Lesson Planning/Session Planning – Renee Polziehn, PhD

Calvin and Hobbes

Miss Wormwood, I'm not going to learn this material unless you make it enthralling.

I see. And what will you do if the rest of your life doesn't entertain you every minute?

What... you think I'll live someplace that doesn't get cable?
Class – has some finite time period; 50 minutes, 80 minutes, 3 hours

Course Syllabus
Reasons to Plan

Pair Share – 1 minute
Reasons to Plan

• Enhances student learning
• Learn where to make future changes
• Time Efficiency
• Have outcomes drive format
• Plans lead to Reflection
• Build in time for Activities
• Order of material can matter
• Have plan if need to be away
• Less Stressful

Starting the Process

1. What do I want my students to know/be able to do at the end of this class? Objectives

2. What do the students already know? Knowledge

3. How do I set the stage for the class? Hook

4. What activities can students do to enhance learning?

5. How much time? Agenda

6. How will my students know if they have met the goal for the class? Assessment
Starting the Process

1. What do I want my students to know/be able to do at the end of this class?

   a) can identify 6 principals to create an effective lesson plan
   b) can craft a lesson plan

Have students record class activities on hand-out throughout the session. (check in 5-10 minutes)
Starting the Process

2. What do students /audience already know?

Quick survey by show of hands – answer 3 questions

* Could have done a quiz, 1 minute assignment, vote with your phone ...
Starting the Process

3. How do I set the stage for the class? Need a motivator!

1. Build a scenario, find a hook that students can relate to, make personal
2. Offer a prize?! (This will be on the exam)
3. Show why it is important

★ Watch Movie!

http://chiasuanchong.files.wordpress.com/2012/02/lesson-plans-and-aims.jpg
Starting the Process

Watch and discuss movie –

https://www.youtube.com/watch?v=aMXd-Qkj6yE
Starting the Process

4. What activities can students do to enhance learning?

• Answer questions
• Watch a movie - discuss
• Pair Share
• Prepare a lesson plan

https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcR14s7nOETBWUSn_VjLs0v2Id4udWaemEGhjzT92cfEbW6OTQwu
Starting the Process

4. Choosing activities to enhance learning?

- Vary with intensity
- Engages all, some, none of participants
- Best use of time
- Engages different styles of learning
- Has purpose
Learning Styles

Neil Fleming's - VAK Model

1. Visual
2. Auditory
3. Kinesthetic/Tactile

Source: National Training Laboratories, Bethel, Maine

“As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract-Sequential learner and trust that you’ll conduct yourself accordingly!”

**Anthony Gregorc’s Model** – Concrete - Abstract (5 senses or without seeing it) Random – Sequential (how you organize this information)

## Blooms Taxonomy – Level of Understanding

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowledge</strong></td>
<td><strong>attitude</strong></td>
<td><strong>skills</strong></td>
</tr>
<tr>
<td>Recall data</td>
<td>Receive/awareness</td>
<td>Imitate/copy</td>
</tr>
<tr>
<td>Understand</td>
<td>Respond/react</td>
<td>Manipulate/follow instructions</td>
</tr>
<tr>
<td>Apply</td>
<td>Value /understand and act</td>
<td>Develop Precision</td>
</tr>
<tr>
<td>Analyze</td>
<td>Organize personal value system</td>
<td>Articulate/combine skills</td>
</tr>
<tr>
<td>Synthesize /create</td>
<td>Internalize/adopt behaviour</td>
<td>Naturalization/become expert</td>
</tr>
<tr>
<td>Evaluate /assess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VERBS (list – paraphrase-use-develop-justify)**

[http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)
Starting the Process

Watch Movie  http://www.nfb.ca/film/professor_norman_cornett/

Reflect for 30 seconds if something like this could take place in your classes - share with someone.
Starting the Process

5. How much time?
50 Minutes!

- Experience (your own and others)
- Have places you can chop/add
- Plan to drag over to next class
- Keep a clock/timer handy
- Plan out all your time
- Practice

http://www.123rf.com/photo_13754317_glossy-black-button--50-minutes.html
Staying Focused
Starting the Process

Watch Movie [http://www.youtube.com/watch?v=kBdfcR-8hEY](http://www.youtube.com/watch?v=kBdfcR-8hEY) and ask yourself – are these students engaged?
Starting the Process

6. How will my students know if they have met the goal for the class?

• Ask questions again, do another quiz, survey audience, 1 minute assignment

★ Share your summary
  Ask questions

# Class: Session Planning

## 1. Objectives:
   - a) graduate students/postdocs can craft their own lesson plan
   - b) can identify important principals to create an effective lesson plan

## 2. Knowledge:
   Ask questions: who has done teaching (coaching, lectured, demonstrations), who on their first time had no notes? who on their first time teaching concentrated on making sure they had enough content?

## 3. Hook:
   Personal story, why a plan could be useful

## 4. Activities:
   discussion, pair share, watch movies, construct session plan
   - **Materials** - DVD

## 5. Agenda:
   Slides 1-2, 3 (2-5 min), 4-6, 7 (7-10 min), 8-9, 10 (5-10 min), 11-12, slide 13 (5-10 min), 14, 15 (1-3 min), 16 -18 = 33-51 minutes

## 6. Assessment:
   Not required, have students show/share their session planning sheets, list 3 of the 6 elements of a lesson plan, how would you apply a pair share activity in your course?

## 7. Notes
Reflection of Lesson Plan

1. How did this lesson meet the objectives (not meet)?

2. Changes that need to be made?

3. Suggestions from students/other sources?
Summary

• Develop and execute a lesson plan
• Demonstrate why it is important – especially for new lectures/little experience
• Student engagement – the larger the group, the more it needs to be planned.
References

• http://teaching.concordia.ca/resources/lesson-plan-template/
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