**Active Learning Lesson Plan**

First and foremost, this lesson plan is meant to be a fun way to show me what you have learned throughout this course! You may pick any topic you would like and create a specific learning objective centered on that topic. If possible, choosing a topic that you find interesting will make your job much easier! ☺

**Lesson Plan Learning Outcomes:**

* Create a lesson plan on an inorganic topic that incorporates active learning
* Demonstrate understanding of chosen topic via an accurate lesson plan key
* Review multiple inorganic topics through completion of lesson plans from classmates
* Provide constructive feedback on classmates’ completed lesson plans

**Complete each of the sections below. A blank template and example plan have been provided under the Active Learning Lesson Plan Page on Canvas.**

**Topic:** This sets the specific content area the activity will be covering. Your topic should specify which area of the course the students will be developing knowledge about (i.e. Redox Chemistry)

**Learning Objective:** A learning objective should convey the specific skill, method, or concept that the activity will be allowing students to explore and develop their learning. These are *short* and *explicit*. (think “balancing redox reactions,” not “Understand Redox Chemistry”)

**Previous Knowledge of Student:**

Students should be familiar with:

* List any general skills students would need as background knowledge the student will need in order to begin working on the activity (i.e. “how to determine oxidation states” in above objective example). This will help the person completing your plan figure out where it fits in the context of the semester.

**Just in Time Teaching Activity (to be completed shortly before/at the beginning of the class period)**

The idea of this type of activity is to warm students up and get them thinking about chemistry prior to coming to/beginning class. Students may have an English class immediately prior to coming to chemistry- this should be a short question to get them in the right mindset. Often, these questions can be used as a quick question to test/remind students about prior knowledge they will need to complete the in-class portion. For the above example you could include a compound and ask students to identify the oxidation state of each individual atom.

**Active Learning Activity (group activity to be completed during class)**

Remember, your activity is not an add-on to a lecture lesson, but it IS the lesson. A good question to ask yourself when looking over your activity is whether it looks like a review worksheet that would be given before an exam. If the answer is yes, then you have missed the mark of actually teaching something to the student. A second question is to be able to complete this sentence: “By completing this activity, a student will *learn* to do \_\_\_\_.”

Additionally, this is supposed to be *active*- you want to encourage group work through discussion, thought-provoking questions, even having students get up and act something out!

A good active learning activity will start with straightforward questions that rely heavily on the background knowledge the student has already learned. From there, you want your activity to progress to more deep-thinking questions that help the students develop and/or apply their knowledge to the concept you are trying to teach.

Your activity can take the form of a group worksheet, a game, acting things out, building models, etc… Feel free to get creative!

This section of your lesson plan should take students approximately 15–20 minutes to complete. It is not meant to be a fully flipped, 50 minute classroom. *However,* please do not let yourself get too wrapped up in predicting timing here- even us instructors are notoriously bad at it!

**Assessment of Learning**

Assessments can take a number of forms, including, but not limited to an individual question turned in at the end of class, a group “challenge question” to be completed together after the activity is done, or an online quiz/survey completed after class.

Feel free to be as creative as you would like! The question to ask yourself in this section is “considering the learning objective you set at the beginning of this lesson plan, what will you accept as evidence that the student has acquired the desired knowledge?”