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

CHALLENGE C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION C. Compare and contrast 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 - Compare and Contrast (Q1), Venn Diagram (2, 3, 6)
- Student Self Assessment (Option 1, 2, 3)
- Class Tracking Sheet (Option 1, 2, 3, 4)
- Assessment - Compare and Contrast (Q2, Q3), Paragraph Response (Q3),
- 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.)

6Cs Challenge C - START HERE - Page 1 of 12

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Instructions

Want to download
or edit a specific file?

Click the links on
the next page!

What's in this
PDF

What's NOT
in this PDF



educircles.org

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 C <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section C (slides 119-147)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Easel by TpT - Section C - 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: If you just want the virtual handouts for a specific lesson, please use the one-click copy link in the FILE TABLE of CONTENTS for that lesson.	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 119 in **Slideshow - ALL**
- Slide 1 in **Slideshow - Section C**
- Slide 1 in **Slideshow - Lesson C1**

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 C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson C1, C2, and C3** in your assignments.
 - Note: There is no slideshow C4 as there is only one slide wishing good luck.

SECTION C Compare and Contrast the 6 Cs (slides 119-147)

Slide Number Comparison Chart

Are you teaching in class?

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

- Attach **Slideshow - Lesson C1, C2, and C3** to your assignments.

- NOTE: There is no Lesson C4 slideshow as there is only one slide wishing good luck.

Lesson C1

	ALL	Section C	Lesson C1
119-147	1-28	1-28	1-28
119-122	1-4	1-4	1-4
123-126	5-8	5-8	5-8
127-133	9-15	9-15	9-15
134-138	16-20	16-20	16-20
139-140	21-22	21-22	21-22
141-142	23-24	23-24	23-24

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 C
(from the product)

It is NOT in individual lesson plans
(i.e. **Lesson Plan - Lesson C1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON C1 - Compare and Contrast Introduction / Step 1 Independent Thinking 50 MIN

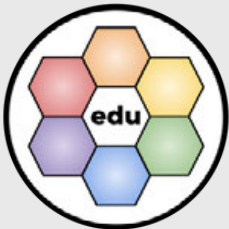
What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C1	PDF	one-click copy
Lesson	Slideshow - Lesson C1 (slides 119-142)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts for the Compare and Contrast activity	Compare and Contrast - Q1 Question 1 <ul style="list-style-type: none">Which Cs are the most similar?Which Cs are the most different? Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Venn Diagram (2 circles) Online Version:	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Venn Diagram (3 circles) Online Version:	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Venn Diagram (6 circles) Online Version:	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy

Lesson
C1

Google Docs

Word

files are
organized
by lesson

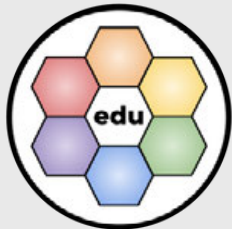


Links to files

Lesson
C1

What do I need	File Name	File type	Get the file
Handouts for the Student Self Assessment	Option 1 <ul style="list-style-type: none"> 2 pages (with 3 Cs per page) Short answer response Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Option 2 <ul style="list-style-type: none"> 6 pages (with 1 C per page) Short answer response Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Option 3 <ul style="list-style-type: none"> 6 pages (with 1 C per page) Longer paragraph response Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
Teacher Assessment Class Tracking Sheet	Option 1 <ul style="list-style-type: none"> 1 page (all 6 Cs per page) Columns for 4 levels 	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Option 2 <ul style="list-style-type: none"> 1 page (all 6 Cs per page) Columns for 3 days (diagnostic, formative, and summative) 	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Option 3 <ul style="list-style-type: none"> 6 pages (with 1 C per page) Space for 4 look fors / success criteria 	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Option 4 <ul style="list-style-type: none"> 6 pages (with 1 C per page) Space for 3 look fors / success criteria 	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy

files are organized by lesson



LESSON C2 - Compare and Contrast - Step 2 Small Group Collaboration 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C2	PDF	one-click copy
Lesson	Slideshow - Lesson C2 (slides 143-145)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Compare and Contrast	see lesson B1	
	Student Self Assessment	see lesson B1	
Assessment	Class Tracking Sheet	see lesson B1	

Lesson
C2

LESSON C3 - Compare and Contrast - Step 3 Whole Class Collaboration 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C3	PDF	one-click copy
Lesson	Slideshow - Lesson C3 (slides 146; 144-145)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handouts	Compare and Contrast	see lesson B1	
	Student Self Assessment	see lesson B1	
Assessment	Class Tracking Sheet	see lesson B1	

Lesson
C3

files are
organized
by lesson



Links to files

LESSON C4 - Optional Assessment / Review 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C4	PDF	one-click copy
Handouts	Compare and Contrast - Q2 Question 2 <ul style="list-style-type: none">Is there anything that all 6 Cs share?Is there anything unique to any one C? Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Compare and Contrast - Q3 Question 3 <ul style="list-style-type: none">Which is the most important C?Which is the least important C? Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Paragraph Response Online Version:	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy

Lesson
C4

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

COMPARE AND CONTRAST

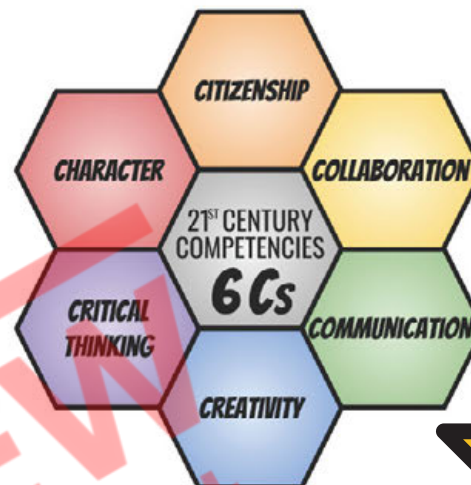
STEP 1. INDEPENDENT

- Look at your notes. You should have some of your own examples of what the 6 Cs look like.
- Review your LOOK FORs handout. You should have criteria for each of the 6 Cs...

Question 1:

- Which Cs are the most similar?
- Which Cs are the most different?

Use the space below. You can use words, pictures or numbers to answer this question.



Compare and
Contrast

Step 1
Independent

Question 1

Which Cs are
similar or different?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

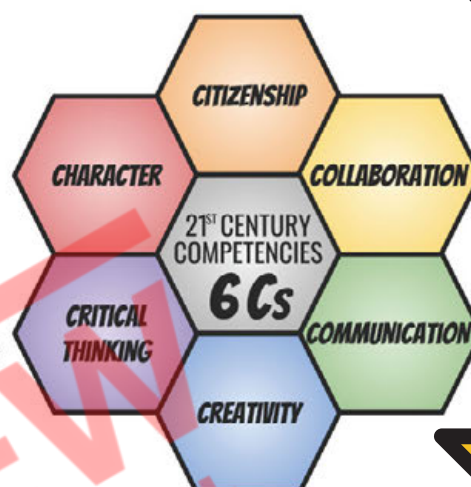
STEP 2. SMALL GROUP COLLABORATION

- **Collaborate** to create a new understanding of the similarities and differences for the 6 Cs.
- **Share your ideas** from STEP 1.
- **Record new ideas** and **build on group members' ideas** below..

Question 1:

- Which Cs are the most similar?
- Which Cs are the most different?

Use the space below. You can use words, pictures or numbers to answer this question.



Compare and Contrast

Step 2
Small Group

Question 1

Which Cs are similar or different?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

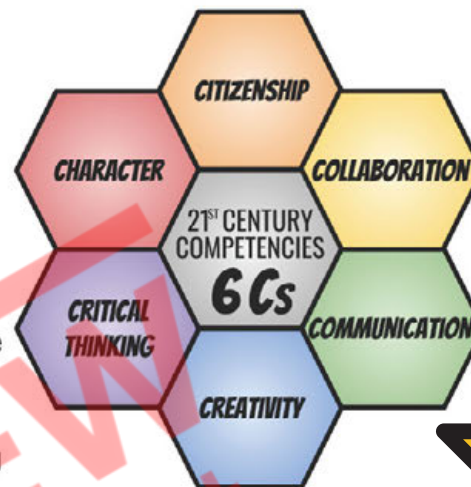
STEP 3. WHOLE CLASS COLLABORATION

- **Collaborate** to create a new understanding of the similarities and differences for the 6 Cs.
- **Share your ideas** from STEP 1 and STEP 2.
- **Create new knowledge as a class** by combining the group answers.

Question 1:

- Which Cs are the most similar?
- Which Cs are the most different?

Use the space below. You can use words, pictures or numbers to answer this question.



Compare and Contrast

Step 3
Whole Class

Question 1

Which Cs are similar or different?



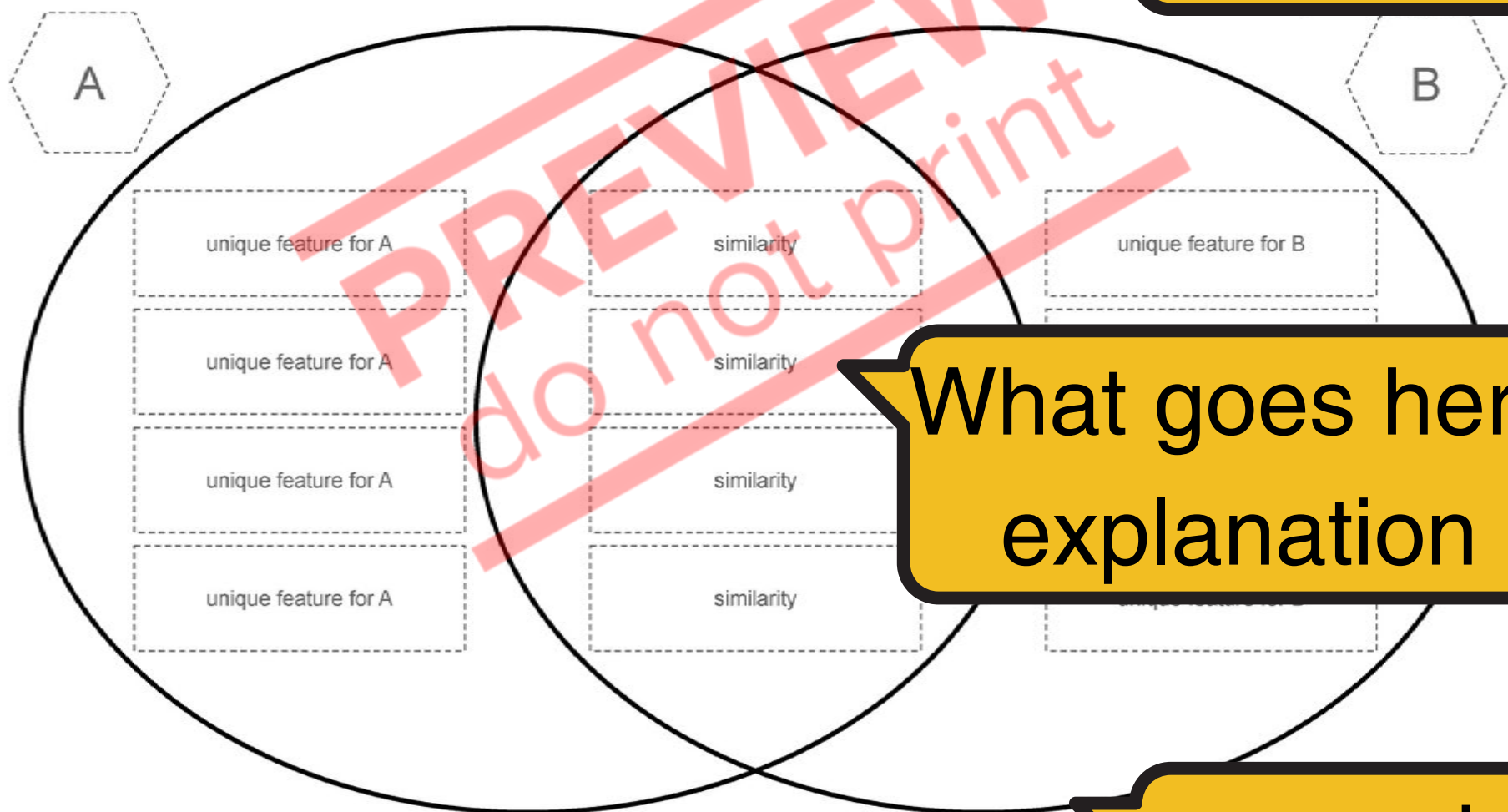
Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare two different Cs. (Write the name of the Cs in the hexagons)

Here's an example of how to compare 2 things in a venn diagram.



Venn
Diagram

What goes here
explanation

comparing 2 Cs
at a time

intro

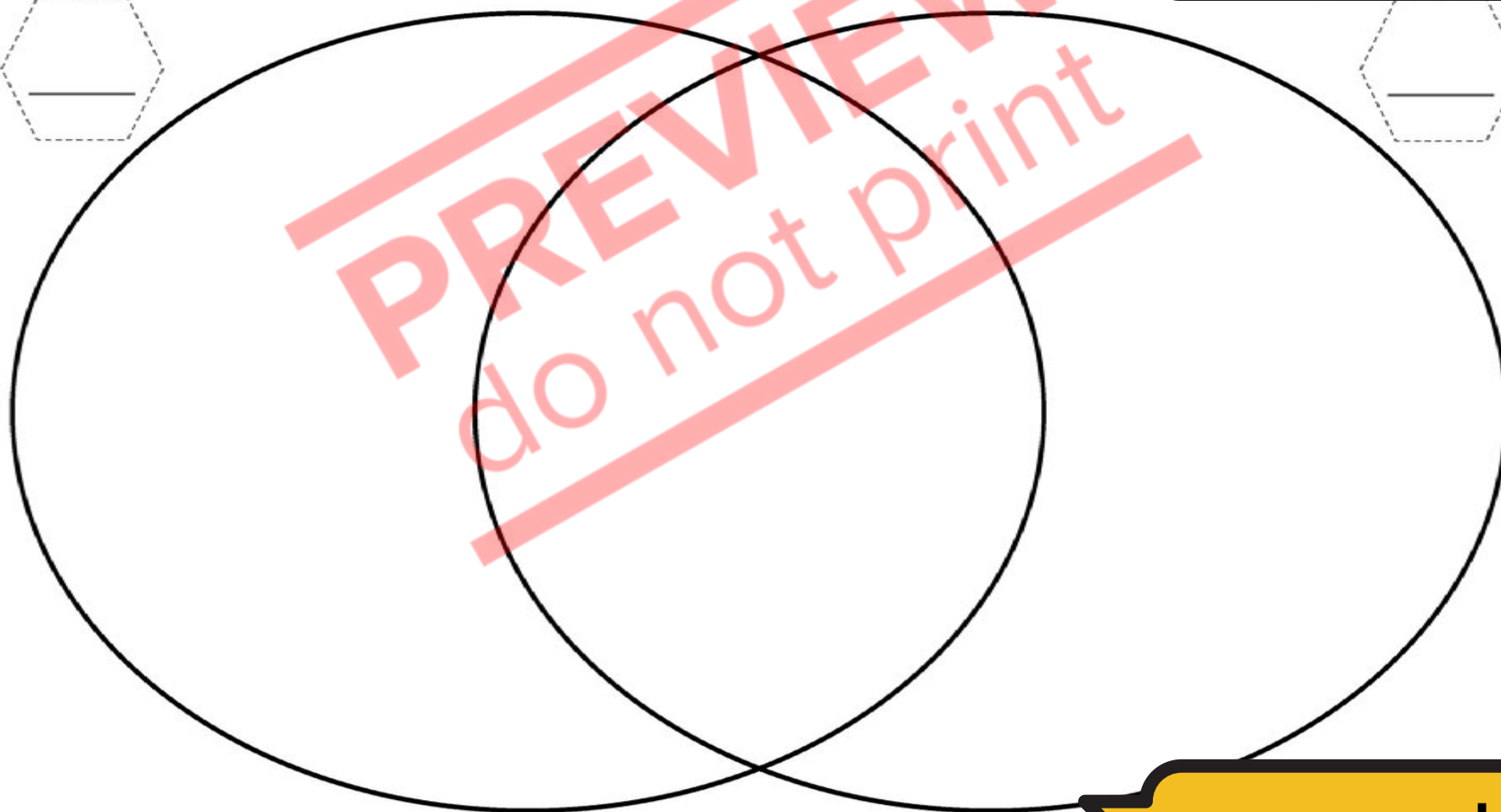


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare two different Cs. (Write the name of the Cs in the hexagons)



Venn
Diagram

comparing 2 Cs
at a time

page 1

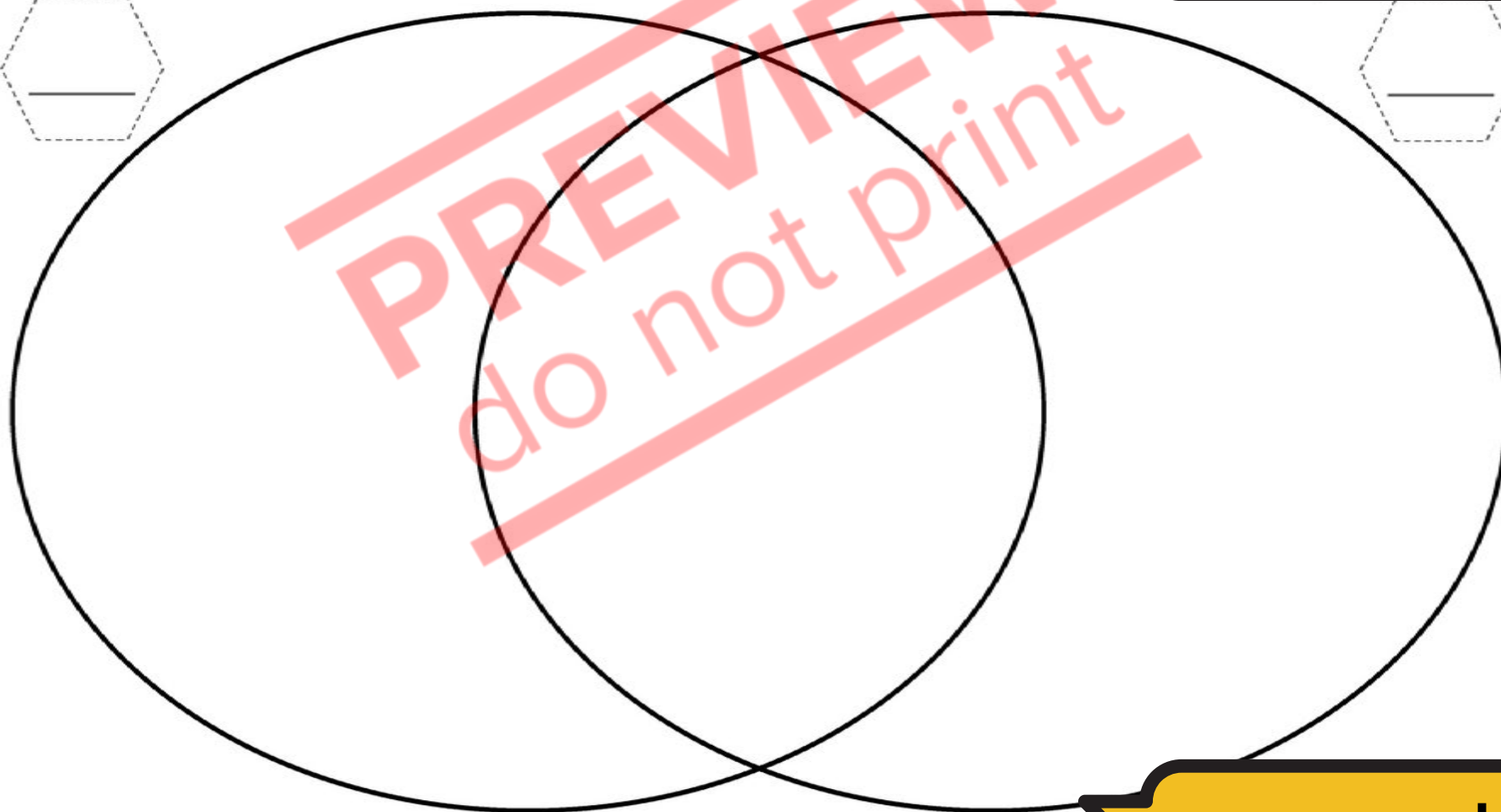


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare two different Cs. (Write the name of the Cs in the hexagons)



Venn
Diagram

comparing 2 Cs
at a time

page 2

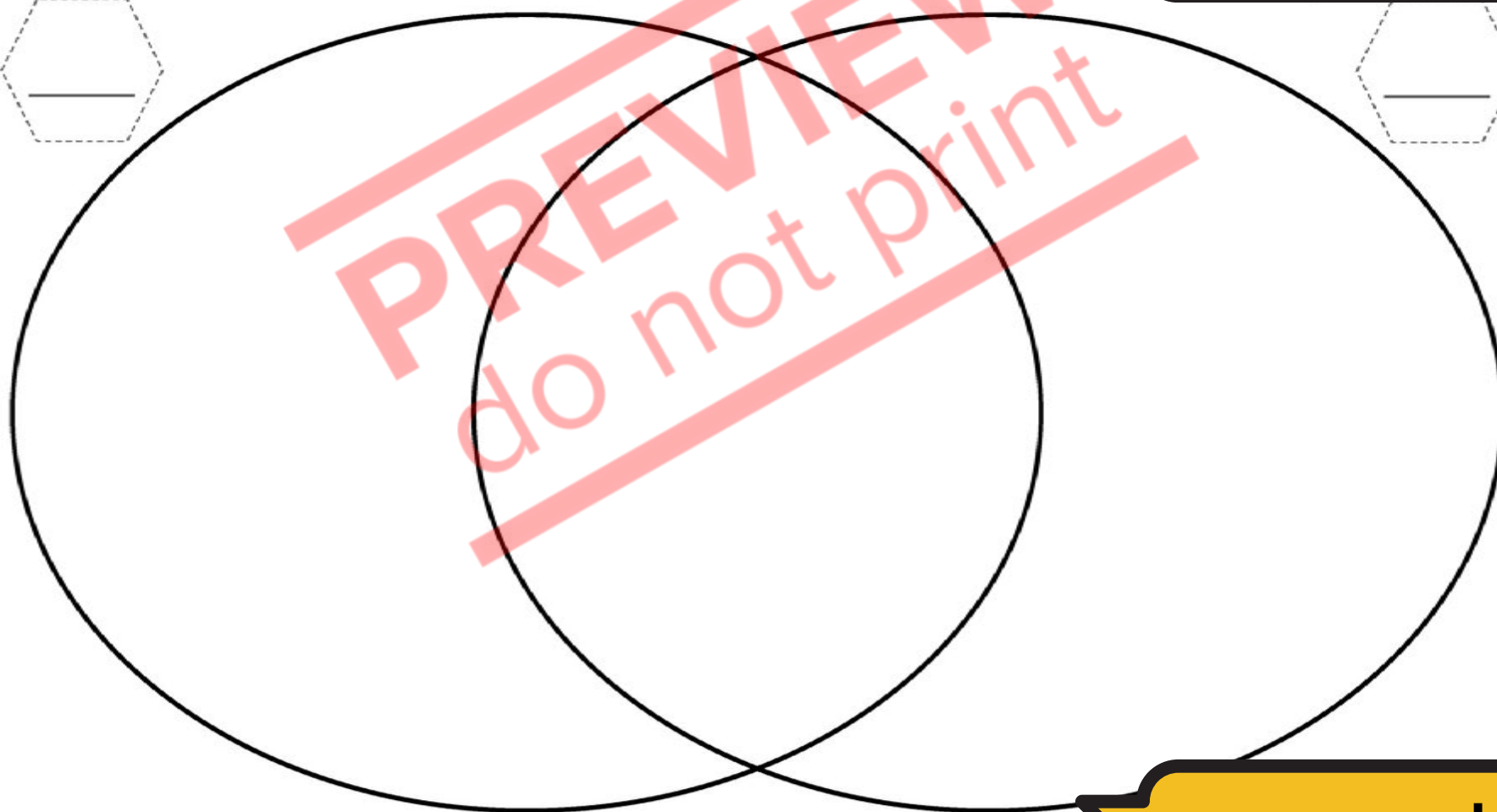


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare two different Cs. (Write the name of the Cs in the hexagons)



Venn
Diagram

comparing 2 Cs
at a time

page 3

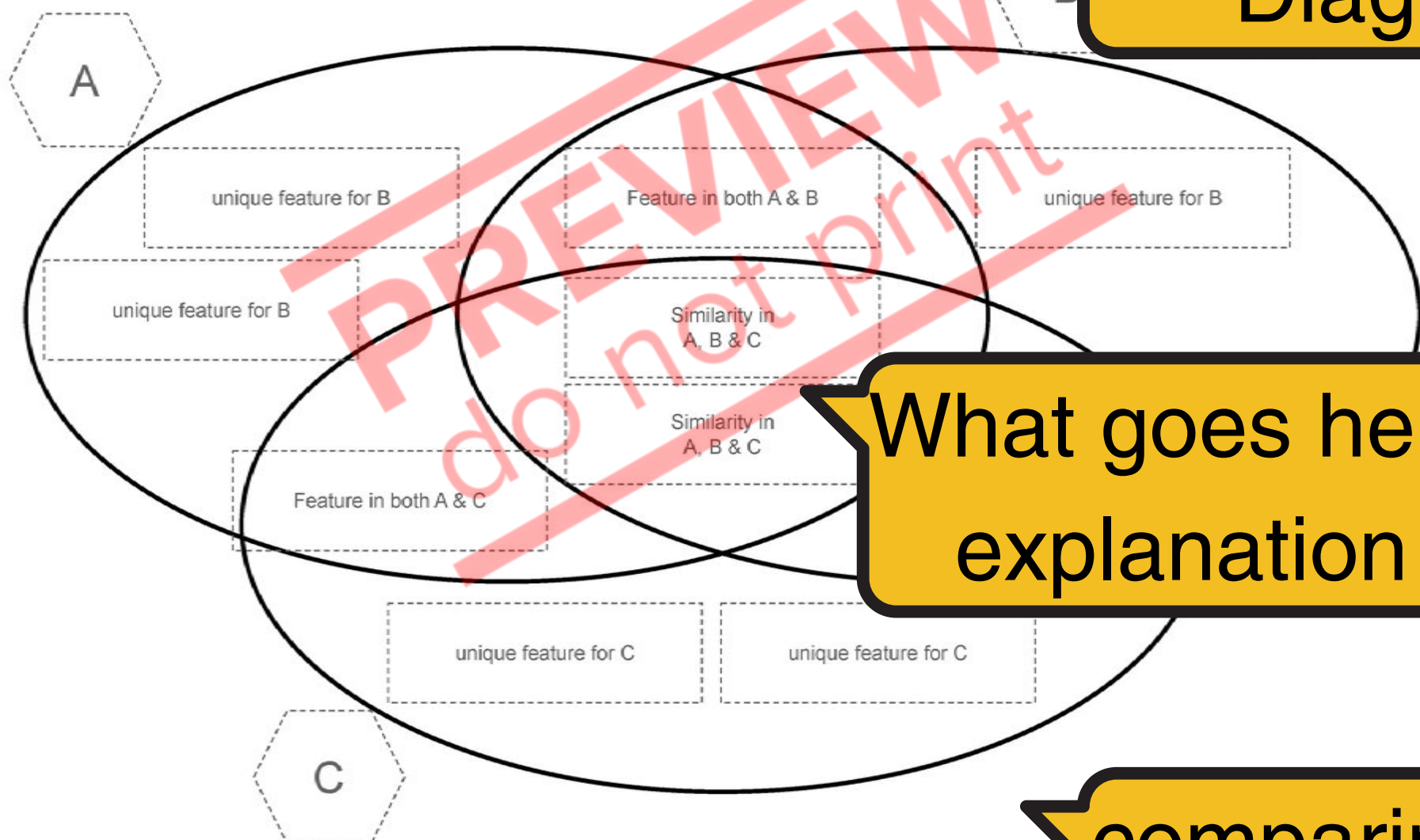


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare three different Cs. (Write the name of the Cs in the hexagons). Here's an example of how to compare 3 things in a venn diagram.



Venn
Diagram

What goes here
explanation

comparing 3 Cs
at a time

intro

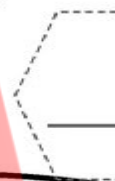


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare three different Cs. (Write the name of the Cs in the hexagons)



Venn
Diagram

comparing 3 Cs
at a time

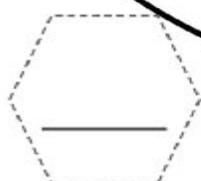
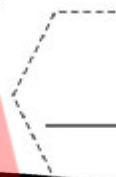
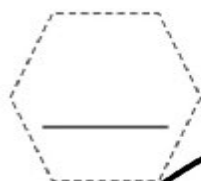


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar? Which Cs are the most different?

Use the Venn diagram below to compare three different Cs. (Write the name of the Cs in the hexagons)



Venn
Diagram

comparing 3 Cs
at a time

page 2



Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?

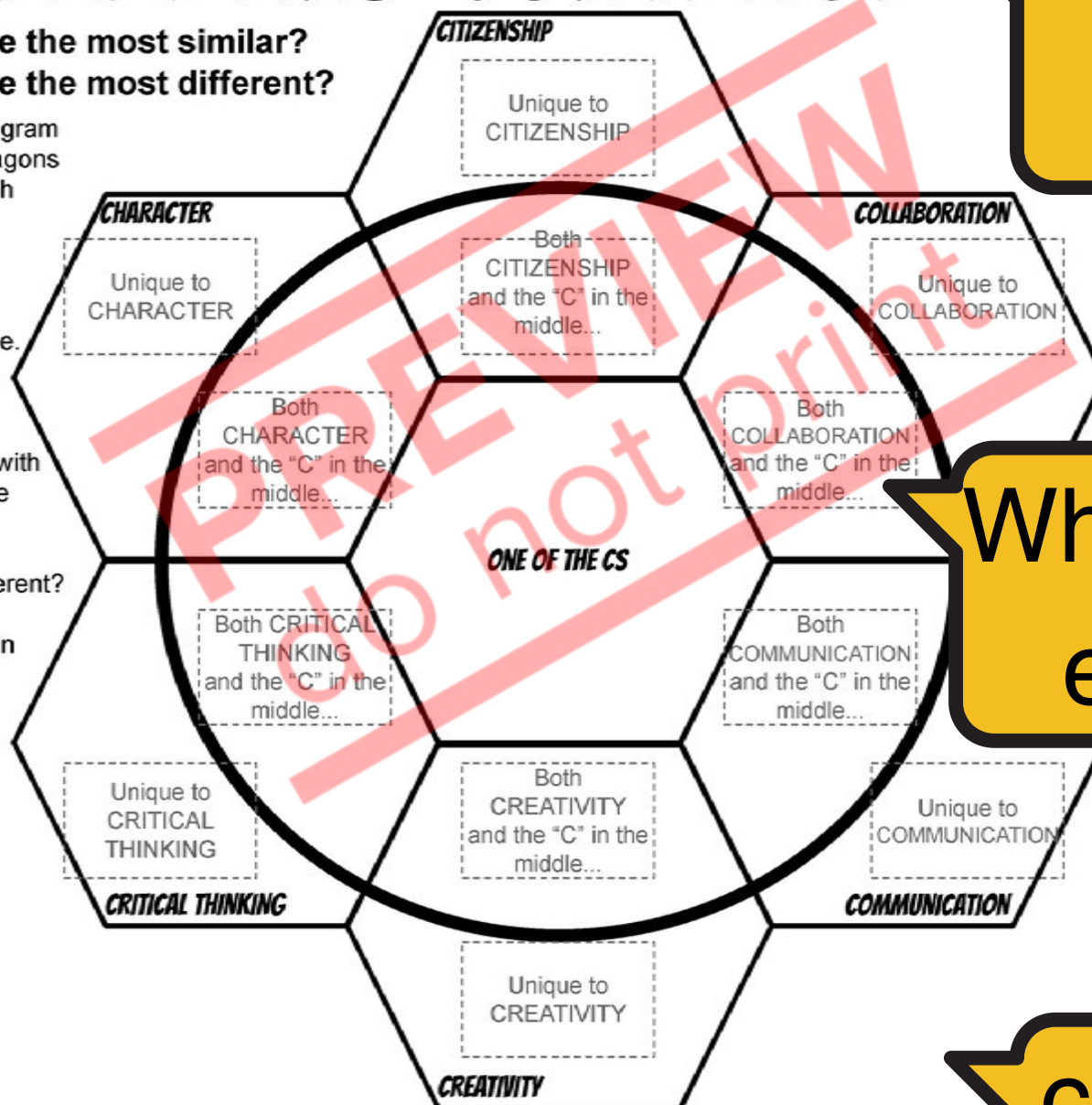
This is a venn-diagram comparing 6 hexagons on the outside with something in the middle circle.

Put one C in the middle of the circle.

What does the C in the middle have in common with the other Cs in the hexagons?

How are they different?

Complete the venn diagram on the following pages to compare each of the 6 Cs.



Venn
Diagram

What goes here
explanation

comparing with
all of the Cs

intro

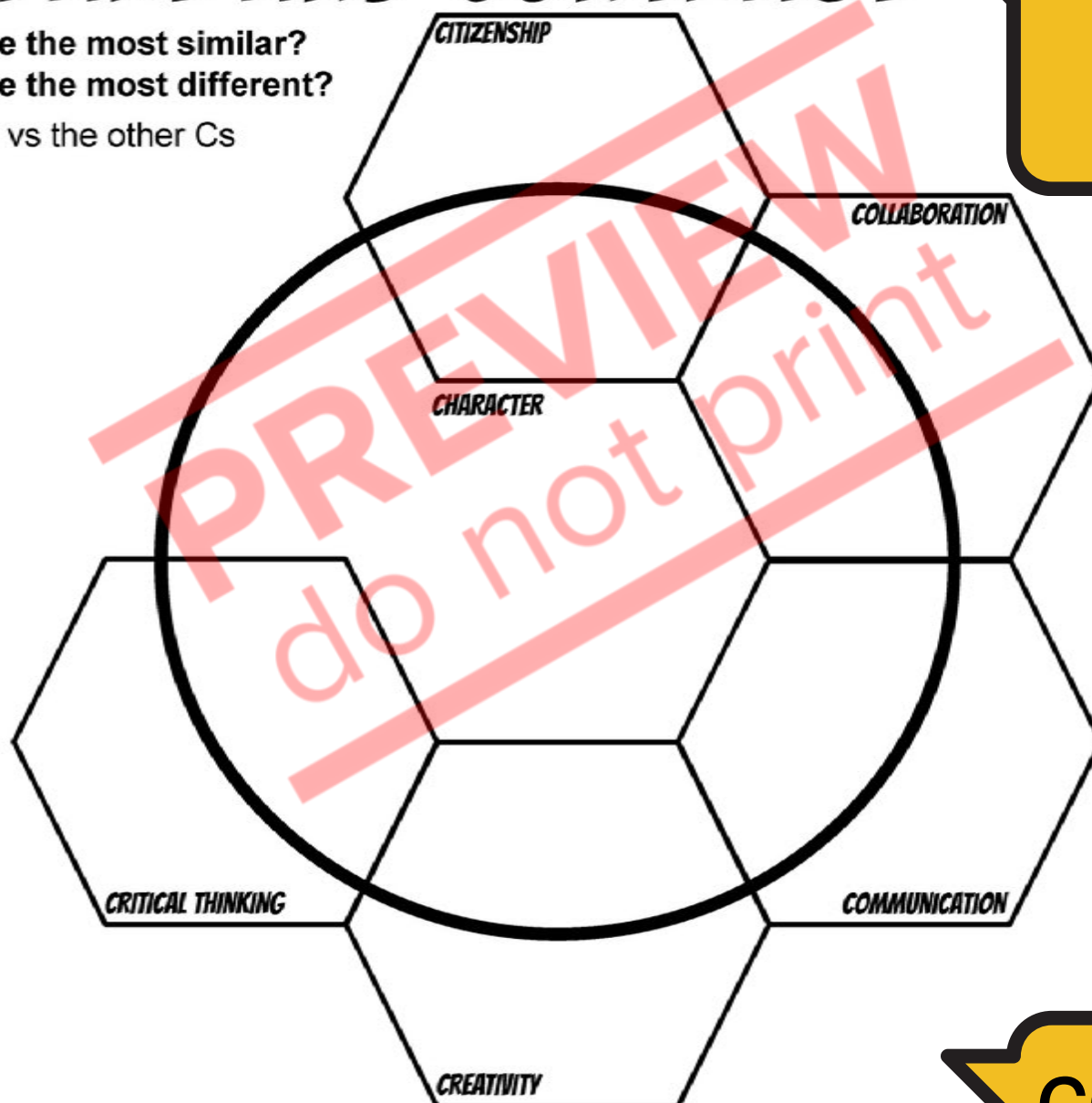


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?

1. Character vs the other Cs



Venn
Diagram

comparing with
all of the Cs

page 1

Character



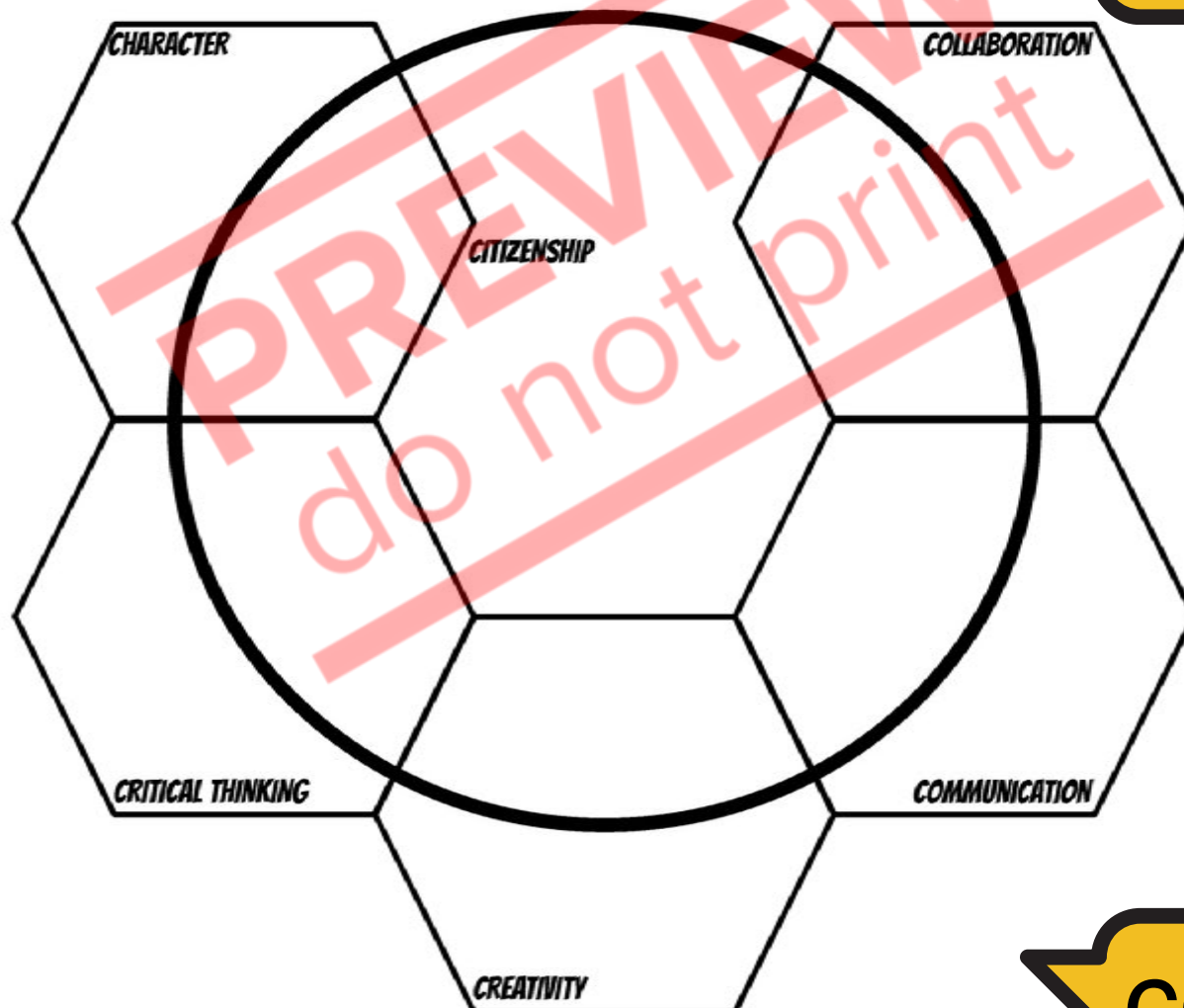
Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?

Which Cs are the most different?

2. Citizenship vs the other Cs



Venn
Diagram

comparing with
all of the Cs

page 2

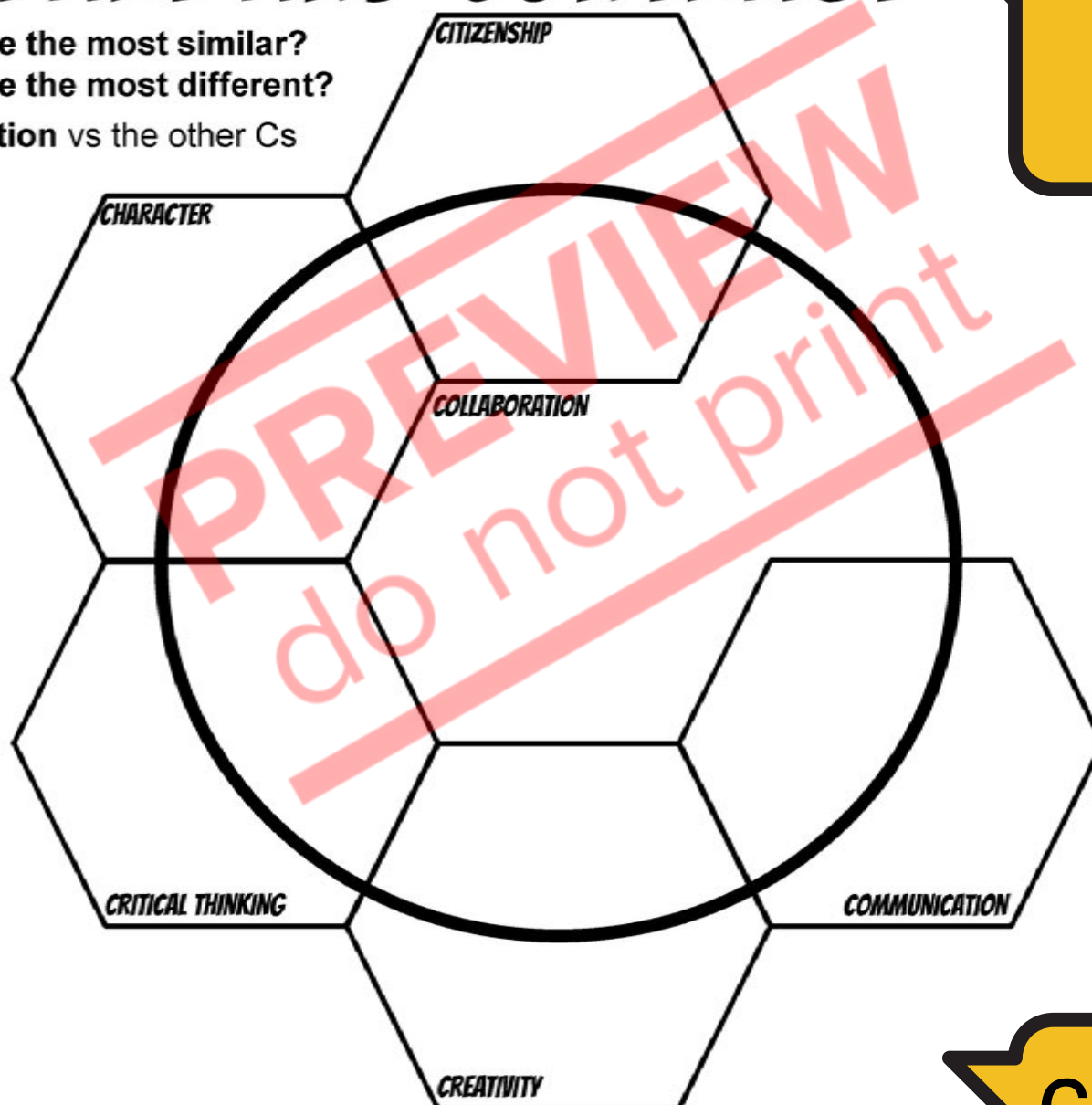
Citizenship



Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?
3. Collaboration vs the other Cs



Venn
Diagram

comparing with
all of the Cs

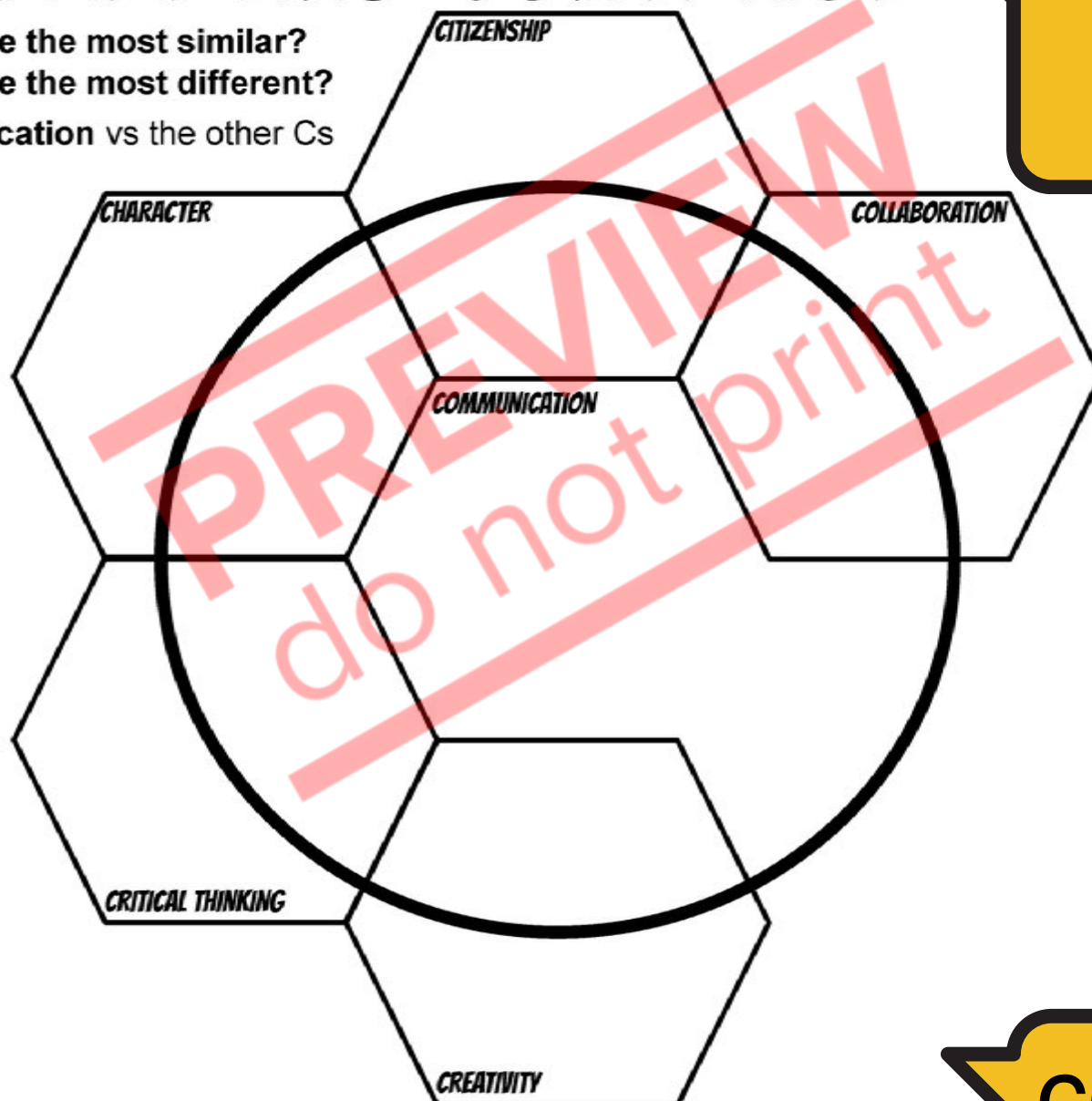


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?

4. Communication vs the other Cs



Venn
Diagram

comparing with
all of the Cs

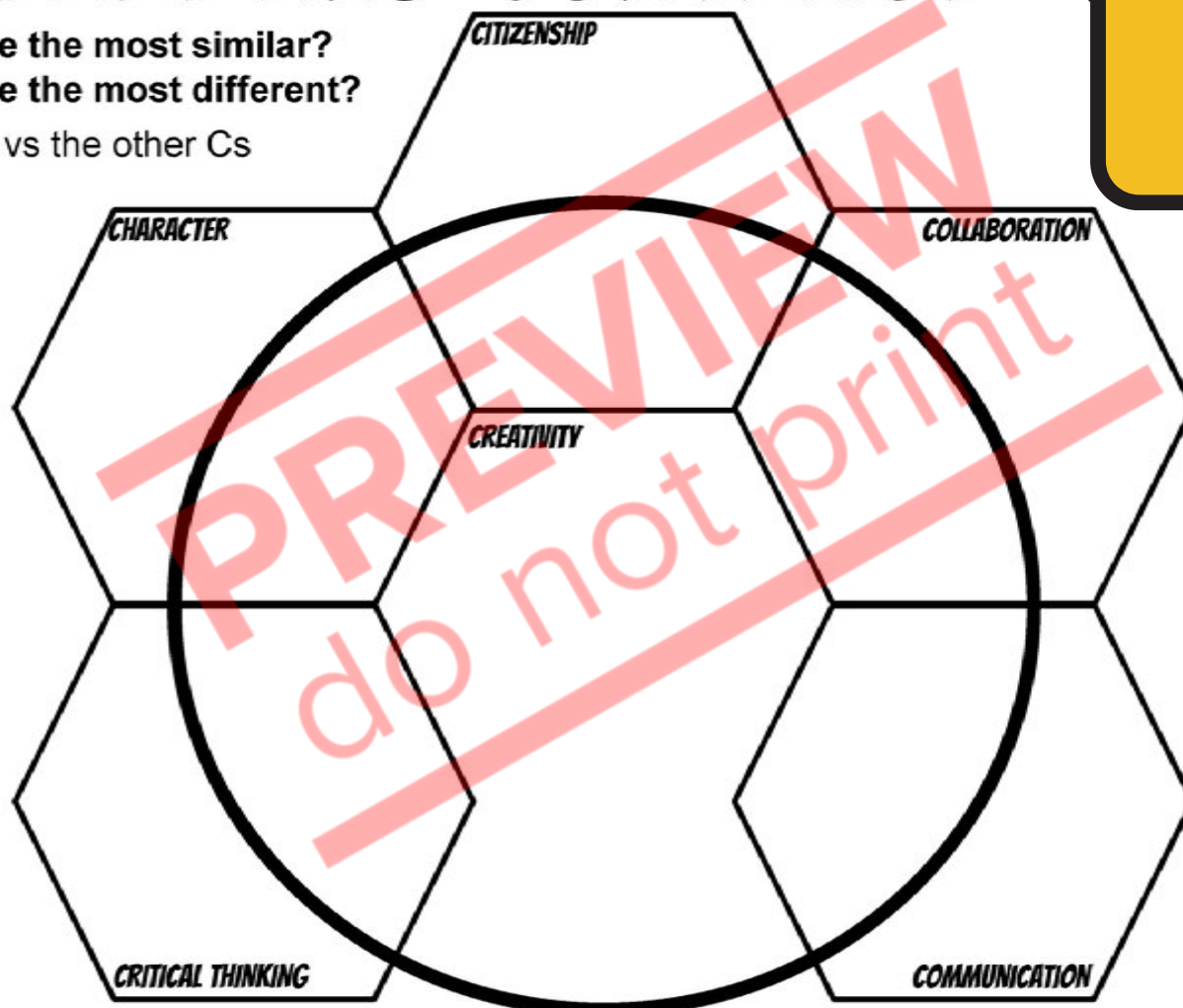


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?

5. Creativity vs the other Cs



Venn
Diagram

comparing with
all of the Cs

page 5

Creativity

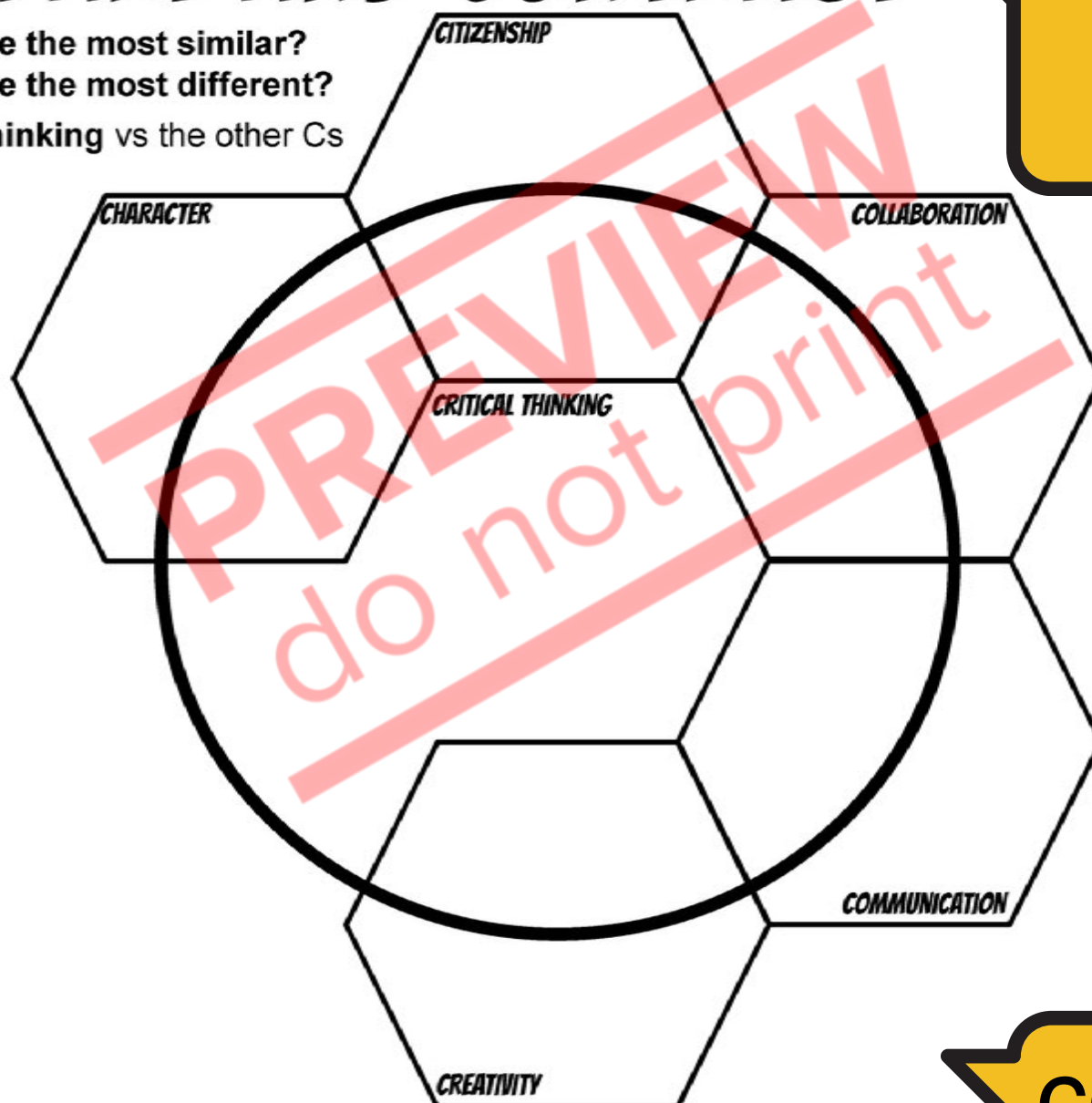


Name: _____ Class: _____ Date: _____

COMPARE AND CONTRAST

Which Cs are the most similar?
Which Cs are the most different?

6. Critical Thinking vs the other Cs



Venn
Diagram

comparing with
all of the Cs

page 6

Critical Thinking



Name _____ Class _____ Date _____

STUDENT SELF ASSESSMENT



Use the following form to take a snapshot of how you did today. Make sure to copy down the class Look Fors for each of the 6Cs below.

CHARACTER LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

CITIZENSHIP LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

COLLABORATION LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
1

2 pages
(3Cs per page)

Short Answer
Response

page 1



Self Assessment

COMMUNICATION LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

CREATIVITY LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

CRITICAL THINKING LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

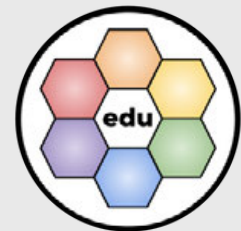
Explain why you felt this way. _____

Option
1

2 pages
(3Cs per page)

Short Answer
Response

page 2



Self Assessment

Name _____ Class _____

HOW DID YOU DO TODAY?



Snapshot #1 - DATE: _____

CHARACTER LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

CHARACTER LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

CHARACTER LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____

HOW DID YOU DO TODAY?



Snapshot #1 - DATE: _____

CITIZENSHIP LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

CITIZENSHIP LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

CITIZENSHIP LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

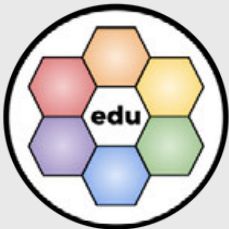
Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____

HOW DID YOU DO TODAY?

COLLABORATION

Snapshot #1 - DATE: _____

COLLABORATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

COLLABORATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

COLLABORATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____

HOW DID YOU DO TODAY?



Snapshot #1 - DATE: _____

COMMUNICATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

COMMUNICATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

COMMUNICATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____

HOW DID YOU DO TODAY?



Snapshot #1 - DATE: _____

CREATIVITY LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

CREATIVITY LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

CREATIVITY LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____

HOW DID YOU DO TODAY?

Make sure to copy down the class Look Fors in the space below.

Snapshot #1 - DATE: _____

CRITICAL THINKING LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #2 - DATE: _____

CRITICAL THINKING LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Snapshot #3 - DATE: _____

CRITICAL THINKING LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____



Option
2

6 pages
(1C per page)

3 time periods

- Diagnostic
- Formative
- Summative

Short Answer
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: CHARACTER



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

CHARACTER LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: CITIZENSHIP



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

CITIZENSHIP LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+
<div>PREVIEW do not print</div>				

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: COLLABORATION



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

COLLABORATION LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+
<div>PREVIEW</div> <div>do not print</div>				

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: COMMUNICATION



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

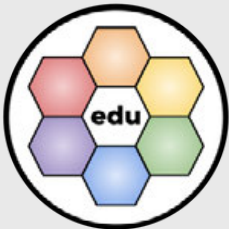
COMMUNICATION LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+
<div>PREVIEW</div> <div>do not print</div>				

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: CREATIVITY



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

CREATIVITY LOOK-FORS	NOT YET		YES	EPIC
	x	-	✓	+
<div>PREVIEW</div> <div>do not print</div>				

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Name _____ Class _____ Date _____

SELF ASSESSMENT: CRITICAL THINKING



How did you do today?

Copy down the class Look Fors in the table. Then give yourself a mark and explain why you gave yourself that assessment using examples. Don't forget to support your thinking by using some of the phrases from the class Look Fors!

CRITICAL THINKING LOOK-FORs	NOT YET		YES	EPIC
	x	-	✓	+
<div>PREVIEW</div> <div>do not print</div>				

Explain why you felt this way. _____

Option
3

6 pages
(1C per page)

Paragraph
Response



Track ALL 6 Cs on one page

Character Citizenship Collaboration Communication Creativity Critical Thinking

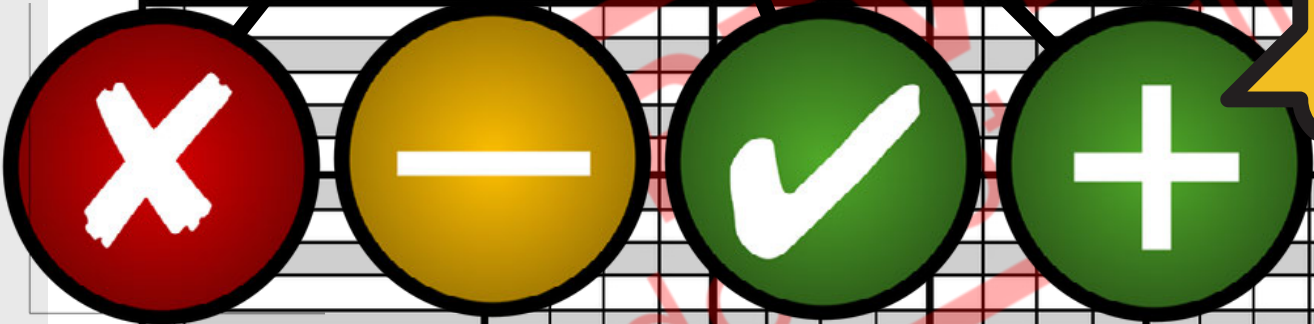
21st Century Competencies 6Cs Class Tracking Sheet

Class _____ Date _____

	STUDENT NAME	CHARACTER				CITIZENSHIP				COLLABORATION				COMMUNICATION				CREATIVITY				CRITICAL THINKING			
		x	-	✓	+	x	-	✓	+	x	-	✓	+	x	-	✓	+	x	-	✓	+	x	-	✓	+
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Track
4 levels

On



Track
4 levels

Option
1



Class Tracking Sheet

Track ALL 6 Cs on one page

Character Citizenship Collaboration Communication Creativity Critical Thinking

21st Century Competencies - 6Cs Class Tracking Sheet Class _____ Date #1 _____ Date #2 _____ Date #3 _____

LEGEND KEY: X = LIMITED - SOME YES + GREAT

STUDENT NAME	CHARACTER			CITIZENSHIP			COLLABORATION			COMMUNICATION			CREATIVITY			CRITICAL THINKING		
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Diagnostic

Formative

Summative

Track
3 time periods

Option
2



Class Tracking Sheet

Character

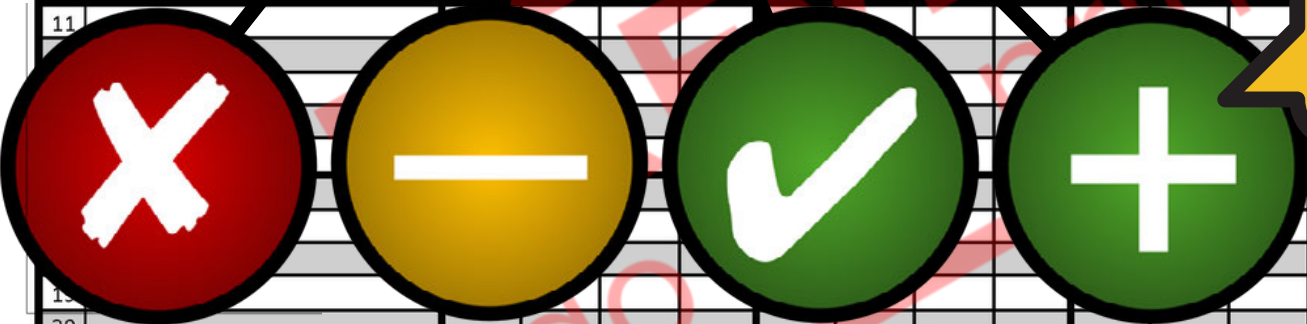
Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CHARACTER	Look For:				Look For:				Look for:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track
4 levels

Option
3



Class Tracking Sheet

Citizenship

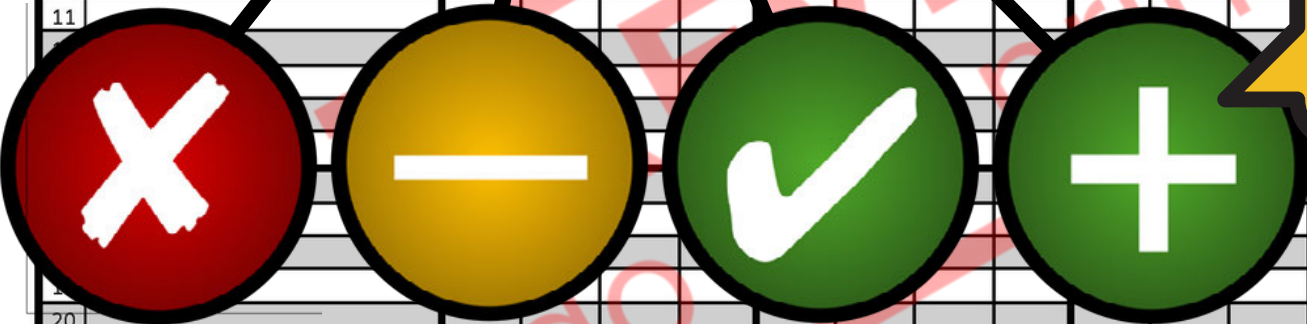
Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

	CITIZENSHIP	Look For:				Look For:				Look for:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track 4 levels

Option 3



Class Tracking Sheet

Collaboration

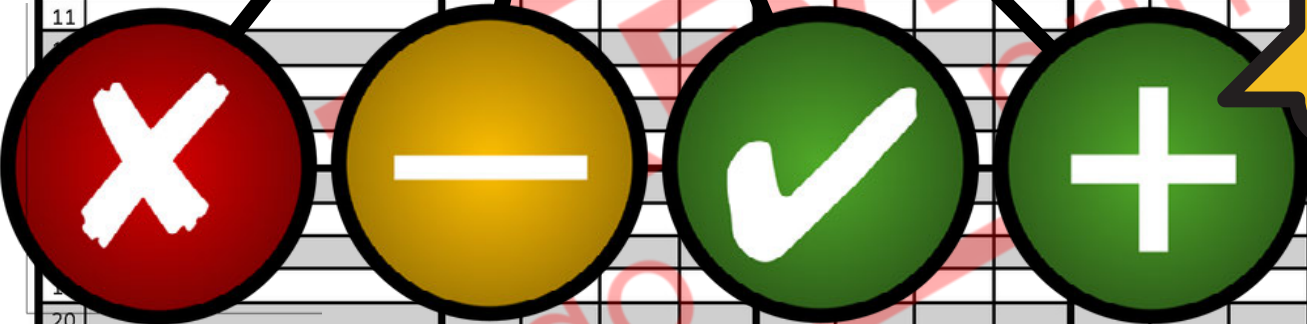
Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

COLLABORATION		Look For:				Look For:				Look for:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track
4 levels

Option
3



Class Tracking Sheet

Page 4

Track ONE C per page

Communication

Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

COMMUNICATION		Look For:				Look For:				Look for:				Look for:			
		x	-	✓	+	x	-	✓	+	x	-	✓	+	x	-	✓	+
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6Cs Challenge C - Class Tracking Sheet © Ed

Track 4 levels

Option 3

Creativity

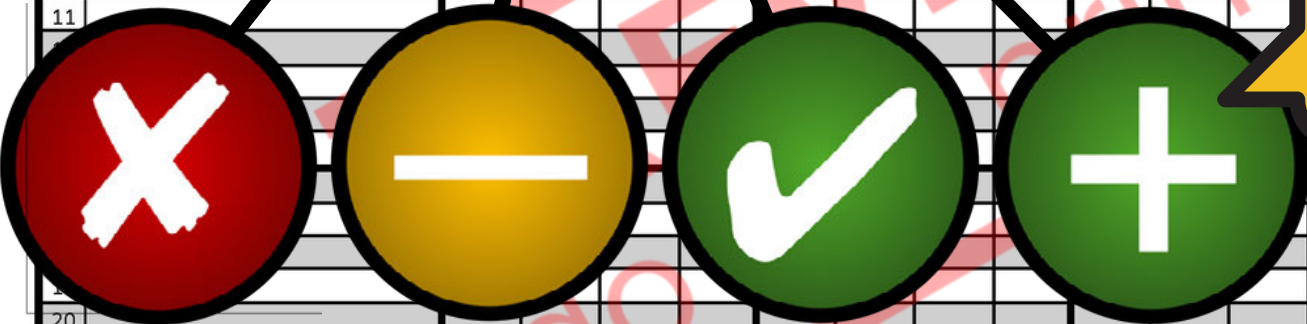
Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

	CREATIVITY	Look For:				Look For:				Look for:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track 4 levels

Option 3



Class Tracking Sheet

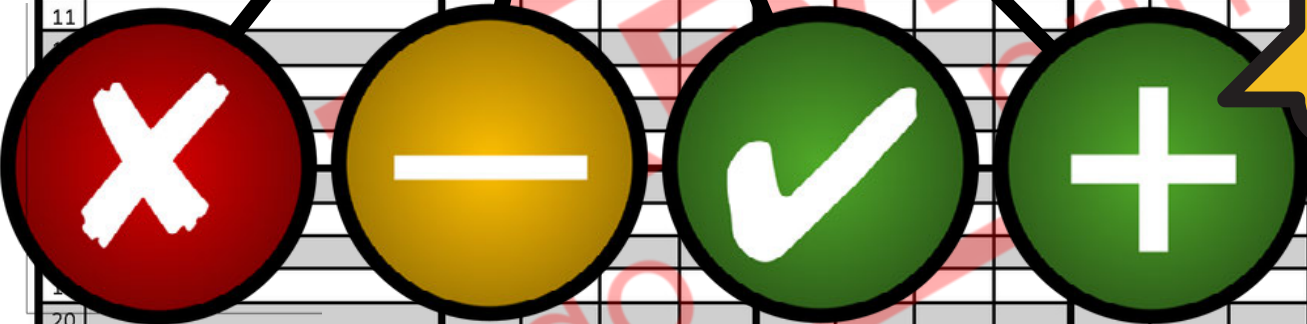
Critical Thinking Space for four "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CRITICAL THINKING	Look For:				Look For:				Look for:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Educircles.org



Track
4 levels

Option
3



Class Tracking Sheet

Character

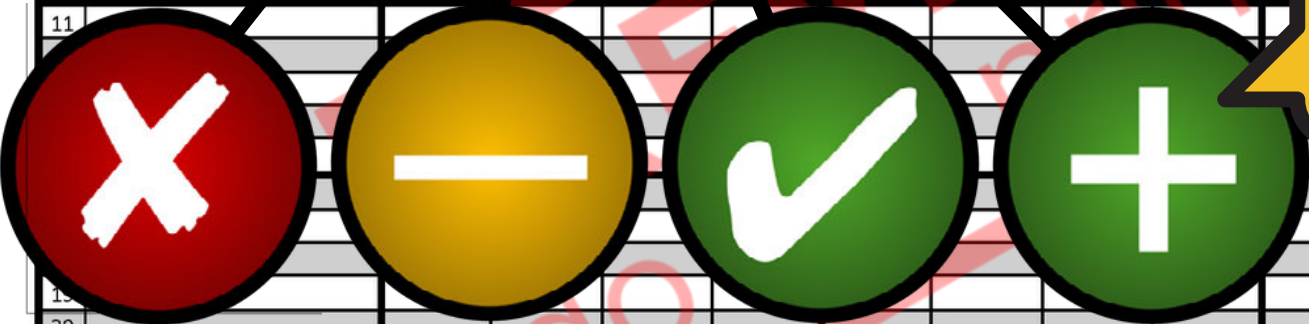
Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CHARACTER	Look For:				Look For:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track
4 levels

Option
4



Class Tracking Sheet

Citizenship

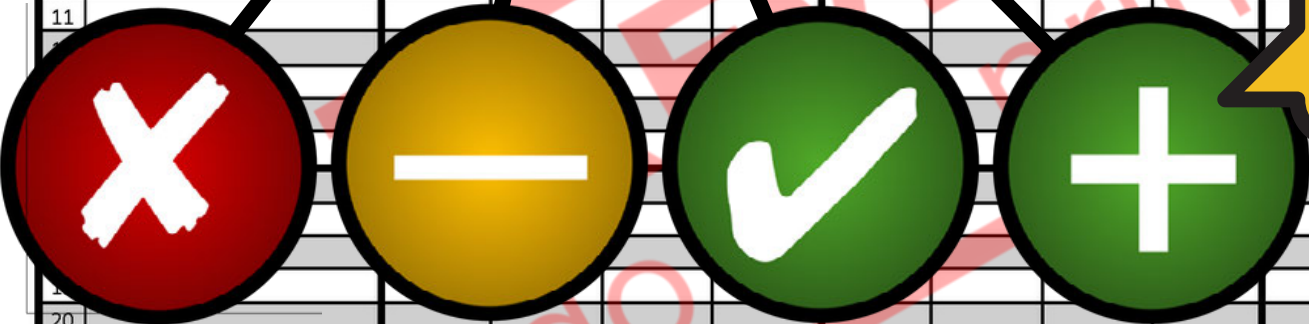
Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CITIZENSHIP	Look For:				Look For:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Educircles.org



Track
4 levels

Option
4



Class Tracking Sheet

Collaboration

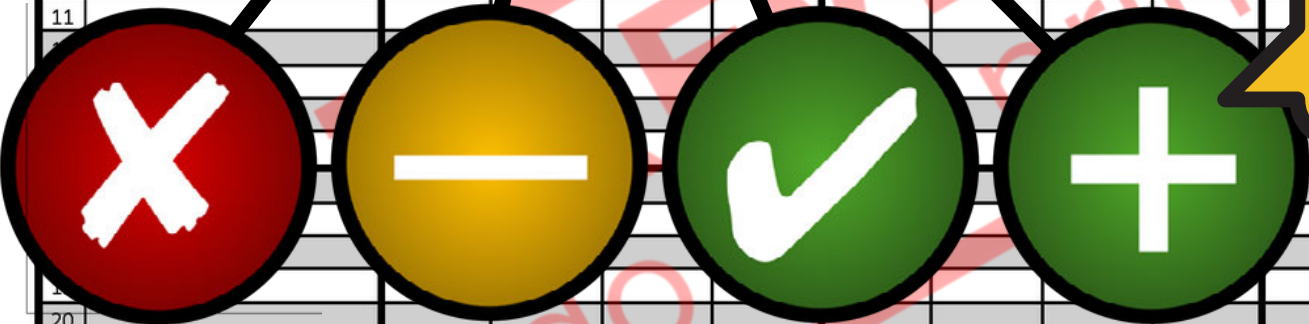
Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

COLLABORATION		Look For:				Look For:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Ed



Track
4 levels

Option
4



Class Tracking Sheet

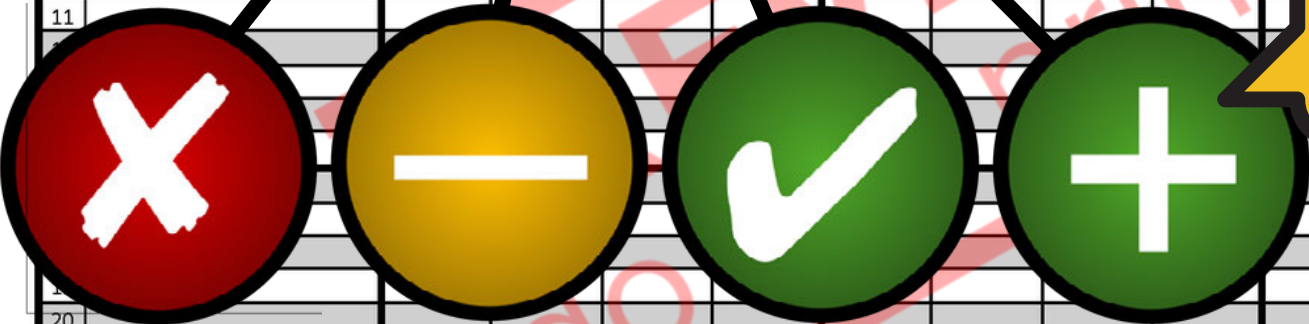
Communication Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

COMMUNICATION	Look For:				Look For:				Look for:			
	x	-	✓	+	x	-	✓	+	x	-	✓	+
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6Cs Challenge C - Class Tracking Sheet © Ed



Track
4 levels

Option
4



Class Tracking Sheet

Creativity

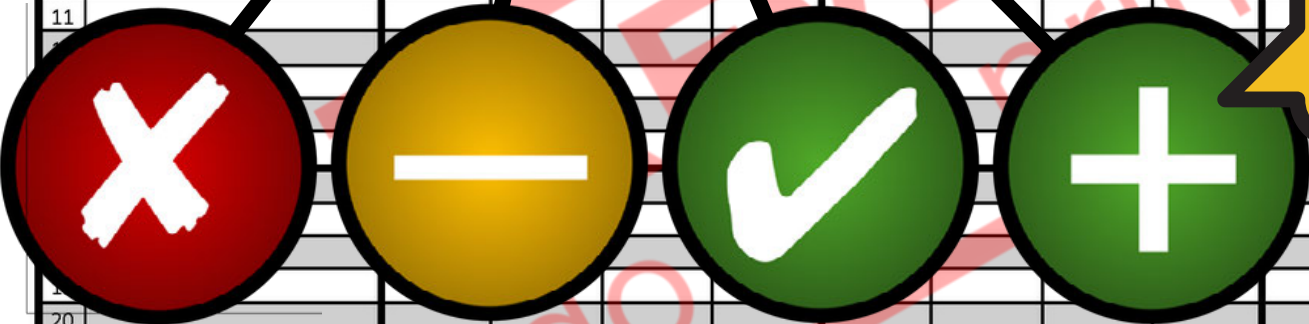
Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CREATIVITY	Look For:				Look For:				Look for:			
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6Cs Challenge C - Class Tracking Sheet © Educircles.org



Track
4 levels

Option
4



Class Tracking Sheet

Page 6

Track ONE C per page

Critical Thinking

Space for three "look fors" criteria

21st Century Competencies - 6Cs Class Tracking Sheet

Class _____ Date _____

CRITICAL THINKING		Look For:				Look For:				Look for:			
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6Cs Challenge C - Class Tracking Sheet

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Track 4 levels

Option 4

Name _____ Class _____ Date _____

COMPARE AND CONTRAST

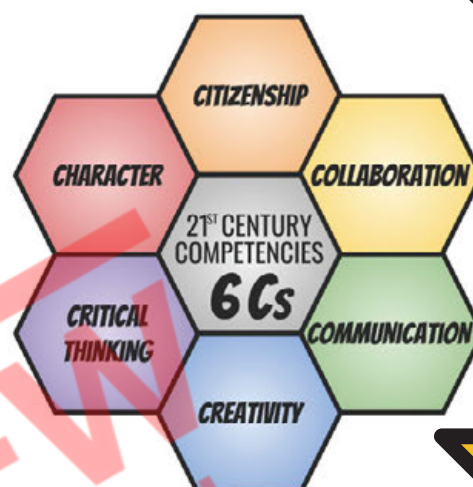
STEP 1. INDEPENDENT

- Look at your notes. You should have some of your own examples of what the 6 Cs look like.
- Review your LOOK FORs handout. You should have criteria for each of the 6 Cs...

Question 2:

- Is there anything that all 6 Cs share?
- Is there anything unique to any one C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 2
(assessment)

Step 1
Independent

Question 2

Is there anything
that all 6Cs share
or is unique?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

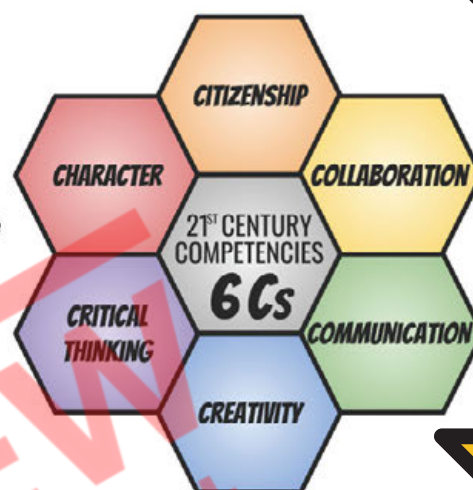
STEP 2. SMALL GROUP COLLABORATION

- Collaborate to create a new understanding of the similarities and differences for the 6 Cs.
- Share your ideas from STEP 1.
- Record new ideas and build on group members' ideas below.

Question 2:

- Is there anything that all 6 Cs share?
- Is there anything unique to any one C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 2
(assessment)

Step 2
Small Group

Question 2

Is there anything
that all 6Cs share
or is unique?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

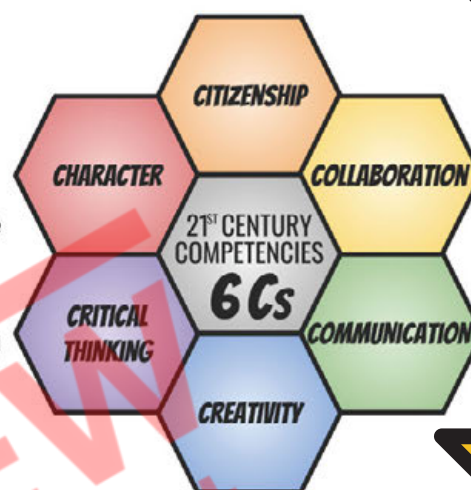
STEP 3. WHOLE CLASS COLLABORATION

- **Collaborate** to create a new understanding of the similarities and differences for the 6 Cs.
- **Share your ideas** from STEP 1 and STEP 2.
- **Create new knowledge as a class** by combining the group answers.

Question 2:

- Is there anything that all 6 Cs share?
- Is there anything unique to any one C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 2
(assessment)

Step 3
Whole Class

Question 2

Is there anything
that all 6Cs share
or is unique?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

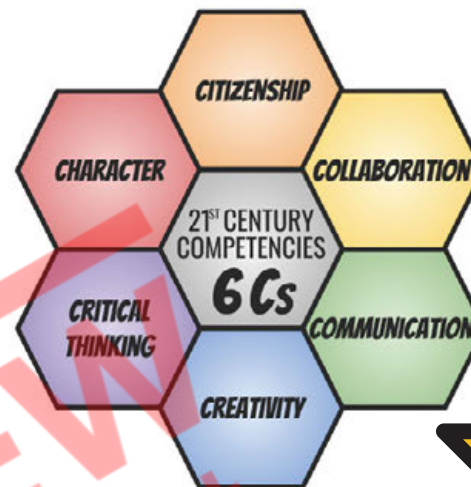
STEP 1. INDEPENDENT

- Look at your notes. You should have some of your own examples of what the 6 Cs look like.
- Review your LOOK FORs handout. You should have criteria for each of the 6 Cs...

Question 3:

- Which is the most important C?
- Which is the least important C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 3
(assessment)

Step 1
Independent

Question 3

Which is the
most important or
least important C?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

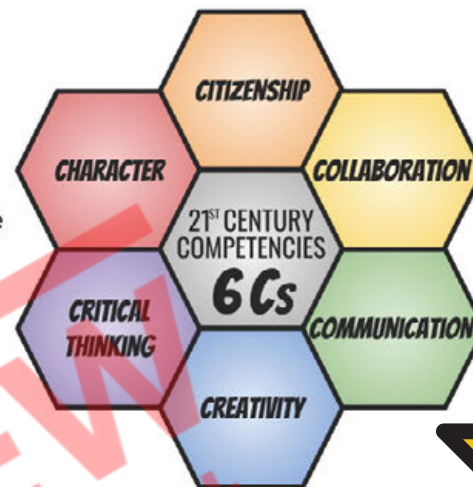
STEP 2. SMALL GROUP COLLABORATION

- Collaborate to create a new understanding of the similarities and differences for the 6 Cs.
- Share your ideas from STEP 1.
- Record new ideas and build on group members' ideas below..

Question 3:

- Which is the most important C?
- Which is the least important C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 3
(assessment)

Step 2
Small Group

Question 3

Which is the
most important or
least important C?



Name _____ Class _____ Date _____

COMPARE AND CONTRAST

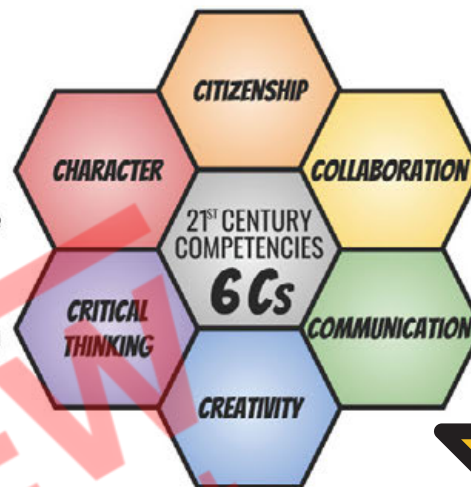
STEP 3. WHOLE CLASS COLLABORATION

- **Collaborate** to create a new understanding of the similarities and differences for the 6 Cs.
- **Share your ideas** from STEP 1 and STEP 2.
- **Create new knowledge as a class** by combining the group answers.

Question 3:

- Which is the most important C?
- Which is the least important C?

Use the space below. You can use words, pictures or numbers to answer this question.



Question 3
(assessment)

Step 3
Whole Class

Question 3
Which is the
most important or
least important C?



6 Cs REVIEW

-

PREVIEW
do not print

Question 3

Paragraph

Independent Assessment

Which is the most important C?

6 Cs REVIEW

-
- A diagram showing the 21st Century Competencies (6Cs) arranged in a hexagonal pattern around a central core. The central core is a grey hexagon with the text "21ST CENTURY COMPETENCIES" and "6Cs" below it. Surrounding this core are six colored hexagons, each representing a competency: "CITIZENSHIP" (orange, top), "COLLABORATION" (yellow, top-right), "COMMUNICATION" (green, bottom-right), "CREATIVITY" (blue, bottom), "CRITICAL THINKING" (purple, bottom-left), and "CHARACTER" (red, top-left).

PREVIEW
do not print

Question 3

Paragraph

Independent Assessment

least important C?





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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 C

Compare and Contrast the 6 Cs (slides 119-147)

Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson C1, C2, and C3** to your assignments.
 - NOTE: There is no **Lesson C4** slideshow as there is only one slide wishing good luck.

Lesson C1

	Slideshow	Lesson
SECTION C Compare and Contrast the 6 Cs (slides 119-147)	119-147	1-28
Challenge Task - LESSON C1 - 50 MINUTES Compare and Contrast (slides 119-142)	119-142	1-24
Introduction: Thinking about the 6Cs - 10 minutes		
Handouts / Getting Ready (slide 119-122)	119-122	1-4
Process Overview - Thinking about 6Cs (slide 123-126)	123-126	5-8
Heads up - You need to use the 6Cs as well - 10 minutes		
Overview (slide 127-133)	127-133	9-15
Self Assessment / Teacher Assessment Explanation - 15 minutes		
Mirror Reflections (slide 134-138)	134-138	16-20
Handout prep (slide 139-140)	139-140	21-22
Compare and Contrast - 15 minutes		
Step 1. Independent Thinking (slide 141-147)	141-147	23-24

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Slideshow
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Individual lesson
slideshow

Assign this in
Google
Classroom

Pages 2-77
are in a different
product

Lesson Plans

Page 78



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slideshow

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Google
Classroom

Lesson C2

	Slideshow		
	ALL	Section C	Lesson C2
Challenge Task - LESSON C2 - 50 MINUTES Compare and Contrast - continued (slides 143-145)	143-145	25-27	1-3
Step 2. Small Group Collaboration (slide 143) - 30 minutes	143	25	1
Self Assessment (slide 144-145) - 20 minutes	144-145	26-27	2-3

Lesson C3

	Slideshow		
	ALL	Section C	Lesson C3
Challenge Task - LESSON C3 - 50 MINUTES Compare and Contrast - continued (slides 146, 144-145)	146, 144-145	28, 26-27	1, 2-3
Step 3. Whole Class Collaboration (slide 146) - 30 minutes	146	28	
Update Self Assessment (slide 144-145) - 20 minutes	144-145	26-27	2-3

Lesson C4

	Slideshow		
	ALL	Section C	
Challenge Task - LESSON C4 - 50 MINUTES OPTIONAL Assessment / Review - (slides 147)	147	29	n/a
Chapter Review Test (slide 147) - 50 min	147	29	n/a



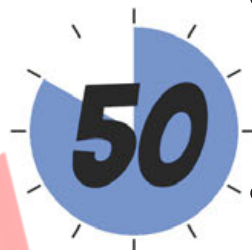


Challenge Task - LESSON C1 - 50 MINUTES

Compare and Contrast (slides 119-142)

OVERVIEW

- Introduction: Thinking about the 6Cs - 10 minutes
 - Handouts / Getting Ready (slide 119-122)
 - Process Overview - Thinking about 6Cs (slide 123-126)
- Heads up - You need to use the 6Cs as well - 10 minutes
 - Overview (slide 127-133)
- Self Assessment / Teacher Assessment Explanation - 15 minutes
 - Mirror Reflections (slide 134-138)
 - Handout prep (slide 139-140)
- Compare and Contrast - 15 minutes
 - Step 1. Independent Thinking (slide 141-142)



MATERIALS*

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C1**)
- Class set of handout to find similarities and differences between the 6Cs:
 - **Handout - Compare and Contrast - Question 1 (Q1)**
 - or **Handout - Venn Diagram** (there are 3 versions)
- Class set of **Handout - Student Self Assessment** (there are 3 versions)
- Teacher copy of **Class Tracking Sheet** (there are 4 variations)

*There are different versions.

Use the tables on the next page to see the differences between the different versions.

Choose the one that fits your classroom and teaching style

Lesson
C1

Timing

Materials



NOTE: Compare and Contrast handout

Handout - Compare and Contrast Question 1 (Q1)	Handout - Venn Diagram
<ul style="list-style-type: none">3 page document walking students through independent thinking, group work, and class consolidation.No graphic organizer is provided to allow for student creativity in comparing and contrasting the 6 Cs.	<p>There are 3 options:</p> <ul style="list-style-type: none">2-way comparison (2 circles). Students can compare 3 different pairs of the 6 Cs.3-way comparison (3 circles). Students can compare 2 different three-way combinations of the 6 Cs.(6 circles): Modified venn diagram so students can focus on one of the Cs and compare it to the other 5 Cs (one-by-one.)

NOTE: Student Self Assessment handouts

Option 1	Option 2	Option 3
2 pages (with 3 Cs per page)	6 pages (with 1 C per page)	
<ul style="list-style-type: none">Short answer response	<ul style="list-style-type: none">Short answer responseintended for diagnostic, formative, and summative assessment	<ul style="list-style-type: none">Longer paragraph responseEach page looks at one C with space for 1 self-assessment

NOTE: Class Tracking Sheets. Tracking sheets have space for 30 students

Option 1	Option 2	Option 3	Option 4
1 Page (all 6 Cs per page)		6 pages (with 1 C per page)	
<ul style="list-style-type: none">Columns for 4 levels	<ul style="list-style-type: none">Columns for 3 days (diagnostic, formative, and summative assessment)	<ul style="list-style-type: none">space for 4 Look fors / Success Criteria	<ul style="list-style-type: none">space for 3 Look fors / Success criteria





Handout
options

Self Assessment
options

Tracking Sheet
options



Introduction: Thinking about the 6Cs - 10 minutes
Handouts / Getting Ready (slide 119-122)




119 	<p>In Part 3, we delve deeper into the 6Cs by asking students to compare and contrast</p> <ul style="list-style-type: none">• Compare means to find similarities• Contrast means to find differences
120 	<p>Students use Handout 4c - Compare and Contrast which is essentially a blank space and some guiding questions.</p> <ul style="list-style-type: none">• A graphic organizer is intentionally not supplied to students to allow them the opportunity to create their own tool to compare and contrast.• The challenge here is for students to CREATE their own way of analyzing this problem and generating ideas. <p>We strongly suggest that you don't front-load ways to analyze this question. However, if you are stuck, here are some possible brainstorming tools:</p> <ul style="list-style-type: none">• List• T-chart• Venn diagram Handout - Venn Diagram (2 circles)• Triple venn-diagram Handout - Venn Diagram (3 circles)• Venn-Diagram with one circle in the middle, and the other 6Cs all around it Handout - Venn Diagram (6 circles)• Drawing• Grid• Tree
121 	<p>Getting Ready</p> <p>Ask students to look at their notes (from Part 1 - SHOW, Don't Tell).</p> <ul style="list-style-type: none">• They have the paragraph write ups for each C• They should also have their own examples of what the 6 Cs look like. (SHOW, don't tell)
122 	<p>Getting Ready</p> <p>Ask students to review their LOOK FORs handout (from Part 2)</p> <ul style="list-style-type: none">• They should have success criteria for each of the 6 Cs... (including the Class agreed-upon co-created Look Fors, the small group look fors, as well as their initial thoughts.)

Look at your notes

Look at your "Look Fors"



Process Overview - Thinking about 6Cs (slide 123-126)

<p>123</p> 	<p>COMPARE and CONTRAST Process Overview Let's do a quick overview to see what we will be doing</p> <p>The guiding question for the entire process is this:</p> <ul style="list-style-type: none"> Which Cs are the most similar? Which Cs are the most different? <p>Get the handouts. (Handout 4c)</p>
<p>124</p> 	<p>Step 1: Independent thinking</p> <ul style="list-style-type: none"> Students independently look at their notes, and review your Look Fors They try to answer the guiding question using words, pictures, and numbers to answer the question <ul style="list-style-type: none"> It's okay to be creative here. Students may find this difficult without being given examples of HOW to do this analysis, but that's also part of the question. Remind students there's no wrong way to brainstorm ideas here. STRATEGY: Students can use the Ask Why or How strategy to see if they can uncover some deeper similarities / differences. (Thick vs thin connections.)
<p>125</p> 	<p>Step 2: Small Group collaboration</p> <ul style="list-style-type: none"> In small groups, students collaborate to create a new understanding: Share your ideas, Record new ideas that come up in conversation (either on the same page, or a different page) The goal is to have students build on each others' ideas... (NEW understanding!) <ul style="list-style-type: none"> STRATEGY: Ask students to focus on collaboration by playing "idea volleyball" STRATEGY: Ask students to use PEEP to try to justify their thinking. STRATEGY: Remind students this is a good opportunity to SPEAK OUT if they hear something they disagree with. STRATEGY: Remind students this is also a good opportunity for stronger students or the more vocal students to SPEAK LAST. <p>Remind students about the difference between Collaboration, Co-operation, and Co-ordination (slide 107)</p>

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Explaining
the process

1. Independent
Thinking

2. Small Group
Collaboration






Explaining the process

	<ul style="list-style-type: none">Often times, when students get into groups to share ideas, if they are working as a team, they are often simply cooperating or coordinating, but not really collaborating. <p>Collaboration means working together in a group to create a new understanding to come up with something original to the group. (i.e. Idea volleyball)</p> <p>Students who are cooperating in group work typically look like this:</p> <ul style="list-style-type: none">One person takes a turn sharing their ideas. ("Okay, I'll go first.")The next person in the group shares what they wrote down.The third person in the group shares what they wrote down as well.They aren't really adding or building on each other's ideas, it's more simply an airing of ideas. <p>Students who are co-ordinating in group work typically look like this:</p> <ul style="list-style-type: none">Sometimes, one of the students will step up and coordinate this process: "Okay, Bob, what do you think? What did you write down?"Then the "stronger students" coordinate and tell other students simply what to copy down.
	<p>Step 3: Whole Class collaboration</p> <p>Similar to Step 2 - The entire class, collaborates to create a new understanding - comparing and contrasting the 6Cs</p> <ul style="list-style-type: none">Share your ideas. The teacher might make an anchor chart.Record ideas that come up in conversationBuild on each others' ideas... (NEW understanding!)STRATEGY: Ask students to focus on collaboration by playing "idea volleyball"STRATEGY: Ask students to use PEEP to try to justify their thinking.STRATEGY: Remind students this is a good opportunity to SPEAK OUT if they hear something they disagree with.STRATEGY: Remind students this is also a good opportunity for stronger students or the more vocal students to SPEAK LAST.

3. Whole Class Collaboration



Heads up - You need to use the 6Cs as well - 10 minutes
Overview (slide 127-133)

127 	<p>Students also need to USE the 6 Cs while they are thinking about the 6Cs:</p> <p>This is a good opportunity to review look-fors for each of the 6Cs.</p> <p>NOTE: If you have done the other 6C chapters, this is also a good opportunity to review strategies that students can use to overcome challenges.</p>
128 	<p>Character</p> <ul style="list-style-type: none">• Things will get tough.• Things might get boring.• You might make some mistakes!• How will you keep going and persevere? <p>Review the class Look Fors / Success Criteria</p> <p>Possible strategies to try:</p> <ul style="list-style-type: none">• Do one thing at a time• Set a timer• Review instructions• Restart
129 	<p>Citizenship</p> <ul style="list-style-type: none">• How does this exercise help your class community?• How could this help your school community? <p>Possible student answers:</p> <p>It helps the class become better people</p> <ul style="list-style-type: none">• We're working together as a team/collaborating which sometimes brings people together• We have a consistent set of expectations <p>This could help the school community because we can lead by example – maybe other classes will look to see it what were doing and maybe copy or do their own version of it</p> <p>Review the class Look Fors / Success Criteria</p> <p>It's an opportunity for us to be empathetic we see other people face obstacles or barriers or injustices</p> <ul style="list-style-type: none">• Some people may not be heard during the group conversations or

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Use the 6Cs
during this task

How to use
Character

How to use
Citizenship

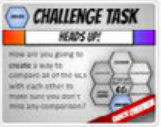



	<p>class conversations, so how do we as individuals speak up or stand up for others. (I.e. if there is an aggressive person sharing their ideas in the room, how do we be assertive and stand up for ourselves?)</p> <p>It's an opportunity for us to think about fairness</p> <ul style="list-style-type: none"> • equal doesn't mean fair – he means getting what we need to have equal opportunity. (Not equal resources.) • So, how do we make sure that the look fors are "fair" - so that everyone has an equal opportunity to demonstrate they can do these skills
<p>130</p> 	<p>Collaboration</p> <ul style="list-style-type: none"> • How can you collaborate so that new knowledge is created. • Instead of just coordinating by dividing the work... • Or just cooperating where everyone does their own work but also helps others. <p>Review the class Look Fors / Success Criteria</p> <p>Possible strategies to try:</p> <ul style="list-style-type: none"> • Ask why or how questions • play idea volleyball • use peep to explain our thinking • speak out if you disagree with the idea (to avoid groupthink) • speak last (especially if you typically have a lot to say) because that way you get a chance to hear everyone else's idea and everyone else has an opportunity to share and contribute. <p>Other possible collaboration strategies:</p> <ul style="list-style-type: none"> • build trust • establish clear goals • use your strengths
<p>131</p> 	<p>Communication</p> <ul style="list-style-type: none"> • How will you communicate with your group? • How might things get misunderstood? • How can you be assertive and not aggressive, passive-aggressive, or passive <p>Review the class Look Fors / Success Criteria</p> <p>Possible strategies to try:</p> <ul style="list-style-type: none"> • Use third person • Use I statements • Paraphrase what they said • Avoid never and always

How to use
Collaboration

How to use
Communication



	<ul style="list-style-type: none">• Pick and choose your battles• Response slowly• ABCD• Deal breakers (know your boundaries. Choose the struggles you want to deal with in life.)
132 	<p>Creativity</p> <ul style="list-style-type: none">• How are you going to create a way to compare all of the 6Cs with each other to make sure you don't miss any comparison? <p>Review the class Look Fors / Success Criteria</p> <p>Possible strategies to try: 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</p> <ul style="list-style-type: none">• Look at other areas of life to find inspiration to help us solve a problem• Wonder why. Wonder how.• Do something different
133 	<p>Critical thinking</p> <ul style="list-style-type: none">• What criteria can you use to make decisions?• How can you be full minded with lots of information?• How can you be open minded and get opposite points of view? <p>Review the class Look Fors / Success Criteria</p> <p>Possible strategies to try:</p> <ul style="list-style-type: none">• Think about your invisible lens (unconscious bias)• Think about the aspects of your identity and how that might play a role in your bias• Use criteria to make an informed decision• Base your decision on lots of information (before minded)• Actively look for opposing points of view (be open-minded)• Use many sources of information• Identify bias/tell the difference between fact and opinion

How to use
Creativity

How to use
Critical Thinking



Mirror Reflections (slide 134-138)

134

CHALLENGE TASK

ABILITY THREE'S MIRROR!

This assignment is like looking at the reflection of a mirror's reflection in a mirror's reflection in a mirror's... You get the idea.

135

CHALLENGE TASK

ABILITY THREE'S MIRROR!

Not only are you thinking about the 6 Cs...

136

CHALLENGE TASK

ABILITY THREE'S MIRROR!

Not only are you thinking about the 6 Cs... while using the 6 Cs...

137

CHALLENGE TASK

ABILITY THREE'S MIRROR!

Not only are you thinking about the 6 Cs... while using the 6 Cs... you'll also be assessing your own ability to use the 6 Cs...

138

CHALLENGE TASK

ABILITY THREE'S MIRROR!

Not only are you thinking about the 6 Cs... while using the 6 Cs... you'll also be assessing your own ability to use the 6 Cs... while your teacher is looking at your ability to use the 6 Cs...

This assignment is like looking

- at the reflection of a mirror's reflection
- in a mirror's reflection
- in a mirror's...

You get the idea.

Not only are you thinking about the 6 Cs...

- while using the 6 Cs...
- you'll also be **assessing** your **own** ability to use the 6 Cs...
- while your **teacher** is looking at your ability to **use** the 6Cs...

Handout prep (slide 139-140)

139

CHALLENGE TASK

SELF-ASSESSMENT

Get the handout!
Read handout, write
look-fors on handout.
Copy down your
class Look Fors on the
class C...

After the challenge task, students will be doing a self-assessment.

- get the **Handout - Self Assessment**
- copy down your class Look Fors for each C...
- and ask any questions to make sure they understand the criteria.

Based on the criteria (Look Fors) that they are copying onto the self-assessment handout)

- Did they demonstrate the look fors?

There are 3 versions of the Student Self-Assessment handouts. They differ based on how much space students have to justify their thinking.

You might decide as a class to focus students on a specific “C”:

- This way, it's less overwhelming to only have to think about the success criteria for 1 C instead of all of them.
- In this case, a longer space for a paragraph response might be appropriate (option 3.)

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Assessment opportunity

Self Assessment



	<p>You might decide to focus on all 6 Cs at the same time:</p> <ul style="list-style-type: none">• Perhaps you've looked done the assessment piece for each "C" individually and now your students are ready to look at the big picture with all of the Cs.• Doing all Cs at once also gives students the opportunity to see how they are interconnected.<ul style="list-style-type: none">◦ For example, choosing to be assertive during conversations also requires character to stick with it. (Being assertive is not easy.)◦ Being creative also requires critical thinking because you have to judge whether the way you connected ideas is actually a good or innovative way to do things.• If you decide to do all 6 Cs at once, handout option 1 is best.. <p>Handout - Student Self Assessment - Option 1</p> <ul style="list-style-type: none">• 2 page document (with 3 Cs per page)• Short answer response for the student to justify their answer. <p>Handout - Student Self Assessment - Option 2</p> <ul style="list-style-type: none">• 6 page document (with 1 C per page)• Short answer response for students to explain why they felt this way.• Each page looks at one C with space for 3 different self-assessment snapshots (intended for diagnostic, formative, and summative assessment). <p>Handout - Student Self Assessment - Option 3</p> <ul style="list-style-type: none">• 6 page document (with 1 C per page)• Longer paragraph response for the student to explain why they felt this way.• Each page looks at one C with space for 1 self-assessment
	<p>This is also a good time for the teacher to get their Class Tracking Sheet ready</p> <p>There are 4 versions of the Class Tracking Sheets. All tracking sheets have space for 30 students</p> <p>If you have anchor charts around the room reminding students (and the teacher) what the Look Fors are for each C, then you might choose to use Class Tracking Sheet - Option 1 which has all 6 Cs on a single page.</p> <p>On the other hand, if you want to record students' specific progress on each look for, we might suggest using Option 3 and 4 which provides teacher space to write down the Look Fors.</p>



Teacher
Assessment



	<p>We suggest the following short hand when making notes:</p> <ul style="list-style-type: none">✗ "X" for No, the look for was not demonstrated yet– Minus sign for not yet, but on the right path.✓ Check mark for yes, the look for was demonstrated+ Plus sign for yes, the look for was demonstrated very well. <p>Class Tracking Sheet - Option 1</p> <ul style="list-style-type: none">• 1 Page (with all 6 Cs per page)• Columns for 4 levels (x, minus sign, check mark, plus sign) <p>Class Tracking Sheet - Option 2</p> <ul style="list-style-type: none">• 1 Page (with all 6 Cs per page)• Columns for 3 days (intended for diagnostic, formative, and summative assessment)• Legend Key for 4 levels: x, minus sign, check mark, plus sign <p>Class Tracking Sheet - Option 3</p> <ul style="list-style-type: none">• 6 Pages (with all 1 C per page)• Space for 4 Look fors / class generated criteria• Columns for 4 levels (x, minus sign, check mark, plus sign) <p>Class Tracking Sheet - Option 4</p> <ul style="list-style-type: none">• 6 Pages (with all 1 C per page)• Space for 3 Look fors / class generated criteria (more space to write down the look for)• Columns for 4 levels (x, minus sign, check mark, plus sign)
--	--

Compare and Contrast - 15 minutes

Step 1. Independent Thinking (slide 141-142)

<p>141</p> 	<p>Step 1: Independent thinking</p> <ul style="list-style-type: none">• Students independently look at their notes, and review your Look Fors• They try to answer the guiding question using words, pictures, and numbers to answer the question<ul style="list-style-type: none">○ It's okay to be creative here.○ Students may find this difficult without being given examples of HOW to do this analysis, but that's also part of the question.○ Remind students there's no wrong way to brainstorm ideas here.• STRATEGY: Students can use the Ask Why or How strategy to see if they can uncover some deeper similarities / differences. (Thick vs thin connections.)
<p>142</p> 	

Question
1

Step 1
Independent





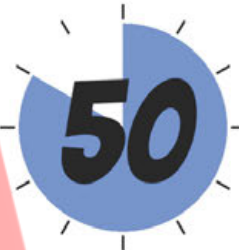
Challenge Task - LESSON C2 - 50 MINUTES

Compare and Contrast - continued (slides 143-145)

Lesson C2

OVERVIEW


- Step 2. Small Group Collaboration (slide 143) - 30 minutes
- Self Assessment (slide 144-145) - 20 minutes



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C2**)
- Class set of handout to find similarities and differences between the 6Cs:
 - **Handout - Compare and Contrast - Question 1 (Q1)**
 - or **Handout - Venn Diagram** (there are 3 versions)
- Class set of **Handout - Student Self Assessment** (there are 3 versions)
- Teacher copy of **Class Tracking Sheet** (there are 4 variations)

Step 2. Small Group Collaboration (slide 143) - 30 minutes



Step 2: Small Group collaboration

In small groups, students collaborate to create a new understanding:

- Share your ideas,
- Record new ideas that come up in conversation (either on the same page, or a different page)
- The goal is to have students build on each others' ideas... (NEW understanding!)
- **STRATEGY:** Ask students to focus on collaboration by playing "idea volleyball"
- **STRATEGY:** Ask students to use **PEEP** to try to justify their thinking.
- **STRATEGY:** Remind students this is a good opportunity to **SPEAK OUT** if they hear something they disagree with.
- **STRATEGY:** Remind students this is also a good opportunity for stronger students or the more vocal students to **SPEAK LAST**.

Step 2 Small Group





	<p>Remind students about the difference between Collaboration, Co-operation, and Co-ordination (slide 107)</p> <ul style="list-style-type: none">Often times, when students get into groups to share ideas, if they are working as a team, they are often simply cooperating or coordinating, but not really collaborating. <p>Collaboration means working together in a group to create a new understanding to come up with something original to the group. (</p> <p>Students who are cooperating in group work typically look like this:</p> <ul style="list-style-type: none">One person takes a turn sharing their ideas. ("Okay, I'll go first.")The next person in the group shares what they wrote down.The third person in the group shares what they wrote down.They aren't really adding or building on each other's ideas, it's more simply an airing of ideas. <p>Students who are co-ordinating in group work typically look like this:</p> <ul style="list-style-type: none">Sometimes, one of the students will step up and coordinate this process: "Okay, Bob, what do you think? What did you write down?"Then the "stronger students" coordinate and tell other students simply what to copy down. <p>Using the strategy IDEA VOLLEYBALL may help students to build on ideas, instead of taking turns sharing ideas.</p>
--	---

Develop class
"look fors"

Student Self
Assessment

Self Assessment (slide 144-145) - 20 minutes

144		<p>After the challenge task, students will be doing a self-assessment.</p> <ul style="list-style-type: none">Based on the criteria (Look Fors) that they are copying onto the self-assessment handout)Did they demonstrate the look fors?
145		<p>Make sure to explain why you felt this way in the space provided!</p>





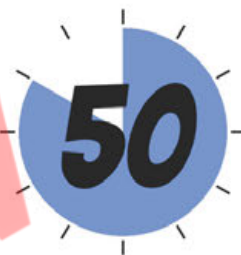
Challenge Task - LESSON C3 - 50 MINUTES

Compare and Contrast - continued (slides 146; 144-145)

Lesson C3

OVERVIEW

- Step 3. Whole Class Collaboration (slide 146) - 30 minutes
- Update Self Assessment based on Whole Class Conversation (slide 144-145) - 20 minutes



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C3**)
- Class set of handout to find similarities and differences between the 6Cs:
 - **Handout - Compare and Contrast - Question 1 (Q1)**
 - or **Handout - Venn Diagram** (there are 3 versions)
- Class set of **Handout - Student Self Assessment** (there are 3 versions)
- Teacher copy of **Class Tracking Sheet** (there are 4 variations)

Step 3. Whole Class Collaboration (slide 146) - 30 minutes


	<p>Step 3: Whole Class collaboration</p> <p>Similar to Step 2 - The entire class, collaborates to create a new understanding - comparing and contrasting the 6Cs</p> <ul style="list-style-type: none">• Share your ideas. The teacher might make an anchor chart.• Record ideas that come up in conversation• Build on each others' ideas... (NEW understanding!)• STRATEGY: Ask students to focus on collaboration by playing "idea volleyball"• STRATEGY: Ask students to use PEEP to try to justify their thinking.• STRATEGY: Remind students this is a good opportunity to SPEAK OUT if they hear something they disagree with.• STRATEGY: Remind students this is also a good opportunity for stronger students or the more vocal students to SPEAK LAST.
--	--

Step 3 Whole Class




Update Self Assessment (slide 144-145) - 20 minutes

144



After the Whole Class collaboration, you may choose to have students do another self-assessment (Slide 144-145) to see if things have improved this time.

145



After the challenge task, students will be doing a self-assessment.

- Based on the criteria (Look Fors) that they are copying onto the self-assessment handout)
- Did they demonstrate the look fors?

Make sure to explain why you felt this way in the space provided!

Update self assessment

PREVIEW
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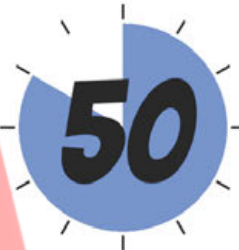
Challenge Task - LESSON C4 - 50 MINUTES OPTIONAL Assessment / Review - (slide 147)

OVERVIEW

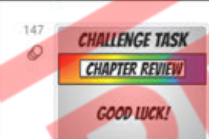
- Chapter Review Test (slide 147) - 50 min

MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**)
- Depends on assessment:
 - Collaborative Project - **Handout - Compare and Contrast - Question 2 (Q2)**
 - Collaborative Project - **Handout - Compare and Contrast - Question 3 (Q3)**
 - Paragraph Response - **Handout - Paragraph Response - Question 3 (Q3)**



Chapter Review Test (slide 147) - 50 min



Optional Chapter Review Test (slide 147)

If we think of the Compare and Contrast activity in Part 3 (slides 119-146) to be a formative assessment, then the chapter review could be a summative evaluation to see how students have improved:

OPTION 1: This could take the form of another collaborative project which is a performance task that gives you an opportunity to observe and assess your students' use of 21st century skills / competencies.

- You could have students work in different groups to do another compare and contrast exercise as a summative evaluation:
 - 3 periods (Lesson C1, C2, C3)
 - Question #2 **Handout - Compare and Contrast (Q2)**
 - Question #3 **Handout - Compare and Contrast (Q2)**

OPTION 2: This could look like a more traditional individual assessment where students demonstrate their understanding in written form

- 1 period: 50 minutes
- The independent portion of a compare and contrast Question #2 (**Handout - Compare and Contrast (Q2)**, page 1)
- The independent portion of a compare and contrast Question #3 (**Handout - Compare and Contrast (Q3)**, page 1)
- A written response style assessment to Question #3 (**Handout - Paragraph Response (Q3)**)

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Lesson
C4

Group Project
assessment

or Individual
Assessment



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- 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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- Strategies, Effort, Optimize, Tinker
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MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6Cs\) Social and Emotional Learning bundle](#)
- [Collaboration and Teamwork are NOT the same thing!](#)
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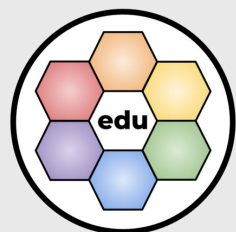
Specific things to know about this product: 6Cs Challenge C version 2022-08-03

- See lesson plan

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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 C](#)
- How to update (or know if you need to update): [HELP \(6Cs Challenge C\)](#).

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

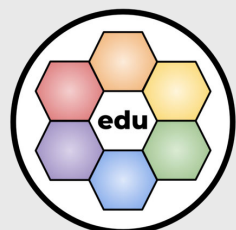
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Renaming content:**
 - Section C: Renamed the Optional Assessment to Compare and Contrast (Q2) and (Q3).
 - Section C: Renamed the Optional Assessment Paragraph Response to Paragraph Response (Q3)
 - Combined Section D into Section C: Lesson D1 is now Lesson C4
- **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

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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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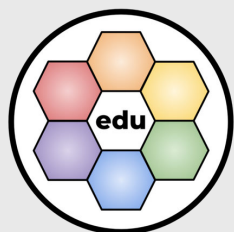
Version 1.5: Added Detailed Lesson Plan

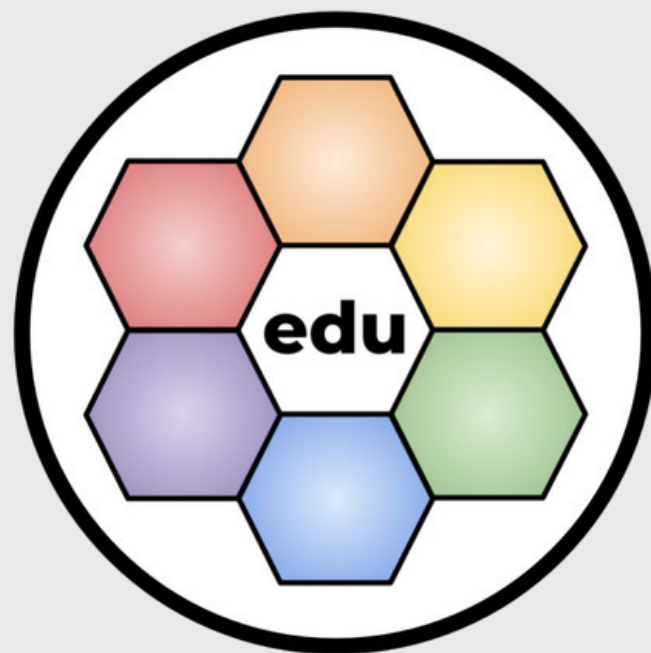
- Updated Read Me File (File 1)
- Added Lesson Plan (File 2b)
- Added lesson plan notes to the slideshow (in the slide notes) (File 3a)
- Updated Google Slides link to the new slideshow (with slide notes) File 3b
- Fixed font size / added success criteria language (File 4b Look Fors)
- Added success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

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