

Welcome to the  
**Instructional Skills Lab!**

---

---

---

---

---



---

---

---

---

---

Introductions



WHO YOU ARE



HOPE FOR THIS COURSE



A STANDOUT TEACHER

---

---

---

---

---

The Workshop

What else would help make this a good experience for you?

GET WHAT YOU NEED

BREAKS

TAKE NOTES

---

---

---

---

---

Day 1 Themes



INTRODUCTION



LEARNING OUTCOMES



INSTRUCTIONAL STRATEGIES



POST-ASSESSMENT & REFLECTION

Fill out your Mini Lesson Plan Template throughout the day

---

---

---

---

---

---

Picking a Mini-Lesson Topic, according to Schitt's Creek



Small and focussed



Something you already know well



Take risks

---

---

---

---

---

---

Lesson Plan Template

ALPORA DISTRICT SCHOOLS

<b>Topic</b>
<b>Learning Outcomes</b> How will you assess it?
<b>Introduction</b> How do you start your lesson? How do you capture your attention? How do you hook them? What resources will you use? How do you start? How do you end? How do you assess? How do you reflect? How do you apply it?
<b>Activities</b> How do you make your lesson interesting? How do you apply it?
<b>Assessment</b> How do you know if the students have been assessed?
<b>Reflection &amp; Application</b> How do you know if the students have been assessed? What are they doing?

Select a topic for your mini-lesson.

---

---

---

---

---

---

Mini-Lesson #1: Learning Outcomes



LEARNING OUTCOME:

~~How to write a good learning outcome~~

---

---

---

---

---

---

### BEGIN WITH THE END IN MIND

What would you like your participants to still know/value/be able to do 3 - 5 years from now?

---

---

---

---



---

---

---

---

### Parts of a Learning Outcome



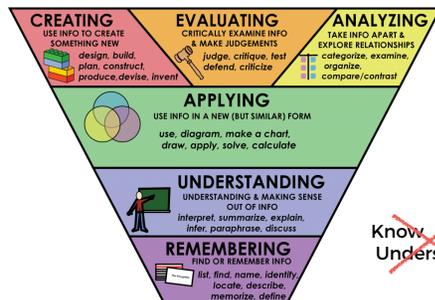
---

---

---

---

### BLOOM'S TAXONOMY



~~Know, Learn, Understand~~

---

---

---

---

PART 1: Learning Outcomes



LEARNING OUTCOME:  
How to write a good learning outcome

---

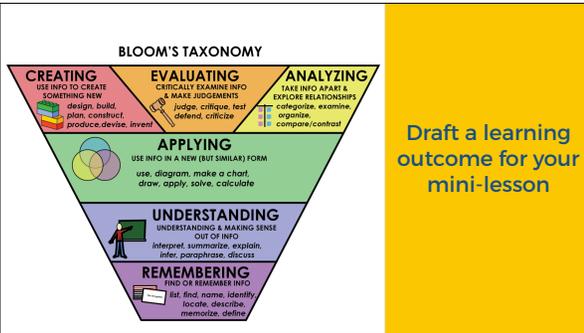
---

---

---

---

---



---

---

---

---

---

---

## Breakout Reflection Question

Discuss and get feedback on your learning outcome.

---

---

---

---

---

---

**Lesson Plan Template**

Topic: \_\_\_\_\_

**Learning Outcome(s)** Start with the verb "analyze"

**Introduction**  
Opening: How will you capture our attention?  
Background and Context: What information will you give us and for what?  
The Question: How will you draw your knowledge and wisdom to light?

**Activities** How will you make your lesson relevant? How will you engage students?

**Assessment** How will you know that the students have been successful?

**Reflection & Application** How do learners use their new knowledge? What are they not doing?

Record **LEARNING OUTCOMES** on your lesson plan.

---

---

---

---

---

---



LEARNING OUTCOME:  
Identify strategies that create welcoming  
learning environments.

---

---

---

---

---

## Reflection Question

Think of a positive learning experience as an adult.  
What made you feel like you were valued and could participate?

---

---

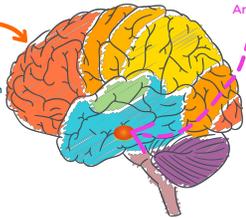
---

---

---

Prefrontal  
Cortex

- Conscious thought
- Planning
- Working memory
- Emotional regulation
- New skills



Amygdala

FEAR (STRESS)

- Fight
- Flight
- Freeze



---

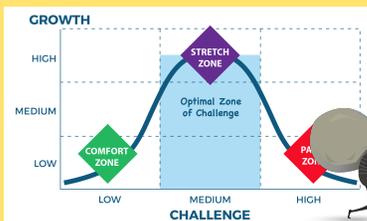
---

---

---

---

## FIND THE OPTIMAL ZONE OF CHALLENGE



---

---

---

---

---

# Reflection Question

How can you support learners to find their "stretch zone" as an instructor?

---

---

---

---

---

---

## Strategies for Finding the "Stretch Zone"

### Pre-Assessment Question

Used at the start of a lesson to check:

- What is already known
- Readiness to learn

### Reflection Question

Think of a positive learning experience as an adult. What made you feel like you were valued and could participate?

### Formative Assessment Check-In

Used throughout a lesson to check:

- Understanding
- Readiness to move on



---

---

---

---

---

---

Lesson Plan Template



<b>Topic</b>
<b>Learning Outcomes(s)</b> <small>How will you know it's done?</small>
<b>Introduction</b> <small>Why are you doing this activity or lesson? What are the goals? (What do you want to achieve with this lesson?) What are the key points you want to cover in this lesson?</small>
<b>Activities</b> <small>What are you doing, and how do you know it's working?</small>
<b>Assessment</b> <small>How do you know that the students have been assessed?</small>

Work on INTRODUCTION section of your mini-lesson plan.

---

---

---

---

---

---



---

---

---

---

---

---

PART 3: Instructional Strategies



LEARNING OUTCOME:  
Describe and apply instructional strategies  
that use different modes of learning

---

---

---

---

---

VIDEO: Learning Modalities



---

---

---

---

---



---

---

---

---

---

Debunking the #1 Neuromyth

Learning preference  $\neq$  How the brain learns



---

---

---

---

---

## Scaffolded Learning



We do

1

### I do, you watch

I clean the bathroom and you watch me to see how I do it. I show you an example of an effective learning outcome.

2

### I do, you help

I clean the bathroom and you help me do it. I write part of a learning outcome and you help me complete it.

3

### You do, I help

You clean the bathroom and I help you when you miss spots. You write a learning outcome and I help you refine it.

4

### You do, I watch

You clean the bathroom and I watch you do it. You write a learning outcome and I check it.

---

---

---

---

---

---

---

---

## Sample activities

Lesson Title	Objectives	Resources	Time
Lesson 10: Multiplication	Students will be able to multiply two-digit numbers by one-digit numbers.	Whiteboard, markers, multiplication grid	15
Lesson 11: Multiplication	Students will be able to multiply three-digit numbers by one-digit numbers.	Whiteboard, markers, multiplication grid	15
Lesson 12: Multiplication	Students will be able to multiply four-digit numbers by one-digit numbers.	Whiteboard, markers, multiplication grid	15
Lesson 13: Multiplication	Students will be able to multiply two-digit numbers by two-digit numbers.	Whiteboard, markers, multiplication grid	15
Lesson 14: Multiplication	Students will be able to multiply three-digit numbers by two-digit numbers.	Whiteboard, markers, multiplication grid	15
Lesson 15: Multiplication	Students will be able to multiply four-digit numbers by two-digit numbers.	Whiteboard, markers, multiplication grid	15

---

---

---

---

---

---

---

---

## The Instructional Activities Activity




---

---

---

---

---

---

---

---

## The Instructional Activities Activity



1. Choose a random **LEARNING OUTCOME** from Cup 1
2. Choose a random **LEARNING ACTIVITY** from Cup 2
3. Pair up
4. Discuss how you could use that learning activity to achieve the learning outcome
5. **BONUS:** Swap learning activities!

---

---

---

---

---

---

---

---

## Reflection Question

What activities did you come up with?

---

---

---

---

Lesson Plan Template	
<b>Topic:</b>	
<b>Learning Outcome(s)</b> What will the students learn?	
<b>Introduction</b> How long will it take to complete the activities? How long will it take to complete the activities? How long will it take to complete the activities?	
<b>Activities</b> How will you make your lesson interesting? How will you apply 18000?	
<b>Assessment</b> How will you know that the students have been assessed?	
<b>Reflection &amp; Application</b> How do students use their new knowledge? What are they not doing?	

Work on **ACTIVITIES** section of your lesson plan.

---

---

---

---

Stand up if you're using...

---

---

---

---

Design & Visuals

---

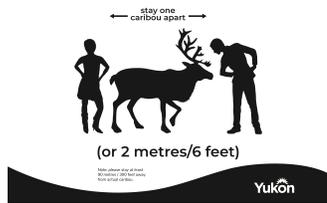
---

---

---

Physical Distancing Caribou

What does physical distancing look like?  
(also known as "social distancing")



---

---

---

---

---

---

Setting group norms: visually



GET WHAT YOU NEED



BREAK



CHAT BOX & PARTICIPATION



TAKE NOTES

---

---

---

---

---

---

Setting group norms: text

GET WHAT YOU NEED

- You're adult learners and we trust you to manage your own needs
- We get that you have full lives. You might have a noisy background. We welcome kids, cats, and dogs!
- Let us know in chat box if you need to leave. (Totally okay!)
- Let us know if we're going too fast, too slow, or missing something

BREAKS

- We'll be taking a 15-minute break. (You'll have a bit of homework to do.)
- We will start right up again, so be back on time.

CHAT BOX & PARTICIPATION

- Share your thoughts verbally or in the chat box at any time
- Everyone type something there in there now so we know you've found it!
- Also, we don't care about spelling or grammar. This is a no-judgment zone! We just want your ideas.

TAKE NOTES

- Take notes and doodle during the workshop.
- Memory research shows that when you engage with material you are learning by writing or with purposeful doodles, you retain more, even if you never look at your notes again!

---

---

---

---

---

---

PART 4: Post-Assessment



LEARNING OUTCOME:  
Create activity that assesses participant learning

---

---

---

---

---

---



---

---

---

---

---

Parts of a Learning Outcome

<b>STEM</b> Describes the setting	<b>ACTION VERB</b> What learners will do	<b>CONTENT</b> Material to be learned	<b>ASSESSMENT</b> How you know learning occurred
--------------------------------------	---	--	---

---

---

---

---

---

Lesson Plan Template

**ALICIA**  
SCHOOL DISTRICT

<b>Topic</b>
<b>Learning Outcome(s)</b> <small>Start with the end in mind</small>
<b>Introduction</b> <small>How do you get your students excited? How do you engage them? What resources will you use to get them started? Pre-Assessment: How will you check your knowledge and students' to learn?</small>
<b>Activities</b> <small>How will you make your lesson interactive? How will you apply VARK?</small>
<b>Assessment</b> <small>How will you know that the students have been assessed?</small>
<b>Reflection &amp; Application</b> <small>How do you know how your lesson went? What are you still unsure about?</small>

Work on POST-ASSESSMENT section of your lesson plan.

5 minutes

---

---

---

---

---

"Speed Dating" Reflection

- 1 How will you assess learning during your mini-lesson?
- 2 What elements of VARK does your mini-lesson activity use?
- 3 What is something you are still unsure about or need to work on for your mini-lesson?

4 minutes per round

---

---

---

---

---

Mini-Lesson Cycle: 40 minutes

TIME	FOCUS
5 MINUTES	PREP
10 MINUTES	MINI-LESSON
5 MINUTES	QUIET REFLECTION
20 MINUTES	FEEDBACK AND DISCUSSION

---

---

---

---

---

### Reflection Question

How can we support you to find your "stretch zone" during the mini-lessons?

---

---

---

---

---

One strategy/skill that you learned today.

What worked well today.

What we could change/improve.

---

---

---

---

---

Welcome back to the **Instructional Skills Lab!**

---

---

---

---

---

how are you doing today,  
in dog scale?



---

---

---

---

---

### Reflection Question

Think of a time when you received  
helpful and meaningful feedback.

What made it helpful?

---

---

---

---

---

#### Mini-Lesson Feedback Questions

**To presenter:** Are you ready to receive feedback?

**To presenter:** What worked well in your mini-lesson?  
**To group:** What do you think they did well?

**To presenter:** What did you learn? What would you change?  
**To group:** What could the presenter work on or consider?

---

---

---

---

---

One strategy/skill  
that you learned  
today.

What worked well  
today.

What we could  
change/improve.

---

---

---

---

---

# Welcome back to the Instructional Skills Lab!

---

---

---

---

### Synchronous Learning:

A learning event in which a group of participants is engaged in **learning at the same time**

### Asynchronous Learning:

The instructor and participants are not engaged in the learning process at the same time. **There is no real-time interaction with other people.**

---

---

---

---

Is it...  
\*NSYNC (Synchronous)

OR

A sink (Asynchronous)

Live online workshop

Youtube video

Pre-workshop reading

Quiz

Discussion

Follow-up emails



---

---

---

---

## Breakout Reflection Question

How could you incorporate asynchronous learning into your workshops?

---

---

---

---

## Reflection Question

How can we support you with continued asynchronous learning after this workshop?

---

---

---

---

One strategy/skill  
that you learned  
today.

What worked well  
today.

What we could  
change/improve.

---

---

---

---