

Module 3

Planning lessons

Planning lessons

Objectives

- To clarify the nature of lesson objectives and consider how these may be most effectively shared with pupils
- To help teachers prepare simpler and more effective lesson plans

Resources

- OHTs 3.1–3.5
- Handouts 3.1–3.7 (Handout 3.1 is OHT 3.3.)
- Appendix 3.1, Long, medium and short-term planning (photocopied and distributed to all participants before course begins)
- Flipchart and pens

Session outline

75 minutes

3.1	Introduction	5 minutes
3.2	Objective-led lesson planning	10 minutes
3.3	Writing objectives	20 minutes
3.4	Key elements of good lesson plans	10 minutes
3.5	Lesson plan formats	15 minutes
3.6	Improving lesson plans	12 minutes
3.7	Ready for more?	3 minutes

Pre-course tasks

Read **appendix 3.1, Long, medium and short-term planning**.

Participants should collect and bring to the session the lesson plans of two lessons recently taught in Key Stage 3 and the medium-term plan/s from which they are drawn.

3.1 Introduction

5 minutes

Show **OHT 3.1** and identify the objectives of the session.

Objectives OHT 3.1

- To clarify the nature of lesson objectives and consider how these may be most effectively shared with pupils
- To help teachers prepare simpler and more effective lesson plans

Introduce the session by stressing that planning to objectives is a key principle in the Key Stage 3 Strategy. It sharpens the focus on teaching and learning and so helps to raise standards. It enables teachers to shift the emphasis from what pupils **do** to what they **learn**. Say that the session is about short-term planning. It will present useful formats for planning lessons and help teachers write lesson plans that are straightforward, quick and manageable. Stress that lesson plans should not be too detailed and that it is important to avoid complicated formats that repeat material in medium-term plans. Planning should lead to better teaching and learning. If plans absorb too much teacher time and energy they become counterproductive.

3.2 Objective-led lesson planning

10 minutes

Explain that plans should help lessons run more smoothly and enable pupils to make more progress in the time available.

Lesson planning serves a number of purposes, and some are listed in appendix 3.1. This section is about planning to objectives. The objectives for lessons need to be made explicit to pupils, in a language that they can understand. This may include using objects, pictures or symbols (especially to help the understanding of pupils with special educational needs).

Show **OHT 3.2** and clarify the nature of objectives in lessons and the importance of sharing these with pupils.

The importance of sharing objectives with pupils OHT 3.2

Plans should help teachers make clear to pupils:

- **lesson objectives** (what is taught and learned – what the pupils should know, understand, be able to do, or be aware of as a result of the lesson);
- **the big picture** (the broad purpose of the lesson, which may directly refer to longer-term objectives/targets and how the lesson links to other lessons).

Show **OHT 3.3** and distribute a copy of **handout 3.1** to each participant. Spend 5 minutes using OHT 3.3/handout 3.1 to introduce the use of stems – for example ‘understand why ...’ – in writing objectives. This helps to avoid writing down activities instead of objectives.

Writing objectives: useful stems OHT 3.3/Handout 3.1

By the end of the lesson pupils will:

- **know that ...** (*knowledge*: factual information, for example names, places, symbols, formulae, events);
- **develop/be able to ...** (*skills*: using knowledge, applying techniques, analysing information, etc.);
- **understand how/why ...** (*understanding*: concepts, reasons, effects, principles, processes, etc.);
- **develop/be aware of ...** (*attitudes and values*: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.).

Objectives may also focus on **how** pupils learn.

3.3 Writing objectives

20 minutes

Explain that this part of the session will give the participants an opportunity to practise writing clear lesson objectives, which can be shared with pupils.

Organise participants into groups of six to form three pairs. Each pair should have teachers from different subject areas. Participants should take it in turns to take the role of teacher and then pupil in order to test whether the objectives can be clearly understood.

Give out **handout 3.2**.

Handout 3.2

Writing objectives: activity

For this activity you will need to use the lesson plans and medium-term plans you have brought to the session.

On your own spend 5 minutes reading one of your lesson plans and

- rewrite the lesson objectives in language which can be shared with pupils using the boxes that ... understand why (or how) ... develop/learn to ... and develop/be aware of ... items
- identify the learning outcomes that the teacher and/or pupils would be looking for to demonstrate success in the lesson
- make clear how you would put the lesson in a longer term context (present the big picture)

With a partner:

- spend 2 minutes talking through your responses
- after presenting your revised objectives, ask a couple of questions to make sure your 'buddie' partner has understood them properly

Note: The 'buddie' partner must concentrate on the 'good spots' and ask whether the objectives and evidence are clear and specific to the particular lesson and in plain, simple language. (It is helpful to consider whether all the pupils you teach would understand them.)

In a group of six:

- each pair should decide which lesson objectives to present to the larger group of six
- the group of six should decide which example to use to present to the whole group and write it up on a flipchart.

(This part of the activity should take 5 minutes.)

Ask each group to read out their chosen example from the **flipchart** and ask for any brief comments. This should take about 5 minutes.

3.4 Key elements of good lesson plans 10 minutes

Explain that this part of the session will look at what a good lesson plan would contain. Take 5 minutes to describe the key elements of good lesson plans. Use **OHT 3.4**.

OHT 3.4

Key elements of good lesson plans

Good lesson plans are brief but usually have:

- lesson objectives which can be shared with pupils;
- a clear structure for the lesson;
- brief notes on key questions and teaching points;
- brief notes on specific activities;
- brief notes relating to needs of individuals or groups (for example, SEN or G&T);
- a note of how any additional support will be used;
- reference to subject issues, for example developing vocabulary;
- references to relevant resources;
- an indication of any homework to be set.

Point out the value of identifying key questions. They help to:

- highlight key concepts and skills;
- develop cognitive dialogue and interaction;
- provide evidence for informal, ongoing assessment.

It is also useful to plan teaching points and strategies, such as explanations. (Questioning and explaining are considered in detail in section 2 'Teaching repertoire', of this training folder.)

Distribute **handout 3.3** and stress the importance of a lesson having a good structure. Ask participants to read the handout and identify ways in which the teaching and learning develop through the lesson.

Structuring a lesson	Handout 3.3
<p>Successful lesson structures include the following:</p> <ul style="list-style-type: none"> a chop chop, which allows pupils to share experiences and prior knowledge, sometimes done through a specific starter activity explanation and expansion of the main points and content of the lesson, which allows pupils to access new information and be introduced to new skills and processes activities which build on the explanation by allowing pupils to process the new information, to clarify patterns, rules and conventions arising from it and to develop understanding opportunities to consolidate and apply their learning and express this in a range of ways, for example through written, diagrammatic, physical, visual, auditory or oral responses plenaries during and at the end of a lesson to check on progress and for pupils to reflect on what they have learned and how they have learned it. 	

Take comments. Emphasise that the planning structure supports pupils in moving from what they know to new knowledge and understanding. It enables them to:

- use and process information;
- identify patterns;
- classify and make generalisations (often using specific vocabulary);
- apply the knowledge in independent work;
- reflect on and restructure what they have learned.

There is a development from a shared, whole-class context, through supported application of skills and knowledge by pupils, to independent work. Point out that the other modules in the folder support different parts of this structure.

3.5 Lesson plan formats

15 minutes

Give out **handouts 3.4 and 3.5**. Handout 3.4 provides four different lesson plan formats based on lesson plans used effectively by pilot schools. Handout 3.5 provides examples of how these formats have been used.

Sample lesson plan A: secondary school	Handout 3.4
<p>Class: _____ 1 of 5</p>	
<p>Objectives (what pupils should know / understand / be able to do / be aware of by the end of the lesson)</p>	<p>Learning outcomes (the evidence to show that pupils have achieved the learning objectives)</p>
<p>The big picture (using this lesson is important / how it will help pupils achieve their targets)</p>	<p>Resources</p>
<p>Links with LAC / NAC / ICT objectives</p>	<p>Provision for EAL / SEN / GAT</p>
<p>Other notes</p>	

x5

Lesson plan A	Handout 3.5
<p>Class: Y7 Art: Changing Rooms - Van Gogh's bedroom: Lesson 1 of 7 1 of 5</p>	
<p>Objectives (what pupils should know / understand / be able to do / be aware of by the end of the lesson)</p>	<p>Learning outcomes (the evidence to show that pupils have achieved the learning objectives)</p>
<p>Understand and identify:</p> <ul style="list-style-type: none"> • define and use 'art world' from the wall cards 	<p>The big picture (why this lesson is important / how it will help pupils achieve their targets)</p> <ul style="list-style-type: none"> • If you know the right words, you will be better able to study, understand and discuss the work of famous artists, other people and your own work. • This will help you learn from others and continue to improve your work.
<p>Be able to:</p> <ul style="list-style-type: none"> • recognise key features of Van Gogh's work in their own work • draw a room in perspective • further develop vocabulary to describe world of art 	<p>Resources</p> <ul style="list-style-type: none"> • art wall • print of 'Starry Night' and 'Bedroom at Arles' • orientated and blank cards describing Van Gogh's style • Blu-Tack • examples of work by other Y7 groups • paper • drawing pencils
<p>Links with LAC / NAC / ICT objectives</p> <p>LAC - See starter and other notes, below ICT - Pupils can use digital camera to photograph their piece as it progresses.</p>	<p>Provision for EAL / SEN / GAT</p> <p>Belmont and Hobson to use art software.</p>
<p>Other notes</p> <p>This art is a response to a survey of KS3 pupils - most pupils lacked the vocabulary meaningfully to discuss artwork, the key words used in the introduction will be displayed around the room for a while.</p>	

x5

Make these points:

- All of these are useful formats but some are more detailed than others.
- They each contain key elements of good lesson planning.
- The more detailed lesson formats serve a particular need of the teacher, the subject or the department. This level of detail is a 'consciously added extra' for a particular purpose and is not a requirement of all lesson plans.

Explain that the purpose of this part of the session is for participants to reflect on their own current lesson planning.

Participants should work in subject department groups. They should refer to the lesson plans they have brought to the session and use handout 3.8 to decide which aspects of their department's lesson plans they like and which they think they can develop. The focus should be on actions which the department will take to revise plans.

Allow 10 minutes for this (moving between the groups and picking up what is being discussed). Spend 2 minutes sampling the groups to gain some brief feedback and pick up any action points.

3.7 Ready for more?

3 minutes

End the session by referring again to appendix 3.1 and the purposes of lesson planning before presenting **OHT 3.5**.

<p>Ready for more? OHT 3.5</p> <ul style="list-style-type: none">• As a department, review and, if appropriate, revise the planning format for lessons to ensure that it addresses the key elements of lesson planning in a manageable way.• Revise a week's lesson plans to ensure there is a clear focus on objectives and an indication of the evidence needed to demonstrate what pupils have learned.• Question pupils during the lessons to check that:<ul style="list-style-type: none">(a) they understand the lesson objectives;(b) they can explain how they will know when they have achieved them.• Make sure that objectives are referred to during plenaries.• Try different ways of introducing lesson objectives, for example through whole-class discussion, whole-class questioning, writing them on the board, providing them on cards.

Long, medium and short-term planning

Appendix 3.1

Good planning underpins good practice. It helps to ensure that teaching is focused on what pupils need to learn to make good progress.

Planning for the foundation subjects and RE should address the long, medium and short term. A long-term plan, drawn from the National Curriculum, offers a brief overall map of what is taught; diagrams and lists are appropriate for this. Medium-term planning is addressed through schemes of work, which in turn provide the structure within which teachers can carry out lesson planning.

The National Curriculum programmes of study describe the subject knowledge and content of the curriculum. The level descriptions help to determine the level of challenge and assist planning for progression. Departments should use these two components to create teaching and learning objectives, making explicit the concepts, skills and processes involved in schemes of work. Schools may choose to use the DfES/QCA schemes of work, where objectives and expectations are already identified and exemplified. In lessons, the objectives are then made explicit to pupils and act as the basis for assessment and target setting.

The purpose of lesson plans

Good lesson plans help teachers to:

- structure their lessons;
- build on previous lessons and learning;
- share the objectives of the lesson with pupils;
- assess pupil achievements;
- develop effective assessment for learning;
- make lessons more inclusive and address a range of needs;
- make better use of classroom support;
- make explicit the key strategies they wish to use;
- address the key questions they need to ask;
- highlight key vocabulary;
- focus on targets for raising standards, including literacy, numeracy and ICT;
- set homework.

Objectives

OHT 3.1

- To clarify the nature of lesson objectives and consider how these may be most effectively shared with pupils
- To help teachers prepare simpler and more effective lesson plans

The importance of sharing objectives with pupils

OHT 3.2

Plans should help teachers make clear to pupils:

- **lesson objectives** (what is taught and learned – what the pupils should know, understand, be able to do, or be aware of as a result of the lesson);
- **the big picture** (the broad purpose of the lesson, which may directly refer to longer-term objectives/targets and how the lesson links to other lessons).

Writing objectives: useful stems

OHT 3.3/Handout 3.1

By the end of the lesson pupils will:

- **know that** ... (*knowledge*: factual information, for example names, places, symbols, formulae, events);
- **develop /be able to** ... (*skills*: using knowledge, applying techniques, analysing information, etc.);
- **understand how/why** ... (*understanding*: concepts, reasons, effects, principles, processes, etc.);
- **develop /be aware of** ... (*attitudes and values*: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.).

Objectives may also focus on **how** pupils learn.

Key elements of good lesson plans

OHT 3.4

Good lesson plans are brief but usually have:

- lesson objectives which can be shared with pupils;
- a clear structure for the lesson;
- brief notes on key questions and teaching points;
- brief notes on specific activities;
- brief notes relating to needs of individuals or groups (for example, SEN or G&T);
- a note of how any additional support will be used;
- reference to subject issues, for example developing vocabulary;
- references to relevant resources;
- an indication of any homework to be set.

Ready for more?

OHT 3.5

- As a department, review and, if appropriate, revise the planning format for lessons to ensure that it addresses the key elements of lesson planning in a manageable way.
- Revise a week's lesson plans to ensure there is a clear focus on objectives and an indication of the evidence needed to demonstrate what pupils have learned.
- Question pupils during the lessons to check that:
 - (a) they understand the lesson objectives;
 - (b) they can explain how they will know when they have achieved them.
- Make sure that objectives are referred to during plenaries.
- Try different ways of introducing lesson objectives, for example through whole-class discussion, whole-class questioning, writing them on the board, providing them on cards.

Writing objectives: useful stems

OHT 3.3/Handout 3.1

By the end of the lesson pupils will:

- **know that** ... (*knowledge*: factual information, for example names, places, symbols, formulae, events);
- **develop /be able to** ... (*skills*: using knowledge, applying techniques, analysing information, etc.);
- **understand how/why** ... (*understanding*: concepts, reasons, effects, principles, processes, etc.);
- **develop /be aware of** ... (*attitudes and values*: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.).

Objectives may also focus on **how** pupils learn.

Writing objectives: activity

Handout 3.2

For this activity you will need to use the lesson plans and medium-term plans you have brought to the session.

On your own spend 5 minutes reading one of your lesson plans and:

- rewrite the lesson objectives in language which can be shared with pupils using the 'know that ...', 'understand why (or how) ...', 'develop/be able to ...' and 'develop/be aware of ...' stems;
- identify the learning outcomes that the teacher and/or pupils would be looking for to demonstrate success in the lesson;
- make clear how you would put the lesson in a longer-term context / present the big picture.

With a partner:

- spend 5 minutes talking through your responses;
- after presenting your revised objectives, ask a couple of questions to make sure your 'pupil' partner has understood them properly.

Note: The 'pupil' partner must concentrate on the 'pupil speak' and ask whether the objectives and evidence are clear and specific to the particular lesson and in plain, simple language. (It is helpful to consider whether all the pupils you teach would understand them.)

In a group of six:

- each pair should decide which lesson objectives to present to the larger group of six;
- the group of six should decide which example to use to present to the whole group and write it up on a flipchart.

(This part of the activity should take 5 minutes.)

Successful lesson structures include the following:

- a crisp start, which allows pupils to share experience and prior knowledge, sometimes achieved through a specific starter activity;
- exposition and explanation of the main points and content of the lesson, which allows pupils to access new information and be introduced to new skills and processes;
- activities which build on this exposition by allowing pupils to process the new information, to identify patterns, rules and conventions arising from it and to develop understanding;
- opportunities to consolidate and apply their learning and express this in a range of ways, for example through written, diagrammatic, physical, visual, auditory or oral responses;
- plenaries during and at the end of a lesson to check on progress and for pupils to reflect on what they have learned and how they have learned it.

Sample lesson plan A: secondary school

Handout 3.4

1 of 5

Class:

Objectives (what pupils should know / understand / be able to do / be aware of by the end of the lesson)	Learning outcomes (the evidence to show that pupils have achieved the learning objectives)	The big picture (why this lesson is important / how it will help pupils achieve their targets)
Links with LAC / NAC / ICT objectives	Resources	
Provision for EAL / SEN / G&T		
Other notes		

Handout 3.4

2 of 5

Lesson structure and timings				
Starter	Introduction	Development	Plenary	Homework

Sample lesson plan B: middle school

Handout 3.4

3 of 5

Subject: _____ Lesson/s: _____

Date/s: _____ Teacher: _____ Class: _____

Reference to medium-term plan objectives
Lesson objectives:
Success criteria:
Activities (with approximate timings):
Plenary strategies/questions:
SEN, EAL, G&T strategies/notes:
Links with LAC / NAC / ICT:
Homework:
Other notes:

Sample lesson plan C: middle school

Handout 3.4

4 of 5

Lesson/s: _____ Key question: _____

Teaching objectives	Evidence of achievement
Resources	Keywords
Introduction	
Development activities	
Additional support	Extension activities/strategies
Plenary	
Homework	

Sample lesson plan D: community college

Handout 3.4

5 of 5

Class:

Objectives:

Learning outcomes:

Big picture:

Notes:

Lesson plan A

Class: Y7 Art. Changing Rooms - 'Van Gogh's bedroom'. Lesson 1 of 7

Handout 3.5

1 of 5

<p>Objectives (what pupils should know / understand / be able to do / be aware of by the end of the lesson)</p> <p>Understand and identify:</p> <ul style="list-style-type: none"> • some of the techniques used by Van Gogh <p>Be able to:</p> <ul style="list-style-type: none"> • re-create key features of Van Gogh's work in their own work • draw a room in perspective • further develop vocabulary to describe works of art 	<p>Learning outcomes (the evidence to show that pupils have achieved the learning objectives)</p> <ul style="list-style-type: none"> • Select and use 'art words' from the wall cards • Carefully observe the picture of Van Gogh's bedroom, decide what to leave and what to change • Pencil an outline of the new room you have designed 	<p>The big picture (why this lesson is important / how it will help pupils achieve their targets)</p> <ul style="list-style-type: none"> • If you know the right words, you will be better able to study, understand and discuss the work of famous artists, other pupils and your own work. • This will help you learn from others and continue to improve your work.
<p>Links with LAC / NAC / ICT objectives</p> <p>LAC - See starter and other notes, below.</p> <p>ICT - Pupils can use digital camera to photograph their piece as it progresses.</p>		<p>Resources</p> <ul style="list-style-type: none"> • art wall • print of 'Starry Night' and 'Bedroom at Arles' • annotated and blank cards describing Van Gogh's style • Blu-Tack • examples of work by other Y7 groups • paper • drawing pencils
<p>Provision for EAL / SEN / G&T</p> <p>Melanie and Naseem to use art software.</p>		<p>Other notes</p> <p>This unit is a response to a survey of KS3 pupils - most pupils lacked the vocabulary meaningfully to discuss artwork: the key words used in the introduction will be displayed around the room for a while.</p>

Handout 3.5

2 of 5

Lesson structure and timings				
Starter	Introduction	Development	Plenary	Homework
<p>Sit pupils next to the art wall to view the reproduction of 'Starry Night'.</p> <p>Invite volunteers to select words from the list of cards and match them with features of the painting. (e.g. 'swirling brush strokes'.)</p> <p>(10 mins)</p>	<p>Briefly explain who Van Gogh was and display some of his key works. Introduce the black-and-white version of the 'Bedroom at Arles'.</p> <p>(5 mins)</p>	<ol style="list-style-type: none"> 1. Discuss the TV programme 'Changing Rooms.' Explain the task - to do a 'changing rooms' makeover of the bedroom at Arles. 2. Volunteers take blank card and write their suggested change, fix card next to picture on the wall. 3. Refer to work-in-progress by other Y7 pupils (displayed next to the original bedroom painting). Explain that pupils will eventually paint their new room in the style of Van Gogh. Today they will design the room in pencil. (10 mins) 4. Show pupils how to put the room in perspective by ruling lines to fixed points. Model this technique on whiteboard. (5 mins) 5. Pupils develop work in their own style. (25 mins) 	<p>Pupils use words on the wall and select at least one of Van Gogh's painting techniques they would like to learn when they paint their changed room. (Link to next lesson)</p> <p>'No hands up' questioning: What did you learn today that might improve your artwork? (5-10 mins)</p>	<p>N/A</p>

Sample lesson plan

Handout 3.5

3 of 5

Subject: History Lesson/s: Lesson 2 of 9 - Black Peoples of America

Date/s: Fri 14/06/02 Teacher: SMG Class: 8 F

Reference to medium-term plan objectives

Knowledge: The details of the Triangular Trade are a vital 'coat hanger' - most of the details of the slave trade hang on it.

Pupil reminder: Transforming information is a very good way to learn - this activity will give you a chance to work in your preferred way.

Lesson objectives:

- To know what was transported on each of the three voyages making up the Triangular Trade
- To be able to explain the rationale behind the trade
- To be able to develop presentational skills

Success criteria:

- To present the information about the Triangular Trade in an effective way (think about our recent discussions on presentation)

Activities (with approximate timings):

Starter: Links to last lesson. On whiteboard, a list of 8 statements about the Triangular Trade. Pupils have to put T or F (min. requirement - could use whiteboards). More advanced pupils can correct the statements. (5 mins) - Discuss (5 mins).

('Slaves were paid to work on plantations in the West Indies.' F. 'The slaves produced sugar, coffee and cotton which was taken back to Europe.' T etc.). Full list available.

Introduction: Link to last lesson's work. Issue textbook and sheet. Read the information whilst referring to map on page 13. (5-10 mins)

Development: Explain that one of the best ways to understand new information is to transform it, rather than copy it; remind them of multiple intelligences.

Suggest ways they could present the main triangle details:

cartoons or labelled sketches / a rhyme or song / a flow diagram / a model, e.g. paper or toy boats filled with the correct goods / a ship's log, recording its cargoes for a voyage from Bristol in 1780 / a mime / ICT - download map, draw arrows on it, explain below / other. Can work independently or in small groups. (10 mins)
5 mins to decide on style of presentation, 20 mins to work on it.

Plenary strategies/questions:

Tell a partner why you chose this style and discuss one way in which you could alter or improve your work.

SEN, EAL, G&T strategies/notes:

SEN - Text materials checked by SEN dept.

G&T - Multiple Intelligences task offers choice and scope for a wide range of talents and interests.

Links with LAC / NAC / ICT:

LAC - Writing frame available for those who choose a ship's log.

For those who choose ICT - quick guide to downloading maps is available from ICT dept.

Homework:

Complete the presentation in light of your thoughts and discussion in the plenary.

Other notes:

Resources: 1. textbook map; 2. handout - the Trade Triangle

Sample lesson plan C

Handout 3.5

4 of 5

Lesson/s: 75F Key question: Key question: How did people react to the Domesday Book and why did they react that way?

<p>Teaching objectives</p> <ul style="list-style-type: none"> • To understand why William conducted the Domesday survey (starter) • To understand the different reactions to the Domesday Book (starter and main) • To be able to work effectively together in groups 	<p>Evidence</p> <p>By the end of the lesson:</p> <ul style="list-style-type: none"> • everyone will be able to express their character's views of the Domesday Book; • most will have completed their interpretations grid of the 4 characters and their views; • most will have listened to the views of those characters in their group and will have include them in their grid.
<p>Resources</p> <ul style="list-style-type: none"> • role card packs • source and interpretations grids 	<p>Keywords</p> <ul style="list-style-type: none"> • parchment • Domesday
<p>Introduction</p> <ul style="list-style-type: none"> • (5 mins) Explain this lesson will help pupils to use historical sources to structure an enquiry - refer back to the key question. • (10 mins max) Distribute and instruct the pupils - working in pairs (communication) - then group Q&A - questioning - lead in to how that made people feel. 	
<p>Development activities</p> <p>Part 1 (15 mins max)</p> <ul style="list-style-type: none"> • Distribute the cards and the source to each group. • Explain that each person would have interpreted the Domesday survey in a different way according to their position in medieval society. • Think about who you are (use clues) and how you feel. • In turn, each person expresses their feelings and how they believe they will be affected (trying to make links between characters). <p>Part 2 (15 mins max)</p> <ul style="list-style-type: none"> • Using the interpretations grid, record perceptions whilst also thinking about how they felt in that role <u>and why they felt like that</u>. 	
<p>Additional support</p> <p>JB to work with Jenny, Verity, Neil and John.</p>	<p>Extension activities/strategies</p> <p>Discuss key question with Nariner, Michael, Lucinda and Gillian after giving out cards.</p>
<p>Plenary</p> <p>(10 mins)</p> <ul style="list-style-type: none"> • Refer back to learning intentions. • Pupils to spend 5 mins max discussing key question (speak to JB re her group's discussion) - then 'no hands up' questioning. 	
<p>Homework</p> <p>N/A</p>	

Sample lesson plan D

Handout 3.4

5 of 5

Class: Y9 Girls PE (Badminton doubles lesson 2 of 6)

Objectives:

All pupils should

- know the different rules of doubles as opposed to singles
- be able to serve correctly
- be able to develop racket skills and stroke play

Learning outcomes:

Play a short game following the correct rules. (activities 3 and 4)

Big picture:

- Some of the skills of singles and doubles overlap, but there are important differences.
- Doubles has the same physical benefits as singles, but it is a more social game and non-experts find it more fun.

Notes:

Resources: Nets set up / whiteboards & pens / rackets etc.

Intro: Rota - 4 friends carry out warm-up exercises from HW activity. (5 mins)

Main: Give out whiteboards. Pairs write down 3 questions about the rules of doubles. (5 mins)

Pairs ask questions to the 'resident experts', girls who play for the local badminton club. The class group around one court. The 4 'experts' model the answers and cover serving, scoring and positions. (15 mins)

Non-competitive doubles, with individual coaching. (10 mins)

Doubles game with scoring. (10 mins)

Plenary: Partners tell each other one good aspect of their game and what they should concentrate on next week.

HW: Rota - 4 girls prepare warm-ups and write them down for next week's lesson.

Provision for SEN / G&T

Best players used as models and experts - see activities.

Best players play each other.

SEN - Extra individual coaching throughout the practice sessions.

Key elements of good lesson plans

Handout 3.6

	Lesson objectives which can be shared with pupils	Evidence that will demonstrate that pupils have achieved the objectives	Clear lesson structure	Brief notes on key questions and teaching points and on specific activities	Brief notes relating to needs of individuals or groups and how any additional support will be used	Reference to subject issues, for example developing vocabulary	Reference to relevant resources	Indication of any homework to be set
Comments on plan A format	Strengths:							
	Weaknesses:							
Comments on plan B format	Strengths:							
	Weaknesses:							
Comments on plan C format	Strengths:							
	Weaknesses:							
Comments on plan D format	Strengths:							
	Weaknesses:							

Key elements of good lesson plans

Handout 3.7

	Lesson objectives which can be shared with pupils	Evidence that will demonstrate that pupils have achieved the objectives	Clear lesson structure	Brief notes on key questions and teaching points and on specific activities	Brief notes relating to needs of individuals or groups and how any additional support will be used	Reference to subject issues, for example developing vocabulary	Reference to relevant resources	Indication of any homework to be set
Comments on plan A format								
	Strengths:	covers all the key elements of good plans; provides objectives stems; explains what is meant by learning outcomes and big picture; makes direct reference to cross-curricular areas; provides lots of room to write.						
	Weaknesses:	two sides means you can't see the whole plan at once; teachers might think they have to use up all the space; plans may become too detailed and laborious and miss the purpose; resources and other notes are separate from activities; teachers may think they have to use all the boxes every lesson.						
Comments on plan B format								
	Strengths:	all on one side of A4; supports objective-led planning; reminds teachers of most elements of good planning; provides a clear structure to plan to; refers to cross-curricular areas.						
	Weaknesses:	teachers might think they have to write something in all the boxes; plans may become too detailed and a paper exercise; sizes of different boxes may not suit everyone.						
Comments on plan C format								
	Strengths:	all on one side of A4; supports objective-led planning; reminds teachers of most elements of good planning; supports three-part lesson structure.						
	Weaknesses:	teachers might think they have to write something in all the boxes; plans may become too detailed and a paper exercise; sizes of different boxes may not suit everyone; no space for extra notes; no reference to cross-curricular areas.						
Comments on plan D format								
	Strengths:	open format encourages teachers to decide on level of detail and areas to comment on; places special importance on objectives.						
	Weaknesses:	doesn't help teachers structure lesson (especially less-experienced teachers); doesn't remind teachers of elements of good planning; doesn't help remind teachers to focus on important areas, for example LAC or ICT or subject issues.						

Review of lesson plan format

Handout 3.8

Key elements	Action points?
Lesson objectives which can be shared with pupils	
Evidence that will demonstrate that pupils have achieved the objectives	
Clear structure for the lesson	
Brief notes on key questions and teaching points and on specific activities	
Brief notes relating to needs of individuals or groups and how any additional support will be used	
Reference to subject issues, for example developing vocabulary	
Reference to relevant resources	
Indication of any homework to be set	

