

## LESSON PLAN

Name \_\_\_\_\_

Email \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

City, State \_\_\_\_\_

Name of course taught \_\_\_\_\_

Grade level and/or ability level \_\_\_\_\_

Name of unit being taught \_\_\_\_\_

Signature: \_\_\_\_\_

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Mailing address for workbook should your material be selected:

Please type your responses to the following and then scan the document and email to [jzadina@uno.edu](mailto:jzadina@uno.edu). The clearer the following information, the more likely the material is to be used.

Lesson objective (does not have to be formally stated):

How is this lesson brain-compatible?

How will this lesson be evaluated? What is the desired outcome?

On the next page you will see a lesson format. The lesson is pre-organized into a brain-compatible, ideal format. Your challenge is to fit a 45-60 minute lesson into this format. An example is including following the blank form. You will not be able to give the entire explanation of each major point. Just put some key terms or something that would direct the explanation. This sheet is actually a "cheat sheet" giving an overall outline. This would not be as detailed as the notes you might use to teach the lesson. REMEMBER WRITE IT SO IT MAKES SENSE TO OTHERS. No page numbers, etc.

# THE MULTIPLE PATHWAYS MODEL: Orchestrating Teaching and Learning

## PLANNING LESSONS FOR MAXIMUM ATTENTION

When presenting material, we must always keep in mind the limits of working memory and the limits of attention. Working with the 10 minute rule and organization patterns designed by Atkinson, we can chunk material into manageable units. Use this template to plan your lessons. This will work for a 45 minute class period. As you see, times are flexible and 10 minutes of explanation is a guideline.

Section One 5 minutes: Introduce by indicating relevance (what is in it for them?)		
Introduce the topic		
Point A (what is the objective?)	Action Plan (How do I get from A to B?)	Point B (where do I want to be measurable outcome?)
Adapted from Pat Coleman example in (2008) Atkinson, C. <i>beyond bullet points</i> . Microsoft Press, Redmond, Washington		
Lessons: 15 minutes each section		
Start with big picture (which could be an experience rather than a definition, etc) and then provide explanation and detail. At the end of a module or beginning of the next have an activity, experience, journaling, discussion, or other change of state. That will be included in the time frame. The numbers in parenthesis indicate approximate allotment of time. You can adjust as needed.		
Big Picture or Main Point (1)	Explanation (7)	Change of State Activity (7)
Big Picture or Main Point (1)	Explanation (12)	Change of State Activity (2)
Big Picture or Main Point (1)	Explanation (8)	Change of State Activity (6)

