

## Lesson Plans

### Why use Lesson Plans?

In the Block Model, lesson plans are included for each session to help staff teaching into the unit understand the design of the unit and how it is to be delivered. Lesson plans help to specify the intent of the unit and provide a consistent learning experience for all students in each of the classes being delivered.

A lesson plan highlights how the activities will be executed and includes a list of supporting resources as well as details of how the activity integrates with the classroom and tools in VU Collaborate.

As an example, you may ask students to 'complete a reflection piece at the end of each week'. The instructor taking the class will need to know the details of this activity, e.g. what tool will students be using, ePortfolio? Discussion Forums? Padlet?, what style of reflection will students need to write.

### What's in a Lesson Plan?

You will need to provide the following information for each Lesson Plan, using the [template](#):

- 1 List of tasks and activities and where they occur in the session (e.g. before class, in class or post class activities)
- 2 An outline of how these tasks are to be done (e.g. details of how to conduct a class icebreaker or a laboratory activity)
- 3 A list of resources needed to accomplish the planned tasks and activities
- 4 Expected amount of time to complete the activity or task so that the instructor can plan their time.

When you have completed the lesson plans for all sessions, upload them to the Staff Resources module in the unit's Master space.

### Tips

- 1 Provide a list of resources and tools to allow the students to complete the task
- 2 Include prompt questions, expected answers, useful tips or facts that can be used to support the activity
- 3 Introduce your teaching team to the lesson plans and the Staff-only module in the VU Collaborate Space to ensure that they deliver it as it has been designed and they are aware of the resources being provided to support the unit.

### Want to know more?

Block Model guidelines

- [Lesson plan template](https://vustaff.sharepoint.com/:w:/s/00032/budd/EaWFnTocpAFPkjiYhHLBdksBI1Gd-V85Lk9CK4jvamKL2w?e=oPjMU5)  
<<https://vustaff.sharepoint.com/:w:/s/00032/budd/EaWFnTocpAFPkjiYhHLBdksBI1Gd-V85Lk9CK4jvamKL2w?e=oPjMU5>>, accessed 17 October 2019.

Example: Lesson plan for a Block Model unit

<b>Week</b>	1	<b>Session</b>	3
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Topic 1</li> <li>• Topic 2</li> </ul>	<b>Assessment Alignment</b>	Working towards assessment 2 Due Week 2 session 5

An approx. amount of time to complete each activity. Use as a guide only.

Use to articulate how the session's activities relate to the assessment/s. Use as a guide only.

Time (mins)	Activity *optional (time permitting)	Instructor Actions with Rationale	Student Activities with Rationale	Activity Resources
45 mins	<b>Pre-class activity</b> • Work through H5P	Note any trends from online responses	Bring responses to class	H5P interactive introducing key concepts
10 mins	Overview of session	<b>Administrative overview.</b> • Key topics & activities • timelines / sequence & break		Attendance register
25 mins	Springboard from Pre-class activity	<b>Get students to apply</b> what they learned from the pre-class activity. Use pre-class learning as a launch for the Springboard activity. • <b>What to do:</b> Outline Activity (e.g. applying & extending pre-class learning to case study; problem solving;) • <b>How to do it</b> • Organise class into pairs/groups • Clarify tasks/roles • <b>Report back:</b> Detail process <b>Conclude with wrap-up, Just-in-time teaching (JIT) etc</b>	Extend learning from pre-class activity -be <b>prepared to justify their conclusions</b>  Springboard activity • Follow directions • Aim to • be an active contributor • relate your remarks to comments made by others	Pre-class resources Active learning prompts (case study/ problems / scenarios / minute papers/ design boards etc)  Whiteboards/ Kahoot polling / ALP
25 mins	Presentation on Topic	Encourage students to relate what they already know to the new Topic • Presentation with embedded questions / activities • Pause so students have time to respond		.ppt/H5P slides, Kahoot Polling, ALP, Laser Pointer / Remote to play slides, VGA adaptor
20	Problem-solving / Group activity	<b>Get students to consolidate their understanding</b> of topic and share answers • Walk around room asking prompting / structuring questions) <b>Conclude with wrap-up, JIT etc</b>	Student Groups to share answers, or contribute to class problem-solving.	Kahoot polling, ALP, Padlet or wiki to share group results
15 mins	<b>Short break</b>			
20 mins	Interactive Presentation	As above	As above	As above
30 mins	<b>Group Activity</b> /Problem solving  [Structure is like a recipe]	• <b>What to do:</b> Research Topic (different topic per group, allocated by instructor) • <b>How to do it:</b> • List of Key points groups touch on • <b>Report back</b> • 1 student presents group key discussion points to class • Students reflect on activity in ePortfolio <b>Conclude with wrap-up:</b> JIT etc	Student groups to gain depth of understanding on one facet of Topic. • Follow directions on what to do and how to do it • Nominate individuals for report-back –	List of Topic specific case studies for each group  Report-back tools as appropriate
20 mins	Assessment-related	<b>Time to make progress on assessment task</b>	Students use this time to their advantage	
10 mins	<b>Closing:</b>	• Any <b>feedback?</b> • <b>Review checklist</b> for activities to be completed • Pre/Post class activities	<b>Detail Pre/Post-class activity. Encourage participation by explaining links to assessment or in-class activities</b>	
	<b>Post-class activity</b>	• Continue with assessment 1 • Review presentation		

Rationale frames the style of instructor role

Details of how this activity runs

Advise students of this expectation