



The following template was designed to assist you as you develop your workshops, lessons, conference, or other facilitated sessions. The template gives examples of different instructional activities and types of assessment you can use (see Appendices for further examples). These are only a few examples of the many instructional strategies and forms of assessments that you could use dependent on the intended learning outcomes developed for your workshop, lesson, conference, or other facilitated session.

Some recommendations

The Bridge could incorporate an icebreaker activity that relates to your topic. This gives everyone in the room a chance to connect immediately to the topic and each other. There are many examples that range from two minutes or longer, but a few popular ones are provided below (see [Appendix 1: Icebreaker/Bridge activities](#)).

Break the session into segments that consist of a mix of participant discussion, listening, and doing (see template below for examples of how to break up the session). Moon (2006) emphasizes the need to build in time for reflection (see for examples of reflective exercises).

The following template, based on learning-centred principles, provides all of the necessary components required to support participant learning. It is based on the BOPPPS model: *Bridge* (spark their interest), *Outcomes* (what do you intend participants learn following the session), *Pre-assessment* (what do they already know), *Participatory learning* (participant learning activities), *Post-assessment* (assessing participant learning), and *Summary* (wrapping up the session).

The **time frame percentage** for each component is only a suggestion. For example, sometimes the Bridge and Pre-assessment are combined. The Bridge could be a question about participants' prior knowledge on the topic of the session. However, the participatory learning should be at least half of the session – having your learners engaging with the material and participating in their learning is important in learning-centred practices.

References

Moon, J. (2006). *Learning Journals: A handbook for reflective practice and professional development* (2nd ed.). New York, NY: Routledge.

Queen's University Teaching Support Centre. (n.d.). *BOPPPS model for lesson planning*. Implementing Active Learning. https://www.queensu.ca/teachingandlearning/modules/active/18_boppps_model_for_lesson_planning.html



Title:**Description:****Bridge (10%):****Introduction to topic and outline of session:**

- Territory Acknowledgement
- General session guidelines
- Session outline

Intended learning outcome(s) (10%):

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Instructional activities	Participant learning activities	Assessment
Pre-assessment (10%): Icebreaker or activity that relates to your topic	e.g., Think-pair-share; turn and talk	e.g., Verbal response; write on board
Participatory learning (50%): Topic Participant activity Topic Participant activity Topic Participant activity	e.g., Short lecture with PowerPoint; self-directed learning; group activity	e.g., Reflective discussion; guided discussion and inquiry; discussion and verbal response; written or verbal reports
Post-assessment (10%):	e.g., Self-directed learning	e.g., Demonstration of topic; written reflection; quiz
Summary (10%):	e.g., Summing up and connecting with upcoming material (if appropriate); participants summarizing verbally or written	e.g., Anonymously write down what was not clear; personal strategies participants will use/apply

Appendix 1: Icebreaker/Bridge activities¹

- Think-pair-share (TPS). One of the most common and easiest ways to begin is with TPS and is useful as a bridge, icebreaker, and pre-assessment. Ask your participants to think for one minute about the topic or an aspect of the topic of the workshop, lesson, or conference session. Then for two minutes pair up with another participant and discuss the topic. Lastly, depending on the time you have allotted to this activity, ask select or all pairs to report out to the larger group what they discussed. As the facilitator, you can opt to record these on a board and refer to throughout the workshop, lesson, or conference session.
- Turn and talk is similar to TPS except the thinking part is eliminated. Simply ask participants to turn and talk to their neighbour about a particular question or topic. Again, this provides an excellent bridge, icebreaker, and pre-assessment.
- Give everyone five minutes to get to know the person beside them. Ask the group to introduce themselves and find out what the person knows or wants to know about the topic you will be discussing. After five minutes, call on a few people to share what they found out about what they discussed about the topic. This immediately involves all participants and gives you a sense of participants' prior knowledge and expectations for the session.
- What does your name mean? This icebreaker is a great way to have the group immediately connect on a personal level. First model with your name. State what your name is, why you were given that name (could include information about all of your name or only your first name), and what the name means. Then ask for participants to take turns doing the same.
- Two truths and a lie. This icebreaker often takes a bit more time but is an excellent way for people to get to know each other within a short time period. Break people into groups of four and ask each person to share two truths and one lie with the small group. The other members in the group try to guess which is the lie. The aim is to try and fool the group, which leads to bonding, laughter, and getting to know people quickly.
- Start with a question to provoke conversation about the topic of the session. Ask participants to pair up, introduce themselves and discuss the question for about five minutes. Then bring the group together again and have each pair state one main point that they discussed.
- Stations. Either on whiteboards or on flipchart paper, write some main concepts related to your topic and situate around the room. After a short introduction, ask participants to go to one of the concepts they are particularly interested in and talk to others that gather around that concept. You can give them specific instructions or allow participants to generate their own discussion around the concept and make notes on the flipchart paper or whiteboard. After about five minutes, ask each group to stay at their station and share with the larger group what they discussed.

¹ Some of these examples are strictly icebreakers but can be connected to topics to be discussed. This list is not comprehensive. Feel free to develop your own or search for something suitable for your topic.

Appendix 2: Reflective writing exercises²

- Use questions. For example, “What are the characteristics of an interested and motivated learner? What are the characteristics of a non-motivated learner? Where do you stand? How do you fit these models? When have you been really involved in learning something? When have you found learning really difficult? What does the difference tell you about yourself?” or have writers generate questions, either for themselves or others.
- Footprints – developed by Dr. Ira Progoff. Writers are asked to list seven memories that relate to an idea (such as experiences of learning) in chronological order. This initial list often brings up other memories and thoughts, so another list can be made. To extend, in groups, writers can be asked to share one thing on their list. Then they are asked to write another list based on the sharing activity. This then provides something that they can do some reflective writing on.
- Free-flow writing – for about 5 minutes and then reflect on what was written.
- Take a sentence – about the topic you want writers to reflect upon.
- Write day-notes – learners write on a sticky note about what they are thinking about and then reflect on all of the notes at the end of the session.
- Dialogues – have the person write as if they are conversing with someone else (e.g., mentor or inner wisdom).
- Taking different perspectives for a particular incident. The writer looks at it from all the different people involved and even the inanimate objects in the room.
- Haiku – 3 lines, 17 syllables broken into 5, 7, 5 on each line. The reductive process helps narrow thoughts about the incident.
- Recording of activity at a set time. So, every five minutes, the writer writes what they are thinking about.
- Currere method³ has the writer first be regressive – how past education experiences influence their personal beliefs about education, then progressive – thinking about the future, then analytical – about the here and now, and finally synthetical, which brings all steps together. It provides a process in which to study one’s journey of becoming an educator.
- Rehearsal by writing out how to approach a difficult event.
- Writing letters that are not to be sent. Dear student ...
- Focus on one behaviour, such as student engagement.
- Doodle and see what comes up, or draw an image.
- Draw yourself or a project as a tree.
- Cartoons and graphic storytelling of an event.
- Quick think is a way to have a group discuss a topic and then write for 5 minutes.
- Within class, students could begin by writing about a question posed, and then finish the class by reflecting on content learned, or write about problem solving as the class is going on, connect theory to practice in real life during or after class, reflect on what was confusing, reflect on a class presentation.
- Reflecting on one’s own learning to that of others.
- Reflecting on something that went well and something that went bad sets up a tension and leads to questions.
- For deeper reflection use metaphor, alternative points of view, SWOT analysis – strengths, weaknesses, opportunities, and threats to a possible change either of a person or situation, writing a poem – more expressive and freeing, using the absurd to deal with conflict, and multiple repeated layers of reflection.

² The following ideas were adapted from Moon (2006).

³ Pinar, William Frederick (1975). "The method of currere" (*American Educational Research Association*)