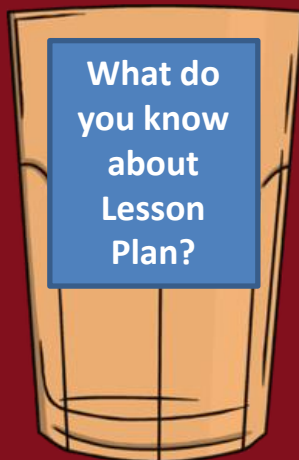




# Lesson Planning: Why, What, and How

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Semarang, 11 September 2021





# WHY IS IT IMPORTANT TO DO LESSON PLANNING?

- Lesson planning can help the teacher to be well prepared and be aware of what he/she intends on teaching the students.
- A plan can help the teacher think about content, materials, sequencing, timing and activities.
- A plan provides security in some unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher can not teach.



# WHAT IS A LESSON PLAN?



- Lesson planning is the activity which the teacher performs **before** the actual lesson takes place.
- A lesson plan is a detailed description of the instructional strategies and learning activities to be performed during the teaching/learning process.
- A lesson plan is a step-by-step guide on what students need to learn and how it will be done effectively during the class time.

# WHAT SHOULD BE PREPARED BEFORE PLANNING A LESSON?

**1**  
GENERAL  
INFORMATION

**2**  
LEARNING  
OUTCOMES

**3**  
LEARNING  
MATERIALS

**4**  
PLAN LESSON  
PHASES

**5**  
PLAN  
LEARNING  
ACTIVITIES

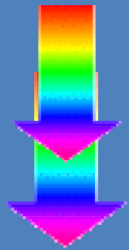
**6**  
ACTIVE  
T&L

**7**  
TIMELINE

**8**  
DIFFERENTIATION

# WHAT ARE THE MAIN COMPONENTS OF A LESSON PLAN?

**Learning Objectives**



**Bloom Taxonomy**

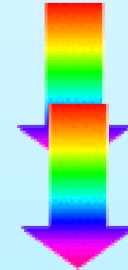


**Learning Activities**



**Learning Phases**  
**Material**  
**Teaching Technique**  
**Timing**

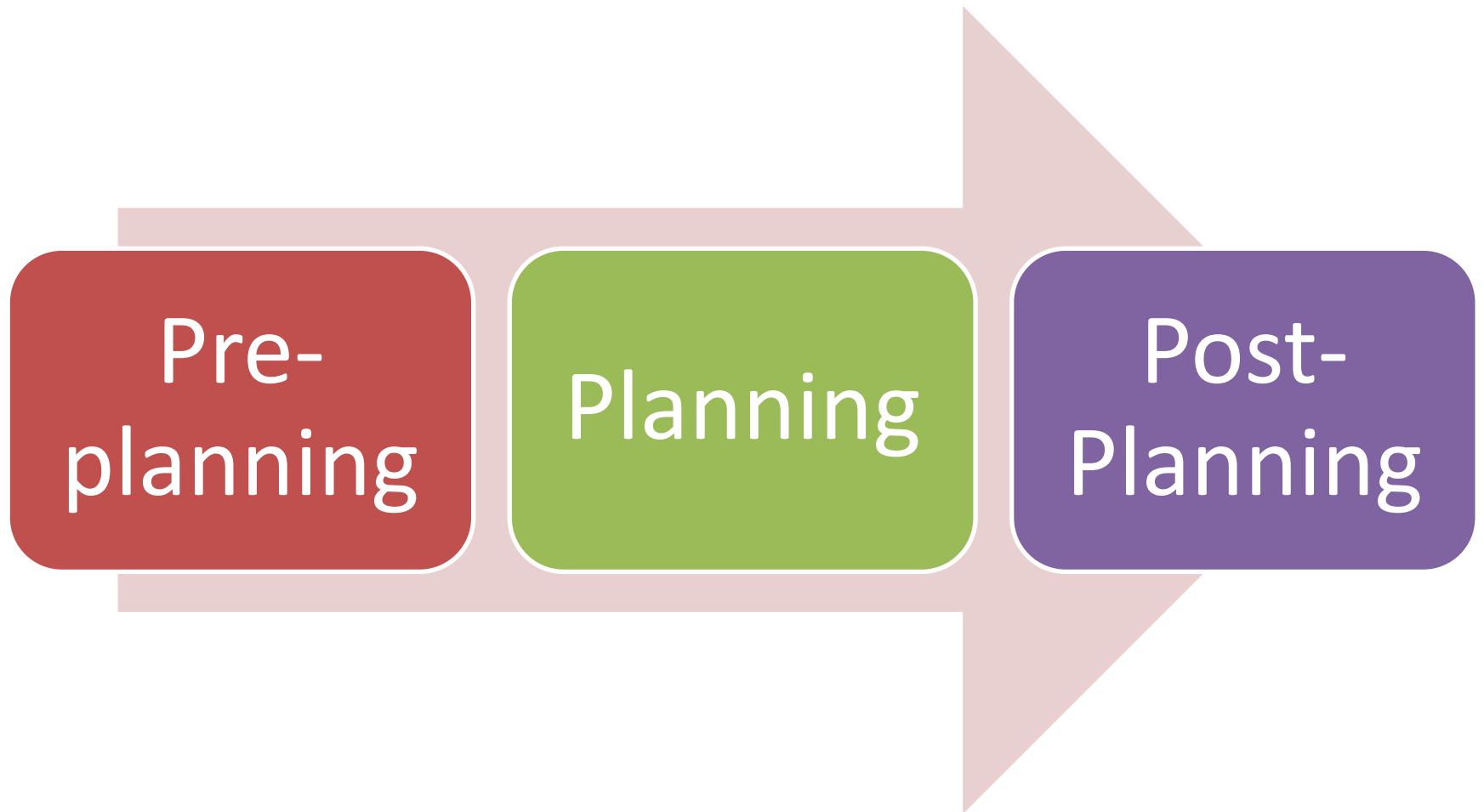
**Assessment**



**Formative**  
**Summative**



# HOW TO PREPARE THE LESSON PLAN?



# Learning Objectives

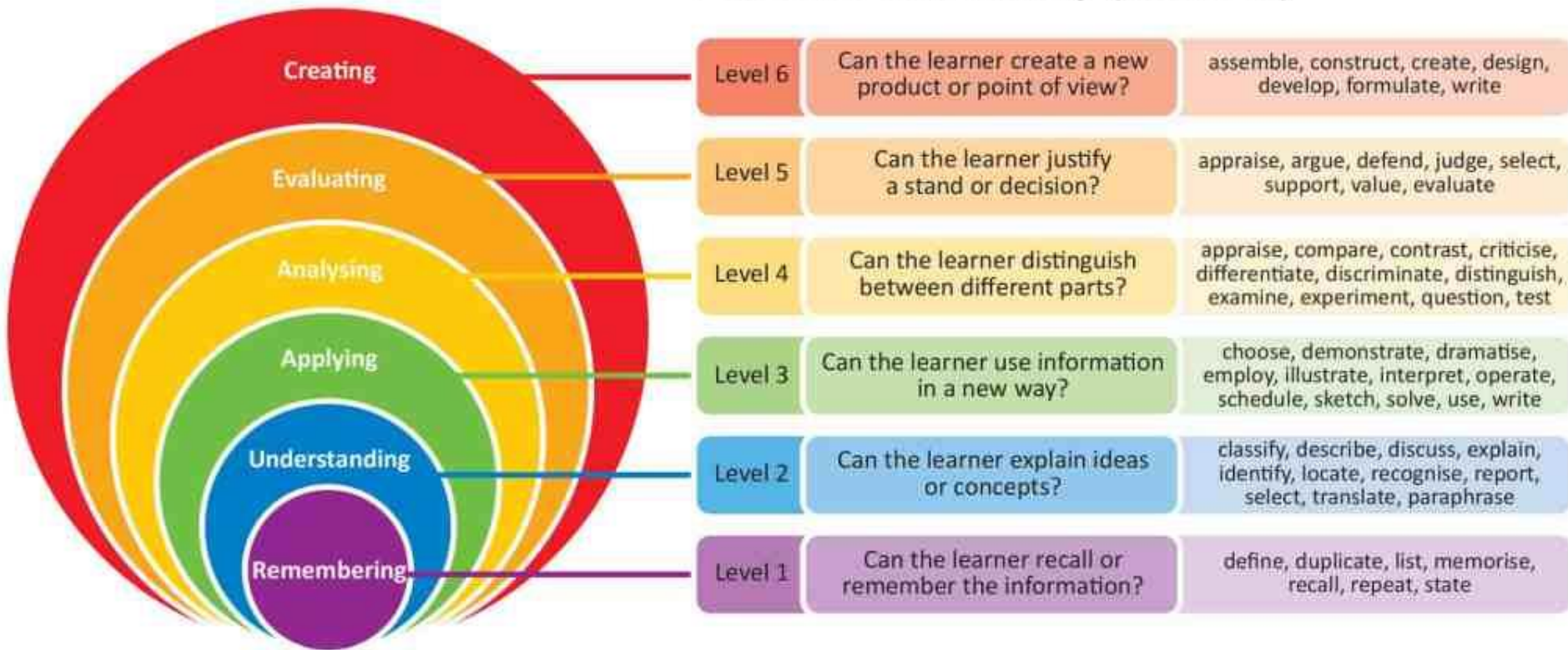
- A learning objective describes what the learner will know or be able to do **after the learning experience** rather than what the learner will be exposed to during the instruction.
- The learning objectives should be **specific, measurable, related with the intended outcomes**, concern with **students** not teachers.





# How to Write Lesson Objectives

## Bloom's taxonomy (revised)



# Learning Activities

- Learning Phases
- Teaching Materials (resource books, student' book, teaching media)
- Teaching Techniques
- Time Management



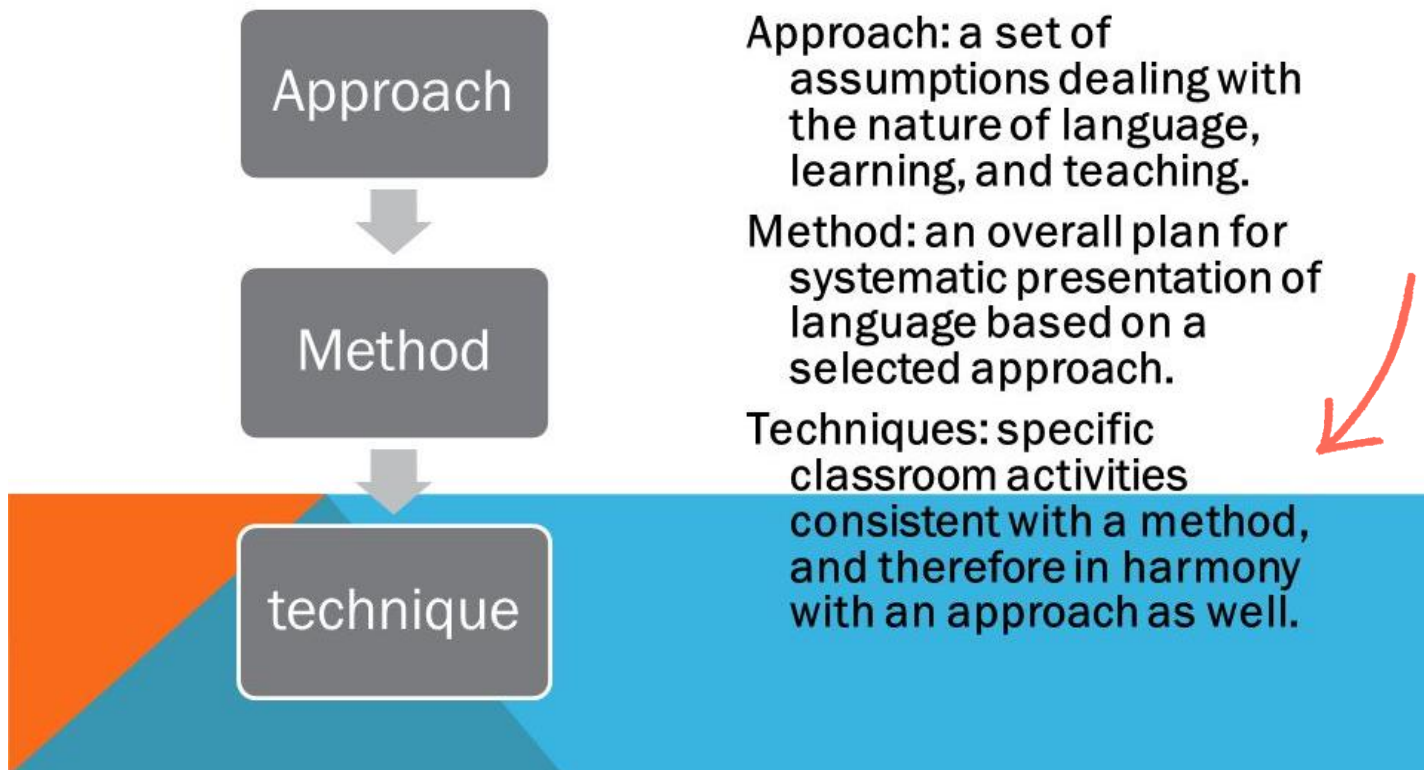
# Lesson Phases



**Four-Phase Learning Cycle**

# Teaching Techniques

## ANTHONY (1963) CONCEPT OF METHOD



# Teaching Techniques

- Offline vs online classes
- Online classes: synchronous vs asynchronous



**Student's Attention  
Span**



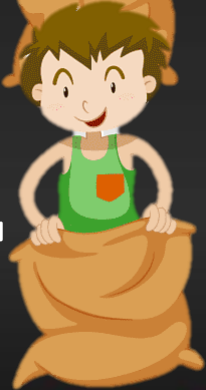
CALEB



RUTH

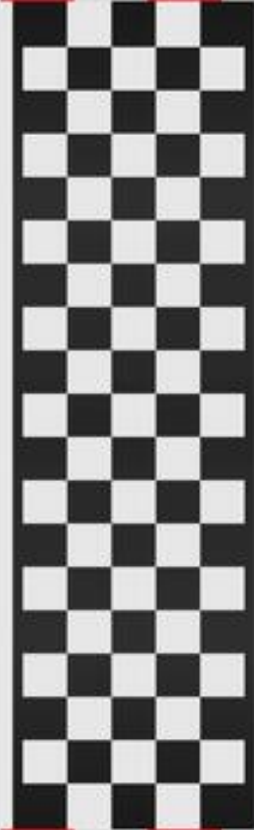


GIDEON



**START**

**FINISH**





EXIT



TV

BICYCLE

UMBRELLA

FAN

DANIEL



ROY

ESTER



Sara



Thomas



Lea



START

FINISH



# Learning Assessment

- Assessment measures whether students learn the lesson well and **the lesson objectives are achieved.**
- Most of the informal assessment in the classroom can be grouped as formative assessment in which teachers give feedback to improve the learners' ability.
- The **formative assessment** is mainly focused on the ongoing development of learners' ability.
- **Summative assessment** is the one prepared by teachers to measure students' achievement at the end of the course.



# Review

Watch this video as a review of all the things we have been discussing.



<b>1</b> GENERAL INFORMATION	<b>2</b> LEARNING OUTCOMES	<b>3</b> LEARNING MATERIALS	<b>4</b> PLAN LESSON PHASES
<b>5</b> PLAN LEARNING ACTIVITIES	<b>6</b> ACTIVE T&L	<b>7</b> TIMELINE	<b>8</b> DIFFERENTIATION

# Small Group Task

## (150 minutes)

- Go to the small group you are assigned and meet your facilitators there.
- Check your own lesson plan and discuss in your small group if your lesson plan has all the lesson plan's components.
- Prepare a sample of lesson plan with your material.
- One of the group members will demonstrate the teaching with the lesson plan.



# What should the small room facilitators need to do?

1. One of the facilitators leads the discussion in the small room (45 minutes)

Questions/points to lead the discussion:

- a. Have you got your lesson plan?
- b. Check again your lesson plan and examine the strength, weaknesses, and how to improve your lesson plan
- c. Write again your lesson plan for one sample of lesson you are going to teach



# What should the small room facilitators need to do?

2. Lead the lesson Plan Presentation (45 minutes)
  - Facilitator can choose some (or all) of the participants to share their lesson plans
  - Facilitators give feedback (refer to the main components of a lesson plan)
3. Micro Teaching (60 minutes)
  - Facilitator chooses some of the teachers to demonstrate a teaching with their lesson plans
  - Facilitators give feedback



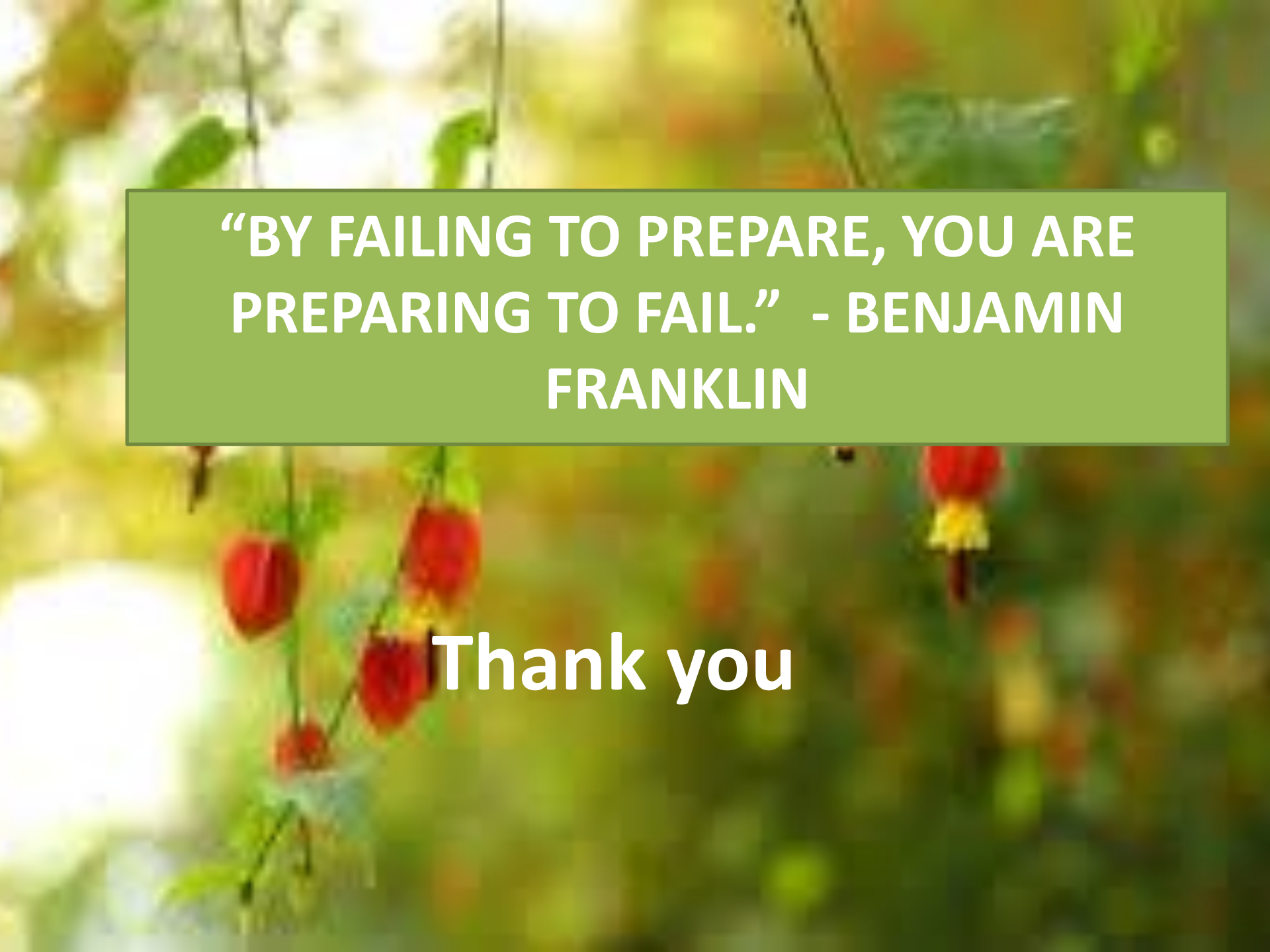
# Small Rooms' Facilitators

- Room 1:Ninik, Retang
- Room 2:Eka, Yogi
- Room 3:Wuryani, Ike
- Room 4:Cecil, Adhy

# LEARNING REFLECTION



- How was your experience in the small rooms?
- What do you learn today?



**“BY FAILING TO PREPARE, YOU ARE  
PREPARING TO FAIL.” - BENJAMIN  
FRANKLIN**

**Thank you**