

### 3 Lesson Plans on Critique

#### Lesson 1 (Team-Building activity) – 25 min.

- Before students come in, have various qualities/skills posted in spots all over the room. Include chart paper underneath these skills so students have space to write their names. Skills may include: talking to unfamiliar people, writing, organization, reading, working with different people, memory, athletic, take initiative, persevere, artistic, kind, helpful, creativity, explain concepts clearly, neat, self-aware, mathematical/logical, makes connections between ideas, musical... (other ideas???)...
- Explain that students will have 5 min (or as needed) to walk around the room and print their name under skills that they feel they are strong in.
- Sitting back down, students are given a piece of paper and they write down 3 of the posted skills that they feel the weakest in. (5 min.)
- Direct students to check the names written under the skills that they feel weakest in, then go and introduce self (15 min.)

#### Lesson 2 – Butterfly - 30 min.

Need: Austin's butterfly – should be in your inbox from Larry Espe, or on Juli Ruff's dp

- Show first picture drawn by Austin. Also show the image that he was drawing off of (print off a copy to show in conjunction with ppt?). Emphasize that this is a drawing of a Gr. 1 student, and so pretty good.
- Explain that Austin went through a peer critiquing process that was essential to helping him improve his work. He received feedback that was kind-specific-helpful. Show his second draft. Ask: What feedback might Austin have received to make these changes? (help students modify their suggestions by asking, “is that kind?” “is that specific?” “is that helpful?”)
- Show his third draft. Again ask: what feedback might he have received to make these changes? Continue to direct students to re-state their suggestions toward k-s-h. Remember the goal is for only peer feedback (no adult intervention – that is, the teacher doesn't verbally evaluate the suggestions offered by students except to direct towards k-s-h)
- Continue through Austin's many drafts. Students continue to practice k-s-h. Emphasize that it was critique that helped Austin so drastically improve his drawing.

#### Lesson 3: lions – 20 min.

Need: images of elementary-aged students' drawings. Access Juli Ruff's dp through HTH (Gary and Juli-Ann's HTH).

- Tell the students that we will again be practicing critiquing using our guidelines of kind-specific-helpful in order to help the student do this better (in this case, the drawing). Ask: what do you think this student should do to make their picture more realistic, **and why**. Let students say whatever crazy stuff, but continue to redirect and restated their suggestions towards being more kind-specific-helpful. Practice giving feedback using this sentence stem: I think you should do \_\_\_\_\_, because \_\_\_\_\_ (reasoning).