

## Schools

### Lesson Plan – Pages 1 & 2 – Information Page

The lesson plan is used to plan the lesson – of course! It gives the teacher a chance to sit down and think about the lesson's aims and objectives – what they want their students to learn from the lesson – before it actually begins. It is also a useful document to show to managers and inspectors to prove that lesson planning takes place, which inevitably increases the overall quality of the course. No student likes a “thrown-together” lesson – and they can usually tell if it has been. Similarly, no inspector likes a “last-minute” lesson, because it shows that the teacher isn't as interested as they should be in the “learning journey” being undertaken by each of their students. A good lesson will follow a logical sequence during which learning can take place in stages. The lesson plan helps a teacher to plan and put together these stages.

#### **Learning Aims:**

The learning aims are *what* you want your students to have learnt by the end of the lesson. Two or three learning aims will be enough for a 2-3 hour lesson.

#### **Learning Objectives:**

The learning objectives are *how* your students will achieve the learning aims. For example:

**Learning aim:** be able to say the alphabet in order without prompts and pronounce each letter correctly.

**Learning objective:** practise saying the alphabet in pairs and with the whole group.

You can go into more detail about the learning objectives – how your students will achieve the learning aims – in the activity section of the lesson plan.

#### **Differentiation:**

This is just a note about how you are going to make the lesson relevant to members of the same class who have different abilities when practising different skills. For example, you may have planned an activity which 80% of the class will complete at about the same time, while 10% will finish five minutes before (and have the right answers) and 10% will need help to complete the activity. Have you got something planned (e.g. an extension activity) for those who have finished early so that they don't become bored, while you help the 10% who need help, before beginning the whole group answer/feedback session? Make a note of it here. It just proves that you have thought about the varying needs of the students in your class.

#### **Assessment:**

Write down briefly all the different ways that you will give feedback and assess what the students have done during your lesson. It could be one-to-one feedback, group feedback, feedback on the board, marking, or peer-group assessment (where one student checks another's work). Again, completing this section shows that you have considered the various methods of assessment open to you during the lesson, and that you are open to using a wide range of assessment methods, rather than always doing the same old thing.

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### **Comments & Lesson Evaluation:**

It's good practice to take a few minutes after a lesson has finished to consider what went right and what went wrong. What happened that was expected and went to plan, and what happened that was unexpected? How did you deal with it? What could you do better next time? Lesson evaluations prove to your manager or an inspector that you are capable of improving your methods of working based on real experience of what happens in the classroom. In other words, that you have the potential inside you to grow and develop professionally. Every teacher's experience will be different, so the lesson evaluations can, over time, build into a unique portfolio of evidence – a personal record of how you have learnt through your teaching practice – through the innumerable hours you have spent in the classroom teaching hundreds of different learners – and improved in your job as a result. It's worth taking a few minutes to fill in the lesson evaluation section each time.