

# Lesson Planning and Activities

What works? What's failed miserably? Let us know what you'd recommend. Or amuse us with a light-hearted face-palm. Every story is a chance to learn.

JEFFREY WEITZEL OCT 21, 2021 12:27AM

## AIMS + OBJECTIVES

### AIMS / OBJECTIVES

Thing that help you to get started...

Click the + symbol above to add your thoughts & stories

What are we trying to achieve?

Carpark. Parking something to refer back to or ensure is covered. Add at beginning and throughout session

Brainstorming on butchers paper - words, statements, arrows, diagrams, pictures, titles etc.

**Where ever possible, have a really good understanding of who will be in the room before you plan**

What is the gap we are trying address

Asking the learners at the start what they want to achieve from the end of the session - add this to a whiteboard and refer to it as you go

Working out with my team what we want people tp walk away with

**Who is the audience.**

**Talk with people who know the work, the gap, and what needs are intended to be met.**

To raise awareness and understanding about the importance of family inclusive practice

**Training Needs Analysis (efficiently as possible)**

Know what the learning needs are

**Researching**

Doing a warm up that can Segway into the days content

## LEARNING OBJECTIVES

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What do you find helps this process?

Click the + symbol above to add your thoughts & stories

**Everyone who comes to a session is a expert.**

**Can you film the learners doing it?**

If you ask the question when writing a learning objective. Can you film the person achieving that learning objective? For example you can't film someone *Understanding* something.

Other verbs besides to understand

Use visual or sensory prompts to build objectives from the group eg postcards or photos

**Keep it simple and specific**

**What Kylie just said!**

# TIMING

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## TIMING

What helps you to stay on time? Tips / Practices?

Click the + symbol above to add your thoughts & stories

### **Write your times on your lesson plan so you track as you go**

Writing the time on your lesson plan so you track as you go

**planning, practice and keeping an eye on the time in a discreet way. If facilitating on my own, I may ask a participant to help with time keeping - depending on audience**

### **Ensure additional resources will cover anything you need to skim over**

Plan to get people out of their seats/moving every so often - particularly in whole days of training or online training

### **Break out rooms etc**

**Always have high priority content and have some time you could fill with low priority content**

**Practice in prior days using a timer. Stop when timer goes off and see how much you'd have had to miss. Then trim contents. Repeat until you are just under time**

### **Learn and adjust from each session**

On some education sessions it can be helpful to allocate a 'timekeeper' (one of the learners). This makes sure they pay attention!

## **have optional activities that you can pick up or leave out**

prioritising/planning in advance re: what could be left out if time is tight

Present / facilitate practice session for newly developed session before you take it out on the road to get a sense of whether your timing works

### **If you have a co-facilitator work out together what extras to add in or what things to leave out**

**Consider what can be converted to takeaway / homework in the event that time is short.**

Never tell the audience we are running out of time it makes them stressed and annoyed

Have a backup plan as to what you may want to cut so that you prioritise small group discussion

Practice before actually presenting

### **If only!**

**allowing more time than you think you'll need for interactive activities**

### **Practicing**

**allow for wiggle room**

### **Writing a plan**

**watching the clock & setting alarms**

### **Training in partners**

# CONTENT

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## CONTENT

What are your thoughts on content delivery?

Click the + symbol above to add your thoughts & stories

### **Say less - listen more**

As Greg said, hopefully the key content comes from the learners discussion and if not, then Facilitator can do the (succinct) big reveal.

If content is triggering, give learners permission to the start that if they need to step out of the room it is okay, and you will check in with him. If they are just leaving to use the bathroom, they can give a thumbs up.

### **demonstrate your passion**

### **Use different mediums to maintain interest. Without overdoing it**

### **Use inspiring videos to highlight the necessity of learning the content and targeting attitude towards learning perhaps**

### **keep slides simple and use engaging conversation instead of reading text.**

### **Images**

### **Relevant experiences**

### **Pre question for the Learner**

Ask the learners about the work they usually do in the Practice Area of the Training. Get an accurate picture of the Learners current practice/skills/knowledge/attitude.

### **make it simple and relate to practice**

Ongoing review by peer and users/learners

Being relatable to 'something/someone'

### **make sure the content flows with sign posts so that it makes sense to learners**

in asynchronous learning - using different tools/modalities and functions to keep people engaged with the content

### **Real play and or/role play depends on the learning goals**

### **Keep slides visually pleasant not overloaded**

Consider the sometimes variable experience/knowledge base of everyone in the group.

### **Having videos embedded in training to give the presenter a break in talking**

### **emphasising takeaway messages**

Start with a brainstorming type of activity & then the content / presenting reinforces afterwards what has been learnt through the discussion

### **Practicing what/how you are delivering material**

Layer the learning

### **less content is better**

### **know your audience**

### **prioritise**

## INTERACTIONS

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## INTERACTIONS

Do you find some interaction dynamics work great and others are...meh?

Click the + symbol above to add your thoughts & stories

**Acknowledge and thank participants for contributions. Rephrase to reinforce you have heard what was said.**

The physical cues to stretch or get outside in breaks help to energise. I once got an activity from a brain gym person. That helped to engage people

**Don't skip the introduction stage if people don't feel you are interested in them they notice**

When getting groups/people to feedback from an activity - have first person speak & then with next group just ask them to add new information & so forth. Or ask each group for one reflection point to feedback

**Having a non threatening 'safe word' that can be used to redirect the group when needed. ie to stay on track**

**practice of skills taught**

**Use participants names and giving feedback when they are participating in activities etc**

**Facilitate reflective conversations starting with people knowledge**

**Encourage reflections, those that are gently uncomfortable and leave an impression**

**Check in**

**People feel safer if their interactions are in smaller groups or even anonymous-like this :)**

**If people are continuing to talk in the room, its helpful to move around the space (in FTF) and towards them, they usually stop and it doesn't feel like to have to ask them out loud**

Be mindful of the emotional impact some training can have and having an Avenue of support for people

Do not swear

**I have sometimes heard trainers / presenters apologise in advance for a dull topic. What a passion killer!**

Give the person with lots to say a role and don't shame or shut them down

**The person who running the session is not always the expert not the topic. The audience could be.**

**Be careful with banter / humour - I have offended / embarrassed people unintentionally.**

breakout rooms, with good instructions. Sometimes having someone in each room to help facilitate the group discussion

**The gentle assumption. I never ask "do you have any comments / questions?" . I ask "What comments / questions come to mind for you?" ...Silence .....silence ..... tada!**

**A warm up activity will set up an interactive space**

**Making it interactive and have activities that cater to all people in the group.**

**Different way to draw out the knowledge in the room**

Online can promote less engagement with tech issues or people preferring to keep cameras off

## Virtual is harder

# ACTIVITIES

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## ACTIVITIES

Fantastic, Practical, Exciting...share about activities you use or have experienced

Click the + symbol above to add your thoughts & stories

Brain breaks - what do we need to do to create space for more learning? Eg movement, drinks break, walk outside & away from screen etc

## Music Singing and use of other senses work to re energise

Be silly and playful

Small groups or pair discussion on certain topic or activity.

Trivia quiz with buzzer

## mindfulness exercises that focus on the skill of participate

padlet in breakout rooms  
scenario/vignette

## Role play

Random selection sometimes for small working groups, other times participants self-select for feelings of safety & overcoming vulnerability

How many people are in the session?

Have someone (a participant/learners) read the case study or quotes or particular content out aloud while others are reading

it to themselves to incorporate visual & auditory learning styles

Being aware that some activities can make people uncomfortable - eg. role plays can be anxiety inducing

Link/connect introductory activity/icebreaker to content of the session

## Have a plan B in case technology doesn't work!

## I like 'around the world' table activity - people start in one place and then move around and add their comments to others already started work

## Make sure your training isn't biased towards your own learning style and remember some learners are uncomfortable with some activities so give them an out

Encourage people to move seats / tables after breaks. People tend to sit with those they know - it's good to mix it up!

## Model what is expected if the activity is a role play. Always have a time-out regroup option for role plays.

## Mix group size and participants through the session

Set them up properly make them clear and easy. Make scenarios / vignettes brief

Always allow enough time for these don't cut people off before finished

## use different learning styles

Have started using Kahoot! with positive feedback (but does take a bit of time to put together)

## real playing

# ONLINE TOOLS / TIPS

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## ONLINE TOOLS / TIPS

Experienced or used an effective online tool? What made it 'work'? - not this exercise, of course ;-)

Click the + symbol above to add your thoughts and stories

**Set out both learning goals and limitations. With the latter explain how future learning needs could be addressed post session.**

**Jam board**

**Breakout rooms**

**Stretches, thanks for including that Jeff**

**Have a recording sheet for people to make observations for videos.**

**Understand that learners will have a different visual view depending on what device they are using**

**share a video link and allow people to watch it on their own device**

**Stepping away from computer on breaks**

**Slido**

Jam boarding

**Use a HDMI cord and connect a laptop to a TV so people in areas with limited access to computers can access online presentations**

**Download any videos (youtube/vimeo etc) to your computer so you don't have to rely on good internet connections for the presentation <https://mp4s.org/en1/youtube-to-mp4/>**

### YouTube to MP4

Our YouTube to mp4 converter is the easiest way to convert YouTube videos to mp4 files online and download them for free. The videos will be always converted in the highest available quality. Unlike other websites, you can also convert videos that are blocked in your country.

MP4S



Pre-load videos/other content in the background & try out to ensure sound/speakers/no buffering etc is all working well

**Acknowledge the possible challenges in online training with helpful tips to get around them**

YouTube

Regular breaks!

**kahoot, menti, miro,**

Think about using things like Kahoot as a means to check understanding but also to add some fun questions and polls in

**tools**

padlet, menti, kahoot, jeopardy, slido are a few

**Learning to manage people who take over in chats.**

**Give opportunity for interaction whether that is in the chat or people putting their mic on.**

The fofu method is a good one also showing ppl how to use sites/libraries & resources

Important to explain how to use and access them. Also to have alternatives for those who cannot access to still be able to engage with the activity.

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