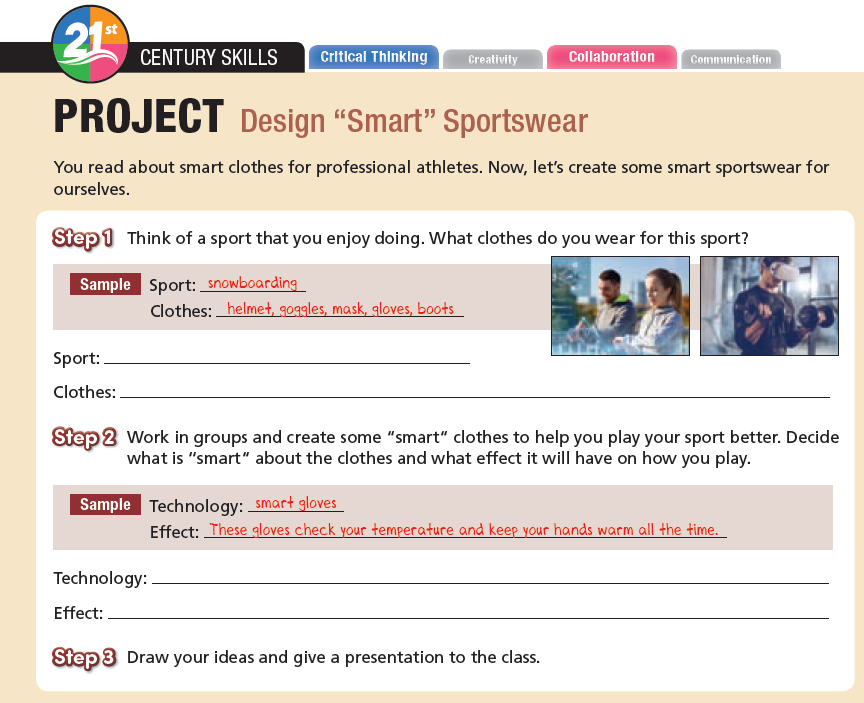
**Reading Future Project Type 4**

**Change 1 Unit 13**

**Design “Smart” Sportswear Critical Thinking, Collaboration**

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| **Lesson Objectives** |
| ∙ Students can develop **Critical thinking** and **Collaboration** skills by working in a group and creating “smart” sportswear to help people play sports better.  ∙ By utilizing **Critical Thinking**, students can make logical connections and develop well thought-out solutions.  ∙ Students can improve **Critical Thinking** and **Collaboration** abilities, which are 21st century core skills, by creating solutions as a group. |
| **Project Type 4** |
| Step 1. Complete the list by coming up with ideas.  Step 2. Based on the answer in Step 1, work in a group to create “smart” sportswear.  Step 3. Draw the “smart” sportswear and present to the class.  Similar Project Types are: Connect 1 U 9 Connect 3 U 2, 3, 9, 15  Change 1 U 7, 13 Change 3 U 2, 12  Create 1 U 4, 13, 16 Create 3 U 5, 8 |



**∙** 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 top right of the project box to get them interested in the assignment.

**Step 1**

**∙** Tell students to think of a sport that they enjoy doing or playing. Then, tell them to think about what clothes are needed for the sport.

Think of a sport that you enjoy doing. What clothes do you wear for this sport?

**∙** Read the sample list given and let the students write their own list. After writing the list, ask them to share their answer with the class.

**Sample** Sport: snowboarding  
Clothes: helmet, goggles, mask, gloves, boots

**Example Answers:**

Sport: running

Clothes: jacket, pants, shorts, shirt, watch, shoes

Sport: baseball

Clothes: uniform jersey and pants, socks, cap, cleats (special shoes), sunglasses, glove

Macintosh HD:Users:hanasakuragi:Desktop:Screen Shot 2018-08-04 at 2.27.53 PM.png**Step 2**

**∙** Divide students into groups. Instruct students to create “smart” sportswear and to decide what is “smart” about it and what effect it has on the sport.

Work in groups and create some “smart” clothes to help you play sport better. Decide what is “smart” about the clothes and what effect it will have on how you play.

**∙** Read the sample together.

**Sample** Technology: smart gloves  
Effect: These gloves check your temperature and keep your hands warm all the time.

**Example Answers:**

Technology: smart sunglasses

Effect: The sunglasses will show where the ball is going with a red line, so I never lose a ball in the sun or because it’s moving too fast.

**Step 3**

**∙** Instruct students to draw their “smart” clothes idea. Tell students to explain their drawing to the class.  
Draw your ideas and give a presentation to the rest of the class.

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