Lesson Content

Fine Tuning a Lesson & Creating Experience

Instructions

Choose a lesson that you teach at Bee School or the lesson plan you wrote for last week's assignment. We will review the content keeping in mind that:

- You're an 'expert' teaching beginners with a lower level of understanding of the content and skills
- The two ways our brains process information:
    - System 1 - fast thinking based on past experience and predictions
    - System 2 - slow thinking based on deliberate processing of complex information
- The best characteristics of your teaching style and method

Assignment

Part I

Review the overall content of your lesson asking yourself the following:

- What are the most basic parts of this topic a beginner should understand to be successful?
    - What assumptions do I make about what the learner may not know?
    - Is there anything I'm skipping over or leaving out?
    - When I practice this skill, what steps have become routine for me?
        - How has my practice evolved since I was a beginner?

- Am I providing too much information or over-explaining an area?
    - How can this information be simplified to tease out the necessary pieces?
        - What jargon have I used and can it be conveyed better by explaining it with different terms?
        - Have I used any acronyms, abbreviations or slang terms?
    - What assumptions do I make about what the learner may already know?

Part II

- Choose a specific <u>skill</u> that you teach during your lesson (i.e. how to light a smoker)
    - Write down each step you would teach (which fuel to pick, how to light, how to keep running)

- Now, think slowly and visualize every step you take when performing this skill in your apiary (smoker: start with which fuel you use and how you gather it, then the next step and so on)
- Are there any gaps or differences in how you teach this and what you actually practice?
  - What are they, and why does it differ?
- How could you teach this differently to help the learner understand the 'why' of the process?

Part III

Now the fun part! Take the <u>skill</u> that you just critiqued and come up with a hands-on activity that helps illustrate or practice the actions involved in the process.

- Create or adapt a 5-10 minute activity for the chosen skill
  - Choose something that reinforces the main learning points or key actions
  - Choose an activity that fits well within your lesson plan and classroom environment

- Start with what you know and are comfortable with, then think about a fun way to show others how to practice the skill
  - Examples include: games, drawing, relay races, skits or role playing, jeopardy-style Q&A, small group discussions, building or assembling, hands-on demo, etc.
  - Do you need any props or equipment?
  - How much space do you need?

- Finalize the idea into a hands-on activity you can employ during your next lesson.