

# BOPPPS Lesson Plan Worksheet

LEGEND: **synchronous** is in blue, **asynchronous** is in orange, **UDL** is red

Lesson Topic:	One Tough Interview Question
Date:	March 15, 2021, to May 2022

BRIDGE	Describe Content & Facilitation Strategies
<p><b>Where you hook your students and engage them in the lesson</b></p> <p><i>Example: funny video, audio clip, a story</i></p> <p><input type="checkbox"/> Does it gain attention?</p> <p><input type="checkbox"/> Does it establish relevance?</p> <p><input type="checkbox"/> Does it consider multiple means of representation?</p>	<p><b>Share visual</b> Lesson: One Tough Interview Question</p> <p><b>Story</b> - my interview bomb (real world application for this lesson- getting your dream job)</p> <p><b>Share Image</b> (below) of the most commonly asked questions.</p> <ol style="list-style-type: none"> <li>1. What question do you think I bombed? Answer in chat (#1)</li> <li>2. In communications I ask students what the toughest question is for them...What question to you think they selected? Answer in chat (#9)</li> </ol> <p>Put lesson title in module description</p> <p>Post a video of me telling my story – include image in video and two questions (above)</p> <p>Post image under video</p> <ul style="list-style-type: none"> <li>• Put lesson title in module description (no change)</li> <li>• Create video with captions, talk about lesson title, outcome/real world application, how this ties to last lesson, tell bridging story- voiceover with many visuals that tell the story</li> <li>• Post an alternative “Handout” version of video (PDF everything that was said in video, plus descriptions) so that the learner can read it or have it read to them with software</li> <li>• Post two multiple choice questions (with BrightSpace reading app -so they can be read or listened to)</li> </ul> <p><i>THIS MODELS UDL PRINCIPALS BY: Presenting ideas and information (the bridge and two questions) in multiple ways. Hopefully, engage and get the attention of those for whom reading is difficult, and/or have short attention spans, also engage visual learners and audio learners (sight issues). Questions make it active, encourage success, immediate feedback.</i></p>

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OUTCOME	Describe Content & Facilitation Strategies
<p><b>Specifies what the student will know or be able to do at the end of the lesson</b></p> <p><i>Example: ride a bike following road safety standards</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is it written using 3 parts: action, object and standard?</li> <li><input type="checkbox"/> Is it measurable?</li> <li><input type="checkbox"/> Does it describe what the student will know or be able to do?</li> </ul>	<p><b>Share visual of outcome</b> By the end of this lesson <u>you will be able to answer an interview question about your weaknesses, using the FLIP IT technique</u> Today we are just focusing on content of your answer, not verbal and nonverbal interview skills.</p> <p>Post outcome under module title, and before video, also mention outcome in video (above)</p> <p>Outcome explained in video in activity above, verbally as well as written, as well as read (pdf Handout)</p> <p>THIS MODELS UDL PRINCIPALS BY: <i>tapping in to their interest by talking about why this is an important lesson (getting your dream job) how to succeed in an interview- how to get as many points as possible) – motivate by noting how quick and easy it will be.</i></p>
PRE-ASSESSMENT ACTIVITY	Describe Content & Facilitation Strategies
<ul style="list-style-type: none"> <li>• <b>Teacher can assess what students already know to tweak lesson</b></li> <li>• <b>Allows learners to link prior knowledge to new learning</b></li> </ul> <p><i>Example: surveys, quiz, poll, discussion</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does this activity provide feedback from all students?</li> <li><input type="checkbox"/> Are you using a strategy other than general questioning?</li> <li><input type="checkbox"/> Have you used multiple means of representation?</li> </ul>	<p><b>Jamboard Poll (share link)</b> first let's start with what you already know about answering this question - what are good words or phrases you would use to describe your weakness in an interview? What would you say in an interview if I asked you what your weaknesses are right now?</p> <p><i>Take two minutes to click on the link and suggest two words or phrases (one on each post-it in Jamboard)</i></p> <p>Assignment One – share two weaknesses, using words or short phrases in this link to Menti (to create a word cloud) by the deadline. Share the visual of the word cloud in a BrightSpace announcement – also announce that Assignment Two is now available (no longer hidden) in the module- and the deadline</p> <p>Activity One – provide three options</p> <ol style="list-style-type: none"> <li>1. Learners click on Menti link and write answer</li> <li>2. Learners click on link and audio record their spoken answer</li> <li>3. Learners research top weaknesses to share their favourite three with me via private email</li> </ol>

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	<p>Post visual in Brightspace announcement (with reading application), also post very short video of it with me talking about all the weaknesses we came up with as a group (include submissions from three different streams) sets goal for the next step which will be flipping some of these weaknesses – lead up to activity two.</p> <p>THIS MODELS UDL PRINCIPALS BY: providing options, all equal importance, provides feedback to the learner, learners express what they know – using uses multiple forms of technology, challenges each learner appropriately according to their comfort levels and abilities.</p>	
<b>PARTICIPATORY LEARNING</b>	<b>Describe Content &amp; Facilitation Strategies</b>	
<p><b>Actively engages students to scaffold learning so students can achieve the learning outcome</b></p> <p><i>Example: discussions, case studies, labs, practice exercises</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are students actively doing something or passively listening?</li> <li><input type="checkbox"/> Are you providing a variety of resources for students to choose from?</li> <li><input type="checkbox"/> Do students have a choice about how they will build knowledge?</li> </ul>	<p><b>** Use the Participatory Learning Plan to help you design effective participatory learning activities to scaffold learning for students to prepare to meet course learning outcomes.</b></p> <p><b>Share image of class input on Jamboard</b> – point out the two weaknesses I shared, note saying you have no weaknesses is not a good answer, interview panel is looking for honesty and good qualities to add to their team.</p> <p><b>Share visual of two examples of flipping weakness:</b> talk about how to do it, ask for questions – in chat or shout them out to confirm learners understand concept of flipping.</p> <p><b>Share Jamboard link again</b> - this time edit the weaknesses you already wrote by adding how you are working on them, how they are superpowers - as I just showed you in the examples</p> <p>Assignment Two Instructions 1. View second video of me and my visuals explaining how to flip weaknesses 2. students will submit document in assignment folder with two of their weaknesses and how they would share them and flip them in an interview – by the deadline.</p> <p>This is a continuation; the next step is.... A lesson (<b>learners are passively taking in the information</b>) which begins with how to flip a weakness, and ends with me providing three weaknesses – they can learn about this lesson and take away the three weaknesses three ways– <b>learners have three options</b></p> <ol style="list-style-type: none"> <li>1. Join me for a live coffee chat/discussion (Teams)</li> <li>2. Read a PDF about how to flip a weakness</li> <li>1. Watch this video of me using visuals to explain the process</li> </ol>	

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	<p><b>Step Two – (actively practicing flipping a weakness - how to - would have been explained/shared in step one) Learners will show how they can flip one of the three weaknesses by:</b></p> <ol style="list-style-type: none"> <li>1. Drawing two pictures, the weakness, and the opposite (this would have been explained in step one, for example a cartoon of a person talking too much, and then a person who makes a lot of friends).</li> <li>2. Making a video or audio recording where they explain it</li> <li>3. Writing it in a Padlet</li> <li>4. Joining another live call (as in part one) to share and discuss.</li> </ol> <p><b>THIS MODELS UDL PRINCIPALS BY:</b> creating “multiple ways (for learners) to express their comprehension and mastery” of flipping a weakness. Provides an opportunity to engage learners while facilitator supplies immediate support – step two is student led.</p>
POST ASSESSMENT ACTIVITY	Describe Content & Facilitation Strategies
<ul style="list-style-type: none"> <li>• <b>Measures the outcome</b></li> <li>• <b>Allows teacher to identify learning gaps and plan for future learning</b></li> <li>• <b>Allows learners to recognize strengths and areas for improvement</b></li> </ul> <p><i>Example: demonstrations, one-minute paper, presentation, quiz</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the post assessment measure the outcome?</li> <li><input type="checkbox"/> Have you utilized self-reflection and/or peer assessment?</li> <li><input type="checkbox"/> Is the assessment authentic?</li> <li><input type="checkbox"/> Are you using a strategy other than general questioning?</li> <li><input type="checkbox"/> Have you provided options on how to demonstrate achievement?</li> </ul>	<p><b>Show visual</b> Question: <u>How ready or comfortable are you to answer this question at your next interview?</u> You just answered the scariest interview question using the flip-it method. If you write down what you wrote in a notebook and take that notebook to your next interview - do you feel to answer this question everyone please share a number between 1 and 10 in the chat to answer – 10 is you absolutely know what weakness to share and what to say about it, and 1 would mean that you need more time or one on one coaching session in order to be ready.</p> <p>Post assignment three, a Forms poll link, asking three questions (note I am only one who will see answers)</p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Rate your readiness or ability to answer a weakness question in an interview</li> <li>3. If they have any questions (if yes, then please write question here - I will answer with an email)</li> </ol> <p><b>PART ONE:</b> self assessment - Question written in BrightSpace with the audio button, so that it can also be read “How do you feel about answering this question now? And there are three options/smiley faces to choose from green (happy) yellow (ambiguous) and red (sad)</p> <p><b>PART TWO:</b> check in Each student receives an email or chat in Teams from me asking if they have any questions</p>

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	THIS MODELS UDL PRINCIPALS BY: respecting the individual learner with a private email and one on one communication opportunity – provides two opportunities to share	
SUMMARY ACTIVITY AND/OR REMARKS	Describe Content & Facilitation Strategies	
<ul style="list-style-type: none"> <li>Summarize lesson plan</li> <li>Help students prepare for future learning</li> </ul> <p><i>Example: recap main ideas, play a video clip showing application to the real word, action plan</i></p> <p><input type="checkbox"/> Does it connect to real life application?</p> <p><input type="checkbox"/> Does it provide opportunity to reflect?</p>	<p><i><b>Recap - show visual of notebook:</b> In job interviews it is common to be asked about your weaknesses, perhaps it is not the best question to ask but now you know what weakness you will share and how you will talk about it when you answer this question at your next interview, and how you will flip it. In the next class we will talk about sharing your strengths in an interview.</i></p> <p>Post an announcement noting that assignment two has been marked, to review individual feedback, share (without names) some examples of good answers to assignment two (visual in announcement), recap the outcome (as above, note the reading/preparation/topic for the next module.</p> <p>Provide feedback - Post a video with captions, as well as text (that can be read by Brightspace) which reviews the three weaknesses and how they were flipped, a demonstration and recap – note the next stage and they are ready to answer this question, and the next step – ask for questions to be submitted to me or posted for all to see - below.</p> <p>THIS MODELS UDL PRINCIPALS BY: providing flexibility in the two ways this information is presented</p>	

NOTES: