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Lesson Planning Template¹

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The following template was created to assist the teacher or trainer interested in performing a comprehensive planning effort aligned with Outcome-Based Design principles, critical thinking protocols and active adult learning strategies.

The template was developed in response to the general lack of a cohesive planning template for professional training. In the absence of this template, many could misperceive the course outline or existing training specifications as the “lesson plan.” This often results in teaching that feels constrained to the course outline, or the misperception that concepts should be presented in the sequence they may happen to appear in the outline itself.

Worthwhile considerations for the planner are:

The outline is not the lesson plan, nor does the outline dictate the sequence of training presented or length of time specific objectives should warrant. It is a document articulating the objectives and outcomes desired as expressed in the learning needs or learning objectives, the specific detail of minimum standards and the scope of training required.

Learning objectives in course outlines and training specifications are often tied to assessment and testing parameters. Pen and paper testing is rarely developed above Bloom’s Taxonomy levels one or two (knowledge and understanding). This is done to serve the desire for consistency from one training class to the next, the standardization of tests and the ability to replicate the training experience from one locale to others.

Planning takes time. For each hour of training, planning may take at least an hour or more. Beyond interpreting the requirements of the course outline, planning entails the development and integration of learning activities, various dialogue components, the identification and allocation of resources and related activities.

¹ Adapted from the *Advanced Facilitation Skills Course for Instructors Student Workbook* by Bob Harrison and Kendall Zoller. CA Commission on POST, 2007

What things might I incorporate to ensure there is a “Natural Critical Thinking” learning environment?

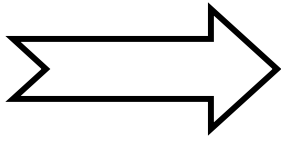
What could be the student assumptions and deeply-held beliefs about your topic or content area?

What strategies could I use to engage their critical thinking of concepts?

What paralanguage and non-verbal intelligence skills and strategies might I use?

In what ways could I adopt practices to enhance written skills proficiency in my training?

Who will be in the room (Gamers, Millennials and Generation Next) and how could their presence alter or affect the teaching strategies and outcomes?



What Outcome Based Planning do I need to do to achieve desired outcomes?

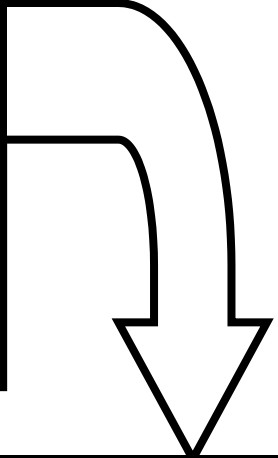
Desired Results _____

Acceptable Evidence _____

Learning Activities to produce acceptable evidence _____

Know and Do _____

Essential Questions _____



REVISED AND UPDATED LESSON PLAN

Objectives _____

Sequence of Instruction _____

Know and Do Outcomes _____

Strategies and Methodologies _____
