

Planning Packet for Leading a Class Activity

All groups must email Jill or Mahsa (whomever is listed Week Leader for your presentation week) the week prior to your presentation to set up a time to meet and discuss your plan.

THINGS TO REMEMBER:

Remember that your class activity should relate in some to the essential questions for the week. You don't need to cover all questions, and you don't need to cover the questions directly. You can discuss subareas within one of the larger essential questions. The questions are simply to keep us all tethered to something so we don't get too far off into outer space.

You should plan 1 hour and 15 minutes of activity in total. As you plan, consider our class precisely. Can you see us getting into this activity? Are we going to respond to what you're planning? Are we going to get bored? You can't predict everything, but don't forget to think about us. Learners are most important.

STEP ONE:

First, consider what it is you want the class to come away with. This should be informed by two things: 1) our essential questions for the week and 2) your peers' comments on Canvas.

- *What is the content you're teaching?*
- *What kind of learning are we constructing? (opinions or facts?)*
- *By the end of class, a student should be able to do what? (something they may not have had been able to do/say/know/think before class began)*

STEP TWO:

Second, think about what sort of activity might be best for exploring this concept. There are LOTS of things you can consider here, and there's absolutely not one right answer. But you should consider what you think is best for us to learn. Here are just a few.

<i>Is it controversial?</i>	Maybe a debate would be fun.
<i>But is it so controversial that we're all going to want to talk at once?</i>	Maybe we should pair and share first, or have a chance to write down our thoughts so we all feel heard.
<i>Do we need to learn a bunch of facts?</i>	Maybe some Powerpoint is appropriate.
<i>Are we examining a big topic, and should be prepared to talk as soon as we come in?</i>	Great, get us interacting asap.
<i>Are we examining a smaller piece of what we read/watched for homework?</i>	Maybe we need a minute or two to pair and share or journal or have a thought museum to get our heads in gear.
<i>Is it personal?</i>	Maybe we need to journal for a couple minutes, and maybe we shouldn't share.
<i>Is this confusing?</i>	Maybe we need to start with a review, or a group discussion to get everyone on the same page.
<i>Are there different perspectives to consider?</i>	Maybe we need a chance to role play or we need assignments that require us to take different points of view

There are an infinite number of meaningful activities we could participate in. Again, there's no one right answer. You're going to pick one that makes sense for your teaching style and educational philosophy. Don't choose blindly. Think about your goals--what makes sense? What do you believe will be most effective for us?

Here are some ideas:

- Lecture from a Powerpoint
- Post many different questions (maybe from a Powerpoint) and lead a group discussion
- Pose a question and have us journal briefly about it. Maybe we share our thoughts after, maybe we don't.
- Pair-and-share (have us find a partner and share)
- Break us into groups and pose different questions. Maybe we relay our discussion to the whole class after.

- Host an intellectual cocktail party (Give everyone a cocktail of a provocative quote or statement from readings, and have us mingle with one another, discussing and trading our cocktails).
- Create a thought museum (Put large paper on the walls that we can respond to with sticky notes). Sometimes it helps for people to summarize each artifact's sticky notes at the end. Sometimes not.
- Ask us to draw a graph of a particular concept/relationship.
- Ask us to make metaphors describing a particular concept/relationship.
- Ask us to make a table of similarities/differences between two concepts (in the reading from this week, or perhaps in relation to readings from a previous week).

STEP THREE:

Take a step back.

- *Are your ideas still related to our essential questions?*
- *Have you considered the thoughts of your peers on Canvas?*
- *Do you have too many activities? Too few? (Maybe you have things that you want to get done, and things that you'll do only if you have time?)*
- *Are we doing the same thing for an hour? (That's not wrong, but consider if we'll get bored.)*
- *Have different types of learners had a chance to feel comfortable in the class? (Is your class appropriate for both introverts and extraverts, for example?)*
- *Walk through your plan in your head.*
 - *Can you see us critically engaged in what you've planned?*
 - *Do you know how you're going to explain things that need explanation?*