

SDG13 Climate Change Engage Game Design



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Lesson 27: Peer Assessment - Developing Pitch Criteria

Subjects: Design, Environmental Science, Game Design, Geography, Science, Technology

Lesson Title and Summary: Peer Assessment-developing pitch criteria

In this lesson, learners will define their peer assessment criteria. Peer assessment enables those directly involved in the task or project to appraise their own learning. Learners are encouraged to consider what is most important, valuable and successful from what has been learned and the process of learning it.

By engaging in the development of peer assessment criteria and the assessment itself, learners take responsibility, learn to evaluate, are more motivated and get practice at giving and receiving feedback.

Vocabulary: Consensus; Criteria; Evaluation,; Feedback; Peer Assessment,

In this lesson, the learner will:

- break down the different parts of a pitch
- decide what criteria can be assessed
- come up with a peer assessment to use for pitching game design ideas
- share ideas and perspectives
- come to a consensus

Materials

- Board
- Markers

4 QUALITY EDUCATION



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



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Activity Instructions

Activity 1 Paired discussion (10 mins)

Before the lesson, divide the board into 3 columns

- *What makes a great pitch?*
 - *The driving question - How do we increase awareness of climate change adaptations for 15-17-year-olds through game design?*
 - *Peer assessment criteria for pitching*
1. Elicit from learners what a pitch is. Can they think of examples of where a pitch might be made? (i.e. a new business idea)
 2. Give learners time to discuss their answers to the question; 'What makes a great pitch?'
 3. Share ideas as a whole class and write keywords on the board (1st column).

Activity 2 Developing pitch assessment criteria (40 mins)

1. Refer to the driving question in the 2nd column on the board and give pairs time to discuss what could be important to include in the pitch that will answer this question. Ideas might include: character development, entry into the game, links to climate change adaptation, storyline.
2. Share ideas as a whole class and write keywords on the board (2nd column).
3. Refer to the 3rd column and begin to elicit what criteria the learners would like to include in the pitch assessment.
4. Once there is a list of ideas, ask learners to take time to narrow them down and finalise their criteria. They could do this by having a short discussion in pairs and then a sharing circle as a whole group, with one learner leading the discussion and making edits to the information in the 3rd column. At the end of this activity, learners will have a peer-led list of criteria that their pitches will be assessed on.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a mentimeter survey - www.mentimeter.com to gather reflections

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter lesson, reduce the amount of time in Activity 2.

Extension: For a longer lesson, allow more time in Activity 1 and allow learners to create the peer assessment worksheet for the pitch (after completing Activity 2).

Watch some of the feedback / peer assessment short videos (see Media Box) with learners and discuss through pair and share. This can also be used as a flipped classroom to watch at home and discuss at the beginning of this lesson.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

'Self and Peer Assessment' (3:46min) <https://www.youtube.com/watch?v=1ww09Lb9hw>

'Peer Assessment' (7:14min) <https://www.youtube.com/watch?v=2hRu5i-gfXo>

'Feedback' (5:43min) <https://www.youtube.com/watch?v=cRJmdk3s4mk>

'How-to: Peer Feedback 1' (1:25min) <https://www.youtube.com/watch?v=3y7jgpe-k5l>

'Introduction for Assessment for Learning (2:20min) <https://www.youtube.com/watch?v=63PdFKIFzNU>

'Assessment for Learning Practices' (4:49min) https://www.youtube.com/watch?v=cNPFwCbA_mE

'Teenage Brains Wired for learning' (3:00min) <https://www.youtube.com/watch?v=1GSvzgrBKaM>

Local Trip / Expertise / Additional Work and Assessments

- Work with other teachers to consider different forms of assessment that they might use and that the students might have experienced
- Review with learners the classroom-based assessment processes they experienced in their Junior Certificate process as an example of assessment