Centre for Teaching and Learning

The Centre for Teaching and Learning has as its mission to support and promote teaching and learning excellence, innovation, and scholarship at the University of British Columbia Okanagan.

The Centre for Teaching and Learning serves all faculties and schools at the University of British Columbia Okanagan. The Centre also provides support for graduate students/teaching assistants, post-doctoral fellows/scholars, and sessional/adjunct faculty.

The BOPPPS Lesson Plan Framework

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The BOPPPS Lesson Plan Framework

The BOPPPS model for planning lessons, developed by Douglas Kerr in 1978, has been used extensively in teacher training and here at UBC. The model consists of the following 6 parts:

- Bridge-in
- Objectives
- Pre-test
- Participatory Learning
- Post-test
- Summary

Bridge-in is the introductory event used to engage students’ attention and motivate them to learn what follows. A good bridge-in will relate the lesson to the students’ real world and motivate students to stay on task throughout the lesson. It can take many forms such as a story, a media clip, or a physical object introducing the day’s content.

Pre-tests are assessments done to measure what the students already know and how ready they are for the lesson content. A pre-test can be a formal paper or online assessment, or an informal poll. The results will give you an idea of the range of prior knowledge that exists among the students, and help you identify both weak and strong areas for development in the lesson. The results can also help you form heterogeneous groups.

Objectives are the learning outcomes of the lesson: what you want the students to know or be able to do as a result of the lesson. Share these with the students as a guide to what they need to achieve in the lesson. Word your outcomes as measurable and as specific as possible, and match them to what the students will be later assessed on.

Participatory Learning is the body of the lesson. Design activities that have the student interacting with the content, with other students, and with you. It doesn’t have to be a complex activity. For example, simply having students reading and reviewing a short article in pairs can be more meaningful to them than doing it on their own. A partnered activity can result in deeper learning and better retention than an individual activity. Individual reflection on learning is also valuable, but optimize classroom time for students do things together.

Post-tests are assessments done to measure what the students learned. A formal post-test can be a summative assessment for grades done at the end of the class or later as a project or exam. An informal post-test could be a poll at the end of a class.

Summary is critical for deeper learning. Save time for it. Your summary of the lesson helps students put the lesson experience into the larger framework of the student’s prior knowledge and of the lessons to follow. It is a coherent piece of information that students can better store in long term memory before rushing off to another class and to something totally unrelated.

To learn more about BOPPPS, contact CTL (ctl.helpdesk@ubc.ca).