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Lesson Plan What Why and How.pdf

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Lesson Planning: Why, What, and How

Dr. Heny Hartono, SS, M.Pd

Semarang, 11 September 2021

What do you know about Lesson Plan?

What do you feel today?

What is your plan today?
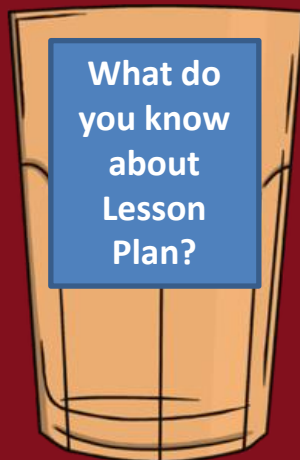
WHY IS IT IMPORTANT TO DO LESSON PLANNING?

- 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?
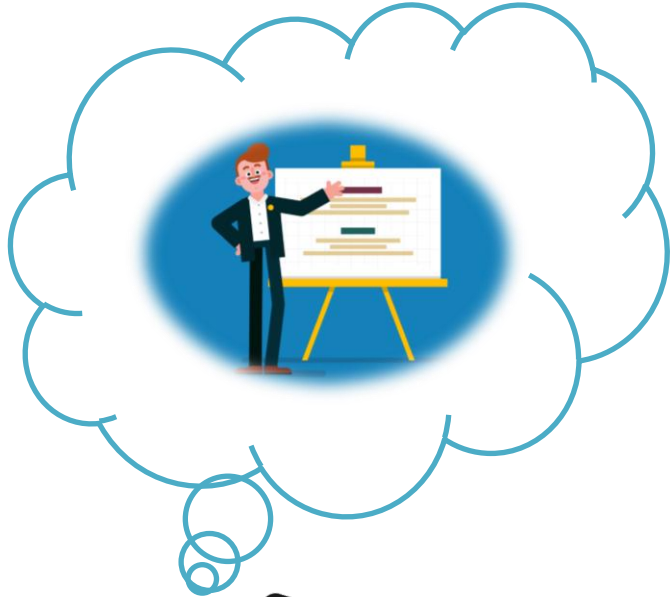
- Lesson planning is the activity which the teacher performs before the actual lesson takes place.

- 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?

WHAT ARE THE MAIN COMPONENTS OF A LESSON PLAN?

Learning Objectives
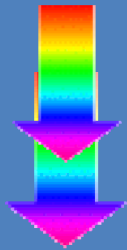
Bloom Taxonomy

Learning Activities

Learning
Phases
Material
Teaching
Technique
Timing

Assessment
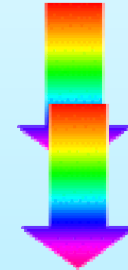
Formative
Summative

HOW TO PREPARE THE LESSON PLAN?

Pre-planning

Planning

Post-Planning
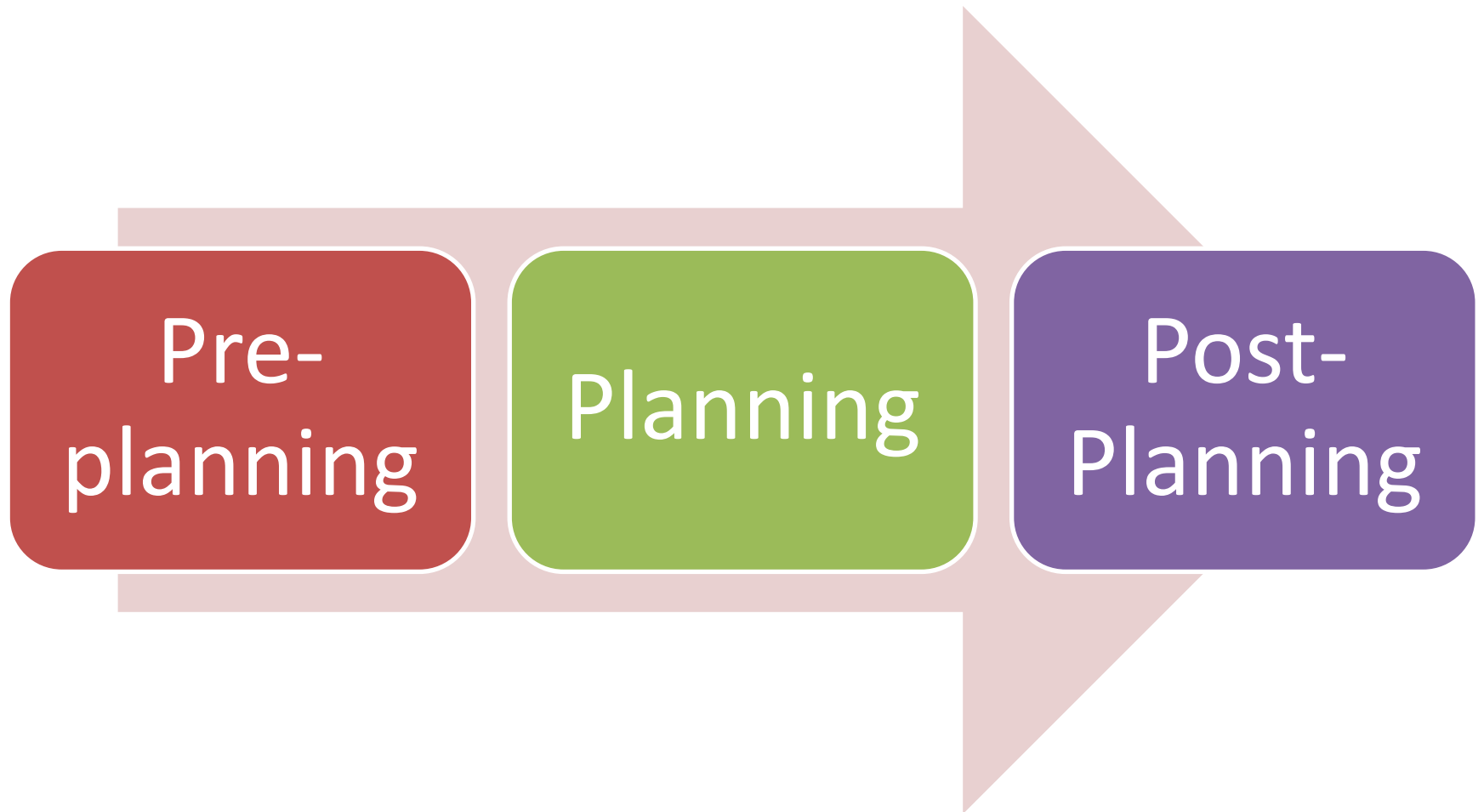
Learning Objectives

- 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)

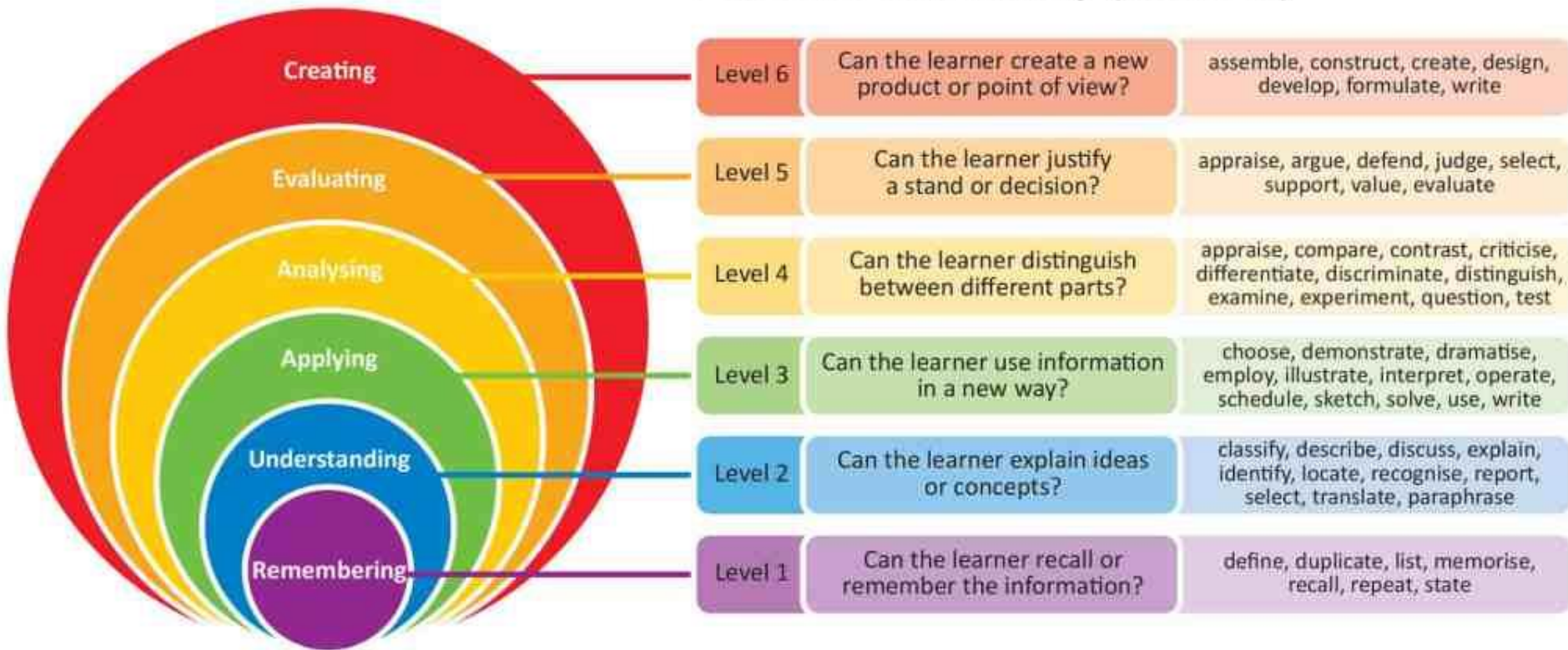|		
Level 6	Can the learner create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Level 5	Can the learner justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Level 4	Can the learner distinguish between different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Level 3	Can the learner use information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Level 2	Can the learner explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Level 1	Can the learner recall or remember the information?	define, duplicate, list, memorise, recall, repeat, state

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Learning Activities

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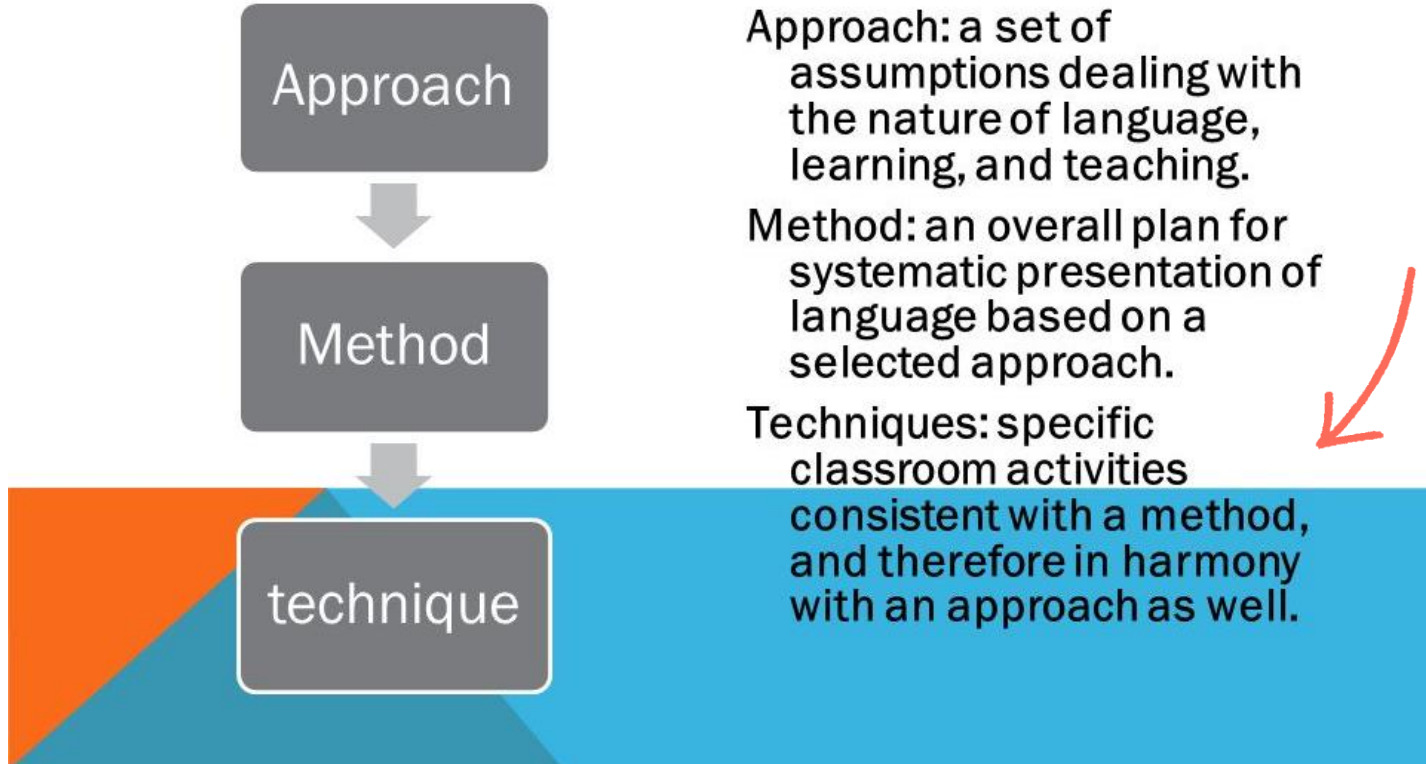- Teaching Techniques
- Time Management

Lesson Phases

Applying the New Knowledge and Skills

Arousing Interest

Integrating the New Knowledge or Skills

Encountering the New Knowledge or Skills

Performance Phase

Preparation Phase

Practice Phase

Creative Presentation Phase

1
2
3
4

Four-Phase Learning Cycle

Teaching Techniques

ANTHONY (1963)CONCEPT OF METHOD

Approach

Method

technique

Approach: a set of assumptions dealing with the nature of language, learning, and teaching.

Method: an overall plan for systematic presentation of language based on a selected approach.

Techniques: specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

Teaching Techniques

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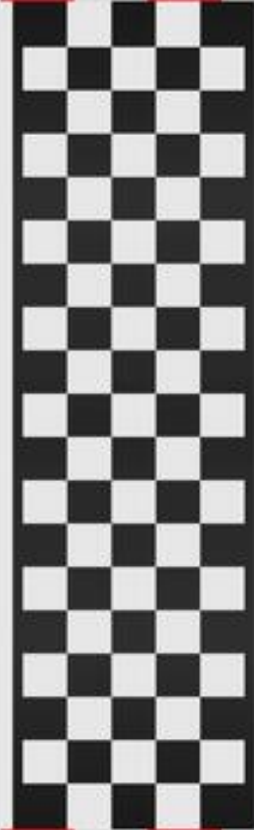- Online classes: synchronous vs asynchronous

Student's Attention Span

EXIT

TV   BICYCLE
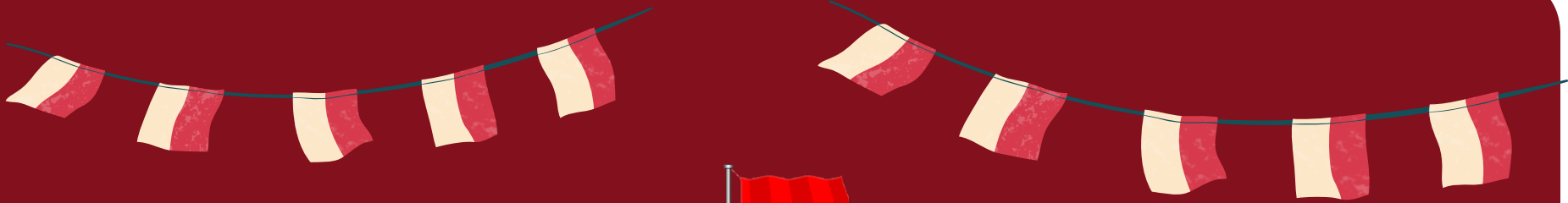
UMBRELLA

FAN

DANIEL

ROY   ESTER

Sara

Thomas

Lea

FINISH

START

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.

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
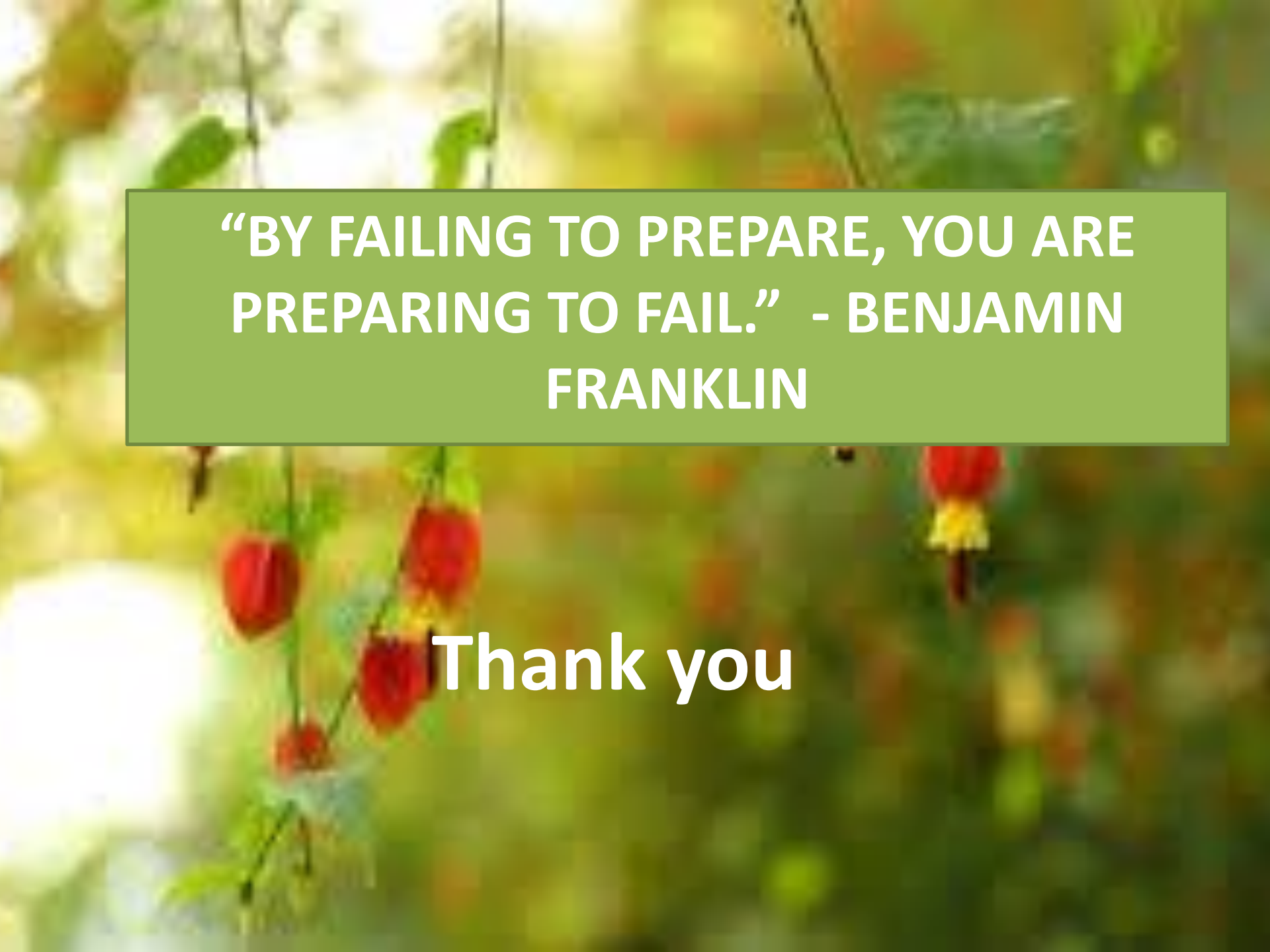
- Facilitators give feedback

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

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