Lesson 6.1– Developing a Lesson

The Lesson

Slide 1

Getting Started

Effective and thoughtful lesson planning is critical to achieving the objectives of a training programme. Even when delivering a training programme that has already been created, training facilitators must adapt lesson plans and delivery approaches to best fit the needs of the target audience.

This lesson will provide tips and tools for planning lessons that are targeted to the needs of a specific target audience, utilizing a variety of approaches and learning styles.

☞ **Note to instructor** – The elements laid out in this lesson are intended to build on participants existing background knowledge and experience as a trainer. Before beginning this lesson, take a few minutes to review following aspects that will also inform lesson design:
- Training needs assessment
- Target audience assessment

- Learning objectives
- Theories of learning/adult learning principles

Encourage participants to keep each of these factors in mind as they continue to learn about and work on their own lesson design.

Introduce the following (using the Introductory Slides):

- Relevance
- Learning Outcomes
- Lesson Content

The topic and language can be difficult for NIO ToT participants, specially those who don't have adequate experience as trainers. As you move through the lesson remind learners of the relevance of this lesson to their specific as trainers. Review the key aspects of preparation needed as a trainer and the key messages. A suggestion is to present each lesson design approaches and learning styles on individual sheets of different colored paper and post on the wall for learners to easily refer to during the course of the training.

Aim: To design lessons that incorporate sound methodology, targeted to a specific audience, and tailored to meet stated learning objectives.

Relevance

Slide 2
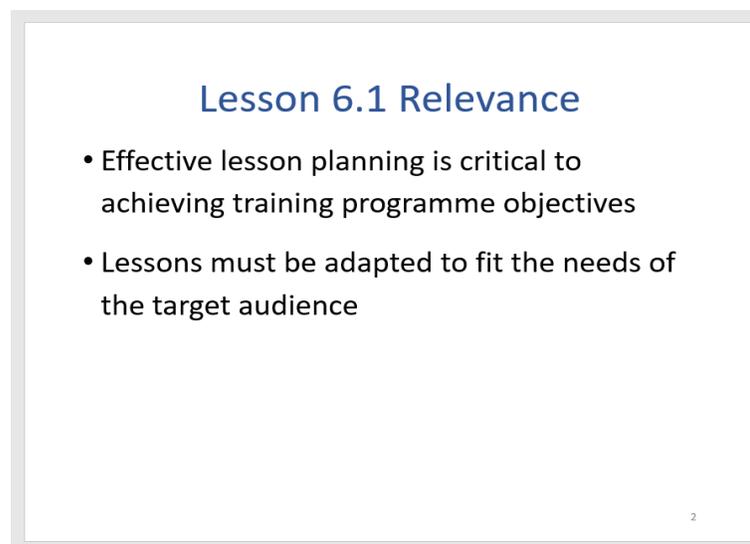
Lesson 6.1 Relevance

- Effective lesson planning is critical to achieving training programme objectives

- Lessons must be adapted to fit the needs of the target audience

2

Effective lesson planning is critical to achieving training programme objectives. Lessons must be adapted to fit the needs of the target audience. The purpose of this lesson is to provide good practices for effective preparation of a lesson. It is not enough to have a well-designed training programme; without effective and adequately prepared a lesson, it is unlikely that training participants will absorb the information or that the training programme will meet its objectives.

This Lesson, therefore, aims to design lessons that incorporate sound methodology, targeted to a specific audience, and tailored to meet stated learning objectives.

Learning Outcomes

Slide 3
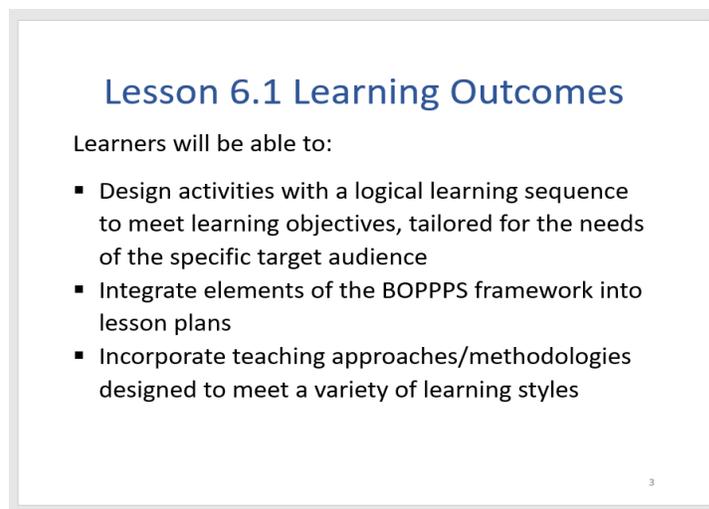
Lesson 6.1 Learning Outcomes

Learners will be able to:

- Design activities with a logical learning sequence to meet learning objectives, tailored for the needs of the specific target audience
- Integrate elements of the BOPPPS framework into lesson plans
- Incorporate teaching approaches/methodologies designed to meet a variety of learning styles

3

Recommended Lesson Duration: 60 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 4-22
Starting the Lesson	Intro Slides 1-4
Designing a Lesson: Sequence, Timing and Approach	Slides 5 -10
Learning Styles	Slides 11-14
Learning Activity	Slide 15
The BOPPPS Model	Slides 16-22
Summary of Key Messages	Slide 23

Designing a Lesson: Sequence, Timing and Approach

☞ **Note to Instructor** Participants should have a copy of the material they will be using for their own lesson design (including the target audience analysis, the learning objectives developed in and any other supporting materials). They will be referring to these materials throughout this lesson.

Sequence

Slides 5-6

Designing a Lesson: Sequence,
Timing and Approach

Strategies for lesson sequence:

▪ Job performance order

▪ Simple to complex

▪ Critical sequence

▪ Known to unknown

5

Designing a lesson: *Sequence*

Strategies for lesson sequence (cont.):

▪ Zooming in

▪ Dependent relationship

▪ Supportive relationship

▪ Cause to effect

6

Key message: For some training topics, an appropriate sequence of concepts will be clear. Yet, this is not always the case. There are a number of strategies that can be used when determining sequence.

Strategies for sequencing content:

- Job performance order: the order in which learners perform tasks related to their daily work
- Simple to complex
- Critical sequence: topics organized in terms of their relative importance
- Known to unknown: familiar topics covered before unfamiliar
- Zooming in: start with a general overview then focus on specific topics
- Dependent relationship: topics are sequenced in a hierarchy. Those considered to be prerequisite are covered first
- Supportive relationship: organize topics near each other that share common elements – this facilitates bridging between topics
- Cause to effect: topics are sequenced from cause to effect

☞ **Note to Instructor** Have participants take a few minutes to reflect on the sequence of their lessons. How is the material currently sequenced? Based on the learning objectives and target audience, is this the most appropriate sequence? Have them think of at least one other way the material could be sequenced. Have them jot down notes on this, as it will inform their lesson design work later in the day.

Timing

Slide 7
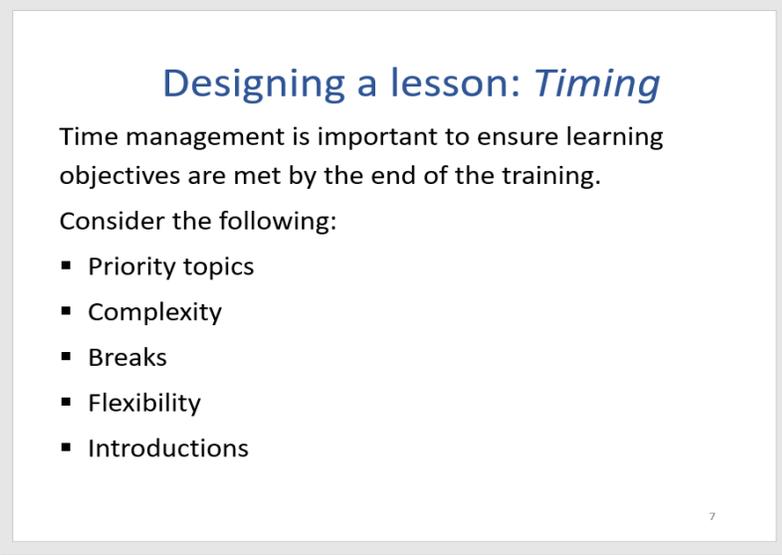
> ### Designing a lesson: *Timing*
>
> Time management is important to ensure learning objectives are met by the end of the training.
>
> Consider the following:
> - Priority topics
> - Complexity
> - Breaks
> - Flexibility
> - Introductions
>
> 7

Key message: Time planning and management is an important skill for a trainer, in particular to ensure that all learning objectives are met by the end of the training.

When mapping out the timing for a lesson, consider the following:

- Priority topics: some topics may be of particular importance ("need to know") while others may be considered "nice to know". Understanding the priority of topics will inform the amount of time you spend on each.
- Complexity: complex topics may require additional time for reinforcement, both during the lesson and throughout the broader training programme.
- Breaks: plan on incorporating breaks regularly. Participants usually need a short break every 45-50 minutes and longer breaks every couple of hours.
- Be flexible: training delivery rarely goes perfectly according to script. Some activities move quickly, while others take longer than expected. Have some flexibility built into your time schedule.
- Introductions, transitions and wrap-ups: each of these elements take time – remember to allow for them in your schedule.
- Practice: rehearse your presentations and activities ahead of time to get a better idea of how long each element will take.

At the conclusion of each lesson (or day), make some notes on how the timing of the lesson went. Use this information to make necessary adjustments for next time.

**Approach**

Slide 8
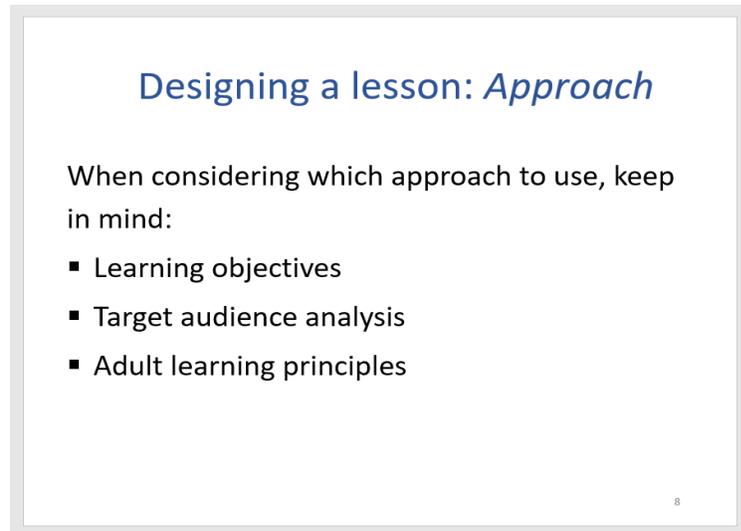
Designing a lesson: *Approach*

When considering which approach to use, keep in mind:

- Learning objectives
- Target audience analysis
- Adult learning principles

8

Key message: When considering which approach to use, keep in mind both the learning objectives and the target audience analysis. The approach chosen should also be informed by theories of learning and adult learning principles.

Slide 9
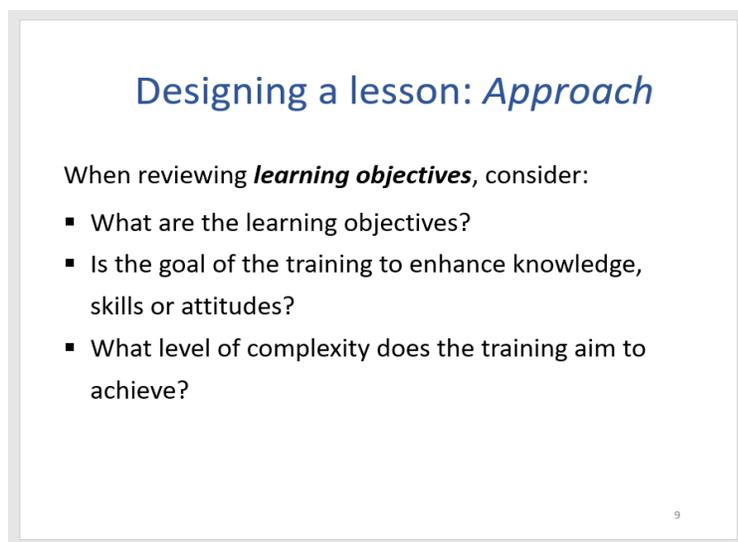
Designing a lesson: *Approach*

When reviewing **learning objectives**, consider:

- What are the learning objectives?
- Is the goal of the training to enhance knowledge, skills or attitudes?
- What level of complexity does the training aim to achieve?

9

Key message: When **reviewing the learning objectives**, consider the following:

- What are the learning objectives?
- Is the goal of the training to enhance knowledge, skills or attitudes or all three?
- What level of complexity does the training aim to achieve? Is it an expert training or a foundation training? For example, do the learning objectives state that participants should be able to perform specific tasks on their own, or is the objective to attain a basic level of understanding? This will inform the type of approach taken.

Slide 10

Designing a lesson: *Approach*

When reviewing the **target audience analysis**, consider:

- What do you know about your target audience?
- How can you meet their needs?
- How many participants/facilitators?
- Cultural, language constraints
- Space, technology
- Ranks
- Prior training, experience

10

Key message: When **reviewing the target audience analysis**, consider the following:

- What specific characteristics do you know about your target audience?
- How might you design specific training activities and approaches that best meet their needs and expertise levels?
- How many participants will there be? How many facilitators will there be?
- Are there cultural, language or other constraints you should take into account?
- What kind of space will you be working in? What kind of technology will be available?
- Are there significant differences in rank or levels of experience among participants? Is the training integrated (a mix of uniformed and civilian personnel)?
- What prior training, experience or knowledge do the participants have?

Learning Styles

Slide 11

Key message: People learn differently, preferring different styles or approaches. **These styles are often categorized as visual, auditory or kinesthetic**. It is a good idea to try and incorporate activities that appeal to multiple learning styles. Not only will this meet the needs of individuals who learn best in each style, but it also introduces variety into the lesson, which is good for all learners.

☞ **Note to instructor** Brainstorm with participants teaching approaches or activities that fall in the categories of visual, auditory and kinesthetic learning styles. Remind them that these are not "hard" categories. Most people prefer combination of styles. Keep the lists posted for when participants work on their own lesson design. Below are some ideas.

Slide 12

**Key message: Visual approaches** may include the following:

- Provide written material or handouts
- Use of visual aids, such as graphics, charts, slides, pictures, videos, etc.
- Role-playing, demonstrations, field/study visits
- Use of flip-charts, post-it notes
- Incorporating good use of colour and colour-coding
- Reading case studies
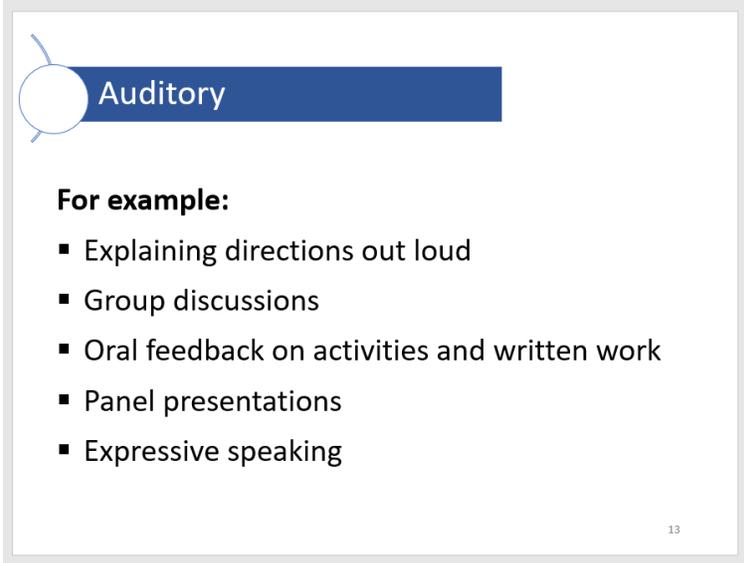
Slide 13

Key message: Auditory approaches may include the following:

- Explaining directions out loud
- Group discussions
- Oral feedback on activities and written work
- Panel presentations
- Expressive speaking

Slide 14
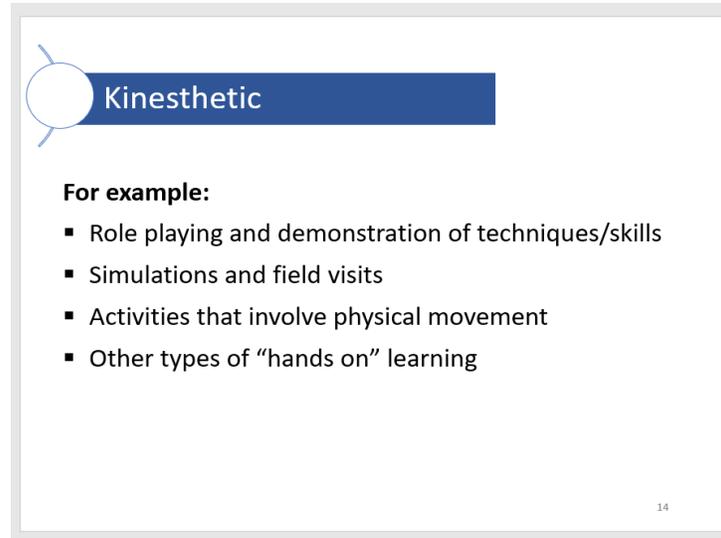
> **Kinesthetic**
>
> **For example:**
> - Role playing and demonstration of techniques/skills
> - Simulations and field visits
> - Activities that involve physical movement
> - Other types of "hands on" learning
>
> 14

Key message: Kinesthetic approaches may include the following:

- Role playing and demonstration of techniques/skills
- Simulations and field visits
- Activities that involve physical movement
- Other types of "hands on" learning

As far as possible, lessons should incorporate activities that utilize all three types of learning styles.

Learning Activity 6.1.1

Lesson Activities in Multiple Learning Styles (Slide 15)

METHOD

Group discussion

PURPOSE

To illustrate different lesson activities that utilize a variety of learning styles

MATERIALS

- Copies of the learning activities (see Annex A)

TIME

30 minutes

INSTRUCTIONS

- Provide copies of the activity descriptions for all participants. These can be used as a resource when participants engage in lesson planning.[1]
- Talk through the descriptions of several of the learning activities. Which learning styles are used in each activity?
- Take time to discuss when/how each activity might be useful, including the type of content that might be most appropriate for each activity.

---

[1] These activity descriptions and additional ideas are also available in the UNITAR Toolbox on Facilitating Learning

The BOPPPS Model

Slide 16

Key message: The BOPPPS model serves as a useful framework for organizing a lesson. In general, lessons should incorporate each element of the BOPPPS model; however, this can be done flexibly.

The BOPPPS model comprises the following elements:

B- Bridge in

Slide 17

A bridge is an introduction, a means to generate participants' interest for the class; bridging techniques begin the learning cycle; gains learner's attention through narrative, or via

questions/debate; build motivation; bridging explains why the topic is important. It is usually short.

Bridge-in strategies:

- Provide reasons for learning the topic
- Tell a story connected with the lesson
- Refer to something in the learner's realm of experience
- Pose a provocative question linked to the current topic.

☞**Note to instructor** Have participants brainstorm potential bridge-in activities. What activities have they planned or participated in that have worked well? What types of activities are <u>not</u> useful for bridging-in to a lesson?

Clarify with participants that a bridge-in is not the same as an ice breaker, though a bridge-in could be designed in such a way as to break the ice.

O – Objectives

Slide 18
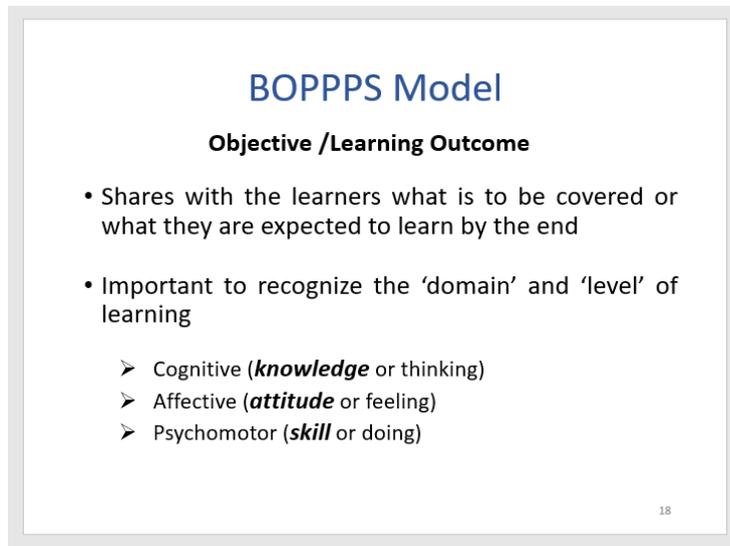
BOPPPS Model

Objective /Learning Outcome

- Shares with the learners what is to be covered or what they are expected to learn by the end

- Important to recognize the 'domain' and 'level' of learning

  ➢ Cognitive (*knowledge* or thinking)
  ➢ Affective (*attitude* or feeling)
  ➢ Psychomotor (*skill* or doing)

18

Introducing the learning objectives is important in order to communicate the purpose of the lesson. This establishes a framework for subsequent lesson activities and discussions. Let students know **what you're going to teach** them; **focus learners on purpose of lesson**; ensure that **everybody understands what is expected** and when the learning has been accomplished; establish a **foundation for the evaluation** of the learning.

Remember learning objectives and outcomes are inter-connected and could be expressed in one sentence *"who will do what under what conditions and how well?"*

P – Pre-assessment
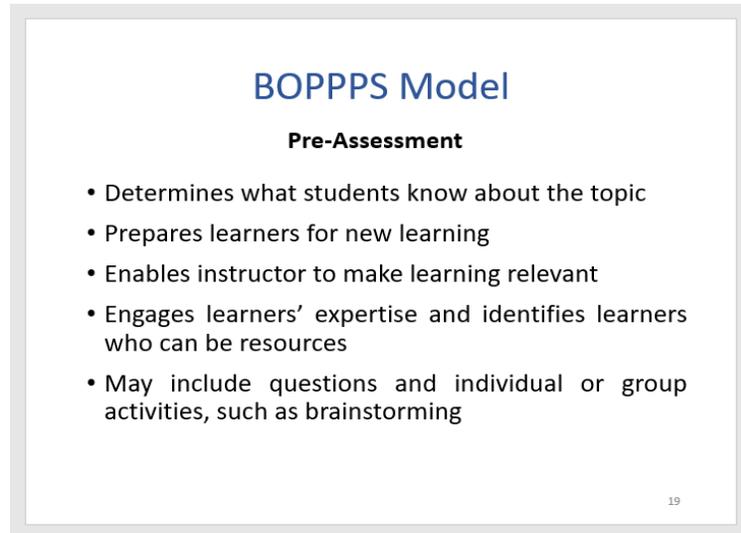
Slide 19

It is important to establish a baseline of participants' levels of knowledge or skills at the beginning of the lesson. Pre-assessments do not have to be done via a written test. Depending on the nature of the content and the objectives of the training, creative approaches to pre-assessments can be a more engaging way to assess participants' levels of knowledge or skills.

Find out **what learners already know** so you can tailor class according to their needs; determine what learners know.

Pre-assessment strategies:

- Closed and open-ended questioning
- Brainstorming
- a trial attempt without instruction

P – Participatory learning

Slide 20

Lessons should be designed in such a way as to encourage active participation. Approaches that actively engage learners are more effective than those that rely on lectures or rote learning.

Encourage participation and interactivity in the learning process essentially; allow learners to add their own experiences to improve participation and engagement; get learners to lead teaching. It is a peer-based learning method.

Types of participatory learning:

- Interaction between the instructor and the learners
- Interaction between the learners themselves
- In order to maintain learners' attention, let them participate or lead.

P – Post-assessment

Slide 21
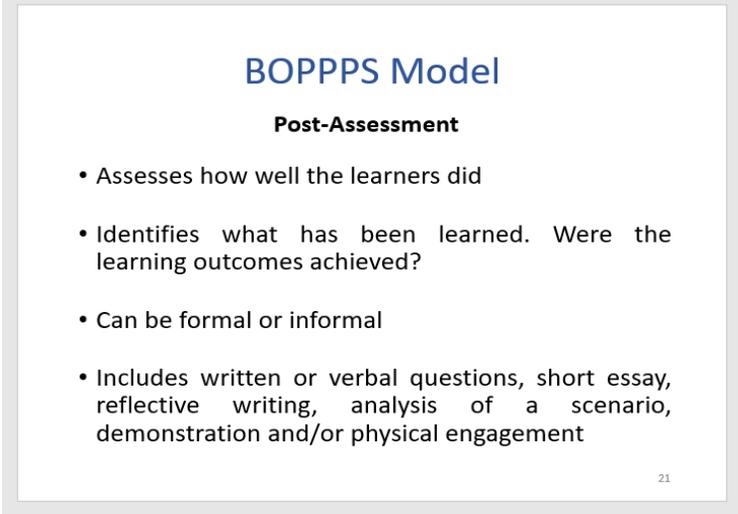
BOPPPS Model

Post-Assessment

- Assesses how well the learners did

- Identifies what has been learned. Were the learning outcomes achieved?

- Can be formal or informal

- Includes written or verbal questions, short essay, reflective writing, analysis of a scenario, demonstration and/or physical engagement

21

Find out how well learners did? How do we know learning occurred? How to measure it? There is a wealth of literature on assessment; not all is helpful. Assess learning using a method that is congruent with the intended outcomes and learning strategies. The post-Assessment answers the following questions:

- What did the learners learn?
- Were desired objectives accomplished?

Strategies for post-assessment: Short test, short essay, analysis of a scenario etc.

Post-assessment method examples:

- Cognitive: written or verbal questions, essays, feedback
- Affective: attitude scales, performance, essays, reflective writing
- Psychomotor: production, performance demonstration, physical engagement

S – Summary

Slide 22
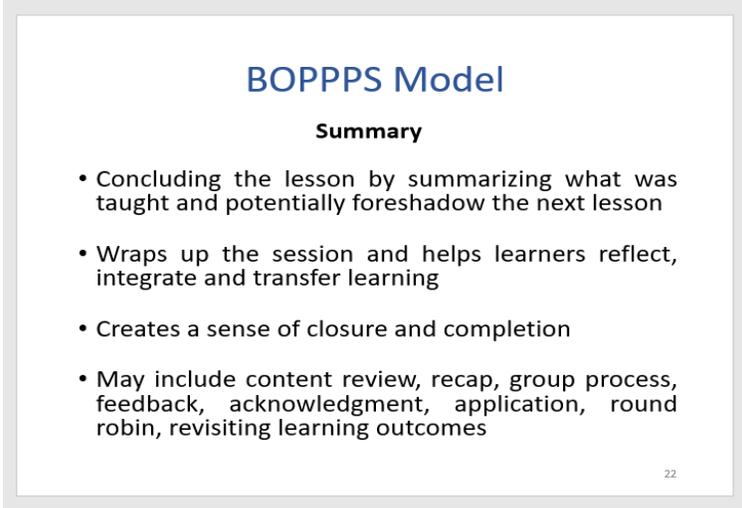
BOPPPS Model

Summary

- Concluding the lesson by summarizing what was taught and potentially foreshadow the next lesson

- Wraps up the session and helps learners reflect, integrate and transfer learning

- Creates a sense of closure and completion

- May include content review, recap, group process, feedback, acknowledgment, application, round robin, revisiting learning outcomes

22

Wrap up the session. Summarize learning experience; create sense of closure.

Strategies:

- Content review
- Feedback of the lecture
- Acknowledgement of effort and achievement
- Application. What can they do with the obtained knowledge?

Summary method examples:

1. Let's do a quick go-around the room and have everyone take 30 seconds to say what they are taking away from this session.
2. Including a summary of concepts at the end of each lesson can help to reinforce key points from the lesson. It also creates a sense of closure at the end of the lesson. In addition to providing a time of review, summaries can be substantive, for example by discussing opportunities for on-the-job application.

The BOPPPS model serves as a useful framework; however, it is not meant to be restrictive. While it is usually appropriate to include each element over the course of the lesson or larger training module, they can be implemented flexibly. They need not be done sequentially and at all times they should be used in the way that best meets the objectives of the training.

👉 **Note to instructor** Before moving on to activity 6.1.2, take time to review the theories of learning and adult learning principles. It may also be useful to recap each of the concepts covered in this lesson before participants begin planning their lessons.

Summary of Key Messages

Slide 23

> ## Summary of Key Messages
>
> - Various strategies are available for determining the timing and sequencing of a lesson
> - The learning objectives and target audience should drive which approach is used
> - A combination of visual, auditory and kinesthetic approaches should be integrated into lesson activities
> - The BOPPPS model is a useful framework for organizing a lesson
>
> 23

Designing a Lesson: Sequence, Timing and Approach

- Various strategies are available for determining the sequence of concepts in a lesson
- Time management is an important skill for a training facilitator, in particular to ensure all learning objectives are met by the end of the training
- When considering approach, keep in mind the learning objectives and the target audience, as well as adult learning principles

Learning Styles

- People learn differently, preferring different styles or approaches. These styles are often categorized as visual, auditory or kinesthetic
- It is a good idea to incorporate activities that appeal to multiple learning styles

The BOPPPS Model

- The BOPPPS model serves as a useful framework for organizing a lesson. In general, each lesson should incorporate elements of the BOPPPS model, although this can be done flexibly

Annexes

Annex A: Sample Activities in Multiple Learning Styles (Activity 6.1.1)[2]

Activity 1: Jigsaw

Time: Flexible

---

[2] These activities are taken from the UNITAR "Toolbox: A Guide on Facilitating Learning," (2016). Additional activities are also available in the Toolbox.

Materials: Handouts per group; quiz (optional)

What? The jigsaw is a collaborative activity in which learners read and examine a portion of a written assignment and teach the others what they've learned. At the end of the exercise, the whole group becomes knowledgeable of the complete assignment. It is an effective way to vary content according to its complexity or depth and it is effective to involve students in the topic covered by the session.

Why? Jigsaw is an example of peer teaching and peer learning, which fosters collaborative work and interaction among learners, and enhances speaking, listening and creative thinking skills. The jigsaw mimics real life situations where people learn from each other, each holding one piece of a puzzle and put it all together to see the big picture. In addition, learning by teaching is one of the most effective ways of remembering new information.

When? Jigsaw can be a replacement for a classic lecture, especially if learners are used to working together during the course of the training.

How?

- Break a (complex) topic into different sub-topics/pieces.
- Introduce the method and divide learners. You should divide learners in as many groups as the number of topics/pieces of the puzzle you divided the material into. You should also ask each group to identify a group leader.
- Assign topics to the groups. From now onwards, groups are called the expert groups. You should ask each group to familiarize with the topic assigned and make sure they all understand it. You should provide each group with guiding questions, based on which they need to distill the essential pieces of information from the text that you have given them. You should constantly monitor groups and offer help if needed.
- Mix learners. After groups have mastered their topic, you should create mixed groups, including one expert from each topic. Given the fact that each participant in the new groups has a different focus area, the groups are now called jigsaw groups. Eventually, learners may go back to the expert groups and debrief prior to the plenary session.
- Ask each expert to teach his/her topic to the rest of the group, by presenting it and encouraging questions and clarifications. At the end of the discussion, all learners should become experts on the other topics.
- Wrap-up the activity by:
    o Organizing an assessment activity on each topic so that learners verify what they have learned.

o Organizing a group debriefing where learners discuss what they have learned and how the different pieces fit together. This is an opportunity for you to check the understanding of learners and clarify any doubts or misconceptions.

Activity 2: Role-play

Time: Flexible

Learners: 2-4 at a time

Materials: Role cards; additional materials may be needed depending on the scenario

What? A role-play is a training technique in which learners assume a role in a certain scenario and act out a given situation. Discussions and feedback are key elements of the role-play, as they represent a necessary component of the learning process. A well-designed role-play has usually the structure presented below.

CONTEXT	ROLES	PROBLEM	SOLUTION
Setting	Who are the characters? What are the different perspectives/ objectives of the characters?	What is the starting situation? What is the problem among the characters?	What is the lesson? What are the questions for debriefing for the audience and the characters?

Why? The purpose of role-playing is to achieve a better understanding of a situation by experiencing a realistic simulation. Role-playing is useful as a training exercise, as it transforms the content of learning from information into experience. Although a role-play might be entertaining, learning is the main purpose of the exercise. Yet, given the social nature of this method, role-plays have the potential to build teams, solve problems and to break the ice among learners. Remember: A role-play is not the same as theatre play!

When? This method is especially useful when the learning objectives are focused on skill development. In order for learners to apply the given skills appropriately in real life, a realistic scenario is created in which learners can practice and receive feedback in a safe environment.

The role-play can be used at different points of the training, with different purposes, such as:

- To catch the attention of learners and get an idea of their current knowledge, skills and attitudes (introduction)
- To allow learners to practice what they have learned (after a theoretical session)
- To assess whether learners are able to apply the learned skills in practice (assessment)

How?

Before:

- Explain the scenario and ask for volunteers to play the roles. You should give some time to learners to get into their role and you should make sure they understand what they are supposed to do. For instance, you may prepare role cards with detailed descriptions
- Get prepared. If you suspect that the role-play might get intense or might be too emotional, you may wish to: give health and safety warning; prepare a whistle to stop a too intense situation; allow individual drop-out; and agree on a safety word – if anyone shouts that, the activity will stop immediately
- Give a task to the audience, such as observation, note taking, etc.

During: Run the role-play. You should run the role-play until:

- Learning objectives for the activity have been achieved
- Time is up
- Scenario ends naturally
- Someone became distressed or there is a chance of injury
- You should give a chance to learners to de-role before the debriefing – you may envisage a short break to get out of the emotions of the role

After: Ask learners and observers a series of questions to get the most out of the learning experience:

- What happened? How did you feel?
- What did you learn from it? Can you think of reasons why you acted the way you did? Can you see any patterns? Etc.
- How will you apply it? What would you do differently next time? What tips would you keep in mind for the future?

Activity 3: Expert Panel

Time: Flexible

Learners: 15 and up

Materials: none

What? An expert panel is a presentation or discussion lead by a group of experts.

Why? This method allows different experts to present their opinions on a topic. It is particularly useful as it provokes better discussion than a one-person presentation. Also, the frequent change of speaker holds the attention of learners.

When? You may use this method when experts are accessible and available, and when you consider that their inputs could make a valuable addition to the course. In the case of an advanced group, you may organize an expert panel at the beginning of the training – to create interest and excitement. Alternatively, you may invite experts later on in the training, allowing learners to prepare in advance the questions.

How?

- Identify and arrange the experts well in advance. You should brief experts on the learning objective of the session and allow for preparation time
- Introduce the experts to the group and open the discussion. You may moderate the discussion, or you may ask another expert, as well as a participant to take this role.
- Allow learners to address their questions to the panel. When you reach the end of the session, conclude and summarize the key points and thank the experts for joining you. Finally, you may wish to connect another activity to the results of the expert panel.

Tip: Experts may be present via the internet (Skype, webcasts, etc.). In this case, make sure that you have the appropriate technical equipment.

Activity 4: Round Robin

Time: Flexible

Learners: 20-50

Materials: markers, flip-charts, post-it notes

What? Round robin is an alternative way of facilitating a discussion. A topic is divided in several components – each assigned to a "station". Learners – divided in groups – quickly brainstorm their ideas on a particular aspect of the topic and record them on a flipchart. Once it is done, the group moves on to the next station, where they will analyze a new aspect of the main theme. When a group starts working on a new aspect of the topic, it has to build on and add to what was already noted by the other groups.

Why? Round robin is a quick – but intensive – way to engage with a topic. This method helps recall knowledge and facilitate group learning. It also challenges learners to analyze and solve problems from various perspectives. Finally, the swift movement among stations helps energize the learners and encourage engagement.

When? The activity can be used to introduce a session or a topic. It can also be used whenever multiple perspectives are involved, or quick and critical thinking are required. Eventually, it can be used in combination with other methods such as problem-based learning or case studies.

How?

- Prepare the room. You should set up flipcharts with markers and brief the experts who will facilitate the discussions. Experts may be invited from outside or be selected from the group.
- Distribute learners into groups. You should provide a general overview of the topic and the different elements to be analyzed. You should also remind learners to record all their ideas on the flipcharts.
- Start the first round. You should warn learners that the time is running out 2 minutes before the session elapses and then give them a signal to move on the next station (they should really move!).
- Make sure that learners read what the previous group has written down. You should utilize the experts to quickly summarize key points and issues raised by the other groups. After having interpreted the previous ideas, the group should only add what is missing from their point of view. The time spent on a session decreases progressively, as more and more ideas are collected on the flipcharts.
- Ask learners to return to their original flipchart station and prepare a 3 minutes report to be presented to the plenary. Once the presentation is completed, debrief the activity.

Activity 5: Six Thinking Hats

Time: Flexible

Learners: 6-15

Materials: Colorful paper for the hats, paper and pens

What? The six thinking hats is a technique for fostering group thinking and decision-making based on the principle that an issue should be explored from many different perspectives to be fully understood. Different perspectives are symbolized by hats of different colors, which in turn represent different modes and directions of thinking.

The six hats are:

- **White hat.** Those who wear this hat present facts and data related to the issue, and analyze the information available.
- **Green hat.** Those who wear this hat generate ideas and think of various alternatives to handle the issue.
- **Yellow hat.** Those who wear this hat consider all the positive aspects related to the issue and eventually the ideas linked to it. They concentrate on the benefits these ideas can produce.
- **Black hat.** Those who wear this hat consider all the negative aspects related to the issue and eventually to the ideas linked to it, as well as their drawbacks.
- **Red hat.** Those who wear this hat use intuition, emotions and gut reaction. They try to think about the way other people could react emotionally.
- **Blue hat.** Those who wear this hat take a meta-perspective and take control over the meeting. You should use this hat at the end of the session to debrief, summarize and adjourn the meeting.

There are two approaches to conduct the exercise:

- Approach 1. All learners wear the same hat at the same time and brainstorm the same issue. This approach allows each participant to express his/her own personal opinion from each of the six perspectives, preventing him/her to skip a point of view that (s)he usually doesn't use.
- Approach 2. Each participant or group of learners is assigned a different hat, i.e. a different perspective from which they need to address the given issue or topic. This

approach allows for an issue to be simultaneously analyzed from multiple perspectives, promoting a constructive debate.

Why? This method encourages critical analysis and obliges learners to move outside their habitual thinking style. Although note taking is advised, this technique is suited for learners that prefer oral interactions.

When? This method can be used in a session when discussion and analysis is required. It is important that learners have some knowledge and/or experience in the given topic so that they can contribute to the issue at hand.

How?

- Set the room according to the number of learners. Having chairs in a circle is a good solution that allows each participant to see the rest of the group.
- Introduce briefly the issue that will be discussed. You don't need to provide too many details, since they will be discussed later on.
- Explain the method. You should give details on the meaning of all the hats and stress the importance of giving answers from every single possible perspective. If you opt for the first approach, you should start the exercise always from the white hat and conclude with the blue one. All hats can be used more than one time per section if considered useful. You should make sure that learners follow the instructions and they don't deviate from the assigned perspective.
- Debrief. You should use the blue hat at the end of the session to debrief, summarize and adjourn the meeting.

Annex B: Lesson Plan Template

Lesson Title:

Lesson Objectives:

-
-
-

Time:

Materials:

-

	List of Activities (Title and Time Allocated)	**Notes/Instructions**
Introduction (Bridge-In)		
Body		

Wrap-Up		
Pre-Assessment		
Post-Assessment		

Notes:

Annex C: Lesson Plan Reflection

1. How have you incorporated elements of the BOPPPS model into your lesson?

2. Do you have a balance of visual, auditory and kinesthetic learning approaches? Explain.

3. Do your activities reflect behaviorist, social cognitive or constructivist learning theories? If they are a mix, which activities line up with which learning theory?

4. In what ways have you accounted for the specific needs of your target audience?

5. In what ways does your lesson correspond with adult learning principles?

6. What sequencing approach does your lesson plan use? Why was this approach chosen?

7. Which elements of your lesson are "need to know"? Which are "nice to know"? How have you reflected this in the timing and sequence of your lesson?

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). The types of learning evaluation questions are:
   1) Narrative
   2) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 6.2	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. What are the strategies for sequencing lesson content?	▪ Job performance order ▪ Simple to complex ▪ Critical sequence ▪ Known to unknown ▪ Zooming in ▪ Dependent relationship ▪ Supportive relationship ▪ Cause to effect
2. What should be considered while planning time of the lesson?	▪ Priority topics ▪ Complexity

	▪ Breaks ▪ Flexibility ▪ Introductions
3. List the key considerations when reviewing the target audience analysis?	▪ What do you know about your target audience? ▪ How can you meet their needs? ▪ How many participants/facilitators? ▪ Cultural, language constraints ▪ Space, technology ▪ Ranks ▪ Prior training, experience
4. List down the three types of learning styles.	• Auditory • Visual • Kinesthetic
1. Enumerate few examples of auditory learning style.	• Explaining directions out loud • Group discussions • Oral feedback on activities and written work • Panel presentations • Expressive speaking
True-False	
1. While sequencing content of the lesson familiar topics should be covered before unfamiliar topics.	**True**
2. Topics should be sequenced from cause to effect.	**True**
3. Participants usually need a short break every 60 minutes and longer breaks every three of hours.	**False.** Participants usually need a short break every **45-50** minutes and longer breaks every **couple of hours**.
4. Role playing and demonstration of techniques/skills is a visual form of learning style.	**False.** Role playing and demonstration of techniques/skills is a **kinesthetic** form of learning style.

Definition/Terminology Related Questions

Key Word or Phrase	Definition
The BOPPPS model	The BOPPPS model serves as a useful framework for organizing a lesson. In general, lessons should incorporate each element of the BOPPPS model; however, this can be done flexibly. It comprises the following elements: ▪ Bridge-in ▪ Objectives ▪ Pre-assessment ▪ Participatory learning ▪ Post-assessment ▪ Summary
Participatory learning	Lessons should be designed in such a way as to encourage active participation. Approaches that actively engage learners are more effective than those that rely on lectures or rote learning.