

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"> Feminist Fight Club for Science – Strategies to help yourself and others to work against bias 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> There are tools to help themselves and others against bias What qualities lead to success in the workplace and that these are generally associated with males 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do you approach bias against yourself and others? Do men and women generally exhibit different qualities? And are some of these better suited for certain situations?
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <i>KNOWLEDGE:</i> Typical ways bias against women is expressed in the workplace as well as how women may limit themselves in the workplace. <i>SKILLS:</i> “Fight moves” – ways that participants can address bias against themselves or others 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Ideally students apply tasks in their everyday life – have them discuss which fight moves they think are helpful/would use 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Could have students start by evaluating if they have experienced bias at school or if they have ever seen someone else experience bias? (pre-assessment)
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> Book/ movement and book structure is introduced to the group Examples of each book part are explored Small group brainstorm of how this could apply to academia Large group sharing of tools or relevant experiences Discuss overarching themes What was your favorite fight move? How do you plan to use it? 	

Explanation of UbD Template

Stage 1 – Desired Results

Content: Topic for Lesson

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Understanding (s)/goals

Participants will understand that:

- *[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]*

Essential Question(s):

- *[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]*

Lesson objectives (outcomes):

Participants will be able to demonstrate:

- *KNOWLEDGE: [These are observable, measurable knowledge outcomes that participants should be able to demonstrate and that you can assess.]*
 - *SKILLS: [These are observable, measurable skills outcomes that participants should be able to demonstrate and that you can assess.]*
- [Remember that your Assessment Evidence (stage 2) should align with objectives.]*

Stage 2 – Assessment Evidence

Performance Task(s):

- *[Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]*
- *[Consider how to integrate low-order (recall) knowledge and higher order (application/evaluation) knowledge]*
- *[Rubrics can be used to guide participants in self-assessment of their performance]*

Other Evidence:

- *[includes pre-assessment, formative (ongoing) assessment, and summative assessment evidence]*
- *[Can be individual or group based]*
- *[Can be informal assessment: thumbs up/down, one-minute index card responses, etc.]*

Stage 3 – Learning Plan

Learning Activities:

[List what is happening during your lesson; the following 5E model may be useful as a guide]:

- *Engage participants:*
- *Explore topic with participants:*
- *Explain to participants/ participants explain to one another:*
- *Elaborate: build new knowledge on prior knowledge/skills*
- *Evaluate as a group what new knowledge/skills were gained*