



Passionate and Engaging Lesson Planning

EDUO 9749

One Semester Credit/Unit

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Welcome to **PASSIONATE AND ENGAGING LESSON PLANNING (EDUO 9749)**. This class was created by Dominican University of California in conjunction with Educational Development and Services as part of a three-course series titled **PASSION DRIVEN EDUCATION**. The other two courses in the series are:

- **EDUO 9747 Teacher and Student Passion**
- **EDUO 9748 Passionate Classroom Communities**

Research suggests that throughout the era of testing and accountability, students and teachers have been losing their passion for learning. Many students are completing their schoolwork just to earn enough points for a good grade or to avoid consequences from their parents. We need to replace this “compliant” education with true student engagement and a love of learning. This series of classes is designed to provide you with tools that will help cultivate a thriving and passionate community of learners that are excited to come to school each day. This particular course will help you foster a love of learning by teaching you how to create lesson plans that are truly engaging. By meeting the requirements of this class, participating teachers will earn one semester unit of graduate level extension credit from the Dominican University of California, a fully accredited university.

This course does not have a required prerequisite, but the first course in the series called Teacher and Student Passion provides a foundation for the other two classes. Teacher and Student Passion, Passionate Classroom Communities, and Passionate and Engaging Lesson Planning all require the following two books: [Teach Like a Pirate](#) by Dave Burgess and [The Passion-Driven Classroom](#) by Angela Maier & Amy Sandvold. These books are available for purchase at www.Amazon.com.

OBJECTIVES

After completing the course titled Passionate and Engaging Lesson Planning, you will demonstrate or indicate:

- A. The importance of how you go about presenting lessons/curriculum to your students.
- B. The importance of creating transitions that flow and do not delay your presentation.
- C. Strategies for creating lessons that truly engage students and create a passion for learning.

GRADING RUBRIC

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

ASSIGNMENTS

If you have not taken the first course in the series (Teacher and Student Passion), you will need to read the Preface (pages XV - XX) and chapters 1-2 (pages 1-23) in the book titled The Passion-Driven Classroom. You will also need to read the Introduction (pages XI - XIV), all of part I (pages 1-72), and all of Part III (pages 145-176) in the book titled Teach Like a Pirate. These readings will give you background information on the need for passion in the classroom and will aid you in completing the following assignments. For this particular course, you will need to read all of part II (Pages 73-142) in Teach Like a Pirate. Once you have read the aforementioned sections of the textbooks, complete assignments **1-4**. Put each assignment on a separate page, clearly labeled with the assignment number and name.

1. Choices

Attach an existing lesson that you currently teach. Based on the information in Teach Like a Pirate about the importance of your presentation, go through your lesson and look for all of the possible choices you can make to improve your presentation. For example, ask yourself what you should wear, whether you should play music, whether the lights should be on or off, etc. Explain what new choices you would make and why.

2. Transitions

Attach another lesson that you already teach. Based on what you have learned about the importance of transitions from reading Teach Like a Pirate, find all of the possible transitions in this lesson and explain how you will prevent a delay in the action that could result in the disengagement of student learning.

Assignments Continued

3. Presentational Hooks

- a. Rewrite one of your existing lessons to include both a Kinesthetic and Art hook.
- b. Rewrite another one of your lessons to include a hook that involves student interest and real-world applications.
- c. Rewrite yet another one of your lessons to include any two hooks of your choice.

4. Lesson Planning

Describe how the readings in this course as well as the assignments you have completed will help you to create lessons that will truly engage your students and foster a passion for learning.