

Welcome to the
**Autonomous-Supportive
Lesson Plan Flowchart!**

This will help you **structure**
out your lesson plans while
providing you the **freedom**
to choose how you want
your classes to play out.

More detailed information
about the creation of the
flowchart can be found here:
[https://docs.google.com/doc
ument/d/1E5MaujEcSX_iU2
WNO2uzRWxzd4Oyuv2x52C
wcvwMxac/](https://docs.google.com/document/d/1E5MaujEcSX_iU2WNO2uzRWxzd4Oyuv2x52CwcvwMxac/)

Check out the **POGIL**
roles here:

<https://pogil.org/>

Possible group roles:
recorder, presenter,
reflector, manager

We **STRONGLY** suggest
group work and offering
students an **option of tasks**
they can choose to complete
as part of your lesson plan
using **POGIL roles**.

Let's get started!

What **topic** do you want to teach or spend more time on?

I have a topic!

What **skill level** do you want students to achieve by the end of class?

Exploration
(understand definitions)

Concept Invention
(understand concepts)

Application
(apply information learned)

I'm stuck!

Use **state standards** to come up with topics

I have a topic!

The **skill levels** can be a combination!

Use **formative assessments** (e.g. not graded quizzes/checkpoints or self-assessments) to assess whether to **move on** to new topic or **spend more time**

OR

Next page!

Teacher guides with timing
and offering guidance/help in
each different choice

Exploration
(offer 3 choices
to students)

Have students spend time
by themselves **drawing** on
paper/whiteboard/
chalkboard regarding what
they **think the terms** mean
(~10 min; offer more time if
requested)

Have students come
in **POGIL groups**,
share with each
other their
thoughts, and come
up with
DEFINITIONS
together (~20 min;
offer more time if
requested)

Have students **build** a model
and/or 3D representation of
DEFINITIONS together in **POGIL**
groups (~20 min; offer more
time if requested)

Have students come in **POGIL**
groups, **discuss** with each other
what they **think the terms** mean, and
come up with **real world examples**
relating/connecting to the
DEFINITIONS (~20 min; offer more
time if requested)

Not this
skill level?
See next
page!

Teacher guides with timing
and offering guidance/help in
each different choice

**Concept
Invention**

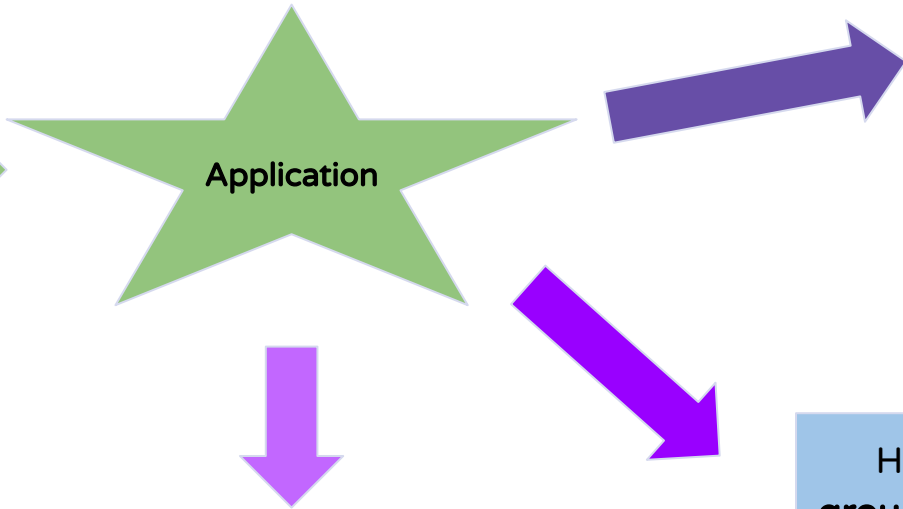
Have students **build** a model
and/or 3D representation of
CONCEPTS together in **POGIL
groups** (~20 min; offer more time
if requested)

Have students come in **POGIL
groups**, **discuss** with each other
what they **think** the **CONCEPTS**
mean and how they relate to each
other, and create a **CONCEPT map**
(~20 min; offer more time if
requested)

Have students come in **POGIL
groups**, **discuss** with each other
what they **think** the **CONCEPTS**
mean, and come up with **real world
examples relating/connecting** to the
CONCEPTS (~20 min; offer more
time if requested)

Not this
skill level?
See next
page!

Teacher guides with timing
and offering guidance/help in
each different choice



Application

Have students come in **POGIL**
groups, **identify** a real world
problem they are interested in, and
discuss how to possibly solve the
problem based on what they
learned (~25 min; offer more time if
requested)

Have students **build** a model to
try to solve a real world issue
together in **POGIL groups** (~25
min; offer more time if
requested)

Have students come in **POGIL**
groups, teacher gives each group an
application problem to solve based
on students' interest (e.g. favorite TV
shows), and let groups work on the
problem (~25 min; offer more time if
requested)

Lesson
planning
doesn't
need to
be
stressful!