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| **21st Century Lesson Cycle Template** | | |
| **Grade: 7 Subject: Trading Information – Day 1**  **Unit: Social Thinking** | | |
| **Driving Questions:**   * Can you trade interesting information with a peer? * Can you find common interests with a peer? | | |
| **Outcomes:**   * Students will learn some of the “Don’ts” when trading information with their peers. | | |
| **Expected Time:**  1x30 mins sessions | | |
| **Resources:**  PEERS Manual  Making Friends app (videos)  White board and markers or computer connected to LCD on a word processor | | |
| **Lesson Procedure** | | **21st century skills** | |
|  | Teacher does (I Do):   * Introduction: One of the most important parts of making and keeping friends as a teenager is to be able to have good conversations. Basically, trading information. * Write rules on the board or via LCD as we discuss….  1. *Ask the other person about him or herself*. This helps you discover common interests. 2. *Answer your own question*. Share information about yourself even if your friend doesn’t ask you. This is how you share your information. 3. *Find common interests*. This now gives you ideas of things to talk about and do together to keep the conversation interesting and fun. 4. *Share the conversation*. Trade information with your friend to get to know each other. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship | |
| Group work (We Do):   * Two adults role-play trading information and making mistakes 🡪 The Don’ts.  1. Role play one adult being a “*conversation hog*” and review what that looks and feels like for both people by asking perspective taking questions. (What was that like for you? What did you think of me? Would you want to talk to me again?) 2. Role play one adult being an “*interviewer*” and review what that looks and feels like for both people by asking perspective taking questions. 3. Role play one adult “*getting too personal too fast*” and review what that looks and feels like for both people by asking perspective taking questions. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship | |
| Class share (We Share):   * Create class list of “Don’ts” for Trading Information. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship | |
| Individual student work (You Do):   * Create the list of Don’ts using words and pictures using a tool of their choice and saved on their iPads for easy future reference. This is an initial document as students will add the Do’s to the same list next class. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship | |
| **Lesson Wrap Up:**   * Review key phrases of trading information (share information, ask questions, answer your own questions and common interests). | | |
| **Differentiation/Modification/Enrichment**: | | |
| **Assessment:**   * [Exit Pass](#ExitPass) identifying all 3 Don’ts. * [Checklist](#Checklist) for the Don’ts. | | |



Pass

Write or draw a description of the 3 Don’ts we learned in class today.

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**Don’ts Checklist**

* List contains phrases from all 3 Don’ts from class.
* List contains a picture or graphic that directly relates to each of the Don’ts.
* List is quick and easy to find on iPad.