

How to write a lesson Plan Based on Active Learning Stages**'Traditional' teaching:**

Most of us believe that school teaching style is still characterized as 'traditional' in many countries and cultures. 'Traditional' teaching comes in many varieties, but is mainly characterized by the teacher spending quite a lot of class time using the board to explain the materials with occasional questions to or from the learners. The second step, the students will do some practice exercises to get an idea if they have understood the things which have been presented to them. Throughout the lesson, the teacher dominates the subject matter, decides what work is needed and what students have to do. During the lesson, the teacher approximately does the most of the talking and by far the most active one. A teaching approach based considerably or mainly on this technique can be problematic. Jim Scrivener, in his book *Learning Teaching*, advises teachers not to "feel that being a teacher means that you have to be doing things all the time. It may feel a little odd, but it really is quite OK to sit down, and do nothing when students are working on a pair or group task. There are times when your help will actually be interference. Take the chance to recover from your exertions, check your notes and enjoy watching your class at work." This fruitful advice leaves us to think deeply about the right teaching strategies and techniques that may help teachers plan and run successful lessons and activities.

Lesson planning and presentation:

Lesson planning is crucial for the reason that it supports teachers to guarantee that daily activities that go on in their classrooms are providing students with a suitable level of long-term progress toward the aims outlined in their scope and sequence. Without lesson planning, there is a possibility to get off track with one's class and miss out on educational achievements. Lesson presentation is as important as lesson plan. Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the specific competence or competences to be developed for the class. Providing students with the lesson road map helps them not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Recommended procedures before writing a lesson plan:

An effective lesson plan should be based on active learning method and includes several elements: specific competences that have to be developed, quality questions, tools and effective activities that help measure students' level of achievement. It is important to have the curriculum standards in mind as well as their descriptors because those should drive the development and implementation of all activities in the classroom. Quantity and quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. These questions help the teacher to build an overview about students' performance and the areas where they need enhancement and support but more often they are designed to help the student think at a higher level than simple memorization and comprehension. In fact, Listing the tools needed is helpful for teacher preparation for the class, as sometimes the teacher suffers from the shortage of the necessary equipment at school. With technology becoming increasingly popular in the classroom, many lessons require tablet computers, cameras and other devices that the teacher needs to arrange before class. The teacher should design a plan that meets the needs of his students and that is framed according to what is considered to be best practices in teaching and learning. It is also our belief that using technology in teaching is a necessary element for today's 21st Century digital learner.

There are some special details that the teacher has to bear in mind before writing his lesson plan. First, the teacher should know the level of his students, their interests, ability to work in groups, prior knowledge and learning experiences, special needs and learning preferences. This may not happen as quickly as you hope but it comes through the instructions and the different class activities he prepares. Second, it's important to utilize curriculum guides published by the Ministry of education and to know the standards that drive curriculum in the subject area the teacher is responsible to guide students to achieve them. Finally, the teacher should have an idea about the materials that are available to help him teach for success such as technology, audio/visuals, library resources, or any materials that can assist teacher in teaching.

So, it is crucial for the teacher to think about the following steps before writing a lesson plan:

1/ Select the specific competence that you need to develop and the right curriculum standard that has to be achieved by students.

2/ Write your descriptors based on the chosen curriculum standard to measure the level of achievement of each student

3/ Design the activity that helps develop the selected specific competence and attain the curriculum standard. In many ways, the activities represent indicators of performance that tell you, as teacher, to what extent a student is progressing in any given task. The rationale behind giving students certain activities is to measure their performance. It is probably one of the most important parts of the lesson plan because it is student centered and outcome based. The activities can range from easy to hard tasks depending on student abilities. There are tons of activities you can download from the net; Teach -ology.com provides a comprehensive source of links to activities for all subject areas

4/ Evaluate the activity by using the descriptors.

5/ Reflection :

- Teaching and learning
- Feedback to your students
- Evaluate your descriptors

6/ Modify the descriptors or the activity if needed.

Fruitful instructions for a good lesson plan and lesson presentation:

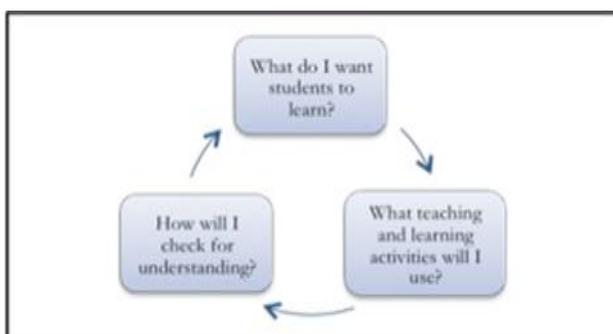
The recommended procedures mentioned above pave the way to write a good lesson plan. A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. The teacher has to design appropriate learning activities and develop strategies to obtain feedback on student learning. To help you specify your objectives for student learning, answer the following questions:

What is the topic of the lesson?

What do I want students to learn?

What do I want them to understand and be able to do at the end of class?

What do I want them to take away from this particular lesson?



Then, you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

By developing a creative introduction to the topic, you stimulate interest and encourage thinking. You 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 your introduction:

*How will I check whether students know anything about the topic or have any preconceived notions about it?

*What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with?

*What will I do to introduce the topic?

After this step, you should 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. As you plan your examples and activities, estimate how much time you will spend 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 you design the learning activities you will use:

What will I do to explain the topic?

What will I do to illustrate the topic in a different way?

How can I engage students in the topic?

What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific

questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways.

Go over the material covered in class by summarizing the main points of the lesson. you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by asking students what they have learned.

The last stage is a reflection about both the teacher and his students' performance. A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

Stages of an active learning lesson plan:

How can we make the lesson enjoyable and fruitful? How can we implement the latter recommended steps and make them easy to follow? It is advisable to apply the structure of any active learning methods to write a lesson plan that can guide you to be able to achieve the standards presented in the scope and sequence. The following are the stages of an active learning lesson plan:

1/ Stimulation question: (motivation stage)

As known, in order to begin the research the first need is to address the problem. The real problem always is challenging and generates a number of assumptions (hypotheses) based on which the research question will be formulated.

Why we named this stage of the lesson “motivation (stage)”? The motivation is the force that induces the beginning of any activity. During an active lesson, the problem and the need for its resolution act as a motivation that initiates the process of thinking and activate cognitive activity of students.

2/Research Question and Assignment:

A natural consequence of the appearance of hypotheses related to solving the problem is the need to find evidence to support or refute the hypothesis put forward and helps to answer the research

question. A variety of learning assignments, including the new information and new questions, will contribute to this and lead the students purposefully to the problem solving. During the learning process and finding the new facts and answers to these questions represent the basis for analyzing and discovery of new knowledge appeared. Research could be conducted in various ways: with the whole class, in small groups, in pairs or individually.

3/Sharing information and discussion:

At this stage, the students share their findings, new information which was obtained during the inquiry. The need to find an answer to the question encourages all students to listen actively the presentation of research findings of others. The presentations outline a new scope of information, which is still unformed and chaotic. Then a new need appears -to put in order and systematize this knowledge, to find the main idea, to draw the conclusion and to answer to the research question.

This step is the most difficult, requiring the mobilization of all the thinking skills related to the different types: logical, critical and creative. The teacher facilitates (using guiding questions) a focused discussion on the facts gained during the research and manages the information structure. Organizing information is aimed at identifying the relationship between all the facts and their systematization. As a result, the answer to the research question starts to be recognized.

Discussions should end by drawing conclusions. At this stage the students have to do the last step to the discovery of the new knowledge - to draw conclusions and formulate a generalization. For this, they need not only to generalize the knowledge, but also to relate their conclusion with a research question(whether it is responsible for it?) and hypotheses (if any of them are correct?). The culmination of the lesson is the joy of discovery and students' satisfaction that they discovered the new knowledge. It is important at this stage that the teacher should refrain from drawing the conclusion of the lesson.

4/Creative application:

The main criterion of the knowledge assimilation is represented by its creative application. Creative application consolidates the knowledge and opens up its practical sense to a child. Therefore, as far as possible, the teacher can ask students to use their knowledge to solve any problems and find the answer to any other questions. If it is required before the creative application, the students can go through all the experiences of the knowledge assimilation starting with applying the knowledge on a particular model and finishing with its creative application in the new conditions. Anyway, it is desirable to provide students the opportunity for the creative application of their knowledge because, in this case, the knowledge becomes the property of their consciousness forever. This stage

is not strictly bound by time to one academic lesson. The implementation can be followed-up in the subsequent lessons.

6/ Conclusion:

The teacher simply has to ask students what they have learned or ask them to summarise the main points of the topic.

Layout of a lesson plan based on active learning stages:

Daily Lesson Plan						
Day:		Class:6		Module:	Unit:	Period No.:
Date:		Period:		Topic:		
Specific Competences						
Language in context		<u>Vocabulary :</u> <u>Grammar:</u> <u>Speech Acts:</u>				
Learning & Teaching Strategies		Demonstration		Discussion		Role Play
		Brainstorming		Collaborative Learning		Cooperative Learning
		Other:				
Thinking Skills		Logical Thinking		Critical Thinking		Creative Thinking
Resources						
Assessment Tools		Observation		Oral response		Oral presentation
		Questions		Games		Projects
		Written Tasks		Self -assessment		Peer assessment
		Quizzes		Portfolio		
		Other:				

Opener: (2 minutes)

Sequence of activities: (40 minutes)

Stimulation question

Research Question and Assignment:

Sharing information and discussion

Creative application:

Closure: (2 to 3 minutes)

Conclusion:

*Summarizing the lesson outcomes (What have you learned ?)and assessing any detail presented in the lesson(Voc. Structure, Function etc...) through a simple activity to check students' level of assimilation of that specific point.

Evaluation:

**Reflection
Challenges &
Suggestions**

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Works cited

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*Dr. Lucy's Training course (World Bank expert)