

## Lesson Plan Template (example from a Project Management course)

Students often arrive at UW PCE classes after a long day and listening to a lecture for three hours is difficult. We encourage instructors to break up the time and use a variety of instructional methods to keep students engaged and invested in learning. As every class session is a little bit different, depending on the subject matter and the objectives for a particular day, you should modify the sample lesson plan to fit your needs.

### Learning objectives

Writing out explicit learning objectives is a valuable exercise for you as the instructor, but it also helps communicate to students the point(s) of each lesson. Each activity of the day should support one or more of these learning objectives. For more information on creating learning objectives, see Episode 1 of our [Instructional Podcast](#) or the [Getting Started with Writing Learning Outcomes](#) webpage.

At the end of this lesson, what will students be able to do?

1. Create a sample project break-down structure (WBS), which identifies key stakeholders, projected costs, and potential hazards.

### Lesson structure

When preparing to teach for three hours, it is helpful to think of it as three 50-minute sections (separated by 5 or 10-minute breaks) and plan accordingly. In a one-hour lesson, it's important to try to include different kinds of activities – engage the students in talking, writing, and moving around. Teacher-led lectures and demonstrations should be no longer than 30 minutes, if possible. For a list of activities and ideas, please see the [Engaging Adult Learners](#) page on our Instructor Resources website.

Lesson step	Explanation of each step	Time allotted
Opening task	Explain objectives and activities for the day. Instructor can ask a quick question to students to get them thinking about the content. In this case, something about how students structured the last project they worked on.	10 minutes
Lecture and Q&A	Instructor gives an example from their work of when they've created a WBS, explains the process, and how to identify the three elements in the learning objective. Students	40 minutes

Lesson step	Explanation of each step	Time allotted
	can ask questions during the lecture and afterward.	
Break	NA	10 minutes
Group work	Students are assigned a case study project from the instructor's work and are asked to create a sample WBS. The instructor will circulate around the room and offer help as needed.	50 minutes
Break	NA	10 minutes
Peer-review	The instructor has groups pair-up and give feedback to each other. The instructor can circulate around the room and offer support as needed.	20 minutes
Group share	The instructor will invite students to share their process with the class, including what seemed to work well, what challenges came up, and what they learned from the process.	20 minutes
Wrap-up	Reiterate the learning objective for the day and how they were met. Remind students of upcoming projects and deadlines.	10 minutes

### Reflection questions

As a teacher, it's always good to reflect on what you've done and think about how you might better your practice. Here are some questions that you can ask yourself that will help you reflect on your lessons.

1. Was the learning objectives(s) met? How do you know students learned what was intended?
2. Were the students productively engaged? How do you know?
3. Did you alter your instructional plan as you taught the lesson? Why?
4. What additional assistance, support, and/or resources would have further enhanced this lesson?
5. If you had the opportunity to teach the lesson again to the same group of students, would you do anything differently? How so? Why?

#### Additional resources

For more information and ideas on teaching and learning, please see our [Instructor Resources](#) website. Specific pages include:

- [Preparing to Teach](#)
- [Assessing and Grading](#)
- [Designing Activities that Involve All Students](#)
- [Leading Dynamic Discussions](#)