

Overview

In this activity groups explore the question: “What conditions do I need in a group to be successful?” by setting group agreements.

Materials

- [Group Agreements Organizer](#)

21st-Century Skills Targeted

- Flexibility
- Leadership
- Initiative
- Communication
- Collaboration
- Social Skills

Steps

- Establish the purpose of co-creating group agreements by posing the question, “What do I need in a group to be successful?” Additionally, review any already-established group agreements and share the process that will be used to establish a new/revised set of agreements:
- Have individuals check the two most important agreements from the list, and underline two additional agreements.
- In small groups, invite students to share their choices, and then (collectively) identify a top three list of agreements.
- As a whole class, share the small group choices before (collectively) identifying seven total group agreements.
- Once a set of group agreements has been established, keep them posted in a place that will be visible each class. This should be a living document, so refer back to this each day, and revisit them to make sure they still apply to the needs of the group.
- Recommended: it is also recommended that you discuss the use of feedback to hold individuals accountable for these agreements.

DIRECTIONS:

STEP 1 – Check the 2 most important agreements to you; Underline 2 additional agreements.

STEP 2 – In a small group, identify your top 3 agreements.

STEP 3 – In a large group identify 7 group agreements.

STEP 1. INDIVIDUAL	STEP 2. SMALL GROUP
<ul style="list-style-type: none"> ○ Share air time equitably ○ Listen for understanding ○ Protect confidentiality ○ Expect and accept non-closure ○ Be specific: use examples ○ Lean into discomfort ○ Support each other's learning 	<ul style="list-style-type: none"> 1. ----- 2. ----- 3. -----
<ul style="list-style-type: none"> ○ If you wonder, ask... ○ Speak your truth ○ Practice being fully present ○ "Step up, step back" ○ Value differences and dissent ○ Share responsibility for the group ○ Have fun ○ Offer gentle reminders ○ Stay engaged ○ Be open to the process ○ Begin and end on time ○ Build on what others say ○ Be comfortable with silence ○ Say "W.A.I.T." (Why am I talking?) ○ Question assumptions and authority ○ Other:----- 	<p style="text-align: center;">STEP 3. LARGE GROUP</p> <ul style="list-style-type: none"> 1. ----- 2. ----- 3. ----- 4. ----- 5. ----- 6. ----- 7. -----

Overview

In this activity, individuals brainstorm as many new uses for everyday objects as they can, before groups select their favorites to present to the class.

Materials

- Slips of paper or sticky notes
- Box or container to hold slips of paper
- [1001 Ways Organizer](#)

21st-Century Skills Targeted

- Creativity
- Communication
- Critical Thinking
- Collaboration
- Social Skills
- Flexibility

Steps

- Have each individual write the name of an everyday object on a slip of paper or sticky note (one object per slip), and place it in the box or container.
NOTE: Individuals can create a slip for as many objects as they can think of, or you can limit the number of slips submitted per person (e.g., each individual contributes three slips).

The next steps can be done in pairs/small groups.

- THINK-PAIR-SHARE:
 - Each pair/group draws one slip from the box/container and must come up with as many new uses for the object as they can. Invite individuals to move through this step on their own first by writing these ideas down, or sketching them out in the organizer provided. Consider setting a time limit (e.g., 15 minutes) for this step.
 - Next, have individuals discuss their ideas with their partner/group.
 - Have pairs/groups agree on 1 or 2 favorite ideas from their group to present to the whole class.
- Extensions:
 - Continue for multiple rounds, with pairs/groups picking a new slip of paper each round.
 - Have the class vote on the
 - most unique repurposing of an object
 - most marketable new use of an object
 - most creative new use of an object
 - most different new use of an object from the original intention
 - etc.



Object selected: _____

New uses:

Overview

In this activity pairs/small groups engage in creative visualization, sketching out a new and innovative idea for an invention or product.

Materials

- [Creative Visualization Organizer](#)

21st-Century Skills Targeted

- Creativity
- Communication
- Critical Thinking
- Collaboration
- Social Skills
- Flexibility

Steps

- Each pair/group is tasked with coming up with an idea for an invention or concept they think would be useful (and cool!).
- Pairs/groups will then share their idea with the whole class.

NOTE: this activity can be as informal/formal as you choose. For something more formal, pairs/groups can:

- do research to see if their invention/concept exists yet
 - sketch/design/build prototypes
 - build out a brand for their invention including a logo, marketing plan, budget, etc.
- If groups struggle to get started, consider sharing some of these ideas:
 - A traffic system that doesn't rely on colors
 - A new immersive gaming system
 - A new idea for a social networking domain
 - A portable smartphone charging source
 - A new tablet/smartphone app



Overview

In this activity groups read sentences from Times articles and determine whether they are fact or opinion.

Materials

- [Fact or Opinion Statements](#)
- [Fact or Opinion Recording Sheet](#)

21st-Century Skills Targeted

- Critical Thinking
- Information Literacy
- Media Literacy

Steps

- Invite individuals to share their understanding of the difference between fact and opinion.
 - Elicit that a fact is something that can be proven true, and an opinion is a personal belief not based on proof.
- Use this as an opportunity to discuss the difference between news articles and opinion pieces that students may come across online. Margaret Sullivan, former public editor at The Times, says that reporters writing a news article strive to keep their pieces free from opinion, while authors of opinion pieces, reviews, or essays are writing from a personal point of view. Opinion pieces may include facts, so the key is in knowing how to separate them from the opinions also being shared.
- Next, have the class read statements taken from Times and record whether they are fact or opinion (and why) on their Fact or Opinion Recording Sheet.
- Have students share their evaluations, encouraging them to support their statements with evidence and reasoning.

Adapted from The New York Times [Skills Practice - Distinguishing Between Fact and Opinion](#)

Fact or Opinion Statements

- "On Tuesday, Ms. [Mary] Barra, 51, completed a remarkable personal odyssey when she was named as the next chief executive of G.M.--and the first woman to ascend to the top job at a major auto company."
- "A big reason America is falling behind other countries in science and math is that we have effectively written off a huge chunk of our population as uninterested in those fields or incapable of succeeding in them."
- "Last month the N.B.A. issued 21 fines and suspensions — a punitive spree that amounted to about \$602,882."
- "The inspiration for the original "Anchorman" came one evening more than a decade ago when Mr. Ferrell was watching a television documentary about Jessica Savitch, one of the first women to anchor news telecasts."
- "Cowbirds are brood parasites, meaning they lay their eggs in the nests of other bird species, thus unloading the messy and demanding business of chick-rearing."
- "Instead of striving to make work fun, managers should concentrate on creating the conditions in which a variety of personality types, from the excitable to the naturally downbeat, can flourish."
- "In the first step to formally eradicating a thrilling but dangerous staple of the game — and an emphatic response to the concussion crisis that has gripped other sports — Major League Baseball's rules committee voted Wednesday to eliminate home-plate collisions."

Adapted from The New York Times [Skills Practice - Distinguishing Between Fact and Opinion](#)

Statement	F/O	Reasoning
<p>"On Tuesday, Ms. [Mary] Barra, 51, completed a remarkable personal odyssey when she was named as the next chief executive of G.M.--and the first woman to ascend to the top job at a major auto company."</p>		
<p>"A big reason America is falling behind other countries in science and math is that we have effectively written off a huge chunk of our population as uninterested in those fields or incapable of succeeding in them."</p>		
<p>"Last month the N.B.A. issued 21 fines and suspensions — a punitive spree that amounted to about \$602,882."</p>		
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<p>"Cowbirds are brood parasites, meaning they lay their eggs in the nests of other bird species, thus unloading the messy and demanding business of chick-rearing."</p>		
<p>"Instead of striving to make work fun, managers should concentrate on creating the conditions in which a variety of personality types, from the excitable to the naturally downbeat, can flourish."</p>		
<p>"In the first step to formally eradicating a thrilling but dangerous staple of the game — and an emphatic response to the concussion crisis that has gripped other sports — Major League Baseball's rules committee voted Wednesday to eliminate home-plate collisions."</p>		

Overview

In this activity groups develop an idea, concept, product, service, etc. and present a 30 - 60 second elevator pitch to the class to communicate this idea.

Materials

- [Elevator Pitch Organizer](#)

21st-Century Skills Targeted

- Flexibility
- Leadership
- Initiative
- Productivity
- Social Skills

Steps

- Have pairs/small groups develop an idea/concept/product/service.
- Invite group members to generate ideas for each row of the Elevator Pitch Template based on what they decided in the previous step.
- Have group members begin to formulate their elevator pitch by picking what they think is most important from their template.
- After providing time to practice, invite groups to present their elevator pitch to the whole group.
- If groups are having difficulty getting started, consider sharing some of these suggestions for inspiration:
 - A product or service you are offering
 - An idea for a website/social network
 - A special project you need to fund
 - An organization or business plan
 - An invention you want to get patented
 - A party plan for a celebration
 - A campaign for a political position
 - An advertisement for a local event
 - An idea for a blog or a book
 - A unique interior design for a space

FOR:
Who are your target users?

WHAT:
What is the need or opportunity?

IDENTIFY:
Name your idea/product/etc.

WHY:
Why is this a compelling idea/product?

HOW:
How is your idea/product different/unique from what is out there?

Overview

In this activity, individuals build awareness around how they function throughout a given day.

Materials

- Circadian Rhythm Organizer

21st-Century Skills Targeted

- Communication
- Collaboration
- Social Skills
- Productivity

Steps

- Have each individual map out their daily schedule and routine in hours using the Circadian Rhythm Organizer.
- With their routine mapped out, have each individual label parts of their day with the following words and phrases indicating how they felt during the activity they were doing:
 - 'On fire'
 - 'Vibrant'
 - 'Cruise Control'
 - 'At 70%'
 - 'Distracted'
 - 'Slowing Down'
 - 'Tired'
 - 'Hungry'
- Invite students to make connections between their hourly blocks to time management at school/work/home. Use the following discussion prompts to help facilitate the conversation:
 - When are you most active ('on fire')?
 - When is your most 'distracted' part of the day?
 - What part of the day would you identify as the best time for you to complete the hardest tasks? Most manageable tasks?
 - When is the best time of day for you to take a break?
 - What are some things you can do if your school/work schedules don't exactly match your most vibrant and active times?

Morning hours (AM)		Afternoon hours (PM)	
5:00		12:30	
5:30		1:00	
6:00		1:30	
6:30		2:00	
7:00		2:30	
7:30		3:00	
8:00		3:30	
8:30		4:00	
9:00		4:30	
9:30		5:00	
10:00		5:30	
10:30		6:00	
11:00		6:30	
11:30		7:00	
12:00		7:30	

Overview

In this activity, individuals set SMART Goals in an effort to help identify what they want to achieve, if the goals are realistic, and to determine a timeline.

Materials

- [SMART Goals Organizer](#)

21st-Century Skills Targeted

- Communication
- Productivity
- Initiative
- Flexibility
- Leadership

Steps

- Share with the class that SMART Goals is a mnemonic that stands for Specific, Measurable, Achievable, Relevant, and Time-Bound and that it is a tool designed to help individuals identify what they want to achieve, if the goals are realistic, and to determine a timeline.
- Let the class know that they will each be setting their own SMART Goals, with the help of the SMART Goals Organizer. They can set their SMART goal around anything they'd like (e.g., studying, writing, reading, exercising, productivity, time management, post-graduation planning, etc.)
- The organizer offers prompts as a guide, but it is also recommended that concise language be used when writing SMART goals.
- Reflection questions for discussion:
 - What is the value of setting a goal?
 - What is the value in setting a SMART goal?
 - What was most challenging about setting a SMART goal for yourself?
 - What was most beneficial about moving through the SMART goal process?

SMART Goal Organizer

Initial Goal (Write the goal you have in mind):

Specific (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?):

Measurable (How can you measure progress and know if you have been successful in meeting your goal?):

Achievable (What is your motivation behind this goal? Do you have the necessary skills to accomplish this goal? If not, how can you obtain them?):

Relevant (Why am I setting this goal? Does it align with my current needs?):

Time-bound (What is the deadline, if any? Is it a realistic deadline?):

Final Goal (Review what you have written and revise your goal statement):

Overview

In this activity, individuals create a mind map to help them organize possible career paths.

Materials

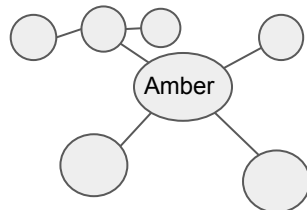
- Large sheets of plain paper
- Markers and pens in different colors
- [Mind Map Prompt Guide](#)

21st-Century Skills Targeted

- Communication
- Creativity
- Productivity
- Initiative
- Flexibility
- Leadership

Steps

- Give everyone a large sheet of plain paper, with markers and pens of different colors.
- Everyone should start with a circle in the middle, and write their name inside.
- Encourage students to begin writing down interests and goals (professional, academic, recreational, personal, etc.) that they would like for their future by connecting more circles to the center. Each new idea should connect to the center circle, and/or to other circles in the mind map. For example:



- If students are having difficulty getting started, consider sharing some of the prompts on the Mind Map Prompt Guide.
- After completing the mind map, have everyone look for any themes that emerged. This can be done independently, or in pairs. Have students jot themes down on a separate sheet of paper. Emphasize that there is no right or wrong in this process!
- After identifying themes, have students assign a different color to each category, and circle all items within that category with that color.
- Next have everyone decide which themes emerged the most across their maps. On the page where they recorded their themes, have students identify their top three that matter most to them. The idea is that these are to serve as a starting point when identifying potential careers.

Mind Map Prompt Guide

- a. What have been your favorite classes to take?
- b. In your previous jobs, internships, or extracurricular experiences, what tasks did you enjoy most?
- c. What are the things you find yourself doing and enjoying, even though you don't have to do them?
- d. What local, societal, or global problems interest you?
- e. If you were a writer, what subjects would you want to tell stories about?
- f. If you could teach a course on any subject, what subjects would you teach?
- g. What do you do for fun? To relax and unwind?
- h. What type of work environment can you picture yourself in?
 - i. What are the best parts about working on a team/doing a group project? What are the most challenging parts?
 - j. Do you prefer calling or texting your friends? Why?
- k. How do you learn best? (For example: by reading, watching videos, listening to someone, jumping right in and trying it yourself, etc.?)

Adapted from The New York Times [Skills Practice - Distinguishing Between Fact and Opinion](#)

Overview

In this activity, individuals evaluate search engines to answer the questions “Why is it important to know how search engines work?” and “How do search engines affect the way I find information?”.

Materials

- [Not All Search Engines Are Alike](#) article
- Search engine results
- [Search Engines Discussion Prompts](#)
- [Five Terms Discussion Prompts](#)

21st-Century Skills Targeted

- Information Literacy
- Media Literacy
- Technology Literacy

Steps

Prior to this activity, conduct a search on Google, Bing, and Yahoo! (or three other search engines of your choosing) for five terms or phrases from current discussions in this class. Consider using more specific terms for the best results. Print (or save as a pdf for digital use) the first two pages of each search engine’s results for each term.

- Invite students to share their experiences with search engines (e.g., how often they use them, which ones they use the most, common problems they experience, how they’ve solved some of those problems, etc.).
- Next, have student read the [Not All Search Engines Are Alike](#) article.
- After reading, have students work in pairs or small groups to discuss the questions on the Search Engines Discussion Prompts page. Have a representative from each group summarize their discussion with the rest of the class.
- With students in their pairs/small groups, distribute copies (or have them electronically access) the five terms search engine results. Give each group time to review the results before facilitating a discussion. Use the Five Terms Discussion Prompts to guide the conversation.
- Extension: have students use

Search Engine Discussion Prompt Guide

1. What are some of the differences between the more popular search engines and specialized search engines like DuckDuckGo or Dogpile?
2. Explain how an algorithm is the “brain” of a search engine.
3. Describe three ways a search engine evaluates webpages.
4. Give two reasons search engines may return different results for the same term.
5. How might the information you learned from this article change the way you search for information?
6. Why is it important to know how search engines work?

Five Terms Discussion Prompts

1. What do you notice and wonder about the results returned from the three search engines?
2. How did the page titles differ across each search engine? Why do you think this is the case?
3. Did any of the search engines provide information without the user having to click on a link? Which one(s)?
4. In what ways is the descriptive information about the page titles presented across each search engine? What is most useful for you to see in order to help you decide if the webpage is a source you are looking for?
5. How are images of the term or phrase provided (if at all), and do you see this as an important aspect of a search result? Why or why not?
6. Which of the search engines also include ads? How useful (or not) do you find the ads and why?
7. What do you notice about the relevance of the headings as you move through the list of results?
8. Of the three search engines tested, which one do you think provided the best search results? What criteria are you using to classify them as the best?

Overview

In this activity, individuals will define goals and make a five year plan for making progress, measuring growth, and achieving subgoals.

Materials

- [Five Year Planner template](#)

21st-Century Skills Targeted

- Initiative
- Productivity
- Flexibility
- Leadership

Steps

- Have students list long-term career and personal goals they hope to accomplish over the next five years. Remind students to be as specific as possible when writing these goals. For some goals, it might be helpful to start with the end in mind and work backward from there. As needed, support students who might need some scaffolding by asking the following questions:
 - What do you want out of life?
 - What matters most to you?
 - What do you value?
 - What are your skills and interests?
- Once long-term goals have been drafted, have students break them down into smaller goals. Encourage students to research the necessary steps for accomplishing their goals. For example, what are the skills, education or certifications, training, etc. requirements needed?
- Next, have students use their short-term goals to set up an action plan. This includes writing down the steps needed to achieve each short-term goal (with deadlines).
- With action steps defined, students should begin to identify any resources needed including funding, training, or on-the-job experience.
- It is also important for students to identify any potential obstacles or challenges that might be encountered along the way. For each obstacle/challenge, have students indicate possible solutions or workarounds.
- The last step in the five year plan is to come up with a system for tracking progress. It is recommended that this be a weekly or monthly check-in.

5 - Year Planner

LONG-TERM: List long-term career and personal goals that you want to achieve within the next 5 years.

1. -----
2. -----
3. -----

SHORT-TERM: Break down long-term goals into smaller goals to work towards over the next 5 years.

1. -----
2. -----
3. -----

ACTION PLAN: Write down the steps needed to achieve each of your short-terms goals, including deadlines.

1. -----
2. -----
3. -----

RESOURCES NEEDED: Identify resources needed to achieve your goals, such as training, experience, or funding.

1. -----
2. -----
3. -----

POTENTIAL OBSTACLES: List obstacles or challenges you might encounter while working towards your goals, and solutions.

1. -----
2. -----
3. -----

PROGRESS TRACKING: Develop a system for tracking progress towards your goals, such as a monthly or quarterly review.

1. -----
2. -----
3. -----