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| Course Title |  |
| Instructor Name |  |
| Lesson Title | A Peer-to-Peer Introduction to the Library |
| Librarian Name |  |
| Location/# of students | Library Classroom / 25 students |
| Duration | 75 minutes |
| Teacher Materials | Challenge worksheets |
| Student Materials | None |
| Preparation | * Brainstorm quick, authentic, research tasks * Prepare challenge worksheets for each team, ensuring each team has at least one unique challenge * Become familiar with Canva * (optional) Create slides with agenda/directions |
| Outcomes | 1. Students will examine metadata from an image found via the UNLV digital collections in order to write an accurate archival image citation 2. Students will identify uses for library technologies and resources in order to teach their classmates 3. Students will design a slide in Canva that showcases library resources and technologies |
| Assessment | Student groups check in with library instructors as theycomplete the succession of challenges in order to move on to the next stage. Library instructors also review students’ presentations and Canva slides for evidence that students fulfilled learning outcomes. |

**Learning Activities**

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| Introduction | Welcome students  Introduce self  Outline goals and agenda for session; emphasize low-stakes nature of activities -- no pressure! fun!  Elicit prior knowledge: What do you already know about the library?  Organize students into teams  Hand out Challenge worksheets to each team | **Time**  10 |
| Activity 1 | *Special Collections Challenge* (see challenges worksheet): As a team students will search the digital collections website in order to pick an image that represents Las Vegas to them. They will then fill in the blanks to write a citation for that image. | **Time**  10 |
| Assessment | Students show a librarian the citation in order to move to the next challenge. |  |
| Activity 2 | *Print Book Challenge* (see challenges worksheet) As a team students will search for a book connected to the image they chose in the previous challenge, text themselves the call number, and then go get the book. | **Time**  10 |
| Assessment | Students show a librarian the book in order to move to the next challenge. |  |
| Activity 3 | *Unique Library Challenge* (see challenges worksheet) In this category each team has a different challenge having to do with the library. They range from following and rating social media accounts, identifying how to make an appointment with a librarian, and finding ways to get virtual help. | **Time**  10 |
| Assessment | Students can ask a librarian for feedback in order to move to the next challenge. |  |
| Activity 4 | *Canva Design Challenge* (see challenges worksheet) As a team students will complete a quick Canva tutorial and then design a presentation that shares the information they learned from the Unique Library Challenge using the free elements on Canva. | **Time**  10 |
| Activity 5 | *Presentations* Each team shares the information they learned to the class using their Canva design. | **Time**  15 |
| Assessment | Librarians watch and review presentations to ensure students sufficiently met their learning outcomes |  |
| Closing | Opportunity for student questions  Summarize learning outcomes  Thank students  Share librarian contact info | **Time**  10 |
| **Reflection** | What did students learn?  What parts of the lesson worked well?  What will I do differently next time? |  |