

Lesson Plan – Basic Structure

~ Structure Used in the Instructional Skills Workshop and the Teaching and Training Adults Certificate ~

Bridge-In

- Begins the learning cycle
- Gains and focuses learner attention, builds motivation
- Explains why the lesson is important, establishes relevance
- Answers the questions, “What’s in it for me?” “Why does this matter?”

Objective(s)

- Clarifies and specifies the learning intention and direction
- Clarifies what the learner should know, think, feel, or be able to do by the end of the lesson
- Creates accountability in the learning process
- Forms the basis for assessment

Pre-assessment

- Answers the questions, “What does the learner already know about the lesson?” “What questions to learners have about the topic?”
- Draws on prior experience and prior knowledge
- Reveals learners’ questions, interests, and needs
- Informs the depth, pace, and strategies for the lesson

Participatory teaching and learning activities

- Involves learners as actively as possible in the learning process – in doing things; and thinking about things such as the course ideas and materials, the learning process, applications
- Guides students through an intentional sequence of activities or learning events that will help the learner achieve the specified objective
- Invites learners to engage in connecting with, testing, exploring, and applying ideas and information

Post-assessment

- Demonstrates formally or informally what the learners have learned in relation to the objectives
- Answers the questions “What did the learners learn?” “To what extent were the objectives achieved?”

Summary/Closure

- Wraps up the learning experience
- Provides an opportunity for learners to reflect briefly on and integrate the learning
- Puts the learning into a larger context (i.e. where have we come – where to next?)

Lesson Planning Checklist

Review

Does your review ...

- quickly go over the concepts taught in the last lesson?
- lead learners into the lesson to be taught?
- make learners aware of what they already know related to the topic?

Learning Objective(s)

Do your objectives...

- clearly state what students can expect to learn
- explain to learners what “good” looks like

Bridge-In

Does your bridge-in...

- tie-in to the concept that is going to be taught?
- get students interested and focused?
- make the lesson topic relevant?

Content Input Strategies (Teaching Points/Concepts)

Do your content input strategies...

- clearly convey the teaching points to learners
- cover everything students need to know to successfully achieve the objectives?

Learning Activities (Application)

Do your learning activities...

- provide opportunities to learn and practice the teaching points?
- reinforce the learning necessary to achieve the objectives?
- allow students to learn in a safe environment?

Review

Does your review...

- quickly go over the aspects of learning that will be assessed?
- provide further reinforcement of what was taught?
- remind students about what they learned?

Formative Assessment / Evaluation

Does your assessment...

- only measure achievement on things that were taught?
- address learning at several levels of Bloom’s
- measure achievement of the objectives?
- provide feedback to both the teacher and the students on the learning that has occurred?

Closing

Does the closing...

- focus briefly on the highlights of knowledge, skills, and attitudes learned?
- link learning to course outcomes and summative evaluations

Lesson Plan Template

Learning Objective(s): By the end of this lesson, students will have demonstrated the ability to:

Review and Bridge-In

Teaching Points and Content Input Strategies (Teaching) –
Consider the most efficient and active ways possible of delivering content.

Learning Activities (Application) -
Use strategies that get learners interacting with or applying content and skills.



Review and Formative Assessment

Closure and Link to Outcomes and Summative Evaluation