



**Learning Excellence & Innovation Department**

## ***Writing a Lesson Plan***

**After reading this aid you will be able to:**

- create guidelines for planning each part of a lesson
- determine effective teaching techniques
- utilize planning templates provided

## **What is a lesson?**

- An organized set of activities designed to present one piece of your course while working toward achieving one or more learning objective.
- Lesson and Lecture have two different meanings – don't confuse them!
- You may have more than one lesson in a 90 minute lecture or lab.
- A lecture is a teaching technique that you can use to facilitate your lesson.

## **The parts and flow of a lesson**

Every lesson is a complete segment that you create for the purposes of new learning. Keep your students in mind as you plan a lesson and ask these questions:

- Who are my students?
- What do they already know?
- Why should they learn about this?
- What must they learn?
- What must they do to learn?

The parts, or stages, of the lesson determine what the instructor and students do. Regardless of activity or lecture, each lesson should build on the last and flow seamlessly into the next.

## **Using the appropriate technique**

The techniques you plan to use in your lessons depend on:

- the types of students in your class and their previous knowledge
- the type of learning you are aiming for. Some of the possibilities are listed below.
- the physical teaching environment and the available equipment and resources

## **To convey information, use:**

- lecture
- field trips
- discussion group
- interviewing an expert
- selected reading
- case studies
- demonstration by an expert

## Guidelines for making a lesson plan

It is important to recognize the different aspects of instruction at the different stages of the lesson. *When preparing a lesson plan, use the following checklist:*

### At the start, I plan to:

1. Review prior learning and student/teacher expectations \_\_\_\_\_
2. Make the learning outcomes clear \_\_\_\_\_
3. Use a lead-in to capture students' interest and engage them in learning \_\_\_\_\_

### Halfway, I plan to:

1. Apply strategies to actively involve students in the learning process \_\_\_\_\_
2. Utilize a variety of media to illustrate concepts and processes \_\_\_\_\_
3. Make sure that the lesson flows easily and logically \_\_\_\_\_
4. Confirm that students are learning material that is meaningful and new \_\_\_\_\_
5. Facilitate opportunities for practice and feedback \_\_\_\_\_
6. Review and build on related material \_\_\_\_\_

### At the end, I plan to:

*Provide the proper closure students find important. To do this, I will:*

1. Assess what students have learned \_\_\_\_\_
2. Summarize the lesson \_\_\_\_\_
3. Relate the lesson to real life and/or the next lesson \_\_\_\_\_

*\*This document was adapted from Preparing a Lesson Plan (1996) BCIT Learning & Teaching Centre.*

**Name of lesson:**

\_\_Introduction to Tricon Hardware\_\_

**Course:** \_\_Instrumentation Technician \_\_

**Code/Selection:** \_\_M001\_\_

**Professor:** \_\_D. Smith\_\_

|   |   |
|---|---|
| <p><b>Overview &amp; Purpose</b></p> <p>To introduce students to Tricon Hardware; its purposes and uses</p> | <p><b>Education Standards Addressed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to give a brief history of Programmable Logic Controllers and their use in industry</li> <li>• Students will be able to create a block diagram of the basic architecture of a PLC system.</li> </ul> |
|---|---|

|   | <b>Teacher Guide</b>   | <b>Student Guide</b>   |   |
|---|--|--|---|
| <p><b>Objectives</b></p> <p>List the uses for Tricon Hardware<br/>Identify the three main processor controllers.<br/>Create a block diagram complete with parts and operations.</p> | <p>Theory Lecture – 1 period<br/>Lab work – 2 periods</p>  | <p>Note taking<br/>Hands-on practice</p>   | <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Goggles</li> </ul>   |
| <p><b>Information</b></p>   | <p>Text book<br/>Student Lab Handbook</p>  | <p>Text book<br/>Student Lab Handbook</p>  | <p><b>Other Resources</b></p> <p>Lab equipment</p>  |
| <p><b>Verification</b></p>  | <p>Questioning Individuals throughout lecture<br/>Summative assessment: block diagram review</p>         | <p>Summative opportunity for review: Block diagram</p>   |   |
| <p><b>Activity</b></p> <p>Completion of Block Diagram</p>   | <p>Have students work in pairs to complete diagram.</p>  | <p>Opportunity for peer to peer instruction.</p>   | <p><b>Additional Notes</b></p> <p><i>Students responded very well to the lab and benefited from the diagram review.<br/>Peer to peer instruction sparked interest and learning.</i></p> |
| <p><b>Summary</b></p>   | <p>I will supervise and facilitate all lab work while the students become familiar with the hardware</p> | <p>Students will be given limited range for exploration at this point and will be closely monitored.</p> |   |

**Name of lesson:**

\_\_\_\_\_ Writing Occurrence Reports \_\_\_\_\_

**Course:** \_Report Writing\_\_\_\_\_

**Code/Selection:** \_\_CM3033\_\_\_\_\_

**Professor:** \_J. Bobby\_\_\_\_\_

|   |   |
|---|---|
| <p><b>Overview &amp; Purpose</b><br/>To introduce students to the various types of Occurrence Reports as applicable to their field.</p> | <p><b>Education Standards Addressed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define occurrence reports</li> <li>• Write log reports</li> </ul> |
|---|---|

|   | <b>Teacher Guide</b>  | <b>Student Guide</b>   |  |
|---|---|--|--|
| <p><b>Objectives</b><br/>Define Occurrence Reports<br/>Write a log report</p>           | <p>60 minute power point lecture with activities/handouts</p>   | <p>Study guide</p>   | <p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Others</li> </ul> |
| <p><b>Information</b><br/>(Give and/or demonstrate necessary information)</p>           | <p>We will discuss the various types of occurrence reports and their uses.</p>                          | <p>Students will be asked to give example relevant to field.</p> | <p><b>Other Resources</b><br/>(e.g. Web, books, etc.)<br/>Study Guide and handouts</p>                                       |
| <p><b>Verification</b><br/>(Steps to check for student understanding)</p>               | <p>Individual questioning<br/>Partner work</p>  | <p>Peer to peer instruction</p>                                  |  |
| <p><b>Activity</b><br/>(Describe the independent activity to reinforce this lesson)</p> | <p>Practice writing an incident report with handouts provided.</p>                                      | <p>Peer evaluation</p>   | <p><b>Additional Notes</b><br/>Occurrence report assignment given today with due date.<br/>Review parameters.</p>            |
| <p><b>Summary</b></p>   | <p><i>Class went well, students gained from opportunity for peer to peer instruction/evaluation</i></p> |  |  |