



Activity 3.1 Ready, Set, Reverse!

Activity Preview

The following activity has been developed in conjunction with the learning plan called *Thinking in Reverse: Backwards Design in AFNR Course Planning*. This activity is supplemental to Module 3. Developing an Initial Unit Sketch and assesses the following learned skill: *Sketch a new unit (or list the main elements of a previously developed unit) in three stages of backward design*. In this activity, teachers will use the UbD template and a lesson or unit of their choice to revise or create an instructional design based on the principles of Understanding by Design.

Directions

1. Review **Figure 1. UbD Template 2.0 with Descriptions** and discuss each component.
2. Use **Table 1. UbD Template 2.0** to create a new or revise an existing instructional unit.
3. As you work, discuss the essential questions with your small group.

Essential Questions

1. How can the UbD template be adapted or used differently to meet different needs?
2. Which courses or content naturally lend themselves to a UbD approach? Explain.

The UbD Template

Wiggins and McTighe provide a template to use in successfully implementing the three stages of backward design. Referred to as UbD Template 2.0 is free and publicly [available on McTighe's public web page](#). The older version (UbD Template 1.0) is also available online. To view the template with embedded descriptions of each component, see **Figure 1**.

Figure 1. UbD Template 2.0 with Descriptions

Stage 1 – Desired Results			
<p>ESTABLISHED GOALS</p> <p>The enduring understandings and learning goals of the lesson, unit, or course.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.</p>		
	<p><i>Meaning</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p>
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	<p><i>Acquisition</i></p>		
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Stage 2 – Evidence and Assessment			
Evaluative Criteria	Assessment Evidence		
<p>Refers to the various types of criteria that students will be evaluated on.</p>	<p>PERFORMANCE TASK(S):</p> <p>Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</p>		
	<p>OTHER EVIDENCE:</p> <p>Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</p>		
Stage 3 – Learning Plan			
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.</p>			

Use the lesson or unit plan you brought with you today to complete this portion of the activity. After completing the template to the greatest extent possible, ask yourself the following questions:

1. Do all components align to one another? (Pay attention to learning goals vs. student evidence!)
2. Does this design allow for students demonstrate both knowledge *and* skills?
3. Are there strategies, methods, ideas, etc. that would be better for this lesson based on UbD principles?

Table 1. UbD Template 2.0

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