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 – 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 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

Students can use hand-out to record class activities on hand-out throughout the session.
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](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_VjLs0v2ld4udWaemEGhjzT92cfEbW6OTQwu
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>knowledge</td>
<td>attitude</td>
<td>skills</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</td>
</tr>
<tr>
<td>Apply</td>
<td>Value /understand and act</td>
<td>instructions</td>
</tr>
<tr>
<td>Analyze</td>
<td>Organize personal value system</td>
<td>Develop Precision</td>
</tr>
<tr>
<td>Synthesize /create</td>
<td>Internalize/adopt behaviour</td>
<td>Articulate/combine</td>
</tr>
<tr>
<td>Evaluate /assess</td>
<td></td>
<td>Naturalization/become expert</td>
</tr>
</tbody>
</table>

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

http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm
Chosing Activities

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
Staying Focused

![Diagram showing attention span over minutes of lecture](image-url)
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?
Assessment

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

★ Ask questions
Share your summary

## 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:** video, 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

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• http://www.youtube.com/watch?v=tl68h27WlJs&feature=youtu.be
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