

PLANNING FOR A LESSON

DETERMINE:

- **OBJECTIVE(S) FOR THE LESSON**
 - Defines purpose of lesson
 - Guides instructor for research
 - Keep instructor on track during planning

- **METHOD OF TESTING**
 - Must be considered in planning and time management
 - Oral Questions, written, practical

- **TIME NEEDED AND/OR AVAILABLE**
 - “Must Know” vs. “Nice to Know”
 - May require more than one session

- **STUDENT(S) LEVEL OF KNOWLEDGE**
 - Gives instructor a starting point
 - Guide in preparing a TKT
 - Prevent student boredom or frustration

OBTAIN ALL REFERENCE MATERIAL REQUIRED

- Time in research and review will produce a professional presentation
- Visual and Verbal Support can be developed

DETERMINE METHOD OF INSTRUCTION

PREPARE YOUR LESSON PLAN

PREPARING A LESSON PLAN

Gather your information in this order:

- 1) Write out QUESTIONS that you want your students to be able to answer. Initially do not worry about order or number of questions. Try to include as many HOW and WHY questions as possible.
- 2) Divide your questions into THREE SECTIONS determined by your topic for example, Past – Present – Future; Known – Unknown – Abstract. Steps in a procedure divided to ensure learning.
- 3) Write down the ANSWERS to questions in a somewhat more detailed form than you would expect students to answer.
- 4) Prepare (if applicable) some form of VISUAL SUPPORT for each major point – this will help students and will also help you, since the visual should remind you of the point you wish to get across. When you are teaching – anytime you have to look at notes or other references to remind you of a point – that point deserves a visual aid since the student will also forget the point.
- 5) Prepare VERBAL SUPPORT for each point in the form of REASONS, EXAMPLES, COMPARISONS, STATISTICS or TESTIMONY.
- 6) Prepare a SUMMARY and CLOSING STATEMENT.
- 7) Prepare INTRODUCTION answering the questions:
 - a. WHAT are the students going to be doing during the lesson and more specifically WHAT will they be able to do by the end of the lesson?
 - b. WHY should they learn? – How will they benefit?
 - c. WHERE does the lesson fit into the overall picture?

Present your information in this order:

7	3		2	3		2	3		2	1	6
	4	5		4	5		4	5			

LESSON PLAN FORMAT

INTRODUCTION

WHAT? (AIM)
WHY? (MOTIVATION)
WHERE? (LINK)

TKT Questions

Have the background knowledge to continue?

BODY

- Introduce material
- PRESENT TEACHING POINTS
- TEACHING SUPPORT
- STUDENT PARTICIPATION
- Theory, Safety, Procedures

Summary

Summarize important points covered.

Question

Ask the student if they have any questions

Quiz

Ask the student questions to see if they have learned what you presented.

CONCLUSION

ISSUE ASSIGNMENTS

CLOSING STATEMENT

Link to future lessons

VISUAL SUPPORT

- Supports **Major Teaching Points**
 - **Reminds Instructor** of Minor Points
 - Should Be **Simple, Accurate, Legible, Concise**
 - If Possible Use a **Variety of Types and Colours**
-

VERBAL SUPPORT

Prepare Verbal Support for each major teaching point:

- | | |
|-------------|--|
| REASONS | - Why |
| EXAMPLES | - May Be True or Imaginary
- Give in Clusters |
| COMPARISONS | - Similarity or Difference to
Known Facts |
| STATISTICS | - Present Visually, Round Off |
| TESTIMONY | - Quote Expert Who Is Known
- Paraphrase |

CREST CERTS

VERBAL SUPPORT

Good teaching is like a good sales presentation – you must be convincing to be successful. An intelligent listener is silently asking “**Why?**”, “**So What?**” or “**For Instance?**” to every assertion an instructor makes. The good instructor will support his main teaching points with **Comparisons, Examples, Reasons, Testimony and Statistics.**

C E R T S

A. Reasons:

Reasons are statements in support of facts or beliefs. You give meaning to your teaching when you give reasons for your statements or teaching points. It is critical that the question “**WHY**” regarding the main points of your lesson be answered to your student’s satisfaction.

B. Examples:

An example is a sample, a situation or a pattern that is similar to what you are trying to explain. Examples may be factual or imaginary. They create interest and have high attention value. They must be suited to the material being thought and support your teaching points.

C. Comparisons:

A comparison is an explanation of the similarities and/or differences between words or situations. They are attention getters and add realism and meaning to otherwise uninspiring statements. They form a bridge between the known and unknown.

D. Statistics:

Statistics are facts and figures used to support your teaching point. Use them only for your main points and use them sparingly, they can become confusing and boring. Rounded off numbers are more easily understood than exact figures. Present them visually with the aid of charts and graphs or simply write them on the board.

E. Testimony:

This can be personal testimony or that of a noted authority. The expert opinion lends support to your ideas and adds variety to your lesson. Keep testimony short – it is effective for opening and closing statements and can be used to add spice and humor. Avoid “quote” and “unquote” when using this type of support.

When using Verbal Support consider:

- Repetition should be used with caution. Rewording or restating is often necessary for clarification.
- Good Verbal Support creates mental pictures.