

Assignment 2: Lesson Plan

Due: May 29


Points: /24 (15% of grade)

Task:

Create a lesson plan for an information literacy lesson. Assume a 30-minute time period (45 minutes may also be possible depending on the number of students in each group).

Possible topics:

- | | |
|--|--|
| <ul style="list-style-type: none">• Narrowing your topic• Brainstorming for keywords• Search strings/Boolean operators• Using the library catalogue• Using a database• Using the federated search function (discovery layer)• Peer reviewed sources and how to find them• Using an archival finding aid | <ul style="list-style-type: none">• Evaluating information• Citing information• Searching in Google• How to use ebooks (public library)• Seniors' technology class (public library)• Using Libby for audiobooks or ebooks• Critical Information Literacy approach to a topic• Or, a topic of your choosing (Please consult with instructor) |
|--|--|

 **Note** that for each topic, there is a **conceptual** component and an **active/applied** component; you should address both in your lesson

NB: Be sure to choose a topic that is appropriate for the time period allotted, and your audience.

NB: You may specify a narrower aspect of any of the topics above if you prefer; similarly, you may broaden the topics above into a more general context. This adjustment will be suggested by your library setting and audience.

Purpose:

To create a lesson plan for use in Assignment 3: Mini-lesson

Learning Objectives:

Through completion of this assignment, you will...

- apply knowledge gained so far to put together an effective, student-centred, 30-minute lesson on a chosen topic
- plan a lesson with a specific audience in mind
- create effectively worded learning outcome statements
- demonstrate knowledge of effective teaching techniques
- estimate time requirements for lesson elements
- use creativity in designing for student engagement
- prepare for Assignment 3

Include the following information:

1. Lesson Topic
2. Audience/Context/Age Group
 - Describe who you're teaching
 - What is the context – College/university (undergrad or graduate level)? School? Public library? Other? – Course-embedded, stand alone, something else?
 - Approximate age group (if relevant)
 - Students' background knowledge of information literacy and the concepts you will be teaching (ie. Are they new to the topic/skills, do they have mixed experience, are they at an intermediate level? etc.)
3. Learning Outcomes
 - What do you want the students to be able to do or to know by the end of the lesson?
 - Include a way of evaluating whether they have learned these things in your lesson
4. Lesson activities/elements and the approximate time you estimate for each
5. Any comments you want to make about each element – for yourself or for clarification for Fiona
6. An appendix with any handouts or other materials you will use in your lesson
 - Note that it is helpful to include your teaching materials at this stage, if possible, so that I can give you feedback on them prior to your teaching. By this, I mean your PowerPoint slides, handouts, exit tickets, etc. – anything you'll be using to deliver the lesson or giving to the students.
7. Explanatory notes: Explain your approach (min 250, max 500 words)
 - This is a section you'll include at the end of your document, after your lesson plan table
 - This is your chance to let me see your thinking
 - Why have you taken the approach that you have?
 - What do you anticipate will be the benefit of each element you've included?
 - Any anticipated challenges?
 - Which learning theory(ies) support the elements you've included? (There can be a variety of learning theories in one lesson.)
 - Anything else you'd like to explain

*NB: See the **lesson plan template** at the end of this document, which is also available on Canvas in Week 2 – please use this template for the assignment*

Note that your lesson plan should...

- be complete – all elements listed above should be included
- include a variety of teaching elements
- emphasize student engagement and limit teacher talking time (TTT)
- include a hands-on/experiential learning component, as appropriate for your topic
- be appropriate for your chosen audience
- be paced appropriately for the topic and your audience
- fit within the time indicated
- be clearly laid out, with any explanation you deem necessary for me in the “Comments” column
- be as detailed as possible

Please include enough detail:

Some students include keywords or main ideas only in their lesson plans, and this is certainly enough for them to know what they mean, but for me, it can be less clear.

In order for me to give you helpful feedback, **the more detail you can give me, the better.**

For example:

- Rather than saying only “Activity: Citation” you should explain what that is.
 - What will the students do?
 - What will you do while they’re doing that?
 - Why are you including this activity?

Etc. Tell me everything I need to know to ascertain that this is a relevant activity, well planned and designed, that you know what you’ll be doing during the activity and what you’re hoping the activity will achieve. Your including this degree of detail allows me to give you more helpful feedback.

- Similarly, writing simply “discussion” or “small group discussion” is not enough detail for me to figure out what will be happening. Tell me more. Will there be a central question around which the discussion will take place? What is the prompt? Etc.
- If you are planning to include a lecture component, tell me:
 - What the topic will be
 - What main points you’re going to cover
 - What interactive components you’ll include
 - What questions you will ask
 - Etc.

If your lecture will be very teacher-centred (ie. non-interactive) explain why that’s helpful for your lesson. Maybe it’s really short, and you just need to get the information across, for example.

If you have a PowerPoint or other tool that will accompany the lecture, include that in your appendix with the lesson materials if at all possible. Even if it’s not complete, including what you have so far is helpful to me.

Another reason to include more detail is that **it provides you with assistance** when you’re in the class, faced with real live students. Teaching can produce nerves in many people, and as such, you may find that all your plans flee from your brain! Having it all written down will save you should you blank out on the day you teach.

- When I first started teaching, I suffered from powerful nerves, so I would write everything down, almost in script format. It saved me and I referred to my notes religiously while teaching so that all my planning was not wasted.
- I would write down all the questions I planned to ask students, and even included the answers I thought they were likely to give, including several different options and what I would say in response to each of those options.
- I’m not saying you need to do exactly this. I’m simply pointing out that less is not necessarily more in this scenario.

Comments column: Feel free to include comments directed at me in your Comments column.

- For example “I’m not sure how long this will take” or “I am not totally happy with the flow here” or “I can’t think of a better question to ask students here”. Or simply “Do you have any advice about how to run this section?”

- Remember that this is an exercise in learning, so if you need specific feedback, please ask for it. The more feedback I can give you, the better it will be for you when you teach your lesson.

Note that typically, the lesson is taught to your MLIS peers, who will take on the role you have assigned them. For example, if you're teaching seniors, they will pretend to be seniors; if you're teaching undergrads, they will pretend to be undergrads. If you happen to be working in a job where you can teach your lesson to authentic students, I'm open to having you do that. You would need to record your teaching so I can see it (as I won't be there), and you'd need to teach at least 30 minutes, as specified by the assignment, but otherwise, you could use a real context rather than our classroom, where we'll be pretending. If this option interests you, please get in touch and we can talk about it.

Rubric:

Legend: TTT = Teacher Talking Time

	Exceeding	Meeting	Developing	Beginning
Learning Outcomes /4	<ul style="list-style-type: none"> - Appropriate for audience - Effectively worded - Able to be evaluated/demonstrated 	<ul style="list-style-type: none"> - Appropriate for audience - Mostly effectively worded - Able to be evaluated/demonstrated 	<ul style="list-style-type: none"> - Mostly appropriate for audience - Errors in wording - Mostly able to be evaluated/demonstrated 	<ul style="list-style-type: none"> - Inappropriate for audience - Serious errors in wording - Difficult or impossible to evaluate/demonstrate
	Exceeding	Meeting	Developing	Beginning
Timing /4	<ul style="list-style-type: none"> - Well-paced for audience and content - Appropriate times allotted to each lesson element 	<ul style="list-style-type: none"> - Mostly well-paced for audience and content - Mostly appropriate times allotted to each lesson element 	<ul style="list-style-type: none"> - Problems with pacing for audience and/or content - Serious problems with times estimated 	<ul style="list-style-type: none"> - Not well-paced for audience and/or content - No times estimated
	Exceeding	Meeting	Developing	Beginning
Content/Delivery /6	<ul style="list-style-type: none"> - Content of lesson is useful and appropriate for chosen audience - Lesson content is complete (keeping in mind time constraints and audience needs) - TTT minimized - Student engagement maximized - Delivery includes a variety of teaching techniques - Creativity in lesson design, delivery and/or materials is evident - Handouts included, as appropriate, and effective for lesson purpose 	<ul style="list-style-type: none"> - Content of lesson is useful and appropriate for chosen audience - Lesson content is mostly complete (keeping in mind time constraints and audience needs) - TTT mostly minimized - Student engagement mostly maximized - Delivery includes a variety of teaching techniques - Creativity in lesson design, delivery and/or materials is somewhat evident - Handouts included, as appropriate, and 	<ul style="list-style-type: none"> - Content of lesson is mostly useful and appropriate for chosen audience - Lesson content has some gaps - TTT evident - Student engagement evident but not enough - Delivery includes some variety in teaching techniques - Creativity in lesson design, delivery and/or materials is minimal - Handouts included, as appropriate, and contain areas for improvement to be effective for lesson purpose 	<ul style="list-style-type: none"> - Content of lesson is not useful or appropriate for chosen audience - Lesson content is incomplete - too much TTT - Student engagement minimal - Minimal variety in teaching techniques employed - Minimal creativity or entirely lacking - Handouts included, as appropriate, and not effective for lesson purpose

		mostly effective for lesson purpose		
	Exceeding	Meeting	Developing	Beginning
Evaluation of learning /4	- Appropriate for stated learning outcomes, time available and chosen audience	- Mostly appropriate for stated learning outcomes, time available and chosen audience	- Problems matching evaluation methods with stated learning outcomes, time available and/or chosen audience	- Evaluation is missing or inappropriate for learning outcomes, time available and/or chosen audience
	Exceeding	Meeting	Developing	Beginning
Communication /2	- Tone and vocabulary appropriate for academic communication - Clarity of meaning	- Tone and vocabulary mostly appropriate for academic communication - Meaning is mostly clear	- Tone and vocabulary regularly inappropriate for academic communication - Some regular gaps or inconsistencies in meaning	- Inappropriate tone and/or vocabulary - Meaning is unclear
	Exceeding	Meeting	Developing	Beginning
Explanatory notes /4	- Shows evidence of thoughtful application of strategies and knowledge gained so far in course - Superior creative and critical thinking evident - Reflection demonstrates superior self-knowledge and self-assessment - Reflection shows transparency, indicating thought process in putting together lesson plan - Draws from appropriate learning theories and includes detailed explanation of how they are applied and the reasoning behind including them.	- Shows some evidence of thoughtful application of strategies and knowledge gained so far in course - Creative and critical thinking evident - Reflection demonstrates self-knowledge and ability to self-assess - Reflection shows transparency, indicating thought process in putting together lesson plan - Mentions learning theories applied, with some accompanying explanation. Could be more detailed.	- Evidence of thoughtful application of strategies and knowledge gained so far in course is weak - Some creative and critical thinking evident - Reflection demonstrates some self-knowledge and ability to self-assess - Reflection needs more transparency, indicating thought process in putting together lesson plan - Mentions learning theories applied, with little to no detail to explain decision making	- Evidence of thoughtful application of strategies and knowledge gained so far in course is missing - Creative and critical thinking is weak or missing - Reflection demonstrates a lack of self-knowledge and ability to self-assess - Reflection is lacking transparency - Learning theories used are not mentioned
TOTAL: /24				

Updated May 8, 2026

Lesson Plan Template (also available on Canvas):

See next page

Lesson Plan Template

Teacher name:

Date:

Subject of Lesson:

Context (ie. location, audience, etc.):

Materials needed:

Learning outcomes:

Time	Activity	Comments

Explanatory Notes: