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| ***Question*** | ***Considerations*** | ***Begin to plan your session by responding to these questions.*** |
| **Why?** | *What is the* ***purpose*** *for teaching this session? What competencies or milestones does it relate to?*  *What do you want participants to be able to do afterward?* | ***Sub-competencies or milestones:***  ***Learning Objectives:*** *By the end of \_\_\_\_ participants will be able to…* |
| **Who?** | *Who is your audience?* |  |
| **What?** | *What* ***content*** *do you want them to learn?* |  |
| **When?** | *When is the session? (time of day, when in the curriculum/year, special considerations.)* |  |
| **Where?** | *Where will you be teaching? (seating arrangement, materials available)* |  |
| **How?** | *What educational strategies will you employ to teach this content?* |  |
| **Did it work?** | *How will you assess whether your learning objectives were met?* |  |

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| **Learning Objective** | **Bloom’s taxonomy** | **Educational strategy** | **Assessment** |
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**Lesson Plan Template *with Example***

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| **Timing (minutes)** | **Content** | **Teaching method** | **Description** | **Materials** |
| *1* | *Introduce ourselves* | *Lecture* | *Brief intro to who we are and our topic (slide 1)* | *PowerPoint slides* |
| *4* | *Background* | *Lecture* | * *Overview of cognitive science in learning (in general and in medical education), Brain Rules and why they’re useful.* * *Briefly review the Educator’s Golden Triangle and Interface of Learning Objectives and educational strategies; today’s session will focus on choosing appropriate educational strategies for your learning objectives, primarily in didactic learning sessions.* |  |
| *10* | *Jigsaw on Brain Rules Chapter Summaries* | *Jigsaw* | *Divide everyone into four groups; each group is assigned to read one chapter summary and consider the question:*  *“How can you apply this rule to didactic teaching in particular and residency education in general?”*  *Give groups 5 minutes for these conversations (after they are situated) and then move back into one group.* | *Chapter summaries for: Vision, Short-Term Memory, Long-term Memory, Attention, and Exploration* |
| *15* | *Summarize Brain Rules* | *Lecture/*  *Jigsaw Report Out* | *Describe each of the Brain Rules using slides to review each Brain Rule:*   * *Show rule* * *Ask group what they learned and discussed* * *Add my own ideas, using the slides* |  |
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**NFDP Project**

1. Identify a curricular need at your program that can be met through a didactic session for residents or faculty.
2. Develop a didactic session that fills this need. Using the tools in this packet, develop:
   1. Learning objectives;
   2. Educational strategies that will allow your learners to meet these learning objectives;
   3. An evaluation or assessment to assess whether your learners achieved the stated objective and/or receive feedback on your teaching strategies.
3. Evaluate the session and consider making changes to your session based on feedback for future use.
4. Share your project at the final session in one of these ways:
   1. 5-minute Ignite presentation
   2. Poster
   3. Other ideas?