|  |  |  |
| --- | --- | --- |
| **21st Century Lesson Cycle Template** | | |
| **Grades: 7-9 Subject: Trading Information**  **Day 3 Unit: Social Thinking** | | |
| **Driving Questions:**   * Can you trade interesting information with a peer? * Can you find common interests with a peer? | | |
| **Outcomes:**   * Students will share relevant and interesting information with their peer. * Students will find and share common interests. * Students will follow class-designed rules for trading information with a peer. | | |
| **Expected Time:**  1x30 mins sessions | | |
| **Resources:**  PEERS Manual  White board and markers or computer connected to LCD on a word processor  Individual iPads  Air Server | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):   * Introduce myself to the students – share my hobbies, interests, special events and activities 2-4 minutes. * Review their Do’s and Don’ts of Trading Information checklists on their iPads or view class [list](#checklist). * Model an appropriate and interesting conversation with the other adult lasting 2-4 minutes. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| Group work (We Do):   * Students review Trading Information [Checklists](#checklist) as a group based on the adult conversation and discuss the positives and things to work on. * Answer Perspective Taking [Questions](#Perspective) as a group. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| Individual student work (You Do):   * Prepare interesting things about yourself to share with the students. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| Group work (We Do):   * Adults partner student with a peer to trade information. Partners have a 2-4 minute conversation. Students can access their Do’s and Don’ts of Trading Information from their iPads as cues as needed. * Complete Trading Information [Checklist](#checklist) based on their conversation – self-evaluation and peer evaluation. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| Class share (We Share):   * Review each set of partner’s checklists and discuss the Do’s and Don’ts as well as answers from Perspective Taking questions. * [Exit Pass](#exit). | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| **Lesson Wrap Up:**   * Review Do’s and Don’ts of trading information. * [Exit Passes](#exit) | | |
| **Differentiation/Modification/Enrichment**: | | |
| **Assessment:**   * Teacher created [checklist](#trading) of Do’s and Don’ts to be filled out during a conversation by peer, self and adult supervisor. | | |
| **Teacher Reflection:** | | |

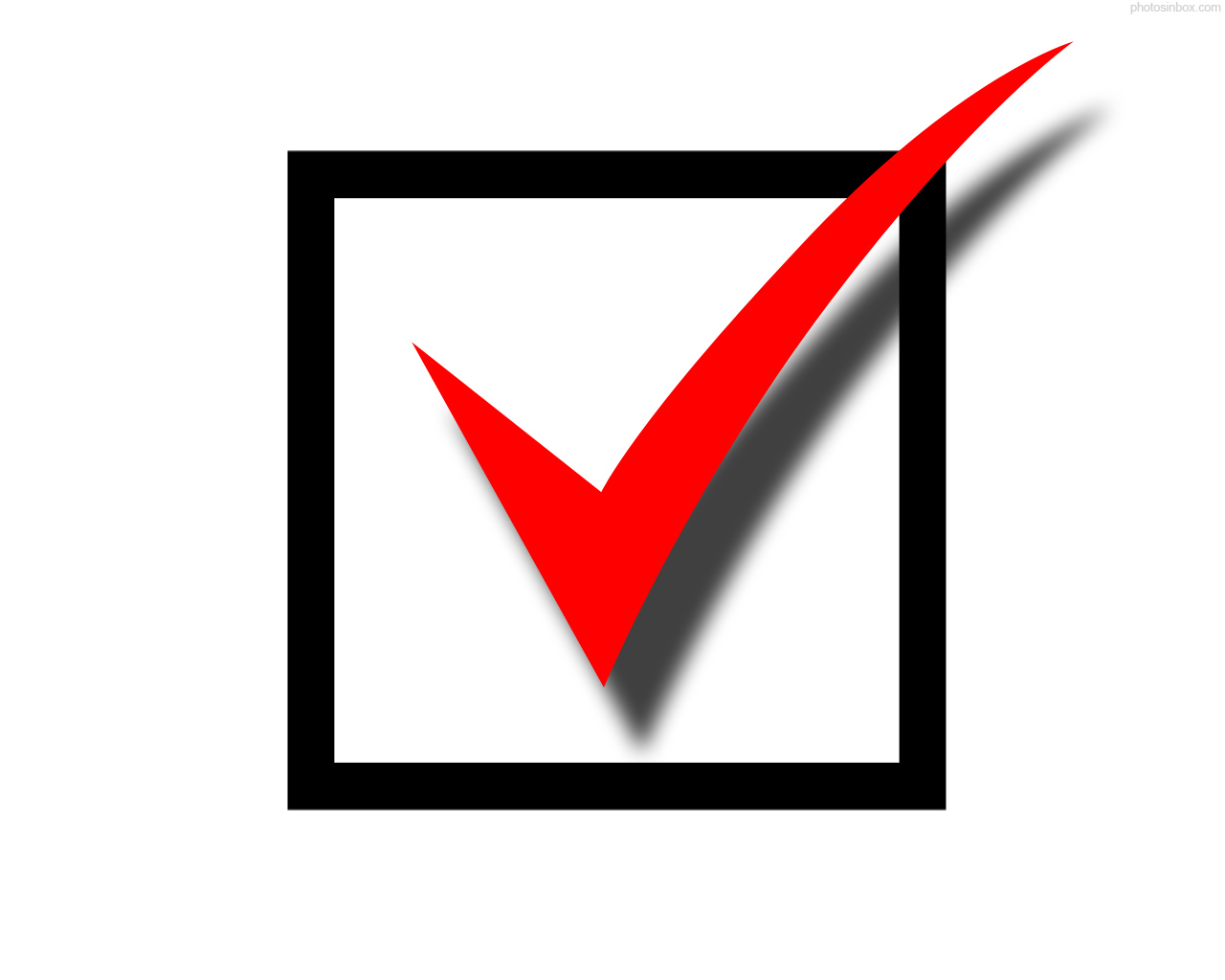
Perspective

Taking

Questions:

1. What was that like for you?
2. What did you think of me?
3. Would you want to talk to me again?

[Back](#answer)



**Do’s Checklist**

* Do ask the other person questions about themselves.
* Do answer your own questions.
* Do find common interests.
* Do share the conversation.



**Don’ts Checklist**

* Don’t be an interviewer.
* Don’t be a conversation hog.
* Don’t get too personal too fast.

[Back](#model)

Pass

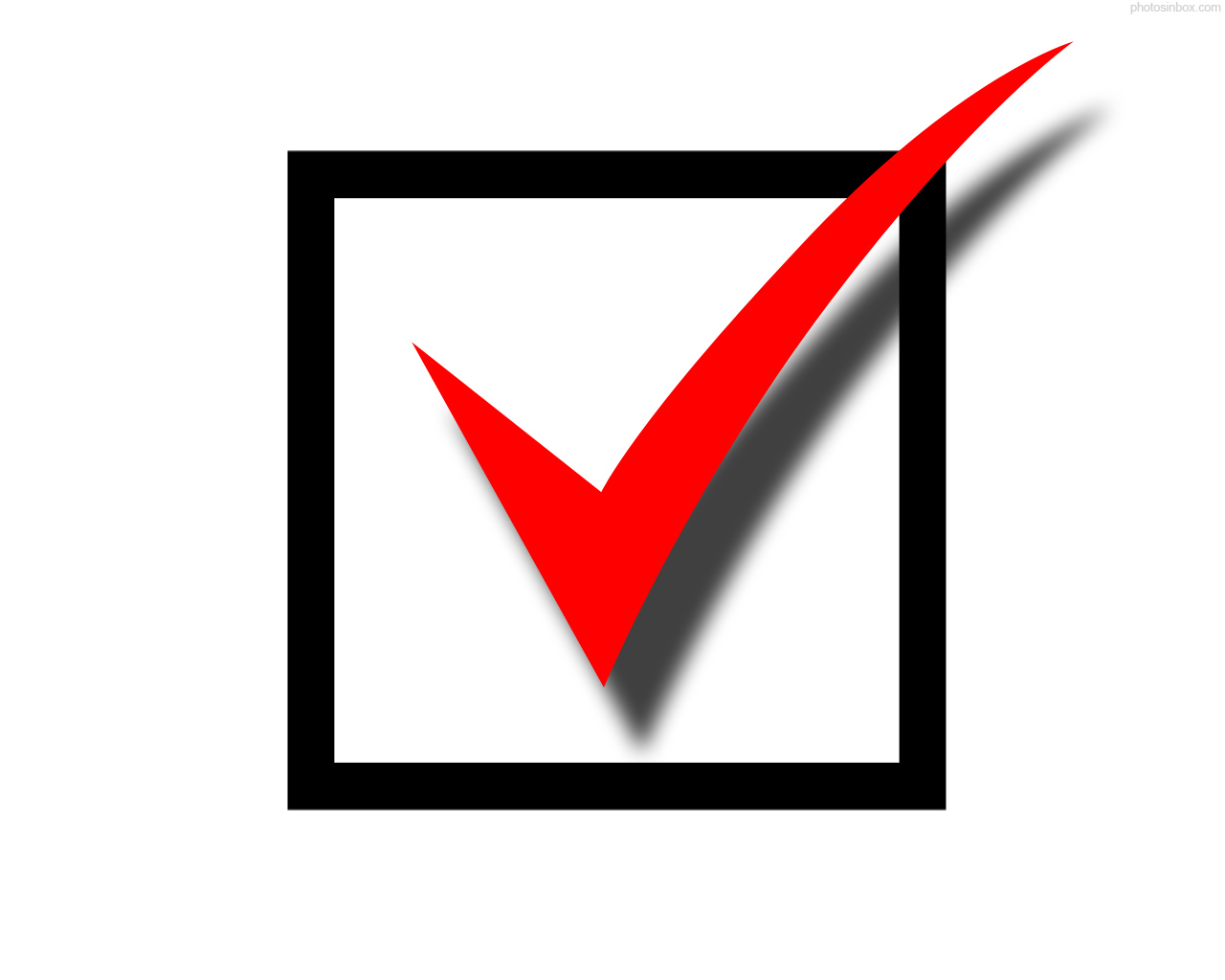


|  |
| --- |
| How did you feel about your Trading Information talk with your partner? |
| What did you do well? (The Do’s) |
| What do you need to work on ? (The Don’ts) |

[Back](#review)

**TRADING INFORMATION CHECKLISTS**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_ Adult’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Do’s Checklist**

* Student asked other person questions about themselves.
* Student answered their own questions.
* Student was able to find common interests.
* Student shared the conversation.



**Don’ts Checklist**

* Did not question peer like an interviewer.
* Student was not a conversation hog.
* Student did not get too personal too fast.

Student Comments:

Teacher Comments:

[Back](#teacher)