

## Lesson Plan Best Practices

### Ohio Teaching Artist Training

#### Antonia's Group:

- Be specific about what skills will be learned and what media will be used.
- Be specific about the genres of art being used as reference or inspiration.
- Rather than packing too much into a lesson, leave enough time to go deeply into the heart of the lesson.
- Rather than critique, use positive feedback, discuss what you see.
- Give students a voice in how they will tackle learning goals (i.e. students make their own still life set-ups to draw from observation).
- Open with warm-up exercises leading into larger projects.
- Make room for social engagement in different ways.
- Connect the closing ritual to the learning and social engagement goals.

#### Daniela's Group:

- Make sure to set up a time allocation to each activity.
- Start every class with a social engagement component or icebreaker. Prior to physical activity.
- Add the video links and song choices that will be used.
- Include time for discussion and feedback.
- Include physical safety reminders.
- Add teaching moments, including the historical background of the artform.
- Add some form of feedback to your closing ritual.
- Ensure your lesson plan is full and comprehensive.

#### David's Group:

- Avoid ageist language in your titles and descriptions. Use clear and engaging descriptions in your lesson plans, even if your students won't see it.
- Clearly describe what is being learned in each session.
- Keep a narrow focus on what is being introduced.
- Don't rely on passive conversation for your social engagement.
- Build adaptations into your lesson plan, so that you can expand or cut short a project depending on interest.

- Be aware of your participant's physical needs, and create modulations to accommodate.

#### Julie's Group:

- Think about the audience for the curriculum/lesson plan - senior serving organization. staff - they may not have any experience with art classes - how can you explain what happens step by step in any single lesson?
- Make sure story-sharing prompts are open questions - not yes or no.
- Make more fun - especially program description - how can it be enticing to people? Use "students will..." statements rather than focus on what the teacher is going to do.
- Fill out the sessions - have alternative plans to fill the full 90 minutes!
- Include physicality - how are people going to move and connect? Articulate that in the lesson plans.
- Build skills and social engagement over time - goals shouldn't be the same for every class.

#### Annie's group:

##### Assessment:

- Observe students, and do one on one conferencing.
- Working in process, with the students.
- Walk around the room, look at body language and see if they are tense.
  - Read degree of willingness or reluctance.
- Admit to own insecurities with the students. Transparency.
- Listen to the way people talk - how they use descriptive emotive or sensory details and how can enhance their style rather than make it more like my own.
- Being present - being on and not being off - having bright lights on.
- Give them space and make them feel comfortable.
- Repeat instructions.

##### Feedback :

- Talk about what you have learned.
- What did you notice?
- Read arounds - catching golden phrases.

##### Lesson Plans:

- Include social engagement goals.
- Include literacy and specific skills students will be working on.

- Utilize demonstrations (videos, examples, resources) of what the students will be learning.