**Facilitation:** Cut up the statements into strips in advance. Model the activity first. Select a person to model with, and give yourself and that person a statement. Ask someone else to give you a ten second warning before your two minutes is up, and then do the same for the other person. Read your statement. Answer each of the two questions. Then ask them to do the same. After their two minutes, make a big point of exchanging statements.

**After modeling:** Give each person an instruction sheet and have them select a statement. Have people count off as ones and twos, and then instruct ones to pair with a two. Give each round four minutes, two per person. Give a ten second warning at 1 minute 50 seconds; and remind people to change roles ten seconds later. Remind people to TRADE STATEMENTS at the end of the four minutes. Ask ones to stay where they are and twos to move. After all ones and twos have paired, ask ones to pair with another one, twos with another two. For a group of six or eight, you will need to trade their statements in when all people have paired with all others and begin again.

INSTRUCTIONS FOR TEAM MEMBERS:

Read the statement to someone else. Answer the questions. Listen to their statement and thoughts. **Trade statements.**

QUESTIONS:

How do the issues addressed in the statement affect your teaching practice?

What do you believe is important to understand about those issues?

1. Learning both academic and technical knowledge is enhanced when the two are combined and contextualized in real-world situations.
2. Connecting academics to such real-world contexts promotes student interest and engagement.
3. Students provided with both academic and career education are more likely to be able to later choose from the full range of postsecondary options.
4. All students should be able to experience a college-preparatory academic core that satisfies the course requirements for entry in a four-year college.
5. Project-based learning, in which students collaboratively investigate and address a complex problem, allows students to work on relevant issues and learn vital skills necessary to their success in school or the work world.
6. To ensure that all students have equitable opportunities to learn and to meet high standards, additional support services have to be provided to students with particular needs.
7. Because schools have historically tracked students by racial and socio-economic categories into college and “vocational” streams, it is particularly important to make sure that pathway programs provide young people with the knowledge, skills and abilities to attend post-secondary institutions.
8. Every student’s unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.
9. Belief in the right of every child to learn is the basis of equitable teaching and learning.
10. Schools need to develop the skills, attitudes and policies that will allow teachers and students to work effectively in a cross-cultural context.
11. Teacher teams working on curriculum and assessment together can help each other be more effective teachers.
12. Interdisciplinary teacher teams can help students understand the relationships between different disciplines.
13. The Academy structure allows us to get to know our students’ strengths and problems, and to communicate to students that we are a caring community.