Basic Lesson Plan

The Workshop Purpose and Goal: This workshop will be exclusively for new recruits for a college program called ETS. This program is compiled of 8th – 12th graders and helps them get ready for college. It is necessary a few times during the year to conduct such a meeting to ensure numbers are met.

As the students enter the workshop, have some fun music playing or a video of college students on a college campus.

• Welcome the students to the workshop.

• Explain how long this meeting will last.

• Begin by making some introductions of the staff that may be present.

• Tell them a funny story.

• Do something to get their attention.

• Explain what ETS is.

• Give them some statistics about the program.

• Have a current ETS students explain what ETS is.

• Allow a moment for the director or other staff member to speak.

• Show them the recruit video.

• Allow a period for questions to be asked.

CONCLUSION: At this time I will hand out the applications that must be turned back in to me. I will allow for any other questions. I might pass out some treats or candy and excuse them back to class.
Behaviorism

Informing the Learner of the Objective
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

Gaining Attention
Have something written on the board that says, “Quiet people get rewards.” As students are respectful and quiet then reinforce this behavior with a candy.

Stimulating Recall of Prior Learning
The week before I would have handed out a note to the students explaining the time of the meeting and including what this meeting would be about. Give a token to a few that can recall what the note said.

Presenting the Stimulus
Talk about the ETS program explaining how things chain together.

Providing Learner Guidance
As students begin to understand what we are talking about help to increase what they have learned, continue to shape and reinforce these young students.

Eliciting Performance
Allow a student to explain what the ETS program is within a certain time frame.

Providing Feedback
Reinforce and reward if what they have explained is correct.

Eliciting Performance
At this point I would offer a paper with more information that they can read through.

Providing Feedback
We will go over this paper and if they would like to join this elite group they must sign a contract. This will explain that they must keep their grade in good standing.

Assessing Performance
I will then give a short quiz with fairly simple questions offering gold stars to be traded in for candy.

Enhancing Retention and Transfer
Have students write some of the reasons they would like to be in the ETS program.
Cognitive Information Processing

**Informing the Learner of the Objective**
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

**Gaining Attention**
To gain attention I will have about 20 real items on a table. I will have a pencil, pad of paper, DVD, hammer, bottle of coke, picture of the principle etc. I will allow them to view this table explaining to make patterns to recall the items.

**Stimulating Recall of Prior Learning**
I will have passed a note out several days before with my office phone number. I will ask the students to memorize the number by using the technique “Drill and Practice.” I will explain this concept. I will have other facts on this note, which they will read.

**Presenting the Stimulus**
Talk about the ETS program giving them clues from the previous note as well as using pattern recognition.

**Providing Learner Guidance**
As students begin to understand what we are talking about I will provide a series of self-test questions to aid in the understanding process.

**Eliciting Performance**
Ask a student if he or she can recall 15 of the items from the table when you walked into the room. Ask how did they structure the items in their mind to recall all 15 items?

**Providing Feedback**
I will assist the students in any questions they may have about ETS as well as have a session for goal setting.

**Eliciting Performance**
At this point I will have the class all take a piece of paper out and write down as many of the items they can from the table from earlier when they walked into class.

**Providing Feedback**
I will reiterate and recap a few times the highlight points of the ETS program. I will basically repeat and drill some of these important details again and again.
Assessing Performance
I will then ask the students to write 5 of the highlighted points spoken of about the program. This will be a type of assessment to summarize what they have learned from the repetition.

Enhancing Retention and Transfer
Have students write how participating in this ETS program might have an impact on their life.
Meaningful Learning Schema

Informing the Learner of the Objective
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

Gaining Attention
I will draw on the board a flow chart listing different notions and ideas about colleges as they are called out.

Stimulating Recall of Prior Learning
I will have a moment for the students to vice some of their own experience having to do with colleges. This will allow us to build upon these experiences.

Presenting the Stimulus
Talk about the ETS program while including some of the experiences that were addressed earlier.

Providing Learner Guidance
Have students get into pairs and teach each other about some of the concepts we have just addressed about the ETS program.

Eliciting Performance
AS we have addressed the topic of the ETS program, explain how that might help you in the future. Basically I will build on knowledge of similar topic.

Providing Feedback
Connect these ideas together, create a framework and organize these concepts.

Eliciting Performance
According too schema I will have the students answer multiple times on multiple-choice questions. This will be a time for a little ETS quiz.

Providing Feedback
Answer any questions trying to help the students understand the big picture.

Assessing Performance
I will observe the students and their questions. Different people have different mental models.

Enhancing Retention and Transfer
Have students write some of the main experiences that they have had that would make them good ETS participants.
Situated Cognition

**Informing the Learner of the Objective**
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

**Gaining Attention**
To gain attention I would use a game that had to do with semiosis. I would show symbols such as a nice house or a car to relate them to graduated ETS participants.

**Stimulating Recall of Prior Learning**
You have seen stop signs, warning signs, big curves ahead signs, etc. These are common signs to understand, much like these signs you can plan on what is coming down the road by someone who have traveled before you. What I mean is at this point I will have a current ETS participant explain what is ahead of them.

**Presenting the Stimulus**
I will use techniques of scaffolding to build the ETS program. I will discuss the program year by year using the previous year as a stepping-stone for the next year, and so on.

**Providing Learner Guidance**
I will provide mini-internships workshops of a task that I might ask of someone currently in the ETS program. This will get the younger group excited as they feel engaged in the program.

**Eliciting Performance**
At this point the students will perform the task mastered in the internship workshop. Students may need to create a flyer for a meeting and so forth.

**Providing Feedback**
As the theory claims that every idea and human action is a generalization of the ongoing environment, I will create a mock ETS environment for pseudo-ETS participants to view.

**Eliciting Performance**
I will allow a space for reflection within the ‘community’ of perspective ETS participants. At this point they will interpret what they think ETS students do and are.

**Providing Feedback**
I will answer any questions that might rise with this reflection. I will offer a portfolio perspective from former ETS students of what they have gone and done after completion of the program.
Assessing Performance
I will rank how well they performed in their duties from the mini-internship experience.

Enhancing Retention and Transfer
Have students write what they enjoyed about their experience and possibly what position they might like to have as an ETS participant.
Cognitive and Knowledge Development

Informing the Learner of the Objective
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

Gaining Attention
I will gain attention by physically showing a degree with a $100 bill attached. I will also show a lower degree with a $50 bill attached. I will show a high school diploma with a $20 bill attached and ask the question what would you like to have?

Stimulating Recall of Prior Learning
I will ask the students to reflect to the flyer I handed out prior with many pictures on it. Among these pictures are symbols of wealth and poverty. I will discuss this and ways to ensure you might have a better chance to be on the wealthy side.

Presenting the Stimulus
Show what the ETS program is by explaining and interacting with the students.

Providing Learner Guidance
Have the students collaborate with each other on reasons why they should join the ETS program.

Eliciting Performance
As soon as the collaboration has been done allow for an audience analysis of the ideas presented by the students of reason to join ETS.

Providing Feedback
As soon as this is done we go over the main reason why. At this point we raise as a group alternative views to join. In other words opposing perspectives why not to join.

Eliciting Performance
At this point I have them interact with their peers and decide the very best reason to join ETS.

Providing Feedback
I have the students offer a symbol with an explanation. It could be anything like, ‘keys’ represent the house I will work for as I join ETS and go to college.

Assessing Performance
I will let the group assess each other. This will be a time for Logical reasoning and support as a group.
Enhancing Retention and Transfer
I will have the students select a physical object and relate it to the ETS program.
Constructivism

Informing the Learner of the Objective
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

Gaining Attention
I will gain their attention by show a virtual simulation of a college student attending college. This will be a video of a day in a life of a college student.

Stimulating Recall of Prior Learning
Because the theory of Constructivism interprets things from their own experience, I will pose questions that they must relate somewhere within themselves.

Presenting the Stimulus
To discuss the ETS program I will take them on an actual field trip. The context of this will need to remain in the school but I can at least go to the school yard and get them thinking a little outside the school walls.

Providing Learner Guidance
To create a meaning out of all this I will break up into smaller groups and have one ETS staff member involved in some type of group collaboration.

Eliciting Performance
I will ask question that are reflective in nature.

Providing Feedback
Apply the remarks and questions from the students to their experiences. Make connection to create more meaning so they might have the desire to join ETS. Learning is based on the idea that knowledge comes from one’s experience.

Eliciting Performance
I will have the students write down some reflective notes. They might answer the question how does all this relate to me?

Providing Feedback
After everyone is done we can share what we have written. I will make a point of explaining that ETS is a program you can be involved in for many years until you graduate and then there is a similar program offered in college. I will explain how learning is a lifelong process.
Assessing Performance
It is difficult to assess various answers because each student comes from a different background; there really is no wrong reason for joining ETS. Each person creates his own reality.

Enhancing Retention and Transfer
Have students construct the main elements of ETS as they see it. (From their own experiences.)
Social Formation of Mind

Informing the Learner of the Objective
The objective is to hold a meeting to a group of prospective ETS members. This group will hear what the program is about from a variety of staff members. The group will also have the opportunity to see a short video about the program. The main objective is to have them and their parents fill out the application, turn it in and ultimately join the ETS program.

Gaining Attention
I would begin the class with a game. I would ask the students who are good at math, science, English and biology. I would then find out what they were not good at then match the students unequally in skill. I would help them to understand that they had potential to become great in that area.

Stimulating Recall of Prior Learning
I will uncover past experience by discussing a very broad topic that has to do with a time where the students might have overcome a problem or issue. This will help uncover and aid with the need to push for this moment to occur again. I will illustrate a need to meet and excel to ones potential.

Presenting the Stimulus
Talk about the ETS program internalizing how things work together.

Providing Learner Guidance
I will set up ways that the students can discover the answers for themselves. In this way the young students are able to bridge their own gaps.

Eliciting Performance
Allow a student to explain what the ETS program is while I will guide and facilitate what he or she is saying to ensure understanding.

Providing Feedback
I will provide real-world scenarios and concerns including previous dilemmas as well as share success stories.

Eliciting Performance
At this point I will have group work and collaboration. Students can voice their thoughts and ideas regarding what they have heard about the ETS program.

Providing Feedback
I will explain that if you join the program you can be one among the many who has risen to achieve their potential above the rest due to the help and encouragement of the ETS program.
Assessing Performance
I will have the students voice some real-world current situations that might allow for them to join or might not allow them to join.

Enhancing Retention and Transfer
Have students write a story of when they were able to meet a challenge and relate it to the ETS program in whatever capacity they see fit.
Reflection

My personal theory of how people learn was slightly different from when we started this class. I would say my ideas were shaped even in the sense as B.F. Skinner might have stated. For example some of my ideas were reinforced and chaining certainly took place in the days we met with each other as many ideas centered around learning were linked together and reinforced.

I was enlightened greatly with the learning theory I was assigned which was behaviorism. I was always fascinated with psychology enough to dedicate a great deal of my undergraduate work on the subject. I find it interesting how people learn and what drives and motivates people to learn. I believe many elements involved in the process of ones learning has to do with this theory. So perhaps I found that my personal theory has been shaped into believe this idea of behaviorism is very real and valid.

Everything from hearing the car beep when you do not have your seatbelt on to the repetitive actions of kicking a soccer ball buys into this theory and style of learning. My personal theory has been reinforced that behavior is linked to a stimulus provided by the environment. What motivates different people can be a variety of different things. This is classic behaviorist and my personal theory is that people constantly use this from when they wake up in the morning to head out for work for the payment and rewards.

Entangled in all these styles of learning is one called Cognitive Information Processing. This theory buys into my personal philosophy of how my mind works and how I attempt to have others process information. This has shaped and reinforced my thinking a great deal of how I may go about having student’s remember significant
things. It is clearly important to structure and practice things to recall them at a later time. It is also equally important to retrieve information in a similar environment as we have encoded the information. This is something I plan on incorporating into my lesson plans.

This was a great class to help refine ideas centered on learning. We are all faced with so many different students who learn in so many unique ways. These different theories can be applied and can be a great resource in our lessons and activities.