# Week 10 Lesson Plans (around reflection and Student Experience Surveys)

1. **SLO Review: Think, Pair, Share** (25 minutes for activity, 10-15 minutes for Student Experience Surveys completion)
	1. Review the SLO’s of your course from the syllabus (2 minutes). You’re your students pair-up and discuss their thoughts on how they’ve met the SLO’s, which stick with them and they plan to carry forward into other courses/experiences, and where they might have done more focused improvement (10 minutes). After this activity, have pairs share with the rest of the class and you board trace their ideas (10 minutes). Reflect collectively for a few moments and share with them your own teacher learning outcomes (3 minutes). Finally, provide in-class time for them to complete the SES for your course (10-15 minutes).
2. **Big Picture Accomplishments and Celebration Planning** (25 minutes for activity, 10-15 minutes for SES completion)
	1. Pull a list of the major accomplishments that your students achieved this term. This can include number of essays written and average word count, exam questions completed, project and deliverables they worked on, etc. Display these on a large board or slide so that students can view the entire term and their accomplishments (5 minutes). Have students then create their own major accomplishments (5 minutes) and share with a partner (5 minutes). Ask students to volunteer their accomplishments and board trace them (5 minutes). As you provide an overview reflection, ask students to write down how they’d like to celebrate their accomplishments and if they’ve planned for celebrating (5 minutes). Finally, provide in-class time for them to complete the SES for your course (10-15 minutes).
3. **Roses and Thorns** (25 minutes for activity, 10-15 minutes for SES completion)
	1. Have students each share two “roses” from the class (things they accomplished, learned, will take with them, etc.) and one “thorn” (things they want to improve on, things they maybe failed at, etc.). Give each student time to share OR you can break them into small groups to share with each other (20 minutes). Offer an all-class reflection and space for students to share their roses and thorns. Don’t forget you can share your roses and thorns with them as a model (5 minutes)! Finally, provide in-class time for them to complete the SES for your course (10-15 minutes).
4. **Snaps** (25 minutes for activity, 10-15 minutes for SES completion)
	1. For smaller classes: Have students group up and spend a few minutes on each group member’s accomplishments. Students go through the circle offering “snaps” to their fellow groupmates around their classroom accomplishments (these can be more concrete like a great presentation or more abstract like their collaborative energy on groupwork). Students should be encouraged to get equal attention in their timing (30 minutes). It adds to the atmosphere of the day if you encourage students to snap as they offer their verbal snaps to their classmates. Instructor can ask for students to share their snaps and instructors can offer their own snaps to each student in class (5 minutes). Discuss with students how hearing feedback can be beneficial in enforcing what works and changing what doesn’t—give an example if you can of snaps you’ve received and how they’ve improved your teaching/course. Finally, provide in-class time for them to complete the SES for your course (10-15 minutes).
5. **Takeaways Map** (35 minutes for activity, 10-15 minutes for SES completion)
	1. Have a sample takeaways map ready to go with your own instructor takeaways—share with your students and mention how you integrate feedback into your courses and teaching (5 minutes). Now, encourage students to create their own takeaways map using visuals (they can draw, clip out memes and gifs, use a program like Canva to design it, etc.), words, etc. (20 minutes). Ask for student volunteers to share and walk through their takeaways maps (5 minutes). Finally, provide in-class time for them to complete the SES for your course (10-15 minutes). Alternatively, you could call this “In this class I learned…map” or the “My CLASS TITLE Map” (e.g., My English 103 Map).
6. **Mini Presentations on “1 Meaningful Thing”** (3 minutes per student, 1 slide per student)
	1. In the style of the 3-minute thesis, encourage students to prep and share a 3-minute presentation on ONE meaningful thing from class. This could be a project, collaboration experience, learning moment, content that shaped their thinking, etc. You may need an entire class period to get through your smaller classes. Alternatively, students can group up and share with their small group their 3-minute presentations. This can also decrease anxiety around presenting and everyone receives credit for participating. Encourage students to only use one slide in relation to their meaningful topic. This is also great prep for larger presentations for finals. Wrap-up by sharing your ONE meaningful thing and your ONE slide in 3 minutes. Then, transition to thein-class time for them to complete the SES for your course (10-15 minutes).