The Interactive Lesson Planner

This step-by-step lesson planner helps you to consider a variety of activities and to apply theory to your FSA teaching.

Step #1: Choose the activity

 Usually, teachers begin with the objectives. However, in the case of FSA there may be specific “unmissable” activities. As a result, lesson planning takes a different form. For this reason, we propose beginning with the activities and then matching them with the objectives. Select an activity from the following dropdown menu within one of the underscored categories.

\_\_\_Touring activities\_\_\_

Step 2: Choose objectives

Objectives, as explained in [the Objectives section](https://abroad.ccdmd.qc.ca/pedagogy/setting-objectives-for-study-abroad/objectives-and-highlights/), can fall under two broad categories: measurable and process. Within the measurable outcomes, it may be easier to focus on language objectives by competency or by skill.

Choose your measurable objective types and describe their specific competencies

Language by competence

Describe the competencies in the appropriate row as necessary:

| Linguistic competency (e.g., grammar, pronunciation, and vocabulary) |
| --- |
| X |

| Actional competency (e.g., different ways to say goodbye in different contexts) |
| --- |
| X |

| Discourse competency (e.g., how to put ideas together into a coherent argument) |
| --- |
| X |

| Sociocultural competency (e.g., registers, politeness, conventions, speech styles) |
| --- |
| X |

| Strategic competency (e.g., ability to overcome breakdowns in interactions, clear up misunderstandings, find alternative ways of expressing oneself) |
| --- |
| X |

Language by skills

Describe the competencies in the appropriate row as necessary:

| Listening |
| --- |
| X |

| Reading |
| --- |
| X |

| Spoken interaction |
| --- |
| X |

| Spoken production |
| --- |
| X |

| Writing |
| --- |
| X |

Cultural understanding

Describe the competencies in the appropriate row as necessary:

| General cultural knowledge (e.g., history, institutions, geography, religion, symbols) |
| --- |
| X |

| Attitude toward culture (e.g., being open-minded, seeking new experiences) |
| --- |
| X |

| Skills of interpreting and relating (e.g., ability to identify areas of misunderstanding, to mediate between conflicting interpretations of an issue, to identify your own ethnocentric perspectives) |
| --- |
| X |

| Skills of discovery and interaction (i.e., ability to apply learning to real-life situations) |
| --- |
| X |

| Critical cultural awareness (e.g., ability to critically evaluate perspectives, practices, and products from your own culture and from other cultures) |
| --- |
| X |

Skills

Describe the competencies in the appropriate row as necessary:

| Discipline-related skills (e.g., ability of biology students to catalogue marine life) |
| --- |
| X |

| Interpersonal skills (e.g., ability of resolve conflicts within a group) |
| --- |
| X |

| Life skills (e.g., ability to do laundry, cook, navigate in an unfamiliar city) |
| --- |
| X |

| Establishing and respecting rules and norms (e.g., staying with the group, being polite) |
| --- |
| X |

Choose your learning process objective types and describe their specific competencies

Application of knowledge

Describe the competencies in the appropriate row as necessary:

| Interact with language and culture in a personal, hands-on way |
| --- |
| X |

| Apply what students learned in class to out-of-class contexts |
| --- |
| X |

Soft skills

Describe the competencies in the appropriate row as necessary:

| Motivate students to continue learning the language after class is finished |
| --- |
| X |

| Increased self-awareness and self-reflection skills |
| --- |
| X |

| Consciousness-raising (e.g., awareness of one’s own privilege) |
| --- |
| X |

| Increased appreciation for the language and culture that is being learned about |
| --- |
| X |

| Increased autonomy and self-confidence (“Wow, I can do this!”) |
| --- |
| X |

Step 3: Involve locals

Locals can be involved at any stage of a project-based learning task. Decide at which point(s) in your lesson you want to include local perspectives and describe how you will involve local people.

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Locals involved in preparing the activity

Describe their involvement in the appropriate row as necessary:

| Language planning (e.g., local guide helps to prepare students with key terminology and grammatical structures before visiting the museum) |
| --- |
| X |

| Cultural or skills planning (e.g., host families prepares students for an outing to a local mosque) |
| --- |
| X |

Locals involved in doing the activity

Describe their involvement in the appropriate row as necessary:

| Co-creators (e.g., locals and students collaborate to achieve something together) |
| --- |
| X |

| Resources or sources of information (e.g., locals are there to answer students’ questions) |
| --- |
| X |

| Supervisors (e.g., locals determine the quality or outcome of the activity) |
| --- |
| X |

Locals involved in reflecting and assimilating

Describe their involvement in the appropriate row as necessary:

| Co-creators of meaning (e.g., locals help students to make sense of the experience) |
| --- |
| X |

| Verification (e.g., locals engage with students at the end of the reflective process to confirm or correct conclusions) |
| --- |
| X |

Locals involved in application

Describe their involvement in the appropriate row as necessary:

| Locals are the recipients or beneficiaries of a product or outcome (e.g., a thank you letter, a video about local people, a mural created in a community) |
| --- |
| X |

| Locals as enrichers (e.g., locals observe final products and enhance or enrich them by adding their own comments and reactions, such as by commenting on student blogs or on the group’s Facebook page) |
| --- |
| X |

Step 4: Prepare the learning

Decide what students should be able to do by the end of the activity and how you will prepare them for learning by answering the following questions.

Describe the learning process in the appropriate row:

| What will students be able to do by the end of this activity? |
| --- |
| X |

| What will you need to teach the students in pre-departure meetings/classes? How does the activity in the host country link to pre-departure learning? |
| --- |
| X |

| What will you need to teach students during the trip? How much time will you need during the trip to teach them?  |
| --- |
| X |

| How can you go about preparing students? (e.g., by delegating pre-departure tasks to students, by having students do at-home preparation)? |
| --- |
| X |

| Do you need to reserve any special events or resource people (e.g., book a walking tour, reserve a swimming pool, buy tickets for a museum visit)? |
| --- |
| X |

| How much time will be required for the activity preparation? |
| --- |
| X |

Step 5: Do the learning activity

Plan how you will engage students in the learning activity by answering the following questions.

Describe the learning activity in the appropriate row:

| Which instructions will you give to students (e.g., remember to take pictures, record your interviews with local experts, describe three paintings)? |
| --- |
| X |

| How much time will the activity take? |
| --- |
| X |

Step 6: Reflect on and assimilate learning

In order to engage students in the [experiential learning process](https://abroad.ccdmd.qc.ca/pedagogy/strategies-for-language-teaching-during-study-abroad/experiential-teaching/), plan how you will guide student reflection and assimilation post-activity by answering the following questions.

Describe the reflection and assimilation process in the appropriate row:

| Which activities will you use to reflect (e.g., re-enacting in role play, journaling, engaging in group discussion, creating cartoons)? |
| --- |
| X |

| Which questions will you use to guide student reflection? |
| --- |
| X |

| How much time will the reflection take? |
| --- |
| X |

Step 7: Demonstrate and evaluate learning

Decide how you will have students demonstrate learning post-activity and how you will evaluate their learning by answering the following questions.

Describe the application and production of learning in the appropriate row:

| What will the students have to produce to demonstrate learning (e.g., blogs, videos, theatre productions, PowerPoint presentations, songs)? |
| --- |
| X |

| How will you evaluate their learning (e.g., using assessment and oral feedback, evaluation grid, checklist, peer evaluation)? |
| --- |
| X |

| How much time will the assessment/evaluation take? |
| --- |
| X |

Step 8: Engage in teacher self-evaluation

Finally, at the end of the activity and student evaluation process, remember to evaluate your own lesson plan by answering the following questions.

Describe your lesson plan self-evaluation in the appropriate row:

| What did you think of your lesson plan? |
| --- |
| X |

| What worked well? |
| --- |
| X |

| What can you change to improve it for future study abroad? |
| --- |
| X |