

EVALUATIVE THINKING SMALL GROUP LESSON 1



PURPOSE

The purpose of this lesson is to practice creating measurable, factual criterion questions and applying them on a creative problem-solving matrix.

MATERIALS

For duplication:

- *Backpack Bonanza!*
 - *PETS™ Small Group Checklist* for each student
- a selection of student backpacks borrowed from students not in the group
Five to eight backpacks make a good assortment.
Select backpacks with a wide variety of different qualities such as fabrics, styles, closures, extra pockets, etc.

LESSON PLAN

1. Prior to meeting with the group, borrow backpacks from other students. Choose unique backpack styles when possible, gathering a variety of styles, fabrics, and closures. Number the backpacks by placing sticky pad labels or masking tape on them. Try to collect at least five backpacks, but eight or ten is not too many. Place backpacks in the back of the room or another location where they will not be readily evident to the students.
2. Ask students what makes a good backpack. Record all ideas in a list where students can see it. Possible ideas may include the following:
 - straps of sturdy material
 - wide, padded straps for comfort
 - many small pockets for storage
 - drawstring closure inside the top flap
 - zippers vs. Velcro®
 - a loop for hanging the backpack inside a locker
 - adjustable straps
3. When the ideas seem exhausted, give students *Backpack Bonanza!* Ask students to select the five ideas from the criteria list that they feel are the most important to them and to write them on their matrices in measurable question form. For example: “Which backpack has the sturdiest closures?” or “Which backpack is the roomiest?” Allow each student to choose whichever criteria she feels is the most important.

4. When students have completed their criterion questions, working individually, have each student take his matrix to the area with the backpacks. Tell each student that these 10 backpacks are on display at the local variety store. Which five would they be interested in examining more closely? They should place these five numbers on the rows on their matrices.

5. Have each student work individually to compare each backpack according to her five chosen criteria. Students may discuss and compare ideas, but each should complete his own matrix. Have students circle the highest total on their completed matrices and then discuss as a group which backpack seemed favored by most.

DIAGNOSTIC NOTES

Note students who:

- demonstrate fluent or creative thinking while brainstorming criterion ideas.
- demonstrate capability of turning criterion ideas into measurable, objective criterion questions.
- demonstrate the ability to apply the criteria in completing their matrices objectively.
- demonstrate the ability to see others' viewpoints throughout the lesson.

NOTES



Name _____

Backpack Bonanza!



FACTS

These backpacks are on display at the local variety store.
 You need a new backpack.

Problem-Solving Matrix

CRITERIA

PROBLEM

Which backpack would be the best one to

Write 4 criteria that will help you choose the best backpack.
 List them in this row.

List the numbers of 5 of the backpacks below in this column.

SCORING COLUMN

1. 2. 3. 4.

SOLUTIONS

1.
 2.
 3.
 4.
 5.

	1.	2.	3.	4.	
1.					
2.					
3.					
4.					
5.					