| **CHAT LESSON - Rainbow Logic** | |
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| Preparation | We recommend you develop a tool for student self- or peer-assessment ratings like the Process of Learning (POL) Tracker.   * Develop collaboration criteria with your students either during this lesson or prior to this lesson and have a POL Tracker prepared for students to self-assess with. * The Rainbow Logic lesson is an example of a groupworthy task to use with Libra. You may use Libra with any groupworthy task for groups of 3. * Generate room codes in the Libra Teacher Dashboard for a multiple of three larger than your class size. Prepare to distribute room codes to small groups. |
| Resources | **Lesson resources: Student Handouts:**   * [Student Libra Link](http://libra-hewlett.s3.us-east-2.amazonaws.com/prod/client/index.html) - [Effective/Ineffective Teammates](https://docs.google.com/document/d/18AyGv-LiKzmyt7FIcfYxpe5GOvkETa74VMWvoO46QQI/edit?usp=sharing) * [Teacher Dashboard](http://libra-hewlett.s3.us-east-2.amazonaws.com/prod/dashboard/index.html) - Libra UI * [Slides](https://docs.google.com/presentation/d/1s_S7_Q-qOUnkeX6hAZiDTbcNSL485aIh_6i9xaDa9R4/edit?usp=sharing) * Dashboard Guide **Rubrics** * [**Technical FAQ**](https://docs.google.com/document/d/1FfIlCCsOZdbYv9osY90UbS9cGZ6tEZdbBO1fgfIFdtY/edit?usp=sharing) - [21st Century Rubric](https://drive.google.com/file/d/1zzpwfP2sj5at2aeEofVXlqPy-wVoftl7/view?usp=sharing)   - [PISA 2015](https://drive.google.com/file/d/11e9QH0peHvT6oqjHoz9OkCAjCU-JtA8A/view?usp=sharing) ([factors](https://drive.google.com/file/d/1gfODOOVw7JRMek-7UctfGLXZkn2hqTOE/view?usp=sharing), [framework](https://drive.google.com/file/d/15mG3yNvg7z_hPobS3nOZzFWiBlv8LSCt/view?usp=sharing))  **Process of Learning Tracker:**   * [Google form](https://docs.google.com/forms/d/11Dl8B6XLuEX_hyW6cr07B4gxBnU0SsAO1IaMzCAfJAc/edit?usp=sharing) ([doc](https://docs.google.com/document/d/1BKweZfNy0qwFVLxu7DBVLaUAPWUvdbPye1zmQOM1Q78/edit?usp=sharing), [sheet](https://docs.google.com/spreadsheets/d/1y-Ds-tY_SDloTt50_pC33HyufWLqWLeHP5GuuJIUQCY/edit?usp=sharing)) |
| Guiding Question(s) | How do we communicate effectively in teams?  What patterns of communication do you notice?  What are my strengths and weaknesses when working in groups? |
| Learning Goal | * Students will experience a need to work together in order to accomplish a shared goal * Students will describe some patterns of behavior in teams |
| Lesson Flow  (30 min) | 1. (2 min) [Hook](https://www.youtube.com/watch?v=8Ox5LhIJSBE): Explain that in this lesson, students will be working in small groups toward a shared goal. Share a hook related to communication needs. 2. (1 min) Essential Question: Share the guiding question with students, “How do we communicate effectively in teams?” and explain that we will brainstorm a list of collaboration criteria before the main activity.      1. (3 min) Waterfall (don't enter your message until the signal after t time):  * Give students 20 seconds to compose a response to “identify the qualities of an effective teammate.” Copy/paste their responses to reference later. * Give students 20 seconds to compose a response to “identify the attitudes and behaviors of an effective teammate.” Copy/paste their responses to reference later.  | *Qualities of an effective teammate* | *Attitudes & Behaviors of an ineffective teammate* | | --- | --- | |  |  |   4. (4 min) Create a class list of collaboration criteria to be used for self-assessment. Ask students to describe 1-2 actions or behaviors that would serve as evidence for each criterion. Add the criterion to a Process of Learning tracker for collaboration.  5. (10 min) Introduce Rainbow Logic: Share the rules of Rainbow Logic as well as positive and negative examples of grids. Model an example by acting as grid designer and letting a pair of students serve as the partners who need to agree on what question to ask next.  6. (20 min) Play Rainbow Logic: Distribute Libra room codes to students. If teaching remotely, keep everyone together as a whole-group on the video call (not in breakouts) so they are forced to communicate through Libra. Students take turns as the grid designer.  Rules  - All squares of the same color must be connected by at least one full side  - Ask for the colors in a specific row or column  - Colors may or may not be given in order  7. (5 min) Two possible closing activities: (1) Ask students to reflect on the visualization of their group’s communication during the activity. (2) Ask students to reflect on their collaboration today with a POL tracker. |
| Vocabulary | Communication, pattern, logic |
| Assessments, Reflection and Evidence of Student Learning | Students will take turns working together to solve a puzzle. Students will reflect on the rules and gameplay of rainbow logic and discuss optimal strategies.Students will have the opportunity to discuss their group communication visualization as it relates to the lesson context. |