



Lesson 6.1 – Developing a Lesson

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

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

Lesson 6.1 Content

- Designing a Lesson: Sequence, Timing and Approach
- Learning Styles: Visual, Auditory and Kinesthetic
- The BOPPPS Model

Designing a Lesson: Sequence, Timing and Approach

Strategies for lesson sequence:

- Job performance order
- Simple to complex
- Critical sequence
- Known to unknown

Designing a lesson: *Sequence*

Strategies for lesson sequence (cont.):

- Zooming in
- Dependent relationship
- Supportive relationship
- Cause to effect

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

Designing a lesson: *Approach*

When considering which approach to use, keep in mind:

- Learning objectives
- Target audience analysis
- Adult learning principles

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?

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

Learning Styles

People learn differently, preferring different styles or approaches. Try to incorporate a variety of learning styles into your lesson and activities.





Visual

For example:

- 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
- Reading case studies



Auditory

For example:

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



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

Learning Activity 6.1.1

Lesson Activities in Multiple Learning Styles

Instructions:

- Talk through the provided descriptions of learning activities
- Which learning styles are used?
- When might each activity be useful?

Time: 20 minutes

The BOPPPS Model

The BOPPPS model is a useful framework to organize a lesson.

<u>B</u> ridge-in	<ul style="list-style-type: none">• Introduction or hook to the lesson
<u>O</u> bjectives	<ul style="list-style-type: none">• Communicate the purpose of the lesson
<u>P</u> re-assessment	<ul style="list-style-type: none">• Establishes a baseline of participants' knowledge or skills
<u>P</u> articipatory learning	<ul style="list-style-type: none">• Encourage active engagement of all learners
<u>P</u> ost-assessment	<ul style="list-style-type: none">• Compare pre- and post-assessments to measure learning
<u>S</u> ummary	<ul style="list-style-type: none">• Reinforces key points

BOPPPS Model

Bridge In

- An introduction to the content to be covered
- Often something the learners can relate to
- Something dramatic or funny to arouse curiosity
- Prepares learners for learning by directing their focus
- Serves as transition between one subject and another
- Might include an story, a provocative question, an activity, a quiz, a relevant joke and/or a visual clue such as a video clip or slide

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)

BOPPPS Model

Pre-Assessment

- Determines what students know about the topic
- Prepares learners for new learning
- Enables instructor to make learning relevant
- Engages learners' expertise and identifies learners who can be resources
- May include questions and individual or group activities, such as brainstorming

BOPPPS Model

Participatory Learning

- Teaching the topic in a way that involves active learning and students' participation
- Learning activities are chosen to maximize and integrate learning
- Often includes interaction between instructor and learners, and/or interaction among the learners in teams or pairs

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

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

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



Questions?