**Summative Assignment: IPT & Metacognition**

**Lesson Plan**

Note:

The examples are for illustrative purposes. It is expected you provide more detail (enough detail that a sub could use the lesson plan).

**1. Objective(s)**

What do you want **your** students to learn about how humans learn and/or “think about their thinking”

* Make sure to explicitly identify a topic from this class (e.g. something from the “science of forgetting”, information processing theory, self-regulated learning and/or metacognition)
* *Example (high school social studies):* By the end of this lesson, students will be able to explain effective learning strategies for history based on the assumptions of Information Processing Theory and reflect on their own learning process.

**2. Hook / Introduction**

How will you start the lesson by getting classmates to think about their own learning? How will you immediately engage students?

* *Example (high school social studies):* Start class by asking: ‘What strategies do you use to remember historical dates and content from this class? Why do you think they work?’”

**3. Key Points / Content**

What are the main points you want to teach as it relates to the objective(s)?

* *Example (high school social studies):* 1. The limited effectiveness of multi-tasking, 2. The role of rehearsal and retrieval practice in learning, 3. The importance of “thinking about thinking” when learning history

**4. Activities / Teaching Methods**

How will you help your students practice strategies or reflect on their learning as it relates to your learning objectives? The activity or activities should include at least one interactive element for students.

* *Example (high school social studies):* Have students try different note-taking methods and discuss which helped them understand better or reflect on how they monitor their understanding while reading primary documents. Encourage students to discuss not only what strategies they use but why they think those strategies help their learning.

**5. Check for Understanding**

How will you check if students have met the learning objectives?

* *Example (high school social studies):* Ask students to describe a learning strategy they would use to study for the next history test and explain both how it works and why it is effective according to IPT and metacognition.

**6. Conclusion / Wrap-Up**

How will you help students reflect on what they learned about learning?

* *Example (high school social studies):* Have students share one new insight about their own learning and one strategy they plan to use in the next history reading assignment, explaining how they expect it to help.

**7. Materials / Resources Needed**

What materials will you need to support learning about metacognition?

* *Example (high school social studies):* Handouts summarizing key learning theories, reflection journals, sample study strategies.

**8. Justification and Rationale**

Briefly explain your group's pedagogical rationale for the lesson plan.

* Why did you choose the specific learning objective(s) for this grade level?
* How do your activities and teaching methods align with the principles discussed in this class (eg. Information Processing Theory, metacognition, self-regulated learning, “science of forgetting”, etc)
* Why are these choices appropriate for the developmental stage of the students you are teaching?