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.
Maths (Bristol)

Geosci (Durham)

Medic (Notts)

Vet. Biosci (Surrey)

Physics (Surrey)

Medic (Notts)

Biology (Portsmouth)

Maths (Warwick)

Maths Coaching (EGRFC)
Teaching vs Lecturing vs Giving a Talk

Why are you doing it?
Learning objectives vs outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>What a student will learn during the lesson.</td>
<td>How the student could demonstrate their learning.</td>
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</table>
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!
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
Frankly, there’s no chance I could do this with some help I’ve got this.

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

Drop It Like It’s Hot
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.
Lots of copying from slides. Teachers who just read straight off their PowerPoint!

When the lesson takes forever to get to the point.

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

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