Sample Agenda

LAUSD 1-Day Inquiry in Earth Sciences Workshop

Introduction to Institute 8:00-8:30

Time	Facilitator(s)	Purpose	Activities
8:00-8:30		· To build community among participants · To establish norms and a purpose for the PD	· Introduce Facilitators · Introduction to the day (goals and outcomes of workshop) · Have participants introduce themselves · Establish norms

Introduction to Inquiry 8:30 -11:30

Time	Facilitator(s)	Purpose	Activities
8:30-9:00		· To access prior knowledge (pretest)	· Frayer model in groups about scientific inquiry · Explain that we will be experiencing a lesson as an adult learner that they will also be able to take back to their classroom
9:00 – 9:15		· To model engaging learners	· Engage portion of power point (ducks) · Initial drawing of currents on world map
9:15 – 10:00		· To model the exploration portion of scientific inquiry · To make observations and collect evidence	· Convection activity: hot and cold water in clear cups (prediction – activity – connect observations to prediction – explanation) · Introduce convection (vocabulary) · Second drawing of currents on world map based on new evidence collected · Convection activity: water basin with hot and cold water (prediction – activity – connect observations to prediction – explanation) · Third drawing of currents on world map based on new evidence collected
Break 10:00 – 10:15		Break 10:00-10:15	****Break 10:00 – 10:15****
10:15-10:30		· To model developing evidence based explanations	· Compare drawing 3 with actual ocean current drawing · What are other examples of convection currents; what are not examples

		and compare to scientific community	of convection currents
10:30-11:30		· To introduce scientific inquiry	· Teacher move / learner move t-chart. What did you notice that the teacher did and how did that affect you as a learner · How is this different from how you learned science (introduce difference between explain-explore-confirm vs engage-explore-engage) · Introduce the inquiry cycle poster and the 5Es. When did you notice these pieces during the course of the lesson (post-its of individual elements of lesson placed on posters)

Analysis of Lessons 11:30-12:00

Time	**Facilitator(s)**	**Purpose**	**Activities**
11:30 – 12:00		· To analyze "hands-on activity based lessons to see if they are inquiry based	· Distribute different lessons to different groups · Have groups analyze the lesson to identify the key concepts and whether or not the lesson is inquiry based or not · Have teachers make suggestions for improvement to make the lesson more inquiry focused. Have groups quickly share out- · Show participants topic choices and have each one select their top three choices on a note card (they will work on these topics after lunch)

**** Lunch 12:00-1:00 *****

Design Inquiry Stations 1:00-2:00

Time	**Facilitator(s)**	**Purpose**	**Activities**
1:00-2:30 pm		· Have participants develop their own inquiry-based science station	· Split participants into groups based on topics of interest (from note cards filled out before lunch) · Have each group come up with a self-contained, inquiry-based station with one lesson related to that topic (there will be resources available including textbooks, websites, materials, etc.) · Give groups 45 minutes to work with their group in making a station

			· Groups have 45 minutes to rotate from station to station, following the directions at each table; comments and queries can be written on post-its and left at the table. ***Participants may take breaks at own discretion.***
Time	**Facilitator(s)**	**Purpose**	**Activities**
2:30 – 3:00		· To debrief the day and recap scientific inquiry	· Share findings from stations · Pass back inquiry Frayer-Model about inquiry; make adjustments to demonstrate new understanding (reassess) · Clean Up · Gots and Needs · Evaluations