

Guidelines for Designing Your Mini-Lesson

1. Pick a topic that is not too familiar to everyone
2. Your lesson should take about 20 minutes and contain a variety to teaching styles including you *explaining* a concept. You might want to try out your lesson on some unsuspecting friends before you teach it in class. Dry runs are helpful in finding where your lesson 'snags' if it does or where things are unclear and it helps you plan your timing appropriately.
3. The week PRIOR to your lesson email or handout to everyone the 'mini-lesson overview' which should contain:

Your name
Title of lesson
Learning objective(s)
Description of target student audience
Where does this topic fit in the curriculum
Reference to Frameworks
Assessment

4. At the end of your lesson each member of the class will fill out a form giving you feedback about your mini-lesson. You will summarize the feedback and your own thoughts about your teaching as part of your final reflection paper.
5. Some teaching tips you might find useful when teaching your mini-lesson:
 - a. It is very effective at the beginning of the lesson to explain why the topic is important to know/learn (i.e., engage the student's interest so they will put forth the effort to learn). Connecting the topic to real life is an effective method.
 - b. Give an overview of what student will learn and then delve into the details.
 - c. Define vocabulary and write the definitions on the board (or hand out as prepared notes).
 - d. Use more than one teaching style so you can reach a variety of learners. This requires thinking and planning. It is likely that you will be more comfortable with one style than another. Just make sure you employ more than just 'stand up and deliver'.
 - e. Minimize time spent facing the board. With complicated diagrams you might consider a handout with partial class notes already on it.
 - f. Make good use of the board space. Plan ahead.

Mini-lesson Rubric

Advanced / Proficient / Needs Improvement / Unsatisfactory / Comments

- ◆ Knowledge base of instructor overall
- ◆ Clarity of instruction
- ◆ Ability to infuse enthusiasm and humor into lesson
- ◆ Ability to answer questions
- ◆ Flow of lesson. Logical progression and pace of instruction. Timing.
- ◆ Lesson meets learning objectives
- ◆ Variety of teaching styles used in lesson to reach a range of learners
- ◆ Props, demos, connections to real life used in lesson
- ◆ Assessment of student learning