# **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
* Reading the Teaching Hub weekly communications from the LDS Team
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