

FACULTY DEVELOPMENT WORKSHOPS

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**Script for Micro-Lesson Planning Workshop (for Workshop Leader)****Set-up and general notes**

- Have handouts of Activities 1 and 2, handouts of the agenda, branded exam books.
- Whenever possible, workshop leader should participate in the activities.

**Introductions**

*5 minutes:* Ask participants to state their names, position in the college.

**Script (can be modified by workshop leader): Explain and discuss what we mean by “micro-lesson planning” (5 minutes total)**

*2 minutes:* Designing lessons in 5-10 minute segments ensures that a class moves along at a brisk pace and can counteract boredom. This approach works particularly well for longer classes, but can be adapted to any length of class. Well-designed tasks can move students, intellectually and physically, through a series of exercises and prompts that attempt to prove the objective of the lesson. A certain amount of flexibility is required here, as in all effective teaching. The goal is to engage students, cover necessary information, and impart a teaching objective or learning goal. If, in the class, it becomes clear that more time is needed on a segment, or if a segment sparks a relevant discussion, then concession needs to be made for this.

Moving between tasks, or planning for multiple activities in a class encourages active learning. If the tasks are varied enough then different learning styles can be accommodated. In a writing classroom, multiple activities blend content and writing instruction. In fact, moving between tasks can model the course vocabulary or significant keywords that a class uses for speaking about writing. One segment can specifically address motive, for example, both in terms of how to create it through writing and identify it through reading. Another segment can be about thesis, another on stitching (actually transitioning between segments models intellectual stitching and transitioning between ideas). If you have a smart board or projector, you can project the schedule behind you and students coming in late can know exactly where they are and what to do and ELL students can keep up with class activities.

*3 minutes:* discussion, ideas, Q&A.

**Activity 1**

*2 minutes:* Draw a line down the middle of a page. On one side, list meetings, workshops, or courses you've attended that have not been successful, the other side, ones that have been successful.

*3 minutes:* Choose one from each list and explain its success or failure.

*2 minutes:* Using any of the above examples, choose one and jot down what the point or main goal or objective of it was.

*3 minutes:* List any activities that could successfully impart that main goal.

*5 minutes:* Discuss and share (for larger groups, divide participants into groups of 3 or 4).

Hand out "Principles of Writing and Sequencing Prompts," "Believing and Doubting," and "Sample Lesson Plan." Briefly explain each handout.

## **Activity 2**

Design a lesson plan in 5-10 minute increments for a 75 minute class.

First think of a text or an assignment; identify the goal of it. Then assess how much time you have, how long the class will be, and how many days you will spend on the material. Ask yourself what you want to reveal as a teacher? Keep hidden? Come up with one goal per class. Possible headings for a plan:

Text/assignment	Goal	The Plan	The Homework
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## **Post-Mortem/Wrap-up**

*2 minutes:* What else does your lesson plan need to meet its learning goal? What can you add or change to help this lesson plan work?

*3 minutes:* Discussion, share writing.