Lesson Planning Tips & Tricks

As you are writing our plan, consider these questions:

Lesson Planning Checklist

- ❏ Am I providing opportunities for reflection throughout the lesson?
- ❏ Did I check each step of the way for understanding?
- ❏ Did I provide room for multiple learning styles – allowing students different avenues for both knowing (learning) and showing (demonstrating understanding). Consider the Universal Design for Learning
- ❏ Did I provide multiple examples?
- ❏ Do my examples represent the identities in the room?
- ❏ Am I providing opportunity for youth voice and choice?
- ❏ Where in my lesson did I consider accessibility?

Writing Objectives:

Learning objectives should be SMART
Specific
Measurable
Attainable
Relevant
Time-table

Examples:

Learning Objectives	Assessment Criteria & Strategies
Students can identify what they need to do their best	Can describe the environment they wish to create by making classroom agreements (For example: "I feel confident speaking in class when others don't talk over me")
Student will use imagination to create characters	Combining characteristics with inanimate or natural objects

Students will use fabric to express character through costume design	Animate fabric puppets with movement and/or use fabric as costume piece that indicates character
Students will collaborate with their class to sequence dance moves into a group piece.	Recall sequence of moves. Repeat moves
Students utilize “emphasis” as principle of design.	Students use contrast, placement, size and color to emphasize most important part of their message.

When creating objectives, I ask myself:

- What will my students be DOING in the class?
- What are the verbs in the sentence? i.e.- what is actionable?
- What do my students need to know or understand before they can understand the topic I am presenting?
- What do my students need to know how to do to get through the entire task

For example: If students are going to create a character from something in nature through drawing, they will need to do the following

- Define character
- Name some character traits - mean, friendly, shy, hyper etc...
- Show how character is expressed - facial expression, gesture, body language (I would do this through a small theatre activity)
- Have time to brainstorm what their character will be based on (a tree, a flower, a rock etc..)
- Their drawing will demonstrate 2 character traits - (My rock is friendly so it is smiling and it is also hyper so it has its hands above its head)