

## Creating a Complete Lesson Plan

### Components of a Lesson Plan

In this class, we'll focus on five key aspects of a lesson plan:

1. Opener
2. Lesson Objectives
3. Presentation
4. Practice
5. Summary

If you use a different structure or sequence with more or less elements, that's fine. The important thing is that you account for the key learning elements outline below.

### Opener

Learners have to be paying attention in order to learn. Make sure that you hook them with your introductory activity or attention-getter. This is also a great spot to motivate them and stimulate recall of what learners already know about a subject. Although it's tempting to use activities and games that are purely entertaining, make sure that you only use them if they are directly relevant to the material.

### Lesson Objectives

Learning objectives describe what learners must be able to DO as a result of training. They keep instructors and students on the same page as well as communicate how learners will be assessed, so it's important that everyone knows the objectives.

Learning objectives should contain four components (ABCD):

1. Audience: Who are your learners?
2. Behavior: Describe the behavior using action verbs -- be sure it is something measurable and observable
3. Conditions: What cues the audience to start the behavior? What tools, aids or reference materials can the learner use? Are there things that they won't be able to use? Describe any contextual setting necessary.
4. Degree: To what level of mastery must the learner perform the behavior? (speed, accuracy, quality, etc.)

Example: (Conditions) Given the terms used in the SPE Model, (Audience) the students (Behavior) will be able to define all terms in 1-2 sentences (Degree) in accordance with the Operational Leadership manual.

## **Presentation**

At this point, they should know what they are expected to do with the material and how it is relevant to their job, so this is where learners truly engage with the content.

Discussion is a key component of many lessons because it allows learners to share their experiences with each other and consider multiple points of view. You need to make learners feel comfortable participating and provide sufficient facilitation so that you stay on track but also allow flexibility for exploring new ideas.

Of course, not all topics are appropriate for discussion. If you ever have to choose between discussion and practice, go with practice.

## **Practice (& Feedback)**

Realistic practice and repetition are essential to learning. Make sure that learners have opportunities to practice at varying levels of complexity. Make sure practice matches the level of desired learning outlined in your learning objectives, and since imperfect practice can be detrimental to learning, use feedback to keep learners on track.

- Have you allowed sufficient time and opportunities for learners to practice the material?
- How will you assess learner performance?

## **Summary**

We learn better when we have time to reflect on training content. Research indicates that learners need help connecting training concepts to real world challenges which are often much more complex and demanding, so it's great to include activities that focus on transferring training content back to the real world. Post-course activities, action planning, and sharing training content with management are popular strategies.

Learn More:

[http://www.facdev.niu.edu/facdev/resources/guide/learning/gagnes\\_nine\\_events\\_instruction.pdf](http://www.facdev.niu.edu/facdev/resources/guide/learning/gagnes_nine_events_instruction.pdf)