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
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

“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 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>
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</tbody>
</table>

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

[http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)
Chosing Activities


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
Focused
http://1.bp.blogspot.com/_bfM11bQbNe4/TQ95Z2oWRbl/AAAAAAAAAAE/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

<table>
<thead>
<tr>
<th>Class: Session Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Objectives:</strong></td>
</tr>
<tr>
<td>a) graduate students/postdocs can craft their own lesson plan</td>
</tr>
<tr>
<td>b) can identify important principals to create an effective lesson plan</td>
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<tr>
<td><strong>2. Knowledge:</strong> 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?</td>
</tr>
<tr>
<td><strong>3. Hook:</strong> Personal story, why a plan could be useful</td>
</tr>
<tr>
<td><strong>4. Activities:</strong> discussion, pair share, watch movies, construct session plan</td>
</tr>
<tr>
<td>Materials - DVD</td>
</tr>
<tr>
<td><strong>5. Agenda:</strong> 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</td>
</tr>
<tr>
<td><strong>6. Assessment:</strong> 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?</td>
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<tr>
<td><strong>7. Notes</strong></td>
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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

- https://www.youtube.com/watch?v=IHV-73BwzOg
- http://www.youtube.com/watch?v=tl68h27WIJs&feature=youtu.be
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