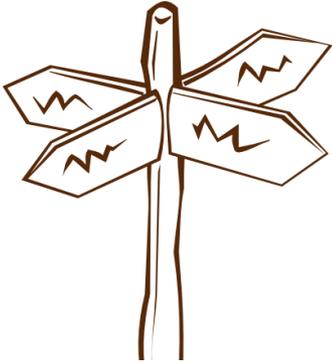
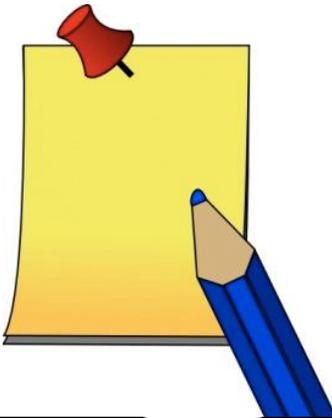


Developing a Lesson Plan

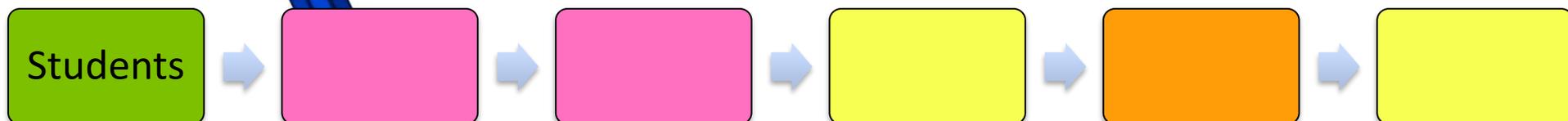


Identify elements that can make up a successful lesson.

Design a lesson to meet the needs of a specific group of learners.



On your green post-it, describe your group of students.



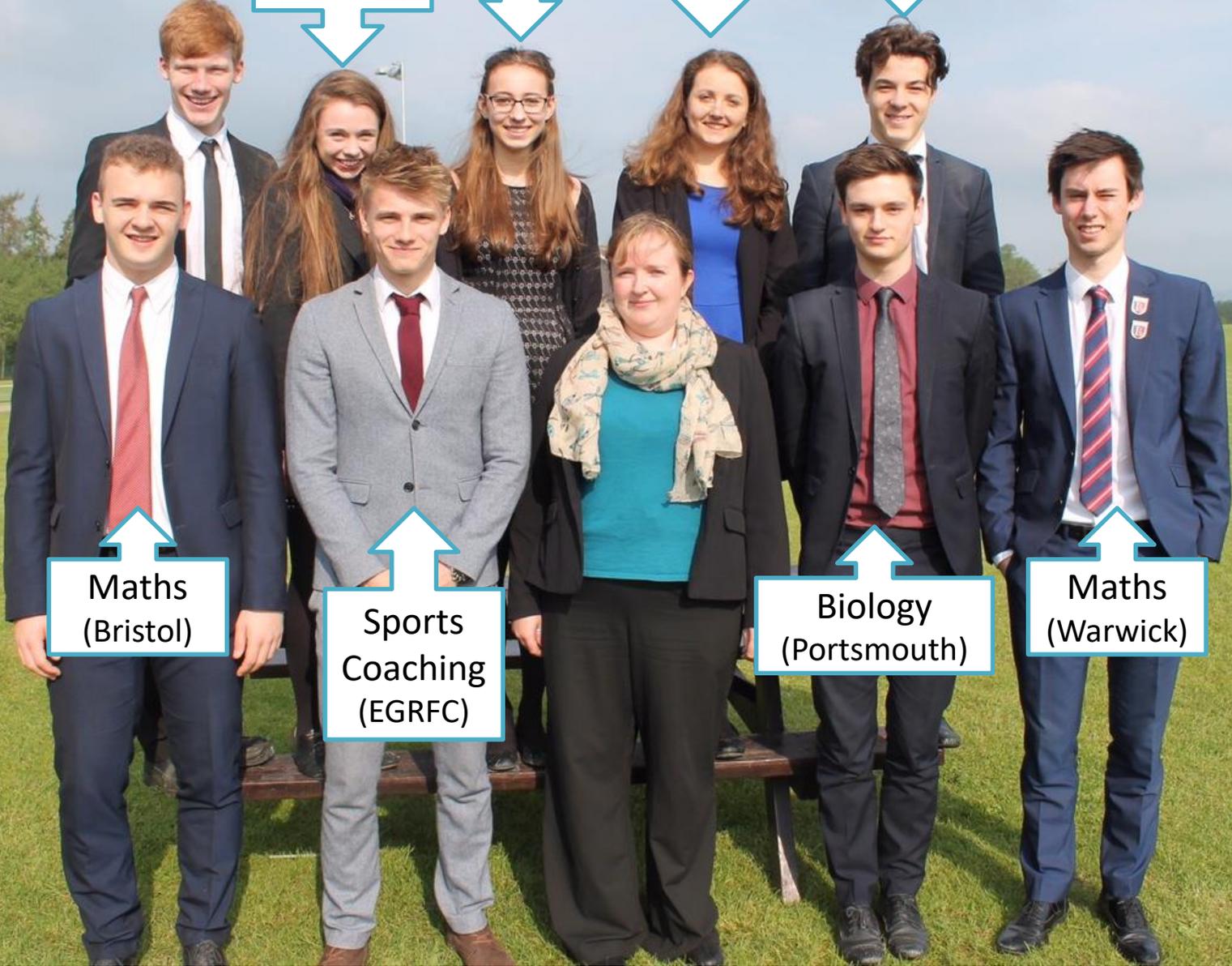
Medic
(Notts)

Geosci
(Durham)

Medic
(Notts)

Vet. Biosci
(Surrey)

Physics
(Surrey)



Maths
(Bristol)

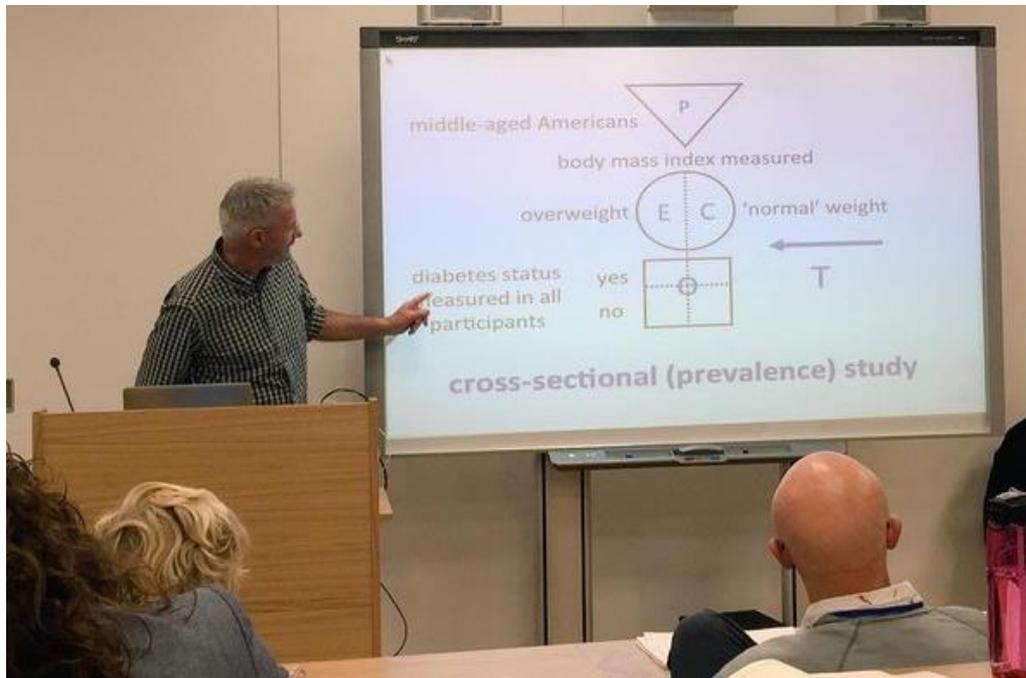
Sports
Coaching
(EGRFC)

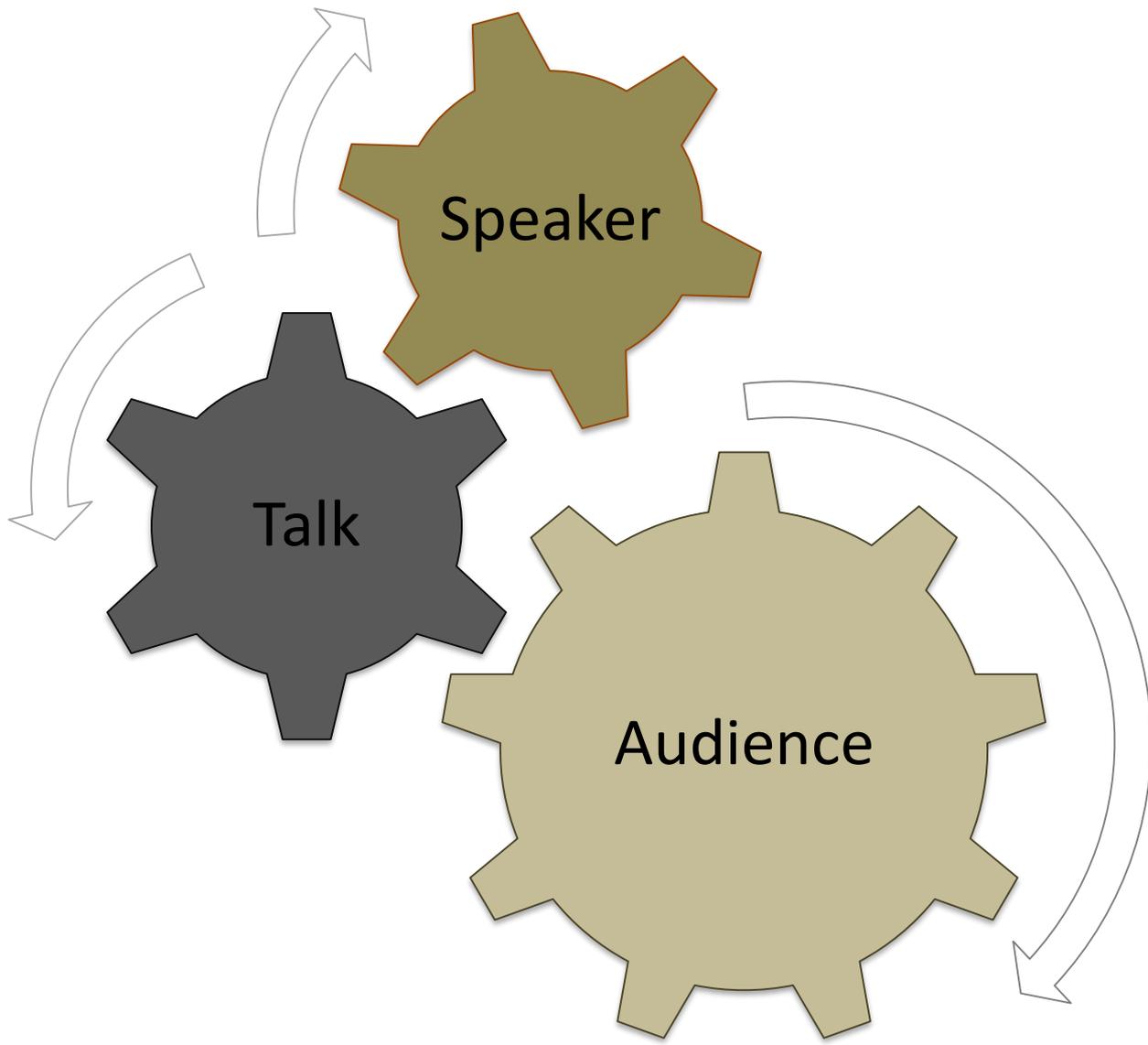
Biology
(Portsmouth)

Maths
(Warwick)

Teaching vs Lecturing vs Giving a Talk

Why are you doing it?





Speaker

Talk

Audience

Answers

Activities

Teacher

Questions



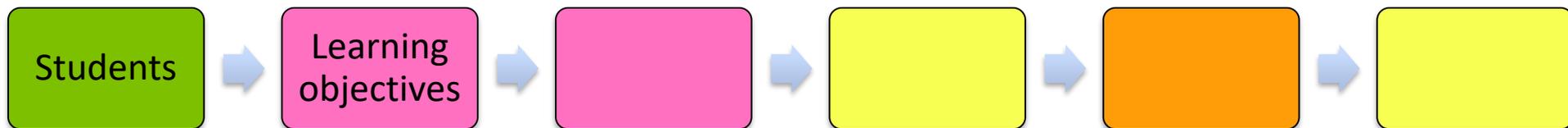
Learning objectives vs outcomes

Objectives	Outcomes
What a student will learn during the lesson.	How the student could demonstrate their learning.

Your learning objectives

E.g. 'Understand the concept of a RCT and how to critically appraise one'

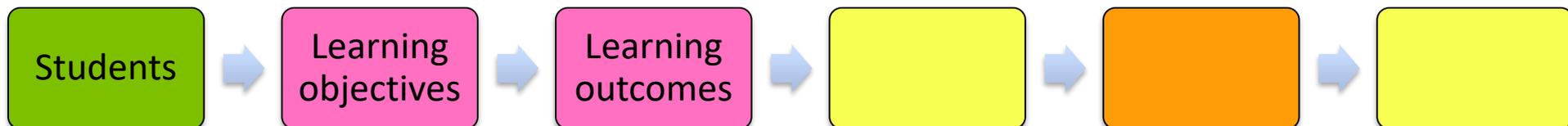
Write one on your first pink post-it



Your learning outcomes

- How do you assess what your students have learned?
- Is this idea of assessment common in your teaching practice? If not, is there a reason why not?

If you can identify a learning outcome, write one on your second pink post-it



Lesson structure – the hook



What is going to engage your students straight away?

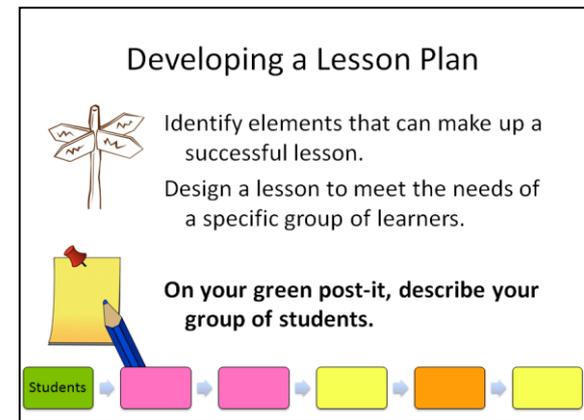
- 
- Is it something to think about?
 - Is it something they need to write?
 - Is it something they need to discuss?

Lesson structure – the hook

With the person next to you, spend 2 minutes discussing your hook.

Then write it on your first yellow post-it.

Don't forget to consider your students and your learning objectives!



Students

Learning objectives

Learning outcomes

Hook

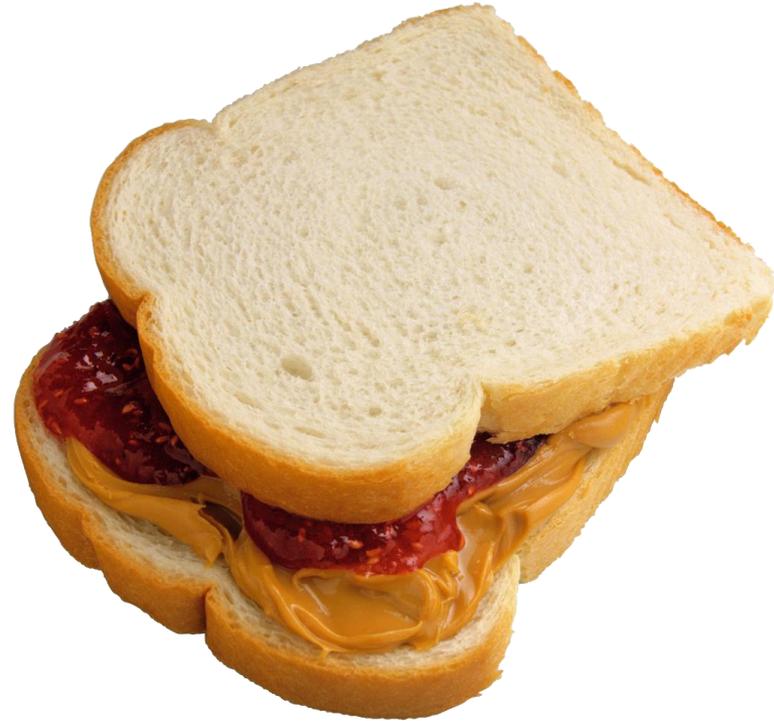
Lesson structure – ‘the middle bit’

The main content of your lesson.

Vary activities if possible.

Depends on how you like to teach and your audience.

Lots of considerations here!



Lesson structure – ‘the middle bit’

5-10
mins
Hook



5-10
mins
Plenary



Some considerations



- Variation
- Challenge
- Differentiation
- Improvisation

Be thinking – how can you develop activities that stretch, challenge, support and engage your students?

Variation

Varying activities allows learners to engage in the material in different ways.

- Q & A
- Discussion (pairs, groups, whole class)
- Critical reading
- Analysis
- Summarising
- Practical planning
- Debate
- Role play

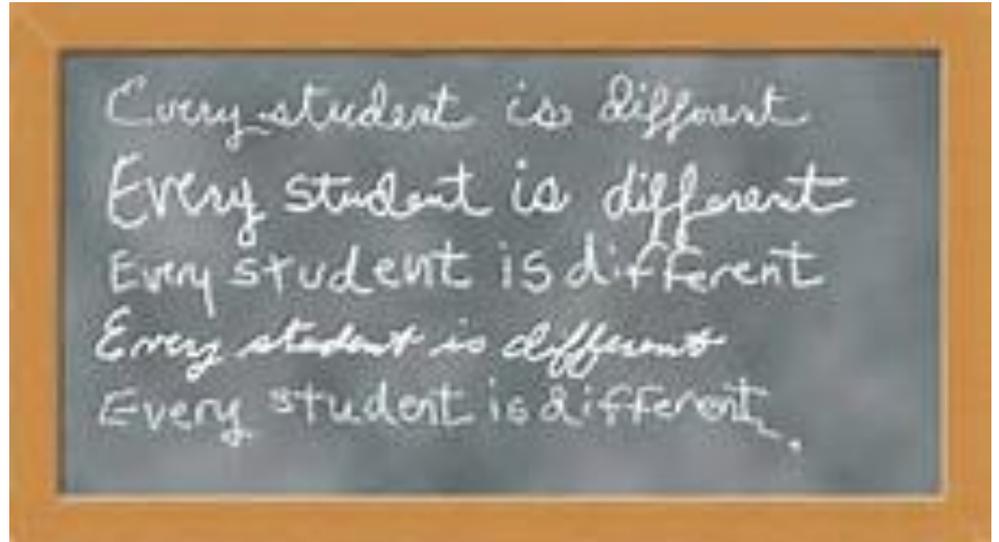


Challenge:

“Zone of
Proximal
Development”
Vygotsky
~ 1930

Differentiation

What might prevent students from accessing a task?



- Adjustment of teaching to meet student needs
- Allowing all to learn effectively
- Accounting for differences in prior knowledge & understanding

(some) Ways to support students

- Modeling
 - Running through an example yourself in front of the group, before asking them to try it themselves
- Worked examples
 - Providing samples of pre-completed tasks for them to compare their own work against
- Scaffolding
 - Giving structured steps for students to complete – breaking a task down into manageable chunks

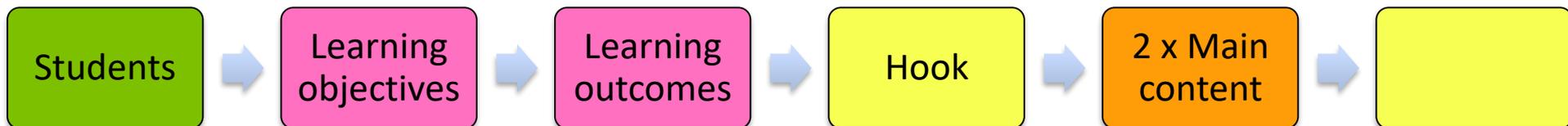
Improvisation



Ideas about content

Consider your students and your learning objective(s).

On your orange post-its, briefly describe two activities that could help your students to understand your objective.



Lesson structure – the plenary

Plenarius = complete

Wrapping up

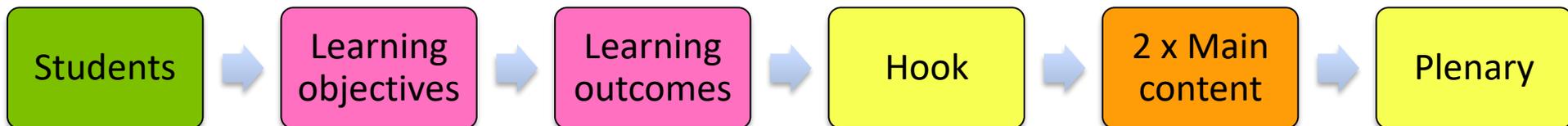
- Summarise the lesson
- Refer back to the learning objective

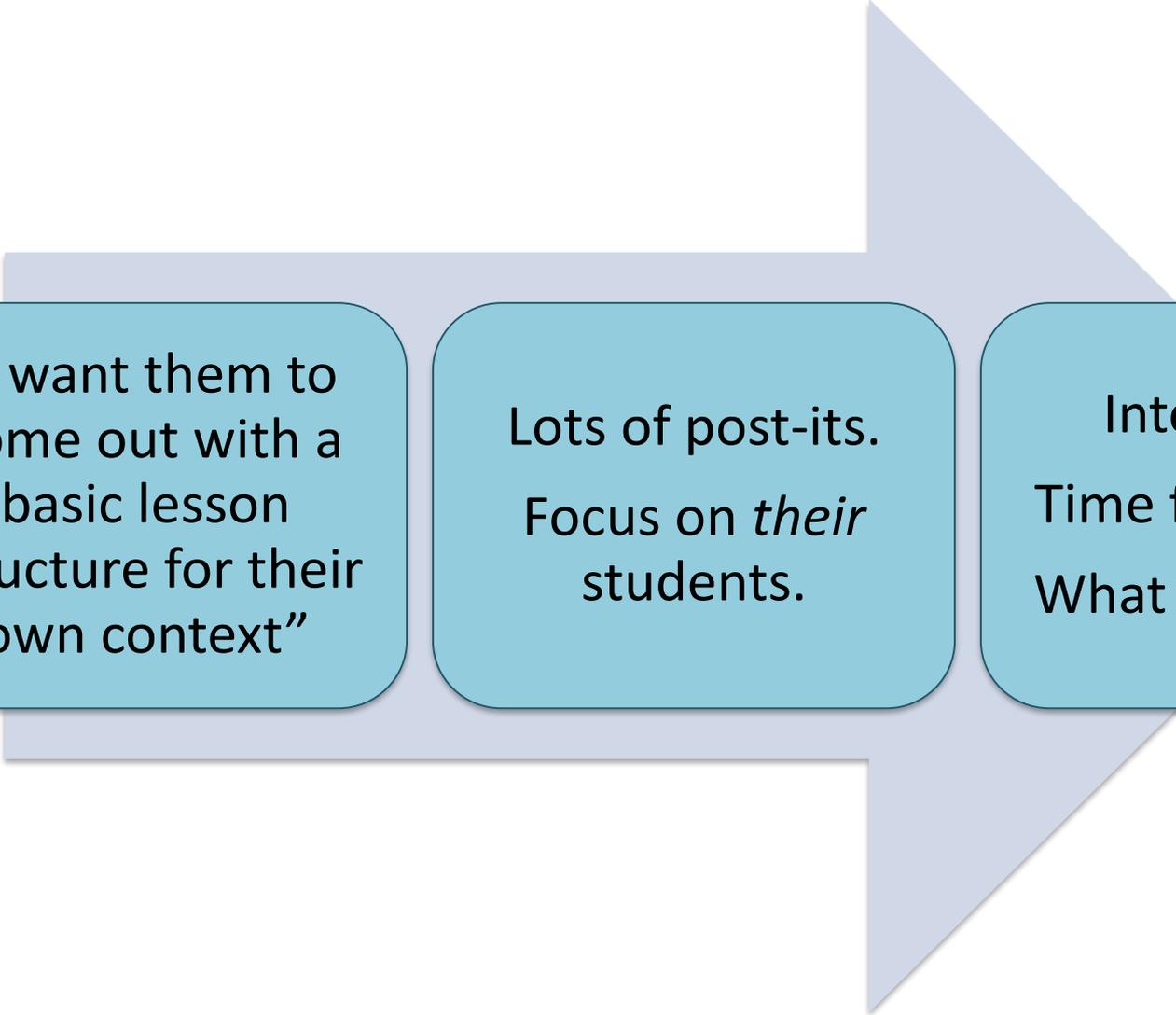
- How do they know what they know?
- How do you know what they know?

Lesson structure – the plenary

With the person next to you, spend 2 minutes discussing an idea for your plenary.

Then write it on your second yellow post-it.





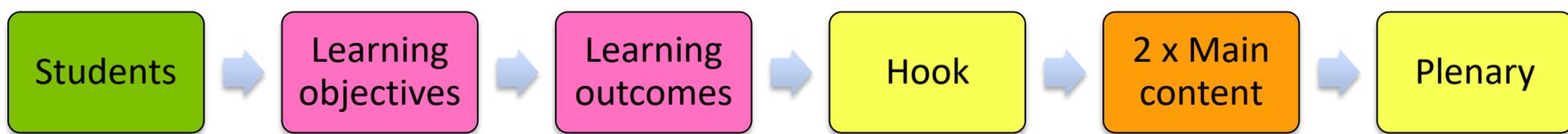
“I want them to
come out with a
basic lesson
structure for their
own context”

Lots of post-its.
Focus on *their*
students.

Interactivity
Time for thinking
What can I drop?

Plenary

You should have several post-its with ideas.



Spend 2 minutes telling someone else about your plan, then swap over.

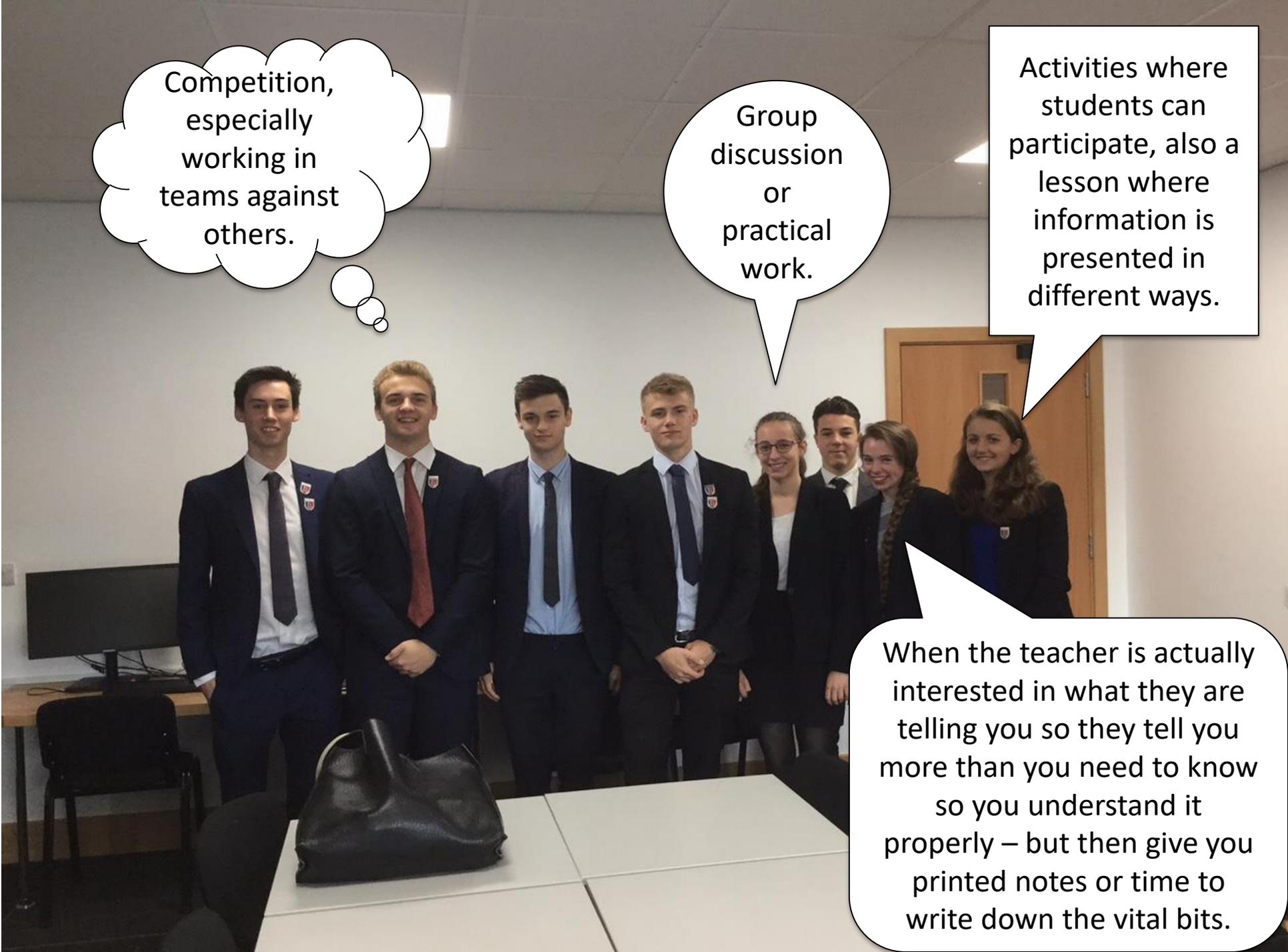
A group of students in a classroom setting. A male student in the center is pointing towards the right. To his left, another student has a red mark on his forehead. A female student in the foreground is sitting at a table with a black bag. Other students are standing around, some looking towards the camera. The room has a white wall and a wooden door in the background.

When the lesson takes forever to get to the point.

Lots of copying from slides.
Teachers who just read straight off their PowerPoint!

When the teacher spends the lesson talking and the students just have to listen.

Sitting in silence doing questions or reading the textbook and making notes on it.



Competition,
especially
working in
teams against
others.

Group
discussion
or
practical
work.

Activities where
students can
participate, also
a lesson where
information is
presented in
different ways.

When the teacher is actually
interested in what they are
telling you so they tell you
more than you need to know
so you understand it
properly – but then give you
printed notes or time to
write down the vital bits.