

Understanding By Design (UbD)– Backwards Design Process
 (Modified from Grant Wiggins and Jay McTighe, 2002 for Self-Evaluation of RMAIS lessons)

UbD TEMPLATE

Stage 1 – Desired Results	
<p>Content: Topic for Lesson</p> <ul style="list-style-type: none"> Managing Microaggressions 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> <i>There is a difference between critique and microaggression, though one may be nested within the other.</i> <i>Microaggressions often originate in biases and power dynamics.</i> <i>Methods of evaluating microaggressions and coping with them are available.</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do we identify microaggressions? How can we cope with microaggressions? What do we do if we've committed a microaggression and how can we prevent this?
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <i>KNOWLEDGE: Definition of microaggression; Conscious and unconscious sources of microaggression; Resources for coping with microaggression and supporting mental health</i> <i>SKILLS: Capability to thoughtfully consider whether microaggression has occurred and how to address it. Ability to help others cope with microaggressions, or at least basic understanding of how not to further harm someone suffering such abuse.</i> 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Small group discussion of different types of microaggressions, broadening perceptions of how varied and subtle they can be and allowing everyone to demonstrate understanding of what microaggression is. Evaluation of 3 case studies to consider potential responses to microaggression. Participants can detail how they might handle helping others in difficult situations, and then receive feedback from the rest of the small group in their response. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Start of module- show of hands as to who is familiar with the term microaggression, ask if anyone can provide a definition. At module's end ask people to consider how they will react to microaggressions in the future and how we might improve.
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> Explore topic with participants: Define microaggressions, discuss differences between critique and microaggression, providing examples. (5-10 min) Participants engage with each other: Discuss in small groups different types of microaggression. Emphasis that it does NOT have to be something personally experienced, but encourage individuals to think of when they may have experienced microaggressions. (5 min) Explore topic with participants: Large group discussion of a 3-step approach to microaggressions: 1. Did a microaggression occur? 2. Should I respond? 3. How should I respond? (10-15 min) 	

- Participants engage with each other: Small groups will read short case studies, providing a description of how they might respond in a given situation. Others in the group will provide feedback. (20-25 min)
- Elaborate on potential resources for those with mental health concerns. (5 min)
- Evaluate whether or not the module was helpful for participants and how it can be improved.

Explanation of UbD Template

Stage 1 – Desired Results	
<p>Content: Topic for Lesson</p> <ul style="list-style-type: none"> • 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> • <i>[this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know]</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • <i>[What leading questions can you ask of participants to get them to understand the Goals? There are no “right” or “wrong” answers to this question]</i>
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> • <i>KNOWLEDGE: [These are observable, measurable knowledge outcomes that participants should be able to demonstrate and that you can assess.]</i> • <i>SKILLS: [These are observable, measurable skills outcomes that participants should be able to demonstrate and that you can assess.]</i> <p><i>[Remember that your Assessment Evidence (stage 2) should align with objectives.]</i></p>	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • <i>[Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]</i> • <i>[Consider how to integrate low-order (recall) knowledge and higher order (application/evaluation) knowledge]</i> • <i>[Rubrics can be used to guide participants in self-assessment of their performance]</i> 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • <i>[includes pre-assessment, formative (ongoing) assessment, and summative assessment evidence]</i> • <i>[Can be individual or group based]</i> • <i>[Can be informal assessment: thumbs up/down, one-minute index card responses, etc.]</i>
Stage 3 – Learning Plan	
<p>Learning Activities: <i>[List what is happening during your lesson; the following 5E model may be useful as a guide]:</i></p> <ul style="list-style-type: none"> • <i>Engage participants:</i> • <i>Explore topic with participants:</i> • <i>Explain to participants/ participants explain to one another:</i> • <i>Elaborate: build new knowledge on prior knowledge/skills</i> • <i>Evaluate as a group what new knowledge/skills were gained</i> 	