



# CHALLENGE B

**SOCIAL-EMOTIONAL LEARNING (SEL)**

SECTION B. Co-creating criteria for the 6Cs

version: v2022-08-03

## START HERE

Need a hand? Email me! [Mike@educircles.org](mailto: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 - Look Fors (Success Criteria)
- 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 B <ul style="list-style-type: none"><li>Detailed script with slide thumbnails.</li><li>Slide Number Comparison Chart</li></ul>	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Section B (slides 97-118)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Digital Handouts	Easel by TpT - Section B - ALL  This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none"><li><b>PRO TIP #1:</b> Delete the pages you don't need before assigning your file to students.</li><li><b>PRO TIP #2:</b> You can use the one-click copy link multiple times to create different versions of the virtual handouts.</li></ul> <b>NOTE:</b> There is only one virtual handout file in this product. This file is the same as the one-click copy link in <b>lesson B1</b> .  (The link is included here so you don't have to go digging through this document to find it.)	Easel by TpT	<a href="#">one-click copy</a>

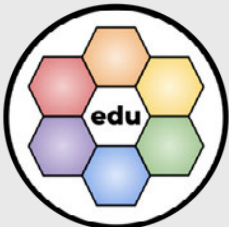
PDF

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](#).



# Use this to teach in class

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 97 in **Slideshow - ALL**
- Slide 1 in **Slideshow - Section B**
- Slide 1 in **Slideshow - Lesson B1**

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 B** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
  - Attach **Slideshow - Lesson B1, B2, B3, B4, B5, and B6** in your assignments.

## SECTION B

### Co-creating Criteria for the 6 Cs (slides 97-118)

### Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - All** (from the bundle) or **Slideshow - Section B** (from the product) and project to the **class**.

- Attach Slideshow - Lesson B1, B2, B3, B4, B5, and B6 to your assignments

Lesson B1		Slideshow		
		ALL	Section B	Lesson B1
Self-Test 1: Success criteria for the B1 Ce (slides 97-118)		97-118	1-22	
Challenge Test 1: LESSON B1 - 65 minutes - Self Introduction Ce-Creating criteria - CHARACTERISTICS a) and b) Introduction slides 97-103 - 10 minutes		97-103	1-17	1-17
Student CF lesson? example (slide 97-99)		97-99	1-17	1-3
What is a look for (slide 100-102)		100-102	4-6	
Success criteria 103 - Handout 46 - Look For - Success Criteria		103	7	7
Success assessment criteria for Character (slide 104-113) - 45 minutes		104-113	8-17	8-17
Overview (slide 114)		104	8	8
Step 1. Independent work (slide 105-106) - 10 minutes		105-106	9-10	9-10
Step 2. Group Work (slide 107-110) - 15 minutes		107-110	11-12	11-12
Step 3. Key Look For (slide 111-112) - 5 minutes		100-110	13-14	13-14
Step 4. Class Look For (slide 113) - 15 minutes		111-113	15-17	15-17

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 B**  
(from the product)

**It is NOT in individual lesson plans**

(i.e. **Lesson Plan - Lesson B1**)

# Slideshow from product

# Individual lesson slideshow

# Assign this in Google Classroom



# Duplicate Slide Alert



LESSON B1 - Look Fors Introduction / Co-creating criteria - Character 55 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B1	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B1 (slides 97-113)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Look Fors	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

LESSON B2 - Co-creating criteria - Citizenship 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B2	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B2-B6 (slides 114-118)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Look Fors	see lesson B1	

LESSON B3 - Co-creating criteria - Collaboration 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B3	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B2-B6 (slides 114-118)	see lesson B2	
Handouts	Look Fors	see lesson B1	

Lesson  
B1

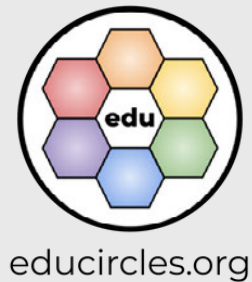
Google Docs

Word

Lesson  
B2

Lesson  
B3

files are  
organized  
by lesson



Links to files



LESSON B4 - Co-creating criteria - Communication 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B4	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B2-B6 (slides 114-118)	see lesson B2	
Handouts	Look Fors	see lesson B1	

Lesson  
B4

LESSON B5 - Co-creating criteria - Creativity 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B5	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B2-B6 (slides 114-118)	see lesson B2	
Handouts	Look Fors	see lesson B1	

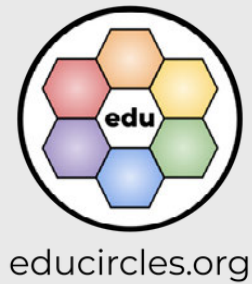
Lesson  
B5

LESSON B6 - Co-creating criteria - Critical Thinking 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B6	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson B2-B6 (slides 114-118)	see lesson B2	
Handouts	Look Fors	see lesson B1	

Lesson  
B6

files are  
organized  
by lesson



Links to files

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# CHARACTER LOOK FORs

Look at your "CHARACTER Notes handout":

- Re-read the description about CHARACTER at the top of that handout.
- Look at the box with what CHARACTER looks like to you.

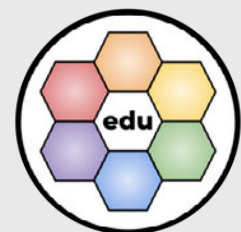
## CHARACTER



Fill in the table below:

What are the LOOK FORs for CHARACTER?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

"Look Fors"  
success criteria



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# CITIZENSHIP LOOK FORs

Look at your "CITIZENSHIP Notes handout":

- Re-read the description about CITIZENSHIP at the top of that handout.
- Look at the box with what CITIZENSHIP looks like to you.

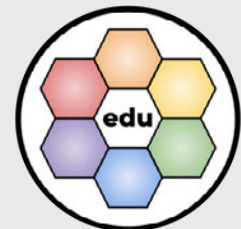
## CITIZENSHIP



Fill in the table below:

What are the LOOK FORs for CITIZENSHIP?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
•  •  •  •	•  •  •  •	•  •  •	•  •  •

"Look Fors"  
success criteria





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# COLLABORATION LOOK FORs

Look at your "COLLABORATION Notes handout":

- Re-read the description about COLLABORATION at the top of that handout.
- Look at the box with what COLLABORATION looks like to you.

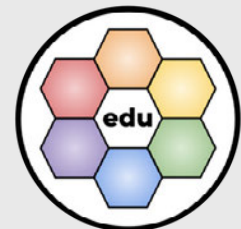
## COLLABORATION



Fill in the table below:

What are the LOOK FORs for COLLABORATION?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
•	•	•	•
•	•	•	•
•	•	•	•
•	•		

"Look Fors"  
success criteria



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# COMMUNICATION LOOK FORs

## COMMUNICATION

Look at your "COMMUNICATION Notes handout":

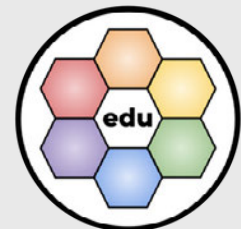
- Re-read the description about COMMUNICATION at the top of that handout.
- Look at the box with what COMMUNICATION looks like to you.



Fill in the table below:

What are the LOOK FORs for COMMUNICATION?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
•	•	•	•
•	•	•	•
•	•	•	•
•	•		

"Look Fors"  
success criteria



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# CREATIVITY LOOK FORs

Look at your "CREATIVITY Notes handout":

- Re-read the description about CREATIVITY at the top of that handout.
- Look at the box with what CREATIVITY looks like to you.

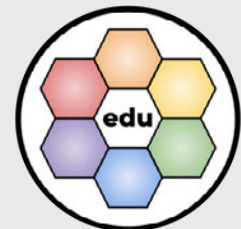
## CREATIVITY



Fill in the table below:

What are the LOOK FORs for CREATIVITY?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

"Look Fors"  
success criteria





**CRITICAL THINKING LOOK FORs**

**CRITICAL THINKING**

Look at your “CRITICAL THINKING Notes handout”:

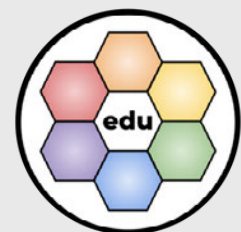
- Re-read the description about CRITICAL THINKING at the top of that handout.
- Look at the box with what CRITICAL THINKING looks like to you.



Fill in the table below:

What are the LOOK FORs for CRITICAL THINKING?			
Step 1. Brainstorming (According to me.)	Step 2. Group Work (Additional ideas from my group.)	Step 3. KEY look fors. (The best ideas from Step 1 and Step 2.)	Step 4. CLASS look fors. (Create a new understanding as a class by sharing Step 3.)
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

"Look Fors"  
success criteria





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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 B

## Co-creating Criteria for the 6 Cs (slides 97-118)

### Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section B** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson B1, B2, B3, B4, B5, and B6** to your assignments.

#### Lesson B1

	ALL	Section B	Lesson B1
<a href="#">SECTION B Co-creating Criteria for the 6 Cs (slides 97-118)</a>	97-118	1-2	
<a href="#">Challenge Task - LESSON B1 - 55 MINUTES</a>			
<a href="#">Look Fors Introduction</a>			
<a href="#">Co-Creating criteria - CHARACTER (slides 97-113)</a>	97-113	1-17	1-17
<a href="#">Introduction (slides 97-103) - 10 minutes</a>	97-103	1-7	1-7
<a href="#">Student ("Penguin") example (slide 97-99)</a>	97-99	1-3	1-3
<a href="#">What is a Look For (slide 100-102)</a>	100-102	4-6	4-6
<a href="#">Handouts (slide 103) - Handout 4b - Look Fors / Success Criteria</a>	103	7	7
<a href="#">Co-creating assessment criteria for Character (slide 104-113) - 45 minutes</a>	104-113	8-17	8-17
<a href="#">Overview (slide 104)</a>	104	8	8
<a href="#">Step 1. Independent Thinking (slide 105-106) - 10 minutes</a>	105-106	9-10	9-10
<a href="#">Step 2. Group Work (slide 107-108) - 15 minutes</a>	107-108	11-12	11-12
<a href="#">Step 3. Key Look Fors (slide 109-110) - 5 minutes</a>	109-110	13-14	13-14
<a href="#">Step 4. Class Look Fors (slide 111-113) - 10 minutes</a>	111-113	15-17	15-17

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Use this to  
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Slideshow  
from bundle

Slideshow  
from product

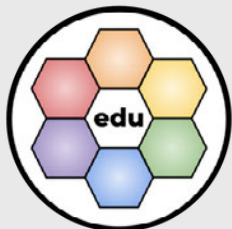
Individual lesson  
slideshow

Assign this in  
Google  
Classroom

Page 55

Pages 2-54  
are in a different  
product

Lesson Plans





Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom

### Lesson B2

	Slideshow		
	ALL	Section B	Lesson B2
<a href="#">Challenge Task - LESSON B2 - 45 MINUTESCo-Creating criteria - CITIZENSHIP(slides 114-118)</a>	114-118	18-22	1-5

### Lesson B3

	Slideshow		
	ALL	Section B	Lesson B3
<a href="#">Challenge Task - LESSON B3 - 45 MINUTESCo-Creating criteria - COLLABORATION(slides 114-118)</a>	114-118	18-22	1-5

### Lesson B4

	Slideshow		
	ALL	Section B	Lesson B4
<a href="#">Challenge Task - LESSON B4 - 45 MINUTESCo-Creating criteria - COMMUNICATION(slides 114-118)</a>	114-118	18-22	1-5

### Lesson B5

	Slideshow		
	ALL	Section B	Lesson B5
<a href="#">Challenge Task - LESSON B5 - 45 MINUTESCo-Creating criteria - CREATIVITY(slides 114-118)</a>	114-118	18-22	1-5

### Lesson B6

	Slideshow		
	ALL	Section B	Lesson B6
<a href="#">Challenge Task - LESSON B6 - 45 MINUTESCo-Creating criteria - CRITICAL THINKING(slides 114-118)</a>	114-118	18-22	1-5





## Challenge Task - LESSON B1 - 55 MINUTES

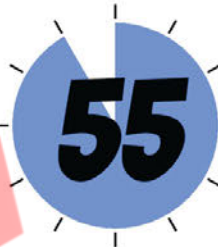
### Look Fors Introduction

### Co-Creating criteria - CHARACTER (slides 97-113)

# Lesson B1

#### OVERVIEW

- Introduction (slides 97-103) - 10 minutes
  - Student ("Penguin") example (slide 97-99)
  - What is a Look For (slide 100-102)
  - Handouts (slide 103) - **Handout 4b - Look Fors**
- Co-creating assessment criteria for Character (slide 104-113) - 45 minutes
  - Overview (slide 104)
  - Step 1. Independent Thinking (slide 105-106) - 10 min
  - Step 2. Group Work (slide 107-108) - 15 min
  - Step 3. Key Look Fors (slide 109-110) - 5 min
  - Step 4. Class Look Fors (slide 111-113) - 15 min






# Timing

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B1**)
- Class set of **Handout - Looks Fors**

#### Introduction (slides 97-103) - 10 minutes

#### Student ("Penguin") example (slide 97-99)

	Look Fors / Success Criteria can be used to help students identify what they need to demonstrate to show the teacher they can do a task.
	In a digital world filled with video games and Avengers, we chose to use a heads-up display to get across the idea of assessment to students. <ul style="list-style-type: none"><li>• Students are familiar with a power-bar concept to show how much power is left, or how much energy an item has.</li><li>• Students are also familiar with a heads-up display (kind of like how Iron Man can identify and assess things that it sees.)</li></ul>
	Assess means to "evaluate or estimate the nature, ability, or quality of." (Google Definition) <a href="https://www.google.com/search?q=assess+definition">https://www.google.com/search?q=assess+definition</a>




# Materials



# Student snapshot

	<p>So, assessment is kind of like wearing a super-cool helmet with a heads-up display on the inside. (Kind of like Iron Man. But, cooler. And without the helmet.)</p> <p>Pretend this penguin is a student in our class. Yes, a penguin.</p> <p>Teacher Prompt: <b>Based on this snapshot, how is this student doing right now?</b></p> <ul style="list-style-type: none"> <li>• Strong in creativity</li> <li>• Weakest in collaboration</li> <li>• Pretty good at Character, citizenship, critical thinking, communication.</li> </ul> <p>Teacher Prompt: <b>How do you know that? Which C has this student demonstrated better? How can we compare colours?</b></p> <ul style="list-style-type: none"> <li>• Each colour has 3 bars (low, middle, high)</li> </ul> <p>Could we assign a number or grade to each one?</p> <ul style="list-style-type: none"> <li>• Character 4-</li> <li>• Citizenship 3</li> <li>• Collaboration: 2-</li> <li>• Communication: 3-</li> <li>• Creativity: 4</li> <li>• Critical Thinking: 3:</li> </ul>
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## What is a Look For (slide 100-102)

<p>100</p>  <p>What is the <b>SUCCESS CRITERIA</b> for us to be able to say this student demonstrates <b>CHARACTER</b>?</p> <p>Your job is to figure out what the teacher should "Look For" when assessing and analyzing ability.</p>	<p>What is the <b>SUCCESS CRITERIA</b> for us to be able to say this student demonstrates <b>CHARACTER</b>?</p> <p>Your job is to figure out what the teacher should "Look For" when assessing and analyzing this ability. What does the student have to do / demonstrate in order for the Teacher to recognize that this student is demonstrating "CHARACTER"</p>
<p>101</p>  <p>How do we read this "Character" power meter?</p> <p>...we can't read it until we have the "look for"...</p> <p>...we can't read it until we have the "look for"...</p>	<p>How do we read this power meter?</p> <p>Student is <b>doing</b> the "look for"</p> <p>Student is demonstrating the Success Criteria:</p> <ul style="list-style-type: none"> <li>• Yes! Level 3 (Green bars)</li> </ul>
<p>102</p>  <p>How do we read this "Character" power meter?</p> <p>...we can't read it until we have the "look for"...</p> <p>...we can't read it until we have the "look for"...</p>	



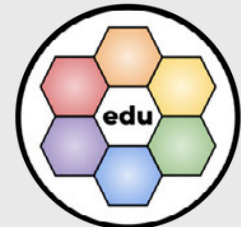


	<p>Student is doing the “look for” ... <u>really well / consistently</u> Student is demonstrating the Success Criteria:</p> <ul style="list-style-type: none"><li>• Yes! Epic! Level 4 (DARK Green bars)</li></ul> <p>Student is <u>kind of</u> doing the “look for” ... <u>sometimes or with support</u> Student is demonstrating the Success Criteria:</p> <ul style="list-style-type: none"><li>• Not Yet... Level 2 (Yellow bars)</li></ul> <p>Student is <u>not yet</u> doing the “look for” ... <u>or does the “look fors” rarely, or with LOTS of support</u> Student is demonstrating the Success Criteria:</p> <ul style="list-style-type: none"><li>• Not Yet... Level 1 (Red bars)</li></ul>
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Handouts (slide 103) - Handout 4b - Look Fors / Success Criteria

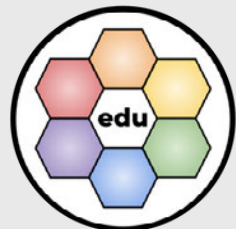
103	<p>Give out the Success Criteria handout (<b>Handout - Looks Fors</b>)</p> <p>Right now, we will be co-creating the success criteria for <b>CHARACTER</b></p> <p><b>Co-Creating Look Fors / success criteria / rubrics with students in an authentic way takes time and effort. It is not easy or quick, but it can get easier over time.</b> (If it is easy or quick, the teacher might be doing coordination instead of collaboration)</p> <p>The following definitions about collaboration, coordination, and cooperation are from “Let’s Stop Confusing Cooperation and Teamwork with Collaboration”</p> <p>Source: <a href="https://seapointcenter.com/cooperation-teamwork-and-collaboration/">https://seapointcenter.com/cooperation-teamwork-and-collaboration/</a></p> <p>“All three of these are important. All three are aspects of teamwork. But they are not the same!”</p> <p>“<b>Collaboration</b> 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.”</p> <ul style="list-style-type: none"><li>• In our co-creating success criteria task, <b>if the teacher has pre-created the rubric</b>, then it is probably not collaboration as the rubric was created through individual effort (of the teacher.)</li><li>• Co-creating a rubric means everyone comes in with ideas and something new is created. Student ideas are as equally valid as teacher ideas.</li><li>• There has to be a very real possibility that the end result will look completely different from what the teacher thought the rubric would look like.</li></ul>
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Collaboration in making rubrics



	<p>“<b>Coordination</b> 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.”</p> <ul style="list-style-type: none"><li>• If the teacher walks in with a rubric in mind and then asks the students what they think, and the final product is the rubric that the teacher walked in with a few tweaks, then this was probably Co-ordination. The teacher walked the class through a lesson plan and got to a predetermined destination. Nothing new was created in the process.</li></ul> <p>“<b>Cooperation</b> 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> <ul style="list-style-type: none"><li>• If everyone ends up with a different individual rubric but they help each other to create their rubrics, this is probably Cooperation.</li></ul> <p>The big idea of collaboration is that you create new knowledge or a new understanding together.</p> <ul style="list-style-type: none"><li>• In other words, the teachers is creating a new understanding of Character as well as the student.</li><li>• Our understanding of a concept can change over time. We are allowed to revise the rubric for the next round.</li><li>• The teacher may be very experienced and have taught character for decades. However, we can still learn something and a student might share something from their life experience that might challenge a teacher’s understanding of a concept.</li><li>• We need to role-model how to be open to wonder and new ideas.</li><li>• We need to role-model a growth mindset as well.</li></ul> <p><b>PRO TIP:</b> What do you do if you are co-creating rubrics with multiple classes. What if they create different rubrics?</p> <ul style="list-style-type: none"><li>• You might choose to use the separate class-created rubric for each class. If you’re able to keep things separate with your success criteria, then awesome!</li><li>• You might make the executive decision that it’s not logistically possible (nor desirable) to have all of your classes together trying to agree on common look-fors.<ul style="list-style-type: none"><li>○ So you might go through this co-creating rubric process authentically with each class. The look-fors / success criteria may be different or similar.</li><li>○ Then, at the end, the teacher combines the look-fors from each of the classes to create a common rubric for the classes. This way, the tracking sheets can be the same.</li></ul></li></ul>
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Co-creating with many classes



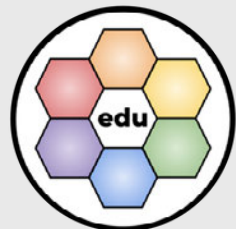


	<p><b>PRO TIP:</b> Be the last to speak and listen to everyone's ideas before sharing yours.</p> <p>Lesson #4 from Simon Sinek: <a href="https://youtu.be/8I-YpiiBH4o?t=612">https://youtu.be/8I-YpiiBH4o?t=612</a></p> <p>Nelson Mandela -</p> <ul style="list-style-type: none"><li>• They would always sit in a circle</li><li>• The leader would always be the last to speak.</li><li>• You need to <b>learn to be the last to speak</b>.</li><li>• Listen to others, ask questions, but keep your opinions to yourself - don't give non-verbal feedback in a way that says you agree or disagree.</li><li>• As teachers, of course, be positive and receptive to the speaker in an age appropriate way to encourage students to share their ideas. But the goal in co-creating rubrics is to share the power and to hear other students share their thinking.</li></ul>
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**Co-creating assessment criteria for Character (slide 104-113) - 45 minutes**  
**Overview (slide 104)**

104	<p>Explain to students we are going to do the Look Fors for CHARACTER to see how this process works.</p> <p>There are 4 steps in this collaboration process:</p> <ul style="list-style-type: none"><li>• Step 1: Independent thinking</li><li>• Step 2: Share ideas as a group</li><li>• Step 3: Choose KEY ideas as a group.</li><li>• Step 4: Choose KEY ideas as a class.</li></ul> <p><b>NOTE:</b> Although this collaborative process is pre-determined, the final rubric / look fors should not be. (Otherwise, you're not co-creating a rubric. You're simply doing an exercise and lead students to the answer you created earlier. There is no "co-" in that creation.)</p> <p><b>Teacher Tip:</b> We suggest watching the Simon Sinek video in Step 4 to get an idea of the importance of going last in sharing ideas.</p>
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co-creating criteria  
Character



## Step 1. Independent Thinking (slide 105-106) - 10 minutes



**Minds on: before you begin...**

**Independent Thinking Strategy: Ask “Why or How”**  
(Why is this important? How is this important?)

It's very easy to get caught up in buzzwords and rhetoric.

When we are answering questions, it's very easy to simply skim and scan words from a handout and copy them down without really thinking about it. One strategy to get a deeper understanding is to teach students to ask “why or how” ...

**STEP 1: Start with an idea.**  
This can be a statement that you want to make, or the answer to a question on a test or assignment.

**STEP 2: Ask yourself Why or How AND answer your own question.**  
“No matter what your answer is in STEP 1, ask yourself a “Why” or “How” question about that answer:

- Why is this important?
- What does this look like? (How might that look like?)
- How could...?”

The key part here is that you have to try to answer your own question.

**NOTE:** You need to ask a question that you don't know the answer to. Otherwise, it's not helping you to dig deeper into the answer.

**STEP 3. Keep on Going**

**Bonus tip:** No matter what the answer is to your why or how question, ask yourself why or how that answer is important. The more times you play the why or how game, the deeper your answer gets.

**EXAMPLE:**  
Here's an example of a possible conversation in someone's head to help take a simple answer into a more complex understanding. When you use the “why or how” strategy, you're playing both people in your head:

- **Person A:** What should I look for when I'm trying to assess character?
  - **Person B:** having a growth mindset
- **Person A:** Okay, what does a growth mindset look like? (How will I know if you have a growth mindset?)
  - **Person B:** Because I'm not giving up.


Independent Thinking

How to develop a complex idea






Modeling the strategy

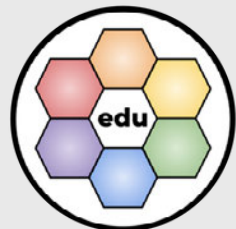
	<ul style="list-style-type: none"><li>• <b>Person A:</b> How will I know that you're not giving up?<ul style="list-style-type: none"><li>◦ <b>Person B:</b> Because I keep trying</li></ul></li><li>• <b>Person A:</b> How do I know that you tried several times just by looking at you?<ul style="list-style-type: none"><li>◦ <b>Person B:</b> Maybe because I tell you and explain what I tried. Or maybe because you can see things that I tried and didn't work. (I.e. failed attempts.) Or maybe you literally see me try multiple times and it doesn't work.</li></ul></li><li>• <b>Person A:</b> How do I know from this that you have a growth mindset?<ul style="list-style-type: none"><li>◦ <b>Person B:</b> Well, a growth mindset means that I'm learning from my mistakes, So maybe I can tell you what I learned from my mistake?</li></ul></li></ul> <p><b>Pro tip:</b> All too often, the teacher plays the role of person A and the student plays the role of person B. The goal here is to give students a strategy to try to come up with a more complex answer without having an adult ask leading or scaffolded questions.</p> <ul style="list-style-type: none"><li>• Initially, some students may only be able to ask and answer one "why or how" question.</li><li>• Over time, they may be able to ask and answer for themselves 2 or 3 or 4 different "why or how" questions about the same idea seed.</li></ul> <p>Note: it's important not to start a different idea, but to keep asking "why or how" questions about the same topic. Image Source: Idea icon by Icons8 <a href="https://icons8.com/icon/67474/idea">https://icons8.com/icon/67474/idea</a></p>
	<p><b>Step 1. Independent Work:</b></p> <p>Look at the CHARACTER Notes handout</p> <ul style="list-style-type: none"><li>• Re-read the description about CHARACTER at the top.</li><li>• Look at the box on the bottom to see your example of what CHARACTER looks like to you.</li></ul> <p>Look at the CHARACTER Look Fors handout</p> <ul style="list-style-type: none"><li>• Fill in STEP 1 of the table.</li></ul> <p>Teacher prompt:</p> <ul style="list-style-type: none"><li>• What are the "Look fors" /Success criteria that Character must have</li><li>• Based on what you read on the character notes handout, what should I be looking for when I'm trying to figure out if someone is demonstrating character</li></ul>

	<ul style="list-style-type: none"><li>• Write down three or four key ideas that you think a student needs to demonstrate in order for us to say that they have character.</li></ul> <p>Note: you are allowed to use bold words from the paragraph in your Look fors / success criteria</p> <p>Possible student answers:</p> <ul style="list-style-type: none"><li>• Not giving up.</li><li>• Trying three or more times before moving on</li><li>• Having a growth mindset</li></ul> <p>Use the “why or how” strategy to try to develop a deeper understanding of character. This can help identify the key underlying criteria that students need to demonstrate in order to say that they are demonstrating character.</p>
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Step 2. Group Work (slide 107-108) - 15 minutes

107 	<p><b>Minds on: before you begin...</b></p> <p>Often times, when students get into groups to share ideas, if they are working as a team, they are often simply <b>cooperating</b> or <b>coordinating</b>, but not really <b>collaborating</b>.</p> <ul style="list-style-type: none"><li>• <b>Collaboration</b> means working together in a group to create a new understanding.</li><li>• In other words, new knowledge has to be <b>co-created</b> by the group working together,</li><li>• as opposed to one student doing all the work.</li><li>• <b>Created</b> (As in create... As in creativity...) means connecting ideas in new or different ways to come up with something original to the group.</li></ul> <p>Students who are <b>cooperating</b> or <b>coordinating</b> in group work typically look like this:</p> <ul style="list-style-type: none"><li>• One person takes a turn sharing their ideas. (“Okay, I’ll go first.”)</li><li>• The next person in the group shares what they wrote down.</li><li>• The third person in the group shares what they wrote down as well.</li><li>• The students <b>cooperate</b> and take turns sharing what they wrote down.<ul style="list-style-type: none"><li>◦ They aren’t really adding or building on each other’s ideas, it’s more simply an airing of ideas.</li><li>◦ Sometimes, one of the students will step up and <b>coordinate</b> this process: “Okay, Bob, what do you think? What did you write down?”</li></ul></li></ul>
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Group Work  
collaboration



- Students then either write down their own answers from the independent thinking step as the “group answer” for step 2, or they copy down the “smart” student’s answers in this section as the group’s answers.
- Then the “stronger students” coordinate and tell other students simply what to copy down. So if you have a student who works at a slower pace or doesn’t understand the concepts, they just tell that person what to copy down.
- This collaboration opportunity has simply becomes an exercise in rote notetaking, but because students are working in teams, it’s easy to say that we are collaborating if we think that teamwork means the same as collaboration.

A way to encourage group collaboration is to play “idea volleyball”

#### Group Thinking Strategy: Idea volleyball

- In volleyball, multiple teammates work together to pass a ball back and forth and eventually over the net.
- In idea volleyball, multiple students work together to pass an idea back and forth to develop an increasingly complex and sophisticated idea.

The point of idea volleyball is to take an idea and bounce it back and forth between partners and try to develop an increasingly complex understanding.

- **Person A:** The first person shares a comment or idea.
- **Person B:** The next person in the group adds to the idea by 1) asking a “Why or how” question about what Person A said, and then 2) tries to answer their own question based on information in the text, or their personal experience.
- **Person C:** The next person in the group adds even more to the idea from Person A and Person B by also 1) asking a “Why or how” question, and 2) trying to answer their own question...
- And so forth

The goal of idea volleyball is to see how many different idea volleys you can have before having to start a new idea. In other words, if someone shares a new comment or idea that isn’t built on the previous idea, then it’s like the volleyball dropped on the floor and somebody is serving a new idea to volley around.

Collaboration  
strategy

Idea  
volleyball





Here's an example of a possible conversation:

- **Person A:** I think a look for should be that a student can tell you what they learned from their mistake.
- **Person B:** Okay, but **why** is it important that they can explain the learn something from their mistake. Maybe **because** if they have a fixed mindset, they just feel bad when they made a mistake, but if they really have a growth mindset, then they're able to learn something from the mistake?
- **Person C:** Right, someone with a **growth** mindset is looking to learn something from their **mistake**, but **how** does this show character? I think learning **from** your **mistakes** **doesn't** show character. I think **Character** is when you **learn** from your mistakes and because of **all** that learning, you're able to persevere and finally succeed.
- **Person A:** **Why** do you have to be able to succeed in order to show character? If I'm Terry Fox and I'm running across Canada on a prosthetic leg and in pain, does it mean I'm not showing Character if I don't reach my goal of running across the country?
- **Person B:** Wait a second. I think Terry Fox shows character because he kept on running **despite** the pain. It was only that his illness got to bad that he wasn't able to continue. So **why** do you have to learn something from a mistake in order for that to show Character? How do mistakes show character? Is it because mistakes usually stop people, but character means you don't let mistake stop you? So then what was the mistake that Terry Fox was learning from?

As you can see from this hypothetical conversation, each person adds a new perspective or idea to the original idea. This is a process of creating new knowledge or a new understanding.

As this hypothetical conversation continues, the group might discover that Character is not just when you learn something from your mistake

- The new understanding might be that we show character by continuing on a course of action even though you're making mistakes or you're in pain.

Image Source:

- Blue UI icon by Icons8 <https://icons8.com/icon/51336/blue-ui>
- Greentech icon by Icons8 <https://icons8.com/icon/26295/greentech>
- Curtain Light icon by Icons8 <https://icons8.com/icon/52255/curtain-light>

Creating new knowledge

108

### Step 2. Group work

Get into groups:

- We are going to collaborate and work as a team to create a new understanding of Look Fors
- Each student shares their ideas from step 1. Independent Thinking,
- As a group, students record new ideas and build on group members ideas in step 2 to create a deeper understanding of character..

Different groups will have different understandings. Ultimately at the end of step 2, the group needs to figure out what they think are the key elements of Character.

Critical Thinking  
key "look fors"

### Step 3. Key Look Fors (slide 109-110) - 5 minutes

109

### Minds on: before you begin...

Although we are **collaborating** to figure out the key "look fors" about **Character**, we also need to use **critical thinking** to determine which of the proposed group look fors really get to the heart of what character is.

**Critical thinking** is when we use criteria to analyse or make a decision. In this case, our criteria to determine the KEY "look fors" comes from evidence in the text. (the description of Character written at the top of the character handout notes.)

**Group Thinking Strategy: "Because it says right here..."**

- Give an answer. (What's your **Point**?)
- Support your answer by literally saying the phrase, "because it says right here..." and pointing at your **Evidence**
- Explain** how your evidence supports your point
- Note:** Later on, of course students can come up with different ways to say "because it says right here..." But often times, students have difficulty supporting their answers and so by asking students to literally say "because it says right here..." and literally point at the sentence of text, we can start to build habits of thinking.


**Pro tip:** If you teach English Language Arts, this is an opportunity to collect data on how well students support their thinking with evidence

- The success criteria is whether or not students
  - 1) literally say the phrase, "because it says right here..."
  - and 2) explain how their evidence supports their point.

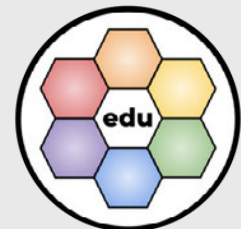
Strategy to  
show evidence






	<ul style="list-style-type: none"><li>• An epic demonstration of support from the text could be based on how well the student explains how their evidence from the text supports their point.</li></ul> <p><b>Variation #1:</b> Depending on your age group and class dynamic / teaching style, you might call this the “<b>PEE strategy</b>”</p> <ul style="list-style-type: none"><li>• <b>P.</b> Give an answer. (What’s your <b>Point</b>?)</li><li>• <b>E.</b> Support your answer by literally saying the phrase, “because it says right here...” and pointing at your <b>Evidence</b></li><li>• <b>E. Explain</b> how your evidence supports your point</li><li>• Note: it does not matter whether you give <b>Evidence</b> first or <b>Explain</b> how your evidence supports your point first, as long as both “E”s are in the response.</li></ul> <p><b>Variation #2:</b> You could also call this the “<b>PEEP strategy</b>”</p> <ul style="list-style-type: none"><li>• <b>P.</b> Give an answer. (What’s your <b>Point</b>?)</li><li>• <b>E.</b> Support your answer by literally saying the phrase, “because it says right here...” and pointing at your <b>Evidence</b></li><li>• <b>E. Explain</b> how your evidence supports your point</li><li>• <b>P.</b> Restate your <b>point</b></li></ul>
	<p><b>Step 3. Key Look Fors</b></p> <p>In the same groups...</p> <ul style="list-style-type: none"><li>• Look at your ideas from step one and step two</li><li>• Re-read the description about Character at the top of the Character notes handout</li><li>• Based on this criteria of Character, decide which of the Look Fors from step one and step two are the best.<ul style="list-style-type: none"><li>◦ The best means they have the strongest evidence from the text that gets to the heart of what Character is.</li></ul></li><li>• Record these key Look Fors in step three.</li></ul> <p>When students are collaborating in their groups, they should be using</p> <ul style="list-style-type: none"><li>• The “<b>Why or How</b>” Strategy (Why is this important? How is this important?)</li><li>• The <b>idea volleyball</b> strategy</li><li>• The “<b>because it says right here...</b>” Strategy (Or PEE, or PEEP)</li></ul>

Collaboration strategies





#### Step 4. Class Look Fors (slide 111-113) - 15 minutes



111

**Minds on: before you begin...** When students share their ideas, often times one of the following things happens:

- You're so busy thinking about getting ready to present your idea, that you're not really listening to what other people are saying.
- You're so relieved that your group has presented their idea, that you're not really listening to other people are saying.
- The moment you hear a different idea from yours, you're busy thinking about how their idea is wrong and yours is right, and how to rebut their idea. (So, you're not really listening.)

**This is an opportunity to think critically about co-creating a class rubric to assess character.**

- We need to be open-minded about other ideas and perspectives.
- We need to be full minded and try to get multiple different ideas and perspectives

**Remember, the end goal is not to assess character.**

- That's simply a means to the end.
- The end goal is to help students develop Character which they can then apply in different scenarios and subjects.
- The Look Fors and the success criteria are simply benchmarks and signs along the way to help students on their journey to continually develop Character.

**Co-creating a class rubric is an example of citizenship.** Helping to create a tool that will help your class community.

We suggest the following two strategies for students and teachers to think about during the class discussion.

**Option 1. If you see something, say something: SPEAK OUT**  
: <https://www.howcast.com/videos/513542-how-to-speak-up-when-you-see-injustice-good-manners>

If you disagree with the ideas in the rubric that is being co-created, you need to speak out and say something. As the video points out, it may be difficult to do this in a class conversation.

During a contentious issue, or even after each group makes a suggestion, you could give groups a chance to discuss with each other.

- This gives the teacher a chance to circulate around the classroom, so students have the opportunity to ask the teacher discretely / or to give their feedback.
- This also gives other students in the group the opportunity to "speak up" for their quieter classmates who may not be comfortable sharing ideas in the large group setting.

Develop class  
"look fors"



# Communication styles

As this is a co-created rubric, the key is to create something new that everyone can live with. In terms of communication styles:

- we're asking people to try to be assertive and to be open to other ideas as long as they don't cross the lines they set for themselves.
- This may be a good time to point out the goal is not to be aggressive and to win at all costs and not listen to the other side
- Nor is it a time to be passive-aggressive and agree with things snarkily or passive (and to not speak up when we disagree, but simply go along)
- More information about assertiveness and the 4 communication styles is included in our [COMMUNICATION Chapter](#).

Option 2. Be the last to speak and listen to everyone's ideas before sharing yours: **SPEAK LAST**

Simon Sinek gives 5 tips to an audience. Lesson #4 talks about the importance of speaking last: <https://youtu.be/8l-YpiiBH4o?t=612>

Time stamp used in the slideshow: 10:12 to 12:30

Nelson Mandela's father was a tribal leader. He would bring Nelson Mandela along.

- They would always sit in a circle
- The leader would always be the last to speak.
- You need to learn to be the last to speak.
- Listen to others, ask questions, but keep your opinions to yourself - don't give non-verbal feedback in a way that says you agree or disagree.
- As teachers, of course, be positive and receptive to the speaker in an age appropriate way to encourage students to share their ideas.
- But the goal in co-creating rubrics is to share the power and to hear other people share their thinking.
  - This can be particularly difficult for teachers as we often have been doing things for so long, we have an idea of what the end rubric will look like / should look like.
  - We suggest thinking about a time (either a personal experience or from TV or a movie) when management above them called them into a staff meeting and they already had an idea of what they wanted, so all of the conversations were really about guiding the workers towards that answer.



112

**CHALLENGE**  
**STEP 4. CLASS LOOK FOS**

As a class...

- Each group shares their key Look Fors from STEP 3.
- Create new knowledge by combining the key Look Fors from the groups into a class list of LOOK FOS.

113

**CHALLENGE**  
**STEP 4. CLASS LOOK FOS**

As a class...

- Each group shares their key Look Fors from STEP 3.
- Create new knowledge by combining the key Look Fors from the groups into a class list of LOOK FOS.
- When a student demonstrates these class Look Fors they're in the GREEN ZONE

### Step 4. Class Look Fors

As a class...

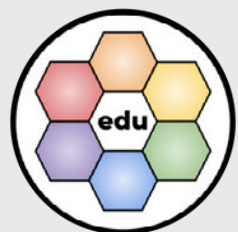
- Each group shares their key Look Fors from step three.
- Create new knowledge as a class by combining the key Look Fors from the different groups into a class list of Look Fors.
- The end result is a class agreed upon list of success criteria: When a student demonstrates these class Look Fors they're in the GREEN ZONE

**Teacher Tip:**

- You may decide to write suggestions on the board from each group, and then afterwards, lead a class discussion to narrow down the list / combine items into the top key look fors.
- We suggestion 2 or 3 success criteria. Any more becomes difficult to manage - especially when you have all success criteria from all 6 Cs to monitor.
- Then, students can copy down the agree-upon look fors on their page.
- The teacher could create an anchor-chart with those look-fors and post them around the room for future reference.

The challenge for us teachers is to use the Speak Last strategy that Simon Sinek discusses. This is a key aspect to authentic collaboration (i.e. co-creation) as opposed to simply co-ordinating class conversation to lead them towards a pre-determined rubric.

Agree upon  
class criteria







## Challenge Task - LESSON B2 - 45 MINUTES

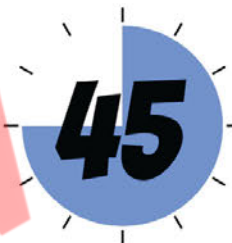
### Co-Creating criteria - CITIZENSHIP

(slides 114-118)

# Lesson B2

#### OVERVIEW

- Co-creating assessment criteria for Citizenship - 45 minutes
  - Overview (slide 114)
  - Step 1. Independent Thinking (slide 115) - 10 minutes
  - Step 2. Group Work (slide 116) - 15 minutes
  - Step 3. Key Look Fors (slide 117) - 5 minutes
  - Step 4. Class Look Fors (slide 118) - 15 minutes



## co-creating criteria Citizenship

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B2**)
- Class set of **Handout - Looks Fors**

#### CO-CREATING Look-Fors (slide 114-118)

	<b>NOTE: Lessons B2, B3, B4, B5, B6 use the same slides to co-create criteria for the other 6 Cs. You can either show the overview (slide 114) or go through each step to help focus student work.</b>
	<b>Let's repeat the Look Fors/Success Criteria process for the other Cs.</b> <ul style="list-style-type: none"><li>Step 1: Independent thinking (Slide 105-106)</li></ul>
	<ul style="list-style-type: none"><li>Step 2: Share ideas as a group (Slide 107-108)</li></ul>
	<ul style="list-style-type: none"><li>Step 3: Choose KEY ideas as a group. (Slide 109-110)</li></ul>
	<ul style="list-style-type: none"><li>Step 4: Choose KEY ideas as a class. (Slide 111-113)</li></ul>

**Remind students of STRATEGIES to TRY**

- Ask "Why or How" (Slide 105)
- Idea volleyball (Slide 107)
- PEEP (Slide 109)
- Speak OUT or Speak LAST (Slide 111)





## Challenge Task - LESSON B3 - 45 MINUTES

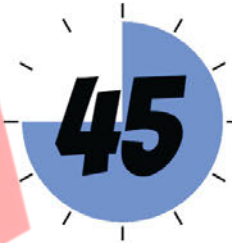
### Co-Creating criteria - COLLABORATION

(slides 114-118)

# Lesson B3

#### OVERVIEW

- Co-creating assessment criteria for Collaboration - 45 minutes
  - Overview (slide 114)
  - Step 1. Independent Thinking (slide 115) - 10 minutes
  - Step 2. Group Work (slide 116) - 15 minutes
  - Step 3. Key Look Fors (slide 117) - 5 minutes
  - Step 4. Class Look Fors (slide 118) - 15 minutes



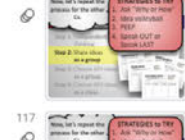




## co-creating criteria Collaboration

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B3**)
- Class set of **Handout - Looks Fors**

#### CO-CREATING Look-Fors (slide 114-118)



**NOTE:** Lessons B2, B3, B4, B5, B6 use the same slides to co-create criteria for the other 6 Cs. You can either show the overview (slide 114) or go through each step to help focus student work.

**Let's repeat the Look Fors/Success Criteria process for the other Cs.**

- Step 1: Independent thinking (Slide 105-106)
- Step 2: Share ideas as a group (Slide 107-108)
- Step 3: Choose KEY ideas as a group.(Slide 109-110)
- Step 4: Choose KEY ideas as a class.(Slide 111-113)

**Remind students of STRATEGIES to TRY**

- Ask "Why or How" (Slide 105)
- Idea volleyball (Slide 107)
- PEEP (Slide 109)
- Speak OUT or Speak LAST (Slide 111)





## Challenge Task - LESSON B4 - 45 MINUTES

### Co-Creating criteria - COMMUNICATION

(slides 114-118)

# Lesson B4

#### OVERVIEW

- Co-creating assessment criteria for Communication - 45 minutes
  - Overview (slide 114)
  - Step 1. Independent Thinking (slide 115) - 10 minutes
  - Step 2. Group Work (slide 116) - 15 minutes
  - Step 3. Key Look Fors (slide 117) - 5 minutes
  - Step 4. Class Look Fors (slide 118) - 15 minutes








## co-creating criteria Communication

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B4**)
- Class set of **Handout - Looks Fors**

#### CO-CREATING Look-Fors (slide 114-118)



**NOTE:** Lessons B2, B3, B4, B5, B6 use the same slides to co-create criteria for the other 6 Cs. You can either show the overview (slide 114) or go through each step to help focus student work.

**Let's repeat the Look Fors/Success Criteria process for the other Cs.**

- Step 1: Independent thinking (Slide 105-106)
- Step 2: Share ideas as a group (Slide 107-108)
- Step 3: Choose KEY ideas as a group.(Slide 109-110)
- Step 4: Choose KEY ideas as a class.(Slide 111-113)

**Remind students of STRATEGIES to TRY**

- Ask "Why or How" (Slide 105)
- Idea volleyball (Slide 107)
- PEEP (Slide 109)
- Speak OUT or Speak LAST (Slide 111)







## Challenge Task - LESSON B5 - 45 MINUTES

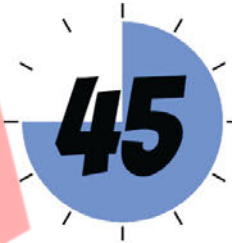
### Co-Creating criteria - CREATIVITY

(slides 114-118)

# Lesson B5

#### OVERVIEW

- Co-creating assessment criteria for Creativity - 45 minutes
  - Overview (slide 114)
  - Step 1. Independent Thinking (slide 115) - 10 minutes
  - Step 2. Group Work (slide 116) - 15 minutes
  - Step 3. Key Look Fors (slide 117) - 5 minutes
  - Step 4. Class Look Fors (slide 118) - 15 minutes



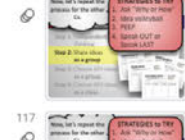




## co-creating criteria Creativity

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B5**)
- Class set of **Handout - Looks Fors**

#### CO-CREATING Look-Fors (slide 114-118)



**NOTE:** Lessons B2, B3, B4, B5, B6 use the same slides to co-create criteria for the other 6 Cs. You can either show the overview (slide 114) or go through each step to help focus student work.

**Let's repeat the Look Fors/Success Criteria process for the other Cs.**

- Step 1: Independent thinking (Slide 105-106)
- Step 2: Share ideas as a group (Slide 107-108)
- Step 3: Choose KEY ideas as a group.(Slide 109-110)
- Step 4: Choose KEY ideas as a class.(Slide 111-113)

**Remind students of STRATEGIES to TRY**

- Ask "Why or How" (Slide 105)
- Idea volleyball (Slide 107)
- PEEP (Slide 109)
- Speak OUT or Speak LAST (Slide 111)





## Challenge Task - LESSON B6 - 45 MINUTES

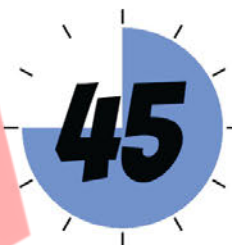
### Co-Creating criteria - CRITICAL THINKING

(slides 114-118)

# Lesson B6

#### OVERVIEW

- Co-creating assessment criteria for Critical Thinking - 45 minutes
  - Overview (slide 114)
  - Step 1. Independent Thinking (slide 115) - 10 minutes
  - Step 2. Group Work (slide 116) - 15 minutes
  - Step 3. Key Look Fors (slide 117) - 5 minutes
  - Step 4. Class Look Fors (slide 118) - 15 minutes








## co-creating criteria Critical Thinking

#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section B**, or **Slideshow - Lesson B6**)
- Class set of **Handout - Looks Fors**

#### CO-CREATING Look-Fors (slide 114-118)



**NOTE:** Lessons B2, B3, B4, B5, B6 use the same slides to co-create criteria for the other 6 Cs. You can either show the overview (slide 114) or go through each step to help focus student work.

**Let's repeat the Look Fors/Success Criteria process for the other Cs.**

- Step 1: Independent thinking (Slide 105-106)
- Step 2: Share ideas as a group (Slide 107-108)
- Step 3: Choose KEY ideas as a group.(Slide 109-110)
- Step 4: Choose KEY ideas as a class.(Slide 111-113)

**Remind students of STRATEGIES to TRY**

- Ask "Why or How" (Slide 105)
- Idea volleyball (Slide 107)
- PEEP (Slide 109)
- Speak OUT or Speak LAST (Slide 111)



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educircles.org

- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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## About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
- [Read my origin story](#)



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6Cs Challenge B - START HERE - Page 6 of 10

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**Specific things to know about this product: 6Cs Challenge B** version 2022-08-03

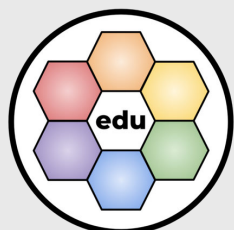
- See lesson plan

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6Cs Challenge B - START HERE - Page 7 of 10

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## Changelog

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.

Once you purchase this lesson package, you get future updates for free!

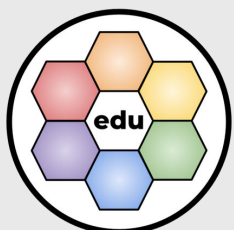
- Download the most recent version: [6Cs Challenge B](#)
- How to update (or know if you need to update): [HELP \(6Cs Challenge B\)](#).

## SINGLE PDF FILE update 2022-07-27

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
  - <https://links.educircles.org/tpt/6cs-challenge-a>
  - <https://links.educircles.org/tpt/6cs-challenge-b>
  - <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](mailto: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





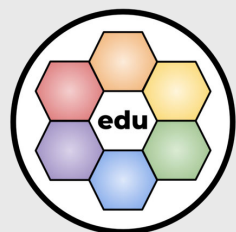
### Version 2.6 Simplifying file organization on Sep 11, 2020

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





### 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)

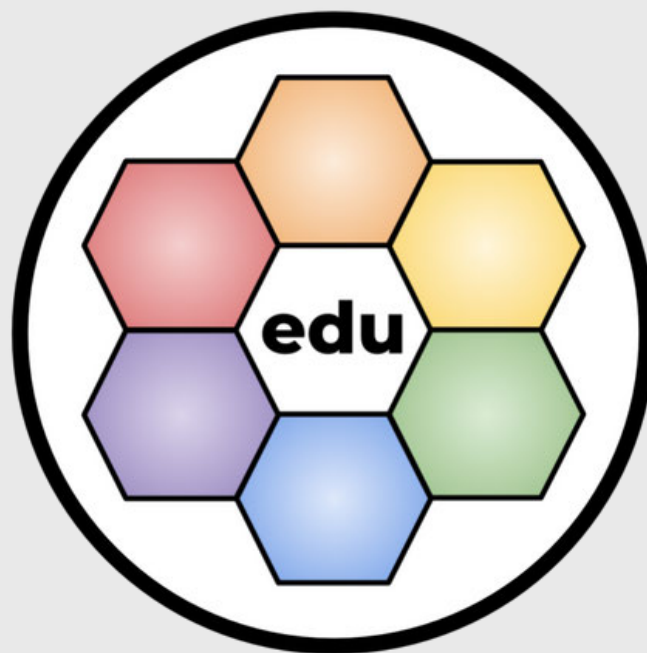
### Version 1.0: Initial release of Challenge Task

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- 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](mailto: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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