

LEARNING PLAN

NO. [1]

**APPROXIMATE LENGTH OF LESSON:** 1-2 Hours

**Prepared by:**

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| <b>OBJECTIVES</b>   |
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| At the end of the lesson, at least 85% of the students should be able to:<br><ol style="list-style-type: none"><li>1. Identify Merrill's five principles of instruction</li><li>2. Explain their role in designing effective learning experiences; and</li><li>3. Design a persuasive pitch that applies the principle in a real-world teaching scenario.</li></ol> |

**SUBJECT MATTER**

| <b>LESSON</b>                             | <b>21<sup>ST</sup> CENTURY SKILLS</b>   |
|---|---|
| Merrill's First Principles of Instruction | Critical Thinking Skill<br>Collaboration<br>Communication<br>Creativity<br>Innovation |
| <b>CONCEPTS</b>                           | <b>VALUES</b>   |

- **Merrill's Principles of Instruction** describe how teaching can be made more effective by focusing on real tasks, activating prior knowledge, showing examples, giving practice, and helping learners apply what they learned in real life.
- **Task Centered:** Learning is most effective when it is organized around real-world tasks or problems. Instead of learning isolated facts, students work on meaningful tasks that reflect what they might encounter outside the classroom.
- **Activation:** Instruction should begin by helping learners recall or build on what they already know. When students connect new ideas to their existing knowledge or experiences, they understand and remember information better.
- **Demonstration:** New knowledge or skills should be demonstrated to learners in a clear and meaningful way. This can include showing examples, using diagrams, videos, or models to explain concepts.
- **Application:** Learners need opportunities to practice what they are learning, with guidance at first. The more they apply new knowledge or skills, the more confident and competent they become.
- **Integration:** Students should be encouraged to reflect on what they learned and apply it in real-life situations. They can discuss, present, or create something that shows how they can use the new knowledge.
- **Benefits:**
  - Increased Engagement: Learners are drawn into meaningful tasks, making learning more naturally motivating.
  - Deeper Understanding: Students apply knowledge through problem-solving, leading to higher-level thinking and retention.
  - Effective Instruction: The principles offer a clear, structured framework to design focused and impactful lessons.
  - Improved Flexibility: The principles are adaptable and can be applied across various subjects and learning environments.
- **Limitations:**
  - Limited Specificity: The model provides broad guidance but may require additional detail when designing actual lessons.

- Gain a deeper appreciation for purposeful and meaningful learning.
- Develop the value of making learning relevant by connecting knowledge to real-life tasks.
- Fosters a mindset that values continuous improvement, collaboration, and authentic application of skills.

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| <p>Instructor Expertise: Not all teachers are trained in task-centered learning, requiring extra support and professional development.</p> <p>Time Constraints: Creating real-world, problem-based activities can be time-consuming for busy educators.</p> <p>Motivation Challenges: While task-based learning is effective, not all students prefer it, some may learn better with other methods first.</p> |  |
| <p><b>MATERIALS</b></p>   | <p><b>REFERENCES</b></p>   |
| <ul style="list-style-type: none"> <li>● Powerpoint</li> <li>● Projector</li> <li>● Worksheet</li> <li>● Visual Aids</li> </ul>   | <p>Cloke, H. (2024, June 7). <i>Merrill's first principles of instruction: unleashing the power of Problem-Solving</i>. Growth Engineering. <a href="https://www.growthengineering.co.uk/merrills-first-principles/">https://www.growthengineering.co.uk/merrills-first-principles/</a></p> <p>Schimizzi, B. (2025b, March 13). <i>Merrill's Instructional Design Principles - Instructional Design Australia</i>. Instructional Design Australia. <a href="https://instructionaldesign.com.au/merrills-instructional-design-principles/">https://instructionaldesign.com.au/merrills-instructional-design-principles/</a></p> |

**LEARNING ACTIVITIES**

## ENGAGE

In this part of the lesson, the teacher will facilitate a short activity where students classify popular learning practices as either trends or fads. This will activate their prior knowledge and prompt them to think critically about what makes a learning strategy effective, preparing them for deeper exploration of Merrill's Principles in the next part of the lesson.

### "Trend or Fad?" — Learning Edition

Purpose: Students decide whether each learning item is a Trend (correct) or a Fad (misleading/ineffective) — then deduce why the "trend" supports real learning (based on Merrill's principles).

Mechanics:

- The teacher displays one item at a time.
- Students choose: T for Trend (effective) or F for Fad (ineffective) — answer in chat.
- Teacher reveals the correct answer
- To those who got the correct answer, proceed to the next round. For those who do not, better luck next time.

1. Gamified review like Kahoot (Trend)
2. Following TikTok hacks without context (Fad)
3. Doing peer teaching in breakout rooms (Trend)
4. Creating learning journals weekly (Trend)
5. Relying only on flashy slides or animations (Fad)

*Remarks:*

*This is an engaging ice breaker where the teacher relates nowadays learning context to Merrill's Principle of Instruction.*

## EXPLORE

In this part of the lesson, the teacher will help students draw connections between their observations and the underlying instructional principles that support effective learning. It is in this part of the lesson where the teacher will also elucidate Merrill's First Principles of Instruction, highlighting how each principle contributes to meaningful and lasting learning experiences.

**Guided Questions:**

1. *What do all the practices labeled as "trends" have in common?*
2. *How do these effective trends connect to how people actually learn best?*

*Remarks:*

*The teacher shares a question that connects students' prior knowledge to the present topic.*

**EXPLAIN**

In this part of the lesson, the teacher will begin the formal discussion on Merrill's Principles of Instruction. Building on the students' initial ideas and group activity, the teacher will define each of the five principles (Problem-Centered, Activation, Demonstration, Application, and Integration), provide concrete examples to clarify their purpose and application in the learning process, and explain the principles' benefits and limitations.

This phase will help students generalize their observations from the Engage and Explore phases and make meaningful connections to instructional design and classroom practice.

The teacher will present a short, interactive game designed to challenge learners to utilize what they've learned from the discussion.

**"Merrill's Melody"**

Purpose: Students will apply what they've understood from the discussion to identify which among Merrill's First Principles of Instruction exemplifies the Disney songs.

*Remarks:*

*The teacher will formally discuss the topic that will help the student to grasp totally what the previous activities related from.*

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| <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● The teacher will play a disney song.</li> <li>● Students will guess whether it is: Task-centered, Activation, Demonstration, Application, or Integration.</li> </ul><br><ol style="list-style-type: none"> <li>1. Demonstration and Application</li> <li>2. Integration</li> <li>3. Activation</li> </ol>   |  |
| <b>ELABORATE</b>   |  |
| <p>It is in this part of the lesson, where students will be able to apply and deepen their understanding of the principle assigned to their group. Students will engage in a creative and persuasive pitch activity where they simulate promoting their principle as a valuable instructional tool, applying knowledge gained in the previous phases. This serves as guided practice, allowing them to demonstrate comprehension through real-life classroom scenarios and persuasive communication.</p> <p>Group Task: Pitch a Principle!</p> <p>In your group, design a 2–3 minute persuasive pitch that promotes one of Merrill’s Principles of Instruction as if you’re selling a product or idea on a show like Shark Tank.</p> <p>Your pitch must include:</p> <ul style="list-style-type: none"> <li>● A clear explanation of the assigned principle</li> <li>● A real-life classroom scenario showing how it works</li> <li>● Why teachers or students should use it (its benefit/effect)</li> <li>● A creative name, slogan, or tagline for your "product"</li> </ul> | <p><i>Remarks:</i></p> <p><i>Students will present a pitch deck that correlates the topic to real-world context of learning.</i></p> |
| <b>EVALUATE</b>  |  |

In this part of the lesson, the teacher will assess students' understanding of Merrill's Principles of Instruction through a formative evaluation. A 10-item multiple choice quiz will be administered to check students' ability to identify, explain, and apply the key concepts discussed during the lesson.

*Remarks:*

*The teacher will conduct a formative assessment after the formal discussion to assess students' understanding of content.*

Multiple Choice Quiz:

1. Which of the following best illustrates the application of Merrill's first principle of instruction in a classroom?

- A. The teacher lectures on the parts of a plant while students take notes.
- B. Students solve a local community issue by designing a recycling system.
- C. Learners memorize the steps of the scientific method for a quiz.
- D. The class watches a video on photosynthesis without any follow-up activity.

2. What classroom activity best reflects the task-centered approach in Merrill's first principle?

- A. Students are given a real-life scenario and asked to come up with possible solutions.
- B. Learners are asked to list down ten vocabulary words from the chapter.
- C. The teacher gives a summary of the topic while students listen passively.
- D. Students answer multiple-choice questions about definitions from the textbook.

3. Which statement best describes the Demonstration principle?

A. Students should demonstrate their knowledge through presentations.

B. Instructors should show learners how to perform the skill or solve the problem.

C. Examples should be abstract and theoretical.

D. Learning should involve hands-on activities only.

4. A nursing instructor wants to activate students' prior knowledge before teaching IV insertion techniques. Which activity best exemplifies the Activation Principle?

A. Showing a video demonstration of IV insertion.

B. Having students practice IV insertion on mannequins.

C. Asking students to recall their knowledge of blood vessels and circulation.

D. Requiring students to teach IV insertion to junior students.

5. This principle involves learners to actively practice new skills or knowledge.

A. Integration Principle

B. Task-centered Principle

C. Activation Principle

D. Application Principle

6. A geology instructor asks students to create a presentation for their local city council about earthquake preparedness based on their study of seismic activity. This best represents which principle?

A. Demonstration Principle

B. Application Principle

C. Integration Principle

D. Task-centered Principle

7. Which sequence best represents the optimal flow of Merrill's principles?

A. Demonstration → Application → Activation → Integration → Task-Centered

B. Task-Centered → Activation → Demonstration → Application → Integration

C. Task-centered → Activation → Demonstration → Integration → Application

D. Activation → Task-Centered → Demonstration → Application → Integration

8. A botany student applies newly learned plant identification techniques during a field study to classify unknown species in a local ecosystem. Later, they reflect on how this knowledge will enhance their work as a conservation biologist. This scenario primarily combines which two principles?

A. Application and Integration Principles

B. Demonstration and Application Principles

C. Task-Centered and Application Principles

D. Activation and Integration Principles

9. A medical residency program requires students to first observe surgeries, then assist in procedures, and finally perform surgeries under supervision. This sequence primarily follows which combination of Merrill's principles?

A. Activation → Demonstration → Application

B. Demonstration → Application → Integration

C. Task-Centered → Activation → Demonstration

D. Application → Integration → Task-Centered

10. Which statement best describes the relationship between Merrill's principles in effective learning?

A. Merrill's principles are distinct and can be applied independently to achieve effective learning.

B. Merrill's principles are sequential steps that must be followed in a rigid order to ensure effective learning.

C. Merrill's principles are interconnected and work together to create effective learning experiences.

D. Merrill's principles are hierarchical, with some principles being more important than others.

ANSWER KEY:

1. B.

2. A.

3. B.

4. B.

5. D.

6. C.

7. B.

8. A.

9. B.

10. C.

