



Teaching 21ST Century Skills

an ASCD
*Action*TOOL

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ASCD

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Instructional Design Planner

Topic: _____

Dates: _____

Content Standard

What will students know, be able to do, or understand at the completion of this instruction?

Interdisciplinary Theme

Which themes can be infused with the content?

- ☐ Global awareness
- ☐ Financial, economic, business, and entrepreneurial literacy
- ☐ Civic literacy
- ☐ Health literacy
- ☐ Environmental literacy

21st Century Skills

Which skills will be incorporated in the instructional design?

Learning and Innovation Skills	Information, Media, and Technology Skills	Life and Career Skills
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration	<input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications, and Technology Literacy	<input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility

Task Description

What task or tasks will you ask students to perform?

Tools to Use

Which tools will you use in this instructional plan?

Name of Tool	Page	Name of Tool	Page

Assessment

How will you evaluate student learning? What options will you provide for demonstrating learning?

Skill Awareness

How will students become aware of their own use of the 21st century skills? What questions will you use for reflection and discussion?

Reflecting on the Instructional Plan

After you have completed an instructional plan, take a few moments to reflect on whether it meets the key characteristics below. Place a check mark in front of those that the plan addresses.

✓	Characteristic
Select Content	
	The content is important for students to learn.
	I can explain to students why the learning goals are important.
	I have planned for how to make this content important to students and help them see it as useful and relevant.
Infuse Thematic Connections	
	There is a clear connection between the content and the theme I am selecting.
	I have a plan for how to draw students' attention to this connection and make it evident to them.
Incorporate 21st Century Skills	
	I will use appropriate grouping patterns to teach the 21st century skills.
	Students will evaluate their own skills as a member of a team and their growth in collaborative skills.
	The 21st century skills I selected are a logical extension of the content.
	The 21st century skills I selected will extend and refine students' learning about the content.
Define the Learning Task	
	The product I am asking students to produce will result in long-term learning.
	I have a plan for evaluating the diverse responses and thinking of students.
	Students have options for communicating their learning and understanding.
	Students will be able to identify both the content standard and the 21st century skills they are learning.
	The task directly relates to the targeted learning.
	The task is meaningful, relevant, and interesting to students.

√	Characteristic
Select Instructional Tools	
	The tools I selected match the learning outcomes of the task.
	I've modified the tool as necessary to match the intended learning from the task.
	The selected tools represent a broad range of 21st century skills.
Develop Assessments	
	The assessments will provide clear evidence that students have achieved the desired learning.
	I have differentiated assessments by providing multiple options for students to demonstrate their mastery of the content.
	I've made students aware of the expectations for learning and performance.
	A rubric or performance indicators clarify expectations and set clear targets for performance.
Plan for Metacognition	
	Students will be able to identify the 21st century skills they are using to carry out the task.
	I have developed questions that will lead students to understanding the 21st century skills.
	Students will evaluate their own strengths and areas for growth in the use of the 21st century skills.
	I have included activities that help students monitor and improve their use of the 21st century skills.
	Students can identify how they can use the 21st century skills with different content or apply them to various aspects of their lives or futures.

Sharing the Instructional Plan with Students

Component	Description
Task Description	An overview of the tasks that the student will be asked to complete to fulfill the requirements of the learning plan.
Tools to Use	A list of the tools that students will be required to use in demonstrating completion of the learning task. If students have a choice in the tools they can use, that should be indicated. Students might also be encouraged to create their own tools or modify the suggested ones.
Evaluating My Learning	An overview of how the students will be evaluated and held accountable for both content and process in their performance.
Thinking About My Learning	Questions for reflection and discussion. These questions should reflect the “Skills Awareness” component of the Instructional Design Planner.

Learning Plan

Topic: _____

Dates: _____

Learning Focus

What will I know, be able to do, or understand?

21st Century Skills

Which skills will I be applying to this learning?

Learning and Innovation Skills	Information, Media, and Technology Skills	Life and Career Skills
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration	<input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications, and Technology Literacy	<input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility

Task Description

What task or tasks will I be performing?

Sharing the Instructional Plan with Students

Tools to Use

Which tools will I use in learning?

Evaluating My Learning

How will my learning and performance be evaluated?

Thinking About My Learning

Questions to use in reflecting on my learning and the thinking processes I used in this lesson.

Planning Instruction to Integrate 21st Century Skills

Topic: _____

Date(s): _____

Content and skill learning targets:

Learning and Innovation Skills	Tools
Creativity and Innovation Using information and knowledge in new situations or to create new knowledge.	
Critical Thinking and Problem Solving Using reasoning, analytical thinking, and knowledge to solve problems or evaluate information.	
Communication Articulating thoughts, ideas, and information orally, in writing, or in visual or auditory presentations.	
Collaboration Working with others to create new ideas, share information, or learn from each other.	
Information, Communications, and Technology Literacy	Tools
Selecting and using appropriate technology to accomplish the task.	
Life and Career Skills	Tools
Holding students accountable for their learning and for taking personal responsibility for their work.	
Metacognition and Reflection	Activities
How students will reflect on the effectiveness of their own learning processes.	

Curriculum Snapshot for Creating Learning Opportunities

Topic: _____

Date(s): _____

21st Century Skills Integrated	Content Learning Targets	Metacognitive Strategies (Questions for reflection on the learning)
<input type="checkbox"/> Creativity <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications, and Technology Literacy <input type="checkbox"/> Life and Career Skills		

Instructional Plan	Assessment Strategies
Before Instruction:	
During Instruction:	
After Instruction:	
Resources Needed:	

20 Questions

When seeking new ideas, it is sometimes helpful to look at the situation or the problem by asking questions that help us think about it in new ways.

1. Select at least three of the following questions and then apply them to the situation or problem you are studying.
2. Write your answers in the space below the questions.
3. Summarize your thinking at the bottom of the page.

Idea: _____

Questions	
1. What if...? 2. How can we improve...? 3. How will others benefit? 4. What are we forgetting? 5. What's the next step? 6. What can we do better? 7. What do you think about...? 8. How can we improve the quality of...? 9. How can we streamline...? 10. How can we modify it?	11. What could we replace? 12. What could we add? 13. What could we eliminate? 14. What might be changing about this? 15. What will make it work? 16. What other ideas do you have? 17. What issues does this create? 18. What patterns do we see? 19. How can we simplify it? 20. Why do this?
Potential Answers	
Question #	Ideas

IN SUMMARY

We can improve the idea by...

A Dime a Time

Choosing the right words is important in sharing ideas clearly and precisely. Write a summary of what you have learned about the topic. Each word costs 10 cents, and each sentence costs 50 cents. You have a total of \$10 to spend on your summary of the topic.

Write each sentence of your summary in a row below and total its cost in the column on the right.

Summary Sentence	Cost (\$.50 + \$.10 per word)

Total Cost: _____

Based on the Facts

List several facts you have gathered about the topic, and identify the source of each fact. Review the facts and develop a generalization, prediction, or opinion based on them.

Topic: _____

Fact	Source

GENERALIZATION, PREDICTION, OR OPINION

Beginnings and Endings with Muscle

Strong introductions and conclusions make a piece of writing, a presentation, or a speech more memorable.

1. Select a Topic: _____

2. For the topic you have selected, write either an introduction or conclusion using each of the suggestions below.

Method	Introduction or Conclusion
1. Raise a question that gets the attention of the audience.	
2. Share something that the character or person does that is out of the ordinary.	
3. Get inside the head of one of the characters or people by sharing their thoughts.	
4. Make an exclamatory statement that expresses a strong emotion.	
5. Share a strong opinion or point of view.	
6. Use a quote from one of the characters or a famous person.	
7. Help the audience create a picture in their minds with a vivid description.	

3. Select the introduction and conclusion that you think will be most effective in presenting your topic and use it in your presentation.

Big Ideas

1. Summarize the big ideas, or major parts, of the topic you are studying and enter them in the “Big Ideas” column.
2. Enter supporting details, explanations, and examples in the second column using key words and phrases.

Big Ideas	Details, Explanations, and Examples

Breaking It Down

Locate information that supports each subtopic, and note it in the appropriate boxes.

Topic: _____

Subtopic:	Subtopic:
Subtopic:	Subtopic:

SUMMARY

Use information from all four subtopics to write a two- to three-sentence summary of what is most important to remember about the topic or concept.

Coloring Our Knowledge

Each small group will receive one topic related to the subject you have been studying. You will have a few minutes to respond as a group to each of the three questions below. Designate one person to act as a recorder to write down your responses in a unique color.

When the teacher calls “stop,” rotate papers with another group, who will add its ideas in a different color. We’ll continue the rotations continue until your original paper is returned to your group.

Topic: _____

1. What facts do you know about the topic?

2. What examples or applications can you identify regarding the topic?

3. Why is it important to learn about this topic?

Converging Ideas

Consider two sources of information on the topic and note important information from each in the top two columns. Use information from both sources to develop summary conclusions in the bottom box.

Topic: _____

Notes from Source 1	Notes from Source 2
Conclusions or Most Important Ideas	

Convince Me!

When presenting a persuasive argument, you need to make sure that you have strong evidence to support your position. Consider the three types of evidence below and list examples of each that you could use in presenting your case.

Topic: _____

My Position: _____

Audience: _____

Type of Evidence	Examples
Statistics Numbers or percentages. Be sure that these are factual by checking your sources carefully and cite your sources here.	
Quotes Direct quotes from leading authorities, popular celebrities, leaders, or experts. Consider your audience in choosing the quotes.	
Examples or Stories Examples and stories of your own or someone else's direct experience with the issue. Present the story or example in an interesting and compelling way.	

Use your evidence to create a persuasive argument for your position. Select a format for delivering your persuasive argument that you think will capture the attention of your audience.

Connect, Summarize, and Ask

Think about what you are learning by identifying what is familiar (connect), determining what is most important to remember (summarize), and developing questions for further investigation (ask). Note these below.

1. Connect

What did you already know or how is the information similar to something you already knew?

2. Summarize

What is most important to remember about this topic?

3. Ask

What don't you understand or what would you like more information about?

Creating Good Questions

Review what you have learned about the topic by creating some high-quality questions using a variety of the verbs below. Write your questions in the left-hand column of the chart on the next page.

Then work with a partner to share your questions and, to review the content, together answer each question. Use the right-hand column to record the answers that you and your partner develop for each question.

ASSESSMENT VERBS

- ☐ Analyze
- ☐ Assess
- ☐ Categorize
- ☐ Choose
- ☐ Classify or group
- ☐ Combine
- ☐ Compare
- ☐ Compose
- ☐ Construct support for
- ☐ Contrast
- ☐ Create
- ☐ Critique
- ☐ Criticize
- ☐ Defend
- ☐ Define
- ☐ Describe
- ☐ Devise
- ☐ Evaluate
- ☐ Examine
- ☐ Explain
- ☐ Expand
- ☐ Formulate a theory
- ☐ Guess
- ☐ Identify
- ☐ Imagine
- ☐ Infer
- ☐ Interpret
- ☐ Interview
- ☐ Invent
- ☐ Justify
- ☐ Link
- ☐ List

- ☐ Modify
- ☐ Negotiate
- ☐ Outline
- ☐ Paraphrase
- ☐ Predict
- ☐ Put together
- ☐ Question
- ☐ Rank
- ☐ Recommend
- ☐ Retell
- ☐ Review
- ☐ Revise
- ☐ Show
- ☐ Simplify
- ☐ Summarize
- ☐ Support
- ☐ Suppose
- ☐ Theorize
- ☐ Write

Other Verbs:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Creating Good Questions

My Questions	Our Answers

REFLECTION

How did creating and answering questions help you understand and remember what you learned?

Decision Tree

When making a decision, it's important to consider all of your alternatives and the pros and cons for each potential solution.

1. Identify the problem you are trying to solve and write it in the top block.
2. Brainstorm three potential solutions to the problem, and write them in the center column.
3. List the positives about each solution in the left-hand column and the negatives in the right-hand column.
4. Choose a solution and summarize it at the end.

The problem is...

+

Solution #1

-

+

Solution #2

-

+

Solution #3

-

I would choose solution #___ because...

Developing Consensus

ROUND 2 REVISED DECISION OR SOLUTION:

Level of Consensus					
Group Member	1	2	3	4	5

ROUND 3 REVISED DECISION OR SOLUTION:

Level of Consensus					
Group Member	1	2	3	4	5

Four Corners

1. Determine your level of agreement with the following statement:

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
---	--------------------------------	-----------------------------------	--

2. List your reasons for your level of agreement below.

3. Take your paper and move to the corner of the room designated with your level of agreement. Then share your reasons for your opinion with the group.
4. As a group, choose the three best reasons for your level of agreement. Be prepared to share your reasons with the rest of the class.

OUR REASONS

1.

2.

3.

Four Corners

5. After investigating the topic further, what is your level of agreement with the original statement?

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
---	--------------------------------	-----------------------------------	--

6. What additional information did you gather that affected your level of agreement? What new information did you gain from your investigation? Note the new information below.

Framing the Problem

Before you can develop sound solutions, you must first understand the problem that you are trying to solve. Identify statistics, opinions, emotions, and effects of a problem by entering notes on each in the appropriate box. Then develop a problem statement in the middle that you believe addresses the real problem.

Statistics	Opinions
Problem Statement:	
Emotions	Effects

Ground Rules for Teams

Once your team has established and adopted its ground rules, it is the responsibility of every team member to follow them.

1. Enter your adopted ground rules in the first column of the chart below.
2. At the end of the group meeting, reflect on how well you abided by the ground rules by ranking your level of compliance.
 - 1 = Not at all
 - 5 = Completely
3. Write a brief statement about how you can improve your team skills.

Ground Rules	My Level of Compliance (1–5)

IMPROVING MY SKILLS

Based on your participation in today's group work, how could you improve your team skills?

I'm Sure of It...or Not

Think about what you already know about the topic that you will be studying. Enter each item into the appropriate category, based on how sure you are about the fact. Explain why you are sure—or not!—in the right-hand column.

What I Know or Think I Know About _____

I'm 90–100% sure that...	Because...
I'm 50–89% sure that...	Because...
I'm less than 50% sure that...	Because...

Investigation by Three

Working in groups of three, develop questions about the topic. Your questions should require you to think deeply about the topic.

1. Write the topic and questions in the top row of the chart below.
2. As a group, discuss what you already know about each question and briefly record your responses in the second row.
3. Individually investigate each question using any resources you wish.
4. After completing your research, share your information with the group and write a summary sentence that answers each question.

Topic:	Question 1:	Question 2:	Question 3:
What we already know about the question			
Information gathered by group member #1			
Information gathered by group member #2			
Information gathered by group member #3			
Summary sentence that answers the question.			

Learn, Discuss, and Summarize

Topic: _____

Notes from the Text or Presentation: New Learning or Connections

--

Notes from Class Discussion: Additional New Learning or Connections

--

Summary: Based on what you have learned, what are the most important things to remember about the topic?

--

Making Good Decisions

When making an important decision, it is helpful to carefully weigh the alternatives before deciding on a course of action.

1. List the alternatives down the left side of the table below.
2. Think about the criteria that are important in making a decision and write them in the top row.
3. Rate each alternative against the criteria on a scale of 1–5:
 1 = Does not match the criteria.
 5 = Strongly and clearly meets the criteria.
4. Total the score of each alternative in the last column.

Decision to be made: _____

Criteria ↓						Score
Alternative 1:						
Alternative 2:						
Alternative 3:						

Making Good Decisions

Criteria ↓						Score
Alternative 4:						

YOUR ALTERNATIVE

Evaluate the score of each alternative, and select an alternative.

My alternative is: _____

JUSTIFICATION

Explain why you made the decision you did below. Be prepared to share your decision and your justification for it with the class.

My Action Plan

Before you begin your quest for answers, plan your search by thinking about the steps below and making some notes that will guide your search.

The big question: _____

What I already know, or think I know, that might help answer the big question:	
Information I'll Collect	How I'll Collect the Information

My Action Plan

AFTER COLLECTING THE INFORMATION

Once you have completed your search, summarize what you have learned and then list any new questions about the topic.

Summary of Information	New Questions

Our Shared Learning

1. Note one key idea, one piece of information you already knew, and one example or application in the spaces below that you will share with your classmates.
2. Meet with other classmates and exchange insights and ideas about what you have learned thus far. Note below what your classmates have shared, with one response per box. You must complete all nine boxes.
3. Think about what you learned from your classmates. Circle the boxes that reflect this new knowledge.

WHAT I CAN SHARE

My key idea: _____

Information I already knew: _____

Example or application: _____

FROM MY CLASSMATES

Key Ideas			
-----------	--	--	--

Our Shared Learning

What They Already Knew			
Example or Application			



Picking the Right Site

When searching for specific information on the Internet, finding the right site is vital to being efficient in your search. To determine if the site fits your purpose,

1. Determine if the site is credible.
2. Scan the site to see if it has the information you need.

URL of website: _____

Author or sponsor: _____

Date of information: _____

1. Explain why you believe the website information is credible.
2. Scan through the website, noting key words and phrases, headings, pictures and graphics, and other clues that give you some ideas about what is included. Then develop several key questions that you think you would be able to answer from the information on the website.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Planning My Learning

Having a plan for learning will help you be more efficient and effective in achieving your learning goals. Use the questions below to plan your learning and record the findings of your research.

Name: _____

Topic: _____

MAKING THE PLAN

What I Want to Know

List questions you have about the topic.

1	
2	
3	
4	
5	

Potential Sources of Information

Identify the sources of information that you think will be helpful in answering your questions.

Planning My Learning

The Plan	
Describe the steps you will take to carry out your learning plan. Include as many steps as necessary to adequately describe how you will search for answers to your questions. If this is a long-term plan, include a time line for each step.	
1	
2	
3	
4	

CARRYING OUT THE PLAN

The Answers		
Summarize what you learned. Include the source of information and identify the question (by number) that it helps answer.		
Summary of Information	Source	Question

Planning My Learning

IDENTIFYING FURTHER LEARNING OPPORTUNITIES**Evaluating My Success**

Identify how well you think you answered all of your questions by checking the statements that describe the results of your learning plan.

- ☐ All of my questions were answered completely.
- ☐ Most of my questions were answered.
- ☐ Only a few of my questions were answered.
- ☐ I asked the right questions.
- ☐ There are better questions that I could have asked to learn about the topic more thoroughly.
- ☐ My search for answers generated more questions about the topic.
- ☐ The sources of information I used were helpful.
- ☐ I had to find new sources to thoroughly answer my questions.

Questions for Further Study

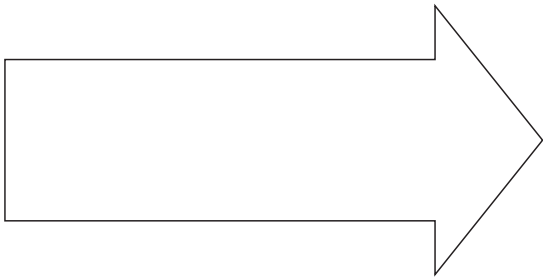
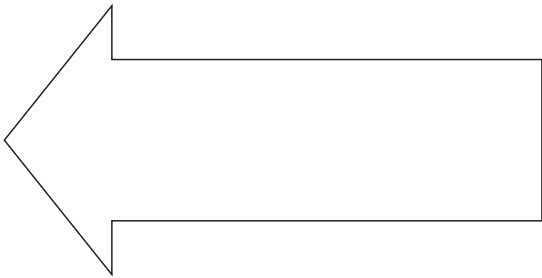
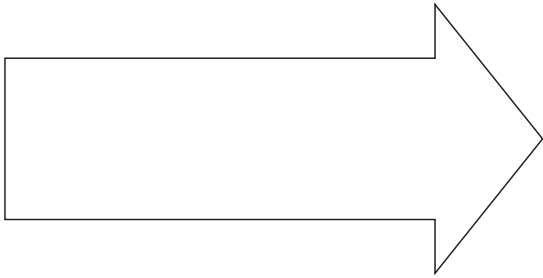
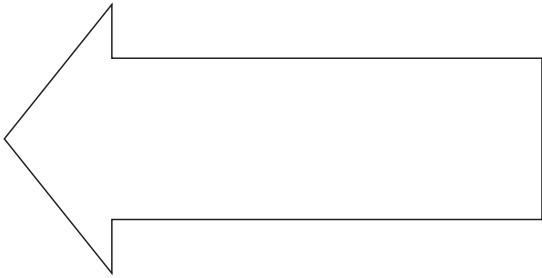
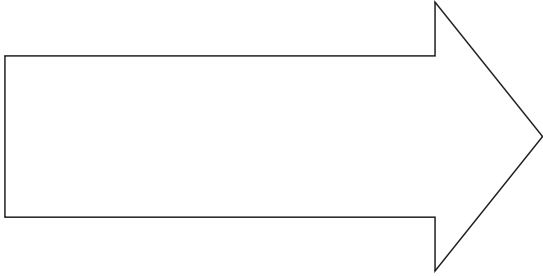
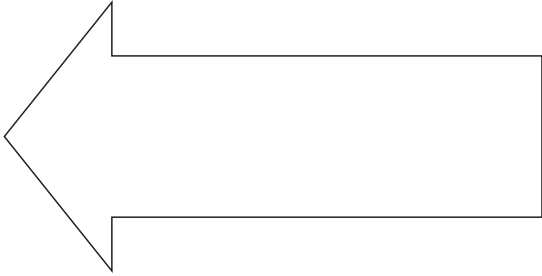
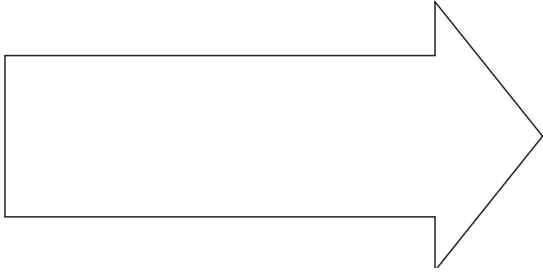
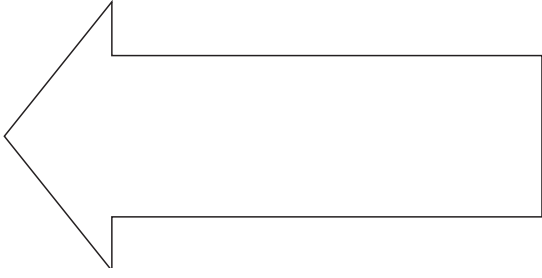
What questions might be used in future investigations about this topic?

1	
2	
3	
4	
5	

Point, Counterpoint

In the arrows on the left-hand side, list reasons someone might be in favor of the issue. In the arrows on the right-hand side, list an opposite perspective that would lead someone to be opposed to the issue.

Issue: _____

Reasons for Being in Favor of the Issue	Reasons for Opposing the Issue
	
	
	
	

Preparing, Engaging, and Applying My Learning

Learning about something new involves three stages: preparing to learn, engaging your thinking as you learn, and applying what you have learned.

1. Start your investigation by noting what you already know and what you think you will need to know to really understand the topic.
2. As you learn about the topic, make notes about new ideas you have learned and questions that are unanswered.
3. When you've finished with your investigation, note how you think you can apply what you have learned.

Preparing to Learn		Engaging My Thinking		Applying What I Learned
Getting Ready What do you already know or think you know about the topic?	Thinking Ahead What do you think you need to know to understand the topic?	New Learning What new understandings or ideas did you learn about the topic?	Questions What questions do you have still have about the topic?	So What? What have you learned that you can apply to your own life or future study?

Processing the Data

By combining different pieces of information from the text with information from our own experiences, we can form conclusions or make inferences about what we have learned. These conclusions are supported by evidence from the text itself or our own prior knowledge, but they are not stated directly by the author.

As you read the selection, think about some reasonable conclusions you might reach about the subject. Select one such conclusion or inference and write it below. Then enter the text evidence and data from your own experience that support your inference.

Conclusion or Inference:	
Support from the Text	Support from My Own Experience

Putting It into Perspective

To fully understand a problem or issue, it is important to examine it from as many viewpoints as possible—including our own! Think through each of the following questions and make notes of your answers in the right-hand column.

Issue or Problem: _____

Question	My Answer
What is your personal opinion about the issue or problem? What are your ideas about how to solve the problem?	
What do you think someone opposed to your viewpoint would say about the issue or problem?	
What might both you and someone who disagreed with you have in common? What can you both agree about?	
In what areas might you differ with people who mostly agree with you?	

Interview at least one person who mostly agrees with you and one person who mostly disagrees with you about the issue. Compare their comments to your answers above.

Questioning the Topic

Brainstorm questions that might be asked about the topic you are studying. Identify three important questions that need to be answered before you begin your learning. Research the questions to identify answers.

Topic of inquiry: _____

Question 1	Question 2	Question 3
Answer	Answer	Answer

Asking good questions, either before you learn about a topic or as you learn, helps build your understanding. Develop at least three questions for each of the four types described below.

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Reflecting on My Learning

After reviewing each source of information, reflect on what you have learned. Make notes in each section below about the main points you have learned, connections you have made to what you already knew, and questions you still have about the information.

Source 1:	Source 2:
Main Points:	Main Points:
Connections:	Connections:
Questions:	Questions:
Source 3:	Source 4:
Main Points:	Main Points:
Connections:	Connections:
Questions:	Questions:



Remote Control Thinking

To develop a clear focus for your presentation or to avoid getting stuck when you are working on a presentation, consider periodically shifting your thinking, similar to how you would use a remote control for a television. Follow each function of the remote below as you prepare your presentation.

Topic: _____

REMOTE CONTROL FUNCTIONS



Play

Using a free flow of thoughts, list as many words and phrases as you can that relate to the topic.

--



Pause

Stop and review the list you created under "Play." Select three of the key words and use them as a springboard to think of even more words or phrases related to the topic.

Keyword 1:

Keyword 2:

Keyword 3:

--	--	--



Rewind

Review your original list of key words and phrases that you generated in the "Play" function. Choose one more word or phrase and do some more brainstorming of related words and ideas.

--

Remote Control Thinking

	Fast Forward Review the key words and phrases from all three previous functions, looking for repeated or similar words. Pick at least two main ideas that appear most often.
1.	
2.	
	Change Channels Pick one of the main ideas from your fast-forward review and create a new list of words and phrases you might use in your presentation.
	Volume Look at your new list of words and phrases in “Change Channels” and see if they match any that you included in your “Play” and “Pause” functions. List below any that match. These are probably key to understanding the topic.
	Record Prepare your presentation on the topic, using the main idea you identified in “Volume” as the focus and including as many of the key words and phrases as you can. Write your opening sentence or describe your opening scene in the space below and complete your presentation from there.

2. What experiences or factors do you think might have shaped this person's perspective?

3. What questions do you want to ask?

4. What actions on your part will show that you acknowledge and respect the other person's ideas or opinions?

Round-Robin Ideas

1. BRAINSTORMING

In the left-hand column, list in any order the five most promising ideas that the group has agreed on. Then consider the pros and cons of each idea.

Our Group's Top Five Ideas	Pros	Cons

2. ACTING ON IDEAS

For the top two ideas that you agreed on as a class, discuss how you could go about implementing them.

Top Two Ideas	Potential for Implementation

Support It and Share It

List the facts, information, and examples that support the statement below. Cite the source for each. Make sure that you have enough evidence to form a strong basis of support. Then create a way to share your information with others or the class. Make it interesting as well as informative.

Generalization, Principle, or Opinion: _____

Evidence	Source

Supporting Evidence

1. BRAINSTORM

Brainstorm several generalizations or opinions about the topic being studied. List them below and then put a checkmark by the one that you will support with research.

Generalizations or Opinions

2. RESEARCH

Find at least two sources of information where you will search for evidence or examples to support your generalization or opinion. List each source below and keep track of your evidence in the appropriate column. Then rate each piece of evidence on a scale of 1–5:

1 = No support.

5 = High support.

Source 1:	How Valid? (1–5)	Source 2:	How Valid? (1–5)

3. SUMMARIZE

Explain whether you feel your evidence or examples adequately support your generalization or opinion. Prepare a presentation to share with the class.

The Pros and Cons

Evaluating both sides of an issue or decision is important in making good choices.

1. Begin by thinking about the various aspects of the issue and entering them into the middle column.
2. As you search for information on the issue, record both the positives and negatives about the various aspects in the appropriate columns.
3. After you have finished your research, summarize your findings.

Idea or Issue:		
Positives	Aspects	Negatives
Summary or Conclusion		

The Viewpoint

You will be assigned a role or will select a person or group from whose perspective you will study the topic. As you learn more about the topic, concept, or issue, answer the following questions from that person's or group's perspective.

Topic: _____

Role (from the perspective of): _____

1. What does this person or group find interesting?

2. What does this person or group find important?

3. What does this person or group support?

4. What does this person or group oppose?

Think Before You Judge

1. List all of the ideas or opinions of the group in the first column.
2. Think about each idea or opinion and write your reaction to it.
3. Share your reactions and summaries with the rest of the group. List the ideas or opinions the group agrees with and those the group disagrees with.

Topic: _____

Ideas or Opinions of the Group	My Reaction
Summary of My Thinking	

Think Before You Judge

SUMMARY OF GROUP DISCUSSION

We are in agreement about...	We disagree about...

Three-by-Three Research

1. Note what you already know or think you know about the answers to the three key questions.
2. Review three sources of information to find additional information that answers the questions.
3. Using information from the all of the sources, summarize the answer.

Topic:	Question 1:	Question 2:	Question 3:
What I already know or think I know			
Source 1:			
Source 2:			
Source 3:			

Summary of the Answer:

Using Primary Sources

BACKGROUND OF THE PRIMARY SOURCE

Primary Source: _____

Creator: _____

Date: _____

Background information about the source:

ANALYZING THE PRIMARY SOURCE

1. What powerful words or phrases were used?
2. What was the creator's purpose? What makes you think this was the purpose?
3. What was the primary source's audience?

Using Primary Sources

- 4. What biases or stereotypes did you see in the primary source?

- 5. What key points did the creator of the primary source make?

SUMMARIZING THE PRIMARY SOURCE

Draw two conclusions about the topic from this source. For each conclusion, provide details from the source that support it.

Conclusions	Supportive Evidence

QUESTIONS FOR FURTHER STUDY

What questions do you still have about the topic or that could guide further investigation of the topic?

Working Together Rubric

Working well in a small group or with a partner requires you to employ good listening and speaking skills, as well as good personal skills. Rate yourself on a recent collaborative activity by circling the statement for each skill that best describes you. Reflect on how you can become a better team player.

Collaboration Skill	1—Poor	2—Fair	3—Good	4—Excellent
Contributing to the Work				
Completing Assigned Tasks	Does not carry out assigned tasks.	Does assigned tasks incompletely.	Does assigned tasks, but not beyond the assignment.	Carries out assigned task in a thorough fashion.
Sharing Information	Does not share with the group.	Shares when prompted.	Volunteers to share without being asked.	Volunteers information and prompts others to do so.
Asking Appropriate Questions	Does not ask questions or asks inappropriate ones.	Asks questions that are mostly on topic.	Asks questions that relate to the topic.	Asks questions that extend the learning of the group.
Personal Skills				
Listening Attentively	Does not listen to others.	Listens some of the time; off task part of the time.	Listens actively to others and shows interest.	Listens actively to others and responds appropriately.
Getting Along	Dominates the discussion or is disagreeable.	Works together only when agreeing with the group.	Usually considerate of others' viewpoints.	Team player; tries to get the group to come to consensus.
Showing Sensitivity	Is not sensitive to the opinions or feelings of others.	Occasionally reacts to others in an insensitive manner.	Careful of the feelings of group members.	Works to engage all in the work in a positive way.

Working Together Rubric

Collaboration Skill	1—Poor	2—Fair	3—Good	4—Excellent
Speaking Skills				
Presenting Ideas	Mumbles or is silent.	Thoughts are not expressed in an organized way.	Ideas are well-organized but not delivered in a clear way.	Speaks clearly and shares ideas that are well-organized.
Taking Turns	Dominates the discussion or speaks out of order.	Speaks when prompted but is sometimes out of order.	Takes turns in speaking as appropriate.	Takes turns as appropriate and prompts others to speak.

Name of Tool: _____

Learning and Innovation Skills	Information, Media, and Technology Skills	Life and Career Skills (Check those to be addressed)
<ul style="list-style-type: none"> ○ Creativity and Innovation ○ Critical Thinking and Problem Solving ○ Communication ○ Collaboration 	<ul style="list-style-type: none"> ○ Information Literacy ○ Media Literacy ○ Information, Communications, and Technology Literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility

HOW TO USE THIS TOOL

Identify the steps that you and students should take for students to successfully use the tool. Be fairly explicit in defining the steps.



Identify the skills that students will be using or practicing in the tool. What you check might depend on how you plan on implementing the tool; for example, whether you use technology as a part of the activity or if you have students work in groups.

TIPS FOR USING THIS TOOL

Think about how you might use the same tool in different ways. Also note reminders for introducing or helping students learn how to use the new graphic organizer or tool.

USING TECHNOLOGY

Identify ways that you can incorporate the effective use of technology. The technology should enhance learning for students and provide them with alternative methods for completing the activity.

THINKING IT THROUGH

Draft a set of questions that can help students reflect on their own thinking and examine the cognitive processes they used in the tool. The questions can be the foundation for reflective activities, such as learning logs or journals, or can be the basis for class discussions. These questions should help students be mindful of their own learning processes.

Name of Tool: _____

Learning and Innovation Skills	Information, Media, and Technology Skills	Life and Career Skills (Check those to be addressed)
<ul style="list-style-type: none"> ○ Creativity and Innovation ○ Critical Thinking and Problem Solving ○ Communication ○ Collaboration 	<ul style="list-style-type: none"> ○ Information Literacy ○ Media Literacy ○ Information, Communications, and Technology Literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility

HOW TO USE THIS TOOL

TIPS FOR USING THIS TOOL

USING TECHNOLOGY

THINKING IT THROUGH