# **Lesson Planning Template**

Use this lesson-planning template, with these guided examples, to prepare, deliver, and reflect on, your lessons.

# A. Preparing Your Lesson Plan

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| **1. Before you start:**   * Review course outline   + What are the learning outcome(s)?   + Think about backward design – how will you assess your students’ learning of the outcome(s)? * Prepare lesson plan (see below) * Gather materials needed for the lesson * Visit your classroom to check the technology that is available, and make sure it works |
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| **2. When you get to the classroom:**   * Make sure you have all of the required materials * Write key information (your name, the course code & title) on the board |
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# B. Lesson Plan

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| **1. Learning outcome(s)**   * Highlighting the course Learning Outcome puts the lesson into context. * Tell students/write on the board which course- and/or program-level learning outcome(s) this lesson aligns to. |
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| **2. Goal for this lesson**   * Clear goals enhance learning engagement. * Tell students what they are expected to learn and do today. * How will students know they have met this goal? |
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| **3. Hook / Prior Knowledge**   * Building on prior knowledge supports comprehension. * What’s interesting about this topic? Why should students care? How does it connect to the real world? * Give an example from your experience; bring props or visual aids to support memory and engagement. * How does this connect to something familiar, and/or build on a previous lesson/course? |
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| **4. Introduce New Content**   * Presenting new content in multiple ways engages more students in learning. * Define new terms. * Provide information in multiple ways (say, show, do). Using analogies and highlighting patterns supports understanding. * Experiment with different ways to introduce new material: mini-lecture, activity, readings, video, discussion, etc. |
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| **5. Practice/Activity**   * Having students do something meaningful with the new content supports motivation and memory. * Break down the steps for the activity, and have it in writing. * Check for understanding before beginning the activity. Tell students what to do if they don’t know what to do (i.e. re-read instructions, check with a classmate, ask the teacher). |
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| **6. Assessment**   * Providing immediate feedback helps students stay on track and motivated. * Use Classroom Assessment Techniques (CATs) * Solicit feedback about the lesson * Have students reflect on their learning |
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| **7. Closing**   * Restate the goal for the lesson and how it fits into the course outcomes. * Tell students what they did well. * Preview what will happen next time. |
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# C. Reflection

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| **1. After the lesson is finished**, consider (and make some notes on)   * How it went * What you would change next time * Student questions to follow up on * What resources you might need to access * How you can use D2L to support student learning * Following up with the LDS Team ([department.flemingcollege.ca/lds](https://department.flemingcollege.ca/lds)) / Extension 1216 / [LDSTeam@flemingcollege.ca](mailto:LDSTeam@flemingcollege.ca) * Reading the Teaching Hub weekly communications from the LDS Team |
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