

## Lesson Plan: Morning Reviews



15 minutes each

### Lesson Description



This lesson plan contains a morning review for every day of the workshop. These review activities allow participants an opportunity to practice what they learned the day before.

### Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

### Materials



- Day 2: Music and speakers
- Day 3: Flip chart paper, markers, tape
- Day 4: Flip chart paper, markers, tape, *Concept Review Words*
- Day 5: Materials to make puppets. These can include: Paper bags, markers, yarn, buttons, tape, glue, sparkles, paints, crayons, string, sticks, fabric, socks, sponges, straws, balloons, wire, scissors, leaves, moss, be creative.

### Preparation



- Read the daily review and ensure that all questions are relevant to the lessons you taught the day before.
- Create any new questions relevant to the lessons from the day before.
- Day 2: Prepare music and check audio
- Day 3: Write the following headings on the top of separate pieces of flip chart paper:
  - Active Learning
  - Lesson Plans
  - Effective Questioning and Think Time
  - Responding to Participants
  - Presentation Skills
  - Giving Clear Instructions
- Day 4: Print and cut out *Concept Review Words* (1 set for every 3 participants)
- Day 5: Set out puppet-making materials


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**Day 2 Morning Review****15 minutes**

1. Ask the participants to come into an open space in the room. Tell them that you are going to play music and that they must walk around or dance until the music stops.
2. When the music stops, ask participants to find a partner.
3. Ask participants to discuss the following questions with their partner when the music stops. After each question, turn the music on again and ask participants to find a new partner:
  - What are the four things learners need?
  - Why is practice important for learning?
  - Why is it important to connect participants to past experience?
  - What is the impact of stress on learning?
  - What is the difference between intrinsic and extrinsic motivation?
  - When is it appropriate to use extrinsic motivation?
  - What are five ways you can motivate learners?
  - What are five things you can do to facilitate a safe learning environment?
  - What are the stages of learning?
  - How can you support learners at the stage of consciously unskilled (stage 2)?
  - What qualities of an effective trainer are you working on this week?
  - Why is self-reflection important for a trainer?

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**Day 3 Morning Review****15-20 minutes**

1. Post flip chart paper with the following titles around the room:
  - Active Learning
  - Lesson Plans
  - Effective Questioning and Think Time
  - Responding to Participants
  - Presentation Skills
  - Giving Clear Instructions
4. Divide the participants into six groups.
5. Ask each group to go up to one of the flip charts and to write everything they know about the concept on the paper. Give them two minutes and then ask the groups to rotate. Continue until all groups have been to each flip chart.
6. When they have completed the exercise ask the groups to walk around the room and look at what has been written on each flip chart.
7.  Note: If you discover incorrect information or missing key information on any of the flip charts, take the time to address this before moving on. You may want to spend additional time reviewing each topic to clarify before beginning a new lesson topic.

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**Day 4 Morning Review****15-20 minutes**

1. Tell the participants that they will be working in groups to create a diagram showing the connections between different concepts. They will be given the concepts to work with. Participants can make their diagrams more complete by adding missing concepts using words or pictures.
2. Divide the participants into groups of three.
3. Provide each group with a piece of flip chart paper, markers, tape, and set of *Concept Review Words*.
4. Ask the participants to create a diagram showing the connection between the concepts.
5. When they have completed the exercise, ask the groups to post their diagrams on the wall for people to look at during breaks.

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**Day 4 Morning Review (Optional)****15-20 minutes**

1. This activity can be done for 5-10 minutes each day of the workshop, or as a 20 minute session on Day 4 when there is extra time in the schedule.
2. Tell participants that they will be examining the different activities used throughout the workshop and why they were used.
3. On a piece of flip chart paper, create a table with the headings “What We Did” and “Why We Did It.”
4. Ask the participants to recall different activities and elements of the workshop. For example: the group agreement, dances, drawings, icebreakers, etc.
5. Write each activity on the flip chart in the “What We Did” column.
6. Ask the participants to explain why they think each activity was included within the workshop or what it achieved. Write responses in the “Why We Did It” column.

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**Day 5 Morning Review****30 minutes**

1. Ask the participants to create a puppet of themselves using the supplies provided. Give them fifteen minutes. Be sure to update them on the time.
2. Ask the participants to set down their puppets. Explain that they will be using them in a later lesson and should not spend time sharing their puppet with other participants at this time.
3. Ask the participants to stand in 2 circles, one inside the other. The participants in the inner circle should face outward, and the participants in the outer circle should face inward. Each person should now be looking at a partner. Participants will answer questions in partners. After each question, participants in the inner circle rotate

clockwise to face a new partner. The outer circle does not move. Provide participants with 2 minutes to discuss each question.

- How can you adapt a lesson for someone who has difficulty reading?
- What can you do to provide learners with the 4 things they need?
- Why is it important to know the stages of learning?
- Why should you use a variety of question techniques with learners?
- What presentation skills would you like to improve on?

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### Reflections on Lesson

**Concept Review Words**

Knowledge	Skills	Attitudes	Safe Learning Environment	Neurons
Active Listening	Neural Pathways	Practice	Motivation	Connection to Past Experience
Intrinsic	Extrinsic	Tone	Feedback	Unconsciously Unskilled
Unconsciously Skilled	Active Learning	Instructional Methods	Introduction Activities	Review Activities
Lesson Plans	Learning Outcomes	Think Time	Open Questions	Closed Questions
Body Language	Clarifying	Gestures	Emotion	Verbal Communication
Non-Verbal Communication	Energizers	Evaluation	Clear Instructions	Auditory
Visual	Kinesthetic	Critical Thinking	Self-Reflection	Trainer

