



Lesson Planning

October 2022

Policy statement:

Lesson planning is considered a significant element of the teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for essential learning. In this context, Every faculty are expected to write lesson plans for the course they are assigned to teach.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.

Responsibility:

Every faculty should plan his/her own lesson and must get it approved by the HOD. It should be communicated to course coordinator well before delivery.

Timelines:

A week before delivery it should be available with the faculty members after its approval by the principal.

Monitoring and evaluation mechanism:

A comprehensive monitoring framework is developed at MINAMS which will be responsible for feedback for improvisation keeping in consideration the periodic student's feedback.

A successful lesson plan addresses and integrates these three key components:

- a) Objectives for student learning
- b) Teaching/learning activities
- c) Strategies to check student understanding

Steps for preparing a lesson plan:

Below are eight steps to guide for creating lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid in designing teaching and learning activities.

1) Outline learning objectives:

The first step is to determine what a teacher wants the students to learn and be able to do at the end of class. To help specify the objectives answer the following questions:

- a) What is the topic of the lesson?
- b) What do I want students to learn?
- c) What do I want them to understand and be able to do at the end of class?
- d) What do I want them to take away from this particular lesson?

Once a teacher outlines the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare for managing class time and accomplishing the more important learning objectives in case a teacher is pressed for time. Consider the following questions:

- a) What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- b) Why are they important?
- c) If I ran out of time, which ones could not be omitted?
- d) And conversely, which ones could I skip if pressed for time?

2) *Develop the introduction:*

Now that the learning objectives are in order of their importance, design the specific activities that will be used to get students to understand and apply what they have learned.

Because a class will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why a teacher might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it.

When a teacher has an idea of the students' familiarity with the topic, he/she will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. They can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning an introduction:

- a) How will I check whether students know anything about the topic or have any preconceived notions about it?
- b) What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- c) What will I do to introduce the topic?

3) *Plan the specific learning activities (the main body of the lesson):*

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles.

Also estimate how much time will be spent on each.

Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

These questions would help design the learning activities to be used:

- a) What will I do to explain the topic?
- b) What will I do to illustrate the topic in a different way?
- c) How can I engage students in the topic?
- d) What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- e) What will students need to do to help them understand the topic better?

4) Plan to check for understanding:

A teacher should also need to check for student understanding by coming up with specific questions to be asked in order to check for understanding, write them down, and then paraphrase them in order to ask the questions in different ways.

- a) What questions will I ask students to check for understanding?
- b) What will I have students do to demonstrate that they are following?
- c) Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?
- d) When planning a lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class.
- e) Teachers need to think about and decide on the balance between covering content (accomplishing the learning objectives) and ensuring that students understand.

5) Develop a conclusion and a preview:

- a) Go over the material covered in class by summarizing the main points of the lesson by either stating the main points themselves or asking students to help summarize them.
- b) Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson.
- c) Explain how does the topic relate to the one that's coming?

This preview will spur students' interest and help them connect the different ideas within a larger context.

6) Create a realistic timeline:

A list of ten learning objectives is not realistic, so narrow down the list to the two or three key concepts, ideas, or skills a teacher wants his/her students to learn.

Some of the strategies for creating a realistic timeline:

- a) Estimate how much time each of the activities will take, then plan some extra time for each
- b) While preparing next to each activity indicate how much time is expected for each
- c) Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- d) Plan an extra activity or discussion question in case time is left
- e) Be flexible – be ready to adjust the lesson plan to students' needs and focus on what seems to be more productive rather than sticking to original plan

7) Presenting the Lesson Plan:

- a) Let students know what they will be learning and doing in class will help keep them more engaged and on track.
- b) Share the lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class in the presentation.

8) Reflecting on Lesson Plan:

- a) A lesson plan may not work as well as it was expected due to a number of extraneous circumstances. A faculty should not get discouraged – it happens to even the most experienced teachers!
- b) Take a few minutes after each class to reflect on what worked well and why, and what could have been done differently.
- c) Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.
- d) To be effective, the lesson plan does not have to be an exhaustive document
- e) Nor does it have to anticipate each and every student's response or question.
- f) Instead, it should provide with a general outline of teaching goals, learning objectives, and means to accomplish them.

A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other.

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