

Kingdom Vacation - Day 7 (50-minute class period)

by Jessica Cleeves Dwyer

Grade Level(s)

7th grade Science

Lesson Overview

Students will explain their prototype to their specialist, and collect written feedback on how to improve their design.

Learning Objectives

Students will be able to receive and appropriately respond to “user” feedback with a respectful, “fail forward” response.

Standards

Standards (Utah Science Grade 7):

- Objective 3 - Classify organisms using an orderly pattern based upon structure.
 - o Identify types of organisms that are not classified as either plant or animal.
 - o Arrange organisms according to kingdom (i.e., plant, animal, monera, fungi, protist).

Learning Goals:

- Academic: Students will be able to . . .
 - o Define research/interview questions
 - o Organize information according to organism need
- Socio-affective:
 - o Build empathy for non-human organisms
 - o Interact productively in groups towards shared generation of a novel product

Preparation

- Prepare your specialists to deliver feedback to students that is both “warm” and “cool,” perhaps coaching them on strategies that will make them most comfortable and successful with your class.

Materials and Resources

Students need:

- their prototype
- their needs statement (in personal notebook)

Teacher needs:

- to make feedback forms for specialists/users
- posted timekeeping device

Activity 1: Feedback from Your Specialist (15 minutes)

Students take turns explaining their feedback. Each student speaks, explaining the part of the prototype that they designed, and how it relates to the needs statement. The specialist may ask clarifying questions, but should keep all feedback in written form.

Activity 2: Feedback Round-Robin (35 minutes)

In 7-minute increments, ask specialists to rotate to all groups (outside of their kingdom of specialization), and give warm/cool written feedback to each group.

Troubleshooting

Activity 1 - If you are concerned about one student dominating the explanation phase, give students two minutes before the prototype presentation begins to write down who will discuss which components of the design, and in which order.

Activity 2 - Make sure kiddos are sticking to their roles in the round robin, just talking a little bit faster!

Assessment

Evidence of successful student achievement:

- Equal spoken participation from each student