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Chapter 3 of Exploring the 6 Cs (21st Century Learning)

COLLABORATION A

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A: Word Jumble

version: v2022-07-18

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)
- Review Questions - Lessons A1, A2
- Handout - Word Jumble, Create your own word jumble
- Answers - Word Jumble
- 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 link on the next page.)

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

6Cs Collaboration A - START HERE - Page 1 of 10

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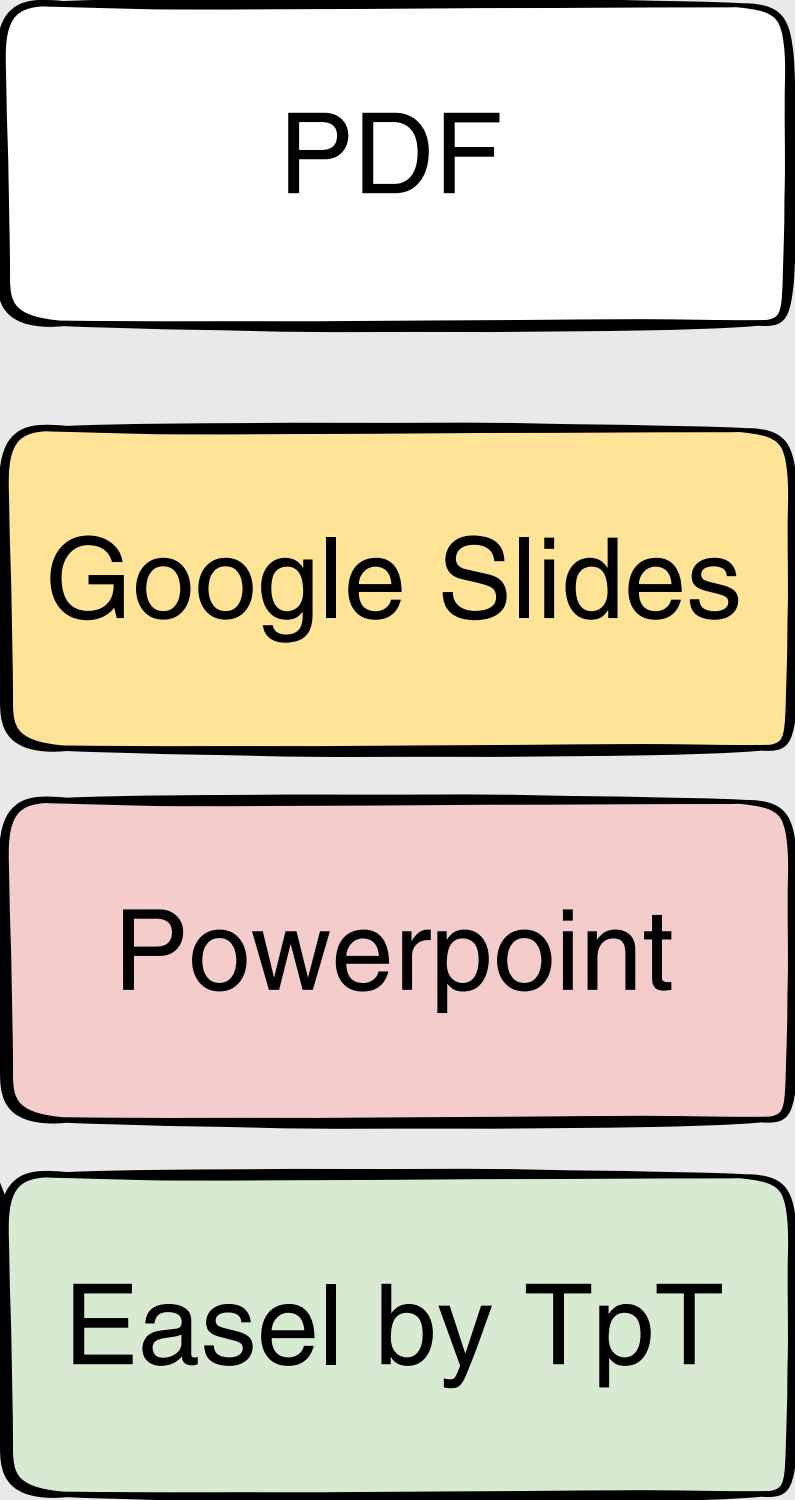
Print this PDF
(it has all of the handouts)

File Table of Contents

BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section A <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section A (slides 1-30)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Section A: Word Jumble Note: <ul style="list-style-type: none">TpT currently only allows one Easel file to be attached to a product.All of the handouts are in this single file.Delete the pages you don't need before assigning your file to students.Use the one-click copy link multiple times to create different versions of handouts.	Easel by TpT	one-click copy

(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 22 in **Slideshow - ALL**
- Slide 22 in **Slideshow - Section A**
- Slide 1 in **Slideshow - Lesson A2**

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

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

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

SECTION A Word Jumble

Slide Number Comparison Chart

Are you teaching in class?

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

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson A1** and **A2** to your assignments.

Lesson A1

	ALL	Section A	Lesson A1
SECTION A Word Jumble	1-30	1-30	
LESSON A1: 45 MIN Word Jumble (slides 1-21)	1-21	1-21	1-21
Introduction to Word Jumble (slides 1-3) - 5 min	1-3	1-3	1-3
Solving word jumbles (slides 4-8) - 5 min	4-8	4-8	4-8
Open discussion about collaboration (slides 9-10) - 2 min	9	9	9
Give 5 strategies to try (slides 10-21) - 20 min	10-21	10-21	10-21

Lesson A2

	ALL	Section A	Lesson A2
COLLABORATION LESSON A2: 50 MIN Word Jumble Round 2 - Strategies (slides 22-30)	22-30	22-30	1-9
Introduction to Word Jumble (slides 22-27) - 10 min	22-27	22-27	1-6
Solving word jumbles (slides 28-30) - 15 min	28	28	7
Creating your first jumble (slides 29-30) - 15 min	29	29	8
Present your first jumble (slide 30) - 10 min	30	30	9

The slide number comparison chart is at the start of each section in the following lesson plans:

- Lesson Plan - ALL** (from the bundle)
- Lesson Plan - Section A** (from the product)

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

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON A1 - Word Jumble (slides 1-21) - 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A1	PDF	one-click copy
Lesson	Slideshow - Lesson A1 (slides 1-21)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Word Jumble	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Answers	Answers - Word Jumble	PDF	one-click copy
Review questions	Review - Lesson A1	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A1

Google Docs

Word

files are
organized
by lesson

Links to files



LESSON A2 - Word Jumble Round 2 - Strategies (slides 22-30) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A2	PDF	one-click copy
Lesson	Slideshow - Lesson A2 (slides 22-30)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Create your own word jumble	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Review questions	Review - Lesson A2	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A2

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

COLLABORATION



Lesson A1: Word Jumble

1. What is collaboration? What do you think good collaboration looks like?

2. When you work on an activity as a group...

a. ...what strategies do you find **help** the group achieve its goal?

b. ...what strategies do you find **slow down** the group from achieving its goal?

3. How might having multiple people (or points of view) in a group be **a good thing**?

4. How might having multiple people (or points of view) in a group be **an obstacle**?

Lesson A1

page 1



Review

5. Think about a time you worked in a group. Describe the group task.

6. What was the biggest obstacle slowing down your group? Circle one below (or explain a different obstacle your group was facing...)

- a. I didn't know what to do / we didn't know what to do
- b. I was arguing too much / we were arguing too much
- c. I was doing everything (or nothing) / my partner was doing everything (or nothing)
- d. Other: _____

7. Identify 5 collaboration strategies from the slideshow to help overcome obstacles when working in a group?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

8. The slideshow suggests 4 ways to build trust when working in a group. What are they?

- a. _____
- b. _____
- c. _____
- d. _____

Lesson
A1

page 2



Review

Name _____ Class _____ Date _____

COLLABORATION



Lesson A2: Make your own word jumbles

Pretend you are teaching collaboration strategies to someone else. Summarize each strategy into 3 key points.

ESTABLISH CLEAR GOALS

1



What's the criteria for the job? Who's the intended audience? Is there a rubric or product spec? How do we measure success? Agreeing on what the end product will look like might save you some arguments later on.

- _____
- _____
- _____

PLAN BACKWARDS

2



Figure out the end goal. What do you need to do to get there? What resources will you need? How do you get those resources? Ask questions and keep working backwards until you get to where you are now.

- _____
- _____
- _____

USE YOUR STRENGTHS

3



Do you all have to do the same job? If not, it might be better to do what you're good at. (Or choose the parts of the project that you like to do.)

- _____
- _____
- _____

Lesson A2

page 1



Review

BUILD TRUST

4



While you are working, you can build trust by providing a safe space for your partners. Consistently be accountable for your work. Help others. Say supportive things. Do your share of the work.

- _____
- _____
- _____

USE FEEDBACK

5



If you're driving on the road, and you drift into the other lane, what do you do? Immediately steer back all the way! What information can you use to make sure you're heading towards your goal? How can you get back on track?

- _____
- _____
- _____

6. Which strategy do you think is most helpful for group work? Explain why.

7. What's another strategy that could help with group work? How might this strategy help?

Lesson A2

page 2



Name _____ Class _____ Date _____

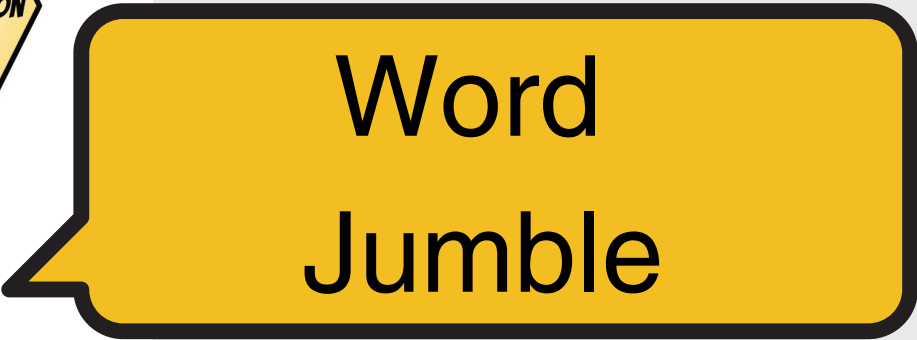
WORD JUMBLE #1



The following is a list of common places or words used at school.

Your job is to solve the anagram for the commonly used term! Good luck!

1	Mr oh woke	
2	diet tonne	
3	at cheer	
4	arms cools	
5	hum lt nice	
6	shirt yo	
7	ocular talc	
8	Guinness horn	
9	funnier Ottawa	
10	Conn name tunes	



page
1



Name _____ Class _____ Date _____

WORD JUMBLE #2



The following is a list of common places or words used at school.

Your job is to solve the anagram for the commonly used term! Good luck!

1	Alice meows shoos	
2	a critter viewing	
3	banknote comic roil	
4	chaps gargoyles	
5	artefac foodie	
6	Alan nutriment spy	
7	diet tonne	
8	clog myth se	
9	crypt salsa	
10	actor emu mavins	



page
2



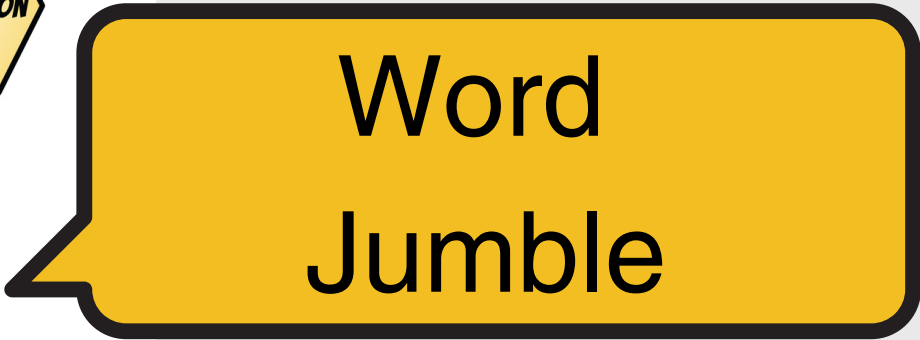
WORD JUMBLE #3



The following is a list of common sports.

Your job is to solve the anagram for the commonly used term! Good luck!

1	blast bleak	
2	core sc	
3	echo ky	
4	Belly lav lo	
5	balded log	
6	Acre loss	
7	Chef il yoked	
8	Flab loot	
9	Dot nam nib	
10	Mystic snag	



WORD JUMBLE #4



The following is a list of summer and winter Olympic Events.

Your job is to solve the anagram for the commonly used term! Good luck!

1	Bingo onwards	
2	earns quiet	
3	glue	
4	Bats inlet ne	
5	Rings welt	
6	kindest pages	
7	cleave hall lobby	
8	ET fight wiling	
9	Bilge hobs	
10	Gains il	



WORD JUMBLE #5



The following is a list of common things found on your phone.

Your job is to solve the anagram for the commonly used term! Good luck!

1	Obey utu	
2	Chant spa	
3	Fyi post	
4	Mt blur	
5	Germ sense	
6	Arm giants	
7	Inter step	
8	Bake co of	
9	Epic spore	
10	Fica teem	



page
5



WORD JUMBLE

“Create your own” Challenge



Create
your own

- 1. Choose a topic or theme _____
- 2. Come up with a list of common words or phrases about your topic.
- 3. Jumble up the letters to create a nonsense phrase
 - a. Each new word must be a real word and appropriate
 - b. You must use all of the letters from the old words in the new words
 - c. You are not allowed to use a digital tool or website to create anagrams.
 - d. Double-check your work and make sure your anagram is correct!

	Word Jumble	Your Anagram
1		
2		
3		
4		
5		
6		





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Chapter 2 of Exploring the 6 Cs (21st Century Learning)

COLLABORATION

SOCIAL and EMOTIONAL LEARNING (SEL)

SECTION A: Word Jumbles

version: v2022-07-18

ANSWERS - WORD JUMBLES

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email Mike@educircles.org so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible](#).)

WORD JUMBLE #1 - School (part 1)

1	Mr oh woke	
2	diet tonne	
3	at cheer	
4	arms cools	
5	hum lt nice	
6	shirt yo	
7	ocular talc	
8	Guinness horn	
9	funnier Ottawa	
10	Conn name tunes	

Word Jumble

1

6Cs Collaboration A - Answers - Word Jumble

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Answers

WORD JUMBLE #2 - School (part 2)

1	Alice meows shoos	
2	a critter viewing	
3	banknote comic roil	
4	chaps gargoyles	
5	artefac foodie	
6	Alan nutriment spy	
7	diet tonne	
8	clog myth se	
9	crypt salsa	
10	actor emu mavins	

Word Jumble
2

WORD JUMBLE #3 - Common Sports

1	blast bleak	
2	core sc	
3	echo ky	
4	Belly lav lo	
5	balded log	
6	Acre loss	
7	Chef il yoked	
8	Flab loot	
9	Dot nam nib	
10	Mystic snag	

Word Jumble
3



WORD JUMBLE #4 - Summer and Winter Olympic Events

1	Bingo onwards	
2	earns quiet	
3	glue	
4	Bats inlet ne	
5	Rings welt	
6	kindest pages	
7	cleave hall lobby	
8	ET fight wiling	
9	Bilge hobs	
10	Gains il	

Word Jumble
4

WORD JUMBLE #5 - Your Phone

1	Obey utu	
2	Chant spa	
3	Fyi post	
4	Mt blur	
5	Germ sense	
6	Arm giants	
7	Inter step	
8	Bake co of	
9	Epic spore	
10	Fica teem	

Word Jumble
5



SECTION A

Word Jumble

Slide Number Comparison Chart

Are you teaching in class?

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

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson A1**, and **A2** to your assignments.

Lesson A1

	Slideshow		
	ALL	Section A	Lesson A1
SECTION A Word Jumble	1-30	1-30	
COLLABORATION LESSON A1: 45 MIN Word Jumble (slides 1-21)	1-21	1-21	
Introduction of collaboration (slides 1-3) - 5 min	1-3	1-3	1-3
Solving word jumbles (slides 4-8) - 15 min	4-8	4-8	4-8
Open discussion about collaboration (slide 9) - 5 min	9	9	9
Give 5 strategies to try (slides 10-22) - 20 min	10-22	10-22	10-22

Lesson A2

	Slideshow		
	ALL	Section A	Lesson A2
COLLABORATION LESSON A2: 50 MIN Word Jumble Round 2 - Strategies (slides 22-30)	22-30	22-30	1-9
Introduce Challenge & Review strategies (slide 22-27) - 10 min	22-27	22-27	1-6
Creating own jumbles (slide 28) - 15 min	28	28	7
Present your best jumble (slide 29) - 15 min	29	29	8
Which collaboration strategies did you use (slide 30) - 10 min	30	30	9

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Lesson 1 is
in the bundle

Page 2



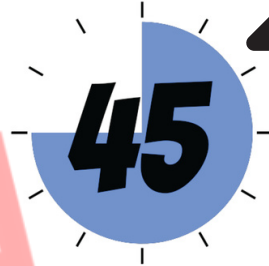


COLLABORATION LESSON A1: 45 MIN

Word Jumble (slides 1-21)

OVERVIEW

- Introduction of collaboration (slides 1-3) - 5 min
- Solving word jumbles (slides 4-8) - 15 min
- Open discussion about collaboration (slide 9) - 5 min
- Give 5 strategies to try (slides 10-21) - 20 min



MATERIALS

- Slideshow ([Slideshow ALL](#), [Slideshow - Section A](#), or [Slideshow - Lesson A1](#))
- Class set of handout ([Handout - Word Jumble](#))
- Teacher copy of answers ([Answers - Word Jumble](#))
- Class set of lesson review questions ([Review - Lesson A1](#))

Introduction of collaboration (slides 1-3) - 5 min

	<p>We're going to look at COLLABORATION over the next 8 lessons.</p> <ul style="list-style-type: none">• I'm not going to give you a full definition of Collaboration yet. We're going to do that at the end.• I will tell you that when we talk about collaboration, it doesn't always mean the same thing as teamwork.
	<p>Teacher prompt:</p> <ul style="list-style-type: none">• What is collaboration?• What does good collaboration look like?• What does bad collaboration look like?• What's the difference between collaboration and communication?• Are collaboration and teamwork the same thing?
	<p>We're going to do 3 things this week:</p> <ul style="list-style-type: none">• We're going to experience an activity that gets us thinking about collaboration and what good teamwork looks like• We're going to watch some videos depicting different examples of collaboration• And, we will get a good understanding of what collaboration is by using a graphic organizer to play with the word.




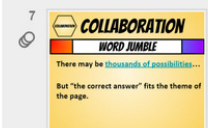
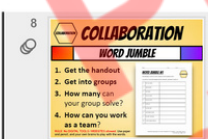
Timing

Materials

Lesson A1



Solving word jumbles (slides 4-8) - 15 min

   	<p>Activity Overview: Handout - Word Jumble</p> <ul style="list-style-type: none">Students will be doing a series of word jumbles based on topics.The word jumble is a commonly used word or phrase which has the letters mixed up.The goal is for the student with a partner or small group to figure out what the word should be. <p>Learning Objective:</p> <ul style="list-style-type: none">Get students working in a “team” so we can later examine<ul style="list-style-type: none">what style of teamwork they use.what collaboration strategies we can use <p>You could use a website like http://ingesanagram.appspot.com to generate over 10,000 possibilities!</p> <p>Language Warning: If students are independently googling anagrams for Lord Voldemort, these are some top hits:</p> <ul style="list-style-type: none">There are dildo references in https://io9.gizmodo.com/5922617/this-list-shows-all-the-anagram-matic-names-lord-voldemort-rejectedThere is a YouTube video with different Lord Voldemort anagrams (Russian Sub) https://www.youtube.com/watch?v=eao4vV1-lqU<ul style="list-style-type: none">“Dammit” appears at 0:26 seconds
	<p>Possible Talking points</p> <ul style="list-style-type: none">What strategies can you use to work as a team to get the job done?<ul style="list-style-type: none">Take turnsListen to each other / active listeningRespect each other's opinionsDon't talk over other people.Depending on your grade and class dynamic, here are some hints you might want to give your students::<ul style="list-style-type: none">Number of words in the anagramFirst letterStrategies to unscramble words http://www.hanginghyena.com/blog/tricks-to-help-you-unscramble-words/<ul style="list-style-type: none">Look for smaller words or word fragmentsHunt for common prefix (auto- anti- a- mono -) or suffix (-ed -ing- er -est)Look for root wordsLook for vowels (Typically every syllable has a vowel)

Talking Points



Open discussion about collaboration (slide 9) - 5 min

9

COLLABORATION

WORD JUMBLE

Discussion

1. What strategies worked well?

2. What didn't work?

3. Did having multiple points of view make it easier or harder to get the job done?

TEACHER TIP::

- Try to shift the conversation from strategies about play with words to strategies about collaboration

Possible Teacher Prompts and Student Answers

What jobs / tasks in life are better completed as a group?

- Building a house?
- Anything with multiple components **might** be best done in groups because you can divide tasks to individuals by their strengths.
- Relay events can be harder than individual events because you're relying on other people to help you win.

What jobs / tasks in life are better completed as an individual?

- Stenographer (the person who types notes in a court.)
- Individual sports (Golf: you don't want other people to mess up your game)
- Cooking (Too many cooks in the kitchen? One cook needs to be in charge.)
- Military (one person in charge, but it's group work...)

Can you have a leader when you're collaborating?

- Yes - take turns facilitating the conversation?
- No - the whole point of collaborating is working equally together

Give 5 strategies to try (slides 10-22) - 20 min

10

COLLABORATION

STRATEGIES

5 strategies to GET THE JOB DONE

11

EXPLORE

Let's think about CHARACTER and get into "GROWTH MINDSET"

OBSTACLES

(How to overcome them)

12

CHARACTER

REMEMBER...

FIXED MINDSET

GROWTH MINDSET

Success is based on WHAT YOU HAVE

BECAUSE WITH (create ability)

Success is based on HARD WORK, LEARNING, TRAINING AND NOT GIVING UP

13

CHARACTER

REMEMBER...

FIXED MINDSET

GROWTH MINDSET

Success is based on WHAT YOU HAVE

BECAUSE WITH (create ability)

Success is based on HARD WORK, LEARNING, TRAINING AND NOT GIVING UP

In the following few slides, we're going to briefly discuss growth mindset, obstacles and strategies to overcome obstacles.

- We face individual obstacles that we have to overcome and persevere (This develops character)
- We face group obstacles that we have to overcome and persevere (This is about collaboration)

These slides were taken from our unit on Character. For a more deeper discussion, we highly recommend you go here - it will take care of all of your character needs.

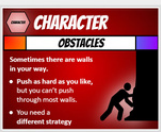
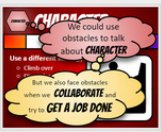

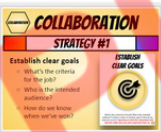
1. A week of Character:

<https://www.teacherspayteachers.com/Product/4017570>

2. Growth Mindset Posters: Character Perseverance Strategies

- English: <https://www.teacherspayteachers.com/Product/3776053>
- French: <https://www.teacherspayteachers.com/Product/4039628>

Growth Mindset

<p>14</p>  <p>15</p> 	<p>Imagine this scenario:</p> <p>You want to pass a message to someone in the classroom on the other side of the wall.</p> <ul style="list-style-type: none"> You can try to push through the wall to get to that person, but it won't work. <p>Teacher Prompt: How else could you get this message to your friend in the next classroom?</p> <ul style="list-style-type: none"> Explore other solutions. Some strategies to overcome obstacles may be more effective than others. Why yes, you could use a sledgehammer to make a hole in the wall, but then you've created other problems for yourself.
<p>16</p> 	<p>All of the strategies are meant to be conversation points either with the group, or with the teacher.</p> <ul style="list-style-type: none"> The goal is for the group to have the conversation independently to solve the issues. If this is unattainable, ask the teacher to help guide the discussion to ensure success. Try these on your own. If you can't get it, then ask the teacher for guidance.
<p>17</p> 	<p>COLLABORATION STRATEGY #1 - Establish Clear Goals</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <ul style="list-style-type: none"> What's the problem with not considering the goals first <ul style="list-style-type: none"> Football / darts - Ready, aim, fire (Fire, aim) <ul style="list-style-type: none"> You don't just fire the football anywhere, You fire the football where someone is going to be. Road trip <ul style="list-style-type: none"> You don't just start driving on the biggest highway so you can go the fastest, or the first highway you find. . You might run out of resources How do you know if you're being successful? <ul style="list-style-type: none"> You have more points You got to your destination <ul style="list-style-type: none"> (Does it matter how quickly you get there? Maybe that needs to be clarified.) The roof on the house doesn't leak Is the point to get it done? Or, to get it done well?

Establish
Clear Goals



18

COLLABORATION

STRATEGY #2

Plan Backwards

PLAN BACKWARDS

COLLABORATION STRATEGY #2 - PLAN BACKWARDS

Possible Discussion Points / Real world connection? (examples)

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

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

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

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

A planning conversation working backward might look like this:

Step 1

- **What's the end goal?** Get people clean water
- **What do you need to get there?** Find an organization that helps provide clean water

Step 2

- **How will you help an organization that provides clean water?**
By donating them money to pay for wells (or whatever)
- **What do you need to get there?** Find out how much money it will cost to help bring clean water

Step 3

- **How will you get money to donate to an organization?** By getting people to donate money
- **What do you need to convince people to donate money?** Give people a reason. Run an event that raises money.

Step 4

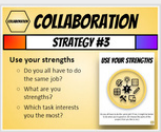
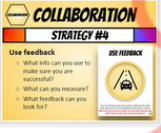
- **How will you figure out what kind of event to run?** Brainstorm ideas - Figuring out what kind of event will raise enough money. Plan the event. Get permission to do the event. **Advertise the event (posters / class presentations).** Do the event. Donate the money. Confirm that they built wells (or whatever.)
- **What do you need to get there?** Ask teacher / principal / parents for support / permission / etc

Both plans ended up with posters / class presentations

- In the first plan, posters were the end product
- In the second plan, posters were a means to an end.

Plan
Backwards




19	 <p>COLLABORATION STRATEGY #3 - USE YOUR STRENGTHS</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <p>Ideally students have had an opportunity to try different roles. Students may have difficulty knowing what their strengths are. Through conversation, you should be able to help guide them forward.</p> <p>Possible strengths:</p> <ul style="list-style-type: none"> • Thinker - Creative ideas, just keep putting our possible solutions • Recorder - Excellent writing / display • Manager - Group leading ie. keeping group on task • Conciliator - help solves disputes • Explainer - check understanding of group members • Presenter - share final ideas with class/teacher <p>Students might also think about their multiple intelligences</p> <ul style="list-style-type: none"> • Musical-rhythmic, Visual-spatial, Verbal-linguistic, • Logical-mathematical, Bodily-kinesthetic, • Interpersonal, intrapersonal, and • naturalistic. <p>TEACHER TIP:</p> <p>Doing tasks that interests you is an excellent strategy as the year progresses, but there is value, especially with the younger grades, to have students work in areas that are not typically their strengths as they learn to handle adversity in a safe environment.</p>
20	 <p>COLLABORATION STRATEGY #4 - USE FEEDBACK</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <p>Sometimes, time can provide good feedback</p> <ul style="list-style-type: none"> • At the rate we're going, will we be able to finish on time? • Have everyone in charge of ensuring the group stays on task helps avoid one member being the "police" <p>Students might consider dividing the assignment into smaller more easily attained portions.</p> <ul style="list-style-type: none"> • "How do you eat an elephant? One bite at a time like everything else." • This idea is extremely important for students who struggle with the magnitude of larger projects.

Use your Strengths

Use Feedback



	<p>How can you adjust if you're not on track?</p> <ul style="list-style-type: none">• Reread and check all the work that was done after the checkpoint should have been met.• Sometimes no adjustment is needed as you are still on course.• Sometimes you will need to redo an area which has just been completed as the original goal has been strayed away from.
<div><div>21</div><div></div></div>	<p>COLLABORATION STRATEGY #5 - BUILD TRUST</p> <p>Possible Discussion Points / Real world connection? (examples)</p> <ul style="list-style-type: none">• Emphasis here is the sharing of effort, supportive, and consistent.• That translates across everything that you do.• Build trust / Safe place to share ideas.• Patience with group members as we all work at different speeds and find different things challenging.• For those of us who find this a struggle, remind students the goal is to be better than who we were the day before.
<p>OPTIONAL:</p>	<p>Students can do the review handout (Review - Lesson A1)</p>

Build Trust



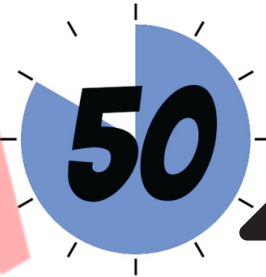


COLLABORATION LESSON A2: 50 MIN

Word Jumble Round 2 - Strategies (slides 22-30)

OVERVIEW

- Introduce challenge & review strategies (slide 22-27) - 10 min
- Creating own jumbles (slide 28) - 15 min
- Present your best jumble (slide 29) - 15 min
- Which collaboration strategies did you use (slide 30) - 10 min



Lesson A2

MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A2**)
- Class set of **Handout - Create your own jumble**
- Class set of lesson review questions (**Review - Lesson A2**)

Introduce Challenge & Review strategies (slide 22-27) - 10 min

22

COLLABORATION
ACTIVITY #1

Word Jumble
Round 2

23

COLLABORATION
WORD JUMBLE

CHALLENGE: Make your own word jumbles

- Each group picks a topic
- How many anagrams can you come up with?

Criteria:

- All of the words must be real words
- No digital tools allowed

Introduce today's challenge:

- work in groups
- to create their own word jumbles. (**Handout - Create your own jumble**)
- Then have students share with each other by writing on the board

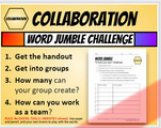




TEACHER TIP: (Optional): Have different groups do different topics to keep things more interesting.

- As a class you could brainstorm a list of topics
- Each group thinks of 2 or 3 that they'd consider doing (in case they don't get their first choice.)
- Draw names from a hat - each group gets to choose their topic from whatever is left over from the list.

Sample topics for Word Jumble:

- School subjects (i.e. math, history, literacy, physical education)
- Unit you're doing in Math (i.e. multiplication, algebra, geometry)




	<ul style="list-style-type: none">• Fashion Trends• Clothing items• Restaurants / Fast food / Favourite snacks• Places you shop• Titles of movies, books, tv shows,• Celebrity names / sports heroes• Geography (country, cities, etc) <p>Language Warning</p> <ul style="list-style-type: none">• Beware! Not all words that anagram are appropriate words• This is really easy if you're allowed to use an anagram generator.• The hard part is brainstorming words.
<div><div>24</div><div></div></div> <div><div>25</div><div></div></div> <div><div>26</div><div></div></div> <div><div>27</div><div></div></div>	<p>What strategies can you use to work as a team to get the job done?</p> <p>Review 5 collaboration strategies and then ask students which one they think will help them the most today...</p>
<div><div>28</div><div></div></div>	<p>We suggest keeping this slide up as a visual reminder of strategies to try during the work period</p>

Creating own jumbles (slide 28) - 15 min

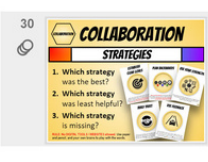
Create your own



Present your best jumble (slide 29) - 15 min

	<p>Present your best jumble (15 min)</p> <ul style="list-style-type: none">Each group presents best jumble on the board
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Which collaboration strategies did you use (slide 30) - 10 min

	<p>Whole Class discussion after presentations (10 min)</p> <ul style="list-style-type: none">Discuss which collaboration strategies you used / teacher can have vote / write on board strategies usedBrainstorm as a class / evaluate best strategy and least helpful strategy for <i>this</i> activity.
OPTIONAL:	Students can do the review handout (Review - Lesson A2)

Debrief
Strategies



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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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About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
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MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6Cs\) Social and Emotional Learning bundle](#)
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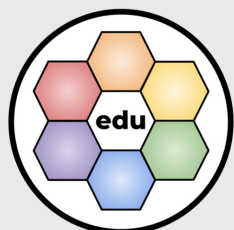
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Changelog

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

SINGLE PDF FILE update 2022-07-18

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-collaboration-a>
 - <https://links.educircles.org/tpt/6cs-collaboration-b>
 - <https://links.educircles.org/tpt/6cs-collaboration-cd>
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-Collaboration-Folder-1-5899824>
 - <https://www.teacherspayteachers.com/Product/6Cs-Collaboration-Folder-2-5899815>
 - <https://www.teacherspayteachers.com/Product/6Cs-Collaboration-Folder-3-6006759>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

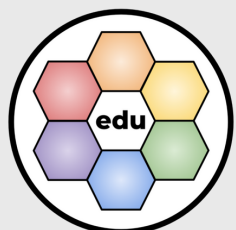
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **I added Microsoft versions for all files**
- **NO CHANGES to teaching content** in section A.
- Other changes
 - Files are now packaged by section (A. Word Jumble, B. Teamwork Styles, C/D Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom),
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

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Changelog

Version 2.8: Minor update May 14, 2021

- No changes to teaching content.
- Added **File 1b** which contains free TpT gift card giveaway / contest info
- Renamed Read Me First PDF to **File 1a**

Version 2.7 on Sep 29, 2020

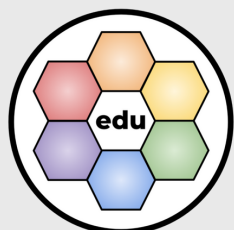
Fixed error in Word Jumble (Speed Skating). Thanks to Sandy Castaneda's 9th grade students for spotting the error!

- Updated **File 5a** Word Jumble PDF and Google Doc
- Updated **File 5b** Word Jumble Answers PDF and Google Doc
- Updated **File 5c** Word Jumble 4 Olympic Events Google Slides (for Google Classroom)

Version 2.6 Simplifying file organization on Sep 9, 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.)
- Updated the READ ME file
 - Fixed errors
 - Added information about "NOT EASY but WORTH IT"
 - Added section header tables from the lesson plan to show which files are the same.
 - Updated the Quick Start Guide to try to clarify the 3 google drive folders.



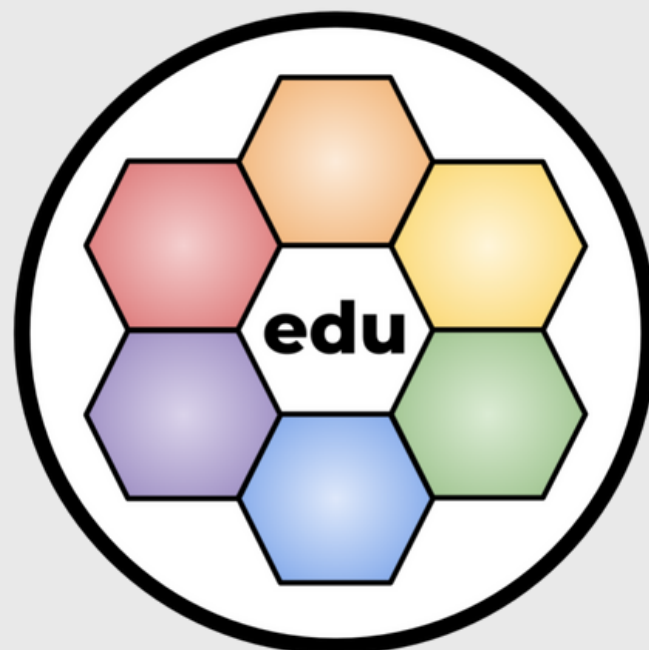
Version 2.0 Distance Learning update on Aug 12, 2020

- 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 4 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D)
- 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, B1, B2, B3, C1, D1, D2)
- Added NEW lesson review handouts for lessons that didn't previously have handouts (**File 4** A1, A2, B1, B3, C1)
- Adapted for Google Classroom
 - Word Jumble handouts (**File 5a**, **File 5c**) have been converted into Google Slides so students can click and drag letters to solve and create anagrams.
 - Vocabulary Builder Graphic Organizer (**File 6**) has been converted into Google Slides so students can type directly on the Frayer Model (text boxes)
- File numbers have changed

Version 1.0: Initial release of Collaboration

- 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 format.





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