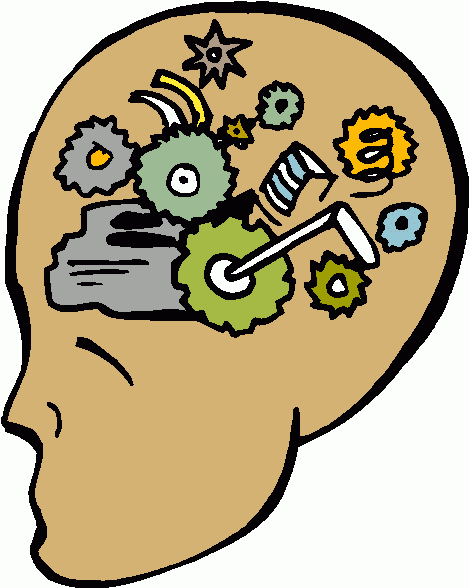
**BRAINSTORM AND PRESENT A STUDENT CENTERED PLAN**

1. Choose one of the engineering workshops you have done thus far.
2. Make a list of the various science/ and or math concepts that you and your team observed.
3. Discuss these with your team and then choose ONE science/ math concept from the list that you generated
4. Based on the discussion about inquiry and effective lesson components, **brainstorm** a lesson so it includes an inquiry based investigation that CAN BE INSERTED INTO YOUR OWN CURRICULUM. You can use the outline below to help you. Always consider including an evaluation that is ongoing. Hence, each of the stages below should have some form of evaluation to assess how well your learners are progressing.
5. Prepare your mock lesson plan on a power point slide to present to your colleagues. Your presentation should not be more than 10 minutes. If possible, use internet to access references and or standards on line.

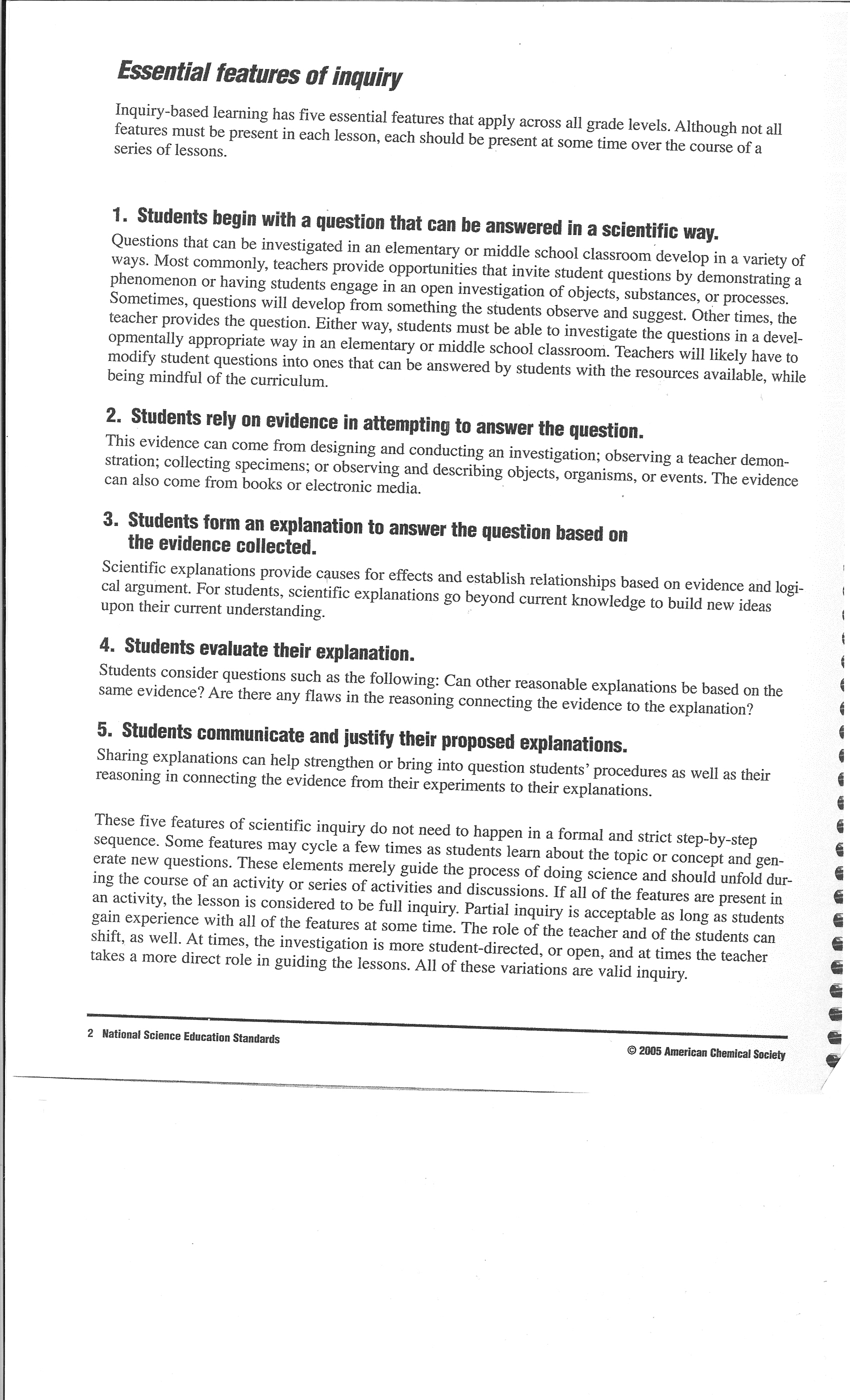
Include in your presentation the following:

* Concept chosen
* National and State science/ math content standards targeted
* Topic (name of lesson if any)
* Objective of lesson (at least one)
* Grade level targeted:
* Materials needed for lesson
* Procedure – should include an Introduction, Body and Conclusion- see below (can also use the Learning Cycle outline)
* On line References

**Lesson Introduction**: ask yourself how will I introduce my lesson? Use **engaging** methods: perhaps showing something interesting? The purpose is to get students’ attention AND generate any prior conceptions (prior knowledge they know about the concept) they may have.

**Lesson Body**: ask yourself what will my students learn by ***doing, thinking and reflecting,*** that targets my content objective(s)? Perhaps an **exploratory** investigation focusing on a problem, that they try to find a solution to, they will also learn about the content that you want them to understand.

**Lesson Conclusion:** ask yourself how do I get my students to **explain** what they found out or learned? Using whole group discussions, group presentations etc… could be some ideas. Then ask yourself how do I **extend** their knowledge about the concept? Perhaps making connections to real life experiences where students view a real problem and are then asked to solve it, given their new found knowledge. This could lead them on to the upcoming session content.

**SCIENCE INQUIRY FEATURES****