

# SESSION PLAN



**MyRubric**

Co-creating your learning journey.

# INTRO

This is the Resilient Learning Communities **Kick-off session plan**. In this document you will find:

- Goals of the session
- Overview schedule with timings and material needed
- Detailed descriptions of the activities to be performed.

The kick-off session is most likely to be the very first interaction between coaches and students. Remember that through the session, the group will get to know each other, co-create a shared understanding of the course's Learning Objectives (LO) and generate a Personal goal. The core of the session will be the deconstruction and translation of the course's Learning Objectives into actions that will contribute to the group's learning process and outcomes.

The duration of the session is something to be determined by the amount of LO a course has. The ideal situation will be that the group spends around 2:30 hours in total and not more than 30 minutes for each LO. However, that is up to the facilitator and the abilities of the group to achieve the intended outcomes for the session.

## Kick-off session's goals

### 1. Settle into the new environment

Create the safe space between coaches and students, in which they can feel at ease with the others and express themselves.

### 2. Co-creation of Learning Objectives

Identify key aspects of the course learnings, discuss and define what would be the success criteria, brainstorm together cues in 'how to get there' and exemplify them through storytelling.

### 3. Set a Personal goal

Trigger ownership in students and coaches from the beginning of the course in regards to their learning journey. To do that they will have to reflect on what they want from the course and state that personal ambition in a template.

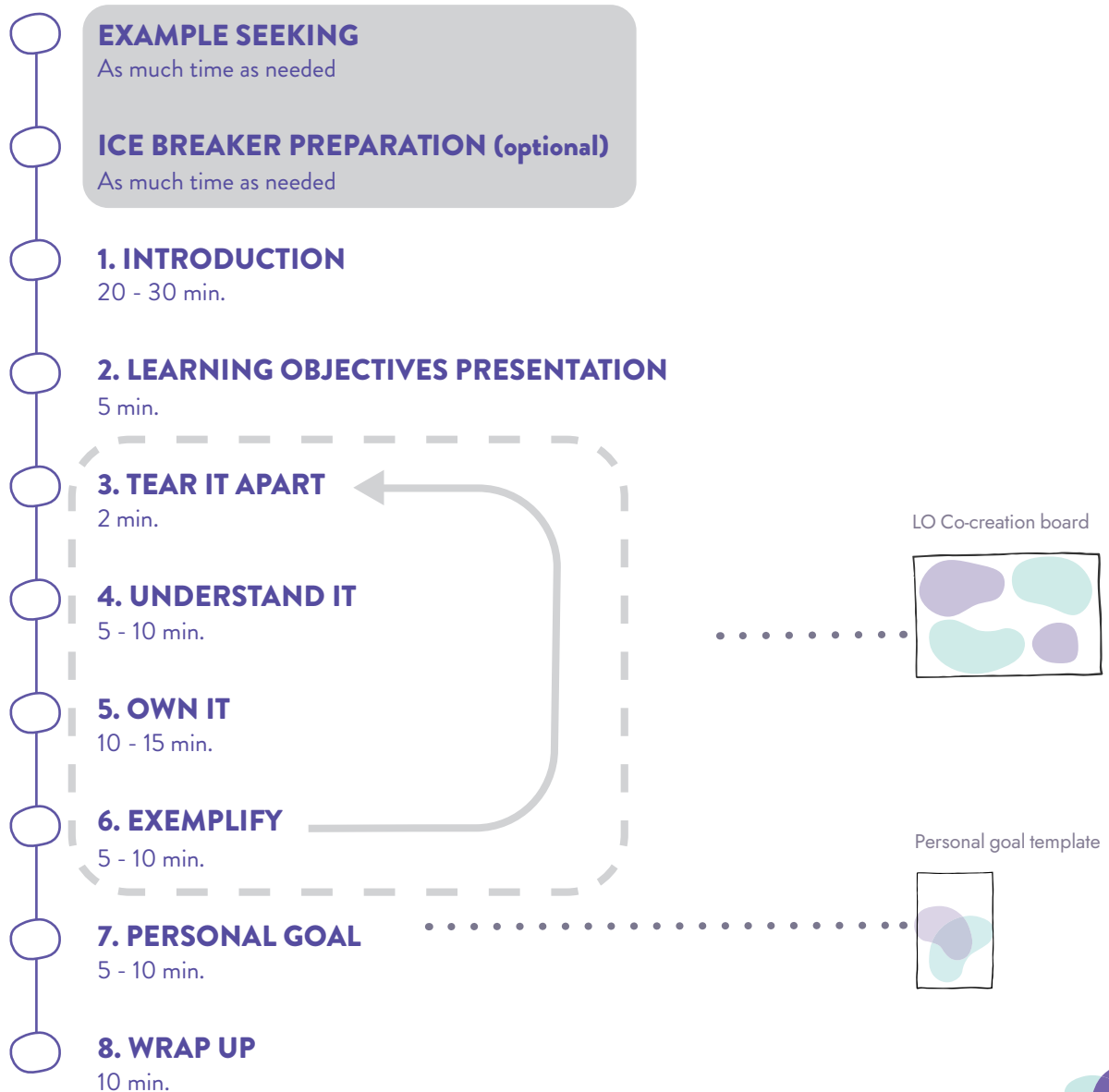


# SCHEDULE AND TIMINGS

Here you can find here the overview of activities from the session and their approximate timings. There are few practicalities that are worth to mention beforehand:

- The first two activities are considered to be done prior to the session.
- If possible, find a moment in which the group can have a small break that does not disrupt the session.
- The timings displayed in the scheme are approximate, they depend on the facilitator.
- If the course has an extended number of LO, the facilitator and students can get to choose which ones they want to focus on or spend less time for each objective.

## IMPORTANT NOTES



# ACTIVITIES

This is a visual explanation of the activities thought for the session:

## PRIOR TO THE SESSION

### EXAMPLE SEEKING

As much time as needed

Reflect on past experiences to exemplify success or improvement criteria. If possible, select few examples from personal or past course projects that represent specific qualities of each Learning Objective. Think about the key learnings of the LO and illustrate them with simple and practical examples.

### ICE BREAKER PREPARATION (optional)

As much time as needed

Think of an ice-breaker to introduce each individual of the group for the session and let students know in advance what they have to prepare or think for this exercise.

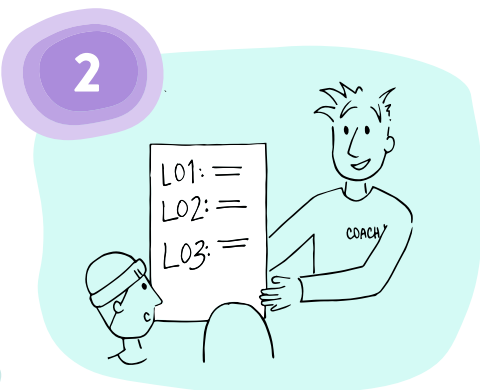
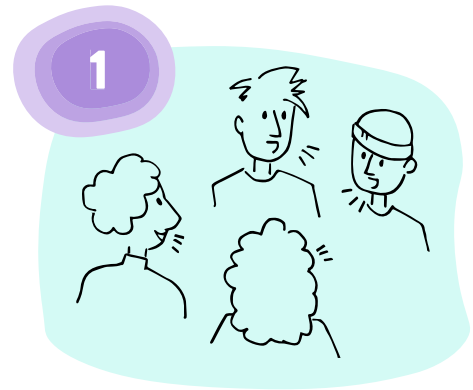
#### EXAMPLES

- Bring something that inspires you
- Object you wish you had designed
- Creative achievements that you are proud of
- Newspaper article that made you feel you wanted to act
- Object that characterizes you

## KICK-OFF SESSION

### 1. INTRODUCTION

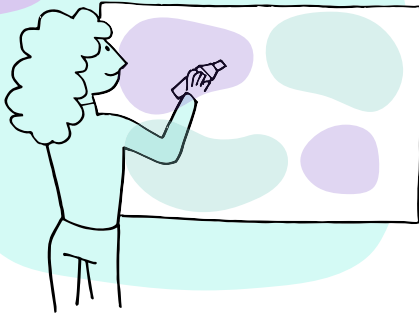
This is the first time you will see the students, so just be comfortable. It's time to know each other, so feel free to introduce yourself, the course and the session, explain the goals of it and modulate the ice-breaker.



### 2. LO PRESENTATION

Present the Learning Objectives of the course, introduce them to the group and capture first reactions from the students.

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### 3. TEAR IT APART

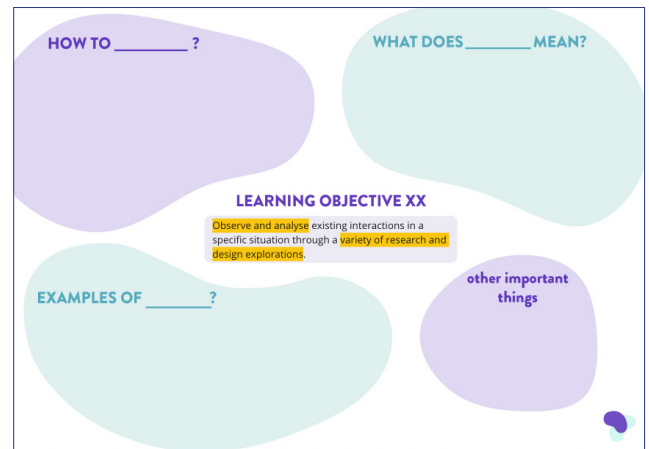
Once each Learning Objective is uncovered, it will be 'broken down' in pieces, selecting ambiguous verbs, nouns, and/or adjectives. For example:

#### LEARNING OBJECTIVE XX

Observe and analyse existing interactions in a specific situation through a variety of research and design explorations.

### 4. UNDERSTAND IT

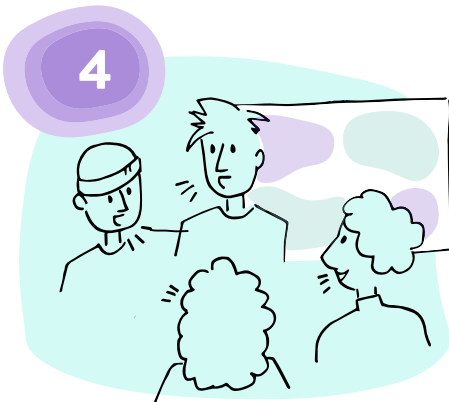
Use the trigger questions in the Learning Objective co-creation board to make the group reflect all together on the purpose of each objective and 'translate' it into viable Learning Outcomes. The questions are versatile and allow to choose what the group wants to clarify for each objective. E.g. How to... Observe and analyse?



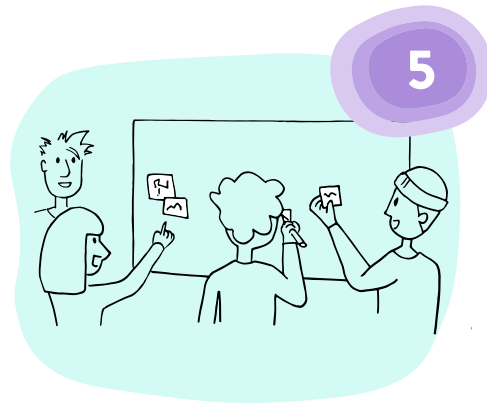
### 5. OWN IT

During or after the discussion, all the important insights should be noted down on the board. Those insights make reference to what would be the success criteria and what actions can lead to mastering each of the Learning Objectives.

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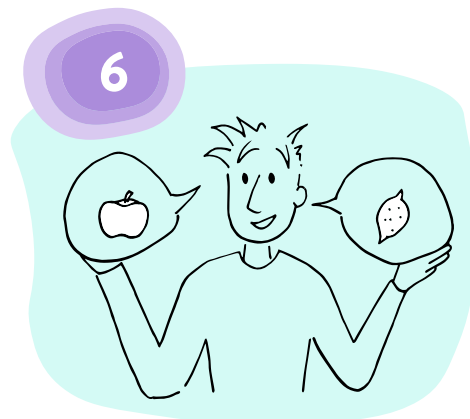
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### 6. EXEMPLIFY IT

Go back to the examples you selected for each LO and illustrate them with short, practical and understandable stories. The main intention behind this is to conclude the deconstruction process by providing students with specific examples on what they are supposed to do. You can express your own view of the situations described, which will also help students to understand the thinking process behind the assessment of each goal.

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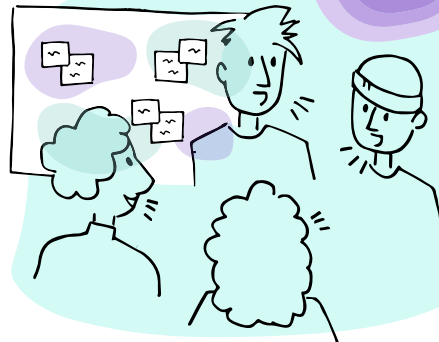
## 7. PERSONAL GOAL

Once all the LO are discussed, it's time to set an individual motivation for the course. Print the Personal Goal template and give each member of the group a copy (including yourself). With this template, you will set a personal ambition for the course and keep for the future. Ask students to keep the form as well.

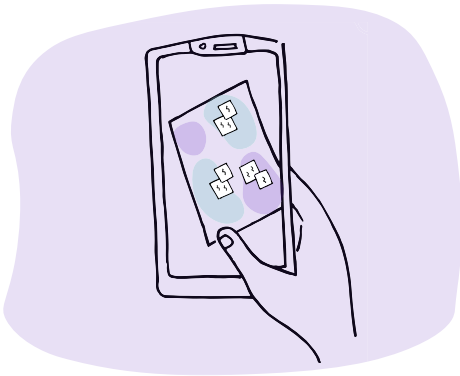
## 8. WRAP UP

Conclude the session by summarizing what you all have accomplished today. Update students in future steps and ask if they have any questions or doubts about the session.

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## LAST REMARKS



## MAKE A PICTURE OF THE BOARD

Important! Make a picture of the Board and upload it in Brightspace or send it to the students. It is essential that the outcomes of the board stays available for the group.

## MAKE SURE YOU HAVE MATERIAL

For the session they might be necessary pens, markers, pot-its, boards, etc. It is up to you, so make sure you have all the material you need.

