I Challenge You To A Clap-Off!

Facilitation Plan

RESOURCES

- I Challenge You to a Clap-Off! (Google Slides)
- Thought Catcher (Google Doc) Contains all resources/articles

- Types of Feedback (Video)
- Constructive Feedback Extras

Session Prep

Session Goals	After you lead this session, your colleagues will be able to: • investigate various types of feedback, • compose and share feedback, and • reflect on the types and timing of feedback that promote deep, and valuable learning experiences.
How to Prepare	1. Preview the session activities that follow. Preview the resources listed above. Take note of any additions or changes you would like to make. 2. Make a copy of the I Challenge You to a Clap-Off slide deck. Edit for your needs. 3. Establish your school's best practices/norms for giving student feedback before teachers reach the final "Takeaways" section of the session. (How often are we giving feedback? Is there a standard feedback form that all teachers are using? How are we norming on peer to peer feedback?)

Session Framework

Whole Group	**Slide 2:** Use this launch activity to get participants thinking about feedback. Discuss why they chose certain GIFs, as well as positive or negative feelings they associate with the word feedback. **Slide 3:** Share session outcomes. **Slide 4:** Define feedback and watch the video about various types of feedback. Discuss takeaways from the video. **Slide 5:** Review the informational slide with participants.
Small Groups	**Slide 6:** Share the Thought Catcher with participants and direct them to Activity 1. Facilitate a jigsaw activity with small groups to explore resources on types of feedback. Use the 12 minute timer on the slide, if desired.
Whole Group	**Slide 7:** Review the informational slide with participants. **Slide 8**: Watch the video on why good feedback is important. Ask participants what stands out to them, and why.
Individual	**Slide 9:** Direct participants to Activity 2 in the Thought Catcher and ask them to work independently to explore resources that cover the how and why of giving feedback. Set a timer for independent research (use the 6 minute timer on the slide, if desired) and then ask participants to share their findings in a discussion. 💪**ACTIVE LEARNING OPTIONS** Facilitate a participant sharing using one of the options below. Ask participants to… 1. add their responses to a mural (like this one) for participants to collaborate virtually, 2. add key concepts and main ideas to a white board or three large sheets of poster paper hung on the wall, *or* 3. ⏰**Time Crunch:** use the turn and talk method, followed by a share out to the whole group.

Whole Group	**Slide 10:** Introduce the idea that giving good feedback requires practice. **Slide 11:** Direct participants to Activity 3 in the Thought Catcher. You may wish to have participants read the article individually or as a group, before doing their practice feedback. **Slide 12:** Participants should choose two scenarios to practice with. share, give and compare feedback with colleagues. Determine how much time to give participants. *Consider allowing at least 15-20 minutes, so that all participants get to share out and get feedback on their responses.* **Slide 13:** Facilitate an Exit Ticket in which participants share their top three best practices for giving good feedback (consider using PearDeck or Padlet).
Takeaways	Invite teachers to switch up their regular mode of giving feedback over the upcoming weeks and reflect on student responses to the new approach(es).

Get more resources like this at www.opportunityeducation.org/resources