

16) LESSON PLAN GUIDANCE

(With thanks to Denise Summers of Plymouth University)

Short description:

A comprehensive guide to lesson planning with templates and advice for all aspects of lesson planning. Suitable for all trainee teachers, and useful for all teachers as CPD

Objectives:

To enhance all aspects of lesson planning based on current best practice in the sector.

Detailed Description:

- The preparation:
- The session / activity / resource

Outline timing plan:

Requirements and Resources:

Hints and tips:

Teacher guidance:

References

A SERIES OF DOCUMENTS FOLLOW WHICH COVER ALL ABOVE ASPECTS OF THE INNOVATION ACTIVITY

PGCE & Cert Ed Lesson plan guidance

Introduction

Lesson planning is fundamental to effective teaching training. As you begin to write your plans, you may find that you are uncertain about some of the sections or statements on the lesson plan template. This guide has hyperlinked information about each box on the plan: simply click on the link for explanation of the purpose of the box, and examples of how to fill it out. You will also find further hyperlinks to more detailed policy documents and websites with additional information about key terms and concepts.

Although it is expected that you will be creating lesson plans for all your teaching sessions, for the purposes of the assessed work you will need to submit six hours of evaluated lesson plans, to include observed sessions, (with mentor comments and targets on a minimum of 4 lesson plans) using the University template. As these represent only a small fraction of your total teaching time, they are expected to be thorough and rigorous in their demonstration of effective planning, implementation, and reflective practice.

Consider the purpose and effectiveness of the plan from different perspectives. For example, is it comprehensive enough for a colleague or mentor use it to deliver a session if you were taken ill? Would it represent your practice well to a potential employer, or external examiner? Could an absent learner be able to use it to prevent them from falling behind in their studies?

**PLEASE NOTE THAT GUIDANCE IS ARRANGED IN ALPHABETICAL
ORDER BY THE TITLE OF THE GUIDANCE**

Certificate in Education & Postgraduate Certificate in Education
LESSON PLAN

Teacher:

<u>Programme title and year group:</u>		<u>Awarding body specifications:</u>		<u>Health & Safety:</u> For the purposes of risk assessment, is this lesson classed as 'routine classroom activity': <u>Yes / No</u> If no, please attach an appropriate risk assessment
<u>Unit/module title:</u>		<u>Session location and time:</u>		
<u>Session topic:</u>		<u>Session date:</u>		
<u>Functional skills your learners will develop in the session:</u>				
<u>Associated minimum core you will use:</u>				

Session Aim/s - a sentence making clear the broad statement of intent:

Intended Learning Outcomes - by the end of the session learners will have/be able to ... :

Differentiation strategies for this session, with reference to your group's profile:

<u>How are you promoting Equality & Diversity?</u>			<u>How are you addressing Every Learner Matters?</u>		
<u>Time</u>	<u>Content, Objectives</u>	<u>Teacher activity</u>	<u>Learner activity</u>	<u>Resources</u>	<u>How will learning be assessed?</u>

Your evaluation of session and learner achievement (e.g. achievement of learning outcomes, attainment of learners, effectiveness of learning resources, learner feedback on lesson), the way in which you have used your own minimum core knowledge and skills and the professional standards addressed (**which you should annotate on the plan**) within your evaluation:

Your targets identified for future sessions (to transfer to Target and Review sheet):

Mentor comments and any other targets identified (to transfer to Target and Review sheet):

Mentor initials and date:

Associated minimum core you will use:	
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This box is there for you to record your engagement with the [minimum core](#) of teachers' knowledge, understanding and personal skills regarding literacy, language, numeracy and ICT needs in education and training. The minimum core falls into two main categories: firstly, your knowledge and understanding of a range of personal, social and cultural factors affecting learning, and secondly, the personal skills you will need to carry out your role as a teacher.

The [minimum core guide](#) makes a full statement of the minimum core expectations, including an accessible summary of the elements starting on p56. To help you, we have taken relevant phrases from this document and put them into [a simple table with codes for each of the elements of the minimum core](#). As a minimum, you could take relevant phrases from this section and put them in the box in the lesson plan.

Associated minimum core you will use:	<ul style="list-style-type: none"> • Select appropriate format and style of writing for different purposes and different readers (LL28) • Select appropriate format and style for communicating findings (N25)
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Or, as a better response, you could write a short paragraph that gave a more contextualised explanation:

Associated minimum core you will use:	<p>During the explanation of perspective projection I have selected an appropriate format and style of writing (LL28) by using Gill's (1974) book 'Basic Perspective' because of its clear use of graphic and textual features. During my feedback on the students' work I have decided to annotate comments directly onto their work as this will allow me to address individual errors in perspective drawing – this shows that I have selected an appropriate format and style for communicating findings (N25)</p>
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Further explanation of the minimum core can be found in the [companion guide to the minimum core](#)

The Minimum Core of teachers' knowledge, understanding and personal skills.

**Element descriptors,
and links to module topics.**

Précis based on the introduction to the Minimum Core (LLUK, 2007):

'The Minimum Core', as this is generally know, was first identified in 2004 for the use of teacher educators and trainers of all trainee teachers in the lifelong

learning sector (LLS), to develop inclusive approaches to addressing the language, literacy and numeracy needs of learners.

In this brief version of the full document the **elements** of the knowledge and understanding and personal skills in English, Mathematics and ICT **required** of teachers in the lifelong learning sector has been condensed as guide. The elements are detailed more fully in *Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills - A guide for initial teacher education programmes* (LLUK, June 2007) which gives examples of how this knowledge and understanding will be important for teachers in their professional role.

It is important to note that this is a **minimum** core. Your subject area, learner requirements and expectations, course levels, for example, with ultimately influence what knowledge, understanding and personal skills the teacher needs.

All teachers need to be confident in working with colleagues to ensure the development of language, literacy, numeracy and ICT skills for learners. You may wish, as part of your initial teacher education course or through continuing professional development (CPD), to complete one or more of the units or qualifications that have been developed to support the embedding of literacy, language and numeracy.

Teachers, teacher trainers and trainee teachers should also consult a companion document, *Language, Literacy, Numeracy and ICT: Inclusive learning approaches for all teachers, tutors and trainers in the learning and skills sector* (LLUK, November 2007).

By using course documents such as:

- the **Skills Audit** in DLLS471/671 LTA, to enhance your Individual Development Plan (**IDP**),
- and doing the **guided study** offered throughout Stage 1

you will be able to show that you are engaging with and developing your ability to support learners, with confidence, regarding their Functional Skills, as well as developing your own knowledge, understanding and skills in literacy, numeracy and ICT.

The following table offers a method of coding the Minimum Core that you may find helpful.

Minimum Core – element descriptors

Language and Literacy – Knowledge and Understanding	
Element	Descriptor
LL1	The different factors affecting the acquisition and development of language and literacy skills
LL2	The importance of English language and literacy in enabling users to participate in public life, society and the modern economy
LL3	Potential barriers that can hinder development of language skills
LL4	The main learning disabilities and difficulties relating to language, learning and skills development
LL5	Multilingualism and the role of the first language in the acquisition of additional languages
LL6	Issues that arise when learning another language or translating from one language to another
LL7	Issues related to varieties of English, including standard English, dialects and attitudes towards them
LL8	The importance of context in language use and the influence of the communicative situation
Language and Literacy – Explicit Knowledge: Speaking	
Element	Descriptor
LL9	Making appropriate choices in oral communication episodes
LL10	Having a knowledge of fluency, accuracy and competence for ESOL learners
LL11	Using spoken English effectively
Language and Literacy – Explicit Knowledge: Listening	
Element	Descriptor
LL12	Listening effectively
LL13	Interpreting written texts
LL14	Knowledge of how textual features support reading
LL15	Understanding the barriers to accessing text
Language and Literacy – Explicit Knowledge: Writing	
Element	Descriptor
LL16	Communicating the writing process
LL17	Using genre to develop writing

LL18	Developing spelling and punctuation skills
Personal Language Skills for Teaching and Professional Life: Speaking	
Element	Descriptor
LL19	Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message
LL20	Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others
LL21	Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
LL22	Using non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others
Personal Language Skills for Teaching and Professional Life: Listening	
Element	Descriptor
LL23	Listening attentively and responding sensitively to contributions made by others
Personal Language Skills for Teaching and Professional Life: Reading	
Element	Descriptor
LL24	Find, and select from, a range of reference material and sources of information, including the Internet
LL25	Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning
LL26	Identify and record the key information or messages contained within reading material using note-taking techniques
Personal Language Skills for Teaching and Professional Life: Writing	
Element	Descriptor
LL27	Write fluently, accurately and legibly on a range of topics
LL28	Select appropriate format and style of writing for different purposes and different readers
LL29	Use spelling and punctuation accurately in order to make meaning clear
LL30	Understand and use the convention of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text

Numeracy – Knowledge and Understanding	
Element	Descriptor
N1	The different factors affecting the acquisition and development of numeracy skills
N2	The importance of numeracy in enabling users to participate in, and gain access to, society and the modern economy
N3	Potential barriers that hinder development of numeracy skills
N4	The main learning difficulties and disabilities relating to numeracy skills learning and development
N5	The common misconceptions and confusions related to number-associated difficulties
Numeracy – Explicit Knowledge: Communication	
Element	Descriptor
N6	Making and using judgements about understanding
N7	Communicating processes, and understandings
Numeracy – Explicit Knowledge: Processes	
Element	Descriptor
N8	A Knowledge of the capacity of Numeracy skills to support problem solving
N9	Making sense of situations and representing them
N10	Using Numeracy skills and content knowledge
N11	Interpreting and evaluating results
N12	Communicating and reflecting on findings
Personal Numeracy Skills for Teaching and Professional Life: Communication	
Element	Descriptor
N13	Communicate with others about Numeracy in an open and supporting manner
N14	Assess own, and other people's, understanding
N15	Express yourself clearly and accurately
N16	Communicate about Numeracy in a variety of ways that suit and support the intended audience, and recognise such use by others
N17	Use appropriate techniques to reinforce oral communication, check how well the information is received and support understanding of those listening

Personal Numeracy Skills for Teaching and Professional Life: Processes	
Element	Descriptor
N18	Use strategies to make sense of a situation requiring the application of Numeracy
N19	Process and analyse data
N20	Use generic content knowledge and skills
N21	Make decisions concerning content knowledge and skills
N22	Understand the validity of different methods
N23	Consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt
N24	Make sense of data
N25	Select appropriate format and style for communicating findings

ICT – Knowledge and Understanding	
Element	Descriptor
ICT1	The different factors affecting the acquisition and development of ICT skills
ICT2	The importance of ICT in enabling users to participate in and gain access to society and the modern economy
ICT3	The range of learners’ technological and educational backgrounds
ICT4	The main learning disabilities and difficulties relating to ICT learning and skill development
ICT5	Potential barriers that inhibit ICT skills development
ICT – Explicit Knowledge: Communication	
Element	Descriptor
ICT6	Making and using decisions about understanding
ICT7	Communicating processes and understanding
ICT – Explicit Knowledge: Processes	
Element	Descriptor
ICT8	Purposeful use of ICT
ICT9	Essential characteristics of ICT
ICT10	How learners develop ICT skills
Personal ICT Skills for Teaching and Professional Life: Communication	
Element	Descriptor
ICT11	Communicate with others with/about ICT in an open and supportive manner
ICT12	Assess own, and other people’s, understanding
ICT13	Express yourself clearly and accurately
ICT14	Communicate about/with ICT in a variety of ways that suit and support the intended audience, and recognise such use by others
ICT15	Use appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening
Personal ICT Skills for Teaching and Professional Life: Processes	

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Element	Descriptor
ICT16	Using ICT systems
ICT17	Finding, selecting and exchanging information
ICT18	Developing and presenting information

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Awarding body Specifications:	
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This box is designed to help you make clear links between the syllabus for the particular programme of study that you are teaching and the lesson plan that you are designing. Gaining, early in your studies, a clear understanding of the relationship between a syllabus, a scheme of work, and a lesson plan will help enormously when you come to create your own schemes of work, later in the course. In this box you can provide additional links to your course documentation that are not covered by the 'Unit/module', 'Functional skills', 'Programme title and year group' boxes on the lesson plan template.

Below is an example of the box being filled out with reference to a syllabus from [Edexcel for a level 2 BTEC course in Construction](#).

Awarding body Specifications:	Optional unit worth 5 credits
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Content, Objectives

In this box you can make a short statement about the focus of the task that is taking place at a particular time. Often, a lesson will cover a number of different topics, or will subdivide a topic into different themes or parts of a developmental process – this box allows you to clarify the structure of the approach that you are taking at each stage. For more detail on objectives see Intended Learning Outcomes section in this guide.

In this example the teacher is planning for the learners to first confirm their knowledge and then demonstrate their understanding:

Time	Content, Objectives	Teacher activity	Learner activity	Resources	How will learning be assessed?
5.50pm	Know the main aspects of curriculum study: purpose; design; models, etc.	<i>Issue diagram of categories/aspects of curriculum study. Explain links with sections of the coursework essay framework. Show diagram on SMARTboard.</i>	<i>Listen and ask Qs; annotate diagrams with notes. Annotate coursework essay frameworks.</i>	Diagrams (p496 Wilson) on A3. Coursework essay frameworks on A3. SMART notebook of diagram.	18 Nov. Coursework essay at Level 5/6.
6.15pm	<i>Audit of own curriculum, started briefly last week.</i>	Issue support notes to assist with audit. Explain the requirements of each audit Q., relating each to the coursework essay requirements, in particular ALO1. Support pairs as they work, with prompt Qs.	Listen, & annotate audit sheets. In pairs, interviewing each other, leading to good notes in answer to each audit Q.	Curriculum audit templates.	Participation in paired work. 18 Nov. Coursework essay at Level 5/6.

Differentiation strategies for this session, with reference to your group's profile:

[Planning for differentiation](#) involves speculation upon the ways that your individual students are going to engage with the planned teaching and learning strategies that you have devised ([see pages 4 and 5 for a range of definitions](#)). Some learners will be very accomplished at some tasks, but be comparatively weak at others. Some students will consistently be gaining top grades for their work, whilst some others may be struggling to gain a pass for their work. This box asks for information about the particular approaches that you are using during the planned session to allow for the differing needs of your students. You may decide that, during the upcoming lesson, a student or group of students has a need based upon a particular [learning style](#), [specific learning difference](#) (SpLD), or other factor (perhaps they missed the last lesson through illness and need to be informed of an on-going process; a learner may have a broken hand and not be able to write or type; a learner may be an expert in the topic being covered and may be much more able than everyone else in the class – including the teacher).

You should have a group profile in your course documentation that covers initial assessment and medium or longer term data concerning your students' status, but this differentiation box is there to capture short term considerations that are specific to the lesson that you are planning for (although you are very likely to refer to the group profile to help you do your planning).

In the example below is for an Access to HE course:

Differentiation strategies for this session, with reference to your group's profile: AB is working at Level 2 in their maths and English, the other 5 are working at Level 3. SW finds academic reading and writing a challenge and has Additional Learning Support (ALS) outside of the Access course in order to be able to meet coursework deadlines – so I will make sure SW leaves with a full set of notes. FD has an A Level in English but this was gained some time ago – she is not confident in her academic abilities, although she is able – I will try to point out her strengths to help build her confidence and I will pair her with AB during the paired exercise as both parties may benefit from working together. LB has suffered a recent bereavement and we have agreed she may just get up and leave early should she need to.

Geoff Petty has produced an interesting exercise that helps you to [evaluate how effective your teaching strategies may be in terms of differentiation](#). Reading through this exercise may help you to improve your use of your current teaching strategies and may inspire you to use some new ones.

Your evaluation of session and learner achievement (e.g. achievement of learning outcomes, attainment of learners, effectiveness of learning resources, learner feedback on lesson), the way in which you have used your own minimum core knowledge and skills and the professional standards addressed (**which you should annotate on the plan**) within your evaluation:

This box is a place for you to write up your [evaluation](#) of how the session went. Try to write up your evaluation within 24 hours of the session taking place, whilst your memory of it is fresh. The PGCE and Cert Ed courses are based upon [reflective practice](#) processes. You have a great deal of freedom concerning the model or method of reflective practice that you choose to use and you may well vary your approach as you progress through the course. Finding an approach to completing the evaluation that is congruent with your own personality and that is effective in helping you develop your teaching practice is a key element of the course.

Here are some links to sources which contain models that you may find useful when you are developing your approach.

- <http://www.infed.org/biblio/b-reflect.htm>
- http://www.brainboxx.co.uk/a3_aspects/pages/ReflectionModels.htm
- <http://www.mylibrary.com/?id=144975> Chapter 1 in Scales, P. (2008) Teaching in the Lifelong Learning Sector Maidenhead: McGraw-Hill (to access this through the hyperlink you will need to be logged into your University account)

The evaluations that you make should lead you to set targets for later, on-going experimentation with your practice (See Targets identified for future sessions section). For example, you may spot that a student is struggling with a concept in one session and, through your reflective practice you may think of another way to approach the topic. So you set yourself a target, and adopt the new approach into your next lesson plan, then measure the impact you have had whilst writing up the evaluation box of that plan – in this way you can carry a number of themes through a series of lesson plans and your lesson evaluations (along with your target setting and lesson planning) become part of an effective, structured reflective practice process..

<p>Functional skills your learners will develop in the session:</p>	
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This box asks you to record the [functional skills](#) that you are asking your learners to use or develop. These skills are in English, Mathematics and ICT.

In the example below, there are links to [Functional Skills criteria](#) for assessment, in this case mathematics at level 2, which could be appropriate for a unit from [Edexcel for a level 2 BTEC course in Construction](#). These are formal statements for a programme that has Functional Skills embedded in it; in such a programme, there is the expectation that, at a later date, evidence from the designed activities will be collated and offered up for summative assessment for a Functional Skills qualification..

<p>Functional skills your learners will develop in the session:</p>	<p>Edexcel BTEC Level 2 Extended Certificate in Construction Unit 4 for which learners in this session will be working towards achieving Level 2 Mathematics:</p> <ul style="list-style-type: none"> c) Understand, use and calculate ratio and proportion, including problems involving scale; f) Recognise and use 2D representations of 3D objects; h) Use, convert and calculate using metric and, where appropriate, imperial measures;
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Health & Safety:

For the purposes of risk assessment, is this lesson classed as 'routine classroom activity':

Yes / No

If no, please attach an appropriate risk assessment

If the session is routine, either, highlight the relevant statement:

Health & Safety:

For the purposes of risk assessment, is this lesson classed as 'routine classroom activity':

Yes / No

If no, please attach an appropriate risk assessment

or, delete the irrelevant statement:

Health & Safety:

For the purposes of risk assessment, is this lesson classed as 'routine classroom activity':

Yes

If no, please attach an appropriate risk assessment

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If the session is non-routine and requires a risk assessment then you should use the forms from your practice establishment. You will find general guidance concerning Health and Safety at the Health and Safety Executive (HSE) site on the [Further Education Safety and Health Forum](#) (FESH) page.

How are you addressing **Every Learner Matters**?

The Every Learner Matters (also called Every Student Matters) initiative is an adaptation of [Every Child Matters](#). The ethos and principles are the same, but the language is less focused on younger learners and has been broadened to incorporate learners who may be attending Further Education or Adult and Community Learning. The 5 principles of Every Learner Matters are 'Be Healthy', 'Stay Safe', 'Enjoy and Achieve', 'Make a Positive Contribution' and 'Achieve Economic Well-Being'.

The [guide](#) produced by Rosemary Clark (2006) is quite old now, but does give lots of clear, practical advice. You may also find this [EMCETT site](#) useful. Many of the responses to Every Learner Matters are college wide and do not necessarily affect your lesson planning (such as the meals that are being served in the canteen that fit in with 'Be Healthy'). In the box on the lesson plan you should explain your approaches to Every Learner Matters that pertain to the lesson you are planning for. Select those of the 5 principles that are relevant and write an explanatory statement that justifies your selection.

The example below is representative of our expectations:

How are you addressing **Every Learner Matters**?

Achieve Economic Well-Being: The session is making clear links to future career opportunities when we look at developing drawing skills using software that is an industry standard.

Be Healthy: Although the session does plan for extensive use of computers, the activities are broken up with peer review, a coffee break and short presentations.

This should help to ensure that learners work within [HSE guidelines](#).

Note that only the most relevant principles for this session have been addressed, not all of them. Over a period of time you will build a good understanding of Every Learner Matters concepts, but you do not have to keep a separate tracking sheet of your engagement with this policy.

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How are you promoting Equality & Diversity?

In this box you should record ways that you are valuing cultural diversity and making provision for the promotion of equality for learners. This could be through using an inclusive approach or making a reasonable adjustment to an approach to meet the needs of an individual or group.

The statements that you make may relate directly to your specialist subject pedagogy, or it may relate to a wider college policy. Here are a couple of examples:

How are you promoting Equality & Diversity?

First assignments are written in a learner's native language and translated by the LSA. This helps to assess underlying abilities and values the students strengths in their subject knowledge, rather than highlighting potential weaknesses in their use of English

How are you promoting Equality & Diversity?

This session is built around next week's visit to the City Museum and Art Gallery where there is a wide range of cultural artefacts on show and they will be used to promote discussion of cultural imperialism and the suppression of native culture.

You may like to carry out some further research in this area. Here are some links to get you started:

- <http://www.equalityanddiversity.co.uk/samples/sample-embedding-equality-and-diversity-into-everyday-practice.pdf>

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- <http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-further-education/surveys-evaluations-further-education-2011/an-evaluation-of-cultural-diversity-in-colleges-of-further-education-phase-two.pdf>
- Gravells, A. & Simpson, S. (2009) Equality and Diversity in the Lifelong Learning Sector
<http://lib.mylibrary.com/Open.aspx?id=248437&loc=&srch=undefined&src=0> (Accessed: 4.7.12)
(to access this you will need to be logged into your University account)

How will learning be assessed?

This box is a place for you to record your thoughts about how you will know that learning is taking place. This could be through one method or a combination of methods. You should also consider if the checks on learning are taking place during the session and/or at a later date.

Here are some examples of ways the box could be filled in – it is really dependent on the nature of the activity being carried out at the time.

How will learning be assessed?
Q & A to assess current status of knowledge

It is often useful to carry out a diagnostic assessment at the start of a new topic or theme to establish what the learners already know, or to find out about their relevant experiences.

How will learning be assessed?
Q & A to assess understanding of new terminology

Q & A can also be used during, or at the end of, an activity to see if learners have a clear comprehension of the activity that has just taken place. You will be designing activities that build learning in stages and it is important that learners are confident in the prior stage before they move onto the subsequent one.

How will learning be assessed?

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How will learning be assessed?
Observation of engagement

You may be scanning the classroom, laboratory, or workshop to see that all the learners are following set stages of an activity, or to see that they are actively involved in the discussion of a point. You may see somebody who is becoming disinterested or confused through your observation and what you see will inform the kind of [intervention](#) that you make to maximise the efficiency of the learning. through an exam, essay or portfolio, etc.

How will learning be assessed?
Formative Quiz Summative essay submission June 27 th

There are a number of activities that can engage the whole class and that will provide [formative assessment](#) information on the progress that the learners are making. These include quizzes, presentations, role plays, debates, etc. Sometimes the grasp of the topic will be tested more formally at a later date as part of the [summative assessment](#) for a unit, module or course

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Learner activity

This box should describe what the learners are doing at each stage of the session. When carrying out your planning you may find it useful to write the learner activities as instructions. You can then cut and paste these instructions into handouts or a PowerPoint that you are using during the session.

In the example below you can see how the teacher and learner activities are clearly delineated:

Teacher activity	Learner activity
Introduce, then facilitate task. Give 5 minute reminders of the time remaining.	Make notes about the nature of the task and ask questions about anything that you are unsure of. You will have 15 minutes to complete 1 plan and 1 elevation drawing of the garage extension using the materials supplied.

Mentor comments and any other targets identified (to transfer to Target and Review sheet):

Mentor initials and date:

You should have regular meetings with your mentor and during these meetings you may discuss or review your lesson planning, lesson delivery or lesson evaluations. This box is provided to record significant comments and to record specific targets that your mentor sets for, or agrees with, you. The particular strengths that mentors have include their subject specific knowledge of the content of the courses being taught, and their understanding of the best pedagogical approaches to take. You should be using some of your time with your mentor to gain expertise in these areas. At least 4 of the lesson plans that you submit for each session should have comments recorded in this box on your plan and the box should be initialled and dated by your mentor. Targets set by your mentor should be transferred to your Target and Review Sheet and be acted upon. You should then review progress and the impact on learners.

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Programme title and year group:	
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In this box you record the title of the course that your learners are studying and, if relevant, the year of study. Here are a couple of examples:

Programme title and year group:	AQA A Level Law (AS), Year 1
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Programme title and year group:	BTEC Level 3 Extended Diploma in Applied Science (Forensic), Year 2
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Resources

When planning your lesson you need to think ahead about the resources that both you and the learners will need to carry out the various tasks at the allotted time. This could be as simple as bringing along pens and paper, but it may also prompt you to think about projectors, smart boards or laptop computers that need to be booked in advance. This is also a convenient place to put hyperlinks that relate to the content of the activity, or to record the slide numbers of a PowerPoint that relate to this section of the plan (this can be useful for you and for students who miss the session and are accessing your plan through the intranet etc). Here are a couple of examples:

Resources
Smartboard PPT slides 9-14 Handouts 2 and 3

Resources
http://classtools.net/education-games-php/timer

Where possible, you may find it useful to insert handouts and worksheets to the bottom of your lesson plan. This will help you to keep your resources in one place and will make your job far easier when returning to the lesson at a later date, or when sharing a plan with a colleague or learner.

Session Aim/s (a sentence making clear the broad statement of intent):

Intended Learning Outcomes (by the end of the session learners will have/be able to ...):

Atherton has a useful [explanation of aims, objectives and outcomes](#). Under Session Aims you should record your broad statement of intent for the lesson as a whole. Under Intended Learning Outcomes you should specify what learners will have done, or will be able to do by the end of the session. This may be related to the [cognitive, affective or psychomotor domains](#) of learning. You may find that relevant learning outcomes for a given unit, module or course already exist in the syllabus or course documentation, but you may have to create your own learning outcomes. Gosling and Moon's (2002) booklet [How to Use Learning Outcomes and Assessment Criteria](#) is used by many colleges and universities as the basis of their staff development concerning the creation of learning outcomes (see p17 for specifics).

Session Aim/s (a sentence making clear the broad statement of intent):

To introduce and begin experimentation with stop motion animation.

Intended Learning Outcomes (by the end of the session learners will have/be able to ...):

1. will have completed worksheet 1 concerning definitions and concepts of stop motion animation
2. will have created a 25 page flick- book animation
3. will have created a storyboard to base next week's filming upon
4. will be able to articulate their intended project through spoken word and drawn storyboard

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Session date:	
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You simply record the date that the lesson plan is enacted. Some teachers deliver the same lesson to different groups on different days. In this instance, if you have not changed the plan based upon your reflective practices from the first delivery of the lesson, you simply change the date. It is likely though that your evaluation of the session will be different as so many other variables (i.e. the learners) will have changed.

Any recognised format for the date is acceptable – here are a few examples:

Session date:	22 nd October 2012
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Session date:	Monday 22 nd October 2012
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Session date:	22.10.12
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Session location and time:	
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Giving specific information about the site, room and time that the lesson will be enacted in, or name the location if it is to be an outdoor or off-site session. Giving the start and finish times of the session is more helpful to your course tutors than just giving the start time (they have to check that you have submitted 10 hours of lesson plans for each module).

Here are a few examples:

Session location and time:	PCC KR205 11.00-12.00 and 13.00-14.30
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Session location and time:	PCA Room 228 09.30-11.00
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Session location and time:	Formal Gardens, Mount Edgumbe Park. 09.00-14.00
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Session topic:	
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This box asks for the broadest statement concerning the aim of the session. You will often find that the session topic is predefined by the scheme of work for the unit, module or course that you are teaching. As you can see in the examples below, the session topic usually consists of a phrase or fragment of a sentence:

Session topic:	Writing a UCAS statement
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Session topic:	The scope of criminal liability
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Session topic:	The soufflé omelette
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Your targets identified for future sessions (to transfer to Target and Review sheet):

Following your lesson evaluation, you should derive targets for your future development. A common approach is through the use of [SMART targets](#). The targets that you create can take many different forms. They may be short, medium or long term. They may relate to your personal delivery style, the way that you use a teaching method, your knowledge of a topic and how best to explain it to your learners, the use of technology, or any number of other factors related to teaching and learning. The targets that you set on your plan should be transferred to your Target and Review sheet and be acted upon.

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Teacher activity

This box should describe what the teacher is doing at each stage of the session. In the example below you can see how the teacher and learner activities are clearly delineated:

Teacher activity	Learner activity
Introduce, then facilitate task. Give 5 minute reminders of the time remaining.	Make notes about the nature of the task and ask questions about anything that you are unsure of. You will have 15 minutes to complete 1 plan and 1 elevation drawing of the garage extension using the materials supplied.

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Time

There are a number of ways that you can record the timings for the session that you are making plans for. You can state the duration of the activity, the start and end time, or just the start time. These different approaches are shown in the examples below:

Time
15 mins

Time
09.15- 09.30

Time
09.15

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Unit/module title:	
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In the past 20 years it has become common to break whole courses down into small [units and modules](#). The unit code or module title will be found on the scheme of work, syllabus, or other course documentation. Being able to cross-reference your teaching to the awarding body syllabus has become an important part of quality assurance processes and during the PGCE or Cert Ed course you will become familiar with the process. Here are a couple of examples:

Unit/module title:	Curriculum and Society DLLS572-772
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Unit/module title:	LAW03 Criminal Law (Offences against the person) or Contract Law
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