Lesson Planning Model

This outline of the elements of a lesson is the structure used in the Instructional Skills Workshop and the Teaching and Training Adults Certificate. Although there are many other models, this one includes all the important elements and is the predominant model at Georgian College.

Bridge-In

- Begins the learning cycle
- Gains and focuses learner attention, builds motivation
- Explains why the lesson is important, establishes relevance
- Answers the questions, “What’s in it for me?” “Why does this matter?”

Objective(s)

- Clarifies and specifies the learning intention and direction
- Clarifies what the learner should know, think, feel, or be able to do by the end of the lesson
- Creates accountability in the learning process
- Forms the basis for assessment

Pre-assessment

- Answers the questions, “What does the learner already know about the lesson?” “What questions to learners have about the topic?”
- Draws on prior experience and prior knowledge
- Reveals learners’ questions, interests, and needs
- Informs the depth, pace, and strategies for the lesson

Participatory teaching and learning activities

- Involves learners as actively as possible in the learning process – in doing things; and thinking about things such as the course ideas and materials, the learning process, applications
- Guides students through an intentional sequence of activities or learning events that will help the learner achieve the specified objective
- Invites learners to engage in connecting with, testing, exploring, and applying ideas and information

Post-assessment

- Demonstrates formally or informally what the learners have learned in relation to the objectives
- Answers the questions “What did the learners learn?” “To what extent were the objectives achieved?”

Summary/Closure

- Wraps up the learning experience
- Provides an opportunity for learners to reflect briefly on and integrate the learning
- Puts the learning into a larger context (i.e. where have we come – where to next?)
Lesson Planning Checklist

Review

Does your review …
☐ quickly go over the concepts taught in the last lesson?
☐ lead learners into the lesson to be taught?
☐ make learners aware of what they already know related to the topic?

Learning Objective(s)

Do your objectives…
☐ clearly state what students can expect to learn
☐ explain to learners what “good” looks like

Bridge-In

Does your bridge-in…
☐ tie-in to the concept that is going to be taught?
☐ get students interested and focused?
☐ make the lesson topic relevant?

Content Input Strategies (Teaching Points/Concepts)

Do your content input strategies…
☐ clearly convey the teaching points to learners
☐ cover everything students need to know to successfully achieve the objectives?

Learning Activities (Application)

Do your learning activities…
☐ provide opportunities to learn and practice the teaching points?
☐ reinforce the learning necessary to achieve the objectives?
☐ allow students to learn in a safe environment?

Review

Does your review…
☐ quickly go over the aspects of learning that will be assessed?
☐ provide further reinforcement of what was taught?
☐ remind students about what they learned?

Formative Assessment / Evaluation

Does your assessment…
☐ only measure achievement on things that were taught?
☐ address learning at several levels of Bloom’s
☐ measure achievement of the objectives?
☐ provide feedback to both the teacher and the students on the learning that has occurred?

Closing

Does the closing…
☐ focus briefly on the highlights of knowledge, skills, and attitudes learned?
☐ link learning to course outcomes and summative evaluations