

Lesson Planning

Overview

The lesson plan is a roadmap to student learning outlining what students need to learn and how you plan to teach them effectively. It allows you to plan activities and strategies to maximize learning.

An effective lesson plan includes 3 important components:

1. Learning outcomes
2. Assessments to check for student understanding

Other components:

- Date and time
- Anticipatory sets/hooks (introduce material)
- Teacher modeling (demonstration)
- Guided practice/activity
- Independent practice
- Resource

The lesson plan must be prepared before the class. Then it is recommended that it is shared with students during the class, as a way to promote engagement and help students keep track of the session. Lastly, when the class ends, it is important to review the effectiveness of the lesson plan, including areas of improvement. Note that the lesson plan can never be exhaustive and will always be subject to review/change during the course of the semester.

Goals for lesson plan:

- Identify learning objectives (more information on this [here](#))
- Plan specific learning activities and assessments
- Sequence lesson
- Create a realistic timeline
- Plan for lesson closure

Benefits of lesson planning:

- Align learning outcomes with class lessons.
- Organize course content.
- Improves time management
- Prepare instruction with available reference materials for each lesson.

Planning Learning Activities and Assessments

Planning Learning Activities:

- Goals of learning activities:
 - Align with LOs.
 - Create experiences that allow feedback on specific progress towards the LOs.
 - Meaningfully engage students in active, constructive, authentic, and collaborative ways.
 - Useful -- students should be able to apply learned knowledge to other contexts (outside of activity).
- Questions to consider when designing activities:
 - What will I do to explain the topic?
 - What will I do to illustrate the topic in a different way?
 - How can I engage students in the topic?
 - What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
 - What will students need to do to help them understand the topic better?
- Calculate the time the activity should approximately take -- add in time that may be needed for extended discussion/explanation.
 - That said, be sure to be prepared to change to the next activity/problem in a timely manner (don't spend too much time stuck on one activity).

Some sample activities according to activity type below:

Activity Type	Learning Activity
Interaction with Content <i>(makes students interact with learning materials)</i>	Drill and practice, lecture, quiz, student presentation, etc.
Interaction with Digital Content <i>(students experiment with virtual tools to reach learning outcomes)</i>	Games, simulations, etc.
Interaction with Others <i>(peer relationships, support structure, etc.)</i>	Debate, discussion, feedback, guest speakers, etc.
Problem solving and Critical thinking <i>(present a problem, scenario, case, etc., to students and then ask them to address it -- gives students a chance to think and apply knowledge in new/different ways)</i>	Case study, concept map, real-world projects, etc.
Reflection <i>(student thinks about learned concepts in relation to their experiences and analyses why they think about the topic the way that they do alongside</i>	Reflection journal, etc.

assumptions/attitudes/biases they might hold regarding it)	
--	--

For more ideas on learning activities/assignments, check out [this brief](#).

Planning Learning Assessments:

- For this you will need to consider:
 - Number and types (formative vs summative, [more information here](#)) of assessments needed (that allow students to effectively communicate learning outcomes),
 - Criteria and standards to be used (e.g. rubrics -- [more information here](#))
 - Role of student in assessment process (possibilities for student self-assessment, peer assessment, etc.)
 - Weightage of each assessment (how each task in assessment will be weighted -- this should be shared with students).
 - Provision of feedback (instructor to student and student to instructor).

Sequencing Lesson

Robert Gagne's 9-step process for lesson sequencing:

- 1. Gain Attention:**
 - Present a story or problem to be solved
 - Use ice-breaker activities, current news/events, case studies, videos, etc.-- quickly grab student attention and interest in the topic.
 - Use technology tools, e.g. surveys/polls to ask leading questions about topics.
- 2. Inform Learner of Objective --** helps students organize their thoughts about what they are going to learn:
 - Include LOs in slides, syllabus, etc.
 - Covey required performance and criteria.
- 3. Stimulate Recall of Prior Learning --** helps students understand new information if related with previously learned knowledge.
 - Recall previous lectures and integrate with current topics.
 - Ask students about their understanding of previous concepts.
- 4. Present New Content**
 - Sequence and chunk information to avoid cognitive overload
 - Blend information to aid information recall.
- 5. Provide Guidance --** tell students of useful learning strategies to understand content alongside resources available.

- Provide instructional support, as scaffolds (cues, hints, prompts etc.) -- remove once student has understood content
 - Model different learning strategies (mnemonics, concept mapping, etc.)
 - Use examples and non-examples
- 6. Practice** -- let students apply learned knowledge
- Group or individual activities
 - Ask deep-learning questions
 - Make references to what students already know
 - Ask students to recite, revisit or reiterate learned knowledge
 - Facilitate student elaboration -- students elaborate or explain details.
- 7. Provide Feedback** - [more information here](#).
- 8. Assess Performance**
- Use assessments to check student understanding.
- 9. Enhance Retention and Transfer**
- Allow students to apply learned concepts to their personal context.

Creating Realistic Timelines

- Chunk your 50 min lesson to 10-15 minutes of mini sessions
- Do not try to incorporate too many LOs in one session -- a list of 10 LOs is unrealistic, stick to 2-3 key concepts.
- Prioritize LOs/concepts so you can adjust or make on-spot decisions.
- As mentioned above, accurately calculate how long activities will take. Write down expected time next to activity in the lesson plan.
- Keep a few minutes at the end of class to answer questions.
- Plan an extra activity/discussion in case you have time left.

Remember to be flexible -- be ready to adjust the plan as needed.

Planning for Lesson Closure

- Use this time to solidify learning -- check for student understanding (use this to inform future classes/plans).
- Emphasise key information -- state the main points yourself, ask a student to summarize content or ask all students to write down what they think the key takeaways were.
- Tie up any loose ends
- Correct any student misconceptions
- Preview upcoming topics.

This time is useful for students because it can help with:

- Summarizing, reviewing, and demonstrating their understanding of major points
- Consolidating and internalizing key information
- Linking lesson ideas to a conceptual framework and/or previously-learned knowledge
- Transferring ideas to new situations

Useful resources:

- [Lesson Plan Template](#) and [Template for Daily Lesson plan for Synchronous \(f2f\) Mode](#)
-- please feel free to adjust/edit it as per your course requirements.
- Use [Lesson Planning Checklist](#) to ensure you've covered all required components of a lesson plan.

Developed by CLT, FCC, 2020 from:

[Lesson Planning, Centre for Teaching Excellence](#)

[Lesson Planning, Centre for Educational Innovation](#)

Updated on: Mar 12, 2026