

## Unit 3: Planning for Teaching and Learning

### Introduction

In this unit, you have been provided information on what a syllabus is and its use. The outline of preparing a scheme of work and the lesson plan format has also been provided. The preparation of both is guided by the selection of content, resources and teaching aids, methods of instruction all geared to suit the student's characteristics. You **will be required to have a copy of the syllabus and textbooks of your elective subjects**. They will be used as references in scheming and lesson planning activities, microteaching will be carried out face to face with your lecturer.

### Learning Outcome of Study Unit 3:

At the end of the activity, you should be able to:

- Prepare a scheme of work using the syllabus.
- Prepare a lesson plan.
- Select the content, resources to be used in the preparation of schemes and lesson plans in order to suit the student characteristics;
- Prepare and teach a micro-teaching lesson.

### What is Planning for teaching and Learning

Planning offers the teacher a chance to organize and direct all the teaching effort towards producing an effective lesson. An effective lesson ensures that important aspects of the content are taught using appropriate teaching methods, teaching aids and resources while taking into consideration the learners characteristics. Planning is the process of formulating and organizing methods by which an activity is carried out. The design chosen in any planning activity should be should be systematic.

Planning allows you to foresee areas which require input before the lesson, i.e. require longer preparation, and obtain resources in advance and the subject matter that is not clear so that you can consult. Good planning will enables you to face the class with confidence and it contributes to effective class control. This unit is organized as follows

1. Syllabus
2. Scheme of work
3. Lesson plan
4. Microteaching

### Syllabus

A syllabus is an outline of the topics to be covered and each subject has its own syllabus. A syllabus outlines the content to be taught to different classes, the depth, suggested activities the mode of formative evaluation and the general objectives of each topic. The syllabus serves many purposes for the students and the teacher the main ones are providing a roadmap of course organization, direction, materials to be covered and the resources needed.

## Scheme of Work

A scheme of work is a plan made by the teachers. It enables them to implement a syllabus as required by the Ministry of Education. It is intended to help you project your teaching activities for the term or the year. Before you prepare a scheme of work the following information and resources must be gathered.

- Number of lessons per week for each of the subjects.
- Time allocated for lessons 40 or 35 minutes or 1 hour.
- Duration of the lessons, single or double lessons.
- Length of the term 10, 12 or 14 weeks
- Facilities available i.e. classroom or laboratory for sciences
- Size of the class
- Classes you will teach Form 1,2,3 or 4
- Previous topic taught
- Record of work
- Term dates i.e. end of term, half term, sports day, public holidays, exams,
- Resources i.e. reference books at least 4 different ones, teaching aids, ensure laboratories have resources needed for practical lessons
- Availability of resources
- Provision for field trips, excursions

A standard scheme of work should have the following essential components: week/ date, lesson, topic, sub-topic, Specific learning objectives. Teaching /Learning activities, Learning resources, references and remarks.

A format for Scheme of Work is shown as follows;

**SUBJECT: ----- CLASS: ----- TERM: ----- YEAR: ----- NO OF LESSONS PER WEEK: -----**  
**DURATION OF LESSONS: ----- NAME OF SCHOOL: ----- NAME OF THE TEACHER: -----**  
**PREVIOUS TOPIC TAUGHT: -----**

| Week/<br>dates | Lesson | Topic | Subtopic | Specific<br>Learning<br>Objectives | Teaching/<br>learning<br>Activities | Resources<br>Teaching<br>Aids | References | Remarks |
|----------------|--------|-------|----------|------------------------------------|-------------------------------------|-------------------------------|------------|---------|
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|                             |                              |                          |  |   |  |  |   |  |
|-----------------------------|------------------------------|--------------------------|--|---|--|--|---|--|
| 1<br><br>14-18<br>November, | 1                            | Obtain from the syllabus | Your own to indicate what will be taught | AT THE END OF THE LESSON THE LEARNER SHOULD BE ABLE TO: | - <u>Teacher activities</u> could be<br><br>Discussion, write notes, draw illustrations, use a teaching aid, demonstrate | Equipment, materials, apparatus, charts models<br><br>YOU CAN IMPROVISE<br><br>BE INNOVATIVE | minimum<br><br>Two refs. Books of the subject<br><br>Pages referred to must be included | Used after the lesson to evaluate it<br><br>COMMENT AFTER EVERY LESSON |
|                             | 2                            |                          | TITLE SHOULD BE SHORT AND PRECISE        | i)<br>ii)<br>iii)                                       | Supervise, question<br><br>- <u>learner activities</u> could be  |  |   |  |
|                             | 3&4                          |                          |  |   | Discussion, answer Q's, set up experiments, draw, record, observe, measure, write down in books, carryout experiments    |  |   |  |
|                             | NUMBER VARIES AS PER SUBJECT |                          |  |   | ENSURE THAT THE LESSONS ARE LEARNER-CENTRED  |  |   |  |

### Activity

Prepare a scheme of work for your teaching subject

Consider the following HINTS and cross check your own scheme. Does your scheme of work?

- Show logical presentation of the topics guided by the syllabus
- Consider the level of the learners
- Consider the lesson is neither under or over schemed
- Consider the objectives are SMART that is specific, measurable, achievable, realistic and time bound
- Have the teaching/learning activities for all lessons
- Have objectives that fall under all the domains of educational activities cognitive affective and psychomotor
- Have a variety of teaching methods.
- Progression of the content is evident
- Considered all the term dates
- Have all the resources required for each lesson.
- Have more than two reference books for reference during preparation

### **Lesson Plan**

A lesson plan is a design which shows how the elements of the lesson are systematically organized and sequenced for presented over a period of time. Lesson plans should be detailed enough to guide your teaching. As a teacher you must have a lesson plan for every lesson. There are different types of lesson plans a theory, a practical, a quiz, a revision, a field or excursion. According to the list lesson plans should be tailor made to suit the lesson. However, what constitutes a good lesson plan varies in the minds of educators. The elements of a lesson plan includes; Subject, Class, Average Age of Students, Date, Topic, Time of the lesson, Sub-topic, Objectives of the lessons, Resources, References, Timing of the stages, Introduction, Stages of development, Conclusion, Assignment and Self-evaluation.

### **Advantages of Lesson Planning**

Some of the advantages of planning a lesson are as under:

- i. Lesson planning makes the work regular, organised and more systematic.
- ii. It induces confidence in the teacher.
- iii. It makes teacher quite conscious of the aim which makes him conscious of attitudes he wants to develop in his students.
- iv. It saves a lot of time.
- v. It helps in making correlation between the concepts with the pupils' environment.
- vi. It stimulates the teacher to ask striking questions.
- vii. It provides more freedom in teaching.

### **GUIDE ON ELEMENTS OF A LESSON PLAN**

**Time**-Prepare a 40-minute lesson plan.

**Topic**-The topic comes from the syllabus. Write down the topic you have chosen.

#### **Sub-Topic**

- The sub-topic reflects the content the teacher intends to teach
- Sub- topics should be short and precise
- They imply the depth of the lesson
- Write down the sub-topic you have chosen to be covered in a 40-minute lesson.

#### **Entry Behaviour**

- What students have learnt before or what they are expected to know before the lesson

#### **Objectives**

- When writing the objectives they should be consistent with the overall topic objectives
- They should build upon the previous lessons in order to have continuity
- They should be S.M.A.R.T specific, measurable, achievable reliable and time bound.
- They should be behavioural use a verb to describe the intended outcome.

- They should cover at least two learning domains
- Each lesson should have at least 4-6 objectives
- At least one objective for each level of Bloom's Taxonomy of learning

### **Resources**

- ✓ Give a complete list of resources required texts
- ✓ Cross check to ensure they are available
- ✓ Be creative and improvise when the actual resources are not available
- ✓ Try out experiments before the lessons to ensure they work
- ✓ Prepare the practical set ups before the lesson during the actual teaching
- ✓ Art and music classes set up materials, instruments needed for the lesson
- ✓ Prepare teaching aids in advance.
- ✓ Prepare the reference (lesson) notes well in advance

Go through the syllabus and reference books on the content you have chosen and list down the resources you need. For the teaching aid, write down the title.

### **References**

- You should refer to more than one text book so as to provide dependable details as you prepare for lessons
- Use the A.P.A system to write down the titles of reference books
- For assignments give the learners references they can easily access and the pages to refer to.
- Read widely on your subject matter from texts or internet.
- Indicate the pages of the content you are teaching.

### **Introduction**

- An introduction assists the learner to do the following:
- To bridge the gap between the old and the new learning.
- To focus his consciousness on the task, materials media they need to observe
- To acquire new learning
- To anticipate gains during the learning

Below is an outline of various ways of introducing lessons.

- A. Linking Techniques: to bridge between the old and the new learning. This can be done by:
  - Reviewing previous lessons content so as to invoke the recall of relevant skills or Concepts learned before
  - Asking pupils to recall relevant events from their own experience
  - Relating the new topic to its place in a theme or a broader topic being developed in a series of lessons.
- B. Focusing attention Techniques

- Posing a problem or a question which will serve as a focal point for discussion.
- Calling upon pupils to observe charts, maps specimens, listen to recordings that highlight significant aspects of the lesson's task.

C. Presentations

- Presenting short dramatic skits, Sketches, film, slides that emphasize on things to be observed.
- Animation of voice, movement gestures to stimulate and inspire pupils.
- Use of audio visual media to arouse attention

D. Imparting motivational qualities

- Presenting a situation which is challenging, puzzling, a discovery that is appealing and arouses curiosity.
- Giving learners information about values of the particular outcomes of the lesson to them.

Choose one of the introductory techniques for your lesson. It could take 4-5 minutes.

Stages of Lesson Development

- Identify the number of steps
- Time each of the steps.
- A new concept could be used indicate new a step. Outline the major concepts to be covered for each lesson
- The lesson should be broken down into manageable steps which correlate with the objectives stated.
- Refer to the text to ensure the content is accurate
- Sequence the content follows a logical sequence from start to the end, from simple to complex.
- In the activities list down a sample of the questions you intend to ask the learners
- Include the motivational techniques you plan to use during the lesson
- Plan learner- centred activities
- Vary the activities, combine observing, listening, reading, note taking questioning, practical skills
- Plan the time spent on each activity in each step to avoid over and under planning

Develop this lesson in correspondence to the number of objectives. The lesson development should take 30 minutes for a 40-45 minutes' lesson and minimum of 60 minutes for 80 minutes' lesson

**Conclusion**

In the final stages of a learning episode, the acquisitions of new learning, their retention and potentialities for transfer are facilitated when the learner is assisted during the conclusion to:

- To integrate new learning with old, this is the process of assimilation.
- To confirm the learners' initial expectations self-satisfaction, the reinforcement of learning
- To apply the response to new learning in different types of situations, the verification of new learning.
- To amass learning.
- To determine whether they have learned the new material
- To evaluate the learning.

In concluding a lesson there are various types of concluding techniques:

A. Unifying the lesson to promote integration

- Summarizing by repeating in sequence all the main points or concepts in a motivating way.
- Asking learners to state the main concepts learnt during the lesson as the teacher records them.

B. Evaluating the success of the lesson

- Calling attention to what has been learnt by questioning. What have we learnt in this lesson?
- Giving a short test or exercise on what has been learnt and providing the answers and results

C. Providing for consolidation to ensure sustained interest and application

- Giving assignments which enable learners to apply their learning to similar or different types of problems or exercises.
- Mentioning the relevance of the lesson to future accomplishments planned for the learners.

Write down a conclusion for your lesson it should take 3 minutes. Ensure the conclusion has evaluated the objectives you wrote for this lesson.

### Assignments

They should be carefully planned to meet a specific purpose

They are planned to offer further practice in a skill just taught,

To improve proficiency

To prepare learners for the next lesson, field trip, excursion

Write down an appropriate assignment. Give learners a title of the reference book to refer to including the pages to find the content in question. You should take 2 minutes to give the assignments.

### Self-Evaluation

This is done by a teacher after every lesson taught its purpose is for you to:

Review the lesson and evaluate your effectiveness

To find out whether all the objectives were achieved

Finding ways of improving in areas you have a weakness in they could be over planning, under planning, class control, communication, subject matter mastery, practical procedure, voice projection and so on.

To try and discover better ways of teaching the next lesson

For decision making, does the teacher need to repeat the lesson, use a different approaching the future

Go through your lesson and ensure you have incorporated all these aspects. Prepare another lesson plan this time from your other teaching subject. You will have a chance to use the lesson plans that you have prepared though it will be scaled down lessons in our next area of discussion which is microteaching.

**LESSON PLAN FORMAT**

**SUBJECT:** Physics

**CLASS:** Senior 3

**AVERAGE AGE OF STUDENTS:**

**DATE:** 01-10-2019

**TIME:** 8.00-8.40

**TOPIC:** Light

**SUB-TOPIC:** Rectilinear Propagation of Light

**ENTRY BEHAVIOUR:** The students supposed to have learnt sources the following;

- i.
- ii.

**OBJECTIVES:** By the end of the lesson the learner should be able to;

- i.
- ii.
- iii.
- iv.
- v.

**RESOURCES/INSTRUCTIONAL MATERIALS:**

**REFERENCES:**

| LESSON ORGANIZATION                  | CONTENT   | TEACHER'S ACTIVITY   | STUDENTS' ACTIVITIES |
|--------------------------------------|---|--|----------------------|
| INTRODUCTION<br>(5 minutes )         | Different ways of introducing a lesson i.e<br><br>Review the previous lesson by asking questions. | Question /Answer<br><br>POSSIBLE ANSWERS from the learners |                      |
| DEVELOPMENT<br>STEP 1<br>Objective 1 |   |  |                      |
| STEP 2<br>Objective 2                |   |  |                      |
| STEP 3.<br>Objective 3               |   |  |                      |



|   |   |  |  |
|---|---|--|--|
| STEP 4<br>Objective 4   |   |  |  |
| STEP 5<br>Objective 5   |   |  |  |
| CONCLUSION<br>(5 minutes )  | Recap of the lesson<br>through<br>question/answer<br>technique: |  |  |
| <b>ASSIGNMENT</b> (2 minutes)   |   |  |  |
| <b>SELF EVALUATION:</b> done by the teacher after teaching the lesson |   |  |  |

Note: Time allocation to stages in lesson development depend on what is to be achieved as stated in the objectives

CAUTION: **Note lesson notes are not lesson plans.** Lesson notes are prepared separately

### Micro Teaching

Microteaching is a scaled down teaching encounter. Microteaching provides the teacher trainee with an opportunity and methodology to implement competency based teacher training. Microteaching provides you a chance to concentrate on specific teaching- learning behaviour and to practice the art of teaching under controlled conditions. The micro-teaching mainly exposes you to a varied range of practical experiences by assisting you to:

1. Learn competent skills in order to implement effective teaching learning strategies
2. Plan and use behavioural strategies for specific lessons
3. Develop your capacity for self-evaluation and self-instruction in the learning and use of effective teaching pedagogies.

Its basic elements are you as the teacher, the peer group of 5-10 student- teachers, a short lesson plan lasting 5-10 minutes, predetermined objectives, a trainer to observe you as you teach, a video recorded session taken of your teaching for feedback purposes and a classroom facility.

#### Assignment

Prepare a lesson plan in your teaching subject for a senior 4 class. Give attention to all details that you have learnt in this study unit.