

Lesson Planning

Teaching & Learning Commons

Presentation

Lesson Planning

Good planning is the key to success in any activity

- Planning ensures the right allocation of time to each topic
- Planning prevents unnecessary overlap of subjects, lessons and repetition
- Planning enables the instructor to select the appropriate teaching methods and teaching aids

Lesson Planning

Good planning is the key to success in any activity

- Planning provides for the inclusion and provision of the suitable learning activities to ensure the involvement of the learner in the teaching-learning process.
- Planning enhances the trainers confidence in the abilities to teach

Parts of a Lesson

- Introduction
- Development
- Consolidation
- Conclusion (Evaluation and Follow up)

INTRODUCTION

Activities

- Connects to the previous lesson
- Checks Entry Behaviour
- Motivates the students

DEVELOPMENT

Activities

- Real instructional phase of the lesson
- Presents subject matter for easy absorption and retention by students
- Ideally contains not more than 4 or 5 teaching points for the purpose of developing the lesson

DEVELOPMENT

Activities

➤ **Apply Principles of Learning**

- Known to unknown
- Simple to Complex
- Concrete the Abstract
- Examples to Rules

Rules to Examples

DEVELOPMENT

Activities

- **Apply Principles of Learning**
 - **Skinner's Concepts**
 - Small steps
 - Active participation of the learner
 - Immediate Confirmation
 - Full mastery
 - Learning at own pace

DEVELOPMENT

Activities

- **Apply Principles of Learning**
 - **Gestalt's Concepts**
 - Whole is more meaningful than the sum of the parts

DEVELOPMENT

Activities

- Appropriate Voice Modulation
- Use of Appropriate Gestures
- Appropriate Facial Expressions
- Curtailment of Mannerism
- Stimulus – Response – Reinforcement

DEVELOPMENT

Activities

- Eye contact with students
- Pleasant Voice
- Relevant Examples
- Using Visuals and Media
- Connecting Students experience with the content

DEVELOPMENT

Activities

- Tips for Effective Learning
- Learner-centered approaches such as Brainstorming, Discussion and Seminar
- Small groups for sharing concerns, solving problems and working on assignments

DEVELOPMENT

Activities

- Encourage and respond to questions with sincerity
- Use humour
- Ask thought provoking and interest-arousing questions
- Stimulate a short discussion among

DEVELOPMENT

Activities

- Use chalk board as focus of attention
- Repeat main points of the lesson for emphasis
- Encourage shy or passive students to answer questions, but do not embarrass them
- Provide a chalkboard summary of the lesson, if a prepared handout is not given

CONSOLIDATION

Activities

- Provide opportunities for transfer of knowledge and skills learnt to new situations (practice and reinforcement)
- Focus on Field Application
- Give tips for End Examination
- Guide and counsel students who are having problems
- Give students frequent feedback on their performance

CONCLUSION

Activities

- Evaluate to find out the extent to which learning objectives have been achieved
- Give homework and assignments to provide for individual differences, and practice
- Provide time for students to get their doubts clarified
- Give questions that can be answered only by talking with others and based on observations
- Home Assignments

LESSON PLAN FORMAT

Lesson No. _____

Lesson Title _____

- 1. Why am I teaching this lesson (Purpose)?**
- 2. What do I expect students to learn (Lesson Objectives)?**
- 3. How will I teach this lesson (Teaching Methods)?**

PHASE	SPECIFIC OBJECTIVES	TEACHER ACTIVITY	STUDENT ACTIVITY	RESOURCES / AIDS	TIME (MIN)
INTRODUCTION					
DEVELOPMENT					
CONSOLIDATION					
CONCLUSION					

CHALLENGES TO THE TEACHER

- Maximum development in minimum time
- Following the best learning sequence
- Determining the degree of perfection to be achieved
- Meaningful experiences must be provided
- The right way of doing a job should be instructed

CHALLENGES TO THE TEACHER

- The relationship between their life and lessons should be established
- Being resourceful in the right of modern developments
- Gaining the respect and confidence of the learners

CHARACTERISTICS OF GOOD LECTURE

- Depth of knowledge in the subject
- Ability to explain and expose the concepts in a coherent way
- Use of apt language, mannerism, wit and humor.
- Skill of drawing attention of the audience.

CHARACTERISTICS OF GOOD LECTURE

- Ability to motivate the audience and keep it up throughout
- Use of illustrative stories, anecdotes, related incidents that have happened recently, newspaper items of relevance & use of AV aids.

DO's & DON'T's FOR LECTURING

- Speak loudly and clearly, do not mumble, use change in tone, pause, don't go too fast.
- Plan, prepare, structure every lecture to give a clear, simple and original perspective to the subject
- Make it understandable – explain, emphasize, recap and summarise main points and relate to current examples and applications
- Watch out for reaction and feedback, invite questions and ask questions, encourage participation, involve your audience.

DO's & DON'T's FOR LECTURING

- Be adequate, do not try to cover everything and give too much factual information, speak round a maximum of four or five points.
- Read widely around the subject area from different sources, know your subject and understand your materials
- Keep time, don't rush, don't arrive late, don't worry about finishing in time, but don't let it happen in every lecture
- Look at your audience, meet their eyes, do not talk just to the first row, do not talk when you are writing or facing away from your audience, do not distance

DO's & DON'T's FOR LECTURING

- Assemble, as much as possible, materials to which the learners won't have easy access.
- Don't read from your notes or dictate or transcribe notes.
- Project your enthusiasm for a topic, don't look bored, enjoy it. Be interesting and humorous but not too much.
- Prepare handouts for the learners.

QUESTIONING TECHNIQUE

- To check the progress of the learners
- To ensure understanding
- To stimulate thoughts
- To plant new ideas
- To encourage response
- To locate areas of doubt

TYPES OF QUESTIONS

- General Questions – Overhead Questions
- Direct Questions
- Rhetorical Questions
- Leading Questions
- Tag Questions

HINTS ON THE USE OF QUESTIONS

Questions should be brief and clear

- Direct questions should be distributed at random
- Questions should as far as possible cover one point only
- Should be related to the ability and experience of the person
- Give the members time to think before expecting answer
- Don't use rhetorical or leading questions to get out of a difficult or awkward situation in the group. This is more likely to make the situation worse

DEMONSTRATION SKILL

A good demonstration involves

- Telling
- Showing and
- Doing

DEMONSTRATION SKILL

What is to be Demonstrated?

- Constructional details of an apparatus: (It's various parts and their inter relations can be demonstrated by dismantling and reassembling).
- Using an equipment for a specific purpose
- Adopting a new procedure
- Concepts
- Principles

DEMONSTRATION SKILL

Guidelines for Effective Demonstration

- Specify the objective of the demonstration
- Prepare a plan for your demonstration listing the various steps in the proper sequence
- Decide what information should be presented to the students **BEFORE, DURING** and **AFTER** the demonstration
- Choose appropriate equipment, tools and other accessories

DEMONSTRATION SKILL

Guidelines for Effective Demonstration

- Arrange the physical setting so that each student will be able to see the demonstration clearly
- Arrange the items of equipment to be demonstrated in order. It is convenient to keep the equipment to be used in the left hand side and the used ones on the right hand side.
- Demonstrate step by step
- Use a pointer to highlight the details / specific features.

DEMONSTRATION SKILL

Guidelines for Effective Demonstration

- Do not show how **NOT** to do a particular operation.
- Match explanation with manipulation. Avoid lengthy explanations
- Provide opportunities for students to participate in the demonstration.

THANK YOU

hansrajhr@ukzn.ac.za