

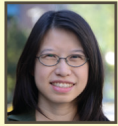
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## Centre for Teaching and Learning

**Tools  
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## A Lesson Planning Framework – B.O.P.P.P.S.

Many different templates exist for planning lessons but one that is commonly used on BC campuses is the B.O.P.P.P.S. model developed in 1978 by Douglas Kerr, and used extensively in the Instructional Skills Workshops offered around the province.

This model consists of 6 parts:

1. Bridge-in
2. Objectives
3. Pre-test
4. Participatory Learning
5. Post-test
6. Summary

**The Bridge-In** is a tool used to gain attention and give students motivation for the learning that is about to occur. It should get the students attention and peak their interest so that they remain on task throughout the lesson. They should see relevance in the learning and this should be provided during the bridge-in. It can take many forms – a story, a media clip, a physical object, etc. introducing the day's content.

**The objectives** should outline what you hope the students will learn or be able to do as a result of the lesson. They are goals or outcomes of the lesson and should be shared with the students so that they know where the lesson is headed and what they should be able to do as a result of the lesson. Your objectives should be as measurable and as specific as possible. Objectives should match assessments, in that each assessment

piece can be tied back to a particular objective or set of objectives. You may have more than one objective for a one-hour lesson.

**The pre-test** can be formal or informal. A formal pre-test is an actual assessment done to measure prior learning and pinpoint readiness for the upcoming lessons. A formal pre-test would be a paper and pencil or online assessment. The results give the instructor an idea of the range of prior knowledge that exists in the classroom and can act as a guide for lesson planning, identifying both weak and strong areas for development.

Results of pre-tests can assist in forming groups or organizing other class activities like peer teaching. An informal pre-test is a simple question at the beginning of a lesson inquiring about their general knowledge on a particular topic. You want to pre-assess so that you do not teach something they already know. Asking for their input also gets the students involved early in the lesson.

**Participatory learning** is the piece that makes up the bulk of the lesson. Most time is spent in this phase. The body of the lesson should be as participatory as possible, the more you involve the students, the deeper the learning that will result.

There are many ways to teach or learn the same content, but it is a time investment on the instructor's part to figure out the best method for each group of students. Participatory does not have to be complicated, it can be as easy as finding ways that students can interact with the content and each other – for example, just reading a short piece with another person can be more meaningful than reading it on your own; reviewing notes with a partner can result in deeper learning than reviewing on their own.

Reflecting on a piece of learning as an individual can also be worthwhile, it is the time given in class to do so that makes the difference. Of course, participatory learning can be more active and a longer term commitment like a team project or presentation, a lab, etc.

**The post-test** can be formal or informal. A formal post-test would be an assessment that counts for grades and can be done within that class period or announced to be on another date (“This material will be tested on the midterm.”). The question of assessment on the material should be dealt with verbally in class because students always want to know what they will be tested on.

An informal post-test would be to ask a student or group of students to demonstrate or describe the learning that has just taken place to see if everyone understands it before going on to the next lesson. This can be achieved using technology like i-clickers as well.

Getting students to work on a few practice problems or tasks using the new learning is also a good method of post-test and the instructor can circulate to see if there are any problems or re-teaching necessary.

**Summary** is the last part of the B.O.P.P.S. model and should not be missed. Unfortunately, many instructors run out of time and this piece is often left undone. Summary of the learning is essential to deeper learning. The students can file the new learning into their memory banks and hook the new learning onto prior learning easier through a formal summary that wraps the learning into a neat bundle before they rush off to their next class and sometimes quite different learning experience. The summary can be done by the instructor or by students volunteering to review what was accomplished in that class period. As you plan your lessons, the B.O.P.P.S. model may be useful to you in organizing the different stages of learning.

**The Centre for Teaching and Learning will be pleased to assist you further should you wish to explore this topic. Courses are offered to both faculty and Grad students that expand on this brochure.**

### **Centre for Teaching and Learning**

The Centre for Teaching and Learning at UBC's Okanagan campus promotes and supports excellence in teaching and learning. The Centre provides campus-wide support for all models of teaching and learning, including online learning.

#### **It is our Mission:**

*"To lead, support and promote teaching and learning excellence, innovation and scholarship at the UBC Okanagan campus."*