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| BOPPPPS Lesson Plan Template  **by Teaching and Learning Conestoga** (adapted from [Instructional Skills Workshop (ISW) Handbook for Participants](http://esp.uapicbc.ca/sites/default/files/pdf/ISW%20Manual%202006.pdf)) | | | | |
| Lesson Topic Introduction to the Engineering Skills Course | | | | **Materials Required** |
| Bridge-In This is the first class so the Bridge-In will have an ‘Ice-Breaker’ activity and will have a time of introductions of/by students and their backgrounds. The purpose of the ice-breaker is to begin building community and to provide a means of introduction to the students’ backgrounds and experience.  Have a survey that will assess the students’ skillsets and knowledge about Engineering Skills | | | | **eConestoga (IP, CO, and presentation materials)**  **TEAMS** |
| Objective(s)  * The Student will know who the Professors are that share the teaching of the course * The Professor will explain and clarify both the Course Outline and IP * The student will know the Course Requirements and Expectations * The Professor will explain the Delivery Model to be used for the course * The student will know how to Prepare for next class | | Pre-Assessment What previous experience did the students have with doing electronic-based projects?  What skills do the students bring to the course?  What do the students expect to learn from this course?  What are the students’ ideas about Engineering and the Skills needed? | |
| Presentation/Practice/Participation | | | | |
| **Duration** | **Facilitator or Learner Activity** | | | **Materials Required** |
| **30 min.** | Bridging-in by having an Ice-Breaker\* type of activity to have some fun using the online survey to get information about students in general (i.e. How far away home is?) and to identify previous experiences and skills learned prior to coming to the college. See Sample Survey Questions below. | | | **Zoom presentation :**  **Online Survey (Microsoft Forms)\***  **Power Points**  **TEAMS Post/Chat**  **Zoom** |
| **40 min.**  **(followed by a 10 min break)** | Power Points with Audio Clips/Videos to cover Introductions:   * To Professors and their Experiences and Passions * To Course Outline and IP * To Requirements and Expectations * To Delivery Model   The session begins with a 15 minute PPT presentation set which is immediately followed by a 5 minute Feedback Time where students respond to relevant questions in the O365 TEAMS Post.  This is following by 10 min. break.  Then the second set of 15 minute PPT presentation begins. The second set also ends with 5 minutes of Recap time through the use of the O365 TEAMS Post. | | |
| **25 min** | Zoom Presentation/Recording on:  What needs to be done before the next lesson;  What kits to buy; (show)  What tools to purchase; (show examples of) | | |
| Post-Assessment Answer the following questions by reviewing the TEAMS Post responses at the time of the scheduled class then one day after the class   * What did the learners learn? * Were the desired objectives accomplished? | | | Summary  * 5 minute Recap in Zoom to review important points * Allow for Weekly Questions Sheet to be posted in TEAMS for students to ask questions * Survey in TEAMS to provide feedback about this session | |
| Reflections on the Lesson Need to meet with other Professor teaching this course to review Lesson Plan and get consensus of Information for posting  Need to post a Welcome message a WEEK BEFORE the class  Need to post Biographies of both Professors teaching the course  Need to re-enforce the class outcomes by posting helpful information and calendar reminders in order to ensure the required preparation was done; have timely reminder emails ahead of next class; have a checklist in eConestoga for students to follow in order to prepare for the next class | | | | |
| Ice-Breaker activity created in FORMS: | | | | |