**Lesson 11** Final Project: Presentations

**How do we present our work and give feedback to others?**

| **Overview** | |
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| In this lesson, students will practice giving feedback to their peers on their final projects by sharing “glows” and “grows” and asking questions. | |
| **Lesson Objectives** | |
| Students will be able to   * Communicate how a given line of code creates a specific visual output in a p5 sketch * Give kind feedback and ask thoughtful questions * Receive feedback graciously | |
| **Suggested Duration** | |
| One period (45 minutes) | |
| **Blueprint Foundations Student Outcomes (**https://blueprint.cs4all.nyc/outcomes/) | |
| Abstraction  Prototype | **Describe how** the components of my prototype come from or can be shared with a community. |
| Algorithms  Prototype | **Explain how** a function I prototyped can be used by someone else. |
| Programming  Prototype | **Describe the changes** I made after testing parts of my program. |
| Programming  Communicate | **Discuss** what can and cannot be done with a specific set of demands. |
| **Vocabulary** | |
| * N/A | |
| **Planning Notes** | |
| * In today’s lesson, only a handful of students will be presenting. This is to establish feedback norms as a whole class. In Lesson 14, all students will have the opportunity to give and receive feedback in small groups. * Before today’s lesson, you should have already identified 3 to 4 student presenters of varying skill levels and told them that they will be showing their progress today.   + These students will have a different **Do Now** than the rest of the class. | |
| **Resources** | |
| * N/A | |
| **Assessments** | |
| * Assess the **Presentations**. Check for students’ ability to:   + Clearly summarize their work   + Communicate how a line of code affects the visual output * Assess the student **feedback** and the **wrap-up**. Check for the ability to:   + Give feedback kindly   + Distinguish between helpful and unhelpful feedback. | |

| **Do Now:** |
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| * **Presenters** should answer the following prompts:   + Summarize your emoji project in 1 or 2 sentences.   + How does it represent yourself or your community?   + What was the most challenging thing about the project?   + What is a new thing you learned? * The rest of the class should answer the following prompts:   + What kind of feedback is not helpful? Give examples.   + When is feedback most useful? Give examples. |
| **Discussion: Giving and Receiving Feedback** |
| * As a class, discuss the kind of feedback that is most useful. For example:   + Feedback that is actionable, specific, and realistic   + Feedback that is delivered kindly, with an acknowledgement of the hard work put into the project   + Feedback that comes from a place of curiosity, rather than superiority |
| **Student Activity: Presentations** |
| * As the presenters go up, ask them to begin by sharing their responses to the **Do Now**.   + Presenters should not read out their code line by line, but talk about their process. Students should point out specific lines to show how they used code to solve a problem. * Begin feedback by asking for **glows**: which parts of the project do students really like, and why?   + Encourage specificity, e.g., “I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *because* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”   + Students should consider how this emoji could be used to communicate a feeling or a message, e.g., “I might use this emoji when\_\_\_\_\_\_\_\_\_\_\_” * After positive feedback, ask for **grows:** what parts of the project could be improved? What are some suggestions for improvements?   + Instead of saying “I don’t like...” a possible sentence starter is: “Maybe you could try \_\_\_\_\_\_\_\_\_\_\_\_” * Lastly, ask if students have any questions about the project as a whole. |
| **Wrap Up** |
| * **[Design Journal]** Students should answer the following:   + Think about the feedback that you heard today. What was some of the best feedback you heard? What made it good? |
| **Extensions** |
| N/A |