Workshop 1 - 1 Day

Agenda Walkthrough Video

We are now recording agenda walkthrough videos which you can watch at any time to help you prep. Before you start diving into the materials we suggest watching the walkthrough to get a sense of the flow of the workshop and key things to prep for.

- Workshop 1 Agenda Walkthrough
- Agenda Walkthrough Slides

Printing Agendas

There are two ways to get a PDF of the whole detailed agenda. The second one takes a few more steps but makes a nicer formatted PDF.

1. PDF of Detailed Agenda
2. Go to https://curriculum.code.org/plcsd/q1/compiled. When you get to that page right click. From the menu that pops up click print. From there you should be able to print or save it as a PDF.

For the high level agenda (like one on the right) that is printable and editable go to:

Google Sheet View of High Level Agenda

Looking for the version of the agenda with local flex time built in? Click on the Google Sheet Link Above!

Recommended Workshop Timing:

- ~4 weeks into school
- Teachers should be implementing curriculum before attending this workshop.
- Erring on slightly earlier side is better than erring on slightly later side
- Pacing in Course: Should be done or close to finishing Unit 1
Goals

- Time to share/discuss highlights and concerns from your classroom
- Time to discuss region specific concerns or interests
- Prepare to teach upcoming lessons. Try activities and discuss each type of lessons teachers will see in the upcoming unit.
- Reflect on classroom practices and continue to grow and transform teaching practice
- Build the community of teachers
- Discuss how you have been addressing assessment in your classroom and look at future assessments to plan for ways to assess student learning in the future.
- Reflect on the student needs that come up in your classroom, how you have had to adapt to those needs, and what needs you are still in need of more ways to support.

Prepping for Sessions

Review Past Workshop(s)

Review how things went during your Previous Workshop

- Review your feedback from teachers in the Workshop Dashboard to see what needs you can address and how you can continue to improve your local workshops
- Talk about feedback for each other in how you can better prepare for the workshop together, how you run certain sessions, and other ways you can grow as individuals and a team
- Make a plan together for actions you are going to take during this workshop to improve

Supplies

<table>
<thead>
<tr>
<th>Provided By Regional Partner</th>
<th>Teachers Should Bring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up for table groups of 4-5 teachers</td>
<td>Printed Curriculum Guide</td>
</tr>
<tr>
<td>Room with reliable wifi</td>
<td>Journal</td>
</tr>
<tr>
<td>Power Strips</td>
<td>Computers</td>
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<tr>
<td>Projector</td>
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<tr>
<td>Speaker System</td>
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</tr>
<tr>
<td>24 Pens</td>
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<tr>
<td>2 Easel Pads</td>
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</tr>
<tr>
<td>10 Large 3x4 Post-it Notes</td>
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</tr>
<tr>
<td>16 Medium 3x3 Post-it Notes</td>
<td></td>
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<tr>
<td>12 Small 1x2 Post-it Notes</td>
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<tr>
<td>8 sets 8-pack Markers</td>
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<tr>
<td>Blue Painter’s Tape</td>
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<tr>
<td>Scissors</td>
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</tbody>
</table>

Connect with your regional partner

Prior to the workshop find time to meet in person or virtually with both facilitators and the regional partner to discuss:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Conversation Points</th>
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</thead>
<tbody>
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<tr>
<td>Subject</td>
<td>Conversation Points</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Supplies              | ♦ Go through the list of necessary supplies together  
♦ Make a plan for when different supplies will be set up/provided                                                                                                                                                |
| Online Workshop Dashboard | ♦ Look at the registration. Are teachers signed up? What do you need to do to make sure all the teachers are registered?  
♦ Make sure facilitators are added on the workshop so you will be able to take attendance                                                                                                                  |
| Venue                 | ♦ Discuss the set up of the space  
♦ What does the room look like?  
♦ What does the table set up look like?  
♦ Will the space have a projector? Do we need to bring certain type of hook ups?  
♦ Will the space have a sound system? If not how do you plan to play videos during the week?  
♦ Is the other course workshop co-located?  
♦ How do we get into the building?  
♦ Are there any directions about parking or locating the space?                                                                                                                                          |
| Workshop Timeframe    | ♦ What time are we scheduled to start with teachers?  
♦ What time are we scheduled to end with teacher?  
♦ What time can we come in to prep in the morning?  
♦ What time can we stay to debrief till in the afternoon?                                                                                                                                            |
| Food                  | ♦ What food will be provided for participants during the workshop?  
♦ What time will food be set up?  
♦ Is there a separate room for lunch?                                                                                                                                                                   |
| Agenda                | ♦ Is there any local material to cover during this workshop?  
♦ How long do you anticipate it taking to cover the material (Check that the time suggested fits within the amount of Local Flex Time for this workshop)?                                                                 |
| Staff                 | ♦ Will someone from your organization be on site for the day of the workshop?  
♦ If yes, who is the staff member and how should we contact them if needed?  
♦ If no, who should we contact in case something comes up during the workshop that we need your organizations support with?                                                                               |

**Review Materials**

On your own review the following materials so you are familiar with the details of each.
Make a plan

You should go through every session to make a plan for how you and your co-facilitator will support each other in running the session.

Use the Session Planning Template to guide your planning.

Don't forget to check the pre-survey results to determine what lessons to focus on during the TTL progression. The survey gets sent out to teachers automatically 10 days before the workshop. You can view the results on the Workshop Dashboard.

Create Materials For Region

- A copy of the CSD - Workshop 1 - Slides Template for the workshop, that you have updated according to your needs.
- A copy of the CSD - Workshop 1 - Notes Template to share with teachers
- Set up a section for your workshop participants to join (if everyone is already in one together from summer then you are all set!):
  1. Create a new section using the email login type
  2. Make sure it is assigned to CS Discoveries for 2018-2019
  3. Assign the course to Unit 3
First Morning Of Workshop

Room Setup

Using the supplies provided by regional partner set up the room. In the agenda we will call this the "Normal Breakout Room Set Up".

- **Tech**
  - Reliable guest wifi - check this as early as possible
  - Projector (separate table for projector)
  - Speaker System
- **8 Teacher Tables (for 32 teachers) with:**
  - 4 chairs at each table
  - Table angled toward projector screen
  - Surge protectors in middle of each table
  - 4-5 post-it note pads of different sizes
  - 3-4 Pens
- **Facilitator Table:**
  - Located in the back of the room
  - 2-3 chairs at table (need chairs for lead facilitators and apprentices)

Create Posters

- Posters up for people to add post-its to as they come in
  - **Question Parking Lot** - For people to put up questions they have.
  - **“Where are we now”** - On a piece of chart paper or on the board create a histogram for teachers to add where they
are in the curriculum. Remind teachers to take out their Curriculum Guides as a guide to unit progressions.

**Concerns?**

If you need to raise concerns before or during the workshop about issues that require immediate attention (internet, health issues, etc.) you should contact your regional partner.
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Session 1: Workshop Opener

50 minutes

discussion-based | speed dating

Purpose

Bring participants together to kick off the workshop and reflect on how things are going in the classroom. This is a place to check in on specific lesson that people have already taught, as well as pacing and teaching practices that were recommended or discussed in the previous workshop.

It is common to surface concerns during this session that can be revisited and addressed throughout the workshop.

Objectives

- Teachers have communicated where they currently are in the curriculum. This information should hopefully match the information you received in the pre-workshop survey results.
- Misconceptions and existing questions have been asked and answered
- Teachers are thinking about how things are going and what they want to work on/get help with

Supplies & Prep

Room Setup (using the supplies provided by regional partner):

- Posters up for people to add post-its to as they come in
- “Where are we now” - On a piece of chart paper or on the board create a histogram for teachers to add where they are in the curriculum. Reminder teachers to take out their Curriculum Guide as a guide to unit progressions.
- Question Parking Lot - For people to put up questions they have.

Facilitator Supplies:

- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
- Poster Paper (Regional Partner Provides)
- Workshop Dashboard
- Workshop Dashboard

Teacher Materials:

- CS Discoveries Curriculum Guide 2018
- Journal (Should bring with them.)
- Post-its

Agenda

Workshop Opening Logistics (10 minutes)
- As Teachers Walk In
- (2 minutes) Attendance
- (3 minutes) Facilitator Introductions
- (5 minutes) Norms

Warm Up and Check In (40 minutes)

- (3 minutes) Personal Reflection
- (10 minutes) Speed Date Warm Up
- (5 minutes) Share Concerns at Table
- (20 minutes) Group Discussion
- (1 minute) Pre-Break Reminders
Workshop Opening Logistics (10 minutes)

- **As Teachers Walk In**
  Have a slide up at the front of the room to direct teachers to:
  - Add post-its to “Where are we now” Poster
  - Kick off the Question Parking Lot chart by having participants add in anything they need to talk about when they walk in the room

- **Teaching Tip**
  Ways to Prepare for Session:
  - Reflect on teacher needs at the last workshop — what were the most common concerns? How can you check in on those concerns here?
  - Making a plan with your co-facilitator for how you plan to divide up roles during the session

- **(2 minutes) Attendance**
  - Have everyone complete the attendance for the day
    - On the online workshop dashboard find your workshop
    - Follow the instructions found in your Facilitator Handbook - 2018 to take attendance for your workshop.

- **(3 minutes) Facilitator Introductions**
  Introduce yourselves to the room so they know who you are. Teachers enjoy knowing facilitators background so make sure to share some key details of who you are.

- **(5 minutes) Norms**
  Set up group norms for the day. Have participants share ideas to add to a norms poster in the room. If there is something that does not come out naturally facilitators may want to add their own ideas too.

Warm Up and Check In (40 minutes)

- **(3 minutes) Personal Reflection**
  - Have teachers reflect on their own on the following and be ready to share with someone else. They don’t need to answer every question but use these questions to jog their memory.
  - How have your students responded to the lessons you’ve already taught?
  - What adaptations have you made for your student needs?
  - What concerns or issues do you have about the topics that are coming up soon?
  - What questions do you have/what do you want to talk about?

- **Teaching Tip**
  NOTE: While discussions are happening, one facilitator should circle the room while the other reads over the post-its on the wall from the warm-up activity. During this time, the facilitators are pulling out the topics to discuss in the whole-group share out. Likely example topics are assessments, facilitating discovery without telling students the “right” answer, learning material along with your students, etc.

  Consider having one facilitator run the discussion while the other takes notes in a google doc that is open to all participants (so they have the notes after the fact)

- **(10 minutes) Speed Date Warm Up**
  Have participants “speed date” their responses to the prompts above, looking for advice or ideas questions or issues.

  NOTE: here, speed dating means getting up and talking to someone new about your thoughts. Recommend doing 3 rounds of 3 minutes each, where participants check in with someone new for each round
(5 minutes) Share Concerns at Table

Head back to tables and share your concerns + what you learned from others

Goal: bubble up what needs to be addressed by the whole group. Jot down questions or topics on post-its and hold up for facilitators to collect

Facilitators should take the post-its and decide what issues folks are having that others in the room can help solve. Other post-it notes that may be appropriate to answer later in the day can be tabled on the question parking lot.

(20 minutes) Group Discussion

- Facilitators prime the discussion with topics that have been brought up so far in the day, and put them to the group for everyone to answer. The goal is to pull out widely-held questions and to check in with groups on the following:
  - What student needs have you encountered and what strategies have you found that help meet those needs?
  - What's happening with your students who are new to CS? Are they disengaging? What we can do to address that?

(1 minute) Pre-Break Reminders

There is a 10 minutes break between this and the next session. Remind teachers how long they have for a break before they head out.
Day 1

Session 2: Break

10 min

break

Agenda

Teaching Guide

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Session 3: Teaching Tips Live Unit 2

60 minutes

Purpose

Expose teachers to the activities in lessons that they will soon be teaching.

Objectives

- Teachers will see the activities in upcoming lessons.
- Teachers have a better understanding of the core CS of the activities.
- Teachers identify what might be challenging about the activities.
- Teachers will capture their thoughts and questions about the activities.

Supplies & Prep

Room Setup:
- One sheet of chart paper per lesson that will be demonstrated, hung around the room

Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Decide which 3 lessons you are going to do for Teaching Tips Live (See recommendations below)
- Chart Paper
- Post-its

Teacher Materials:
- CS Discoveries Curriculum Guide 2018 (If teachers don’t have the physical copy, direct them to the digital version: bit.ly/csd-teal-book-2018)
- Laptops
- Journals

Agenda

TTL Lesson Prep Guidelines (Before the Workshop)

Setup: Decide on Lessons

Unit 1 Lesson 4
Unit 2 Lesson 6
Unit 2 Lesson 8
Unit 2 Lesson 9
Unit 2 Lesson 11
Unit 2 Lesson 13

Preamble for “Teaching Tips Live” session
Teaching Tips Live: Unit 2
Reminders and guidelines

Teaching Guide

TTL Lesson Prep Guidelines (Before the Workshop)

Setup: Decide on Lessons

Recommended Lessons If Workshop Happens When Most Teachers Are Finishing Unit 1 and Starting Unit 2:

- Unit 2 Lesson 8 - Clean Coding and Debugging
- Unit 2 Lesson 9 - Linking
- Unit 2 Lesson 13 - RGB & Classes
Other lessons you may consider if teachers are at a different point in the course. You will want to use three lessons the majority of teachers have not gotten to yet to make it most useful:

- Still mostly in Unit 1
  - Unit 1 Lesson 4
- Further Along in Unit 2
  - Unit 2 Lesson 11

The following guidelines should be used in planning your Teaching Tips Live session. Note that these guidelines are designed to help you decide what to emphasize in your TTL, and should not be seen as a strict script. As long as you touch on what is listed here, feel free to add other elements to your TTL!

Unit 1 Lesson 4

- Goal of TTL: Understand importance of unplugged activity and how students first create their own understanding before being presented with the framework (ABC CBV).
- Have people do: What is a Computer Unplugged Activity
- Cover in the Tour:
  - General beats of the lesson
  - How this is connected to Unit 1 Lesson 3 and Unit 1 Lesson 6 which they saw at 5-day summer workshop

Unit 2 Lesson 6

- Goal of TTL: More exposure to different HTML tags and how they can be used
- Have people do: Some levels to try out making lists
- Cover in the Tour:
  - General beats of the lesson
  - Point out the resources available for learning about lists provided (map levels, documentation)
  - Point out that their students may get confused as li tags need to go inside of ol and ul tags

Unit 2 Lesson 8

- Goal of TTL: Exposure to debugging and commenting
- Have people do: spend time debugging a level (Suggestion: Level 2) and spend time on code style (Suggestion: Levels 5 & 6)
- Cover in the Tour:
  - General beats of the lesson
  - Remind teachers of resources available to them in the lesson (map levels)
  - Emphasize the ways that debugging and writing readable code are connected

Unit 2 Lesson 9

- Goal of TTL: Get teachers familiar with the new content in this lesson (links) and make them aware of the available project resources
- Have people do: some levels on links (levels 3 & 4)
- Cover in the Tour:
  - General beats of the lesson
  - What does connecting a bunch of pages actually mean (many teachers still have not done this - why would you need to connect pages?)
Unit 2 Lesson 11

- Goal of TTL: See how students are introduced to how further styling can be added to websites.
- Have people do:
  - Explore What CSS styling can do (Level 2)
  - Explore how to style elements (Level 3)
- Cover in the Tour:
  - General beats of the lesson
  - Connection to the unit wide project

Unit 2 Lesson 13

- Goal of TTL: This lesson has two big concepts: classes and RGB colors. It would be great to get everyone exposure to CSS classes and point out the RGB colors are the thing used for more specific color choices. However it may be more appropriate for some groups to just focus in on the classes part depending on comfort with the material.
- Have people do: Try mapping a couple colors on the widget (level 2) and try controlling style with classes (level 8)
- Cover in the Tour:
  - General beats of the lesson
  - Highlight RGB colors as a way to have more control over the color
  - See classes as a way to have even more control over the style of the page
  - Connect to unit wide project

Preamble for “Teaching Tips Live” session

Remarks

In this session, facilitators will run 15 minute “tours” of the core activities from three lessons. We aren’t showing ALL of a given lesson, just a 15 minute look at the core activity. THIS IS NOT ABOUT “TEACHING” THE LESSON. It’s about spending time getting into the activity and understanding it. The facilitators will be your tour guides through the activities that come from lessons.

WE DON’T EXPECT MASTERY IN 15 MINUTES! The focus right now is getting everyone familiar with some activities that might be tricky. You will still have questions, and that’s okay. This is about seeing enough of the activities to ask the questions you need to ask to become comfortable.

Teaching Tips Live: Unit 2

Proceed in order of how the lessons appear in the curriculum.

For each lesson tour (three total) you will:

- (2 minutes) Give context or background
  - Where is this lesson in the unit?
  - What other lessons in the unit have they seen before or during workshops?
  - How are the past lessons they have seen connected to this lesson?
  - What concepts does this lesson assume from previous lessons?

- (15 minutes) Lesson tour
- Provide an overview of the full lesson (warm up, activity, wrap up)
- Have participants actually DO whatever part of the lesson is most important or challenging

**Teaching Tip**

- **Reminders and guidelines**
  - **Use Careful Language** Be careful to use student-oriented language (“your students will discover”, “you will guide your students”, etc.) instead of participant-oriented language to reinforce that you’re not modeling instruction of the lesson. Instead, you’re giving a tour of it and as a peer, you are pointing out key things of note in the lesson.
  - **Be sure to show all important lesson resources**
    Your tour should include an overview of all key resources in the lesson
  - **Goal:** When a teacher sits down with this lesson plan later, it should look and feel familiar

- **(2 minutes) Participants jot down any questions**
  - Thinking prompts include (post these on the projector as people are writing down their thoughts):
    - What surprised you about the activity?
    - What questions do you have about the activity and how it works?
    - What would you like to talk about more?

- **(1 minute) Transition to the next TTL**

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Session 4: Break

10 min

Teaching Guide

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Session 5: Teaching Tips Live Q&A

25 minutes

discussion-based | TTL progression

Purpose

Having just reviewed three activities from upcoming lessons, teachers now have time to discuss the activities and the questions they have about the activities and lessons. Later in the day, teachers will have time to focus on lesson planning for these lessons, so encourage them to focus now on asking questions about the lessons and getting clarification on the activities.

Objectives

- Teachers are able to ask questions about the activities they reviewed in the TTLs.

Supplies & Prep

Room Setup:
- Keep the sheets of chart paper that were used during the TTL demonstrations.

Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018

Teacher Materials:
- Laptops
- Journals
- Chart Paper
- Post-its

Agenda

Teaching Tips Live Q & A
(10 minutes) Small Group Discussion
(15 minutes total - 5 minutes per lesson) Whole Group Conversation

Teaching Guide

Teaching Tips Live Q & A

(10 minutes) Small Group Discussion

As a table, participants talk about the questions and notes they wrote down during the TTLs. The table should:

- Make post-its for each lesson that they still have questions about, and put those on the associated piece of chart paper (or the facilitator can collect the post-its).

As participants post their questions, categorize items into:

- Things that can be answered by reading the lesson plan (these will be assigned to the group that takes over the lesson in the Lesson Planning Jigsaw)
- Questions that are about how the activity or tool actually works.
Spend your time in this session on questions that are about how the activity/tool works.

**(15 minutes total - 5 minutes per lesson) Whole Group Conversation**

Going in lesson order, have a brief whole-group discussion of each activity. The facilitator who ran the lesson will run the conversation about that lesson while the other facilitator is the scribe in the share notes doc.

NOTE: the facilitator should direct discussion here to be about the ACTIVITY. Discussion of TEACHING THE LESSON will come later.

- What are the activities about (cs content)?
- Post questions that can be answered by reading the lesson plan on the chart paper about the activity

Remaining open questions/things about how the lesson works will be tackled in the small-group session that comes later in the day.

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Session 6: Assessment

25 minutes
discussion-based

Purpose
This is time for teachers to discuss what has worked well for them in assessment, as well as questions they have about assessment. Teachers will then look toward and plan for future assessments.

Objectives
• Teachers will reflect on how assessments have worked in their classrooms so far.
• Teachers will preview and prepare for upcoming assessments.

Supplies & Prep
Room Setup:
- None
Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
Teacher Materials:

Agenda
Assessment Discussion (25 minutes)
(5 minutes) Think-Pair: Assessment So Far
(10 minutes) Share (Whole Group): Assessment So Far
(10 minutes) Looking Ahead: Assessment
Lunch Break

Teaching Guide

Assessment Discussion (25 minutes)

(5 minutes) Think-Pair: Assessment So Far
Look at the Assessment Pages in the Curriculum Guide Pages 32 to 33, and reflect on the following questions. Once you have done your own reflection you can begin to discuss at your table.
• What assessment resources have you been using?
• If you've completed Unit 1, how did your assessment go? / What are you planning to do for the Unit 1 project if you have not?
• What questions do you have about assessment? What concerns do you have about assessment?
• Have you created any resources that you can share? If so, what are they?

(10 minutes) Share (Whole Group): Assessment So Far
Have participants share their questions and look to the group to share their strategies and resources they have for similar issues. Use any share out strategy you choose.
• Prompt: What questions or concerns do you have about assessment?

At the end of the discussion if there are remaining questions post them to the question parking lot for later.
(10 minutes) Looking Ahead: Assessment

- (10 minutes) Open up Unit 2 Lesson 14 - Website Project. Look through the project overview and resources. As you look through the resources discuss the following questions with your table:
  - What do students create at the end of this project?
  - What is being assessed in this project?
  - What questions do you have about this project?
  - What resources will you need to create to do this project with your class?
  - What will be important to keep in mind as you start Unit 2?

Lunch Break

NOTE: During lunch facilitators should have participants sign up for the lesson they want to explore in the next session.

- You should use the same lessons you used for today’s TTLs.
- This is first-come, first-served
- For the sign-up, make a piece of chart paper with the lesson numbers listed down the side and space for people to write their names
- Each lesson should be capped at the (number of participants/3). If that means groups larger than 5 people have two different groups for each lesson.
Session 7: Lunch

60 min

break

Teaching Guide

Lunch

⚠️ Teaching Tip

LOCAL FLEX TIME: If you need to add local flex time in this workshop, you can reduce lunch from 60 minutes to 45 minutes.

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Session 8: Lesson Planning Jigsaw

80 minutes

Purpose

Teachers will have the opportunity to dive deep into one lesson and plan with a group for how they might teach that lesson. In addition, all teachers will leave the session with a list of strategies and ideas for teaching the lessons that are coming up soon.

Objectives

- Teachers will collaborate to plan a lesson.
- Teachers will plan a lesson reflecting what they learned in the TTL.
- Teachers will crowd source ideas and strategies for leading a lesson.
- Teachers will have access to the lessons that others have planned.

Supplies & Prep

Room Setup:

- Sitting with the 3-4 people who signed up for the same lesson.
- Facilitators pass out the remaining lesson/activity questions to the group that will explore that lesson.

Facilitator Supplies:

- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018

Teacher Materials:

- Laptops
- Lesson plans
- Journals
- Post-its with questions from TTL session

Agenda

Lesson Planning Jigsaw (80 minutes)

- (5 minutes) Set Up Groups
- (55 minutes) Lesson Plan Exploration
- (20 minutes) Group Share-out and Discussion on Each Lesson

Teaching Guide

Lesson Planning Jigsaw (80 minutes)

(5 minutes) Set Up Groups

Remarks

Now that everyone has seen a handful of activities, let's dive into the associated lesson plans and look at how we'd teach the whole thing. NOTE: you will not teach the lesson here, but you will plan it with your group.

Take time to make sure everyone has a group to plan with.
(55 minutes) Lesson Plan Exploration

Once you’ve formed your lesson planning group, scroll down to find your own lesson implementation guide (note that each guide spans two pages prior to filling it in). Claim a guide and fill in your group’s information:

- Which lesson are you planning?
- What type of lesson is it?
- Who is in the planning group?

Get started planning! Follow the instructions on the guide to get started with your implementation plan for this lesson. Make sure to look at the lesson plans online and levels in order to plan to teach the lesson. Also make sure to address the questions left over from the TTL Q&A.

(20 minutes) Group Share-out and Discussion on Each Lesson

- Each group gets 2-5 minutes to share out about their lesson. Time per group will depend on number of groups.

Modification if you’re short on time:

- Each group makes a short pitch to the rest of the room for what they’ll find when they read your notes in the doc. The goal is to get people interested in what you wrote.

LOCAL FLEX TIME: If you need to add local flex time in this workshop, you can reduce the planning time from 55 minutes to 45 minutes.

LOCAL FLEX TIME: If you need to add local flex time in this workshop, you can reduce the share out time from 20 minutes to 15 minutes.

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Day 1

[Day 1 Schedule]

Session 9: Break

10 min

break

Agenda

Teaching Guide

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Session 10: Scenarios

30 minutes
discussion-based

Purpose
Teachers will use scenarios to discuss common student needs classrooms, and how to deal with those needs.

Objectives
- Teachers will develop concrete strategies for addressing student concerns in the course, as well as the student's role in the course
- Teachers will learn new ideas and approaches from one another

Supplies & Prep
Room Setup:
- None
Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
Teacher Materials:
- Laptops
- Journals

Agenda
- Warm Up (10 minutes)
  - (2 minutes) Preamble
  - (1 minute) Setup
  - (2 minutes) Reflect and Write
  - (5 minutes) Share and Discuss
- Classroom Counseling Scenarios (20 minutes)
  - Setup
  - (7 minutes) Case Studies
  - (10 minutes) Discussion
  - (3 minutes) Closing Thoughts

Teaching Guide

Warm Up (10 minutes)

(2 minutes) Preamble

Remarks
At the 5-day summer workshop, we started thinking about how to recruit and retain students, which is a topic we will revisit throughout our time together this year. Right now we're going to shift gears to think about concrete strategies for keeping students engaged in your classroom, which is a key element to supporting students more broadly. For this session we'll be using some classroom scenarios that will give us shared context for discussion.

Remember the goal — at the 5 day summer workshop many people pointed out that CSD is designed to be for everyone. Note that such a goal doesn't come by being passive, and getting students through the door is only half the challenge. Once they're in the room, you have to work to keep them there. This will be our topic of exploration today.

(1 minute) Setup
- In this scenario, you are teaching CS Discoveries.
- You’re currently at the end of the first month of the year.
You’ve noticed one of your students, Jayden, is not participating in class discussions as much as they did at the beginning of the semester, and has taken on passive roles during in-class activities. In response to Jayden’s recent behavior, you’ve decided to engage Jayden in a one-on-one discussion outside of class to learn more about what’s going on.

**(2 minutes) Reflect and Write**
Before you begin, we have three questions about what you anticipate.

- What are your initial thoughts about what may be going on with Jayden?
- What’s informing these thoughts?
- What are your goals for your one-on-one with Jayden?

**(5 minutes) Share and Discuss**
Focusing on the third reflection prompt above, what is our goal for this 1:1 with Jayden?

- Example goals include: to better understand why Jayden isn’t as engaged in class anymore, to help Jayden get excited about class again, to understand what I can do as a teacher to change the classroom to better serve Jayden's needs, etc.
- As a group, you need to decide on a set of goals for the counseling session. One facilitator should record these goals while the other organizes the discussion.

**Classroom Counseling Scenarios (20 minutes)**

**Setup**

- **Remarks**
  At your table, you’re going to work through a couple scenes that simulate the conversation between you and Jayden. Improvise how you would act as a teacher - don't feel like you need to answer in a certain way. You have probably had conversations like this before, and as you know, each conversation will likely be different. Just keep an open mind to the variety of ways to approach the situation.

  Make sure everyone has an elbow partner to work with (or a group of 3 if odd numbers).

- **Remarks**
  There will be two quotes from Jayden, and you will have three minutes per quote to work with your partner to develop a response.

**(7 minutes) Case Studies**
Give elbow partners three minutes per quote from Jayden to develop a response. Guide teachers to develop responses that work towards the goals established by the group during the warmup.

1. Jayden: “I really want to be a singer. What does computer science have to do with singing?”
2. Jayden: “I don’t really see people like me working with computers anyway.”

**(10 minutes) Discussion**
Spend five minutes per Jayden quote sharing teacher responses. While facilitating the discussion, focus on:

- Drawing out examples that correspond to the goals of the counseling session (as decided by the group at the start of the session).
- Ask groups to share both teacher responses (direct quotes) and strategies for drawing out underlying issues with students

**(3 minutes) Closing Thoughts**
Remarks

As we think about recruiting new students to CS in our class, it's important that we're supporting those students once they're there. Classroom counseling discussions like those we've practiced today are a good way to understand your students' needs, and gives you space to provide individualized support.

Give teachers a minute to talk at their tables and take note of strategies and quotes shared today that they hope to take with them back to their classroom.

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Session 11: Preview Unit 3

35 minutes

Purpose
Teachers will be reminded of what is in Unit 3, and begin thinking ahead about how what they are currently teaching connects to the upcoming unit.

Objectives
- Teachers will begin to anticipate the content and focus of the upcoming unit.

Supplies & Prep
Room Setup:
- None
Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
Teacher Materials:

Agenda
Unit 3 Revisited (35 minutes)
- (5 minutes) Unit 3 Review
- (20 minutes) Getting Hands On: Game Lab
- (10 minutes) Thinking Ahead

Teaching Guide

Unit 3 Revisited (35 minutes)

(5 minutes) Unit 3 Review
- Voice over review of Unit 3 & Game Lab

Guide to the Slides

<table>
<thead>
<tr>
<th>Slides</th>
<th>Important Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>* Teachers look back at their Curriculum Guide to refresh their memory of unit</td>
</tr>
<tr>
<td></td>
<td>* Teachers look at the notes that they might have taken to jog memory for questions they may have.</td>
</tr>
<tr>
<td></td>
<td>* Note: Unit 3 is on pages 18-19 of the CS Discoveries Curriculum Guide 2018.</td>
</tr>
<tr>
<td>Slides</td>
<td>Important Points</td>
</tr>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>2-3 (Attitudes and Frameworks)</td>
<td>These slides are to remind teachers of the major components of this unit. Make sure to mention: * The attitudes students are developing toward programming are as important as the programming skills they learn * Teachers should continue to connect this unit back to Unit 1 and 2 by using the problem solving and debugging skills students learned in earlier lessons</td>
</tr>
<tr>
<td>4-5 (Create in Unit &amp; Lessons)</td>
<td>* During this unit the goal is for students to get creative and create games and animations they care about. * At the 5-day summer workshop we mostly saw Game Lab being used to put shapes on the screen. However, most of the unit focuses on how to make moving characters interact. We are going to start exploring some of that today * We will focus on Unit 3 at the next quarterly workshop</td>
</tr>
<tr>
<td>6 (Game Lab)</td>
<td>* The tool used in this unit is Game Lab * It allows us to make flipbook-like animations which we will explore at the next workshop. * Scaffolds students by scoped toolboxes, block to text, level instructions, documentation, etc. (Show some of these things if teachers don't know how to find them.)</td>
</tr>
</tbody>
</table>

**(20 minutes) Getting Hands On: Game Lab**

At the 5-day summer workshops, teachers will have seen up to Lesson 4. Lesson 5 goes over variables. Since this session is just meant to be a preview of what is to come:

- Show the video about variables (in the slides)
- Let teachers work on Unit 3 Lesson 6 which uses variables to help create sprites. The reason we want to show teachers about sprites is because sprites are a huge piece of the creativity and expression students will get to leverage later in the unit to make games. Let teachers just play around with the lesson and talk to each other as they work. **Do not teach the lesson.**

**_(10 minutes)_ Thinking Ahead**

**Prompt:** Now that you are more familiar with problem solving in Unit 1 and the type of coding in Unit 2:

- How can you help students make a more smooth transition to this unit?
- What student needs do you anticipate being important in this unit?
- What classroom practices might be more or less important to try in this unit?

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Session 12: Wrap Up

25 minutes
discussion-based | unconference

Purpose

This session gives facilitators flexibility to address specific needs of the teachers in their regions. In addition, there is time allocated in this session for teachers to complete the workshop survey prior to departing.

Objectives

- Teachers will be able to ask region-specific questions.
- Teachers will provide feedback on the workshop by completing the workshop survey.

Supplies & Prep

Room Setup:
- None

Facilitator Supplies:
- Session Planning Template
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
- Decide how you want to use the unconference time:
  - Do you want to use it for something region specific?
  - Do you want to have teachers generate topics of interest to discuss?

Teacher Materials:
- Computers

Agenda

Clear Question Parking Lot (10 minutes)

Wrap Up (15 minutes)

(5 minutes) Closing Thoughts

Teaching Guide

Clear Question Parking Lot

Go through the questions in the parking lot and make sure you provide closure by either responding, pointing to where the answer is, or letting them know another way to work on getting the answer.

Wrap Up (15 minutes)

(10 minutes) Survey
- On the **online workshop dashboard** find your workshop and close the workshop in order to send teachers the survey
- Follow the instructions in the **Workshop Dashboard How To Guide** found in your Facilitator Handbook - 2018
- Make sure all the teachers in your workshop take the survey for the workshop before they leave

**Teaching Tip**

Once you close the workshop, teachers should be able to access the survey either through an email or on their Professional Learning page. They can also find it via this link: [studio.code.org/pd/workshop_survey/day/1](http://studio.code.org/pd/workshop_survey/day/1).

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**5 minutes** **Closing Thoughts**

Wrap Up the Workshop

- When will you see each other next?
- What kind of reminders should people have leaving the day?

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Session 13: Debrief

40 minutes

facilitator debrief

Purpose

Facilitators should use this time to discuss the day, both good and bad, and then process the workshop survey feedback. Please take advantage of this time to make a plan for future workshops using that feedback. We suggest including your Regional Partner in this portion of the debrief if possible.

Objectives

- Reflect on the day
- Make a plan of how to address needs of teachers at between now and the next workshop.

Supplies & Prep

Room Setup:
- None

Facilitator Supplies:
- Your local copy of the CSD - Workshop 1 - Slides Template
- Your local copy of the CSD - Workshop 1 - Notes Template
- Facilitator Handbook - 2018
- Looking at workshop survey results: Workshop Dashboard - Tool
- Directions for finding survey results: Facilitator Handbook - 2018

Teacher Materials:
- None

Agenda

Reflection (30 minutes)

(15 minutes) Reflection on the Day
Meet with your co-facilitator(s) to debrief the day’s events. Have your Regional Partner join if possible.

Use page 31 in your Facilitator Handbook as your guide to check in on the rapport of your participants.

(15 minutes) Review Survey Feedback

- What are a few positive things that teachers pointed out on the survey?
- Are there any key learning objectives that received low or concerning scores?
- What do you need to do to help teachers understand these objectives?
- Are there any concerns brought up on the survey?

Make a Plan (10 minutes)
(10 minutes) Make a Plan

Decide on a few key takeaways for the next workshop.

- What new goals do you have for yourself?
- What new goals do you have in working with your co-facilitator?
- What do you need to address with teachers during the next workshop?
- Any other notes for you and your co-facilitator?