

# Lesson Planning

## **1. Learning Objective**

- “WHAT”?
  - “What information/material do I want my students to learn/encounter in the course of the lesson?”

## **2. Learning Activity**

- a. “HOW?”
  - i. “How will my students engage and achieve my desired learning objective?”

## **3. Assessment**

- a. “Did they?”
  - i. “Did they (my students) understand what I was trying to teach?”
- b. “Did I?”
  - i. Did I (the catechist) do a good job creating the conditions for their learning?”

## **Learning Objective**

- Statements in your lesson plan that state concrete and in measurable terms WHAT it is that your participants should be able to know and do when the session is complete

### **Principle #1: Learning Objective should be student centered**

- Begin with SWBAT - Students will be able to
  - Helps keep focus on what you want the student to have learned or encountered
- Not about what teacher is going to do, about what your students will do/learn
- Good question to ask:
  - Does my learning objective take into account my student's age, learning ability, passions/interests?
- Consider the time limit of your class
  - Most times less is more
    - 1-2 well-crafted objectives can be sufficient
    - Keep in mind the time you have and plan accordingly

### **Principle #2: State clearly, using action verbs, what you want your participants to have learned or done upon lesson completion**

- **Page 53 in *The Catechist Toolbox***
- EX: SWBAT draw an image that illustrates one way the Lord's pray inspires or challenges them to be better family members
  - **WHAT** - draw an image - mid-range for learning goals - what you hope they achieve by the end of class
  - Seems to be appropriate for 6th grader

### **Principle #3: Learning objectives should be specific and measurable**

- The more specific your learning objective, the easier it will be for you to gauge how well you did in creating space for your students to encounter material

**Example:** SWBAT identifies where the passages introducing the Lord's Prayer appear in the Gospels of Matthew and Luke, LISTING & COMPARING their similarities and differences

## **Learning Activity**

- Spaces by which we leave room for student to encounter God
- Not designed to cover material, but uncover learning
- “Students remember what they think about” - need to get them actively engaged with material
- Different activities work better with different groups (not a 1 size fits all approach)
- Experience was greatest teacher - reflect on what you observe, make changes and adapt
- **See Chapter 4 in *The Catechist’s Toolbox* for activity ideas**

## **Learning Assessment**

- **Formal Assessment**
  - Most commonly asks a question: “What do you (student) know/understand?”
    - QUIZ/TEST
    - Not about grade, but relationship with God
- **Informal Assessment**
  - “What can you do with what you know, and how can you do it?”
    - Common activities: discussions, group work, prayer activities
    - Invites participants to express and work out their understanding of concepts
- **Authentic Assessment**
  - Invites students to put into action what they have learned
    - This type of assessment invites students to commit to being a disciple, to think of ways to live out Jesus’ call through engaging the community and participating in service experiences