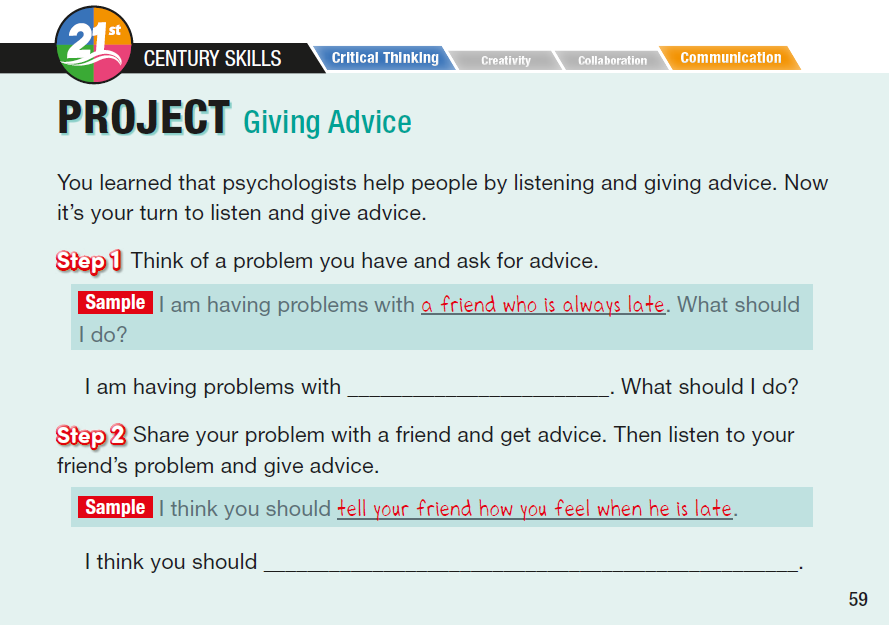
**Reading Future Project Type 10**

**Connect 1 Unit 13**

**Giving Advice Critical Thinking, Communication**

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| **Lesson Objectives** |
| ∙ Students can strengthen **Communication** through working together on a task and then discussing the pros and cons of being a good listener.  ∙ Through **Critical Thinking**, students can work on expressing ideas.  ∙ Students can improve **Critical Thinking** and **Communication** abilities, which are 21st century core skills, by discussing the benefits and dangers of giving advice. |
| **Project Type 1** |
| Step 1. Complete the sentence working with a partner.  Step 2. Compare answer with partner’s answer.  Step 3. Talk about the advantages and disadvantages of giving advice.  Similar Project Types are: Connect 1 U 13 Connect 2 U 9 |



**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions. Focus students’ attention on the pictures on the right side of the page to get them interested in the assignment.

You learned how psychologists treat patients by being good listeners, helping them to communicate, and giving good advice. What is the psychologist doing to help the child feel better?

**Step 1**

**∙** Divide the class into pairs. Instruct students to sit in chairs facing each other. Explain that the first student tells a story about how when they had a problem. Suggest topics such as: failing a test, arriving somewhere late, feeling sad about something. The other student closes his or her eyes and listens. This student then writes down some advice to help solve that problem.

Sit in chairs facing each other. One person closes his or her eyes. Think of a problem. The person with his or her eyes open tells the problem. When they are finished, the person whose eyes are closed opens his or her eyes and writes down some advice.

**∙** Read the sample sentence given to help guide the students.

**Sample** I am having problems with a friend who is always late. What should I do?

**Example Answers:**

I think I should tell her how I feel when she is late because then she will understand.

I think she is always late because she is forgetful.

**Step 2 **

**∙** Let students share and compare their answers with each other.

Open your eyes and say what problem you had and a way you could have solved that problem. Have the student see it matches what the other person wrote. **∙**Tell students to repeat Steps 1 and 2 for the second student.

**Step 3**

**∙** In pairs or as a class, discuss the benefits and dangers of giving advice.

After both people have done the exercise, talk about the benefits and dangers of giving advice.

**∙** Wrap up the class by summarizing students’ ideas.