

SDG 14 Future of the Ocean

MM6: Problem to Pitch Marine Plastic Waste



Micro Module 6: Problem to Pitch Marine Plastic Waste

Implementation

Lesson 13: Peer Assessment and Developing Pitch Criteria

Subjects: Design, Technology, Maths, Environment, Science, Sustainability

Lesson Title and Summary: Peer Assessment and 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

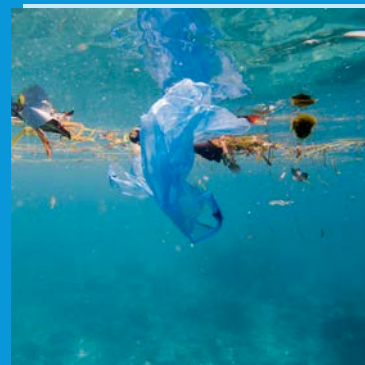
Materials

- Board
- Markers



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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 marine plastic waste and ocean health?
 - 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: project impact, aspects of marine waste discussed, etc..
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.

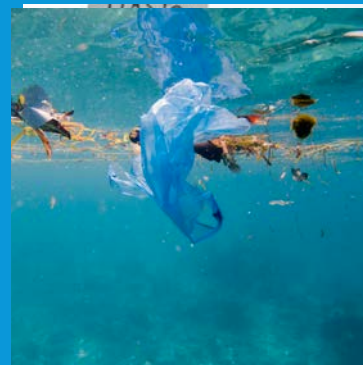
REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

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