

SAMPLE LESSON PLAN– Linda Anania

Planning for Delivery

The 5 steps to think about in planning for your class

SKILLS: Record the *skills* and *attitudes* you are wanting students to achieve – from your course of study and behavioral / learning / thinking skills: http://www.tmela.com.au/Word_List.pdf

GOAL: Taken from your course of study
PRODUCT: The product which will be assessed

1. PREPARATION / MATERIALS (For Teacher)	2. TUNING IN (Engaging) (Whole Group)	3. EXPLANATION / MODELING / QUESTIONING (Explaining) (Whole Group)
<p>Make a list of what you need to have set up prior to the lesson:</p> <ul style="list-style-type: none"> • Content - Make sure you have deep knowledge of your content • Resources - Collect all resources, tools or aids and have all photocopying completed • Check times (and rooms) for any special events e.g. guest speakers, industry visits etc. • Learning Environment – ensure the design will best facilitate the teaching / learning styles you will be utilizing 	<ul style="list-style-type: none"> • Inform and list the goals for the lesson and where these fit in the big picture • You may wish to include a quick, engaging, revisionary activity • Inform students of the format and expectations of the lesson • Revise any technical language that may be needed or introduce any new terms and explain • Provide a shared experience as a starting point – a demonstration, newspaper article, film, questions, photographs, brainstorm etc. • Some students may be able to share their relevant experiences 	<ul style="list-style-type: none"> • Give clear instructions on the type of learning expected e.g. directed, open-ended, enquiry based – and what you want each to do (& why) • Model what you want them to do – with input from the group – give examples, offer questions to assist their thinking • Offer tools and strategies to assist their thinking and organisation • Give clear time frames & expectations • Allow for questions to clarify directions
4. APPLICATION / PRACTICE <i>(Exploration & Elaboration)</i>		5. REFLECTION:(Evaluation) <i>(Whole Group)</i> <i>Must vary how this is achieved</i>
<p>TEACHER ROLE:</p> <ul style="list-style-type: none"> • Teachers must ensure the tasks given to the students to practice and apply the skills taught are challenging, but achievable. • Regardless of the learning style employed, the teacher must rove to ensure all students are on task, observe learning and behaviours, offer assistance, suggest tools and/or strategies, inspire - continuously encourage and praise and re-direct to goals, targets and expectations. • Teachers need to make sure a variety of presentation formats are employed and be prepared to suggest alternate methods of application and practice. 		
<p style="text-align: center;">INDIVIDUAL</p> <p>Autonomous learning</p> <ul style="list-style-type: none"> • Students are expected to: <ul style="list-style-type: none"> - work independently - follow instructions - solve problems - research information - publish and present findings - address criteria to the required standard • Allows teacher to accurately observe individual skills and work habits • Allows for self-paced learning • Ability to make oral presentations • Is self reliant and resourceful 	<p style="text-align: center;">SMALL GROUPS</p> <ul style="list-style-type: none"> • Each member has defined role • Encourage peer collaboration • Allows for task to be achieved in an efficient mode • Can embark on bigger & more realistic project when working together • Can assist each other with understanding • Utilizes strengths and improves weaknesses of individuals within the group 	<p style="text-align: center;">ALTERNATIVES</p> <ul style="list-style-type: none"> • Using computers • Offer different learning environments • Negotiate the task or presentation mode • Use a peer mentor • Utilize support mechanisms • Give one-on-one assistance • Offer supporting lessons to develop understanding • Set an enquiry based learning task which will achieve the same outcomes <p><i>Strategies used will support different entry points and learning issues.</i></p>
<ul style="list-style-type: none"> • Recapping the skills covered in the lesson • Demonstrating results from completed tasks • Students sharing <u>what</u> they have learnt • Students sharing <u>how</u> they have learnt • Students asking further questions • Students verbalizing areas of improvement & aspects to maintain and build upon existing skills • Students giving feedback on lesson structure and effectiveness and future learning needs 		<ul style="list-style-type: none"> • Teacher preparing students for next session • Clearly explaining what follow-up is expected