



# I Challenge You To A Clap Off

SINGLE SESSION – Facilitation Guide

## RESOURCES

- [I Challenge You to a Clap-Off!](#) (Google Slides)
- [Thought Catcher](#) (Google Doc)
- [Types of Feedback](#) (Video)
- [Constructive Feedback Extras](#)

## SESSION PREP

### SESSION GOALS

After you lead this session, participants 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.

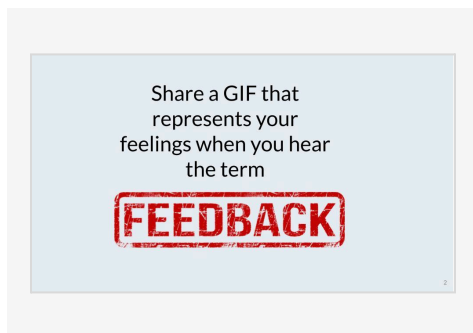
### HOW TO PREPARE

1. Preview the resources listed above. Then, preview the session activities that follow. 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

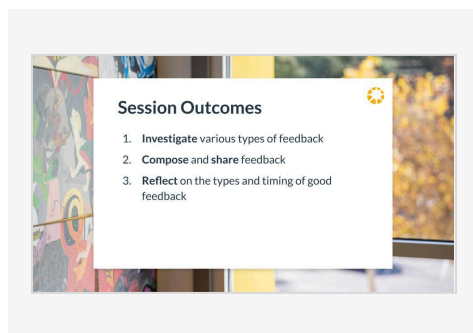
### WHOLE GROUP

#### Slide 2



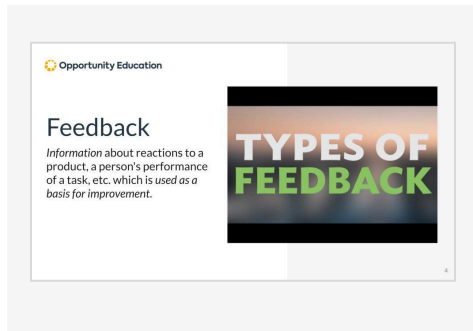
Use this launch activity to get participants thinking about feedback. Discuss why they chose certain GIFs, as well as positive or negative feelings they associate with the word feedback.

#### Slide 3



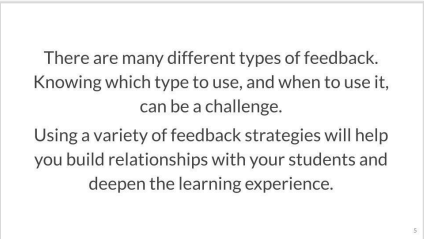
Share session outcomes.

#### Slide 4



Define feedback and watch the video about various types of feedback. Discuss takeaways from the video.

## Slide 5



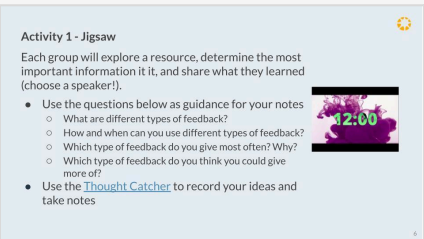
There are many different types of feedback. Knowing which type to use, and when to use it, can be a challenge.

Using a variety of feedback strategies will help you build relationships with your students and deepen the learning experience.

Review the informational slide with participants.

## SMALL GROUPS

### Slide 6



**Activity 1 - Jigsaw**

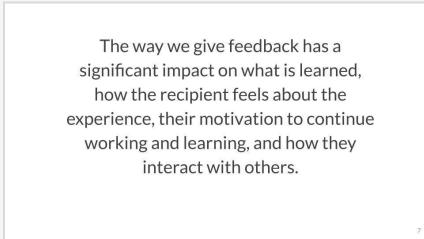
Each group will explore a resource, determine the most important information it it, and share what they learned (choose a speaker!).

- Use the questions below as guidance for your notes
  - What are different types of feedback?
  - How and when can you use different types of feedback?
  - Which type of feedback do you give most often? Why?
  - Which type of feedback do you think you could give more of?
- Use the [Thought Catcher](#) to record your ideas and take notes

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

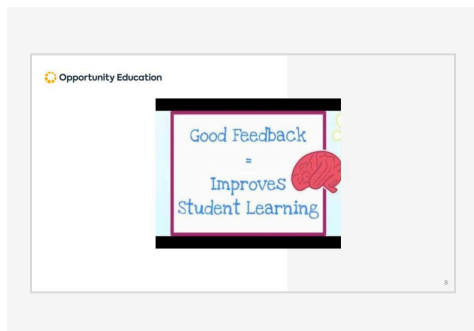
### Slide 7



The way we give feedback has a significant impact on what is learned, how the recipient feels about the experience, their motivation to continue working and learning, and how they interact with others.

Review the informational slide with participants.

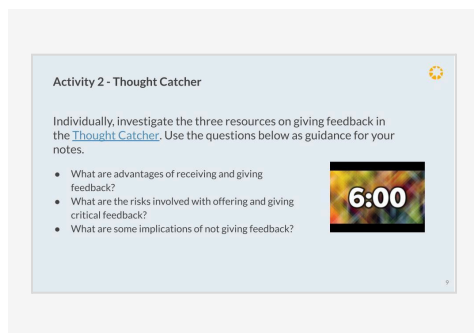
## Slide 8



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

Facilitate participant sharing using one of the options below.

- Create a [mural](#) (like [this one](#)) for participants to collaborate virtually, or
- add key concepts and main ideas to a white board or three large sheets of poster paper hung on the wall.

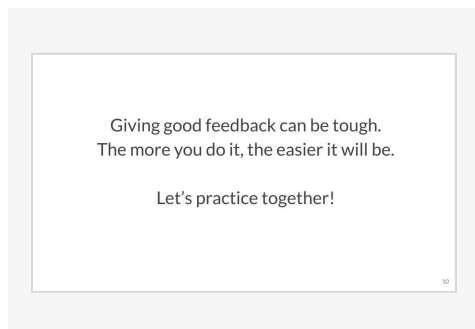


### TIME CRUNCH

Use the turn and talk method, followed by a share out to the whole group.

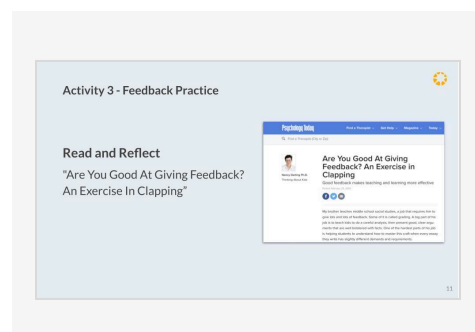
## WHOLE GROUP

### Slide 10



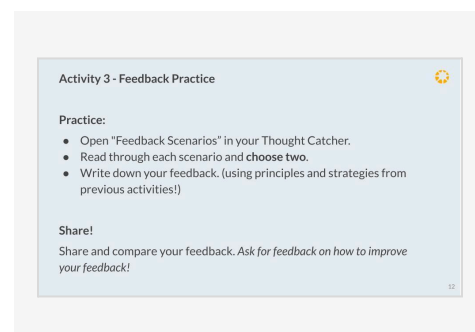
Introduce the idea that giving good feedback requires practice.

### Slide 11



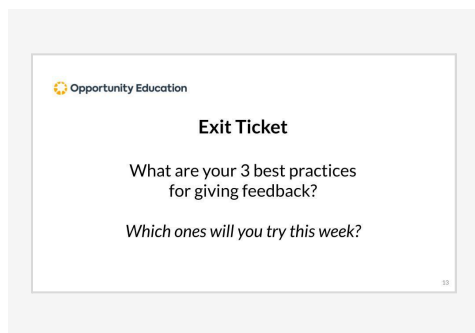
Direct participants to Activity 3 in the Thought Catcher. You may wish to have participants read the article individually or as a group, before doing their practice feedback.

### 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](http://www.opportunityeducation.org/resources)