

# Lesson Plan Example

## PLANNING + INSTRUCTION

**Course Name:** Leadership Class

### Relevant Course Learning Outcomes:

- Analyze leadership styles as they relate to the corporate environment.

### Lesson Learning Objectives:

- Define the four leadership styles.
- Differentiate between proactive and reactive leadership styles.
- Reflect on personal leadership styles.

Introduction	Teaching Methods	Resources Required
Time required:  10 minutes	<ul style="list-style-type: none"> <li>Post slides on Blackboard (2 days before class)</li> <li>Remind class of upcoming assignment in two weeks</li> <li>Review common questions in discussion thread on Blackboard</li> <li>Share learning objectives/outcomes and agenda for today's class</li> </ul> Attention-grabber – Human Knot Icebreaker  Debrief questions:  What role did you play in the activity? What roles did you notice emerge in this activity? What did you learn about leadership roles from this activity?	Set up tables for group work  PowerPoint indicating learning outcomes and agenda (followed UDL guidelines i.e. visuals, big font, limited text)  Open space for human knot activity
ACTIVATE Prior Knowledge	Teaching Methods	Resources Required
Time required:  15 minutes	Leadership Styles – 4 Corners Activity  <ul style="list-style-type: none"> <li>Chart paper is placed around the room indicating various leadership styles</li> <li>Students must walk around the class and briefly write down what they know about each style</li> </ul>	Chart paper  Markers  Tape
ACQUIRE New Knowledge	Teaching Methods	Resources Required
Time required:  30 minutes	Mini Lecture  <ul style="list-style-type: none"> <li>Leadership styles and roles</li> <li>Importance of working in teams</li> <li>Clarify difficult vocabulary with a word wall</li> </ul> Show “Leadership Styles 101” video	PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)  AV equipment  Video handout Video (with closed captioning)

	<ul style="list-style-type: none"> <li>• While watching the video, students complete questions about it</li> <li>• Debrief video – small group discussion then large group discussion</li> </ul>	
<b>APPLY</b> New Knowledge	Teaching Methods	Resources Required
Time required: 30 minutes (10 minutes to prepare and 20 minutes for debate)	Debate <ul style="list-style-type: none"> <li>• Debate the strengths of each leadership style</li> <li>• Students choose the role they play in the debate exercise</li> </ul>	Change the classroom setup to a U shape
<b>ASSESS</b> New Knowledge	Teaching Methods	Resources Required
Time required: 5 minutes	Reflection – What leadership style am I?  Based on the leadership styles learned in class, identify your leadership style and provide an example of a time when you showed this style in any environment.  Students post their responses in the discussion board using words, infographs, diagrams, charts, videos, etc.	PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)
<b>Conclusions</b>	Teaching Methods	Resources Required
Time required: 5 minutes	<ul style="list-style-type: none"> <li>• Review learning objectives</li> <li>• Reinforce value in Blackboard random group allocation for next assignment</li> <li>• Let students know about next week's guest speaker from industry</li> </ul>	PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)

### Reflections on the Lesson

- How did that go/ How did that feel?
- What did I learn about myself, the learners, the content, the methodology, the activity?

### Content/ Materials

- Was the relevance and value of the content clear to the learners? How do I know?
- Next time, what additional prior knowledge might I activate? What resources and additional information would be helpful to provide?
- Were all my materials accessible/ were alternate formats available? (AODA compliant)
- Was the content presented in more than one way using multiple media? (verbal, text, video, podcast, etc.)
- What misconceptions or biases were present in the content and/or materials?
- Was there content/materials that presented a non-colonial perspective?
- In what ways did the content/material honour and respect the learners' cultures?

### Participation

- Did the students have enough time to complete learning activities and achieve the learning objectives of the lesson?
- Did the students feel safe to be their authentic selves to fully participate in the learning activities? Why or why not?
- Were there multiple ways for students to communicate and navigate the lesson?
- Who participated in class? Who didn't? Who spoke? Who listened? And why?
- How was "power" distributed in the learning environment?
- What strategies did I implement to encourage all learners to share their perspectives?
- How did I respond when dominant voices silenced other voices especially learners from equity-deserving groups?

### Assessment

- Did I provide learners with multiple ways of expressing what they learned?
- Did I provide informal opportunities for learners to show how their learning is progressing (formative assessment)?
- What supports did I incorporate to help learners in the process of planning and goal setting for upcoming assessments?
- In what ways did I include the learner to contribute to the assessment process?

\* This lesson is designed to be used with the 4A's of lesson planning checklist and the [Universal Design for Learning Guidelines](#).