

Guidelines for Competency Based Lesson Plan

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How to plan your lessons according to competency based approach

When using the new lesson plan teachers should consider the following points:

1. Read carefully the attached brochure entitled “ **Competences , learning activities and curriculum standards**” to have a good and clear idea about Competences and curriculum standards to be developed by the end of **grades 1 & 2**.
2. Teachers should be aware that the same specific competences will be repeated in more than one lesson throughout the scholastic year because they are supposed to be developed over a long period of time and not in one period like the learning objectives. Competences are different from learning objectives. Competencies define the applied skills and knowledge that enable students to successfully perform their work while learning objectives are specific to a course of instruction and they describe what the learner should be able to achieve at the end of a learning period.
3. The first part of the lesson plan “ **Specific competences to be developed**”

Specific Competences to be developed	<input type="checkbox"/> Listening : <input type="checkbox"/> Speaking : <input type="checkbox"/> Reading : <input type="checkbox"/> Writing :
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- Teachers tick the focused skill or skills to be developed and write the specific competences as stated in the brochure "**Competences , learning activities and curriculum standards**" for the skills they are going to tackle **e.g** :
Grade 1: Listening 1.2 “*Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening* “. Teachers should know well which specific competences go with the lesson they are going to teach and the skills to be developed.

4. In part 4 of the lesson plan " phonics - For both grades " 1,2 " teachers write the main sounds they are going to introduce " f , h , ch , th , ou , oy.... " etc..

Phonics (sounds)
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5. **Procedure and activities:** The main part of the lesson plan "**Procedure and activities**" focuses on teacher's regular procedure when dealing with a lesson and the proposed examples of learning activities the teacher will use to achieve the competences. Teachers can use the provided activities in the brochure "**Competences , learning activities and curriculum standards**" and they may add their own and they should be careful and consider the following:

Criteria for good quality learning activities

- *describe what students can do in order to achieve a specific competence*
- *cover a variety of possible students' activities*
- *are student centred, being formulated as realistic tasks for students*
- *include, as much as possible, games, group work activities*
- *express clearly and synthetically activities to be performed by the students during the lessons.*

(Reflection In relation to curriculum standards)	<p><i>My students are able to :</i></p> <ul style="list-style-type: none"> • •
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6. When dealing with the last part of the lesson plan " **Reflection in relation to curriculum standards**" , teachers should resort to the same brochure "**Competences , learning activities and curriculum standards**" , and check the last part **Curriculum standards** to state what students are able to do after the presentation of the lesson .They need to specify the standard according to the material they presented.

E.g .. **Standard 1.3** – "Listen to and follow simple instructions in English related to life in the classroom". Teachers specify the simple instructions that learners already could follow – " come here , go there , turn right ..etc.

* **Remark:** Teachers should not write the traditional phrases " covered , achieved ,not achieved " in that part , what matters most are learners who develop their skills.