

EXAMPLE LESSON PLAN

This is not a complete lesson plan.

This contains only enough information for demonstration purposes.

Name: John Smith

Course: OP

Topic: Forward Stroke

Duration: 10-15 mins

LEARNING GOALS:

(A general statement about what students are to be learning. We are learning to...)

Students are learning to perform an efficient and effective forward stroke while in a canoe using the phases of movement.

SUCCESS CRITERIA:

(How students can recognize if they have been successful. What I'm looking for...)

- *Are the students' hands placed properly on the paddle?*
- *Can students identify phases of movement for the forward stroke?*
- *Is the core being engaged to get the most effective means of power for the forward stroke (rather than all arm muscles)?*

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

(Is the classroom set up for all learners?)

- *Sun is behind students*
- *Lesson location has room for practice and suitable for supervision*
- *Environment is as distraction free as possible*

II) STUDENTS:

(Is the lesson designed for my learners? Are they prepared to learn?)

- *Students are rested/nourished/hydrated*
- *The lesson is suitable for the students current level of experience*
- *The lesson builds on students' previous knowledge (scaffolding)*
- *Specific student needs have been considered and addressed*
- *Students are made aware of any equipment or items they need for the lesson (i.e. Paper, pencil, paddle, PFD...)*

III) LEARNING STYLES:

- *Auditory: Verbal instructions and demonstrations are narrated*
- *Visual: Full demonstration of skill breakdown and full skill*
- *Kinesthetic: Opportunity for practice with feedback*

- *Canoes/ safety equipment*
- *White board*

LESSON OUTLINE

GRABBER:

(An interesting and relevant means of engaging students in the lesson.)

A friend and I in a boat, paddling with the butt end of our paddles, with no follow through phase (paddles will not come out of the water) all while being very obnoxious and stating over and over how hard it is to paddle a canoe.

INTRODUCTION:

(Explain the rationale/importance of the lesson topic.)

Explain importance of efficiency and effective forward stroke for various situations: moving water, tripping, Canadian style paddling.

BODY:

(This is the outline of your lesson. It should not contain detailed information on your topic. It should contain the progression of your lesson.)

- *Talk about the 3 phases of movement, prep, execution, follow through (audio learners)*
- *Explain how the 3 phases of movement are used during your forward stroke (use a white board for the visual learners)*
- *Demonstrate the 3 phases of movement separately to ensure learning and understanding (kinesthetic learners)*
- *Get students to demonstrate different phases*
- *Ask if people have any questions*
- *Demonstrate the skill in full*
- *Have students perform the skill and give time for practice and feedback*

CONCLUSION:

(This should provide evidence that all learning goals and success criteria have been met.)

Break the students into groups. Have a quiz with prizes for the group that has the most correct answers.

LESSON PLAN

Name: _____ Course: _____

Topic: _____ Duration: _____

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

ADDITIONAL LESSON PLAN NOTES

LESSON REFLECTION (COMPLETE AFTER DELIVERING LESSON)

1. Did your lesson meet your expectations?
2. What part of your lesson do you feel went really well?
3. What would you do differently if you were to deliver the same lesson again?
4. What will you do differently the next time you teach a lesson?