*Thank you again for your time and input! Please complete the chart below for the lesson that you have been asked to review.*

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| **Overall Reaction**  ***On a scale from 1 to 10, how would you rate this lesson as is? What would make it a 10 for you?*** | It’s a 10! By using a product primary grade students would already be very familiar with and by pulling in the YouTube video with a preschooler, you are building on an age-appropriate knowledge bank.   I was incredulous to find that the LEGO Hero Factory features only male characters and what a change in presentation is seen in the very “girly” Friends site. I’m guessing, however, that when CSM releases this lesson, LEGO will soon make some gender adjustments. That change, of course, is a good thing, but I’m wondering if you have some back up corporations with the same appeal to primary-grade kids (and I’m guessing you do). |
| **Learning Objectives**  *Are the learning objectives clear? How would you like to see them modified, if at all?* | The objects are clear – and attainable, just based on the Riley on Marketing clip alone. |
| **Developmental Appropriateness**  *Is this lesson developmentally appropriate? Are there elements you would alter to make it more on target?* | Given the two year span from 2nd to 3rd grade, yes, the lesson is developmentally appropriate. By introducing boy/girl stereotyping in the primary grades, teachers will be building on understanding students will need to understanding more the more complex stereotypes introduced from elementary on (race, religion, sexual preference, anti-Semitism, etc.) |
| **Conceptual Framing**  *Have we adequately framed and explained the main concepts of the lesson?* | Yes. I am sure primary grade teachers will embrace an opportunity to teach about stereotypes in ways that directly relate to their young students. |
| **Student Engagement**  *Do you think students will enjoy the lesson? Have we framed the topics in a way that will resonate with them? Are the lesson activities engaging?* | Yes. By going into the lesson with the stance that gender stereotypes can limit choices, you are providing an argument to an age group that is very passionate on issues of “that’s not fair.” |
| **Assessment**  *Are the items in the “Wrap-Up and Assess” section on target, doable, and related to the lesson objectives? If not, how might they change?* | Yes. |
| **Background Information**  *Do you think students will require more background guidance to participate in the lesson activities? If so, what should we add?* | I think the background information for students is fine (excellent) as is. |
| **Teacher Guidance**  *Was there was sufficient guidance to teachers for carrying out the lesson? What additional information could we provide? (Alternatively, what might we cut out?)* | The scope, sequence, and scaffolding are excellent. |
| **Other Comments**  *Do you have any other recommendations for, or comments about, this lesson?* | The brilliant piece is starting with the Riley on Marketing video, with a girl leading the charge for gender equality. As a teacher and as a parent, I find almost universally parents want their little girls to have equal access to dolls and to super heroes ….. a trend I have less often witnessed in the reverse order (wanting their boys to have equal access to “girly” products). |