their efforts, and not intelligence, athleticism, etc (pg 176)</p> <p>Here are some more examples from the Mindset: The New Psychology of Success. Feel free to adapt them into your own words:</p> <ul style="list-style-type: none">• I love how you searched for strategies, kept at it, tried all kinds of solutions, and finally mastered it! (pg 176)• "You really studied for your test and your improvement shows it.• You read the material over several times, you outlined it, and you tested yourself on it. It really worked!" (pg 177)• I like the way you tried all kinds of strategies on that math problem until you finally got it. You thought of a lot of different ways to do it and found the one that worked!"• "I know school used to be easy for you and you used to feel like the smart kid all the time. But the truth is that you weren't using your brain to the fullest. I'm really excited about how you're stretching yourself now and working to learn hard things."
<div><div>34</div><div></div></div>	<p>The following notes are from the CHARACTER chapter, slide 131:</p> <p>Think about the previous obstacles</p> <ul style="list-style-type: none">• I don't want to• I'm confused. I'm stuck. I'm not sure what to do.• I tried, but it didn't work. I give up. <p>Read the strategies to the students</p> <ul style="list-style-type: none">• Have students discuss how this strategy could apply in our Sudoku rounds• Ask students which strategy would help them more right now. <p>Possible student answers:</p> <ul style="list-style-type: none">• Do 1 thing at a time<ul style="list-style-type: none">◦ Sometimes I'm applying a strategy, I get distracted by my friends, and I just should focus on doing the Sudoku puzzle◦ Sometimes I'm doing a strategy like "go by number", and then I start cancelling out candidates, and I forget what number I'm on and I miss one. Next time, I should just "go by number" and then after doing all of the numbers, I should go back and cancel out candidates.• Set a timer<ul style="list-style-type: none">◦ I don't want to do Sudoku, but I guess I can focus and actually try for just 10 minutes.◦ I'm stuck. I tried everything. I'm going to set a timer for 5 minutes, and then if I'm still stuck, I'll ask someone for a clue about which strategy to try.

Possible answers



<p>35</p> 	<p>The following notes are from the CHARACTER chapter, slide 128:</p> <p>Imagine this scenario:</p> <p>You want to pass a message to someone in the classroom on the other side of the wall.</p> <ul style="list-style-type: none"> You can try to push through the wall to get to that person, but it won't work. <p>Teacher Prompt: How else could you get this message to your friend in the next classroom?</p> <ul style="list-style-type: none"> Explore other solutions. Some strategies to overcome obstacles may be more effective than others. Why yes, you could use a sledgehammer to make a hole in the wall, but then you've created other problems for yourself.
<p>36</p> 	<p>The following notes are from the CHARACTER chapter, slide 132:</p> <p>Possible student answers:</p> <ul style="list-style-type: none"> Review Instructions <ul style="list-style-type: none"> I don't remember the "pointing" strategy so I'll ask the teacher to share the google slides link with us so I can go back to it. Restart <ul style="list-style-type: none"> I'm stuck on the Sudoku puzzle. I made a mistake, but when I go back, I can't figure out where the mistake is. I'm going to restart with the same puzzle but a fresh handout. I'm also going to start with a different strategy than last time to see if I get different numbers...

Work Period (slide 37) - 25 min

<p>37</p> 	<p>Give students an opportunity to work and finish the handout note for this 6C.</p> <ul style="list-style-type: none"> You might also choose to assign this for homework. <p>Remind students to</p> <ul style="list-style-type: none"> "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided. Avoid "telling" and explaining what the 6C looks like by giving a definition. NOT use the bold words in the paragraph write up at the top of the handout.
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Overcoming
obstacles



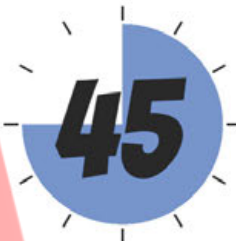


Challenge Task - LESSON A2 - 45 MINUTES

Notes, Show don't tell: Citizenship (slides 38-48)

OVERVIEW

- Part 1. Notes - Show Don't Tell - Citizenship - 45 min
 - Overview (slides 38-47) - 20 min
 - Work Period (slide 48) - 25 min
 - THIS MAY TAKE LONGER if students aren't already familiar with the 6Cs**




MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A2**)
- Class set of **Handout - Show, Don't Tell Notes**

Citizenship - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs

Overview (slides 38-47) - 20 min



The following notes are from the [CITIZENSHIP](#) chapter, slide 1:

Welcome to Chapter 2. Citizenship
(Learning Skills - Exploring the Six Cs)


In this package, we introduce the learning skill concept of "Citizenship" to your students. The concept of Citizenship is actually a little tricky. There are 3 separate ideas that we explore in this lesson bundle:

- 1. What is a citizen, literally?**
 - The dictionary / literal definition of citizen is about "being a citizen of a particular country" (as in having a passport, and having legal rights from the government.)
- 2. What is an active citizen, or an "ideal citizen"?**
 - We also explore the learning skills definition of a citizen, which is really about being a "good" citizen or an "ideal citizen" that is an active participant in society:

Lesson A2




Citizenship



	<ul style="list-style-type: none">• Do you understand local and global perspectives and address environmental, social, and economic problems through engaged citizenship• Do you take action to make a positive difference in the community and the world?• Do you participate in physical and virtual communities in a socially responsible and sustainable manner? <p>3. What are different communities that you can belong to (and be a citizen of)</p> <ul style="list-style-type: none">• We explore being a citizen of a country, being a citizen of your local community / school community, as well as being a global citizen. <p>We provide over a week of lessons to do with your class to help them start to think about their values, their understanding of global and local injustices, and their concept of what an active citizen looks like.</p> <p>CHAPTER BIG IDEA:</p> <ol style="list-style-type: none">1. Being part of a community (i.e. literally a citizen of a country or community)2. Contributing to the community (i.e. being an ideal citizen)3. Being part of several communities: school, country, global citizen
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">• Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">• “show” what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.• Avoid “telling” and explaining what the 6C looks like by giving a definition.• If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C looks like.• This is a thinking question, not a retell / paraphrasing / regurgitation question.


Show,
don't tell



<p>40</p> 	<p>The following notes are from the CITIZENSHIP chapter, slide 2:</p> <p>We're going to look at CITIZENSHIP this week.</p> <ul style="list-style-type: none"> I'm not going to give you a full definition of Citizenship yet. We're going to do that at the end. I will tell you that when we talk about citizenship, it can mean different things. <p>Have an open conversation in class with the differences in being a citizen in different locations.</p> <p>We're going to do 3 things this week:</p> <ul style="list-style-type: none"> We're going to experience an activity that gets us thinking about citizenship, and different people's perspectives. We're going to watch a short video about some global facts to get us thinking about being a global citizen And, we're going to get a good understanding of what citizenship is by using a graphic organizer to play with the word.
<p>41</p>  <p>42</p> 	<p>The following notes are from the CITIZENSHIP chapter, slide 10:</p> <p>Can we agree that you're allowed to have an opinion?</p> <ul style="list-style-type: none"> Can we agree that your opinion matters (to you)? Can we agree that we don't like it when other people don't like our opinion Can we agree that our perspectives can change? <p>Have a discussion about how they want other people to communicate / listen to them.</p> <p>(6Cs COMMUNICATION LINK) / TEACHER PROMPT: How do you know people are listening? Identify possible strategies.</p> <ul style="list-style-type: none"> Eye contact Not interrupting Body Language Paraphrasing. (So, I think you said that - - .)

It's okay to disagree




	<p>How to play:</p> <ul style="list-style-type: none"> • We can have different perspectives. • These perspectives are based on the information we have at the time. We base our decisions on our personal values, experiences, and understanding of the world. • And, our perspectives may certainly change over time. (You are allowed to cross the floor as people bring up points that you hadn't considered before.) <p>OBJECTIVES: Communicating with Respect; Empathy for other people's perspectives</p> <p>The point of this activity is to start to think about diversity and different (and equally valid) perspectives</p> <ul style="list-style-type: none"> • Recognize that other people can have valid points of view • Recognize that people from different parts of the world might have a different point of view. (Global Perspective) • We don't have to agree with their perspective (but we should communicate with respect and dignity.)
	<p>The following notes are from the CITIZENSHIP chapter, slide 39,40:</p> <p>Have students</p> <ul style="list-style-type: none"> • try to explain what empathy means • Give examples of empathy <p>FYI Dictionary Definition: Empathy is the ability to understand and share the feelings of another.</p> <p>This quote is one possible answer about empathy: Empathy is seeing with the eyes of another, listening with the ears of another, and hearing with the heart of another.</p> <p>Discuss</p> <ul style="list-style-type: none"> • What does this quote even mean? Seeing? Listening? Feeling? • Do you agree with this definition? Why / why not? • Which of the three sentences do you feel is the most important? • What is a potential final sentence describing empathy? • Possible answers: <ul style="list-style-type: none"> ◦ Act with the tenderness of another ◦ Treating others the way that you want to be treated

Thinking about Empathy



44



The following notes are from the [CITIZENSHIP chapter](#), slide 41,42:

Have students

- try to explain what fair means
- Give examples of fairness

TEACHER TIP:

- See if students come up with the idea of “equal” and write that on the board.
 - Giving everyone the same amount of food in the class.

FYI Dictionary Definition: Fairness is “impartial and just treatment or behavior without favoritism or discrimination.”

This image is one possible answer about fairness

Discuss the left side of the image. Possible teacher prompts:

- Is this equal? Is this fair? Why or why not?
- Does equal mean fair?
 - When might giving the same amount of something be fair? Can you come up with an example?
 - When might giving the same amount of something be unfair? Can you come up with an example?

Click the white box to reveal the right half of the image. Possible teacher prompts:


- Is this equal? Is this fair? Why or why not?
- Does equal mean fair?
- Not that you can see the entire photo...
 - When might giving the same amount of something be fair? Can you come up with an example?
 - When might giving the same amount of something be unfair? Can you come up with an example?

KEY IDEAS about “fairness”

- “Fair” doesn’t mean the “same”
- EQUALITY - means equal - everyone gets the same “equal” thing
- EQUITY - means fairness - everyone gets what they need to succeed (equal outcomes, not equal resources)


Equal
vs Fair



	<p>Image Source - Used with Permission:</p> <ul style="list-style-type: none">• This image and remixes like it can be found a lot on the internet.• This specific image comes from http://interactioninstitute.org/illustrating-equality-vs-equity/ which provides high quality versions of the image for people to use in their presentations: "This image is free to use with attribution: "Interaction Institute for Social Change Artist: Angus Maguire." For online use please provide links: interactioninstitute.org and madewithangus.com."
<p>45</p> 	<p>The following notes are from the CITIZENSHIP chapter, slide 54,55:</p> <p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none">• Otherwise, students might be busy writing down things, instead of just focused on watching the video. <p>Afterwards, have students share statistics</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none">• Did anyone have the same statistic as another student?• Why do we choose these facts?• What makes them quotes interesting, surprising, shocking, not shocking?• How do you think these numbers have changed over time?• Where do these numbers come from? <p>ANSWER KEY: Statistics from video:</p> <p>GOOD Magazine released their version of a "If the world were 100 people..." video: https://youtu.be/QFrqTFRy-LU</p> <p>(The source of their data is posted by GOOD Magazine in the description of the youtube video:)</p> <ul style="list-style-type: none">• 50% women; 50% men• 14 Americans, 15 Africans, 11 Europeans, 60 Asians• 31 Christians, 23 Muslims, 15 Hindus, 7 Buddhists, 16 unaffiliated?• 12 Mandarin, 6 Spanish, 5 English, 4 Hindi, 3 Arabic, and the rest speak 6,500 other languages

If the world had
100 people




	<ul style="list-style-type: none">• 86 can read and write, 14 cannot• 15 people make less than \$2 per day, 56 people make between \$2-\$10 per day, 13 people make between \$10-\$20 per day, 9 people make between \$20-\$50 per day, 6 people make between \$50-\$90 per day, 1 person makes more than \$90 per day• 1 person controls 50% of all the money• 21 people are overweight, 63 people are healthy, 15 people are malnourished, 1 person is starving• 87 have clean water, 13 do not• 77 have shelter, 23 do not• 44 have internet, 56 do not• 75 have a mobile (cell phone), 25 do not• 7 attended college, 93 did not• If the world were 100 people, would we fight harder for equality? <p>Possible discussion questions:</p> <ul style="list-style-type: none">• Based on this video, what are some issues that are unfair in the world?
	<p>The following notes are from the CITIZENSHIP chapter, slide 46</p> <p>Activity Food for Thought</p> <ul style="list-style-type: none">• Round 4 - Heavier Stuff - Reflecting on Empathy & Fairness• Debate Question 15: Racism vs Sexism (slide 47) <p>Would you rather SOLVE RACISM or SOLVE SEXISM?</p> <p>Possible Discussion:</p> <ul style="list-style-type: none">• Does solving one make the other easier to solve? If so, which one do you solve first?• Is racism or sexism presented more on TV and the movies and why do you think that is?• Do you think racism or sexism has a bigger impact on people in day to day living?• Which do you think society is closer to eliminating?• Which is more prevalent in our school?• Does racism look different in different parts of the city, the country, the world?• Does sexism look different in different parts of the city, the country, the world?


Solving racism
vs sexism



Possible answers

	<p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none"> • Number of people affected • Economic? (Money caps in salary / glass ceilings) • Social • Overt (blatant) vs hidden (subtle) or systemic or institutional discrimination • Media reports / News coverage / Police / School Suspensions
<p>47</p> 	<p>The following notes are from the CITIZENSHIP chapter, slide 10:</p> <p>Can we agree that you're allowed to have an opinion?</p> <ul style="list-style-type: none"> • Can we agree that your opinion matters (to you)? • Can we agree that we don't like it when other people don't like our opinion • Can we agree that our perspectives can change? <p>Have a discussion about how they want other people to communicate / listen to them.</p>

Work Period (slide 48) - 25 min

<p>48</p> 	<p>Give students a chance to work and finish the handout note for this 6C.</p> <ul style="list-style-type: none"> • You might also choose to assign this for homework. <p>Remind students to</p> <ul style="list-style-type: none"> • "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided. • Avoid "telling" and explaining what the 6C looks like by giving a definition. • NOT use the bold words in the paragraph write up at the top of the handout.
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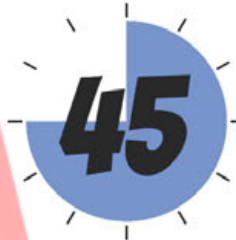


Challenge Task - LESSON A3 - 45 MINUTES

Notes, Show don't tell: Collaboration (slides 49-61)

OVERVIEW

- Part 1. Notes - Show Don't Tell - Collaboration - 45 min
 - Overview (slides 49-60) - 20 minutes
 - Work Period (slide 61) - 25 minutes
 - THIS MAY TAKE LONGER if students aren't already familiar with the 6Cs**



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A3**)
- Class set of **Handout - Show, Don't Tell Notes**



Collaboration - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs
Overview (slides 49-60) - 20 minutes

	<p>The following notes are from the COLLABORATION chapter, slide 1:</p> <p>Collaboration is about working together to produce / create something. (Dictionary definition) However, Collaboration is NOT the same as teamwork!.</p> <p>There are 2 key concepts we explore in this package:</p> <ol style="list-style-type: none">What are "collaboration" strategies that we can use to get things done? This continues the "growth mindset" from our "Week of Character" packageWhat are 3 different teamwork styles, including "collaboration"?<ul style="list-style-type: none">Collaboration - working as equals, creating a new understanding / plan / ideaCoordination - teamwork through implementation of a plan. (We have a shared goal, but we're not creating a new plan / understanding. Simply executing a plan.)Cooperation- sharing ideas / resources, but we have individual goals, and we support each other and their goals. (We might end up creating something new)
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Lesson A3

Collaboration





	<p>CHAPTER BIG IDEA:</p> <p>After this chapter, students will be able to explain Collaboration is about:</p> <ol style="list-style-type: none">1. Working with others2. To create something new (a new understanding, a new plan, a new idea)3. using a shared goal
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">• Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">• “show” what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.• Avoid “telling” and explaining what the 6C looks like by giving a definition.• If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C looks like.• This is a thinking question, not a retell / paraphrasing / regurgitation question.
	<p>The following notes are from COLLABORATION chapter, slide 49</p> <p>TEAM EXAMPLE #9: Students doing group work</p> <ol style="list-style-type: none">1. What makes them a team<ol style="list-style-type: none">a. They have a common goal - can't tell, but looks like it could be a group project2. How are they organized<ol style="list-style-type: none">a. They're all on the same level, in the same circle.b. Seated like equals3. How do they make decisions<ol style="list-style-type: none">a. They all look engaged and focused - eye contact, smiling / nodding4. Who is in charge / responsible<ol style="list-style-type: none">a. Can't tell<ol style="list-style-type: none">i. Might be the girl talking (seems to be the focus)ii. Might not be the girl talking (it's just her turn to share an idea.)

What makes them a team?




Collaboration vs Teamwork

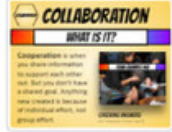

Is this collaboration?

<div>52</div> <div></div>	<p>The following notes are from COLLABORATION chapter, slide 50:</p> <p>The following section breaks down the notion that collaboration and teamwork are the same. Information on cooperation, teamwork, and collaboration comes from Jesse Lyn Stoner, Founder of Seapoint Center, a network of leadership experts dedicated to helping leaders create collaborative teams. Source: Let's Stop Confusing Cooperation and Teamwork with Collaboration seapointcenter.com/cooperation-teamwork-and-collaboration/</p> <ul style="list-style-type: none">• Collaboration is working together to create something new in support of a shared vision. The key points are that it is not through individual effort, something new is created, and that the glue is the shared vision.• Coordination is sharing information and resources so that each party can accomplish their part in support of a mutual objective. It is about teamwork in implementation. Not creating something new.• Cooperation is important in networks where individuals exchange relevant information and resources in support of each other's goals, rather than a shared goal. Something new may be achieved as a result, but it arises from the individual, not from a collective team effort. <p>All three of these are important. All three are aspects of teamwork. But they are not the same!</p>
<div>54</div> <div></div>	<p>Notes are taken from the COLLABORATION chapter, slide 87-90</p> <p>Big Bang Theory</p> <p>This is probably COLLABORATION because:</p> <ul style="list-style-type: none">• They're equals as they share ideas and disagree• Several different perspectives• They come up with a new understanding (that they can't bring Sheldon with them if they want to see a movie & have dinner) <p>This is probably not COORDINATION because:</p> <ul style="list-style-type: none">• They're not implementing the plan; they're coming up with a plan



Collaboration strategies


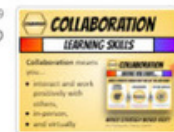
	<p>Did they...</p> <ul style="list-style-type: none">• Clarify their goals<ul style="list-style-type: none">◦ See a movie and have dinner◦ Sheldon clarified multiple restrictions• Plan backwards<ul style="list-style-type: none">◦ Movies are playing here, here, and here.◦ At least an hour to eat• Use their strengths<ul style="list-style-type: none">◦ Brainstorming based on logic - they're all good at that• Build trust<ul style="list-style-type: none">◦ They all consistently contribute ideas in the brainstorm.◦ safe space by listening to each other's concerns.◦ In the end, even though they leave Sheldon, Sheldon agrees with the solution.• Use feedback<ul style="list-style-type: none">◦ They use Sheldon's feedback to refine their understanding of the problem and solution. <p>Rank the collaboration strategies in this video</p> <ul style="list-style-type: none">• Most effective strategy: probably clarify goals or plan backwards.• They considered criteria required (all of Sheldon's demands). <p>Could this have been done by 1 individual?</p> <ul style="list-style-type: none">• At the beginning, one of the character says, "I'm stumped."• It's only through the communal brainstorm do they realize a new possibility - we have to go without Sheldon <p>What is the hardest part of collaboration?</p> <ul style="list-style-type: none">• Agreeing?• Being comfortable with disagreeing or changing the plan?
<div><div>55</div><div></div></div>	<p>Notes are taken from the COLLABORATION chapter, slide 73</p> <p>Team Example #3 (Orchestra) - Could it be...</p> <ul style="list-style-type: none">• Collaboration -<ul style="list-style-type: none">◦ Some people might have collaborated in the past to compose the music.◦ They're not creating a new interpretation of the piece at this point.• ANSWER (PROBABLY): Coordination -<ul style="list-style-type: none">◦ At this point, they're performing based on what they did in practice / rehearsal

<p>56</p> 	<p>Notes are taken from the COLLABORATION chapter, slide 78</p> <p>Team Example #8 (two students looking at text book) - Could it be...</p> <ul style="list-style-type: none"> • Collaboration - <ul style="list-style-type: none"> ◦ Might be coming up with a new understanding / idea of a concept based on info in the resource ◦ New Ah-ha moments - A new understanding that they didn't have before. "Oh, I get it..." ◦ Both contributing ideas equally • Coordination - <ul style="list-style-type: none"> ◦ Could be mindless work - low level fact finding. (Not really coming up with a new understanding) ◦ Still a shared goal to finish the questions • Cooperation - <ul style="list-style-type: none"> ◦ Individual goal - helping each other answer the questions
<p>57</p> 	<p>Notes are taken from the COLLABORATION chapter, slide 65</p> <p>Things to know:</p> <ul style="list-style-type: none"> • Joel SmallishBeans is another Minecraft YouTuber - and he is engaged to LDShadowLady (Lizzie) in the real world. <p>Watch the first 2 minutes to get context of what they are doing:</p> <ul style="list-style-type: none"> • In this episode, they are wrapping up their YouTube series by hiding all of their treasures around the server. <p>Watch the 11 minute point - https://youtu.be/UdBw1TRtG7A?t=11m</p> <ul style="list-style-type: none"> • Joel: "For the last one, we're going to hide it under the map. K' Lizzie, so, where do you want to put it? we could put it under the map of our island. I figure that would be quite cool • LD: Directly under our island • JS: Yeah • LD: yeah. Could we put the map on top of the chest. Need an item frame. Where's your item frame? You can! We should put it back up one then. • JS: Congratulations. You've found our cleverly hidden treasure! Ok. I'll put that on top of it and you've got to put the map back on. Perfect! • LD: So, what we should probably do is take a map that looks identical to that of our island, and say, "Hmm where have I seen this before?"

Is this
collaboration?

or
cooperation?



	<p>Why is this collaboration?</p> <ul style="list-style-type: none"> They're adding progressively to the idea. (They're playing "idea volleyball" and working together to come up with a new understanding / idea. <ul style="list-style-type: none"> One person has an idea, and volleys the "idea ball" to the next person, who adds to the idea, and volleys the "idea ball" back to the next person, who adds to the idea, and so on. Joel Smallishbeans has the idea of putting the treasure chest under the map of the island. LDShadowLady adds to the idea by wondering if you could put the map on top of the chest itself They're asking open ended questions and they're open to new possibilities. They're open to their ideas being agreed with or disagreed with and discussing as they proceed.
	<p>Notes are taken from the COLLABORATION chapter, slide 21</p> <p>COLLABORATION STRATEGY #5 - BUILD TRUST</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <ul style="list-style-type: none"> Emphasis here is the sharing of effort, supportive, and consistent. That translates across everything that you do. Build trust / Safe place to share ideas. Patience with group members as we all work at different speeds and find different things challenging. For those of us who find this a struggle, remind students the goal is to be better than who we were the day before.
	<p>Notes are taken from the COLLABORATION chapter, slide 17-19</p> <p>COLLABORATION STRATEGY #1 - Establish Clear Goals</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <ul style="list-style-type: none"> What's the problem with not considering the goals first <ul style="list-style-type: none"> Road trip <ul style="list-style-type: none"> You don't just start driving on the biggest highway so you can go the fastest, or the first highway you find. . You might run out of resources

Build Trust



Plan Backwards

- How do you know if you're being successful?
 - You have more points
 - You got to your destination
 - (Does it matter how quickly you get there? Maybe that needs to be clarified.)

COLLABORATION STRATEGY #2 - PLAN BACKWARDS

Possible Discussion Points / Real world connection? (examples)

Planning forwards, and planning with the end in mind are 2 different, but equally valid strategies. Sometimes, you need to do both (work 1 step backwards, 2 step forwards)

Sometimes, students try to make the world better (or do some other genius hour project) and the conversation goes like this:

- I want to make the world better.
- I want to get people access to clean water
- I figured out people in Community X need clean water
- I made posters / a presentation in class about clean water.

Do posters / class presentations actually improve access to clean water?

COLLABORATION STRATEGY #3 - USE YOUR STRENGTHS


Possible Discussion Points / Real world connection? (examples)

Ideally students have had an opportunity to try different roles. Students may have difficulty knowing what their strengths are. Through conversation, you should be able to help guide them forward.

Possible strengths:

- Thinker - Creative ideas, just keep putting out possible solutions
- Recorder - Excellent writing / display
- Manager - Group leading ie. keeping group on task
- Conciliator - help solves disputes
- Explainer - check understanding of group members
- Presenter - share final ideas with class/teacher




60


Notes are taken from the [COLLABORATION chapter](#), slide 16

All of the strategies are meant to be conversation points either with the group, or with the teacher.

- The goal is for the group to have the conversation independently to solve the issues.
- If this is unattainable, ask the teacher to help guide the discussion to ensure success.
- Try these on your own. If you can't get it, then ask the teacher for guidance.

Work Period (slide 61) - 25 minutes

61


Give students an opportunity to work and finish the handout note for this 6C.

- You might also choose to assign this for homework.

Remind students to

- "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.
- Avoid "telling" and explaining what the 6C looks like by giving a definition.
- NOT** use the bold words in the paragraph write up at the top of the handout.

Show without
using key words





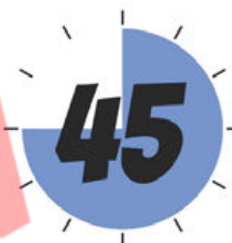
Challenge Task - LESSON A4 - 45 MINUTES

Notes, Show don't tell: Communication (slides 62-72)

Lesson A4

OVERVIEW


- Part 1. Notes - Show Don't Tell - Communication - 45 min
 - Overview (slides 62-71) - 20 minutes
 - Work Period (slide 72) - 25 minutes
 - **THIS MAY TAKE LONGER if students aren't already familiar with the 6Cs**



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A4**)
- Class set of **Handout - Show, Don't Tell Notes**

Communication - 45 min *MAY TAKE LONGER if students aren't familiar with the 6Cs
Overview (slides 62-71) - 20 minutes



Notes are taken from the [COMMUNICATION chapter](#), slide 1

Welcome to Chapter 4. Communication

In this package, we provide over 2 weeks of lessons to do with your class to introduce the learning skill / transferable skills concept of "Communication" to your students.


Communication is about imparting or exchanging information. However, **communicating clearly and communicating assertively in tough conversation is NOT always easy!**

There are 3 key concepts:

1. **There are 4 basic parts to communication**
 - A sender (who encodes a message),
 - A receiver (who decodes the message)
 - The message itself (which can be verbal, non-verbal, visual, digital, etc.)
 - And feedback from the receiver (which gives the sender information about how well the message was received, if at all.)

Communication



	<p>2. A tough conversation is where both people want different things, and the issue is important to both parties. There are 4 communication styles in difficult conversations:</p> <ul style="list-style-type: none">○ Assertive○ Aggressive○ Passive-Aggressive○ Passive <p>3. We can use strategies to try to communicate more clearly and assertively. Communication can break down at different parts or because we have different perspectives that affect the way we interpret messages. Strategies can help us overcome miscommunication.</p> <p>CHAPTER BIG IDEA:</p> <p>Students will be able to explain that Communication is about:</p> <ol style="list-style-type: none">1. A sender encoding a message to a receiver who decodes the message and then provides some feedback.2. Assertive behaviour is when you protect your boundaries, but also respectfully consider the other person's point of view and try to come up with a solution that works for everyone (but doesn't compromise your personal limits.)3. People with different lived experiences / cultural background will interpret the same message differently. We need to consider local and global perspectives when communicating.
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">• Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">• "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.• Avoid "telling" and explaining what the 6C looks like by giving a definition.• If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C looks like.• This is a thinking question, not a retell / paraphrasing / regurgitation question.

Big
Idea



64

65

Notes are taken from the [COMMUNICATION chapter, slide 2](#)

Teacher prompt:

- What is communication?
- What does good communication look like? What does bad communication look like?
- What does good communication look like when you're having a bad day?
- How can we communicate more effectively when we're having a bad day?

Key Idea:

Communication is about being **heard**. Effective communication is about being assertive to give you the **best chance of being heard**.

There are four basic parts of communication:

- we'll be looking at the sender, the receiver, the message, and feedback as a **model** to look at communication.
- We'll also look at the pros and cons of each kind,
- as well as how to improve on basic communication

How do we communicate when we're at our worst? Communication is more than just getting a message across.

- We'll also look at how to get the message across in tough conversations.
- The four styles of communication that will be focusing on include assertive, aggressive, passive, passive-aggressive behaviour
- We'll also look at styles of communication using movies, TV shows, social media, and advertisements.

What's the point of communication?

- Communication isn't just about sending a message,
 - it's about being heard, getting what you want,
 - Is it me?
 - reflecting on how you send messages / receive messages - it's a life skill
- Good communication is essential to help us navigate conflict / negotiations / relationships
- Good communication is essential in selling an idea / a perspective / your needs

Self-reflection / metacognition is key to communicating effectively.

- Helps us to understand our lens / how we see the world.
- Helps us to understand that other people have a filter
- Helps us to recognize that other countries and perspectives might differ from ours

Effective Communication



66

Notes are taken from the [COMMUNICATION](#) chapter, slide 116, 141, 126, 132, 138, 144

Minds on:

- It's **easier** to communicate when we agree / talk with friends...
- It's **harder** to communicate when you disagree, or when you talk with people in authority (your boss / parents / teachers), or with people who don't get you.

Key Teaching Points:

- This is the start of an important **conversation** about how to be assertive and communicate **clearly** and effectively.
- Remind students **this is** about how **we** communicate during tough conversations **about things that are** important to you
- If you don't **care** about the issue, then you're not necessarily being passive... You just don't care.
- Being assertive also means trying to pick and choose your battles. It's recognizing where your boundaries are and working to maintain those boundaries...

There's no right or wrong answer in terms of what communication style we use. Remind students that we might use different communication styles depending on...

- the situation...
- who we are talking with...
- our mood...

We might even use multiple communication styles in the same conversation!

1. Assertive: "The Diplomat"
(Your needs come first in a respectful way)



If someone is treating you poorly, how do you handle it?

- Empower yourself.
- Respect yourself
- It's not always what you say, but how you say it that is important.
- If you consider the rights and opinions of others, it might help you from steamrolling others.

Assertive - speaks and listens equally


Assertive Communication



	<p>2. Aggressive: “The Steam Roller” (Your needs come first, at their expense)</p> <p>If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none"> Be forceful / demanding - this can be verbal or nonverbal. <p>Aggressive - speaks lots, listens little</p> <p>3. Passive Aggressive: “The Rain Cloud” (Their needs come first, begrudgingly)</p> <p>If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none"> I might win or lose depending on the other person's actions. (If they feel guilty or feel bad that I'm acting upset, they might let me win...) <p>Passive aggressive - listen lots, reply indirectly</p> <p>4. Passive: “The Door Mat” (Their needs come first at your expense)</p> <p>If someone is treating you poorly, how do you handle it?</p> <ul style="list-style-type: none"> Smile and nod! Don't let them see you're upset! Your needs come second, because you're trying to avoid conflict <p>Passive - listen and don't reply (about how you really feel)</p>
<p>67</p> 	<p>Notes are taken from the COMMUNICATION chapter, Slide 162</p> <p>Here are 4 strategies about things to SAY to help us communicate assertively (or less aggressively):</p> <ol style="list-style-type: none"> Use third-person Use I statements Paraphrase what they said Avoid using words like “never” and “always”
<p>68</p> 	<p>Notes are taken from the COMMUNICATION chapter, Slide 78</p> <p>When you bring candy to school vs Jack Sparrow Being Chased...</p> <ol style="list-style-type: none"> Why is this funny? <ul style="list-style-type: none"> Over exaggerated fear to the point of silliness Angry mob with spears doesn't happen, so it's comical Has nothing to do with school, and yet it kind of does!


Communication strategies



	<p>2. Identify the emotion.</p> <ul style="list-style-type: none">• Comedic panic! <p>3. How does the text help you to interpret the meme?</p> <ul style="list-style-type: none">• "When you bring candy to school"... tells you this meme is really making a comment about school.• When you bring candy to school, everyone want some... And you have to run away and hide your candy from them. <p>4. What is the metaphor? (What comparison is the meme making?)</p> <ul style="list-style-type: none">• Comparing you (bringing candy to school) with Jack Sparrow (when he gets chased by an angry mob.) <p>5. Teacher Prompt: "What do they have in common?"</p> <ul style="list-style-type: none">• You both have something that everyone else wants• It's hyperbole (over exaggeration): people wouldn't really chase you in an angry hoard over candy, and yet ...
	<p>Notes are taken from the COMMUNICATION chapter, Slide 40</p> <p>Describe the Drawing (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; verbal)</p> <p>Activity Overview:</p> <ul style="list-style-type: none">• Students work in partners. One partner has a picture and has to describe the item to their partner so the other person can draw it.• The game is played in 4 rounds with the first round being the most restrictive.• In each round, you remove one restriction, so that students can see the effect of different parts of communication. <p>How does communication break down in this activity?</p> <ul style="list-style-type: none">• The message can be confusing because the person describing the card (Partner A / sender) can only describe shapes, numbers, and position on the paper (message) to the student drawing the picture (Partner B / receiver).• There is no feedback. The person drawing the picture (Partner B / receiver) cannot ask questions or confirm they understood the instruction (message) <p>Strategies to improve communication:</p> <ul style="list-style-type: none">• Allow (more clear) feedback so the person describing the card (Partner A / sender) knows if they need to try to encode the message differently (with different instructions to correct the drawing.)

Communication
break down




	<ul style="list-style-type: none">• Send the message in a different way. If the person describing the card (Partner A / sender) could draw (encode) what they meant (the message), then the message would be more clear. (We're going to draw a cloud, kind of like this... and draw the cloud portion of the picture)• Allow time for the message to get decoded properly. If the person (Partner A / sender) sending instructions (encoding messages) is going too quickly, the person drawing the picture (Partner B / receiver) may miss some instructions (messages) because they were busy drawing the first step.
<div>70</div> <div></div>	<p>Notes are taken from the COMMUNICATION chapter, Slide 207, 210</p> <p>Teachable Moment!</p> <ul style="list-style-type: none">• Sometimes you can do everything right and your message still doesn't get across. (We see this with Peter in Video #3)• They don't hear you, can't hear you, or don't want to hear you. <p>Communication takes two:</p> <ul style="list-style-type: none">• Clearly, decoding didn't happen.• Peter (sender) delivers the message that the problem is taken care of and he knows what to do.• Dom (receiver) don't decode the message properly to understand that the problem has been taken care of. <p>What do you do when you try to communicate clearly, and it fails</p> <ul style="list-style-type: none">• Do you pick and choose your battle?• Do you escalate the situation or back down?• Do you give up or find another way to achieve your goal? <p>This becomes a moment for character development / perseverance</p> <p>Psst! For a more deeper discussion about character, we highly recommend you go here - it will take care of all of your character needs.</p> <ul style="list-style-type: none">• A Week of Character lesson plans: <ol style="list-style-type: none">1. Pick and choose your battle2. Stay calm;3. ABCD4. Deal Breakers. Choose the struggles you want to deal with in life.

Teachable Moment



Different points of view

71


Notes are taken from the [COMMUNICATION](#) chapter, Slide 227

Eels - https://www.youtube.com/watch?v=6_WAmt3cMdk


Issue: Finishing all of your food.

- Perspective 1: English - offensive to your host's food if you don't finish your plate.
- Perspective 2: Chinese - feel you're questioning their generosity if you finish your plate.
- Note:** What they're thinking changes the video as it goes on.
 - Person who is English looks exhausted
 - Person who is Chinese looks shocked, more food!

Discussion:

- What do you think the English person is thinking?
- What do you think the Chinese person is thinking?
 - At first, Asian businessman looks insulted?
 - At end, intrigued? How much can this guy eat?
- How could either party have communicated differently, to avoid this situation without hurting anyone's feelings?

Work Period (slide 72) -25 minutes

72


Give students an opportunity to work and finish the handout note for this 6C.

- You might also choose to assign this for homework.

Remind students to

- "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.
- Avoid "telling" and explaining what the 6C looks like by giving a definition.
- NOT** use the bold words in the paragraph write up at the top of the handout.





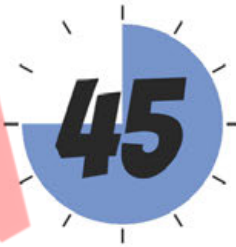
Challenge Task - LESSON A5 - 45 MINUTES

Notes, Show don't tell: Creativity (slides 73-84)

Lesson A5

OVERVIEW

- Part 1. Notes - Show Don't Tell - Creativity - 45 min
 - Overview (slides 73-83) - 25 minutes
 - Work Period (slide 84) - 20 minutes
 - THIS MAY TAKE LONGER if students aren't already familiar with the 6Cs**



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A5**)
- Class set of **Handout - Show, Don't Tell Notes**

Creativity - 45 minutes *MAY TAKE LONGER if students aren't familiar with the 6Cs
Overview (slides 73-83) - 20 minutes

The following notes are from the [CREATIVITY chapter](#), slide 1

Welcome to Chapter 5. Creativity

BIG IDEA:




- Creativity is a learnable skill.**
- Anyone can be more creative by applying hard work / strategies.
- Creativity is the **process** of having **original ideas** that have **value**. (We use the Sir Ken Robinson definition of creativity discussed in video # 6)
- We use our life experiences and connect them in different ways to come up with new ideas.

However, **Creativity is MORE than just being creative in ART!** We use creativity all the time in everyday life, but we don't always think of it as "CREATIVITY"

- Finding a solution to a problem
- Figuring out how to do something without
- Wondering about stuff



Creativity



	<p>You see CREATIVITY in the business world all the time</p> <ul style="list-style-type: none">• Coming up with a new product• Coming up with a new take on a product
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">• Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">• “show” what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.• Avoid “telling” and explaining what the 6C looks like by giving a definition.• If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C is.• This is a thinking question, not a retell / paraphrasing / regurgitation question.
	<p>The following notes are from the CREATIVITY chapter, slide 2</p> <p>We're going to look at CREATIVITY over the next few lessons.</p> <ul style="list-style-type: none">• I'm not going to give you a full definition of Creativity yet. We're going to do that at the end.• I will tell you that when we talk about Creativity we're talking about more than just creativity in art. <p>Teacher prompt:</p> <ul style="list-style-type: none">• What is Creativity? Give examples• Can you give examples without talking about art?• Where would we need to be creative in everyday life?• Why would we need to be creative in everyday life?
	<p>The following notes are from the CREATIVITY chapter, slide 27</p> <p>Creativity is used every day when we solve problems</p> <ul style="list-style-type: none">• In relationships: “we keep fighting over the same stuff”• In work: “I just finished school but there are no jobs”• In finance: “I have too many bills to pay”• At school: “this project is due tomorrow!”• For entrepreneurs: “nobody is buying our product!”• For employees: “uh oh, they're downsizing” or “I deserve a raise!”


Creativity in
problem solving



<p>77</p> 	<p>The following notes are from the CREATIVITY chapter, slide 134</p> <p>David Usher (Speaker's Spotlight) - https://youtu.be/C37ZhVs2TZs</p> <p>Creativity:</p> <ul style="list-style-type: none"> • looking at a blank notebook and making something up. • not a pure and perfect science, it's not just magic either. • There really is almost a scientific formula to creativity • Learnable skill: any person can learn to be more creative. • There are no non-creative people. The statement, "I'm not creative," implies that creativity is something that you're born with or you're not. (which in his view is incorrect.)
<p>78</p> 	<p>The following notes are from the CREATIVITY chapter, slide 8</p> <p>Before we can talk about creativity, we need to get into the right mindset</p> <ul style="list-style-type: none"> • Students (and teachers and others) need to recognize that Creativity is a learnable skill. • This ties in nicely with the idea of a Growth Mindset. <p>The following slides are from our Week of Character lesson package.</p> <p>Teacher Tip: Carol Dweck's book is a fantastic read.</p> <p>NOTE: We are not associated, affiliated or connected with her book. We simply read her book, and tried to teach the concepts to our students. Where possible, we used her direct words or paraphrased her words in the following slides.</p> <p>The questions in the handout are adapted from questions in her book. We did our best, but we may have made mistakes or misunderstood her research on Mindset. We did spend a lot of time and effort in trying to understand what she was saying, but mistakes happen. We highly recommend reading her book. Or, watching her TED talk which can be found here:</p> <p>https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve</p>


Creativity and Growth Mindset



	<p>There are three big take aways for students to walk away with in this lesson.</p> <ol style="list-style-type: none">1. The ideas about growth mindset and fixed mindset are based on research.2. The power of our mindset is MORE IMPORTANT than ability. *And this is a key concept that we're trying to get students to experience, see in the celebrities, and understand with the vocabulary building at the end.3. Creativity is a learnable skill that we can develop with a growth mindset <p>Everything we can say about a Growth Mindset also apply to Creativity!</p>
<p>79</p> 	<p>The following notes are from the CREATIVITY chapter, slide 148</p> <p>Can creativity be taught? Sir Ken Robinson (Brainwaves Video Anthology) - YouTube: https://youtu.be/vIBpDqgX3IE</p> <p>People often say that you can't teach creativity, assess it, or define it. (0:45)</p> <p>This is how Sir Ken Robinson responds and explains that creativity can be taught (and assessed) in schools</p> <p>Creativity is the process of having original ideas that have value.</p> <ul style="list-style-type: none">• Creativity is a process not an event<ul style="list-style-type: none">◦ it's normally a process of trial and error• Creativity is about original thinking<ul style="list-style-type: none">◦ it doesn't have to be original to the whole world◦ it HAS to be original to you◦ it may be original to your peer group◦ it may break the way people thought about something since the beginning of time◦ it's not a requirement of creativity that the idea has to be new to the planet• Creativity is about having value.<ul style="list-style-type: none">◦ All creative processes involve evaluation and making judgements about whether it feels right◦ Creativity can be assessed:<ul style="list-style-type: none">■ it's about original ideas that have value■ in any field, you have to identify the criteria for originality■ you have to identify what you mean by value■ how would you ever judge a novel? How could you judge how creative it is? Ask some novelists.

Creativity is
a process



	<ul style="list-style-type: none">■ The assessment of creativity is of course based on the level of the person. We don't compare kindergarten art vs professional artists at the same standards.• Creativity is big ideas / brainstorming at the beginning, but then it's crafting / hard work<ul style="list-style-type: none">○ creativity isn't some freewheeling process from start to finish○ early stage when you're brainstorming, hypothesizing○ but then it's work<ul style="list-style-type: none">■ it's crafting■ it's trying again and again■ trying to get it right.• Anything that involves human intelligence can be done with creativity<ul style="list-style-type: none">○ when people say they're not creative, usually that means they're not art-y.<ul style="list-style-type: none">■ They can't play an instrument or paint they don't do theatre or dance or those things in the arts.○ Anything that involves human intelligence can be creative
	<p>The following notes are from the CREATIVITY chapter, slide 102-111</p> <p>Teachers could model the internal thinking process by talking out loud what they're thinking. Sample lines included below.</p> <p>For one week, do something different every day. Observe what happens and wonder about why these things happen that way. Record your thoughts.</p> <ul style="list-style-type: none">• "I wonder why we need to do something different each day. That sounds kind of scary. Why do we have to spend time observing what happens?" <p>In life, we often get stuck in patterns. History repeats itself. We make the same mistakes.</p> <ul style="list-style-type: none">• "That's true. Every year, I say I'm not going to leave my marking and report cards to the last minute, but I always get swamped with a big pile of work at the end." <p>If we practice breaking patterns, it helps us to have new experiences.</p> <ul style="list-style-type: none">• "Okay, but I don't get it. How is breaking patterns going to help me not procrastinate on marking?"

Observe what happens



Wonder why

Observe what happens when you break a pattern and do something new. Observe how you feel.

- "Well, normally, I drive to school to get to work, but one time I had a flat tire which I guess was breaking the pattern of me driving to school on time. I felt totally stressed out because I was rushing to get to work. Does it count if you break a pattern unintentionally?"

When we start to wonder why things happen a certain way, it might spark a sense of curiosity in you.

- "I wonder why I felt so stressed out – I had already called my Vice Principal to let them know that I was going to be late because my car had a flat tire. They told me that they would take care of finding coverage for my class. I wonder why I still felt stressed out. Maybe because I was embarrassed that I got a flat tire? But that's silly, everyone gets flat tires every now and then...."

What does this have to do with creativity?

- "I'm not sure what this has to do with creativity, but I just realized that when I leave my marking to the end I still get really stressed out. But maybe that's because I get stressed out with marking essays because I know it's gonna be a lot anyway because essays take forever to mark.




By experiencing, observing, and wondering, we add different moments to our life that might later become inspiration to something new!

- "Hmm. maybe I don't like marking essays because they take so long to mark. Instead of doing two essays in class, I wonder if there's a way that I can modify the assignment to mark things as the students are writing the assignment. Like they hand in different parts of the writing process, so I can mark things as we go instead of it all piling up at the end.
- Wait. What does this have to do with inspiration and adding different moments to our life? I guess if I wasn't thinking about how I had that flat tire one day and how stressed out I got, then I wouldn't have thought about how stressed out I get with marking as well, and that's why I put it off even though it means I then get super stressed out at the end when I have to mark all of it eventually. I guess I need to change the assignment a little bit so the marking is less scary. I guess thinking about the flat tire was inspiration to change my assignment a little bit - even though they have nothing to do with each other... Well, I guess they both are a little similar because they pointed out to me that I get stressed out by stuff like this.

Who knows what experiences today will help us to create new ideas tomorrow?

- "I guess that's the point of the assignment. To force us to have




	<p>new experiences and then we intentionally observe what happens and wonder about why things happen that way so that later on, maybe it'll pop up in an idea and we'll make a new realization or have an aha moment. Like I did with marking essays.</p>
<p>81</p> 	<p>The following notes are from the CREATIVITY chapter, slide 70</p> <p>If any students in the previous two rounds came up with the type of question that was completely different from the other answers so far, this is the opportunity to explore how they came up with this idea.</p> <ul style="list-style-type: none">• Instead of saying, "wow you're so creative" which reinforces a fixed mindset with the idea that creativity is something that we are born with, this is an opportunity for us to say, "wow, you work really hard at connecting ideas from different parts of your life"• Are there any key phrases that students use in explaining their ideas<ul style="list-style-type: none">◦ "I wondered if..."◦ "I thought about... where we..."◦ "I saw what so-and-so did with their question and then I thought about doing the same thing with ..."
<p>82</p> 	<p>The following notes are from the CREATIVITY chapter, slide 122</p> <p>Wonder why things happen that way.</p> <ul style="list-style-type: none">• Ask questions like, "I wonder why will..."• Guess the answer to your own questions.• Brainstorm a new challenge based on today <p>Higher-order thinking questions include things like:</p> <ul style="list-style-type: none">• Why and How• Would and might...
<p>83</p> 	<p>The following notes are from the CREATIVITY chapter, slide 87</p> <p>A fly trapped in a house is a perfect metaphor for creativity.</p> <p>Sometimes we get into patterns and habits. And if we keep on doing these pattern that habits, we may not be able to get what we want in life.</p> <p>(Some patterns are great, and other patterns are negative.)</p> <p>A housefly cannot get through a close window to escape outside. However if the fly tried something different, they might be able to fly through an open door to escape outside.</p>

Say this to
inspire creativity



Work Period (slide 84) - 10 minutes



Give students an opportunity to work and finish the handout note for this 6C.

- You might also choose to assign this for homework.

Remind students to

- "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.
- Avoid "telling" and explaining what the 6C looks like by giving a definition.
- NOT** use the bold words in the paragraph write up at the top of the handout.

Show without
using key words

PREVIEW
do not print





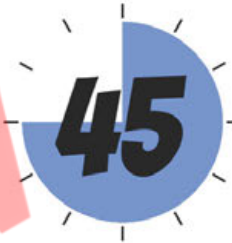
Challenge Task - LESSON A6 - 45 MINUTES

Notes, Show don't tell: Critical Thinking (slides 85-96)

Lesson A6

OVERVIEW

- Part 1. Notes - Show Don't Tell - Critical Thinking - 45 min
 - Overview (slides 85-95) - 25 minutes
 - Work Period (slide 96) - 20 minutes
 - **THIS MAY TAKE LONGER** if students aren't already familiar with the 6Cs



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A6**)
- Class set of **Handout - Show, Don't Tell Notes**

Critical Thinking - 45 min *MAY TAKE LONGER if students aren't familiar with the 6Cs
Overview (slides 85-95) - 20 minutes

Notes are from the **CRITICAL THINKING** chapter, slide 1

Welcome to Chapter 6. Critical Thinking

5 weeks of critical thinking lessons to teach your students critical thinking strategies to explore current issues: Fake News, Social Media vs Traditional News Media, Hidden Biases in Search Engine Results, Point of View and more.

If you need to introduce your students to critical thinking strategies, then this is a high interest way to do it.



Teach students to have opinions based on high-quality information and to seek out opposing points of view to make an informed decision.

- Use criteria
- Be Full minded.
- Be Open minded

Students are often told to find different points of view on an issue or in a story. But, students don't always recognize that simply identifying the missing point of view is not the same as figuring out what that missing point of view would say.

Critical thinking



	<p>This lesson package helps students to recognize different aspects of their identity, points of view that might be different from theirs, and the need to figure out those viewpoints to help us make an informed decision.</p>
	<p>Ask students to take out the Handout - Show, Don't Tell Notes</p> <ul style="list-style-type: none">Information from the next few slides are included in the paragraph write up at the top of the handout. <p>Remind students to</p> <ul style="list-style-type: none">“show” what this 6C looks like by giving an example using words, pictures, and numbers in the box provided.Avoid “telling” and explaining what the 6C looks like by giving a definition.If students avoid the bold words in the paragraph right up at the top, they will have more success in showing what the six C looks like.This is a thinking question, not a retell / paraphrasing / regurgitation question.
	<p>Notes are from the CRITICAL THINKING chapter, slide 2-4, 221</p> <p>What is thinking? What does it mean to think?</p> <p>Possible student answers:</p> <ul style="list-style-type: none">When you figure stuff outWhen your brain does stuffWhen you come up with an answer <p>How is critical thinking different from thinking?</p> <p>Possible student answers:</p> <ul style="list-style-type: none">Critical thinking is when you think more critically. (Teacher prompt: what does it mean to think more critically?)Critical thinking is when you think a lot and not just a little.Critical thinking is when you don't believe everything you're told.Thinking critically is when someone is critical of your work. <p>What is the opposite of critical thinking</p> <p>Possible student answers:</p> <ul style="list-style-type: none">Not even thinking at all.Someone tells see something you just believe it.Not thinking, just doing.Obedying commandsBad thinking

Critical thinking
vs thinking



Are search engines biased

Now think about the opposite of those answers. What might critical thinking mean?

- to think.
- To figure things out
- to figure things out on your own.

Now that we know a little more about how search engines work...

- Are search engines "biased"?
- Do search engines give us facts?
- How might a search engine be biased?

What does your gut tell you? Are search engines biased?

- Possible student answers:
 - Person 1: Yes, because anyone can put anything up.
 - Person 2: No, because it's just a computer program finding you the best sites.

If we're trying to be FULL MINDED, what is the opposite Point of View?


- Possible student answers:
 - Person 1: No, because search engines can filter out the bad / unrelated sites..
 - Person 2: Yes, because a human had to write the computer program, so their biases will be written into the algorithm.

If we're trying to be OPEN MINDED, how might the opposite Point of View be equally valid or correct?

- Possible student answers:
 - Person 1: I guess if there's a way for Search Engines to figure out bias on a webpage, then they could put that one lower so people don't see it. And then if a webpage wasn't biased, they could put that at the top so people would see it...
 - Person 2: I guess if the algorithm was biased to consider some things more important than others, then you could end up with biased results. Or, if people can guess how the algorithm works, you could play the "Google Game" and rig the search results. For example, Googlewashing or Google Bombing is when you get a website to show up for a search result for political or comedic effect. Like searching for "Miserable Failure" and getting President George W Bush and Michael Moore. (See Wikipedia: https://en.wikipedia.org/wiki/Google_bombing)





Are dictionaries biased?

	<p>What about dictionaries? (Are dictionaries biased?)</p> <ul style="list-style-type: none">• Possible student answers:<ul style="list-style-type: none">◦ Person 1: Yes, because dictionaries are written by people and people can be biased.◦ Person 2: No, because words are words and they have one meaning (or multiple meanings for some words) - but those meanings are accepted by everyone. <p>Would you expect different dictionaries to give the same results?</p> <ul style="list-style-type: none">• Possible student answers:<ul style="list-style-type: none">◦ Person 1: Yes, because different dictionaries are written by different companies and so they might have different opinions / bias about what the word means.◦ Person 2: No, because words are words - like if you look at an apple, we all know what an apple is. It doesn't matter what company you work for, an apple is a fruit from a tree. <p>What's a difference between a dictionary and a search engine?</p> <ul style="list-style-type: none">• Possible student answers:<ul style="list-style-type: none">◦ Person 1: Well, a dictionary gives the definition of a word from it's database that people wrote. A search engine searches the internet for webpages that constantly change and the search engine figures out what's most relevant for your search.◦ Person 2: Well, words are different from web pages, because web pages are people's opinions about things and words are exact things.
	<p>Notes are from the CRITICAL THINKING chapter, slide 118</p> <p>The invisible lens that affects the way we see the world (unconscious bias) is kind of like wearing an astronaut helmet.</p> <ul style="list-style-type: none">• There is a lens that filters the way we view the world (Kind of like seeing the world through rose-coloured glasses)• Throughout the next few slides, we show how the invisible lens gets tinted by our life experiences, cultural experiences, the way we were raised, the things we were taught, the media we consumed, etc• As we add each tint of colour, the astronaut mask changes and swirls like adding drops of water colour onto a page. Notice how the colours interact with each other, in the same way that our personal experiences interact with each other and affect our view of the world.



Aspects of Identity

	<p>Business Consultant Sylvana Storey explains unconscious bias as, "A bias that happens automatically, is outside of our control and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences."</p> <p>Knowing that there is an invisible lens is the first step to becoming aware of our personal and unconscious bias.</p> <ul style="list-style-type: none"> But, just because we know we're wearing an astronaut helmet (i.e. we're aware of our unconscious bias), doesn't always mean we're fully aware of the tint on the lens.
<p>89</p> 	<p>Notes are from the CRITICAL THINKING chapter, slide 149</p> <p>Aspects of Identity is a graphic organizer to brainstorm and identify different parts of who we are / what groups we identify as being part of / what groups other people identify us as...</p> <p>Let's think about some aspects of our personal identity to get a better sense of who we are. Thinking about who we are helps us to reflect on:</p> <ul style="list-style-type: none"> where our POINT OF VIEW might come from What some of our HIDDEN BIASES might be, and Which POINTS of VIEW might be missing... (If we can learn more about what their point of view might be, it can help us to make a more informed decision...) <p>Here's the thing about our personal identity... it's <i>personal</i>!</p> <ul style="list-style-type: none"> Sometimes, we're happy to share who we are with others. Other times, we might want to hide some aspects of our identity from some people... although, some parts of our identity might be easier to hide than others! Some parts of our identity might change, and we might not know everything about ourselves, yet...
<p>90</p> 	<p>Notes are from the CRITICAL THINKING chapter, slide 9</p> <p>Lost at Sea is a fantastic team building activity.</p> <ul style="list-style-type: none"> Students are divided into groups. They are given a hypothetical scenario where they are on a yacht in the middle of the ocean. The yacht catches on fire and the students are given a list of 15 items that they need to rank in order of importance.



Critical thinking strategies

- At the end, the answers are given. (Rankings provided by an expert, in this case, the US Coast Guard)

Use criteria

- After students have had an opportunity to rank the 15 items based on their individual ideas, and group ideas, students are then given the criteria that the experts used.
- Criteria are a set of rules that we can use to help us make decisions.
- In this case, the criteria (according to the US Coast Guard) are to select objects that 1) attract attention to ourselves, and 2) help us to stay alive until we are rescued.

Be open-minded

- in any group scenario, team members can disagree because they're coming from different perspectives.
- In critical thinking, it's important to be able to stay open-minded and accept that other people's points of view might be equally valid and deserve careful consideration.
- In fact in this scenario, some objects can be used in different ways – and depending on how they are used, they might be rank higher or lower.
- It's up to the students to try to remain open-minded and consider opposing points of view.
- For example, the oil and gas mixture could be used as fuel for an engine. However, the criteria is not to try to get the land, but to stay alive until we are rescued. So from that perspective the oil and gas mixture might not be very useful.
- On the other hand, the oil and gas mixture can be lit and create a visible signal that can be seen from far away. In this case, this item becomes incredibly useful under the goal of attracting attention to ourselves.


Be full minded (have lots of high quality information to help you make an informed decision)

- One of the challenges of this activity is that students don't always know what all the items are, or why they might be significant.
- In our slideshow, we explain what each item is and we provide a little bit of background information to help students make an informed decision about how to use the item.



Critical thinking and the News

91



Notes are from the [CRITICAL THINKING](#) chapter, slide 399, 420

Consider This #3: Local TV News

Local TV News stations (eg. WPEC (CBS 12) in West Palm Beach, Florida) aired a segment about "The sharing of biased and false news has become all too common on social media."

- Hi, I'm Liz Quirantes. And I'm John Discepolo. Our greatest responsibility is to serve our local communities. We are extremely proud of the quality, balanced journalism that CBS 12 News produces, but we are concerned about the troubling trend of irresponsible, one-sided news stories plaguing our country.
- The sharing of biased and false news has become all too common on social media. More alarming, some media outlets publish these same fake stories without checking facts first. Unfortunately, some members of the media use their platforms to push their own personal bias and agenda to control exactly what people think. This is extremely dangerous to our democracy.
- At CBS 12 News, it is our responsibility to report and pursue the truth. We understand that truth is neither politically left nor right. Our commitment to factual reporting is the foundation of our credibility now more than ever. But we are human, and sometimes our reporting might fall short. If you believe our coverage is unfair, please reach out through our station's website by clicking on "Content Concerns." We value your comments. We will respond back to you.
- We work very hard to seek the truth and strive to be fair, balanced, and factual. We consider it our honor, privilege and responsibility to deliver the news every day. Thank you for watching, and we appreciate your feedback.
- Transcript from video:
<https://www.mediamatters.org/embed/clips/2018/03/28/58855/sbg-wpec-20180327-promo>

Students are then asked for their opinion again about Social Media vs Traditional News Media being a good place to get accurate information

Consider This #4: Viral Remix

Students then watch two other stations read the exact same script.

- WHP (CBS 21) in Harrisburg, Pennsylvania:
<https://www.mediamatters.org/embed/clips/2018/03/28/58906/sbg-whp-20180324-promo>
- KRXI (Fox 11) in Reno, Nevada:
<https://www.mediamatters.org/embed/clips/2018/03/28/58880/sbg-krxl-20180327-promo>

Students watch a remix which shows even more local TV station broadcasters reading the exact same script
<https://www.youtube.com/watch?v=fHfgU8oMSQ>

Students are then asked for their opinion again about Social Media vs Traditional News Media being a good place to get accurate information





Notes are from the [CRITICAL THINKING](#) chapter, slide 442, 456

Apr 2, 2018 (4:06 AM EST): Sinclair Group Responds to Unfounded Media Criticism

- News Release responding to reports attacking the recent promo for local news.
- "The announcements were responding to the public's distrust in news generally, confirmed just today by Monmouth University"
- "The promos served no political agenda, and represented nothing more than an effort to differentiate our award winning news programming from other, less reliable sources of information."

Source:

www.marketwatch.com/press-release/sinclair-responds-to-unfounded-media-criticism-2018-04-02

- **Student Reflection:** :WHOSE point of view is in this story so far... (or missing from this story) and more importantly, WHAT might their point of view be...

Apr 5, 2018: Journalists respond



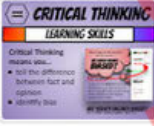
- Sinclair journalists published an essay anonymously on Vox.
- "We're journalists at a Sinclair news station. We're pissed. Some of us wish we could quit - but our hands are tied."
- We are journalists at one of the 193 local television stations owned by Sinclair Broadcast Group, a media corporation with conservative and pro-Trump ties.
- We are writing this essay because we're disturbed by the editorial direction our leadership is taking, and we want people to know that many of us at Sinclair reject what our company is doing.
- We're writing this anonymously because if we spoke out under our names, we could lose our jobs — and potentially owe money to Sinclair.
- Most of the time, we don't feel like we work for Sinclair — we feel like local journalists who cover what's going on in our communities.
- They do feed us a stream of conservative leaning nationally focused content. The tone of Sinclair's national news stories has slowly become more slanted.
- If we could escape... by quitting, we would do it tomorrow. But it isn't that easy.
- Under a clause that appears in many contracts (as Bloomberg News has reported), if an employee quits, he or she could end up owing the company thousands of dollars.
- Faced with the choice between possible unemployment and staring into a camera to read this script, many chose to swallow hard and read it.

Source: www.vox.com/first-person/2018/4/5/17202336/sinclair-broadcasting-promo-deadspin

- **Student Reflection:** :WHOSE point of view is in this story so far... (or missing from this story) and more importantly, WHAT might their point of view be...

Different
points of view




<p>93</p> 	<p>Notes are from the CRITICAL THINKING chapter, slide 449</p> <p>Apr 2, 2018 (9:28 AM EST): President Trump responds</p> <ul style="list-style-type: none"> • "So funny to watch Fake News Networks, among the most dishonest groups of people I have ever dealt with, criticize Sinclair Broadcasting for being biased. Sinclair is far superior to CNN and even more Fake NBC, which is a total joke." • https://twitter.com/realDonaldTrump/status/980799183425802240 • Student Reflection: :WHOSE point of view is in this story so far... (or missing from this story) and more importantly, WHAT might their point of view be...
<p>94</p> 	<p>Notes are from the CRITICAL THINKING chapter, slide 100, 101</p> <p>Be FULL minded</p> <ul style="list-style-type: none"> • Sometimes, we make a quick decision with limited info. • Try to fill your mind with high quality information to help you make an informed decision. • Look for facts from opposing points of view to challenge your opinions. Be open minded <p>Be OPEN minded</p> <ul style="list-style-type: none"> • Everyone can be closed minded at some point. • Trying to be open minded helps us consider ideas that might be better than our ideas. • Step out of your comfort zone. • Wonder how the opposite point of view might be valid...
<p>95</p> 	<p>Notes are from the CRITICAL THINKING chapter, slide 498</p> <p>A filter bubble is your own personal, unique universe of information that you live in online.</p> <ul style="list-style-type: none"> • Web companies personalize news and search results to our personal tastes <ul style="list-style-type: none"> ◦ Facebook, Google, others - doing an invisible, algorithmic editing of the Web ◦ If I search for something, and you search for something, even right now at the very same time, we may get very different search results. • What's in your filter bubble depends on who you are, and it depends on what you do. <ul style="list-style-type: none"> ◦ You don't decide what gets in.

We live in a filter bubble



	<ul style="list-style-type: none"> ◦ You don't actually see what gets edited out." • Dangerous unintended consequence: <ul style="list-style-type: none"> ◦ We get trapped in a "filter bubble" and don't get exposed to information that could challenge or broaden our worldview." • YouTube video: https://youtu.be/B8ofWFx525s
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Work Period (slide 96) - 20 minutes

<div> <div>96</div>  </div>	<p>Give students an opportunity to work and finish the handout note for this 6C.</p> <ul style="list-style-type: none"> • You might also choose to assign this for homework. <p>Remind students to</p> <ul style="list-style-type: none"> • "show" what this 6C looks like by giving an example using words, pictures, and numbers in the box provided. • Avoid "telling" and explaining what the 6C looks like by giving a definition. • NOT use the bold words in the paragraph write up at the top of the handout.
--------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Show without using key words

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- See lesson plan

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I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

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 - <https://links.educircles.org/tpt/6cs-challenge-c>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Challenge-Folder-1-5927775>
 - <https://www.teacherspayteachers.com/Product/6Cs-Challenge-Folder-2-5927774>
 - <https://www.teacherspayteachers.com/Product/6Cs-Challenge-Folder-3-5927772>
 - <https://www.teacherspayteachers.com/Product/6Cs-Challenge-Folder-4-6015356>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- Other changes
 - Files are now packaged by section (A. What are the 6Cs?, B. Co-creating rubrics for the 6Cs, C. Compare and Contrast the 6Cs) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom, etc.)
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Updated instructions for Google Slides versions of virtual handouts



Version 2.6 Simplifying file organization on Sep 11, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
 - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
 - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
 - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
 - Folder 4 has more modified files for Google Classroom
- Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
- Updated the READ ME file
 - Added the section headers from the lesson plan to show which slides match up between the full slideshow and the smaller google classroom files.
- Updated the Quick Start Guide to try to clarify the 4 google drive folders.

Version 2.0 Distance Learning update on Aug 18, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- **The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive.** No more copying view-only files
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 3 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C)
- **Easy uploading to Google Classroom assignments by lesson.** The slideshow is now also broken up into 8 individual lessons that you can upload: (**File 3** Lesson A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, B6, C1, C2, C3)
- **Adapted for Google Classroom**
 - Section A: Show, don't tell note-taking handouts have been converted into Google Slides (**File 5a**) with digital skill building - students do the work on paper and upload a photo into the document.
 - Section B: Look Fors / Success Criteria activity has been converted into Google Slides (**File 5c, File 5d, File 5e**) so students can type directly onto virtual sticky notes and then collaborate with others to move them around a white board and synthesize information.
 - Section C: Compare and Contrast handout has been converted into Google Slides (**File 5h**) so students can brainstorm directly onto virtual sticky notes using a Venn diagram. The text boxes can be moved around the white board.
- Section A used to have 2 of the six Cs per lesson, but that has now been split into separate lessons so students could focus on one C at a time during distance learning
- File numbers have changed

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Version 1.5: Added Detailed Lesson Plan

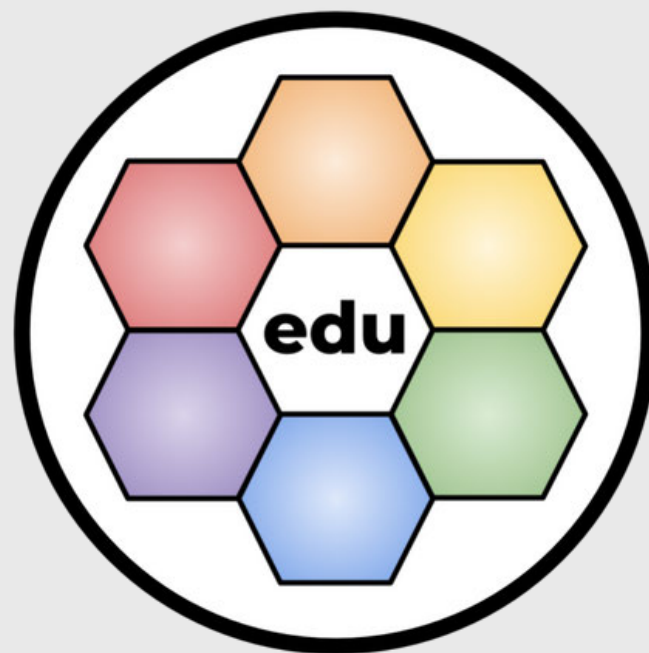
- Updated Read Me File (File 1)
- Added Lesson Plan (File 2b)
- Added lesson plan notes to the slideshow (in the slide notes) (File 3a)
- Updated Google Slides link to the new slideshow (with slide notes) File 3b
- Fixed font size / added success criteria language (File 4b Look Fors)
- Added success criteria language (File 5a Student Self Assessment Look Fors)

Version 1.0: Initial release of Challenge Task

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word

PREVIEW
do not print





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