# Lesson Plan

Adapt this simple lesson plan template, by adding or removing rows, to help map out your lesson goals, activities and timing. You may need to adapt the delivery and timing during the class to meet the needs of your learners – always aim to build in some flexibility.

Incorporate the key elements for an effective active learning lesson plan:

* **B**ridge-in/Hook (catch learners’ attention/spark curiosity)
* **O**utcomes (what will we learn?)
* **P**re-Assessment (what do students already know?)
* **P**articipatory Learning (delivery and activity/activities)
* **P**ost-Assessment (did the students learn what you planned?)
* **S**ummary/Debrief (what did we learn and why does it matter?)

Remember you can combine elements. For example, the pre-assessment can be your bridge-in; your post-assessment can generate the summary.

See a sample completed lesson plan for reference on page 2. In the sample lesson plan, the post-assessment serves as the debrief for the learning activity.

Note: learning activities should always be debriefed with learners.

## LESSON PLAN TEMPLATE

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| --- | --- |
| LESSON TITLE |  |
| Week/Day |  |
| # Students |  |
| Duration |  |
| Learning Outcomes |  |
| Materials |  |
|  |  |

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| --- | --- | --- |
| Item/Resources | Timing | Details |
| Bridge-in |  |  |
| Outcomes  |  |  |
| Pre-Assessment |  |  |
| Participatory Learning Presentation |  |  |
| Participatory Learning Activity 1 |  |  |
| Participatory Learning Activity 2 |  |  |
| Post-Assessment |  |  |
| Summary/Wrap up |  |  |
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## SAMPLE LESSON PLAN

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| --- | --- |
| LESSON TITLE | Cancer Information in the Media |
| Week/Day | 1/Monday |
| # Students | 30 |
| Duration | 50 minutes |
| Learning Outcomes | Analyse cancer information presented in the media for scientific validity and accuracy.Identify reliable online sources of cancer information. |
| Materials | PowerPoint slidesWhiteboard (physical or virtual depending on the class setting)Scenarios and questions provided on LMS |
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| --- | --- | --- |
| Item | Timing | Details |
| Bridge-inCancer info samples (3 slides);T-P-S instructions (1 slide) use digital timer to keep on track;reveal answers (1 slide) | 5 minutes(2:00 – 2:05) | Combining Bridge with Pre-assessmentFact or Myth?Think-Pair-Share – Given 3 examples of information about cancer in the media, determine whether each is a fact or a myth.1 minute to think and note ideas individually2 minutes to share ideas with partner and come to consensus3 minutes to share/debrief with classReveal fact or myth for each item(you can include more detailed instructions here if it helps you with your lesson) |
| Outcomes (1 slide) | 2 minutes (2:05 – 2:07) | 1. Analyse cancer information presented in the media for scientific validity and accuracy.
2. Identify reliable online sources of cancer information.
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| Pre-Assessment(done with bridge in) |  |  |
| Participatory Learning – Interactive Presentation(6 slides) | 12 minutes(2:07– 2:19) | Powerpoint presentation – ask students to fill in blanks in their version; questions for students built into presentation |
| Participatory Learning Activity(case scenario and questions) | 15 minutes(2:19 – 2:34) | Scenario questions – 2 scenarios provided to the class. In groups of 4-5 discuss the questions for 1 scenario |
| Post-AssessmentDebrief | 12 minutes(2:34 – 2:46) | Discuss scenarios (6 minutes each) and note key ideas – whiteboard |
| Summary/Wrap up(2 slides) | 4 minutes(2:46 – 2:50) | Recap learning outcomes.Reminders for next lesson |
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