Introduction to
“BACKWARD DESIGN” Lesson Planning
(also known as Understanding by Design)

Introduction

• One of the most important aspects of teaching is designing curriculum and lesson plans. Over the years, a variety of styles and approaches to planning lessons have been developed and implemented in schools to varying degrees of success. The educational instructors at Leeward CC have decided upon several lesson-planning models for you to learn in the various AAT educational courses, which we hope will give you a solid background in how to create a lesson.

• In this course, you will be designing a lesson plan based on a model known as Backward Design or Understanding by Design. Grant Wiggins and Jay McTighe (1998) developed this model in the late 1990s in an effort to rethink and challenge how teachers’ traditionally approach the construction of a lesson. Many teacher education programs, including UH Manoa, have adapted this approach. I have also used this model in my own teaching and the development of this course is based on Backward Design.

Prior Knowledge Check

• What do you think a traditional teacher might do first when planning a lesson?

  1. Decide the lesson activities the students should do?
  2. Decide the lesson objectives?
  3. Decide on how to assess the students on the lesson? (post-assessment only)

• If you answered, “Decide the activities the students should do,” then you are correct. For those who answered, “Decide the lesson objectives,” you should be correct, but in reality teachers don’t always do this step first. Consider the following example of a typical teacher (true story):

  o Gary is a high school English teacher who is trying to find a way to present the story of Romeo and Juliet to his class of juniors. A fellow teacher suggests that Gary use a great video on a modern day version of Romeo and Juliet that will really engage the students. Gary thinks that this is a great idea and plans to show the video to his students.

  o On the day of the lesson, Gary tells the class that they are going to watch a video on Romeo and Juliet (lesson activity). He then tells the class that they should pay attention and take notes because they are going to be tested on the video later that week. The night before the test, Gary makes up some multiple-choice questions that should be long enough to take up the whole class period. (lesson assessment)

  o A few days after the test, the school’s Principal visits Gary. The Principal tells Gary that a parent called to complain about why Gary was not teaching Romeo and Juliet from a book and only showing a modern day version of Romeo and Juliet. The Principal then asks Gary for the reason for showing the movie and Gary pauses for a moment (he is
trying to think of why he showed the video) and replies that he thought that the students would be able to relate more to the movie than just reading Romeo and Juliet from a text. Gary tells the Principal that his students hate to read and he thought that the video would benefit the students’ analysis of Romeo and Juliet much better. (lesson objective)

- Believe it or not, many teachers do approach their lesson planning in this way and unfortunately it occurs much too often (not really know why s/he is doing the lesson). Here is the order that Gary took for the planning of his lesson.
  1. Decide the lesson activities the students should do.
  2. Decide on how to assess the students on the lesson.
  3. Decide the lesson objectives.

Not quite convinced that teachers tend to choose activities first when planning a lesson?

Consider the following questions:
- What do teachers look for when they visit other teacher’s classes?
- What do teachers look for when they attend conferences or seminars?
- What do teachers look for when they need to teach a lesson?

  o The answer is that teachers are always looking for fun and exciting activities to get their students engaged and interested in the lesson. Teachers rarely create new lessons completely on their own and look to other resources for their ideas (especially other teachers!). Nothing wrong with that; however, the problem lies in that the teacher does not know whether or not the exciting activity they are looking for serves any real purpose in providing evidence or helping the students’ reach the lesson’s objectives.

### Backward Design Approach: Defined

- Backward Design is named “Backward” because it approaches lesson planning in the exact opposite of traditional lesson planning. In Backward Design, the teacher first thinks of the most important objectives that need to be taught in the lesson, then figures out what assessment is best to measure those objectives, and then develops activities that are most appropriate to reach those objectives.
- The order of lesson planning in Backward Design is listed below (Backward Design terminology is indicated inside the parenthesis and bolded); however, we will use the terms – objective, assessment, and instruction – to simplify our conversation.
  1. Decide the lesson objectives (Identify desired results).
  2. Decide on how to assess the students on the lesson (Determine acceptable evidence).
  3. Decide the lesson instruction the students should do (Plan learning experiences and instruction).

- Backward Design ensures that the lesson’s objectives, assessment, and instruction are all aligned or “matched” with each other and that everything that the teacher includes in the lesson is valuable and important for the student. Nothing is ever wasted in a Backward Design classroom! If the Romeo and Juliet video that Gary uses in the above example does not help him reach his objectives, then regardless of how exciting the video is he should not use it.

- Let us examine the first step used in Backward Design—deciding lesson objectives