

REAL
GOOD
TEACHERS

TALK
ABOUT
...

LESSON PLANNING



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Lesson Planning video
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KUPU ARATAKI

INTRODUCTION

THE BEST TEACHERS TYPICALLY PLAN, PLAN, AND PLAN.

Start with the end in mind

Write the Learning Outcomes for this session from the course descriptor. Make them visible to the learners throughout the session.

Constructive alignment

Link the assessment tasks with the learning outcomes and the learning activities.

Prior learning

"What you know already."
Establish prior knowledge, then build on that.

An activity

Give learners a task to turn information into knowledge, rather than talking to the learners. Allow the content arise from the activity.

Include reflective dialogue

Encourage teaching and coaching others. Help learners to verbalise to build new knowledge. Allow the learners to make sense of new ideas and information.

Check understanding

Assess how well the learning outcomes have been met. Provide feedback (how am I going?) feed up (where am I going?) and feed forward (where to next?)

Review

Reinforce the key ideas. Offer takeaways and tasks to do after the session.

Set goals

Identify next steps to applying the knowledge, e.g. self-directed learning activity.

Evaluation

As the learners about the session. "Keep doing, stop doing, start doing ..."

RAUEMI AKO - LEARNING RESOURCE

Biggs, J. & Tang, C. (2011). Teaching for quality learning at university.
Maidenhead: McGraw Hill and Open University Press.

When preparing a lesson plan for a course ask yourself:

- What teaching approach or method will be best for these learners at this time?
- What are the needs of my learners for this unit of work?
- What learning outcomes do my learners need to achieve?
- How will I assess if the students have met these learning outcomes?
- What will I ask the students to DO?
- How will I support them (what the teacher does)?
- How will the learners get feedback?
- Afterwards how will I evaluate the session by asking the students, ask myself?

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THINGS TO DO

Things to do
when reviewing
a recent session:

WHAT?

How did my teaching go? Was my teaching approach / method effective?

SO WHAT?

Did the learners meet the learning outcomes? What helped? What hindered?

NOW WHAT?

In future, what will I keep doing, stop doing, start doing?

SESSION PLAN

	LEARNING ACTIVITY (WHAT THE LEARNERS DO)	TEACHER SUPPORT (WHAT THE TEACHER DOES)	RESOURCES
10 MINS	<p>Warm-up task:</p> <p>Prior Knowledge? Review previous session.</p>	<p>Fun activity that students do to help recall main points of previous session.</p> <p>Before the active learning stage, assess prior knowledge of your topic "How much do you know about ...?"</p>	<p>e.g. 'fill in the blanks', crossword puzzle, label the diagram, video (YouTube)</p> <p>OR</p> <p>complete Homework question/ task set at end of previous session.</p>
20 MINS	<p>Active learning task (DOING)</p> <p>Students explore new content. Peer teaching/coaching.</p>	<p>Facilitate or guide students working in pairs or small groups to complete a task/solve a problem.</p>	<p>Workbooks, task sheets, video (YouTube), challenging exercises</p>
10 MINS	<p>Report to whole class (FEEDBACK)</p>	<p>Give feedback to students when reporting, ask open-ended questions (e.g. "Why, how ...?")</p>	<p>Whiteboard – write answers, findings</p>
5 MINS	<p>Formative Assessment, e.g. Quick quiz (ASSESSMENT)</p>	<p>Peer / self-assessment</p>	<p>Answer sheet / Rubric / Homework / self-directed learning task</p>
5 MINS	<p>Review: "What have you learned today?" (MAKING SENSE)</p>	<p>Guide review using Questioning</p>	<p>Prepared questions</p>
3 MINS	<p>Evaluation – today's session (confidential) e.g. Stop / start / keep doing ...</p>	<p>Ask for student comments about course/teaching today</p>	<p>Post-it notes, poster page, paper slips</p>
1 MIN	<p>Next session: Tell students the next learning goal (WANT/NEED to learn)</p>	<p>Goal-setting</p>	<p>Homework / self-directed learning task</p>

This **SESSION PLAN** template has proven useful for a one-hour session:

Session title

Course Learning Outcome(s)

Session Objective(s)
By the end of this session you will be able to:

Practice

Discuss

Demonstrate

Analyse

Describe



Review
As the session draws to a close, help learners make sense of it. For example, "Look at our objectives for this session, and talk to the person next to you about what you have done this session. Identify one new thing you have learned, one thing you were already familiar with, and one question you have."