# Moralbox Training Matrix

# Cognitive Lesson Plan Template (Guided Workbook)

This guided template helps teachers and trainers design sessions using cognitive learning strategies. Each section includes prompts and examples to make lesson planning easier and more effective.

## Lesson Information

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| Lesson Title: | e.g., Introduction to Photosynthesis / Workplace Safety Training |
| Subject/Topic: | e.g., Biology / Compliance |
| Target Audience: | e.g., Year 9 students / New employees |
| Date/Duration: | e.g., 45 mins / Half-day workshop |

## Learning Objectives (aligned with Bloom’s Taxonomy)

List objectives using Bloom’s action verbs. Make sure at least one objective is higher-order (Analyse, Evaluate, Create).

Examples:

* Recall the stages of photosynthesis (Remember).
* Explain how safety rules prevent accidents (Understand).
* Design a safe procedure for handling equipment (Create).

## Prior Knowledge Activation

Prompt learners to connect with what they already know.

Examples:

* Quick quiz on last lesson.
* Ask: 'What do you already know about plant growth?'
* Discuss: 'What workplace risks have you noticed?'

## Lesson Activities

|  |  |  |
| --- | --- | --- |
| **Activity** | **Cognitive Principle Applied** | **Time Allocation** |
| Introduction & attention grabber | Attention | e.g., 5 mins – show an image, pose a question |
| Main activity (problem-solving, scenario, discussion) | Active Learning | e.g., 15 mins – group discussion on case study |
| Guided practice (scaffolding, peer learning) | Scaffolding & Social Learning | e.g., 10 mins – mentor-led activity |
| Reflection/metacognition task | Metacognition | e.g., 5 mins – 'What strategy helped you learn today?' |
| Assessment/quiz/application task | Recall & Application | e.g., 10 mins – short quiz or role-play |

## Materials & Resources

List all materials needed. Examples: slides, case studies, handouts, props, online tools.

## Assessment & Feedback

Plan how you will measure learning and give feedback.

Examples:

* - Short answer quiz (formative).
* - Peer feedback on group task.
* - Supervisor observation in workplace practice (summative).

## Reflection (Teacher/Trainer)

After the session, note what worked, what didn’t, and what to adapt.

Prompt: What evidence shows learners processed and applied knowledge effectively?