

Lesson Planning

April 2025

PURPOSE

This document describes the information regularly included in lesson plans. This document outlines how to plan lessons using the 4A's format which is a commonly used lesson planning framework. A table aligning BOPPPS, another commonly used lesson planning framework, is included at the end of the job aid.

BACKGROUND

Creating a lesson plan is a key part of preparing for teaching. When you make a lesson plan, you figure out what you want your students to learn, how you'll check if they've learned it, and what activities will help them get there. It's also a great chance to imagine or "test-drive" your lesson before you actually teach it. Lesson plans consider both what happens during instructional hours and what students are expected to complete on their own time. Instructional hours cover in-class learning guided by the instructor such as lectures, discussions, or group work. Out-of-class activities like readings, videos, practice problems, or reflection journals do not count toward instructional hours, but they are essential to student success. These activities help students prepare for the lesson (Activate), build foundational understanding (Acquire), or extend their learning after class (Apply). Identifying these elements in your lesson plan supports student readiness and reinforces the purpose of each in-class activity.

HOW TO

While a lesson plan can take on many different forms or formats, the following should be generally present:

Learning Outcome

This is the learning outcome from the course outline that the lesson contributes to student achievement of. This helps ensure your lesson contributes meaningfully to what students are expected to know and do by the end of the course. Most course learning outcomes have multiple lessons that build toward their achievement.

Learning Objective

Within the lesson itself, the learning objective states what students will be able to do by the end of the lesson. This often draws directly from an element of performance listed under the course outcome,

but it may also reflect a smaller, scaffolded step that supports the outcome indirectly. Including both the course-level outcome and lesson-specific objective helps maintain alignment between your instruction and the course and program outcomes.

Activate

The purpose of the activate stage is to prepare students to learn. The activate stage is usually a few minutes at the start of a lesson but may take a longer amount of time at the beginning of a course or unit. This phase is all about engaging students and activating prior knowledge. During the activate stage, the instructor helps students to understand the ‘why are we learning this’ of this lesson, how does what is being learned in this class prepare the students for further learning or for what they will be doing after graduation. Another purpose of the activate stage is for students to reflect on what they already know about the topic to facilitate connection-making.

Ideas for Activate: instructor telling a story about their experiences, watching a video, having a discussion based on their experiences with the topic being discussed, or participating in a quick pre-assessment such as an online quiz to measure their prior knowledge.

Acquire

In this stage, the learners are actively involved in achieving the outcomes of the lesson by improving understanding and deepening learning. In order to facilitate this, the instructor plans a learning activity that allows students to actively engage in meeting the learning outcomes and lesson objectives.

While planning, it is important that instructor’s focus on what the learners will be doing during this portion of the lesson rather than what the instructor will be doing.

Ideas for Acquire: lectures or demonstrations (live or taped), watching and responding to videos, group discussions, note making, case studies, problem solving, readings, etc.

Apply

Students actively use what is learned and make it relevant to their own life. During this stage students are asked to make connections or solve applied problems related to the content which has been covered.

Ideas for Apply: Reflections, practice problems, quizzes, tests, minute papers, group discussions, return-demonstrations, exit slips, mind maps, online forum posts, etc.

Assessment

How will the instructor know what the students have learned, and what may need further work and revision. Note this does not need to be an end of lesson activity, the instructor can assess students during the entire lesson. The assessment outlined for a given lesson is often formative giving the instructor information but does not contribute to the student's grade. *Ideas for Assessment:* polling questions; exit slips – prompts like what the muddiest point is, what was the most important point of the reading; discussion board posts; even thumbs up and thumbs down. Daily formative assessment does not need to be complicated to give you information about how students are doing.

Instructional Materials

What resources are necessary for this lesson. This could include class notes, PowerPoint files, demonstration materials, markers, whatever needs to be in the class to ensure the lesson goes smoothly should be listed.

Administrative Tasks

Take a moment to note any reminders for the instructor or students. Examples include assignments which are due, tests which are coming up, marking to return, upcoming field trips or guest speakers, anything that the instructor or students must know about that may not be directly related to the day's lesson.

The BOPPPS Model

The BOPPPS Model is another common framework for lesson planning. The BOPPPS Model consists of six sectors, one for each letter of BOPPPS.

- Bridge In – Recall of Prior Learning
- Outcome – state the learning outcome for the lesson.
- Pre-Assessment – Assess students prior knowledge
- Participatory Learning – the activity where students will engage with the topics
- Post Assessment – determine if students have achieved the outcomes
- Summary – Re-state the purpose and highlight key points

As you can see there are a lot of similarities between the two models. The following table connects the two.

4 As	BOPPPS
Activate	Bridge In Outcomes Pre-assessment
Acquire Apply	Participatory Learning
Apply Assess	Post-Assessment Summary

Assiniboine College is privileged to provide learning opportunities on the lands of the Dakota Oyate, Nakoda Oyate, Ininiwak, Nehethowak, Nehiyawak, Anishininewuk, Denesuline, Anishinaabeg, and the National Homeland of the Red River Métis.

APPENDIX A - EXAMPLE LESSON PLAN 4AS VERSION

Lesson Plan: Active Listening in Customer Service

Subject: Customer Service

Duration: 60 minutes

Course Learning Outcome: Demonstrate comprehensive customer service skills to enhance customer satisfaction and loyalty.

Lesson Objectives:

- Apply active listening skills in customer interactions.

Materials:

- Display projector and PowerPoint presentation
- Handouts with active listening techniques
- Role-play scenarios

Activate (10 minutes)

- Ask students to rate their active listening skills on the following scale:
 - Never heard of it
 - Know the words, but don't really know what it looks like
 - Know what it means but don't really know how to do it
 - Know how to do it but never practice it
 - Understand it and try to apply it in my daily life
- Begin with a discussion on the role of active listening in building customer relationships.
- Ask participants to share their experiences with being listened to effectively or ineffectively in a customer service context.

Acquire (20 minutes)

- Distribute handouts outlining key active listening techniques (e.g., paraphrasing, asking open-ended questions, showing empathy).
- Using a PowerPoint presentation, explain each technique and demo the technique in the class.

Apply (30 minutes)

- Conduct role-play exercises where participants practice active listening in various customer service scenarios. Students work in triads with two students participating and the other giving feedback – all students have the opportunity to practice all roles.
- Encourage participants to use the techniques discussed earlier.
- Facilitate a group discussion to share insights and feedback from the role-play exercises.

Assess

- By observing both the role-play and wrap up discussion, the instructor will gain some information about students' active listening skills – what they can do and what they need.
- Active listening will be formally evaluated as part of the 'Customer service role play demonstration' at the end of the unit.

APPENDIX B - EXAMPLE LESSON PLAN BOPPPS VERSION

Course Learning Outcome: Demonstrate comprehensive customer service skills to enhance customer satisfaction and loyalty.

Lesson Objectives:

- Apply active listening skills in customer interactions.

Bridge (5 minutes)

- Begin with a discussion on the role of active listening in building customer relationships.
- Ask students to share their experiences with being listened to effectively or ineffectively in a customer service context.

Objectives (2 minutes)

- Review the aligned course learning outcome and lesson objectives with students.

Pre-assessment (3 minutes)

- Gauge students understanding of the importance of active listening by discussing the role of active listening in customer service interactions.

Participatory Learning (20 minutes)

- Distribute handouts outlining key active listening techniques (e.g., paraphrasing, asking open-ended questions, showing empathy).
- Using a PowerPoint presentation, explain each technique and demo the technique in the class.

Apply:

- Conduct role-play exercises where participants practice active listening in various customer service scenarios. Students work in triads with two students participating and the other giving feedback – all students have the opportunity to practice all roles.
- Encourage participants to use the techniques discussed earlier.

Post-assessment (10 minutes)

- Facilitate a group discussion to share insights and feedback from the role-play exercises.
- By observing both the role-play and wrap-up discussion, the instructor will gain some information about students' active listening skills – what they can do and what they need.
- Active listening will be formally evaluated as part of the 'Customer Service Role Play Demonstration' at the end of the unit.

Summary (5 minutes)

- Recap the key points covered in the lesson.
- Emphasize the benefits of active listening, such as increased customer satisfaction and loyalty.
- Assign homework: Review the handouts, practice active listening techniques in real-life situations, and prepare a short presentation on how active listening can resolve a specific customer service issue.