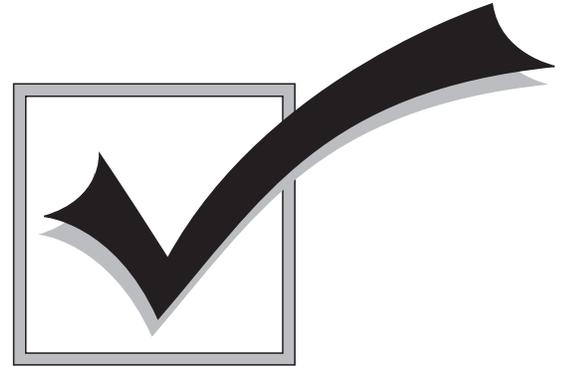


# *Preparing Lesson Plans*



This job aid is designed to help you prepare effective lesson plans. It will:

- provide brief guidelines for planning each stage of a lesson
- select appropriate teaching techniques
- provide sample templates that are useful for planning lessons.



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## What is a lesson?

A lesson is an organized set of activities designed to present one manageable sized piece of your course. Don't confuse *lesson* with *lecture* as it is commonly used in the expression *lecture/lab* when describing course hours. You may have more than one lesson in a 50 minute lecture or lab. A *lecture* is just one teaching technique that you may use in a lesson.

## The stages and flow of a lesson

Each lesson should be a complete segment in itself, providing new learning. Try to keep your students in mind as you plan your lesson—ask yourself:

- Who are they?
- What do they already know?
- Why should they learn about this?
- What must they learn?
- What must they do to learn?

What the instructor and students do varies at the different stages of a lesson. Each stage should flow smoothly into the next, which builds on it.



## Guidelines for making a lesson plan

You need to pay attention to different aspects of instruction at the different stages of the lesson. *When preparing a lesson plan, use the following checklist:*

### At the beginning, I plan to:

1. Use a bridge-in to capture students' interest and motivate them to learn .....
2. Make the learning outcomes clear. ....
3. Assess prior learning and student expectations .....

### In the middle, I plan to:

1. Use strategies to actively involve students in the learning process .....
2. Use a variety of media to illustrate concepts and processes .....
3. Ensure that the lesson flows easily and logically .....
4. Ensure that students are learning material that is meaningful and new .....
5. Provide opportunities for practice and feedback .....
6. Review and build on related material .....

### At the end, I plan to:

Provide the proper closure students find important. To do this, I will:

1. Assess what students have learned .....
2. Summarize the lesson .....
3. Connect the lesson to real life and/or the next lesson .....

## Using the appropriate technique

The techniques you plan to use in your lessons depend on:

- the types of students you have and their previous knowledge
- your physical teaching environment and the available equipment and resources
- the type of learning you are aiming for.

Some of the possibilities are listed below.

### To convey information, use:

- lecture
- discussion group
- selected reading
- demonstration by an expert
- field trips
- interviewing an expert
- case studies



**To provide balanced presentation of a controversial subject, use:**

- discussion group
- selected reading
- debate
- panel discussion
- simulation

**To involve people, use:**

- discussion
- field trips
- role playing
- guided experience
- written work
- case studies
- group work

**To teach a skill, use:**

- demonstration by an expert
- labs
- practice with feedback (coaching)
- shopwork
- guided experience

**To pool thoughts and ideas, use:**

- discussion
- group work
- brainstorming

**To reinforce memory, use:**

- drill
- practice with feedback (coaching)
- memory aids
- written work

## Resources you can use

If you need help with any of the steps in your checklist, you can use one of the following instructional development job aids:

- *Increasing Student Motivation*
- *Managing Student Behaviour in the Classroom and Lab*
- *Making Large Lectures Interactive*
- *Preparing and Using Student Handouts*
- *Preparing and Using Overhead Transparencies*

They can be obtained from the Learning Resources Unit. Also, colleagues in your own department may have suggestions to help you to develop lesson plans that are well suited to your subject matter and students.

*The following pages contain three types of templates that are helpful for planning lessons. Adapt them to your own needs.*

*At the end of the job aid is an example of a filled-out, three-hour lesson plan of type I.*



## Lesson Plan I

Learning Outcome:

Estimated Time:

| Outcomes/Key Points | Steps/Activities | Resources/Comments |
|---------------------|------------------|--------------------|
|                     |                  |                    |



## Lesson Plan II

| <b>Lesson Title:</b>           | <b>Resources</b>            | <b>Time</b> |
|--------------------------------|-----------------------------|-------------|
| <b>Bridge-in (Motivation):</b> |                             |             |
| <b>Pre-test:</b>               |                             |             |
| <b>Learning Outcome(s):</b>    |                             |             |
| <b>Instructor's Activities</b> | <b>Learner's Activities</b> |             |
| <b>Post-test:</b>              |                             |             |



### Lesson Plan III

| Learning Outcome             |                          |         |       |
|------------------------------|--------------------------|---------|-------|
| Sub-outcome(s)<br>(optional) |                          |         |       |
| Stages                       | Instructional Strategies | Content | Media |
| Beginning                    |                          |         |       |
| Middle                       |                          |         |       |
| End                          |                          |         |       |

Learning Outcome: On completion of this session of the ISW course, participants will be able to **relate instructional processes to learning processes.**

Estimated Time: 30 minutes

| Outcomes/Key Points  | Steps/Activities   | Resources/Comments                        |
|--|--|---|
| 1. Define learning.  | <ul style="list-style-type: none"> <li>group writes brief definition of learning</li> <li>discuss our definition</li> </ul>    | OHT: "Learning"                           |
| 2. Describe a model of the learning process  | <ul style="list-style-type: none"> <li>lecture/discussion</li> <li>ask for examples of short &amp; long term memory</li> </ul> | OHT: "Learning Process Model"             |
| 3. Identify the three stages of the learning process and relate to the events of instruction. <ul style="list-style-type: none"> <li>motivation</li> <li>guidance</li> <li>practice</li> </ul> | <ul style="list-style-type: none"> <li>lecture/discussion</li> </ul>   | OHT: "Learning Process Model" (re Stages) |
| 4. Identify least to most effective retention methods and link to favourite instructional techniques.<br>reading/listening → say/do something  | <ul style="list-style-type: none"> <li>students guess percentages of retention</li> <li>general discussion</li> </ul>          | OHT: "How much do we retain?"             |