

Lab Collaboration Afternoon

Each teacher brought one lab that works well and one that needs tweaking. Goal: leave with a concrete revision to the second one, made with other people's eyes on it.

1:30 15 min	CLAIM A BOARD Framing + whiteboard capture 2 min: state the goal. Then each teacher (or pair, at their table) claims a labeled section of the perimeter whiteboard and writes, directly, in marker: Works well — title, what it teaches, why it works. Needs tweaking — title, what's supposed to happen, what's actually going wrong, and one specific question for the room. Leave a blank strip under each labeled “notes from others” — it gets used twice more today. Circulate while they write. Some people will freeze on “needs tweaking” — help them turn a vague feeling into a real question.
1:45 20 min	MENU, NOT DISCUSSION Rapid-fire round Each teacher points to their board and gives 60–90 seconds on their “needs tweaking” lab and question — nothing else, no responses yet. This is a menu, so grouping in the next block is based on actual interest. Track the list on the main whiteboard as they go.
2:05 10 min	MOVE Group up Form 3–4 groups of 2–3 by topic overlap or stated interest from the menu. Each group moves to sit near the board of whoever's lab they're starting with. Stretch break.
2:15 60 min	TWO 25-MIN ROUNDS, PARALLEL Consultancy at the boards Groups work directly at the presenter's board, adding to the “notes from others” strip in a different color marker as they go. Protocol keeps it from turning into open chat: 0–3 min — presenter states the lab and their question 3–5 min — group asks clarifying questions only, no advice 5–17 min — group discusses solutions out loud; presenter stays silent, just takes notes 17–20 min — presenter reflects back what landed <i>Silent-listening step matters most — it stops the presenter from defending the lab instead of hearing the feedback. Two rounds across 3–4 groups covers 6–8 labs in real depth.</i>
3:15 10 min	RESET Break
3:25 30 min	CIRCULATE, NO PAPER Gallery walk — the labs that already work Teachers walk the room reading the “works well” boards and add questions or comments straight onto each board's “notes from others” strip. No sticky notes needed — the strip left in block one is doing that job.
3:55 20 min	LOCK IT IN Synthesis Whole group, fast: each teacher names one concrete change they're making to their “needs tweaking” lab, 30 seconds each. Photograph every board before anything gets erased — since there's no paper record this time, the photos are the only copy that leaves the room.
4:15 15 min	DONE Wrap and logistics

IF THE MENU ROUND COMES UP THIN

If block two shows most teachers don't have a real question yet, don't run consultancy protocol on thin material. Collapse blocks four and five into one longer gallery walk plus open working time at the boards, with you circulating. Five labs genuinely improved beats eight labs politely discussed.

BOARD SETUP, BEFORE 1:30

Pre-label sections of the perimeter whiteboard, one per table or pair, with space for both labs plus a “notes from others” strip under each. Saves the first five minutes of block one for thinking instead of finding wall space.