

► **Figure 1.2: Lesson Structure Master**

ACTIVITY TITLE:

Craft an engaging title to 'hook' your learners.

OVERVIEW:

What key skills and concepts will your students learn in this lesson? What prior knowledge do they need to have?

KEY CONCEPT:

What is the primary idea or concept that you want your students to understand?

KEY SKILLS:

What are the primary skills that your students will use to arrive at a deeper understanding of the key concept?

KEY WORDS:

What additional vocabulary words would aid learners in attaining a nuanced understanding of the concept?

LEARNING INTENTIONS:

SUCCESS CRITERIA:

We can . . .

-
-
-
-

STRATEGIES USED:

Choose 1–3 of the Learning Challenge strategies listed in Chapter 2 that you can use throughout your lesson.

1. IDENTIFY IMPORTANT CONCEPTS:

What additional concepts are related to your key concepts? What other angles or avenues might your learners explore as they develop a deeper understanding of the key concept?

[OPTIONAL] ACTIVITY 1:

Outline the first activity in your lesson, using one of the strategies you chose above. This activity should provoke discussion and elicit students' initial ideas about the key concept.

2. CHALLENGE STUDENTS' UNDERSTANDING OF THE CONCEPT:

Brainstorm some examples of the cognitive conflict your students may experience as they enter the Learning Pit. What cognitive conflicts do you yourself encounter? Feel free to share these with your learners!

Opinion	Conflicting Opinion

Questions for Challenge:

Brainstorm a list of questions you could use to counter your learners' initial ideas and thoughts, and encourage them into the Learning Pit. Good questions often start with:

- *How do we know . . .*
- *What if . . .*
- *Is it possible . . .*
- *To what extent . . .*
- *What's the difference between . . .*
- *Should we . . .*
- *Add your own!*

3. CONSTRUCT UNDERSTANDING:

ACTIVITY 2:

Outline the second (or first) activity in your lesson, using one of the strategies you chose. This activity should help students to organise their conflicting ideas about the key concept, and should help them practice some of the key skills you specified earlier in the lesson.

ACTIVITY 3:

It often helps students to construct understanding in multiple ways – as one activity may prompt different thoughts and ideas than another, or use additional skills. Outline the third (or second) activity in your lesson, using another strategy you chose.

Questions to promote further dialogue:

Brainstorm some additional questions that might arise as your students complete the activities above.

Adaptation:

How might you differentiate this lesson to accommodate the various needs of your learners?

Extension:

What other activities or tasks might you include to help learners explore additional contexts or related concepts – or to apply additional skills?

4. CONSIDER THE LEARNING JOURNEY:

At the end of the activity it is usual to encourage your students to review their learning journey and the thinking process they have engaged in throughout the session. This can include reflection on the thinking that has taken place to this point, and a summary and conclusion of the new understanding reached.

Explicit reference to Learning Intentions and Success Criteria is a good starting point for this reflection, but it is also helpful to return to and re-examine some of the key questions you brainstormed earlier.

Ideas for Transfer:

What activities might help your students to reflect on their learning journeys thus far? How might they apply the skills acquired in this lesson in other contexts? Use this opportunity to ask your students to transfer their understanding of the key concept to a new context.