

## Module 6 Unit 1

## Lesson Design Template

| **Learning Scenario Information** | |
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| **Title** | Provide a **short title** (up to 50 characters) that reflects the focus of the learning activity. |
| **Age Level** | Specify the student’s **grade level** the activity is intended for. |
| **Duration** | Indicate the estimated **duration** of the activity, e.g., 45 minutes |
| **Informatics topic areas** | Indicate the **core areas of informatics** that the activity relates to, based on the THINKER and Informatics4All frameworks (e.g., “Algorithms,” “Programming,” “Simulation” etc) |
| **Content domain (Integrated Subjects)** | Indicate the **school subjects** that the learning activity can integrate with, according to your national curriculum (e.g., mathematics, science, technology etc.) |
| **Learning Objectives** | **List 2-4 Objectives of the Learning Scenario**. Start with a verb. Describe specifically what the students will gain by participating in the scenario activity. Use Bloom’s Taxonomy to write the Learning Objectives. It’s better to focus on what the learners should be able to do, not just know.  E.g. *Upon completing the activity, the students should be able to:*   * Apply this method … * Contrast this with that … * Give examples about that … |
| **Scenario Description** | |
| **Setting** | **Set the scenario by creating a story.** The scenario should always be linked to at least one learning objective, **focusing on real-life issues** teachers might encounter in their work practices.   * Provide some context for the story (where, who, what’s the problem)   + Refer to the teacher directly (2nd person singular, you).   + The setting should always ask the teacher ‘What should you do?’ to indicate that they act. |
| **(Digital) Tools** | List all instructional materials and tools needed for the lesson. Be specific and include both physical items and digital tools. |
| **Activity** | * Prepare at least one activity of **20-45 minutes** duration**:** * Provide the teachers with the **specific steps** required, **highlighting the processes they should follow** to successfully implement this lesson activity. * The activity’s steps should always be aligned with the scenario **learning objectives (at least one learning objective should be addressed)**. * Stick only to **must-know information** (information necessary for the teachers to conduct the lesson) * Include both plugged and unplugged activities:   + **Plugged Activities:** These will involve the use of digital technologies, such as Bee Bot, Lego WeDo 2.0, Minecraft, or other relevant tools.   + **Unplugged Activities:** Incorporate games, challenges, stories, kinaesthetic engagement, and artwork as core components to facilitate learning without the use of technology. * Create **short sentences and paragraphs** which are readable without hassle. * Don’t use **academic writing.** |
| **Teachers**  **and students’ Roles** | Define the roles of both teachers and students during the activity. Specify how teachers will guide and support students, and what responsibilities students will have. For instance:   * Teachers: “Facilitate discussions and provide support during activities.” * Students: “Engage in group work and present findings.” |
| **Evaluation/ Assessment** | Describe how you will **assess student learning** throughout the activity. This can include various methods such as observations of participation and collaboration, quizzes, presentations or rubrics assessing specific criteria. |