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| **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 ManualWhite board and markers or computer connected to LCD on a word processorIndividual iPadsAir 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[x]  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[x]  remember, understand [x]  collaborate, communicate[x]  analyze, synthesize[x]  critical thinking[x]  evaluate, leverage[ ]  create, publish[x]  citizenship |
| Individual student work (You Do):* Prepare interesting things about yourself to share with the students.
 | [ ]  find, validate[x]  remember, understand [ ]  collaborate, communicate[ ]  analyze, synthesize[ ]  critical thinking[ ]  evaluate, leverage[ ]  create, publish[x]  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[x]  remember, understand [ ]  collaborate, communicate[ ]  analyze, synthesize[ ]  critical thinking[ ]  evaluate, leverage[ ]  create, publish[x]  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[x]  remember, understand [x]  collaborate, communicate[x]  analyze, synthesize[x]  critical thinking[x]  evaluate, leverage[x]  create, publish[x]  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?

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**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.

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Pass



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| 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) |

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**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:

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