#### **Lesson Plan Checklist**

This checklist has been created by Humber College- Innovative Learning

#### **Learning Objective(s):**

* Are my objectives clearly articulated to indicate the expected learner outcomes by the end of the instructional unit?
* Do my objectives align with the desired level of learning?
* Do my objectives provide learners with a clear understanding of the expected quality of their work?
* Do my objectives emphasize the actions and achievements of the learners rather than focusing on the instructor's role?

#### **Review and Connection:**

* Does my review and connection phase generate relevance and engagement in the topic or subject being taught?
* Does my review and connection phase captivate and focus the learners' attention?
* Do I establish connections between prior instruction and the current learning focus?
* Do I leverage learners' existing knowledge and awareness of the topic?
* Have I included diverse ways to engage and motivate learners? (e.g., collaborative activities, individual work, real-world applications)
* Do the course materials stimulate curiosity and encourage learners to ask question?
* Have I provided strategies to help learners set achievable learning goals?
* Will I provide regular feedback on progress?
* Have I incorporated opportunities for self-reflection and self-assessment into the course design?

#### **Content Delivery Strategies:**

* Do my content delivery strategies effectively communicate the key teaching points to learners?
* Do my content delivery strategies cover the essential knowledge required for learners to successfully attain the objectives?

#### **Learning Activities:**

* Do my learning activities provide learners with structured and progressive opportunities to apply and practice the content, enabling them to achieve the objectives?
* Do my learning activities reinforce the essential learning needed to meet the objectives?
* Do my learning activities foster a safe and inclusive environment for learners learning?
* Will I provide scaffolding to support learners in completing complex tasks?
* Have I provided opportunities for learners to make choices and decisions?
* Are digital and physical tools available to support learning and accessibility?

#### **Review and Formative Assessment:**

* Does my review and formative assessment provide feedback to both the instructor and learners on the progress of learning?
* Does my review and formative assessment gauge the achievement of the LOs?
* Does my review and formative assessment direct learners' attention towards the specific learning they need to demonstrate?
* Does my review and formative assessment reinforce the fundamental elements of learning?
* Do I use varied assessments to cater to different learners?
* Have I given learners options in how they demonstrate their learning?

#### **Equity:**

* Do all learners have equitable access to learning resources and materials?
* Have I made accommodations for learners with disabilities?
* Will I measure learner success in diverse ways that consider individual abilities and skills?
* Have I identified and addressed any biases in course materials or teaching practices?

#### **Diversity:**

* Does the course content include diverse voices, perspectives, and examples?
* Am I encouraging learners to share their own perspectives and experiences?
* Do I highlight the contributions of people from diverse cultures, backgrounds, and genders?
* Are lessons inclusive of a global perspective when applicable?
* Do assignments allow learners to explore and express their own cultural identities and experiences?

#### **Inclusion:**

* Have I incorporated active learning strategies to engage all learners?
* Are the lessons designed to include learners of all abilities and learning styles?
* Am I using a variety of teaching strategies to meet the needs of all learners?
* Are multiple means of participation available?
* Will learners be included in decision-making processes when applicable?

#### **Belonging:**

* Am I fostering a welcoming and inclusive learning environment?
* Have I provided opportunities for learners to collaborate and form connections?
* Is there a focus on community-building activities and exercises?
* Do the classroom guidelines promote respectful and meaningful discussions?
* Are learners made to feel valued, and do they understand that their contributions matter?

#### **Closure and Link to Summative Evaluation:**

* Does the closure explicitly demonstrate to learners how the evaluation aligns with the objectives and the teaching/learning activities?
* Does the closure establish a connection between the learning outcomes and the summative evaluation?

**Reference:**

Humber College. (2024). *Lesson Planning*. Innovative Learning. <https://humber.ca/innovativelearning/lesson-planning/#keystrategies>