

4-H Lesson Study Project



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■ 4-H Youth Development Program



Agenda/Objectives

- Understand the basics
- Understand requirements
- Develop a sense of comfort with design
- Plan of action & dates



Lesson Study



Definition: A group of educators work collaboratively to refine or adapt existing lessons (educational materials) in an intentional and deliberate cycle of lesson planning, lesson delivery, and reflection



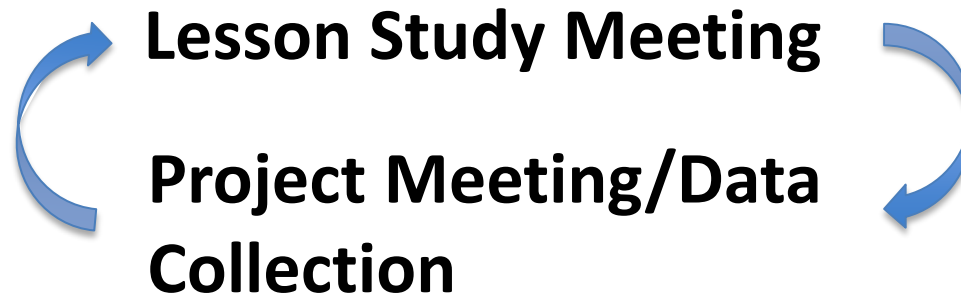
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Lesson Study Sequence

Lesson Study First Meeting



Lesson Study Final Meeting/Celebration



Lesson Study First Meeting

- Background Information:
 - Lesson study
 - Project Overview
 - Data Collection
 - Curriculum
- Group Norms/Expectations
- Discuss educator goals
- Discuss positive youth development, teaching styles and accommodations needed
- Plan Lesson #1



Project Meeting



- Deliver Lesson
- Collect completed Clover Reflections*
- Project Leader completes Plus/Delta Reflection*

* Bring all to next Lesson Study Meeting



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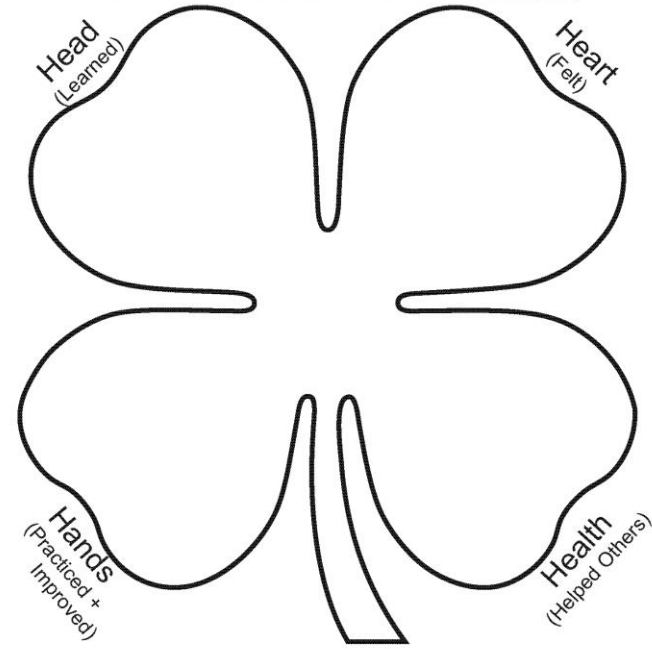
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Data Collection

- Deliver Lesson
- Collect completed Clover Reflections*
- Project Leader completes Plus/Delta Reflection*

Youth Reflection Site: _____

Name: _____ Date: _____



Head (Learned): Describe what you learned in today's activity.
Heart (Felt): Describe how you felt while doing today's activity.
Hands (Practiced + Improved): Describe something you got better at doing in today's activity.
Health (Helped Others): Describe how you helped others in today's activity.



Formative Data Drives Improved Practice

Use of formative data is essential for framing reflection and developing data to make future decisions. Youth members complete:

Clover Reflection Tool:

- Offers youth an opportunity to reflect on “take-aways” from any given 4-H project by responding to simple prompts: a) what they learned (*Head*), b) what they felt (*Heart*), c) what they practiced and improved (*Hands*), and d) how they helped others (*Health*)
- Provides qualitative data to ensure facilitators are on track with content
- Provides “hidden” feedback; reveal outcomes not necessarily apparent during a lesson
- Reveals potential “disconnects” between members’ experiences and the learning objectives



Formative Data Drives Investigation of Practice

Project leaders complete....

Plus/Delta Sheet:

- Self-reflections tool; allows for individual perceptions for group discussion. Includes “What?” (What occurred?); “Why?” (Inferences on what contributed to what happened.); and “What Next?” (What could be done next time to improve the lesson?)
- Lesson study group discussions will reveal *dissonance* and *resonance* among group members; collectively, these differences help complete the “narrative” and advance project leader practice and learner outcomes
- Most beneficial when done right after the lesson is completed. It allows you to think about took place, talk about it as team, and make adjustments before the next lesson.
- Provides info on how the lesson and the work can be improved



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Other Data

Educational artifacts:

- Objects or products created by learners during the course of instruction.
 - Hands-on, inquiry-based activities lend themselves frequently to artifact information.

Observations:

- A systematic form of data collection where observers “attempt to see the world through the eyes of those they are studying”

Record Books

Presentations



Lesson Study Sequence

Lesson Study Meeting

- Develop Agenda
- Discuss Previous Lesson—brief overview
- Discuss Formative Data collected (Clover Reflections & Plus/Delta Reflections)
- Apply formative information to plan next lesson

Project Meeting/Data Collection*

*Final Project Meeting:
Members take Common Measures



Lesson Study Final Meeting/Celebration



- Develop Agenda
- Discuss Previous Lesson—brief overview
- Discuss Formative Data collected (Clover Reflections & Plus/Delta Reflections)
- Discuss lessons learned and future applications
- Celebrate!



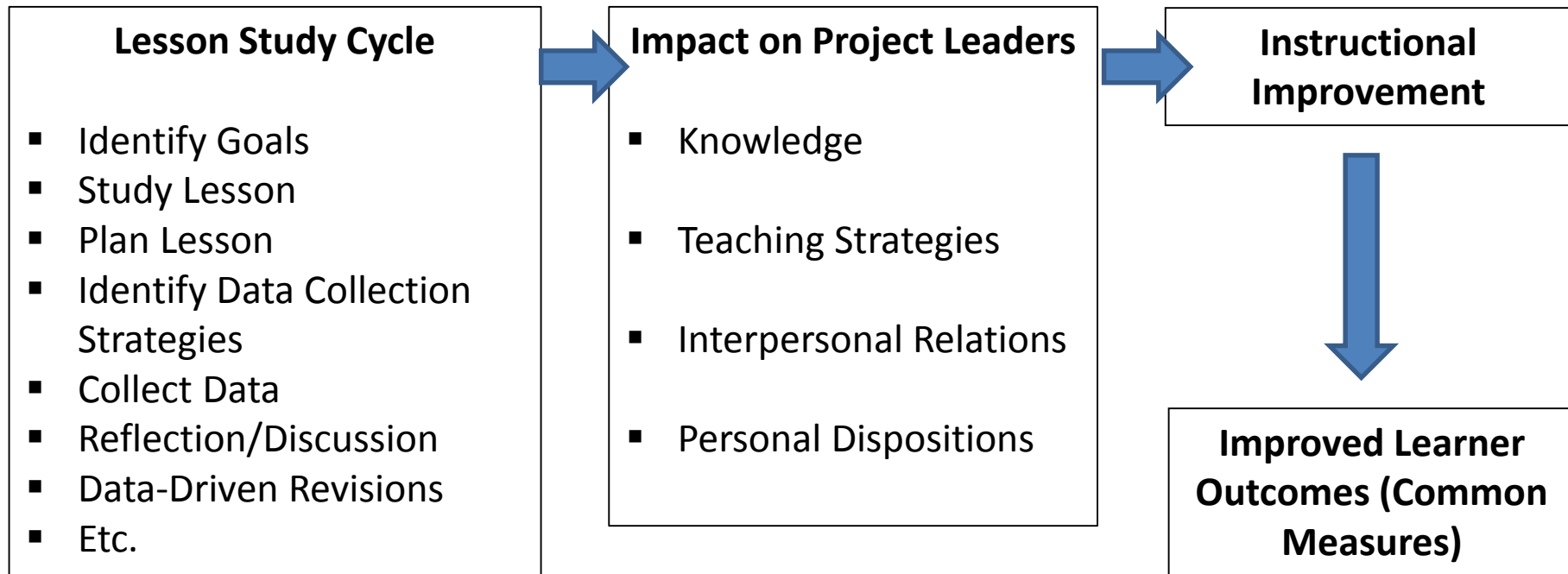
CAUTION

What Lesson Study is NOT

- Lesson study is not about writing lessons from scratch.
- Rather, Project Leaders work together to refine or adapt existing lessons to their settings or programs.
- **Note:** Much of the focus of lesson study is learning and understanding the context within which you are teaching and understanding your learners.



How Lesson Study Helps Improve Teaching and Learning





Project Leaders

- Improved Lesson Planning
- Improved Content Knowledge
- Improved Teaching Practice
- Improved Social Connections
- Improved Access to Content Experts (if needed)



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Lesson Study in 4-H – Recommendations



Timing and Frequency

Recommended frequency: every two to three weeks

Lesson Study meetings: 60 to 120 minutes



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Lesson Study in 4-H – Recommendations

Meeting Format

- In-person meetings and/or virtual meeting using teleconference and/or video conferencing equally effective.
- Meeting the needs and schedules of the participating project leaders was the most essential element.

***Recommendation:** Explore *blending learning* option.



Lesson Study in 4-H – Recommendations

Lesson Implementation Schedules

- Set a regular schedule for the implementation of curriculum lessons. This will alleviate some of the lesson study planning complications.





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