



## Module and Lesson-Design

This section provides an explanation of the Module and Lesson planning template which can be used for the implementation of the Digital Destiny methodological framework. The template helps educators think through a set of issues, as well as assure the integration of societal issues into different learning modules, as well as ensuring the use of constructivist pedagogical methods and on-going reflection and assessment. Finally, the template will also help educators plan their home communication to support their learners beyond the classroom.

The template is structured using concepts of “Backward Design”. Backward design is the process to design a module, lesson, or course by first determining what the *final outcomes* are and *then planning evaluation strategies* and finally determining *methods of instruction and assignments*. It allows instructors to plan lessons, modules, and courses with a focus on student learning.

### Module Planning

A module is made up of 4-12 lessons all connected to a defined learning outcome. It can take a week or several weeks to complete the entire module.

This section asks the educator to:

- choose an existing learning module.
- choose the societal issue/s to integrate into the module
- Identify the transdisciplinary nature of the project (it’s a science module, but it will integrate literacy and math as an example)
- determine the length of the entire module

### Objective and outcomes

This section asks the educator to:

- make a statement of Module Objective (what is the overall goal/purpose of this module)
- determine and name the knowledge (what they will know), skills (what they will be able to do), attitudes (which beliefs, values, traits, and motivations will students develop for well-being) and competences (how the students can apply their knowledge, skills and attitudes) the learners will develop by the end of the module.

### Assessments

This section asks the educator to:

- think through and make decisions about the various assessment methods they will use throughout the Module
- determine what, if any, pre-assessment they will conduct to understand where the learners are before beginning and to adjust the module



## Parent Involvement

This section asks the educator to:

- Determine content and timing of parent communication
- Think about options such as: letters, guiding questions to ask at home, homework, and activities

## Individual Lesson Planning

Each of the Module level sections will not be articulated at the individual lesson level. One template for each lesson will be used.

## Overall Information

This section asks the educator to:

- name the Lesson
- determine the length of the lesson

## Objective and Outcomes

This section asks the educator to:

- make a statement of Lesson Objective (what is the overall goal/purpose of this lesson)
- determine and name the knowledge (what they will know), skills (what they will be able to do), attitudes (which beliefs, values, traits, and motivations will students develop for well-being) and competences (how the students can apply their knowledge, skills and attitudes) the learners will develop by the end of the lesson.

## Assessments

This section asks the educator to:

- think through and make decisions about the various assessment methods they will use for each lesson
- determine what, if any, pre-assessment they will conduct to understand where the learners are before beginning and to adjust the lesson

## Activity Planning

This section asks the educator to:

- determine how many learning activities will be presented in each lesson
- determine the pedagogical method to be used in each learning activity
- determine the timing of each activity
- explain the content of the activity
- determine which materials and technology will be used

## Parent Involvement

This section asks the educator to:

- Determine content and timing of parent communication, as needed



- Think about options such as: letters, guiding questions to ask at home, homework, and activities for the lesson

### Reflection

This section asks the educator to:

- Think about and answer a set of questions about the lesson
- Determine what worked, didn't work, what to keep and what to remove and importantly provide evidence for the thinking