Handout 3

# Lesson Planning

There are many different ways to do Lesson Planning. My personal process is to:

* Start from my Learning Objectives.
* Then write down the more detailed subject content I want to cover.
* Then I think about the higher order thinking skills I want my students to be developing.
* I consider the other graduate attributes I would like to explicitly cover in the session.
* I consider whether I have a range of thinking skills and graduate attributes being developed on each topic and if I am happy with the mix.
* I consider activities that could help develop those skills.
* I allocate an estimated time for how long I think each will take in the session.
* Then I go back through and refine the plan.
* I check I have covered all my Learning Objectives.

It is an iterative process which will take a few passes.

# A practical approach to including active learning within your teaching

The cycle below is a practical framework for lesson development. Each of the spokes of the wheel feeds into the lesson plan template on the next page.



*Cycle for developing a lesson plan to support active learning (Cramman, 2024)*

# Durham Principles of Learning, Teaching and Assessment and Graduate Attributes

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More information on the Durham [Principles of Learning, Teaching and Assessment.](https://dcad-resourcebank.webspace.durham.ac.uk/#:~:text=Durham's%20principles%20emphasize%20accessibility%20and,can%20fully%20participate%20and%20thrive.)

More information on the Durham [Graduate Attributes](https://www.durham.ac.uk/about-us/graduate-attributes/#:~:text=Our%20graduates...&text=Act%20ethically%20and%20with%20integrity,Are%20intellectually%20rigorous%20and%20courageous.)