

### Planning the Lesson

The lesson plan is a guide for the process of instruction for a single lesson and is based on unit objectives. The lesson plan must translate broader aims and goals into specific learning experiences for the student. Good lesson plans are difficult to write, because the more specific that teachers are asked to be in describing their intentions, the more difficult planning becomes. For example, few would question a goal such as "Students should understand how force is produced in the throw pattern." But what does this goal look like as a learning experience? What does teamwork look like, or positive social interaction, or good defense, and, more important, how do you help students progress from where they are to where you want them to be? Expertise in teaching is the ability to understand the content at a high level and the ability to translate that content into learning experiences for students. The lesson plan must translate broad goals and objectives into experiences for particular learners.

The lesson plan is in one sense a teacher's best guess at how to produce student learning for particular objectives and particular students (Good and Brophy, 1990). In the lesson plan the teacher describes the learning that is expected and the learning experiences he or she will use to produce that learning. The lesson plan is a tentative hypothesis. Good teachers will reflect on the effectiveness of what they have done during the lesson and after teaching and make some judgment about how successful they were so that they may learn from each teaching experience.

Each lesson, however, is more than a piece of a bigger objective, unit, or curriculum. Each lesson must by itself have *integrity* and represent a holistic experience that is more than merely the continuation of the lesson before. *Lessons have beginnings, middles, and ends that give structure and meaning to learning experiences.* A description of these aspects of the lesson follows.

**Beginning the lesson.** The beginning of a lesson is one of the most important aspects of the lesson. Often teachers are so eager to get students into the activity of the day, they fail to spend a few minutes to help induct students into the lesson. The following

ideas are part of beginning lessons. They do not have to be present in all lessons but should be considered in planning all lessons.

**Set induction.** *Set induction* (sometimes called anticipatory set) is a fancy term for orienting the learners with whom you are working to what they will be doing, how they will be doing it, and why it is important. A teacher's set induction acclimates students to what they can expect in the lesson and should motivate learners to full engagement in what is to come. Adults, as well as children, are more secure if they know what is going to happen before it happens. They find more meaning in what they are asked to do if they are helped to understand why it is important.

**EXAMPLE:** "Yesterday when I was observing what you were doing in the two-on-two games at the end of class, I noticed that the persons on the offense without the ball didn't have a clear idea of where they were supposed to go or what they were supposed to do. Today we are going to work on what to do when you don't have the ball. We will start off with a passing warm-up and then try to come up with some ideas on what to do when you don't have the ball. Then we will see if you can put these ideas into your games."

**All-class activity.** Lessons are usually helped to get off to a good start if the teacher has planned an all-class vigorous activity at the beginning of the class. This is particularly true for young children but just as applicable for older students. An all-class activity tends to focus the students and get them involved vigorously. Vigorous warm-ups can be related to fitness objectives or the content of the day's lesson. The warm-up can precede or follow the set induction for the lesson.

**EXAMPLE (ELEMENTARY):** The teacher asks the students to find a space in the general work area and to begin traveling in general space in different directions. Students are then asked to add jumps and turns to their traveling and to stop at the signal and freeze. Each time they freeze, they must stop for about 6 seconds and then take weight on their hands in a handstand action two times. This is repeated several times.

**EXAMPLE (SECONDARY):** The class is in the middle of a basketball unit. Each student is given a ball and asked to

begin to dribble in general space. Two students do not have a ball and are "IT." "IT" tries to tag the balls of other players as they are dribbling. Anyone whose ball is tagged puts his or her ball down and becomes "IT" as well. The game continues until no one has a ball. This is repeated several times.

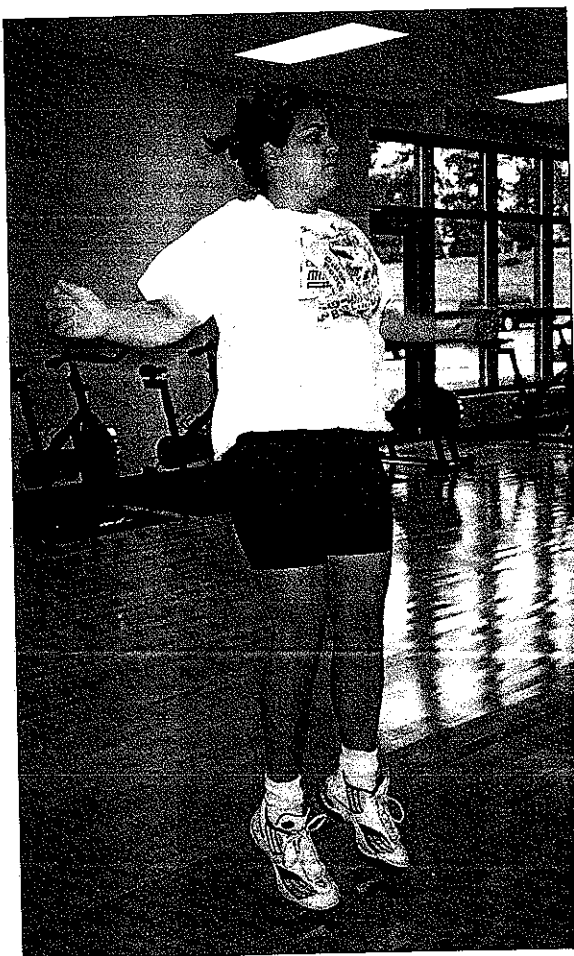
### Developing the Lesson

Each lesson is unique, and therefore specific guidelines for how to develop each particular lesson cannot be given. However, some aspects of lessons should be considered regardless of the content.

**Use a variety of teaching strategies.** As is explained in chapter 10, motivation is increased when teachers use a variety of teaching strategies. These do not necessarily occur in the same lesson but should be reflected over several lessons.

**Change the practice conditions for variety.** Individual work, partner work, group work; refinement tasks, extension tasks, application tasks; and different equipment and different arrangements and use of equipment can all be used to change the task and still work on the same objectives (intratask development). The use of variety does not have to change the objective. Teachers can practice the same objective in many ways to add interest to a lesson.

**Use common sense about the physical demands of a lesson.** Seldom should a teacher spend an entire lesson on one skill, particularly in the same conditions. It is difficult to turn upside down and practice rolling for an entire class period. It is also difficult to do just about any single skill (especially when the conditions cannot be changed) for an entire period. Teachers should use common sense when determining lesson objectives for an entire class period. It is better to practice two skills for two days than one skill each of two days. This is particularly true with the scheduling practices in the high school where one class period can be ninety minutes or more, which provides time for teachers to plan gamelike opportunities and skill learning opportunities in the same period. The longer the length of the period, the more important it is to combine vigorous work with less vigorous practice and to provide a variety of different types of learning experiences.



The physical demands of an experience will vary by students.

**Ending the lesson.** Although it is not always possible because of time constraints and the manner in which a lesson proceeds, there should be a culmination to a lesson. Too often lessons stop in the middle of a task because time is up. Secondary students are sent quickly to the locker room, and the classroom teacher is at the door waiting for the elementary class. The class ends with no real ending. A lesson closing completes a lesson. Often this culmination should take the form of a review of what was learned and an opportunity for teachers to check for understanding and orient

the students to what may come in the next lesson. Sometimes teachers use this culmination time for students to reflect on what they have done in terms of the objectives for the lesson and to write down important points in journals. This closing does not have to take a great deal of time. Verbalizing what was learned often helps give meaning to what was done and prepares the learner for what is to come.

**EXAMPLES:**

- "Today we worked on trying to keep the ball away from a defensive player. Who can tell me several things you can do to accomplish this? I'm going to write these ideas on the board, and you write them in your journal as we list them."
- "I have put five different ideas on this chart that represent the amount of effort different students put into the class today. I didn't see anyone in this lowest category. I would like for you to think for a minute about where you would be on this chart. The next time you come into the gym, I will ask each one of you to write down where you would like to be on this chart and we're going to see if we can accomplish getting everyone to where they should be in the next lesson."

**Format for Lesson Planning**

As a preservice teacher you will spend more time planning for and evaluating teaching than you will spend teaching. The written lesson plan is designed to help you think through every step of the teaching process. The more detail you can supply about your lesson, the more prepared you will be to teach that lesson.

Many different formats for lesson plans have been proposed. The plan that you are requested to use at your school may differ from the format suggested here, but most plans have similar requirements. The lesson plan format suggested here is an extensive one. Beginning teachers and teachers teaching content new to them will have to plan in greater detail than teachers experienced with particular content. Planning is difficult and tedious, but it is essential if appropriate instruction with clear goals is to be provided to students. An example of a lesson plan is presented in tables 11.1, 11.2, and 11.3. You may want to refer to this plan as different aspects of the lesson plan form are discussed.

**Heading material.** The heading material example in table 11.1 helps identify the purpose of the lesson. The unit to which the lesson is a part and the specific focus of the lesson within that unit are described. The specific class for which the lesson is designed and the equipment needed for the lesson are also provided in the heading for quick reference.

As a beginning teacher you will probably be tempted to decide what you want to teach and then to write an objective for what you want to teach. *You will not really begin to think as a teacher until you can begin planning by writing down what you expect students to be able to do and then thinking about how to do it.* The advantage of planning by writing an objective first is that the objective forces you to begin to think about *different* ways to accomplish the same goal. The objective of a lesson is rarely the task or the activity. Many different tasks and activities can accomplish the same objective. To check your understanding of the use of objectives, it will be helpful for you to consider an objective and see if you can design several different lesson plans to accomplish the same objective.

Two types of objectives are presented in the lesson material example in table 11.1. *Student objectives* describe what students should be able to do as a result of the lesson. *Teacher objectives* describe specifically what the teacher is working to achieve in the lesson in terms of instructional skills. Listing teaching objectives helps the teacher focus more specifically on instructional behavior that the teacher wants to improve. The same rules regarding specifying behavior, conditions, and criteria that apply to the design of student objectives apply to teacher objectives.

**EXAMPLES:**

- The teacher will be able to call students by name.
- The teacher will be able to keep the voice tone positive when reacting to off-task students.

**Developmental analysis of content.** The developmental analysis of the lesson content (table 11.2) describes the *major tasks* of the lesson and explains how these tasks can be extended and how each extension can be refined or applied. Teachers experienced with content may not have to complete this section of