

Lesson Plan : Assessment As/Of/For By Janessa Boomhour			Total Time for Lesson: 3 hrs
Lesson Objective: Orchestrate a class discussion using the COVA learning technique as a model. Implement an outline for a future group project at Makerspace. Develop an interest in a topic of their choice. Practice receiving feedforward in a respectful way.			
Lesson / Workshop Elements			
Lesson			
Instructor / Facilitator Activities	Learner / Participant Activities	Resources	Time
<i>Opening / Gain Attention / Bridge-In / Motivation Strategies...</i> Has anybody here noticed the Makerspace lab on campus? Show me by raising your hands. What can you tell me about it?	Group Discussion with hand raising and answers from the students.	Whiteboard to write down Makerspace. Eyes and Ears.	5 mins

<p><i>Pre-assessment....</i></p> <p>Who here has ever been inspired to build or make something? What have you made?</p> <p>Talk about how it's amazing they have made something. When you are inspired to create ideas or research ideas in your spare time, you are taking part in lifelong learning. It's so important to learn your whole life as if you continually learn you will be rewarded with a fulfilling life. Help students who are stuck think of something.</p>	<p>Class Discussion. Write answers on the board. Share pictures if they have any. Bring pictures or items in the future to share.</p>	<p>Cell phone photos, plans online of what they did, whatever they need to convey what they achieved.</p>	<p>20 mins</p>
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<p><i>Presentation / Practice / Formative Evaluation...</i></p> <p>Take a class tour of Makerspace. Self guided and self discovery. See if they can identify all the options they could try to use. Encourage them to talk to people using the space and ask questions.</p> <p>Bring the students back to the class to see if they thought anything would be interesting to do as a class. Explain that I would love to do a group project in Makerspace. Something that we all Choose. Talk about how working on something we all find enjoyable will be way more interesting to do. Survey the students, discuss what interests them, see if we can all fit it in a puzzle together. Maybe we make something for the classroom? Perhaps some would like to edit a video of us all working on the project? Maybe somebody can write an article about what we did and how we implemented it? Point out that we should be able to find something everybody CHOOSES. It is the C in COVA. Choice.</p> <p>Once we have discussed what we plan to build we will make sure everybody understands their role in the group. This is when they take OWNERSHIP or the O in COVA. Make sure they understand we can change the plan along the way if it's needed but that we still want to stay on track to achieve our goal.</p>	<p>Students will discover what makerspace has for them to use. They can ask questions and get excited.</p> <p>Students will participate in a discussion. They can again pull up examples on the internet. Everybody should be sharing ideas and spitballing. We will take polls, encourage eachother.</p> <p>Students discuss with themselves to make sure they have the goals set and covered by everybody.</p>	<p>Pencils and Paper</p> <p>Internet, photos, whiteboards.</p> <p>Discussions, something to record the agreed upon answer with.</p>	<p>30 mins</p> <p>40 mins</p> <p>15 mins</p>
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<p>Move onto me discussing to them that the last two steps of becoming an interested and lifelong learner is letting them know they have a VOICE and they AUTHENTICALLY picked this themselves.</p>	<p>Students listening.</p>	<p>Eyes and Ears.</p>	<p>5 mins</p>
<p>Now propose a debate. Ask them, if we are actually in over our heads, and we cannot figure out how to solve this, was this time all wasted? Was the task not worth doing if it fails? What happens if we fail? Read them out examples of super successful failures.</p>	<p>Students debating with each other. Teacher writes answers on the board. They themselves go through after and cross out answers that don't make sense anymore after their discussion.</p>	<p>Eyes and Ears and Mouths.</p>	<p>25 mins</p>
<p>Make sure the students understand that we will fail many times, but failure is part of learning. We don't succeed in this if all parts are finished. We succeed if we learn anything, and if it's inspiring. Failing doesn't make you dumb, or any less able. Remind them of my previous project on growth mindset, and to apply that here.</p>	<p>Students can agree and discuss the answers. Reminders of previous classes when we discussed what they pushed through and learned in the past.</p>	<p>Show them the success picture graphic.</p>	<p>5 mins</p>
<p>Lastly talk about times we got really good advice. Easy ones are no running with scissors. Don't play in traffic etc... Prime them that we will be sharing advice with each other as we all have different skills and pieces to the puzzle that might help each other. If you get good advice, so thank you. If you get bad advice, say thank you.</p>	<p>Everybody listens and agrees.</p>	<p>Eyes and Ears.</p>	<p>5 mins</p>
<p>Set up some role playing where the students give each other good and bad advice. I will have the prompts that they can act out in a skit. I will let them act the roles out and decide if they think it's good advice or not. Either way they can thank the other person for the advice.</p>	<p>Students work through acting out the various skits and saying thank you to the feedforward.</p>	<p>Role Playing, Teacher idea list.</p>	<p>20 mins</p>

<p><i>Post-assessment...</i></p> <p>So who is excited to start working on this next class?</p> <p>Who understands that the journey is the learning?</p> <p>Who thinks they will have failed if the project doesn't look like we thought when we finish?</p> <p>Who is going to keep trying new things so we can get closer and closer to our goal?</p> <p>Who is willing to receive feedforward?</p>	<p>Students raise hands. They are welcome to express their thoughts if they feel obliged.</p>	<p>Eyes and ears and mouths.</p> <p>Whiteboard with all the questions I am asking.</p>	<p>10 mins.</p>
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