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Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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Taking on the Challenge of Learning



Overview



Motivation: **0.42**

Teacher Preparation

Teacher Planning Notes:

[illegible]

LESSON

7

Taking on the Challenge of Learning

challenge

/ˈCHælənj/

noun

a task or situation that tests someone's abilities.

"the ridge is a challenge for experienced climbers"

synonyms: *problem, difficult task, test, trial*

Challenge is something that should be an integral part of your learning. When learning tasks are challenging, they're usually more fun and worth the effort. In school, there should be opportunities for you to succeed, and there should also be times when you don't initially succeed and need to figure out how to learn from your mistakes in order to grow and move forward. How we see things, especially when we are presented with a challenging or difficult situation, impacts the way in which we will determine how to move forward. Our mindset, or attitude about something, is what will drive how we deal with a challenge. Part of becoming an assessment-capable visible learner requires you to embrace challenges, take risks, and learn from your mistakes. Easier said than done, right?

**Think
About It**



Think about a time when you encountered a challenge in your learning. Maybe it was when you were learning something new in math, or completing a lab report in science, or perhaps figuring out how to write your essay in your English class. Whatever the situation was, take a moment to think about how you dealt with that challenge. Did it help you or hurt you in your learning process? Why?

Let's look at a few scenarios. After you read each of the following scenarios, think about how to approach the scenario in a way that would or would not move you forward in your learning.



Assessment-Capable Visible Learners Seek, Are Resilient, and Aspire to Challenges

Date: _____

1

Scenario 1:

You are sitting in math class, and the lesson includes material that you are really struggling with. Not only are you struggling with understanding it, but the teacher also just said that there will be a short quiz on it tomorrow at the end of class. You try to follow along with the steps the teacher is showing the class, but something just isn't making sense for you. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?

2

Scenario 2:

The science teacher is asking the class questions about an experiment you just did. You raise your hand to answer one of the questions and get called on to respond. You share your response with the class and it is incorrect. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?

7

Taking on the Challenge of Learning

3

Scenario 3:

You just got back an essay you had to write in English class, and you feel like all you see is the red pen with the teacher's comments. You used the rubric as a guide when you were writing your paper, but from the teacher's comments, there were pieces of your essay that didn't fully meet the criteria the teacher set forth. You didn't expect these comments from the teacher. You actually thought you had done well on the essay. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?



Taking on the Learning Challenge

Date: _____

| | |
|---|--|
| <p>1</p> <p>What is today's learning challenge?</p> | <p>2</p> <p>How might I feel during the learning challenge? Why?</p> |
| <p>1</p> | <p>2</p> |
| <p>3</p> <p>What strategies will help me with my learning challenge?</p> | <p>4</p> <p>Did my strategies help me with my learning challenge? Why or why not?</p> |
| <p>3</p> | <p>4</p> |

Teacher Talk

Have students open up to page 38 in their notebook.

Part of developing into an assessment-capable visible learner means that you seek, are resilient, and aspire to CHALLENGES. That means that you seek challenges in your learning and you don't let mistakes paralyze you. If you "fall down" you get back up and move forward. Today we are going to look at a couple of sample scenarios, and in groups we'll think about how we can respond to those scenarios and move forward in a positive manner. We are also going to think about ways in which we can respond that would be destructive to our learning. These are pitfalls we want to be aware of and avoid.

Instruct students to read the top of page 38, up to the "Think About It" section, and write a response. After they write for a few minutes, ask:

Is someone willing to share a time when they encountered a challenge in their learning and how they dealt with it?

Invite a few students to share their responses. After a few students have shared, put the students into groups.

In your groups, I'd like you to individually read through each scenario in your Learner's Notebook and then have a discussion about what kind of reaction would move you forward in your learning and what kind of reaction would not move you forward in your learning. Be prepared to share out some of your group's thinking with the rest of the class.

After students have had time to work in groups, ask some of the groups to share a response to one of the scenarios. Once students have shared some of their thoughts, ask them to turn to the graphic organizer.

Now that we have taken time to think about and discuss how we can work through challenges in our learning, we are going to review the learning intentions and success criteria for today's lesson, and I want each of you to think about what might be challenging for you. To help you do that, we are going to use the graphic organizer on page 41 of your notebook. Turn to page 41 now. Let's take a moment to read through the four questions.

Read through each of the questions with the students and ask if anyone has any questions or needs clarification.

Now I'd like you to take a moment and complete the first three questions on the "Taking on the Learning

Challenge" graphic organizer. You will complete the fourth question when we bring the lesson to a close.

Allow students time to complete the graphic organizer. When students are done, ask if anyone would like to share what they've captured.

Would anyone like to share what they've captured? I'd like to share our challenges and strategies with one another so that we can grow as learners together.

This portion of the lesson is complete. When the lesson is ready to be brought to a close, ask students to return to their graphic organizer and complete question 4.

Now that we have completed the lessons, I'd like you to go back to your "Taking on the Learning Challenge" graphic organizer and complete question 4.

After students have had a few minutes to capture a response to question 4, ask them to get into groups of three to four and share their response with their classmates.

I'd like you to get into groups of three to four. In your groups, take turns sharing what you thought might be challenging, the strategies you identified to help, and whether those strategies helped you.

After students have had a chance to share, pose the following questions to the whole class: What is important as a learner when you encounter challenging situations? How do you need to look at challenges in order to become an assessment-capable visible learner?

Before we bring the lesson to a close, I want to pose two questions to the whole class and hear your thoughts: What is important as a learner when you encounter challenging situations? How do you need to look at challenges in order to become an assessment-capable visible learner?

After student responses have been shared, the lesson can now be brought to a close.

Student Action

- Group discussion
- Individual reflection
- Group sharing and whole-class reflection