Appendix

The Appendix contains two lesson plans: "Why CS?" and "Giving Feedback." We recommend teaching "Why CS?" before any other lesson plans, and "Giving Feedback" before the first time students give a presentation.

Why Study Computer Science?

Miscellaneous: Lesson 1

Lesson Overview

Introduction
2 minutes

Brainstorm
5 minutes

Group/Individual Exploration
20 minutes

Reflection
5 minutes

Introduction

The goal of this lesson is to introduce the students to Computer Science and the importance of this field in the world we live in today. Ask students why they think they are studying Computer Science, and emphasize the importance of asking *why*.

Brainstorm

To start the discussion, ask the students what they think of when they hear Computer Science. Since this is a brainstorm, there are no bad ideas so encourage the students to get creative and participate. As the students name their ideas, list them out on the board.

If students get stuck, ask them to break down the term and focus on each word individually. For example: What do you think of when you hear the word "computer"?

Group/Individual Exploration

Group exploration: Read the story of Marcos Ojeda. This is a challenging read and the teacher should pause to ask comprehension questions during the group reading.

(Optional) **Individual exploration:** Using a computer, students can begin to look for their own answers to the large question, "Why study computer science?" As they complete this activity, check up on each student and help those who are stuck. If computers are not available to students, you can lead the research and ask students for what you should Google search.

Reflection

- What did you learn today about computer science?
- Is studying computer science important? Why or why not?

Giving Feedback

Miscellaneous: Lesson 2

Lesson Overview

Introduction
5 minutes

The Feedback Process
20 minutes

Reflection
5 minutes

Standards

IC-03   Explore diverse perspectives

Materials

1   Papers

2   Writing Utensils

Introduction

The teacher should start the lesson by telling students what the main objective is: learning how to give constructive feedback.

The teacher should emphasize how this lesson only provides an overall framework on how to give constructive feedback. However, depending on the individual, they might need to improve on specific or only certain aspects.

The Feedback Process

For the purposes of this lesson, the teacher should explain to students what constructive feedback actually means. They should also provide some examples.

The teacher should help the students by providing step-by-step guidelines on how to make their feedback constructive. Below is a simple six step method that teachers could add to or remove to as they please.

Step 1: State the constructive purpose of your feedback.
Step 2: Describe specifically what you have observed.
Step 3: Describe your reactions.
Step 4: Give the other person an opportunity to respond.
Step 5: Offer specific suggestions.
Step 6: Summarize and express your support

The six step process presented above help students understand that their feedback should focus on helping improve a product without attacking it.

Reflection

Teachers should ask reflection questions that will help them gage how well students have understood what constructive feedback is. Below are some good questions to ask:

· What does constructive feedback mean to you?

· What is an example of consecutive feedback?

· Why is it important to explain your point on an issue?

· How have you improved the way you give feedback after this lesson?