

Plan a lesson

This resource supports the development of level 1, stage 1 design capabilities.



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Introduction

What is a lesson plan?

- A lesson plan is a step-by-step guide for you to follow when facilitating a lesson
- You will write this plan before the lesson and then use it during the session

Why do we need a lesson plan?

- Planning and preparation are important. A lesson plan helps to think about:
 - What the learners need to learn - the topics you need to teach
 - How to facilitate their learning with a mix of activities that will suit the group of learners
 - How to check they understand the lesson

Note, this resource refers to other TVET Toolkit resources:

- Lesson plan - EXAMPLE
- Lesson plan - TEMPLATE



Example lesson plan

- There is an example completed lesson plan in the TVET Toolkit.
- It will be useful to look through it as you complete this module.

Schedule			
Time	Topic	Details	
Introduction			
Lesson Plan			
Lesson	Fry two eggs sunny side up	Date	9 am to 3 pm, 1 May 2024
Venue	ABC aged residential care hall and kitchen	Learners	Aleki, Sefina, Fetu and Alani
Learning objectives			
#	Description		
1	Prepare a frying pan on an electric stove		
2	Use cracking techniques to distribute two eggs evenly into the pan		
3	Complete the cooking process for the eggs to be sunny side up		
4	Use a spatula to remove the eggs from the pan to serve		
Materials			
Quantity	Description		
4 bottles	Oil		
50	Eggs		
4 each	Salt and pepper		
4	Aprons, Pans, Spatulas, Plates		
4	Plastic toy patties to practice spatula techniques		
4	Feedback forms		
1	Projector and screen		
1	Computer and PowerPoint presentation		
8	Pen and paper for learners to make notes		



Parts of a lesson plan

- In the example, you will see these sections:
 - Information about the lesson
 - Learning objectives
 - Materials
 - Schedule of activities
 - time, topic, details

Lesson Plan

Lesson	Fry two eggs sunny side up	Date	9 am
Venue	ABC aged residential care hall and kitchen	Learners	Alek

Learning objectives

#	Description
1	Prepare a frying pan on an electric stove
2	Use cracking techniques to distribute two eggs evenly into the pan
3	Complete the cooking process for the eggs to be sunny side up
4	Use a spatula to remove the eggs from the pan to serve

Materials

Quantity	Description
4 bottles	Oil
50	Eggs

Schedule

Time	Topic	Details
09:00 – 09:30	Introduction	Introduction <ul style="list-style-type: none">• Trainer introduction• Learner introductions• Question to check who has previous experience• Telling learners what the learning objectives are
09:30 – 10:00	Trainer demonstration 1	Practical <ul style="list-style-type: none">• The trainer demonstrates how to crack an egg• Learners observe and make notes on the equipment.
10:00 – 10:30	Cooking preparation	Quiz <ul style="list-style-type: none">• A pop quiz to see if learners can identify the equipment and ingredients. PowerPoint <ul style="list-style-type: none">• A presentation on safety considerations Video <ul style="list-style-type: none">• Learners watch a slow-motion video of an egg being cracked
10:30 – 11:00	Cooking techniques	



Other parts of a lesson plan

Other parts of lesson planning that are not included in this list are 'differentiation' and 'reflection and review'.

Differentiation

Adjusting your session to meet the needs of different learners who may be at different levels. Some learners may need more help than others. Some learners may prefer group work and others may prefer working on their own. You should consider these differences and include some options in your lesson plan.

Reflection & review

Once you finish teaching, you should ask your students to give feedback on your lesson. This will help you to reflect, review and improve your teaching and materials where possible.



Learning objectives



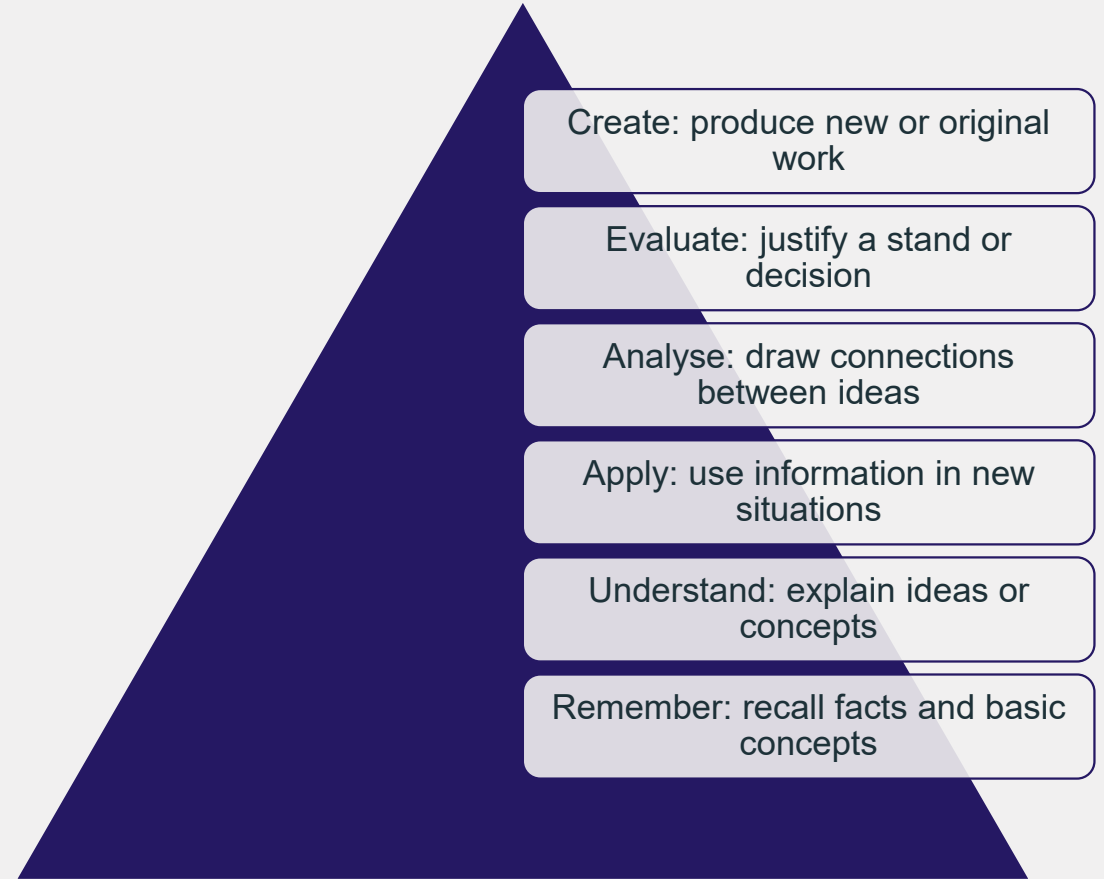
What are learning objectives?

- Learning objectives are statements that describe what learners will learn in the lesson.
- They explain if the learners need to:
 - Understand something, or
 - Use their understanding to do something.
- Learning objectives start with a verb. A verb is a doing word.
 - Bake a cake
 - Update a spreadsheet
 - Use power tools
 - Understand relevant legislation
- Learning objectives are measurable, observable, and realistic.



Bloom's Taxonomy

- Bloom's Taxonomy is useful when thinking about learning objectives.
- It has 6 levels of cognitive learning.
- Each level builds on the levels below.
- Remembering is the simplest.
- Creating is the most complex.



Bloom's Taxonomy - Example

Using the example of frying two eggs, the learning objectives might look like this.

#	Description
1	Prepare a frying pan on an electric stove
2	Use cracking techniques to distribute two eggs evenly into the pan
3	Complete the cooking process for the eggs to be sunny side up
4	Use a spatula to remove the eggs from the pan to serve

- In Bloom's Taxonomy, these objectives will sit under 'applying'.
- Statements in the learning objective like 'two eggs', 'electric stove', and 'sunny side up' make these objectives specific and measurable.



Activities in the schedule

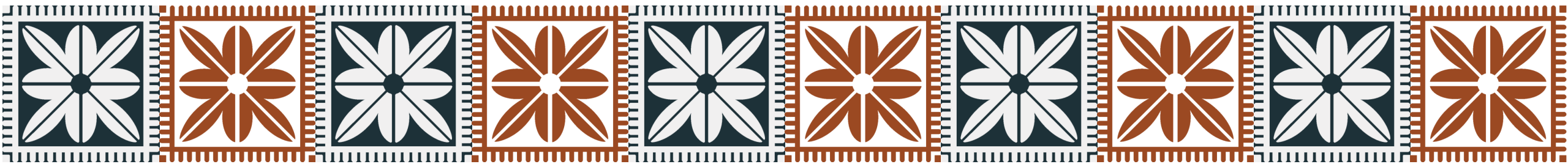


Introducing the lesson

The introduction explains the activities you will do to open your lesson

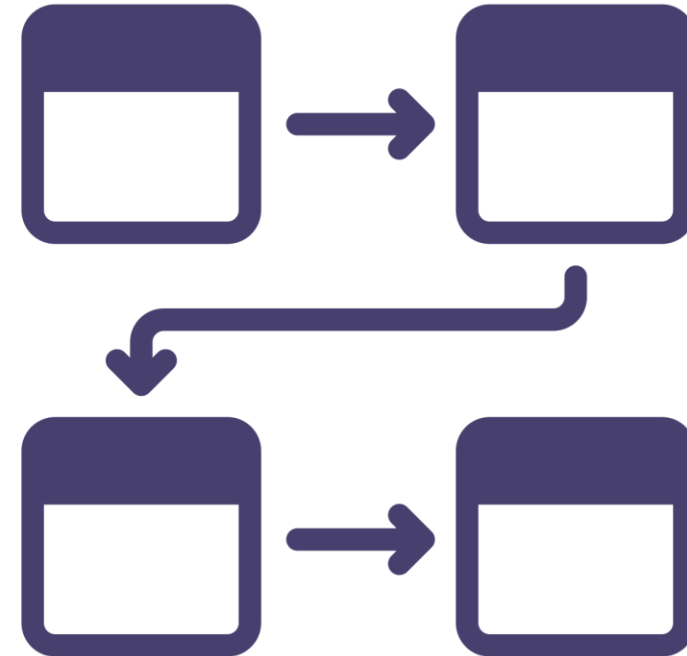
- See the example on frying eggs.

Time	Topic	Details
09:00 – 09:30	Introduction	Introduction <ul style="list-style-type: none">• Trainer introduction• Learner introductions• Question to check who has previous kitchen experience• Telling learners what the learning objectives are



Sequencing

- Thinking about the lesson objectives, work out:
 - the topics you need to cover
 - a logical sequence for the topics.
- Thinking about the foundational knowledge learners need, ask yourself:
 - what will the learners need to learn first?
- Take care not to make assumptions about learners' existing skills and knowledge
 - find out as much as you can about the learners in your lesson.
- Put your topics in a logical order in the topic column.

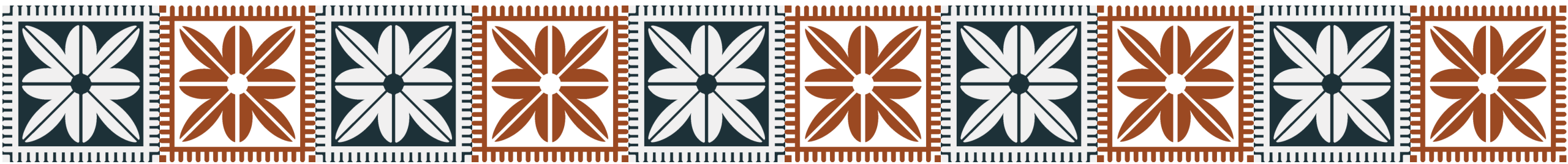
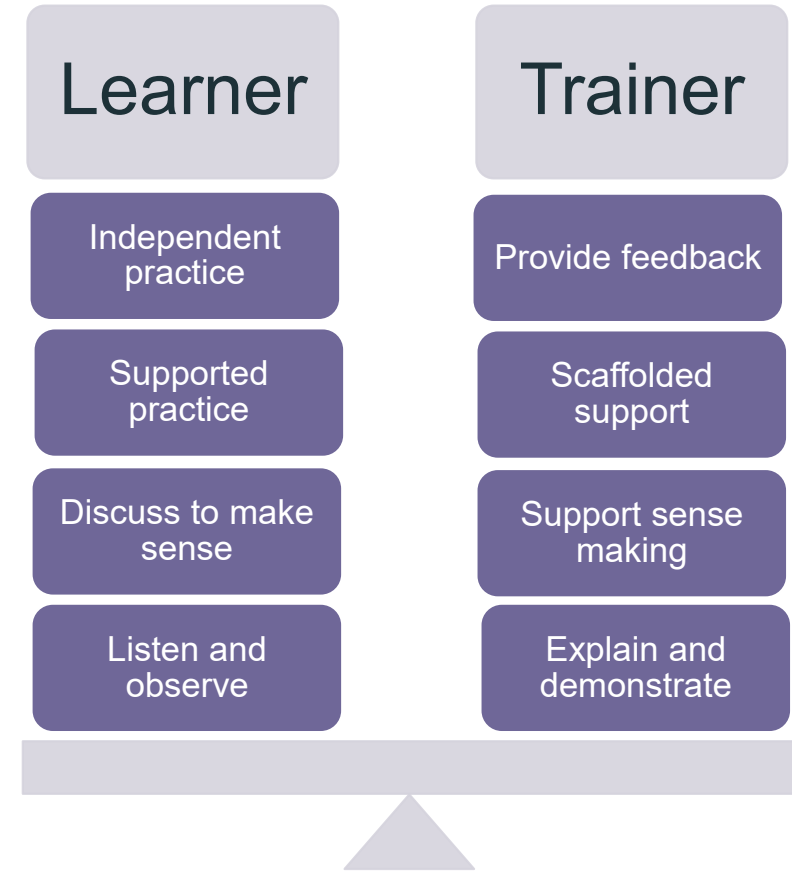


Matching activities to the sequence

For each subtopic, think about the best kind of activities for students to learn.

A staged approach is useful.

1. Demonstration and observation
2. Making sense of the topic
3. Supported practice to apply new skills and knowledge
4. Independent practice and feedback



Choosing learning activities

- Use a variety of learning activities to make the session engaging.
- Consider the most useful activities for each stage of your learning sequence.
- Only explaining the topic or giving a presentation is often not the best way to engage learners.
- Consider learners' preferences for seeing, hearing, reading, and doing.



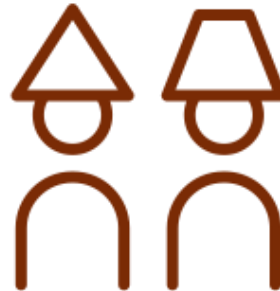
Ideas for learning activities



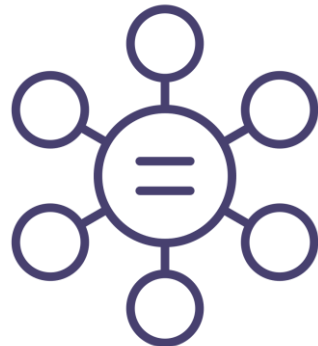
- Mind mapping
- Simulations
- Role-plays
- Creating posters
- Learner presentations



- Presentations
- Problem-solving activities
- Quizzes
- Brain-storming



- Group discussions
- Question & answer session
- Case-studies
- Skills practice



Timing

- Update your schedule with your sequence and the activities for each stage of learning and training.
- Make sure to cover the foundational concepts first and build on these.
- Include an estimated time for each activity.
- Be realistic about the amount of time learners will need to understand new ideas and practice new skills.
- Learning is tiring, so make sure to include enough breaks.





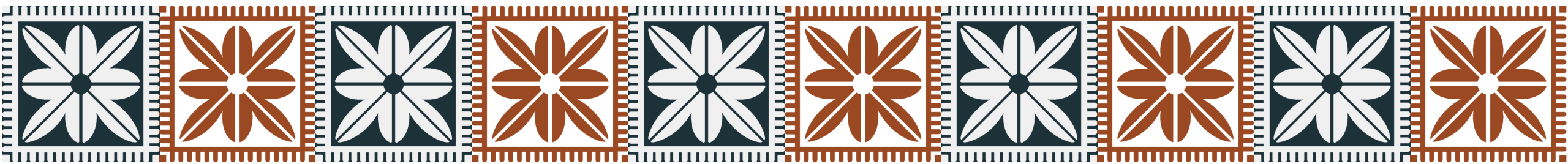
Check the example

- Look at the example lesson plan
 - Do you think the learners in this session would stay interested?
 - Can you see the stages of learning in the plan?
 - Demonstration
 - Checking for understanding
 - Supported practice
 - Independent practice
 - Do you think the timeframes are realistic?

Assessment

- Assessment is a process of checking that the learners have achieved the learning objectives.
 - For example, they could demonstrate how to cook two eggs sunny side up.
- Remember to tie the assessment back to the learning objectives you have set.
 - In our example of frying eggs, the assessment might look like this.

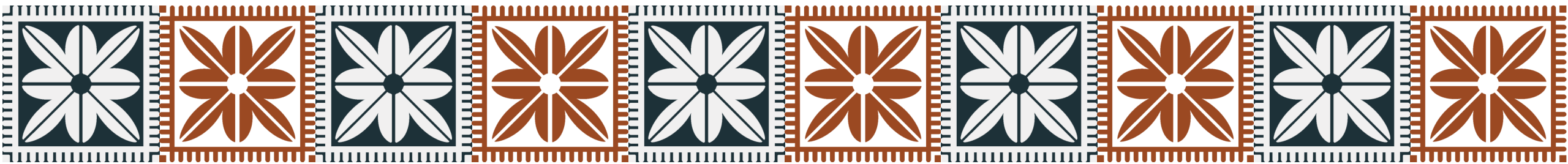
Time	Topic	Details
2:30 – 3:00	Assessment	<p>The trainer observes learners cooking their eggs. For learners to be successful, they must:</p> <ol style="list-style-type: none">1. Prepare a frying pan on an electric stove.2. Use cracking techniques to distribute two eggs evenly into the pan.3. Complete the cooking process for the eggs to be sunny side up.4. Use a spatula to remove the eggs from the pan to serve.



Closing

- When closing a lesson, summarise the session and thank the learners for their participation.
- Include a feedback survey to see how learners found the training.
- See the example below.

Time	Topic	Details
3:00 – 3:30	Closing	Summarise learning for the day. Thank learners and hand out feedback forms.



Requesting feedback

- You can use a survey or questionnaire to ask for feedback.
- This can use a rating scale or open-ended questions.
- For more information, see the relevant resources in the TVET Toolkit.

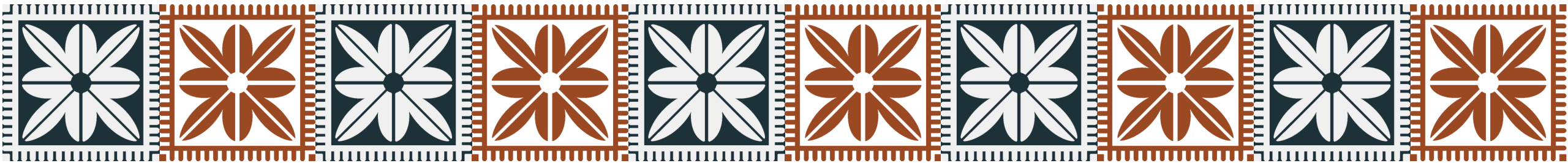
Rating scale

A rating scale has statements. The learner chooses a number on a scale to show how much they agree or disagree.

For example: 0 = Strongly disagree, 10 = Strongly agree

Open-ended questions

These are questions that require a detailed response rather than a 'yes' or 'no' answer



Materials

- Look back over your plan and list all the resources you need, such as:
 - A room
 - Computer equipment
 - Stationery
 - Tools and equipment.
- Make sure you have enough for the number of learners who will be in your lesson.
- See the example for the lesson on frying eggs.

Quantity	Description
4 bottles	Oil
50	Eggs
4 each	Salt and pepper
4	Aprons, pans, spatulas, plates
4	Plastic toy patties to practice spatula techniques
4	Feedback forms
1	Projector and screen
1	Computer and PowerPoint presentation
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Reflect and review

Initial feedback

Collect all the feedback forms after the learning event

- Record this data so you can refer to it as a part of your review and evaluation

Follow-up feedback

Allow time for your learners to apply what they have learned

- If possible, follow up with them in another couple of weeks or months after the learning event
- This is to see if they found their learning helpful at work

Reflect

Use the feedback to review your lesson plan and look for ways to improve.

- For example, if 80% of learners said that they thought the session was too long, you could think about ways to shorten the session.

See the TVET Toolkit resource **Evaluate and improve your training** for more guidance.

