## Lesson Plan: Diverse Activities for Learning

**40 minutes total**

Lesson Description



In this lesson, participants discuss the importance of using diverse activities in their lesson plans. They also develop criteria for selecting activities.

Learning Outcomes



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

1. Explain the importance of diverse activities for learning.
2. List different activities that can be used in a lesson.
3. Propose criteria for selecting activities.

Materials



* Flip chart paper
* Markers
* Tape
* Scissors
* Active Learning Credo quote (see preparation section of lesson)
* Printed copies of steps of handwashing (see preparation section of lesson)
* CEWT Workbook – 1 per participant
* Activity Reference Guide – 1 per participants (see participant materials)
* Activity Guide – 1 per participant (see participant materials)
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation



* Print and cut apart copies of the handwashing steps (see end of lesson plan)
* Write the learning outcomes or lesson description on flip chart paper
* Write the steps of handwashing on a sheet of flip chart paper. Note: If participants are accustomed to following a different set of steps, use these instead:

*1.* *Wet hands with clean, running water (warm or cold) and apply soap.*

*2. Rub hands together to make a lather and scrub them well; be sure to scrub the back of hands, between fingers, and under fingernails.*

*3. Continue rubbing hands for at least 20 seconds.*

*4. Rinse hands well under running water.*

*5. Dry hands using a clean cloth or air dry them.*

* Write the *Active Learning Credo* quote on a sheet of flip chart paper

***Active Training Credo (Silberman, 2006)***

*What I* ***hear****, I forget*

*What I* ***hear*** *and* ***see****, I remember a little*

*What I* ***hear****,* ***see****, and ask questions about or* ***discuss*** *with someone else, I begin to understand*

*What I* ***hear****,* ***see****,* ***discuss****, and* ***do****, allows me to acquire knowledge and skill*

*What I* ***teach*** *to another, I master*

Introduction 5 minutes



1. Post the flip chart with the *Active Learning Credo*.
2. Ask the participants to read the quote and discuss in pairs:
	1. Do you agree with this quote?
	2. Has this been true in your experience? Give an example.
3. Ask for some volunteers to share their reflections with the large group.
4. Explain that research has shown the importance of using active learning approaches and a mix of techniques (not only lecture) to enhance student learning.
5. Present the lesson description or learning outcomes.

Importance of Diverse Activities 10 minutes



1. Explain that using a mix of activities is one important way to help participants remember new information.
2. Post the flip with the steps of handwashing:
3. Ask each participant to silently visualize what they would do to teach these handwashing steps.
4. Ask participants to give examples of ways they would teach the steps of handwashing. Record their ideas on the flip chart. *Examples: visual images of the steps, guided practice, demonstration, using a song or poem to remember, etc.*
5. Ask the participants: “Which of these options do you think would be the most effective?”
6. Discuss responses with the large group*. For a topic that requires physical actions like handwashing, hands-on practice is often most effective. It also helps if the information is presented in multiple ways (for example, posters AND explanation AND practice).*
7. Ask the participants: “What will be challenging for you about including diverse activities in your lessons?”
8. Discuss responses in the large group.

Tools for Incorporating Diverse Activities 10 minutes



1. Ask participants to take out their “Activity Reference Guide” and the individual “Activity Guide” documents. Explain that these can be used to provide ideas for activities that can be used in lesson plans.
2. Give participants and opportunity to try using the guide by asking them to find and review one each of the following activities:
* An activity that is good for generating ideas
* An activity that is good for sharing ideas
* An activity that is good for checking for understanding
1. Ask a few participants to share their examples.
2. Ask the participants if they have any questions about how to use the guide.

Selecting Activities 10 minutes



1. Ask the participants “how will you decide what activities are most appropriate to use for your lessons plans?” Record their ideas. *The purpose of the activity, the number of participants, if the activity is culturally appropriate, the time required, the physical space needed, whether the materials required are available, how many times the activity has been used.*
2. Explain to participants that it is important to think critically about the activities we use in a workshop to ensure we use a broad range of culturally appropriate activities that address a variety of learning styles, and meet the needs of all learners.

Review 5 minutes



1. Explain that to review this lesson we will use one of the activities in the “Activity Reference Guide” called “Know, Want, Learned.”
2. In their CEWT Workbooks, in the design section, under the title “Diverse Activities for Learning” ask participants to write down:
	* *Know – what is one thing you already knew about using diverse activities in lessons?*
	* *Want– what is one thing from this lesson you want to know more about or want to practice doing for the first time?*
	* *Learned – what is one thing you learned (in this workshop so far) about activities for learning?*
3. Ask for a few volunteers to share what they wrote down.

Reflections on Lesson