## Lesson Plan: Piloting Lessons

**½ Day to Multiple Days total**

Lesson Description



In this lesson participants develop criteria for evaluating the lesson plans that they will observe. They then have an opportunity to internally pilot all or a portion of the workshop they created and to receive feedback from the group.



Learning Outcomes



At the end of this session participants will be able to:

1. Explain the importance of piloting lesson plans
2. Deliver a lesson plan or activity
3. Discuss how to improve lesson plans
4. Develop criteria for evaluating lesson plans



Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Any materials that participants require to facilitate their lessons

Preparation



* Create a schedule for piloting the workshop so participants know how long they will have to share their lesson and how much time will be allocated for feedback.
* Note: In this lesson participants do an internal pilot of their workshop. There are multiple ways to organize this lesson depending on the amount of time that you have for the pilot. Ideally participants should facilitate the complete workshop. If this is not feasible, ask participants to select a section of their lesson to do in front of the group.
* Optional: Write the learning outcomes on flipchart paper

Introduction 5 minutes



1. Ask participants to raise their hands if they have ever piloted an activity or lesson before. Ask a few of the participants to share their experiences.
2. Ask the participants: “Why is it important to pilot a lesson?” *It allows us to catch errors and discover activities that might not work. It helps us to understand the flow of the workshop more effectively, and reorder lessons if necessary.*
3. Present the lesson description or learning outcomes.

Why Pilot? 15 minutes



1. Ask participants what types of pilots can be conducted.
2. Explain that there are two types of pilots:

* **An internal pilot:** This is usually done within an organization or amongst a close group of colleagues or peers. People are aware that the workshop is in the development phase and that they are there to provide feedback and help to improve the lessons.
* **An external pilot:** This may be done with a typical group of participants. The participants may not be aware that the workshop is in a development phase. The normal reactions of the participants to the workshop are what guides the updates.

1. Tell participants that we are conducting an internal pilot for the workshop we developed during CEWT. Explain that the next step is to conduct an external pilot.
2. Tell participants that the pilot we are doing for CEWT has a different purpose than the practice lessons they may have done in DEWT. Those who participated will recall that the focus of the DEWT pilot was on the quality of the facilitation and presentation. The focus of this pilot is on the quality of the learning activity. We are less concerned about the facilitation skills of the presenter.
3. Ask participants “What are some specific things that we should be looking for during the pilot to assess whether an activity is engaging and effective?” Write down their suggestions on the flip chart. *For instance:* *achieves the learning outcome/s, provides time for practice, connects to participants past experience or knowledge, keeps participants engaged throughout, engages more than one learning style,* *is participatory,* *uses a variety of activities, achieves a high level of thinking, maintains participants’ interest throughout.*
4. Select three to four of the most important criteria. Tell participants that during the pilot they will focus their attention on whether the criteria have been achieved.
5. Remind participants to make their feedback specific, and focus on what worked well in a lesson. Critiques of what didn’t work should be accompanied by suggestions of what can be done to fix the activity.

Pilot Aprox 5 hours



1. Explain to participants that they are going to conduct an internal pilot of their lessons/activities. If you do not have time to do a complete pilot, explain that because of limited time they will not be able to present their full lesson/s, and will need to prioritize activities based on which ones need most feedback.
2. Tell participants that after each lesson is presented there will be a time to receive feedback from the group. Agree upon exactly how much time each participant or pair will have to pilot and how much time they will have to receive feedback from the group. This amount of time will vary based on the number of participants and the format selected for piloting.
3. Tell participants that before presenting the activity they should present the learning outcomes for the lesson.
4. If there is only time for participants to present part of their lesson, ask them to explain what outcome will be achieved or partially achieved through the activities they selected. They should also provide a brief verbal summary of what happens in their lesson prior to the activity and after the activity. This will give people context so they can give more effective feedback.
5. Tell participants that they should present the lessons in the order that they appear in the workshop. This will help them when assessing the flow of the workshop.
6. **Option:** Ask participants to facilitate a lesson that they did not write. Doing this will give them an opportunity to assess the clarity of the written instructions.
7. Pilot the lessons.
8. Encourage the person that conducted the lesson to evaluate their own lesson first, before receiving feedback from the rest of the group.

Review 20 minutes



1. In the full group, ask participants to share some of the common strengths and areas for improvement they observed in the lessons. Add any observations that you had as a facilitator.
2. Turn on the theme music for the workshop and ask participants to put on their “Hat”.
3. Ask participants “What stage within the ADDIE model is piloting?” *Implement*
4. In the CEWT Workbook, in the Implement section, ask participants to respond to the following question:
   * What did you discover about your lesson plans from piloting them?

Reflections on Lesson