SHELLEY MOORE

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NEXWLéLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

- The Islands Trust council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

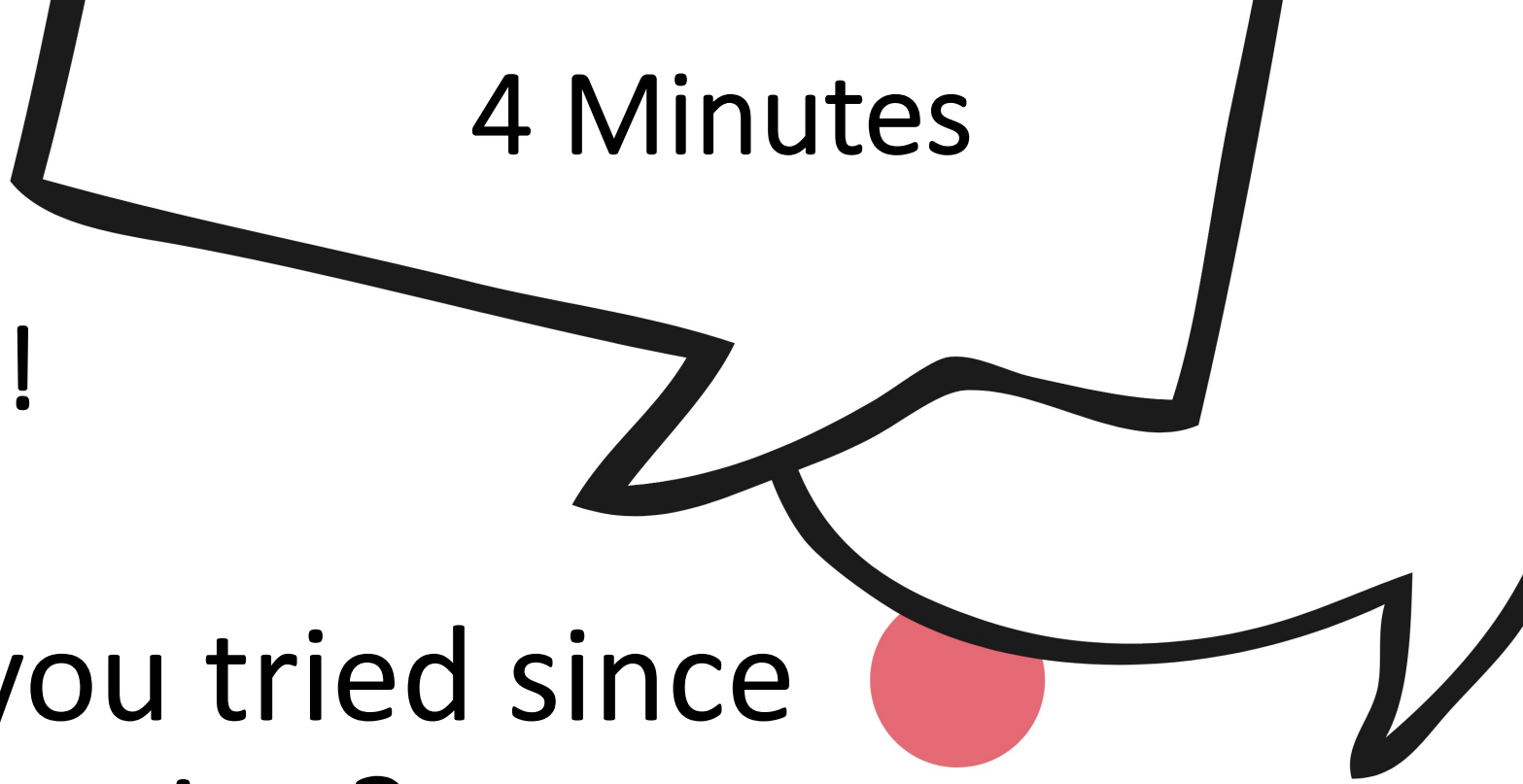
- The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

Waterfall

One thing that stands out from last time

OR

What are you hoping for today?



Practice: Popcorn!

What have you tried since last session?

What do you want to try?

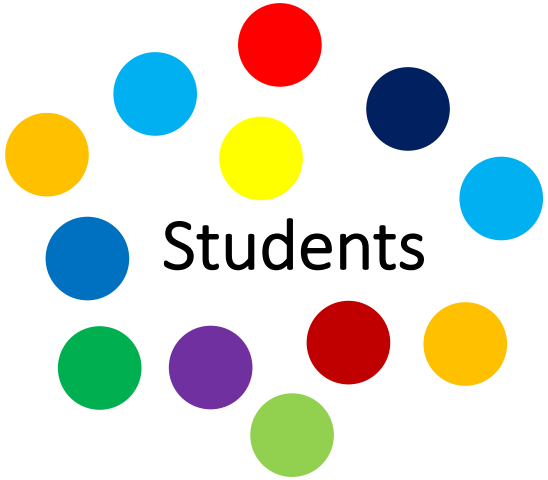
Now What?!

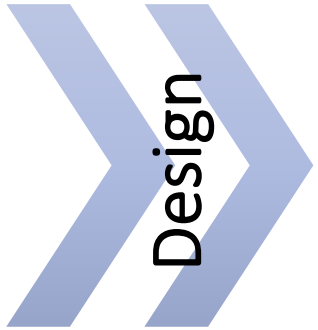
- Understand WHAT Inclusion is….

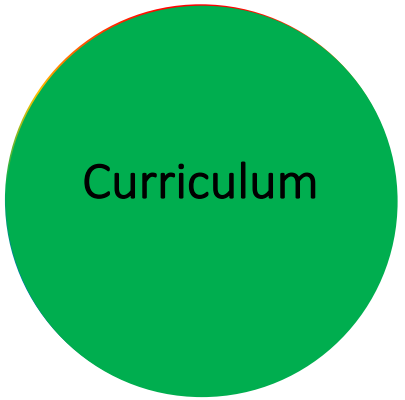
Understand WHY it is important…

How to we do it?

DESIGN: THE MOST UNDERUTILIZED SUPPORT

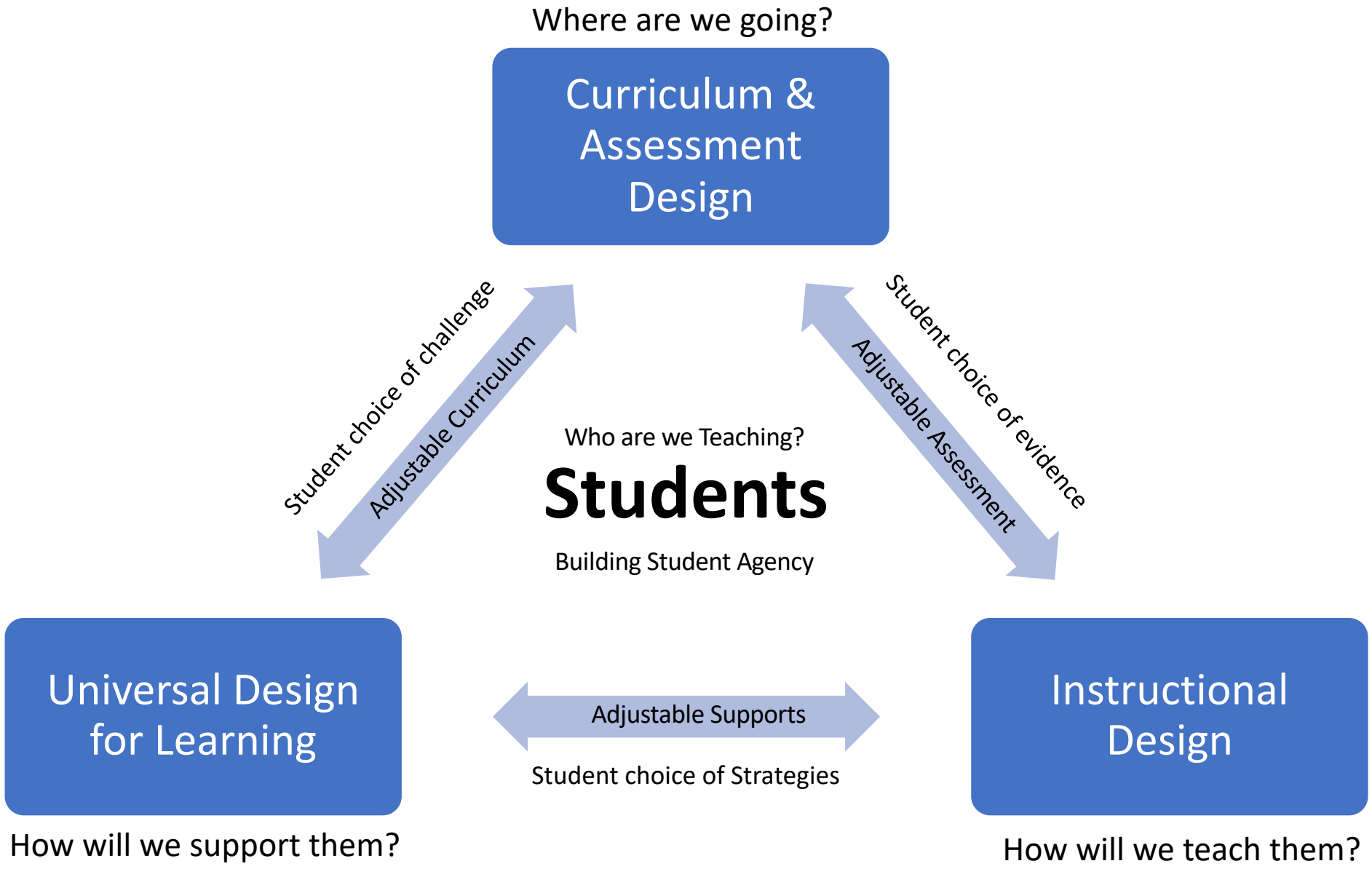






Shelley Moore, 2019

How can we change the system?
Designing with Equity in Mind



Backwards Design Big Ideas:

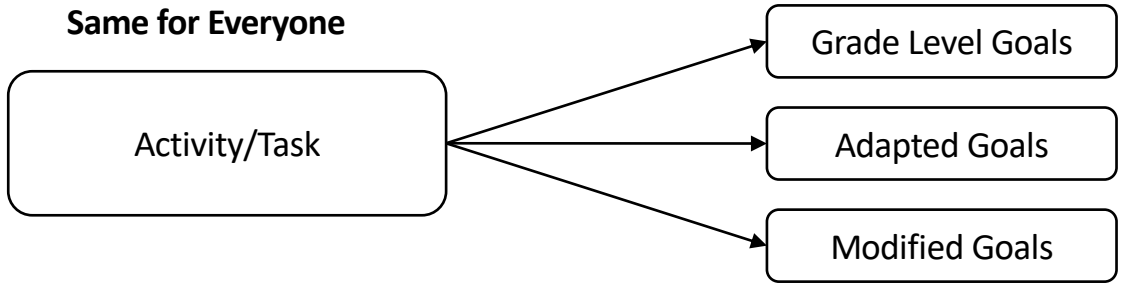
- Every curriculum has curricular goals
- We need to choose goals to teach for every unit
- We organize goals around a big idea/question
- We need to translate those goals into student friendly language
- Students need to know the goals
- Learning activities are EVIDENCE of learning
- We evaluate goals NOT activities
- Student choose their best examples of evidence (triangulation)

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

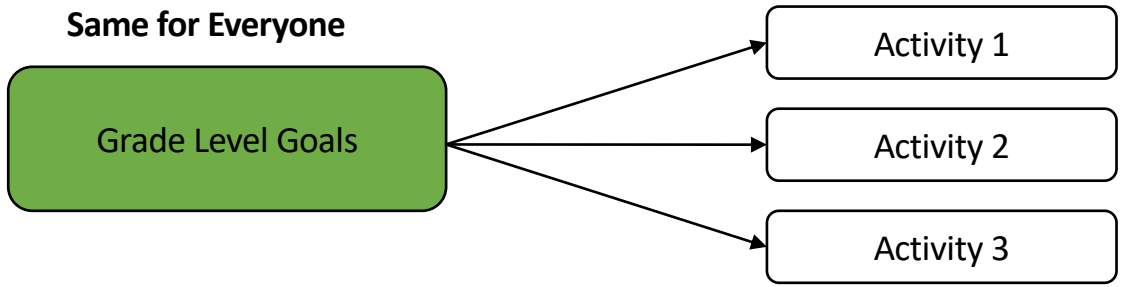


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

Goals Come From The Curriculum!

Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**
  - What do we need to know?

- **Process**
  - What do we need to do?

What do you notice?

Backwards Design

What do we need to UNDERSTAND?

What do we need to KNOW?

What do we need to DO?

Who do we need to BECOME?

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Backwards Design

What do we need to UNDERSTAND?

I understand …

What do we need to KNOW?

I know…

What do we need to DO?

I can…

Who do we need to BECOME?

I can become…

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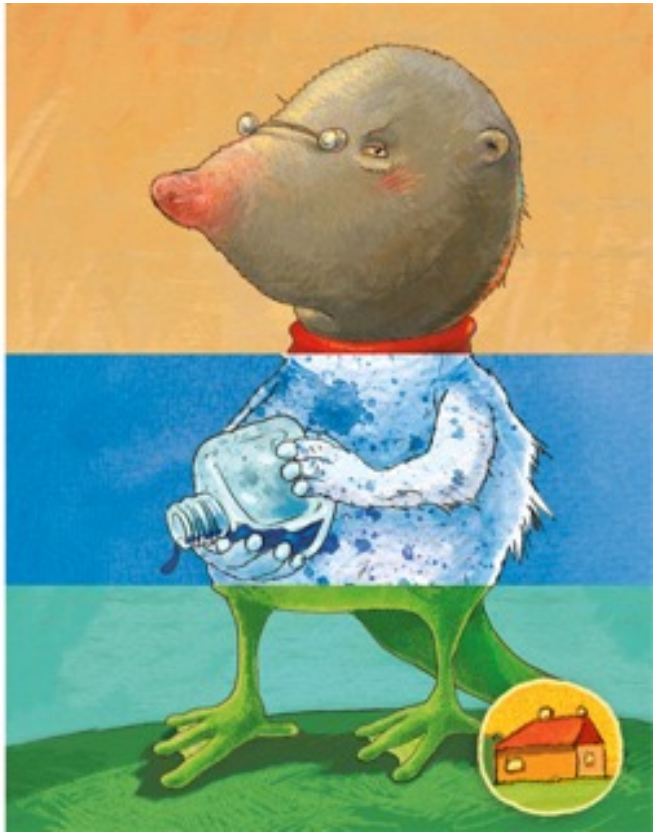
Curriculum as a flip book

Miserable

Two-toed

Lizard



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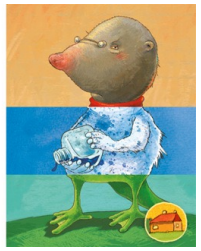
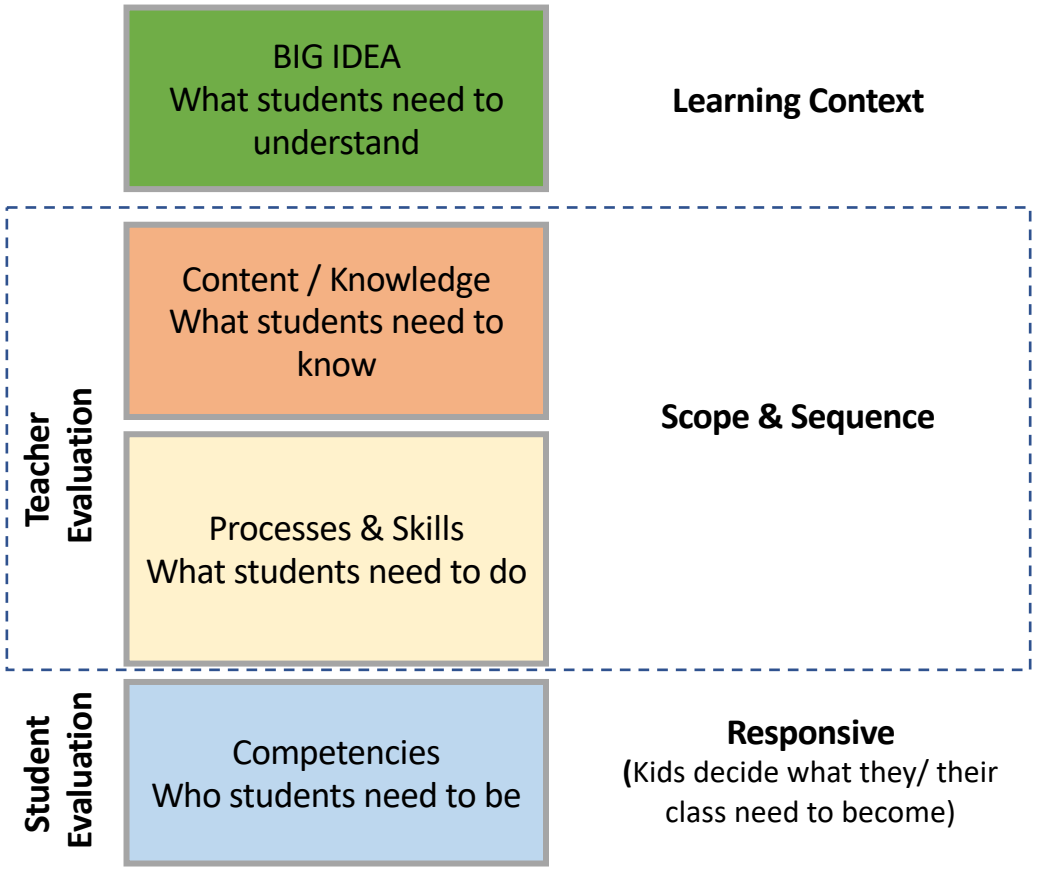
The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard





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Backwards Design Planning: Manitoba

	Learning Context		Teacher Evaluation		Student Evaluation
Subject	**Topic**	**Big Idea**	**Knowledge/ Content**	**Skills**	**Competencies**
In Math it is called:	**Topic**	**Enduring Understandings / General Learning Outcome**		**Specific Learning Outcome/**	**Processes**
In Social Studies it is called:	**Cluster**	**Use cluster overview description**	**Knowledge/ Content**	**Skills**	**Values**
In Science in is called:	**Cluster #**	**Use cluster/unit overview description**	**Specific Learning Outcome (Students will…)**	**Cluster 0 – Overall scientific and technological Skills**	**Cluster 0 – Overall scientific and technological attitudes**

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		**Unit Guiding Question(s):**
Key Vocabulary:		
Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
What do students need to know? Knowledge Goals		**I know**
What do students need to do? Skills/Process Goals		**I can**
What do students need to do? Skills/Process Goals		**I can**
What do students need to do? Skills/Process Goals		**I can**
Who do student need to be? Attitudes	**I can become/ I am…**	

Backward Design Unit Planning Template: Building the Curricular Airplane

Class/ Subject/ Course: Grade 9 Math	**Topic: Patterns & Relations**	**Planning Team:**
Big Idea(s): Use patterns to describe the world and solve problems		**Unit Guiding Question(s): How can patterns help us to describe and solve problems in the world?**
Type of Goal	Curricular Learning Standards/ Outcomes	Student Friendly Language
Skills (Specific Learning Outcome)	9.PR.1. Generalize a pattern rising from a problem-solving context using linear equations and verify by substitution.	I can use a pattern to solve a linear equation I can use substitution to verify
Competencies (Processes)	[C, CN, PS, R, V] – Student/ Class chosen	

Class/ Subject/ Course: Gr 5 Science	Topic:	Planning Team:
Unit Guiding Question(s): How does my body work? How does my body protect me?		
	Curricular Learning Standards/ Outcomes	Student Friendly Language
	5-1-01 Use appropriate vocabulary related to their investigations of human health.	I can use the vocabulary I am learning in the human health unit
	5-1-02 Interpret nutritional information found on food labels.	I know how to read nutritional labels on food
	5-1-03 Describe the types of nutrients in foods and their function in maintaining a healthy body.	I can describe different kinds of nutrients in foods I can describe how nutrients help my body stay healthy
	5-1-04 Evaluate a daily menu plan and suggest changes	I can look at a menu plan and figure out how it is healthy I can make suggestions about how to make it more healthy
	5-1-05 Evaluate prepared food products using the design process.	I can look at how food products are made I can describe my opinion about how food products are made
	5-1-06 Identify the major components of the digestive system, and describe its role in the human body.	I know what the digestive system is and how it helps my body
	5-1-07 Identify the major components of the skeletal, muscular, and nervous systems, and describe the role of each system in the human body.	I know what the skeletal system is and how it helps my body
	5-1-08 Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.	I know what the integumentary system is and how it helps my body
	5-1-09 Identify components of the human body's defenses against infections, and describe their role in defending the body against infection.	I know what my body's defense system is I know how my body fights infections
	5-1-10 Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body.	I know what the respiratory system is and how it helps my body
	5-1-11 Describe how the human body gets rid of waste. Include: kidneys filter blood and dispose of waste as urine; lungs give off waste carbon dioxide; the rectum collects and expels undigested food matter.	I know how my body gets rid of waste
	5-1-12 Give examples of how systems of the human body work together.	I know examples of how human body systems work together
	5-1-13 Identify and describe factors necessary to maintain a healthy body.	I know how how my body can stay healthy
	5-1-08 Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.	I know what system my skin is a part of and why it is important to my body

Name:	Date:
Unit Guiding Question(s):**Unit Guiding Question(s): How does my body work? How does my body protect me?**	

My Goals for this Unit	Eviidence of my Learning	What is my next step?
I can use the vocabulary I am learning in the human health unit		
I know how to read nutritional labels on food		
I can describe different kinds of nutrients in foods I can describe how nutrients help my body stay healthy		
I can look at a menu plan and figure out how it is healthy I can make suggestions about how to make it more healthy		
I can look at how food products are made I can describe my opinion about how food products are made		
I know what the digestive system is and how it helps my body		
I know what the skeletal system is and how it helps my body		
I know what the integumentary system is and how it helps my body		
I know what my body's defense system is I know how my body fights infections		
I know what the respiratory system is and how it helps my body		
I know how my body gets rid of waste		
I know examples of how human body systems work together		
I know how how my body can stay healthy		
I know what system my skin is a part of and why it is important to my body		

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?		**Kid Friendly:** What is water? Why is water important to living things?
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.		**Kid friendly goals:** I can investigate water I know that water is important to living things and the environment
Competency: We can be cultural and global citizens **Numeracy**: We can collect data **Numeracy**: We can communicate our learning **Literacy:** We can use strategies to help us understand text		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

Backward Design Unit Planning Template: Building the Curricular Air Plane

Class: Ms. P Gr. 2/3	**Subject Area(s): Cross Curricular**	**Planning Team: Ms. P & Shelley**
Big Idea(s): • **Forces** influence the motion of an object. (Science) • Everyone has a unique **story** to share. (Language Arts)		**Unit Guiding Question(s):** Who are our monsters? What are their **stories**? How can we use **forces** to help us catch them?
Unit Goals	Curricular Language	Student friendly language
Content Goal: Science (2)	types of forces	I know different types of **forces**
Content goal: Language Arts (2/3)	Story/text: elements of a story	I know what makes a **story**
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others	I can **make** something for a **purpose**
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions	I can **make** a **plan** and **try** out my **ideas**
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences	I can **create** a **story** for an **audience**
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	I can **create** many things using different art **tools** and **materials**
Core Competency Goal: (Profile 1/2)	**Creative Thinking**: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constrainst of a form, a problem or materials (2)	**We are creative thinkers because we get new ideas!** I get new ideas by: **(Students choose):** • using my **senses** to **explore** • **changing** what I am doing • **trying** something **new** • **solving a problem** in a **new way**

Who are our monsters? What are their stories?
How can we use forces to help us catch them?

Name:		Date:	
I'm still working on it…	**My goals**	**I got it!**	**How do I know? What is my evidence?**
	• I know different types of **forces**		
	• I know what makes a **story**		
	• I can **make** something for a **purpose**		
	• I can **make** a **plan** and **try** out my **ideas**		
	• I can **create** a **story** for an **audience**		
	• I can **create** many things using different art **tools** and **materials**		

One point rubric

Name:	Date:	
Unit Guiding Question(s):		
My Goals for this Unit	**Eviidence of my Learning**	**What is my next step?**

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
Big Ideas:		**Unit Guiding questions:** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Content Goal:	addition and subtraction to 10 000	I know how to **add** and **subtract** numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use **mental math** to understand **"how much/how many?"**
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different **strategies**
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can **connect** what I am learning in math to me and my life

Grade: 6	Subject Area: Science	Planning Team: Alicia & Shelley
Big Ideas:The solar system is part of the Milky Way, which is one of billions of galaxies.		**Unit Guiding questions:** - **How are the solar system and the milky way connected? How are they similar, How are they different?** - **What are galaxies? How do we know how many galaxies there are? How do we know?**
Content Goal:	**the position, motion, and components(parts) of our solar system in our galaxy**	*I know the position, motion and parts of our solar system in our galaxy*
Content Goal:	**the overall scale, structure, and age of the universe**	I know the scale, structure and age of the universe
Curricular Competency Goal: **Questioning and predicting**	**Demonstrate a sustained (over time) curiosity about a scientific topic or problem of personal interest**	I can show curiosity over time about a scientific topic I can show curiosity about a topic that is interesting to me
Curricular Competency Goal: **Processing and analyzing data and information**	**Identify First Peoples perspectives and knowledge as sources of information**	I can find out about First Peoples perspectives (view) and how they understand I can find out how First Peoples get their knowledge
Curricular Competency Goal: Evaluating	**Identify some of the assumptions in secondary sources**	I can find assumptions (hidden beliefs) in secondary sources
Curricular Competency Goal: **Evaluating**	**Demonstrate an understanding and appreciation of evidence**	I can use evidence to support my understanding
Curricular Competency Goal: **Applying and innovating**	**Co-operatively design projects**	I can work together with my peers on a project
Core Competency Goal:	**We can be collaborators**	

Biology 20-1: Energy and Matter Exchange in the Biosphere

Our Unit Questions

- How are carbon, oxygen, nitrogen and phosphorus cycled in the biosphere?
- How is the flow of energy balanced in the biosphere?
- How have human activities and technological advances affected the balance of energy and matter in the biosphere?

General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.			
Unit Goals: Curricular Language		**Student Friendly Language**	
Knowledge	**20–A1.1k** Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the **biosphere**, as a system, is eventually "lost" as heat	Knowledge	I know how energy is used in a biosphere (stored, transferred, lost)
	20–A1.2k Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities		I know that energy in different biospheres is balanced and cycles I know how biospheres are interconnected
	20–A1.3k Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs		I know what an ecosystem is and how it is organized
	20–A1.4k Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, biomass and energy		I know how energy moves in an ecosystem I know how to represent the movement of energy in ecosystems using a model
STS	**20–A1.1sts** Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts	STS	I can connect what I am learning about biospheres to real life examples and events
Specific Outcomes for Skills	**Initiating and Planning** **20–A1.1s** Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues	Specific Outcomes for Skills	I can **initiate** and **plan** by: • by asking questions about what I observe in my environment • by making predicting based on what I observe
	Performing and Recording **20–A1.2s** Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment		I can **investigate** and **record my observations** by: • using different tools and techniques to gather data • complete an experiment
	Analyzing and Interpreting **20–A1.3s** Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions		I can **analyze** and **interpret** by: • looking for patterns in my data to help me understand what is happening • connecting my data to other scenarios and contexts • coming up with some possible solutions or explanations for what is happening • organizing and displaying my data in ways that make sense to me
	Communication **20–A1.4s** Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results		I can **communicate** my findings by: • using SI units and Sig Digs • presenting my findings so it makes sense to others (modes representation)

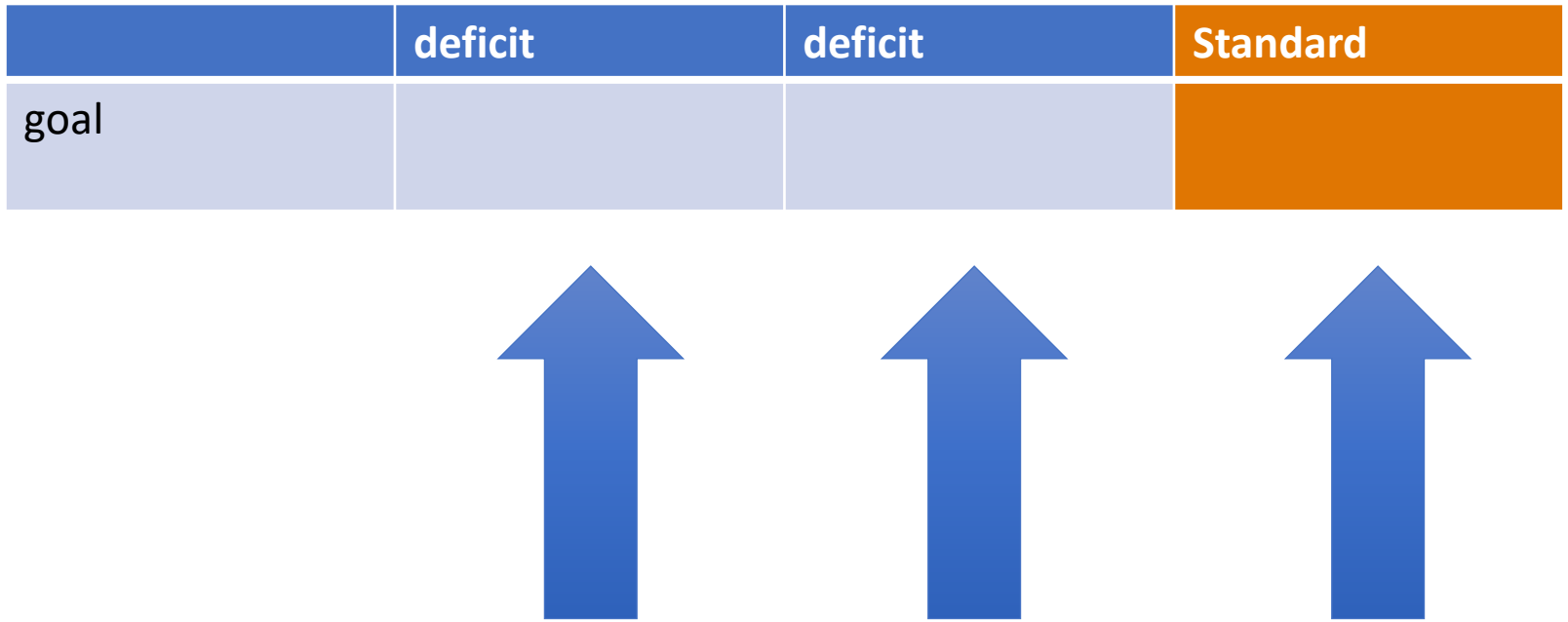
Class/ Subject/ Course:	**Topic:**	**Planning Team:**
Big Idea(s):		**Unit Guiding Question(s):**

	Curricular Learning Standards/ Outcomes	Student Friendly Language

Learning Maps

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement measures
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Maps

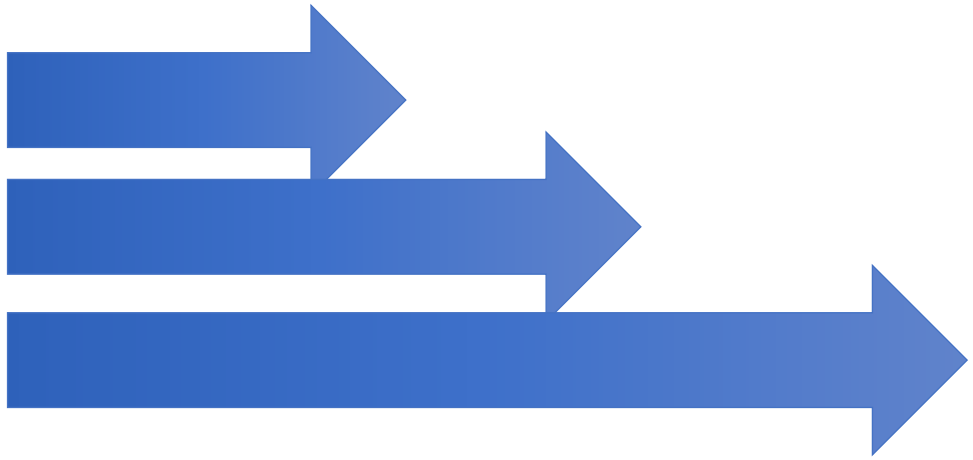


One point rubric

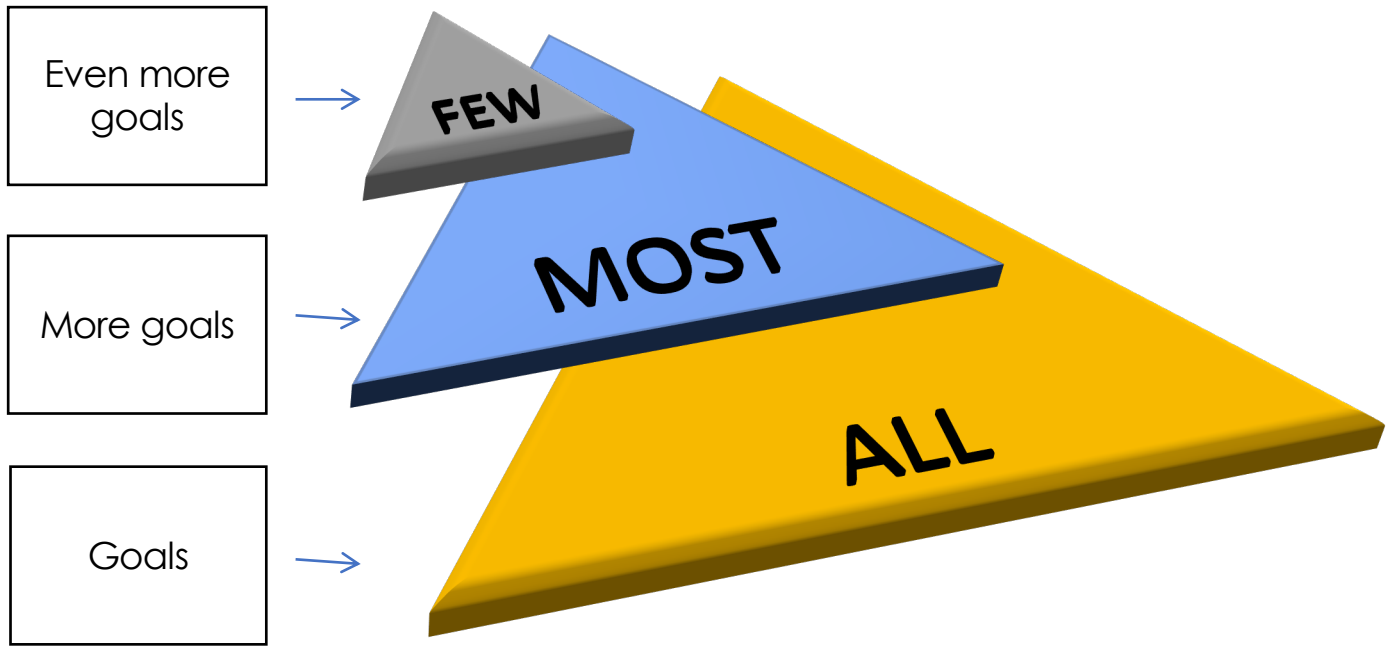
	Standard
goal	

Rubrics vs. Learning Maps

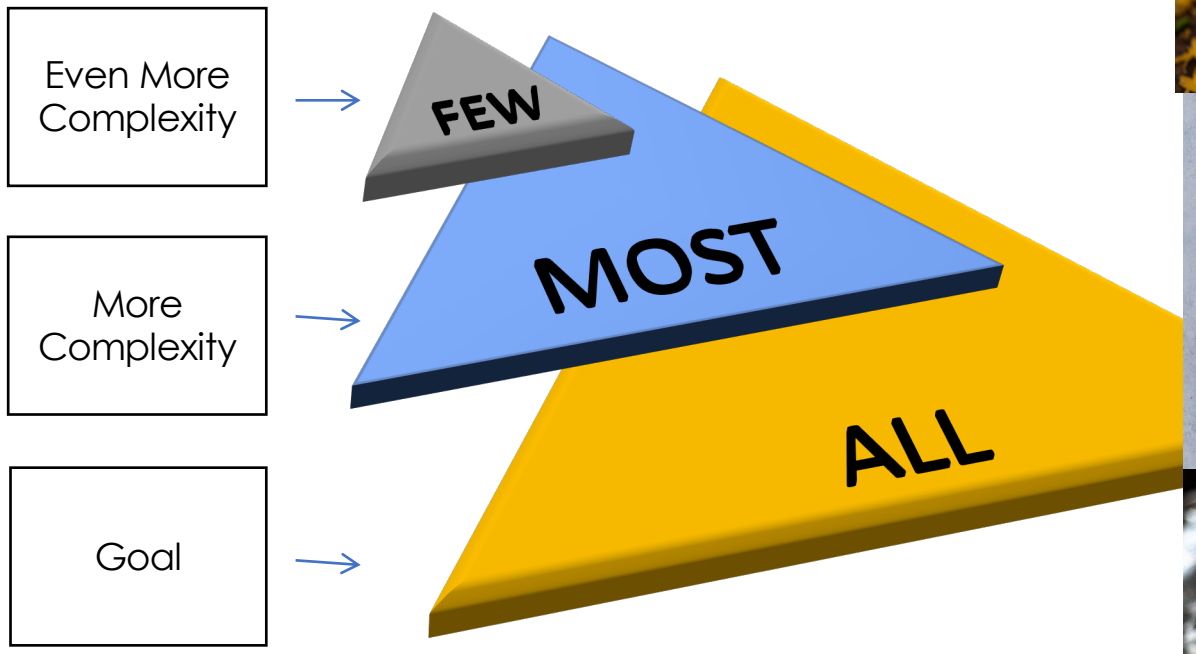
	Essential	More complex	More complex
Learning Outcome			



Start from access, build on challenge: Planning Pyramid

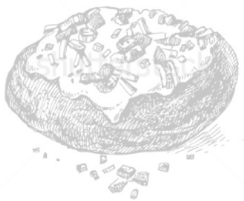


Planning Pyramid



The Baked Potato Planning Strategy:

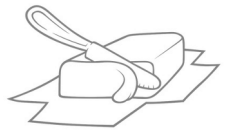
Goal:



Elaborations/ Achievement Indicators

Goal for ALL (Essential)

Goal for MOST (add complexity)



Goal for FEW (add complexity)


5
Full
Lemonade Lake
Candy Town
Candy Factory
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
19
20
21
22
23

Creating Access AND Challenge

Challenge

Even more goals

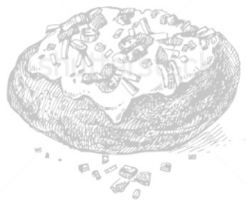
More goals

Goals

Access

The Baked Potato Planning Strategy:

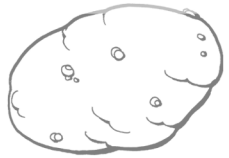
Goal:



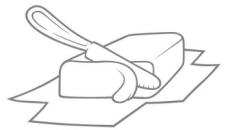
Elaborations/ Achievement Indicators

Goal for ALL (Essential)

Access



Goal for MOST (add complexity)

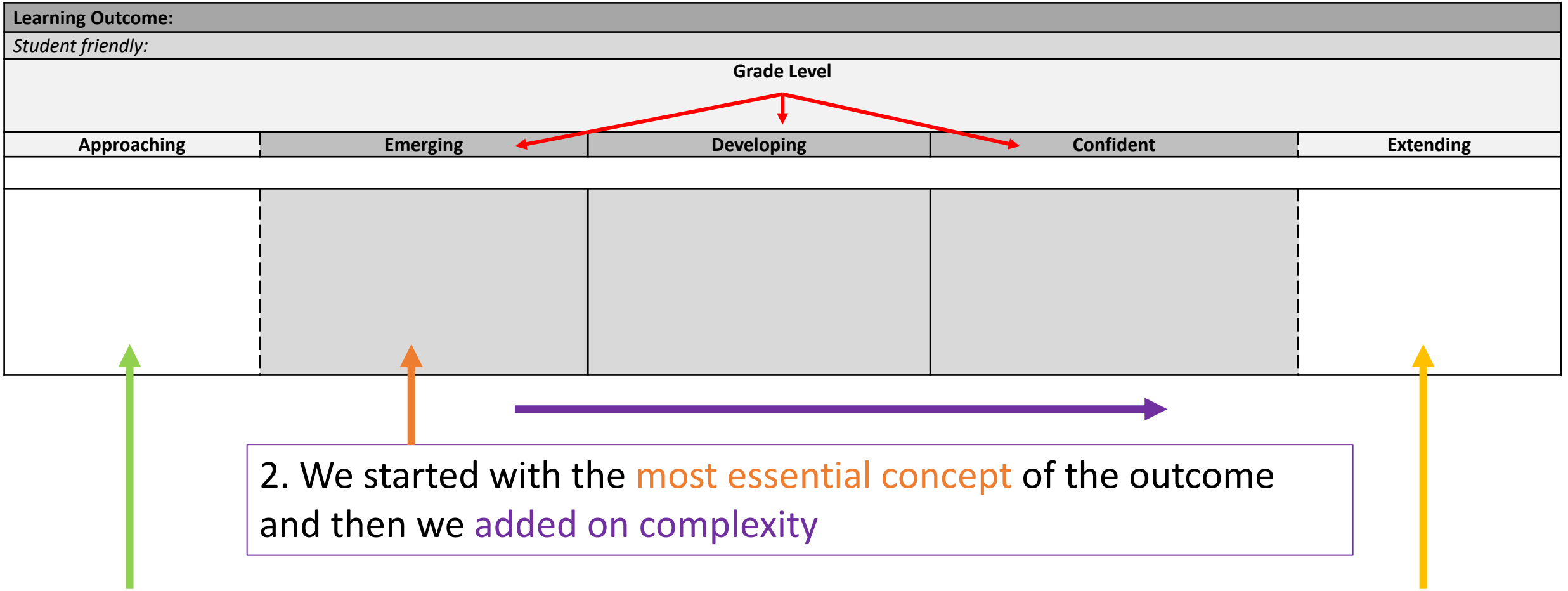


Goal for FEW (add complexity)

Challenge

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*



2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or c**olonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in e**thical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	**resources**	**short term**
expansion	**civilizations**	**long term**
colonization	**cause & consequence**	**perspective**
values & beliefs	**worldview**	**ethical judgement**
artifacts	**traces**	**honour**

What are the goals and how will we meet them?

Our Goals for this Unit	**Summative Task Activities**
Content Goal: I know **exploration**, **expansion**, and **colonization**	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their **short-and long-term** consequences (**cause and consequence**)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: I can explain different **perspectives** on past or present people, places, issues, or events, and compare the **values**, **worldviews**, and **beliefs** of human cultures and societies in different times and places (**perspective**)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make **ethical judgments** about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (**ethical judgment**)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

Collecting Evidence of my Learning

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or c**olonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in e**thical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Content Goal: I know exploration, expansion, and colonization

Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored I know some explorers in history	I know what exploration & expansion is I know civilizations that have been explored & expanded	I know what colonialization is I know civilizations that have been colonialized in the past	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can assess long term consequences of a cause (decision, action, event)

Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Approaching	Emerging	Developing	Confident	Extending
I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change

Grade:	Subject Area:	Planning Team:
Big Ideas:		**Unit Guiding questions:** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Content Goal:	addition and subtraction to 10 000	I know how to **add** and **subtract** numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use **mental math** to understand **"how much/how many?"**
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different **strategies**
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can **connect** what I am learning in math to me and my life

Grade 4/5

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Key Vocabulary: add, subtract, mental math, strategy, connect

Content Goal: addition and subtraction to 10 000

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add and subtract numbers	○ I can add up to 100 ○ I can put together and take apart up to 100 ○ I can connect addition and subtraction to real life	○ I can take apart, put together and combining numbers up to 10 000 ○ I can use friendly numbers ○ I can use regrouping strategies	○ I can estimate sums and differences up to 10 000	○ I can add and subtract up to 1 000 000	○ I can add and subtract in multiple problem-solving contexts and scenarios

Content Goal: addition and *subtraction facts to 20 (developing computational fluency)*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add subtract up to 20 in my head	○ I can add 1 to a number	○ I can make 10 ○ I can use double	○ I can make 10 + ○ I can use fact families	○ I can double plus 1 ○ Double minus 1	○ Using math facts to 20 strategies with larger numbers

Curricular Competency Goal: *Develop mental math strategies and abilities to make sense of quantity*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can use mental math to understand "how much/how many?"	○ I can use for close numbers (number line) ○ I can follow a model	○ Break up count on ○ Rounding numbers up and down ○ I can use more than one strategy	○ Break apart method (expanded form) ○ Counting using benchmark numbers ○ I know and can use different strategies	○ Making friendly numbers ○ Front end counting ○ I can decide which strategy work best for me	○ Finding compatibles ○ Knowing which is the most efficient strategy

Curricular Competency Goal: *Develop and use multiple strategies to engage in problem solving*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can solve problems using different strategies	○ Solve adding and subtracting problems up to 100	○ Solve adding and subtracting problems up to 10 000	○ Solve adding and subtracting word problems up to 10 000	○ Solve adding and subtracting problems up to 1 000 000	○ Solve adding and subtracting word problems up to 1 000 000

Curricular Competency Goal: *Communicate mathematical thinking in many ways quantity*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can share my thinking in many ways	○ I can follow a model to show my thinking	○ I can show my thinking in one way	○ I can show my thinking in different ways	○ I can show my thinking in multiple ways	○ I can integrate my thinking and choose how to show my thinking depending on the task

Curricular Competency Goal: *Connect* **mathematical concepts to each other and to other areas and personal interests**

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can connect what I am learning in math to me and my life	○ I can think of examples of math in my life	○ I can come up with real life situations. that use math in my life	○ I realize when math is happening in my life	○ I can see how math helps me in my life and in our community	○ I can see how math is used to solve problems in the world

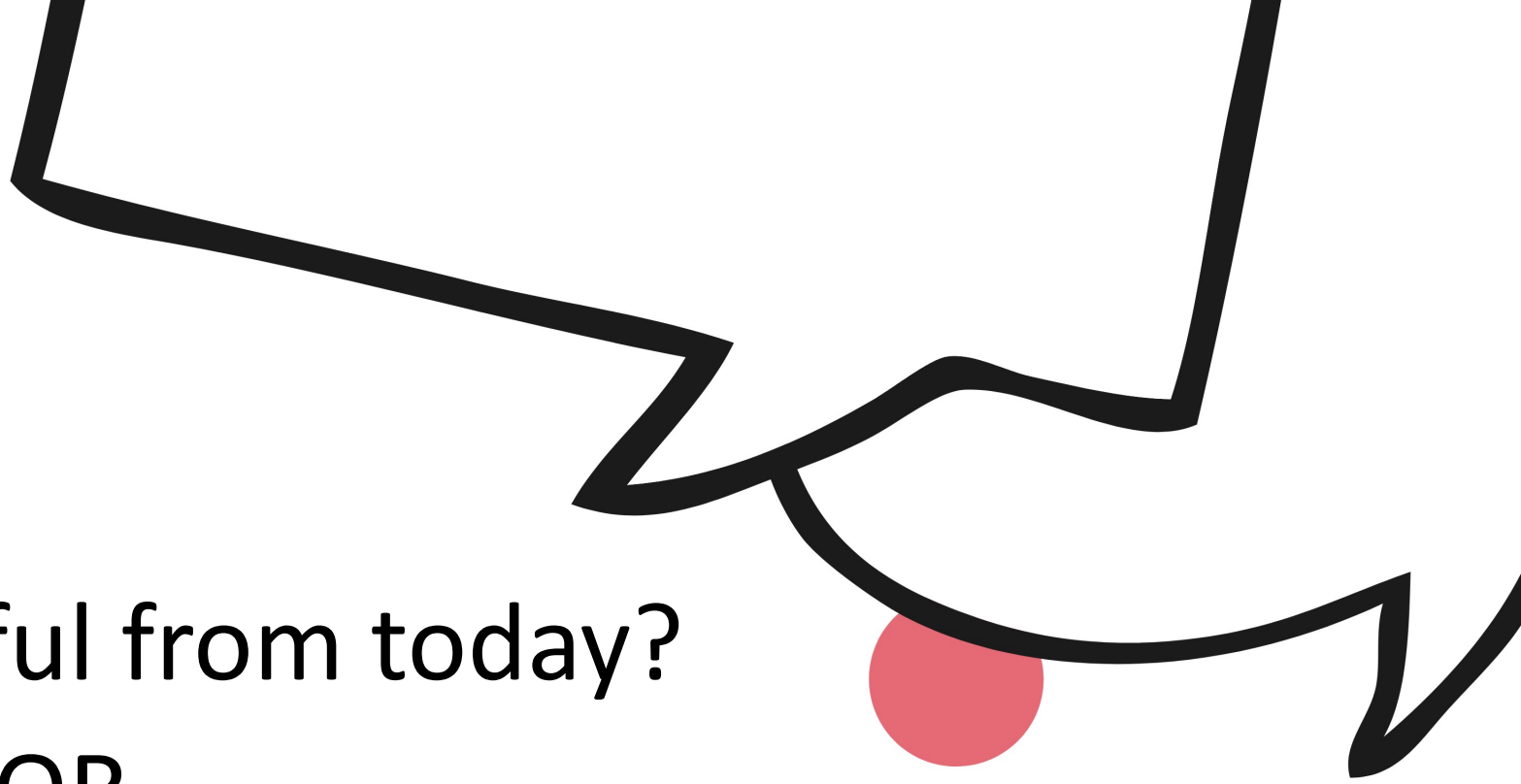
Grade 4/5 – Lesson Sequences

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Week 1	**1. I know how to add and subtract numbers by:**				
Date:	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Curricular Competency Goal of the day	Adding numbers - 100, 10 000 ,1 000 000	I can use mental math strategies - Number line - Break up count on - Rounding up or down	I can solve problems using different strategies (using 100, 10 000)	I can try different ways to show my thinking hare my thinking in many ways - Introduce 3 ways of thinking in math	I can **connect** what I am learning in math to me and my life - Examples in our lives

Week 2	**1. I know how to add and subtract numbers by:** I can estimate sums and differences up to 10 000				
Date:	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Curricular Competency Goal of the day	Estimating - 100, 10 000 ,1 000 000	I can use mental math strategies - Break apart - Benchmarks	I can solve word problems using different strategies (using 100, 10 000)	I can share my thinking in different ways	I can **connect** what I am learning in math to me and my life by coming up with real life situations that use math in my life I realize when math is happening

Waterfall



What is useful from today?

OR

What is one thing you want to try??

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