

LESSON PLAN OVERVIEW

LESSON PLANS ARE BENEFICIAL

- They help you stay focused.
- They build confidence.
- They provide feedback for improvement.
- They help keep you organized.
- They provide simple answers to a few key questions.
- Can be as simple or complex as YOU NEED THEM TO BE!
- They are YOUR TOOL to help maximize your time and get the most fun out of learning.

BEFORE YOU WRITE ANY LESSON PLAN, CONSIDER YOUR LEARNERS

Knowing your learners allows you to create lesson plans that set your learners up for success!

- What do they like? What are their interests?
- What are their ability levels?
- What do they already know?
- In multiple bird homes, do they work better independently or in groups?
- Are there any special needs that may require lesson tweaks?
- What's the best way to get them to learn?

GOOD LESSONS PLANS ARE:

- Specific
- Clear
- Concise
- Can be as simple or as detailed as you want them to be

STANDARD METHODS MAKE WRITING LESSON PLANS EASIER

- Teaching
 - We use a common teaching method: Show/Touch.
 - We can write it out step by step or just use 'Teach'
- Discrimination Testing
 - Used to determine mastery of new and existing material (review)
- Accuracy
 - We aim for correct responses from 70% or more of our test (used as a benchmark in research)
 - E.g., a correct response 7 out of 10 times or 3 out of 4

LESSON PLANS ANSWER THE FOLLOWING QUESTIONS:

	Key Area	Answers the Question...
1	Subject	What topic or subject are you working with?
2	Learning Goal or Objective	What do you want your birds to learn?
3	Resources	What materials do you need?
4	Reinforcers	What reinforcers will I need?
5	Time	How long will the lesson or activity take?
6	Transitions	How can I get my birds ready to learn and into learning mode? How do you want to shift to a new topic or conclude the lesson or activity on a positive note?
7	Prerequisites	What does the learner need to know before they do this activity?
8	Process & Practice	How do you want to teach this lesson or activity?
9	Testing	How do you plan to assess learning? How will you determine that the learner mastered the lesson/activity?
10	Review & Improvement	What did you experience/observe? Do you need to make any changes?

When first starting out, try using the Full Lesson Plan format the first few times.

Hint: When you get bogged down, its either because you are trying to teach or do too much.

A Note about Transitions:

TRANSITIONS ARE OPTIONAL, BUT WORTH MENTIONING.

- Can help ease into, out of, or between a lesson or activity
- Do not have to be complex or take long
 - One or two yes/no questions
 - Quick review of something mastered
 - Reading one or two pages from a book
 - A couple of questions they ALREADY know the answer to
 - Pointing or touching known objects
 - Choosing a favorite treat.
- Can be used to shift on the fly or for when things just aren't flowing the way you though they would.
- Transitions also allow you to transition OUT OF the lesson or activity and end on a positive or neutral note.

SAMPLE FULL LESSON PLAN

	Key Area	Response
1	Subject	Colors
2	Learning Goal or Objective	At the end of this lesson my bird will be able to: Accurately select the colors red, green, blue, and yellow 70% of the time or more.
3	Resources	1. Red, Green, Blue, Yellow color cards. 2. Yes/no cards 3. Find It Farm Book
4	Reinforcers	Chopped almonds, cashews, pecans, stickers
5	Time	30-40 minutes [10 minutes per day over four consecutive days
6	Transition (Warmup)	Use "Find It Farm" to find three objects -do one scene before each lesson.
7	Prerequisites	Yes/No, Touch (Target Training) Station Training
8	Process & Practice	Show [COLOR], say color [NAME]. Ask to TOUCH [COLOR]. Treat reward for touch. Repeat for COLOR 1 3 - 5 times. Repeat with Next COLOR. On Days 2 - 4, do review of 3 reps with prior colors before adding new colors. Use additional day if needed for review or practice.
9	Transition (Cool-down)	Find-it Farm: find three objects in Scene 1.
10	Testing	Discrimination Testing after each color pair is taught: present COLOR 1 and COLOR 2. Ask to TOUCH COLOR 1, reward for correct, pause & recue for incorrect. Switch colors to opposite hands, repeat test. Continue for 5 - 7 reps.
11	Review & Improvement	Do not attempt after breakfast - they were too full! Need new color cards: needed to be matte - shiny was too distracting. Allow more time for each lesson. Red was scary!

SIMPLE LESSON PLAN

Write several sentences answering the following questions:

Component	Question
Activity	What are we doing today?
Goal	What do we want to teach or accomplish?
Materials	What do we need to do this?
How to do it?	The process or steps taken to do the activity
Review	Your observations of how the lesson or activity went. Includes what worked, what did not, what to change for other lessons.

SAMPLE SIMPLE LESSON PLAN

Component	Response
Activity	<i>We are learning colors red, green, blue, and yellow</i>
Goal	<i>We want to be able to correctly pick a named color</i>
Materials	<i>Yes/No objects/cards, Color Cards/objects, Treats, favorite book</i>
How to do it?	<i>Teach colors: Follow with Discrimination testing.</i>
Review	<i>Do not attempt after breakfast – they were too full! Need new color cards: needed to be matte – shiny was too distracting. Allow more time for each lesson.</i>