

EDGII PROFESSIONAL STANDARDS II

Lesson Plan Format

LESSON PLAN FORMAT 1

Heading

Learning area, topic, grade, and date/time, duration, number of students in class

Learning objectives/outcomes

On completing this lesson, student will be able to:

1. Each objective is an important learning outcome (focused on prescription)
2. Each objective starts with an observable verb;
3. Objectives are clear and linked well to procedure and evaluation;
4. There is an appropriate number of objectives

Students' Prior Knowledge

Stated in terms of student knowledge, understanding, and thinking skills; psychomotor skills, and attitudes and interests.

Preparation

- Teaching and learning resources noted;
- Organisation of space noted
- Organisation of students noted

Procedure

- Logical numbered steps;
- Time plan;
- Introduction
- Recognised teaching strategy;
- Key questions noted;
- Explanations and demonstrations included;
- Use of resources indicated;
- Management techniques shown;
- Student activities noted.

Conclusion

- Work exercises – include copies of exercises with answers.
- Evaluation – both formative and summative techniques noted.
- Self-evaluation – space is provided for this.

LESSON PLAN FORMAT 2

Name of Teacher:	Name of School:	
Learning Area:	Class/Form:	Number of students:
Topic:	Time:	Duration:

Learning Objectives:
 Derive these from broader Aims/Outcomes of the course.
 Write these this way:
On completing this lesson, students will be able to:

1. Each objective is an important learning outcome (derived from SoW or prescription)
2. Each objective starts with a observable verb (a student behavior which can be observed);
3. Objectives are clear and linked well to teaching strategies used and assessment;
4. There is an appropriate number of objectives
5. Objectives are sequenced in a logical way.

Preparation:

- Teaching and learning resources noted (e.g prepare 1M HCl, obtain video, book TV, etc)
- Organisation of students noted (e.g. Students to sit in groups of 4 or 5)

Prior Knowledge:
 Stated in terms of student knowledge, understanding, and thinking skills; psychomotor skills, and attitudes and interests.

Procedure:

What to teach:	Duration	Teaching strategies (How to teach it).
<ul style="list-style-type: none"> • Main ideas listed in a logical order. • Ideas are consistent with learning objectives. 	States how long each procedure would take	<ul style="list-style-type: none"> • How the ideas are to be taught; • Introduction • Teaching strategy described; • Key questions noted – focus on students’ attainment of objectives • Explanations and demonstrations included; • Use of resources indicated; • Management techniques shown; • Includes brief description of activities designed for students;

Evaluation of students’ learning:

- Objective 1 – How to assess
- Objective 2
- Objective 3

Self-Evaluation:
 How well do you think the learning objectives were achieved?
 How can you improve of this lesson?

LESSON PLAN FORMAT 3

Name of Teacher:		Name of School:	
Learning Area:		Class/Form:	Number of students
Topic:		Time:	Duration:
Learning Objectives:			
Preparation:			
Procedure:			
Time	Teacher's Strategies	Students' Activities	
Evaluation of Students' learning:			
Self-evaluation			