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?
Course Syllabus

Class 1

Class 2

Class 3

Class 4

Class 5

Unit/Concept

Unit/Concept

Unit/Concept

Class – has some finite time period; 50 minutes, 80 minutes, 3 hours
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 Planning 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

5 Years from now- 20 years from now, what would I want you to remember?
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, pre-reading/video (?) ...
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://chiasuanchoing.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

Would you want to be in this class? Why not?
4. What activities can students do to enhance learning?

- Answer questions
- Watch a movie - discuss
- Pair Share
- Prepare a lesson plan
Starting the Process

4. Choosing activities to enhance learning?

• Vary with intensity
• Engages all, some, few participants
• Best use of time
• Engages different styles of learning
• Has purpose
• Set up
Learning Styles

VARK Model

1. Visual
2. Auditory
3. Read/Write
4. 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>knowledge, recall</td>
<td>attitude, receive/awareness</td>
<td>skills, imitate/copy</td>
</tr>
<tr>
<td>Understand</td>
<td>Respond/react</td>
<td>Develop Precision</td>
</tr>
<tr>
<td>Apply</td>
<td>Value /understand and act</td>
<td>Articulate/combine skills</td>
</tr>
<tr>
<td>Analyze</td>
<td>Organize personal value</td>
<td>Naturalization/become expert</td>
</tr>
<tr>
<td>Synthesize /create</td>
<td>Internalize/adopt behaviour</td>
<td></td>
</tr>
<tr>
<td>Evaluate /assess</td>
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**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

http://www.learningandteaching.info/teaching/graphics/lecture.gif
Focusedhttp://1.bp.blogspot.com/_bfM11bQbNe4/TQ95Z2oWRbl/AAAAAAAADQ/0vD97q3mDSQ/s1600/27+Class+Attention+Span.jpg
Starting the Process

Watch Movie 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: Movie, 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?

Question: How many people would like a longer session to work on a lesson plan?
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

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• http://vark-learn.com/introduction-to-vark/the-vark-modalities/
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