

Lesson Planning Tips



Topics and Goal(s)

Title your plan with the topic you are addressing (i.e. “Providing Restorative Care”).

- Goals are broad statements about what students will be learning and gaining from the lesson (i.e., “Students will gain the knowledge and skills necessary to provide restorative care safely”).
- Objectives require measurable behavioral learning outcomes that support successful completion of the lesson.



Objectives

Start your planning “from the end” with this question:

“What do you want students to be able to do in order to demonstrate their learning at the end of the lesson?”

Write your objectives as action verbs to describe what students should be able to do as an observable demonstration of learning at the end of the lesson.

Examples of action verbs

Observable and measurable

Name, explain, list, demonstrate, compare, etc.

I.e., "The student will demonstrate proper technique for safe transfers from bed to wheelchair using a gait belt."

Not observable and measurable

Understand, become aware, think about, etc.

These types of action verbs can be part of your teaching/learning plan and goals, but not listed as objectives.



Remember

There are three learning domains:

- 1 Cognitive (what students *know*)
- 2 Psychomotor (what students can *do*)
- 3 Affective (how students *feel*).

Incorporate all three learning domains into your lessons—not just the cognitive domain or what they should know. Get at doing (psychomotor) and feeling (affective) every time.

Try to plan activities so students apply all three in an integrated manner.

The affective domain is key to feelings, ethics and human motivation. This domain needs to be activated for students to engage with what they learn (cognitive domain) in ways that become internalized and then expressed behaviorally (psychomotor domain).

✓ Learning Resources

What materials are you using as resources for teaching and learning activities? List all of the resources involved in your plan. Examples include book chapters, videos, articles, and guest speakers.

Remember, these materials are not your curriculum! They are resources used *within* your curriculum to help students meet the identified objectives.

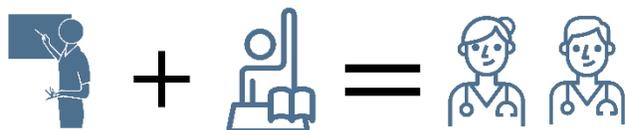
! Helpful Analogy

Think of your materials as the lumber needed to build a home. The lumber itself cannot create a home. The home becomes a reality because someone with expertise and ability knows what to do with the lumber in order to build a home.



Think of your students as novice builders. They might have an idea about how a house should look and that the lumber needs to be put together to build it; they may even be so diligent that they find the blueprints and scour the internet for some “How To” instructions. However, without direct modeling and guidance from someone with building expertise, they are very likely to struggle; end up with leftover materials (or not enough!); have walls that lean with floors and ceilings that slant; and perhaps a few leaks during rainy periods.

Take-a-Way: You can use your materials as resources that will allow you to work with your students in activities of teaching and learning to build a solid, functional, and comfortable home (in other words: the provision of safe, quality care to the people they serve as nursing assistants!).



✓ Teaching and Learning Activities

How will you and the students use the identified learning materials/resources in a way that facilitates students’ ability to achieve the intended objectives of your lesson?

With your expertise and teaching, what are you adding to, or doing with, the materials/resources to help students “make meaning” of what they are learning?

Have you accounted for all three learning domains in your lesson plans?

Have you incorporated principles of adult learning (Knowles’ theory)? Such as:

- Providing experiences as the basis for learning activities.
- Assuring the teaching/learning experience has relevance and impact to students' work or personal lives.
- Structuring learning so it is problem-centered rather than content-oriented.



Method(s)/Criteria for Evaluation

How will you know students have achieved the intended objectives?

Think about a variety of options besides quizzes and tests. You can use class discussions, role-play, papers, student presentations, return demonstrations, etc.

Evaluation does not always need to be graded. Mix in opportunities for “no-stakes” and “low-stakes” evaluation.

Create ways for students to self-evaluate along the way (non-graded, no-risk/no-stakes).

Use both formative and summative forms of evaluation so you and your students know how they are doing along the way and can make adjustments to learning and teaching before major or high stakes evaluation such as the final.

Learn from your students and their evaluation of you. Sometimes they need to work toward filling gaps in their learning, but sometimes you need to work toward improving or altering your teaching approaches, materials, methods, etc.



Timeline

Lay out timelines for your lesson plan. This includes the total amount of time for the plan (for example, 1 hour, 3 hours, etc.) as well as the breakdown of time for each part of the teaching and learning activities of the lesson, including evaluation.

Allow enough time for the teaching/learning activities to support achievement of the objectives.

Be prepared to expand where students need it and condense in areas where they don't. If you are clear about your objectives, aware of the critical content (core objectives) that must be addressed, and aware of your audience, then you can be flexible to expand or shorten certain teaching/learning plans as needed.



Remember

Repeated exposures to information via multiple modalities is considered optimal for learning. Many use seven exposures as a rule of thumb. Example: read it, hear it and see it in class, discuss it, demonstrate it, study it, and write about it in response to a quiz/test question.



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