

# 100 Minute Lesson Planner

## Consider how you might...

Share learning intentions and success criteria with students.

Connect learning to real life situations.

Include performativity where students use their knowledge or/and reflect on how they might use it.

Monitor progress through feedback and feedforward.

Focus on developing a key competency.

Explore alternative solutions, strategies, values or/and points of view.

Provide opportunities for choices and student input into their learning.

Promote reflection on prior learning and experiences in order to set individual learning goals.

Foster collaboration, discussion and questioning of ideas.

Promote systems level understanding.

Provide students with opportunities to evaluate their learning.

## Learning sequence

(tasks/activities)

Brainteaser: "How many 'ready-made words' can you find in the word photography?"

Mark roll. (10 minutes)

Looking ahead: Students to spend time planning their learning for the next two weeks. (10 minutes)

- What assessments are coming up? Put an importance rating out of 5 for each, based on their size, number of credits, due date
- Any lessons that are going to be missed?
- Pressures on time: sports; work etc.

Peer-tutoring: interviewing

Find a partner learning something you are learning and prepare a set of interview questions to test their understanding. You will interview them for 5 minutes before giving them feedback about where their strengths and weaknesses are in this topic. Begin by asking 'What questions would I ask to test a person's knowledge of this topic?' Write 5 questions. (15 minutes)

Own learning:

Students choose areas of learning to focus on for the rest of the lesson

## The split screen

(making learning explicit)

Focusing activity, transitioning into learning mode.

Taking responsibility for learning, managing self.

Teach to learn. Students build their skills as teachers in order to deepen understanding of content they are learning. What are the core understandings in this topic? How do you know if someone has them?

Students build sense of self-reliance, split-screening their own learning.

Write up on whiteboard: Name / Today I am learning to: / I am stretching these learning muscles: / I will have completed by the end of tutorial:

(60 minutes)

Plenary: in groups, each person shares: i) one thing they learnt this lesson, and ii) one thing they had trouble with. (5 minutes)

Reflection, evaluation, identification and sharing of enablers and barriers to learning.