

10_From Allies to Activists! (Class showcase) - Lesson
Ashley Ufret & Thea Williams

Duration: 90 MIN (2-45 Min periods)

Objective: Students will present their PSA (game design, animated poster, storytelling) project.
Students will give peers feedback on their coding project.


Students will complete a self-assessment and reflection on their coding PSA project.



Standards:

ELA Anchor Standard - CCSS.ELA-LITERACY.CCR A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Digital Use	2-3.DL.2 Communicate and work with others using digital tools to share knowledge and convey ideas. 4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.
Digital Citizenship	4-6.DL.7 Identify and describe actions in online spaces that could potentially be unsafe or harmful.

Prior knowledge/Background: Students used code to create a PSA project about an issue or cause they care about from Power On! In this lesson students will share their project in small groups and provide feedback to group members. After reviewing the feedback their project received, students will complete a self evaluation and reflect on their learning from Power On!

Resources/Materials:

- [Power on book by Jean J. Ryoo and Jane Margolis](#)
- Devices connected to Internet (Chromebooks, laptops, or iPads, etc.)
- Link to padlet on Google Classroom
- Peer feedback Checklist
- Example Pitch your Passion projects to use for model and student practice:
- <https://scratch.mit.edu/projects/689776478/>
- <https://scratch.mit.edu/projects/697281968/>
- (Original Exemplar project for passion: <http://bit.ly/NYSDEExample1>)
- Self reflection Doc Student work  Student Reflection Document

-  Peer Feedback Checklist
- Final project Rubric  Teacher-Facing Final Project Rubric

I do: The teacher will review the peer feedback checklist. Then model going to the padlet to find a [project link](#) posted, and a think aloud making a comment with the feedback as a glow/compliment and a specific suggestion. Then using the checklist to make sure the feedback was acceptable.

We do: Share an [example PSA](#) and have the students work in pairs to determine what feedback to give as a glow/compliment and a specific suggestion.

Independent practice (In class exercises):

Students will be broken into groups of 5 and take turns presenting their code PSA project.

(Counting off 1-5 and presenting in the order that they counted)

Each student will have 5 minutes to share about their project, after all five students present their project. The group will have the opportunity to go to the padlet to see the code for the projects.

They will give feedback to at least three peers, with a glow (compliment) and a suggestion.

Students will have the opportunity to review the feedback left for their presentation as they complete their self evaluation/ reflection.

Exit Ticket: Students will submit their self evaluation/ reflection.

Teacher Lesson Notes

Extension Activities (Assignments)

If time permits: Choose one of the suggestions provided by your peers to improve your project.

Peer Feedback Checklist

My Feedback:

- ☐ is about the code or project goal
- ☐ is constructive
- ☐ is actionable
- ☐ includes at least one glow (Compliment)
- ☐ includes at least one suggestion for improvement

Peer Feedback Checklist

My Feedback:

- ☐ is about the code or project goal
- ☐ is constructive
- ☐ is actionable
- ☐ includes at least one glow (Compliment)
- ☐ includes at least one suggestion for improvement

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