Discussion Lessons

Debrief Guide

Start of Lesson

What interested students early?
Could be:
- Away from board
- Non - threatening
- Story context
- Physical involvement
- Visual element
- Concrete element
- Kinaesthetic element
- Challenge
- Multiple entry & exit points
- ...

Lesson Flow

What features kept the lesson flowing?
Could be:
- Whole - part - whole structure
- Multiple intelligences approach
- Accepting and building on student responses
- Imagination encouraged
- Student ownership
- Sharing
- Mathematical conversation
- Experimentation / exploration
- Challenge building on challenge
- Journeying through mathematics together
- Revisit, rebuild, refresh, extend

Major Scaffolds of the Lesson

What attitudes to learning and mathematics were implied or evident?
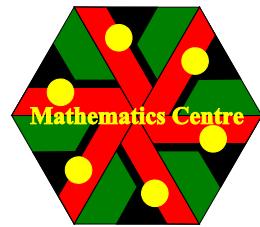Could be:
- Can do attitude
- Working like a mathematician
- Respect for each other
- Sense of time being available

Close of Lesson

What action(s) defined the end of the lesson and what impression was likely to be created by them?
Could be
- The bell rang.
- Allowing time to pack up and reflect
- Multiple exit points each with their own level of success
- Review against Working Mathematically process
- More to discover

PD from MC

What part did working like a mathematician play?
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Personal Reflection

What did you learn about your (our) students?
- Did you see any examples of unexpected involvement?
- How might this lesson influence your use of teaching craft in mathematics?

What did you learn about mathematics?
- What content was addressed in this lesson?
- In what ways has the context supported learning?
- What mathematics could be developed from here?
- How has the experience influenced your view of mathematics?

Following Up

- Do you know where to find the source of this lesson?
- Are you ready to enact this lesson with another class / extend this lesson with the same class?
- What support do you need to do so?
- When will you do so?
- What structures exist for sharing the outcomes of your enactment?