Hello! Please enjoy this sample from our I/S level workshop. When enrolled, teachers, students, and even parents, will have access to our easy-to-use digital LMS, designed to allow users to navigate lessons and resources from their classroom or living room! Like what you see? Contact our team to request a demo and pricing.

What's Happening on Day 2: Making Things Happen… Like Collaboration!
Outcomes: The student will:

a) Begin to understand what working collaboratively looks like .

b) Works effectively as an interdependent team member.

e) Respects the rights, responsibilities and contributions of self and others.

Collaborative Learning Team (CLT) Activity: Morning Practices: Get your students on their Learning Teams with their Journals and water. Music is on, upon entry. Every Team will need one-half of a piece of chart paper and one magic marker. Be sure to ask them how successful they were with their gratitude experiment. Use the first few minutes to compare stories, about their feelings, after expressing gratitude to someone, yesterday.

▶ **Relaxing Music** 3 hours

▶ **Physical Literacy: _Easy Warm Up Cardio Workout_** 5:39 minutes

Each team may need an iPad (or their phones) in case anyone did not see the homework YouTube video, they can watch it and write in their Journal so they can contribute to the CLT sharing session. Notice, from an assessment point, who did not bother watching and who is not contributing to the open discussion.

By wandering around and observing, you will notice that specific personalities will start evolving. Use good coaching strategies to make sure everyone's input is listened to, heard, and acknowledged. You are not looking for right answers but rather thoughtful ones, where students arrived with a new insight because of going deeper. Highlight social-awareness AND their own self-awareness**,** which is exactly what you are assessing in these first weeks. Begin observing how students relate to each other on their CLTs. Students will learn more about these skills later.

CLT Activity Teacher Led 'Follow Up from Making Things Happen'
In their CLTs, one person, on each team, agrees to act as the Chair and another one as the Secretary (Scribe). Each Team briefly discusses the notes they jotted down while watching *Working Together to Make Things Happen*, which was their homework video. Again, when a student has nothing written, hand them an iPad to watch it, with their own headsets, while the others are sharing ideas. They journal as they listen and watch.

▶ **Working Together to Make Things Happen**

Then collaboratively, each CLT agrees what 4 points were MOST important, to their entire team. Collaboration required here to see how they problem solve this. The Scribe for your team today writes down what you tell him/her on the chart paper provided. Do not share your ideas with other teams. Turn the chart paper over so it is not visible to other teams, until you ask for it to be posted.

Big Think: CLT 'Making Things Happen' Chart: When all the charts are hanging, there is no need for dialogue about each chart at this point. Mostly, because you have homework today, teachers. When you look at the charts, is there one way you can condense what your students collaboratively decided was important when working on their teams, by reducing it to 5-6 points? Because once you have done that, you have their assessment forever completed, about how you will measure CLTs for the rest of the year......and it came from their own mouths😊

Once you have condensed their ideas into 5-6 expectations, that chart remains hanging up in the classroom because whenever the kids go into their Learning Teams, they can be reminded what it is you are assessing. Be sure to show it to them the next time they are working in teams. Title it *CLT Expectations*!

EMOTION RECOGNITION

- ❏ Identifies personal emotions as valid, regardless of how others expect them to feel
- ❏ Describes the external event or thought that triggered an emotion
- ❏ Recognizes how positive and negative expressions of emotions affect others
- ❏ Acknowledges an emotion and determines the appropriate time and place to safely process it
- ❏ Understands the effect of self-talk on emotions

UNDERSTANDING PERSONAL QUALITIES

- ❏ Accepts likes, dislikes, and personal preferences of others
- ❏ Uses personal qualities and interests to make decisions regarding postsecondary goals
- ❏ Utilizes interests in planning and decision making
- ❏ Recognizes the importance of personal qualities and interests in decision making

AWARENESS OF STRENGTHS & LIMITATIONS

- ❏ Is realistic about strengths and limitations related to postsecondary goals
- ❏ Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly
- ❏ Demonstrates confidence based on an accurate self-assessment of strengths

PERSONAL RESPONSIBILITY & ADVOCACY

- ❏ Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- ❏ Describes how taking personal responsibility is linked to being accountable for behavior
- ❏ Demonstrates an ability to take responsibility for one's choices
- ❏ Analyzes the level of control one has over situations in life
- ❏ Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community

IDENTIFYING RESOURCES & SUPPORTS

- ❏ Identifies school support personnel and adult role models and knows when and how to use them
- ❏ Identifies organizations in the community that provide opportunities to develop their interests or talents
- ❏ Assembles/creates constructive support systems that contribute to school and life success

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MANAGE EMOTIONS & BEHAVIORS CONSTRUCTIVELY

- ❏ Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism
- ❏ Evaluates how thoughts and emotions affect decision making and responsible behavior
- ❏ Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors
- ❏ Recognizes and evaluates how expressing one's emotions might affect or influence others
- ❏ Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress

USING GOALS TO ACHIEVE IN SCHOOL & LIFE

- ❏ Identifies academic goals and self-monitoring strategies
- ❏ Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement
- ❏ Demonstrates an understanding that goal setting supports lifelong success
- ❏ Sets, monitors, adapts, and evaluates goals to achieve success in school and life
- ❏ Identifies outside resources that can help in achieving one's goal
- ❏ Incorporates personal management skills (i.e., time management, organization skills) on a daily basis

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AWARENESS & CONSIDERATION OF OTHER PEOPLE'S EMOTIONS, PERSPECTIVES, & SOCIAL CUES

- ❏ Considers the feelings of others
- ❏ Identifies verbal, environmental, or situational cues that demonstrate how others feel
- ❏ Values and learns from the perspectives of others
- ❏ Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)

CIVIC RESPONSIBILITY

- ❏ Works cooperatively with others to implement a strategy to address a need in the broader community
- ❏ Participates in activities that show they are agents for positive change within their community
- ❏ Evaluates the impact of a school, home, or community initiative for change

RESPECT FOR HUMAN DIGNITY, INCLUDING CULTURE & DIFFERENCES

- ❏ Demonstrates respect for individuals from different social and cultural groups
- ❏ Participates in cross-cultural activities and reflects on his/her/their experience
- ❏ Reflects on strategies to oppose stereotyping and prejudice of others
- ❏ Demonstrates respect to traditions and/or practices of various cultures

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EFFECTIVE INTERACTIONS WITH OTHERS

- ❏ Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward
- ❏ Offers and accepts constructive feedback in order to help others and improve self
- ❏ Strives to maintain an objective, non-judgmental tone during disagreements
- ❏ Uses assertive communication to have needs met without negatively impacting others
- ❏ Empowers, encourages, and affirms themselves and others through their interactions
- ❏ Practices strategies to use appropriately and constructively in social and other media

DEVELOP & MAINTAIN POSITIVE RELATIONSHIPS

- ❏ Practices strategies for maintaining positive relationships such as:
  - ❏ Pursuing shared interests and activities
  - ❏ Spending time together
  - ❏ Giving and receiving help
  - ❏ Practicing forgiveness
- ❏ Defines social media and social networking and describes its impact on one's life, reputation, and relationships
- ❏ Actively participates in a healthy support network of valued relationships
- ❏ Independently seeks out mentors that support personal development and future goals
- ❏ Develops understanding of relationships within the context of networking for college and career interests

CONSTRUCTIVELY PREVENT, MANAGE, & RESOLVE INTERPERSONAL CONFLICTS

- ❏ Uses listening and speaking skills that help in preventing and resolving conflicts
- ❏ Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety
- ❏ Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate of conflict situations
- ❏ Demonstrates an ability to co-exist in civility in the fact of unresolved conflict
- ❏ Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts
- ❏ Develops understanding of relationships within the context of networking for college and career interests

CONSIDER ETHICAL, SAFETY, PERSONAL & COMMUNITy RESPONSIBILITIES, AND GOALS IN DECISION MAKING

- ❏ Demonstrates the ability to consider personal factors during the decision-making process
- ❏ Reflects on lessons learned from experiences
- ❏ Evaluates how external influences (e.g., media, peers, social and cultural norms, and expectations of authority) affect one's decision making

DEVELOP, IMPLEMENT, & MODEL EFFECTIVE DECISION-MAKING SKILLS IN ACADEMIC & SOCIAL SITUATIONS

- ❏ Applies decision-making skills to foster responsible social and work relations and make healthy lifelong choices
- ❏ Considers ethical, safety, and societal factors and consequences when making decisions
- ❏ Understands how decisions made can impact short- and long-term goals
- ❏ Considers feedback from others on decision-making process and incorporates if applicable
- ❏ Evaluates decisions and processes and modifies if necessary