

Lesson 18: learning together

Lesson plan

Lesson overview

In this lesson, students learn how to partner and collaborate with a larger team of people for feedback. They begin by brainstorming on their own. Then they share their ideas with a partner. Next, they see what other pairs thought about the topic. When the activity is complete, students see how quickly a few ideas can grow into many. Next, students get to be creative. They imagine what a cool car might look like in the future and illustrate the car or describe it in writing. The lesson ends with students thinking about how brainstorming and collaborating actually helps produce cool cars and other products in the 'real' world. They also examine how such practices can help them do better classwork.

<p>Objectives</p> <ul style="list-style-type: none"> ● Work independently, with a partner and with the class to generate ideas on a topic ● Draw or write a description of a car for the future ● Review and provide feedback on a partner's car design ● Discuss the value of partnership and collaboration in the workplace and in the classroom 	<p>Materials needed</p> <ul style="list-style-type: none"> ● Coloured pens or pencils, three per student ● Variety of coloured pens and pencils for car illustrations ● Drawing paper ● Watch, clock or timer
<p>Estimated time required 60–90 minutes</p>	<p>Notes</p>

Suggested sequence of activities

- 'Think–link–together' worksheet (motivating activity)
- 'Plus–minus–improve' worksheet (core activity)
- Learning together discussion (reflection activity)

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Procedure

1. **Motivating activity:** conduct a Think–link–together (TLT) activity. Begin by announcing a topic for students to think about. The topic could be something specific or something general that students could interpret in different ways.
2. Give students the 'Think–link–together' worksheet. Tell them they have three minutes to record all of their existing knowledge about this topic in the 'Think' box of the worksheet.
3. Then ask students to change their colour of pen and turn to the person next to them. Give students another three minutes to share ideas with this partner. Tell students to record their partner's ideas in the 'Link' box so the total of their ideas is now on the worksheet.
4. Ask each pair of students for one idea. Together, partners communicate to decide which idea they will share with the class.
5. As the partners call out their ideas, students use a third coloured pen to add any ideas they do not already have on their worksheet in the 'Together' area.
6. Tell students to take a look at their diagrams. Point out: 'It's amazing, isn't it, how just a few ideas have grown to so many! Brainstorming sessions can really help expand ideas.'
7. **Core activity:** in this activity, students will learn how to critique each other's work. You may wish to give students the chance to try out the process on a sample story or piece of artwork. After they have had the chance to try the idea, give them the creative assignment and review each other's work.
8. Tell students to draw a picture or write a comprehensive description of what they imagine a cool car in the future will look like. Then have them trade their work with a partner.
9. Give students the 'Plus–minus–improve' worksheet to analyse their partner's work with. Explain: in the first column, write all of the positive aspects of the work. In the second column, write the 'needs improvement' aspects. In the third column, make suggestions for improvement.
11. Tell students: these activities were similar to activities a car manufacturer might conduct. Someone has an idea and passes it around for feedback and suggestions. You too can work with a partner to help one another with all types of homework activities.
12. **Reflection activity:** Lead a class discussion about what students got out of these activities. Ask: 'Is it helpful to ask someone else to take a look at your work?', 'Is it difficult or embarrassing?', 'What were some of the most helpful comments?', 'How do you think sharing ideas and finding a partner to give you feedback can help you produce your best possible work?'

Name _____ Class _____ Date _____

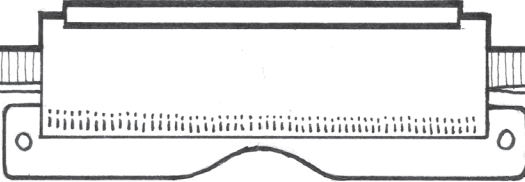
Think-link-together

Use this worksheet to explore your own thoughts (think), then write down your partner's ideas (link) and finally record ideas shared by other members of the class (together).

Together

Think

Link



Name _____ Class _____ Date _____

Plus-minus-improve

Use this worksheet to review your partner's work. Write the positive aspects in the first column. List minuses, or anything that needs improvement, in the second column. In the third column, list how the minuses could be improved..

Plus	Minus	Improve
