

# Review of Module 2: Lesson Design

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Training modules for  
artists and those who  
work with older adults







# What are your objectives as a teaching artist working with older adults

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Please brainstorm by writing down your thoughts as to what you think is important when working with older adults?

What are the lesson objectives? What do you want participants to know or be able to do?



# Metacognitive Strategies

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## REMEMBER:

The brain loves a challenge but will not process the physiology of learning without a series of specific events.



# Cerebral Cortex:

## Teach to the entire brain

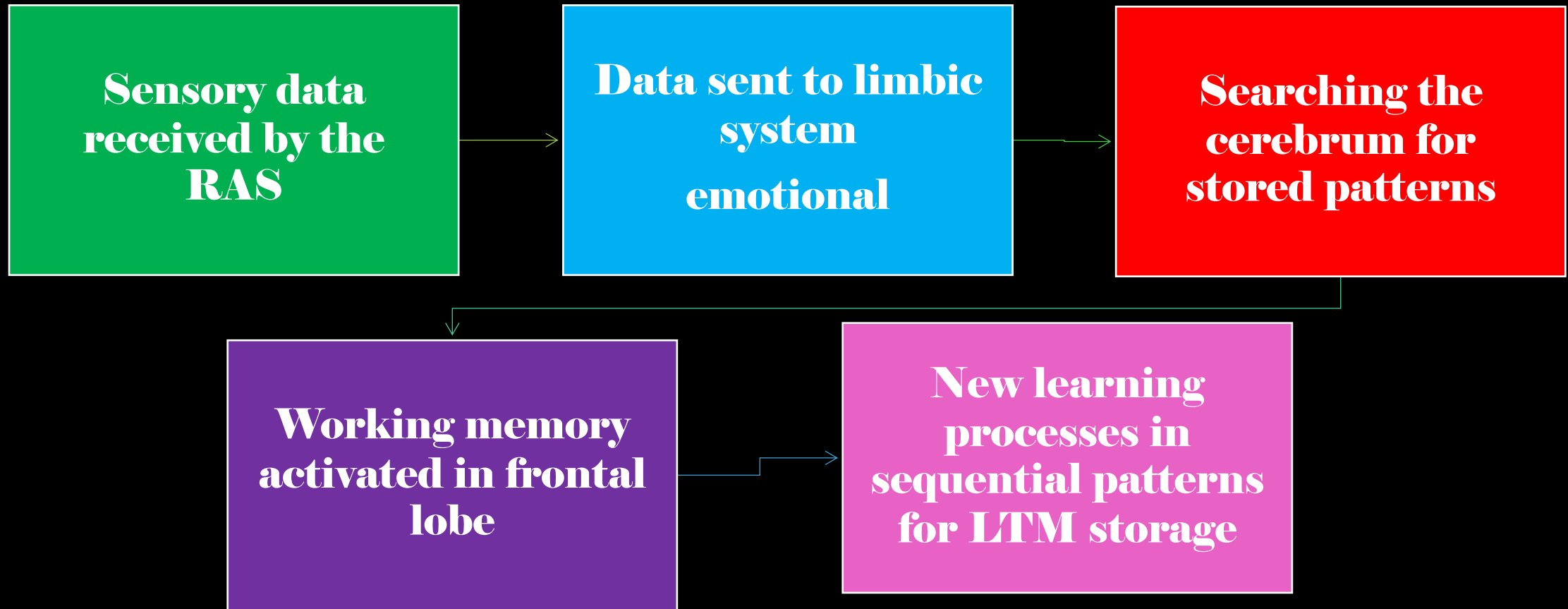
**Frontal Lobe-** associated with reasoning, planning, parts of **speech**, movement, emotions, and **problem solving**

**Parietal Lobe-** associated with **movement**, orientation, recognition, perception of stimuli

**Occipital Lobe-** associated with **visual** processing

**Temporal Lobe-** associated with perception and recognition of **auditory** stimuli, memory, and speech

# **The Process of Learning: Review**



# Discussion

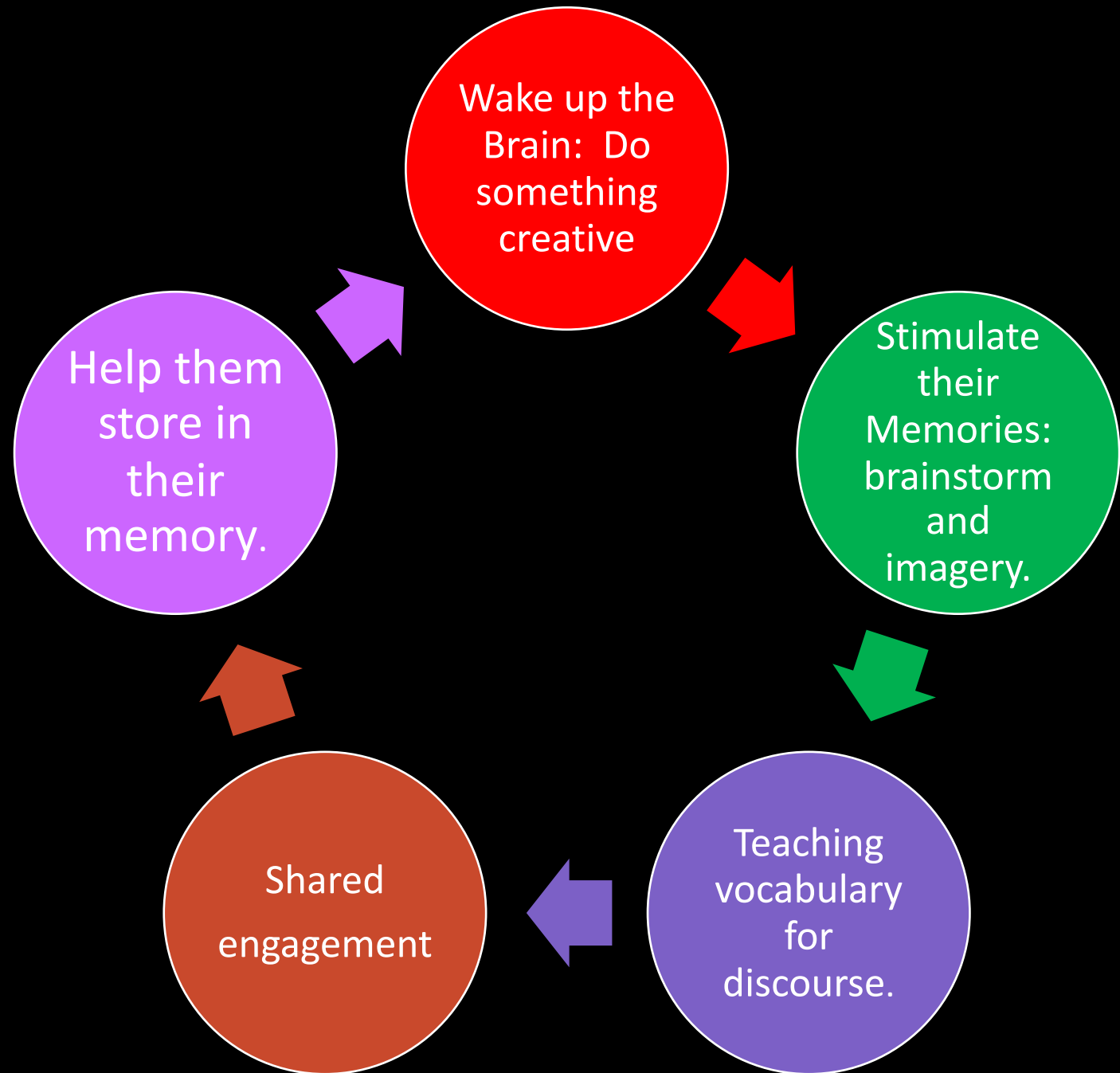
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What are you doing now in your lessons that addresses the physiology of learning? Make a list.



# Teaching Framework:

## 5 Simple Steps





Are there a specific  
parts of your lessons  
in which you feel you  
are missing aspects of  
effective structure?





# Teaching Thinking Skills

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Using cognitive stimuli: remember to teach to the entire brain

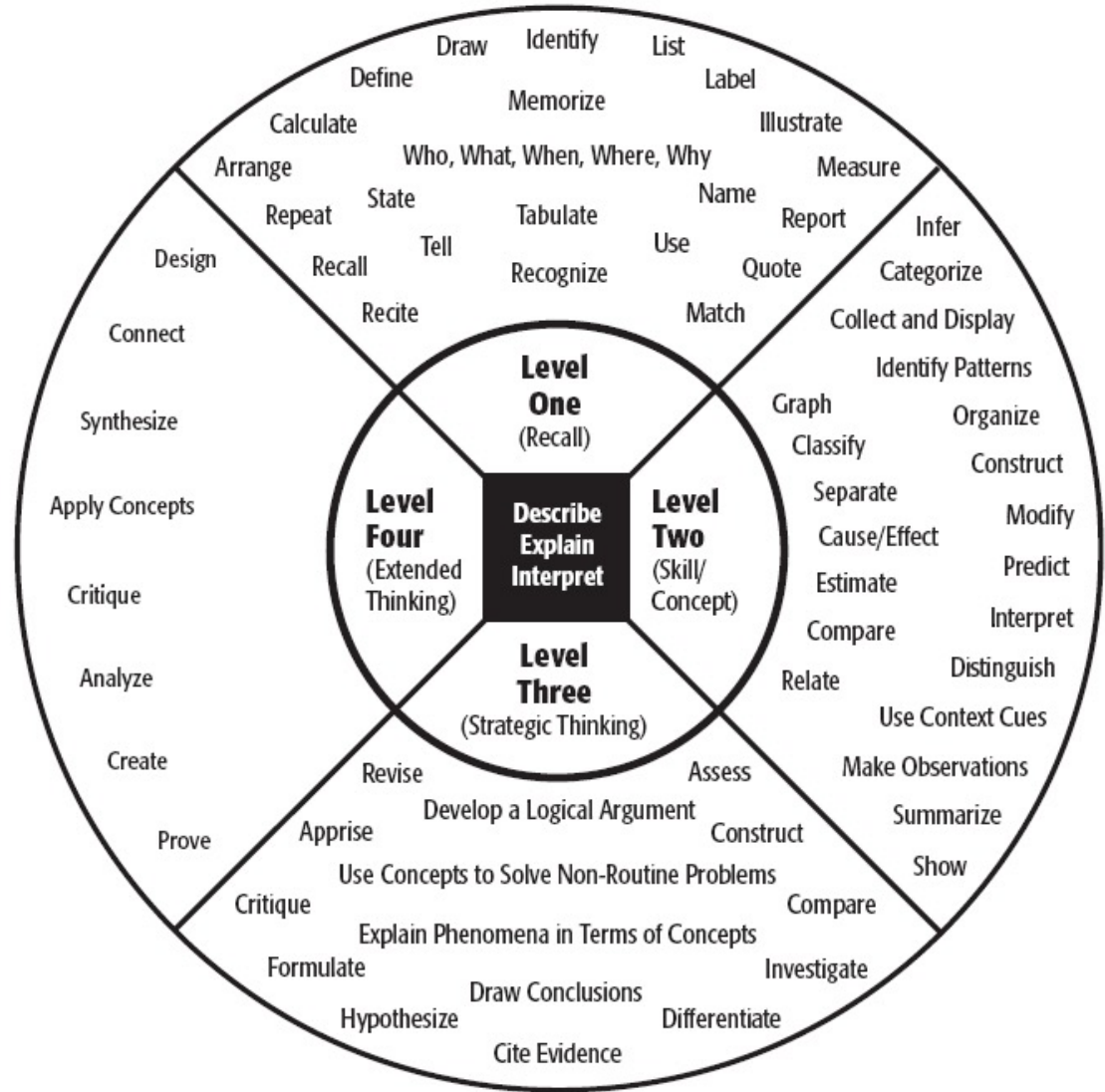


# Webb's Depth of Knowledge Taxonomy

Use these verbs to design objectives that address levels of higher thinking.

People need to learn new material through a process in which they build on their knowledge.

# Higher thinking evolves.





## Designing a Lesson to Address Higher Level Thinking Skills in Adults

In a lesson you currently teach, think about how you can develop participants' thinking skills by planning to take them through the levels of thinking.







## Learning to Scaffold a Lesson

**Scaffolding:** breaking down complicated tasks or skills into small components that can be completed one at a time.

Assist adult learners in understanding the parts of creating an artwork.



A photograph of five men standing on a stage, each with hands on hips and legs apart. They are wearing various casual attire like sweaters and a cardigan. The background is a large screen showing a city skyline at night with colorful light trails. The floor is reflective.

# Designing a Scaffolded Lesson Based on the Framework

Review a lesson you currently teach reflect on how you are using scaffolding