

## Session 11

# How Can Teachers Plan for Better Teaching and Learning in the Classroom?

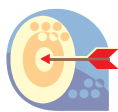


### Introduction

Better teaching and learning does not just happen. It is only produced through the thoughtful planning of each phase of the learning process which brings together all the elements of teaching and learning which you have looked at through this module. The previous session briefly examined how teachers can plan the scope and sequence of learning but it is the lesson plan which remains pivotal to the teaching and learning and one of the most important tools for a teacher. It is the lesson plan that is the focus of this session.

Better teachers are always planning for their classes. Designing a lesson will help to provide the most efficient use of valuable and limited instructional time during a class. Written lesson plans will also help teachers to remember to include all the elements of better teaching and learning which you have been reviewing through this module. As teachers write lesson plans, they can actually visualize themselves in the classroom teaching the students. This helps teachers to anticipate possible problems, think of solutions and eliminate the things that might inhibit learning. Written lesson plans help to create reflective teachers. Without a plan it is difficult or impossible to analyze how something might have been planned or implemented differently after the lesson has been taught. Written lesson plans serve as a resource for the next time you teach the same or a similar lesson. In fact there is no excuse for appearing in class without a lesson plan. In many countries, including Indonesia, teacher's performance is assessed partly on their ability to develop a written lesson plan.

We are not referring to a daily lesson plan, but to a lesson plan. It may be a daily plan or it may not. In some cases the plan may last for one lesson. In some instances it may last for more than one lesson, it may last for two or three days depending on what you are teaching and how. Some lessons are introductory some continue work from a previous lesson, some build on and develop the work from a previous lesson and some complete work. However, despite these variations there are some components that all teachers should include in their lesson plans to ensure better teaching and learning. This session will look at these elements and provide some practice in preparing written lesson plans.



## Objectives and Learning Outcomes

The purpose of this session is to support participants to further develop teacher's core pedagogic competency four '*conduct the educative learning*' as relates to lesson planning (4.1, 4.2 and 4.3). During the session participants will review all the key principles for successful teaching and learning and consider how they can be incorporated into a lesson plan format. Participants will examine how they will be assessed on their ability to design a lesson plan by the National Government and take this into account when designing their lesson plan. By the end of the session participants will be able to:

- Explain all the factors needed for successful learning in the classroom  
List the components of a lesson plan
- Provide details of how the Government of Indonesia will assess teachers ability to design lesson plans
- Use a pre-existing lesson plan format or develop their own which includes all the key components needed for better teaching and learning.  
Incorporate all the principles of Better Teaching and Learning to draft a lesson plan



## Key Questions

- What are the key factors needed for successful learning?
- What are the components of a lesson plan?
- How will teachers be assessed on their ability to design lesson plans by the Government of Indonesia?



## Notes for the Facilitator

- This session is optional. However, it starts to bring together much of the learning from this module and therefore is quite an important session.
- Make sure you read and understand how to use the Instrument for Teacher Performance Assessment: Lesson Planning prior to the session. You will have to explain it during the session and you will have to use it after the session to evaluate the lesson plans produced by the groups.
- At the time of writing this training material it is unclear whether the Instrument for Teacher Performance Assessment: Lesson Planning will still be used by the Government to

assess teacher's competency. It is likely that it will be used by the head teacher in the school. However, it is still important that teachers have the chance to see this and understand how it may be used.



## Resources

- Blank A4 paper
- Flipchart paper, pens and tape
- Handout 11.1 Lesson Plan Format using the ICARE Framework
- Handout 11.2 Instrument for Teachers Performance Assessment: Lesson Planning
- Handout 11.3 Developing a Lesson Plan for Better Teaching and Learning
- Lesson plan formats from school or district (participants to bring with them)
- KTSP for Subjects



## Time

This session will need a minimum of 120 minutes to complete



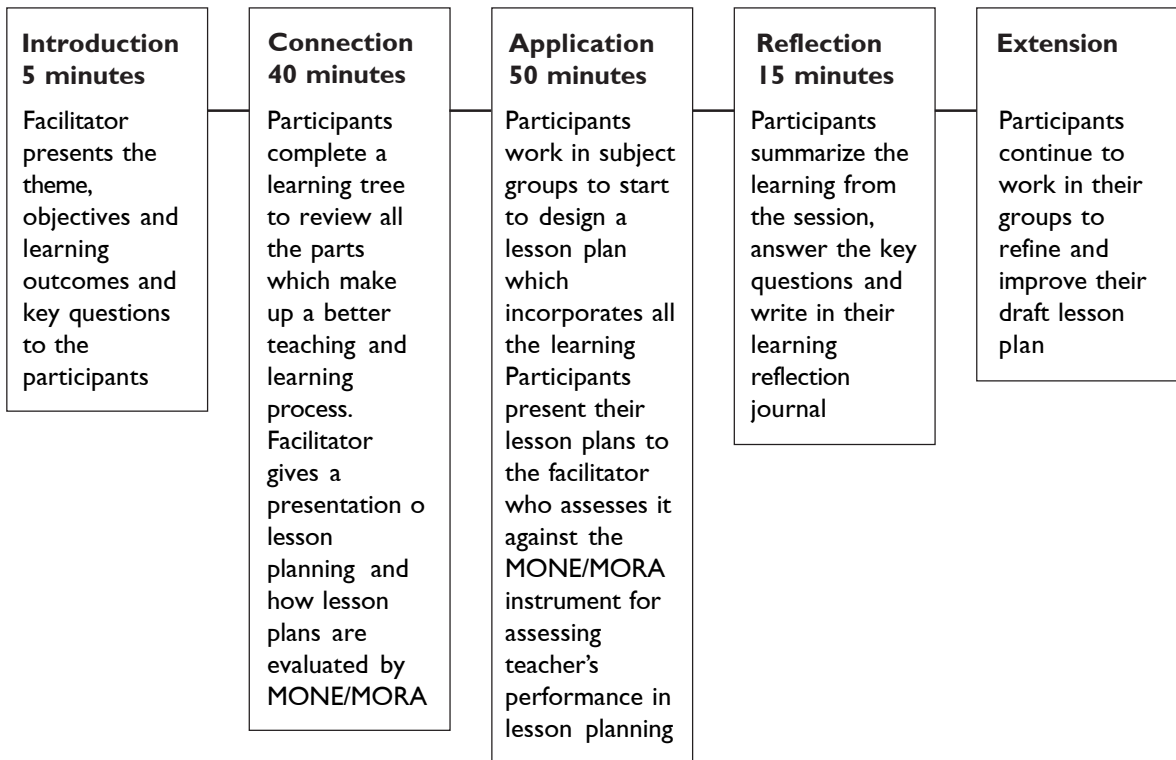
## ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations



## Session Summary



## Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to some key concepts in lesson planning. You can use it at the beginning of the session if you feel that the participants need it. It should take a maximum of 10 minutes to complete.

Give each participant a piece of A4 paper. Instruct them to tear the paper into three pieces. On one piece they should write #1 on the second piece #2 and on the third piece #3. Inform them that you are going to give them a multiple choice quiz on lesson planning. After they have heard the question if they think the answer is 1 they should hold up their card with #1 on. If they think the answer is 2 they should hold up the card with #2 and so on. Now complete the quiz. The questions are included in Handout 11.1.

The answers to the quiz are as follows:

Question 1 = 2

Question 2 = 2

Question 3 = 2

Question 4 = 2

Question 5 = 3

Question 6 = 3

Question 7 = 2

Question 8 = 3

Question 9 = 2

Question 10 = 1, 2 and 3 they are all correct



## Detailed Steps for Activities



### Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
- (3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 4*. Explain that this session will help them develop some of these competencies



### Connection (40 minutes)

- (1) Ask participants to think of something that they did not learn well as a young person. Ask them why they did not learn it well (e.g. did not like teacher, did not understand why they had to learn it). Request a few volunteers to share their ideas. List some of the reasons they give for not learning well on flipchart paper.
- (2) Copy the outline of the tree below onto flipchart paper. Give each participant a blank piece of A3 paper and ask them to copy it.
- (3) Instruct participants to complete the task using the tree. They must think of something they did learn well as a child. This can be something either in school or out of school.



- On the leaves of the tree, they have to write what they learned well (e.g. reading, swimming).
  - On the branches of the tree they have to write how they learned it (e.g. memorizing, playing, copying, and practicing).
  - On the trunk of the tree they have to write all the things that supported the learning process (e.g. who helped, what resources they needed to use).
  - On the roots of the tree they have to write all the things that motivated them to learn well (e.g. passing exams, necessity, curiosity, interest).
- (4) Once the tree is completed they have to think about some of the things that impede learning and think of creative and imaginative ways to represent them on the diagram in the area around the tree (e.g. insects trying to destroy the leaves, lightning striking the tree)
  - (5) Give them 10 minutes to complete the tree. After participants have completed their trees, ask them to display them on the wall of the training room. Ask all participants to walk around the room and look at the trees.
  - (6) Ask participants what they think that the tree represents and what the environment around the tree represents. Discuss how the pictures of the trees can help them to plan teaching and learning in the classroom. Use **Facilitators notes I** below to provide a conclusion to the discussion.



### Facilitators Notes

The tree is a learning tree. It represents the learning process and all the things that we need to learn well and successfully.

#### I

- The leaves represent the final outcome of learning – that is the skill that we develop.
- The branches support the leaves. They represent the methods that we need to learn well. The trunk supports the branches. The trunk represents all the things that we need to support us to learn well.
- The roots provide nourishment to the tree. The roots represent the start of the learning and the reasons we are able to keep learning. This is why we learn.

All parts of the tree are connected and they all depend on each other. We can only grow a leaf (learn successfully) if we have all the things that come first – strong roots, a strong trunk and branches.

The environment around the tree represents all the things that can negatively affect the learning process and can damage or prevent the learning.

This picture of the tree can help us to plan learning in the school and classroom because it help us to remember all the factors we need to make a good lesson and ensure that students learn successfully. As with the tree all

the elements of better teaching and learning are connected and none of them can be missed out. It also shows us all the things that we need to eliminate from the school and classroom. As with a tree growing leaves, learning can sometimes take a long time. It is not always immediate and we have to plan for the growth process.

- (7) Use some of the ideas from the session introduction and facilitator's notes 2 below to prepare a 10 minute presentation on short term planning for learning (Lesson Plans) and assessing teachers ability to develop lesson plans.



### Facilitators Notes

2

Teachers must bring all the good things from the learning tree together and eliminate all the bad things in their lessons. This is a lot to consider and so teachers need to plan for learning very carefully. Lesson planning is essential for better teaching and learning.

A lesson plan is an example of short term planning. Lesson plans are important for a number of reasons:

- Designing a lesson will help to provide the most efficient use of valuable and limited instructional time during a class.
- Written lesson plans will also help teachers to remember to include all the elements of better teaching and learning which you have been reviewing through this module.
- As teachers write lesson plans, they can actually visualize themselves in the classroom teaching the students. This helps teachers to anticipate possible problems, think of solutions and eliminate the things that might inhibit learning.
- Written lesson plans help to create reflective teachers. Without a plan it is difficult or impossible to analyze how something might have been planned or implemented differently after the lesson has been taught.
- Written lesson plans serve as a resource for the next time you teach the same or a similar lesson.

There is no single format for a lesson plan. It is contingent upon many things such as the school or district pro-forma for lesson planning. The amount of detail that goes into a lesson plan can also be very different depending on the purpose of the lesson. As we saw in previous sessions, learning is a process with several stages. It often takes more than one lesson for a student to fully develop a skill, so the aims of a lesson can be different. Some lessons are

introductory (introducing the skill with the teacher explaining and demonstrating) some continue work from a previous lesson (students practicing the skills learned), some build on and develop the work from a previous lesson and some complete work (students reflecting and trying again).

However, despite these variations there are some components that all teachers should include in their lesson plans. As follows:

- Subject/Curriculum area
- Class
- Theme
- Objectives (Learning outcomes such as standard and base competencies with indicators)
- Resources to be used
- Time available and timing of different stages of the lesson
- Organization of the lesson (e.g. the stages of learning such as introduction, connection or development)
- Activities that will be taking place
- Indication of what the teacher will be doing at different stages of the lesson
- Indication of how the learning will be assessed.

The ICARE Framework introduced by DBE3 can be used to create a lesson plan format. Give participants [handout 11.1](#). The framework helps teachers to remember the different stages of learning from the connection (demonstration) to practice (application). Do participants have a lesson plan format they can share with the rest of the group?

In preparing to the teacher's certification process, the Government of Indonesia developed a tool to assess teacher's ability to prepare a lesson plan which incorporates all the critical components. Give participants [handout 11.2](#). This Instrument shows that the MONE/MORA consider the following factors to be important indicators of a good lesson plan.

- Learning objectives
- Organization of the material
- Resources
- Methods
- Evaluation of learning

For each indicator there are sub elements which clarify the indicator. Teachers are awarded a score from 1-4 for how well they meet the requirements. The guidance for assessors at the end shows what the assessors are looking for. For example, under indicator 4 (Learning Methods) we see that the assessors

are looking to see if the lesson plan includes the timing of each stage of the lesson and whether the timing follows the pattern 5-10% of the total time for the opening, 70-80% for the content and 10-15% for the closing. These documents provide a useful guide on how to plan lessons effectively.



### Application (50 minutes)

- (1) Divide participants into the groups based on subject and location.
- (2) Inform them that their task is to create a lesson plan using all they have learned about better teaching and learning from the foundation training so far. They can use any format they want to develop their lesson plan but it must clearly indicate all the components of better teaching and learning. Inform them that this is the lesson plan that they will use in the micro teaching activity during session 12
- (3) Give each group a copy of the instructions for the task in handout 11.3. Allow the group to use all the remaining time to work on their lesson plan.



### Reflection (10 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.
- (2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.
- (3) Explain the extension activity to participants.



### Key Message

Teaching and Learning is a complex activity. Teachers have a curriculum which they have to deliver. Teachers have a set amount of time to deliver that curriculum. Ensuring objectives are met and students learn requires careful preparation and planning. Lesson planning is pivotal to better teaching and learning. Written lesson plans can help teachers to include all the elements of a successful learning process.



## Extension

**Portfolio Activity:** Participants need to continue to work in their groups to complete the lesson plan. They will have time to expand on and improve their lesson plan following the training on Life Skills (module 2) and ICT (module 3) and use the lesson plan in the micro teaching session at the end of the foundation modules workshop. This lesson plan can be included in the portfolio in category 4 Lesson Planning and Implementation. It can be included as one of the 5 lessons required as documentary evidence for part 1 planning.

Participants can give a copy of their lesson plan to colleagues or their supervisor in school and ask them to assess the lesson plan using the assessment form from MONE/MORA in handout 11.2



## Handout for Participants 11.1

### Lesson Planning Quiz

#### Question One:

Lesson planning aims should be:

1. A description of what a teacher intends to do during a lesson
2. A description of what a student must do during a lesson
3. Specific about how the learning objective will be achieved

#### Question Two:

Lesson Planning Objectives should:

1. State generally how the learning aims will be achieved
2. State specifically how the learning aims will be achieved
3. A description of what the teacher intends to do during a session

#### Question Three:

When writing learning objectives you should use which type of word:

1. Noun
2. Verb
3. Adverb

#### Question Four:

Well before a lesson starts teachers should:

1. Use an ice breaker or a warm up activity
2. Assess the students existing knowledge
3. Maintain interest by using various activities

#### Question Five:

Just before the start of the lesson you should:

1. Trust that the previous group has left the room tidy
2. Trust that the equipment is ready and working
3. Have an alternative strategy just in case something goes wrong

#### Question Six:

During a lesson you should:

1. Work out the timings for the session
2. Prepare the teaching aids and handouts that you will need
3. Allow students to use their knowledge and practice their skills

**Question Seven:**

After a lesson you should:

1. Pack up and go home
2. Evaluate how the session went
3. Forget about the class until next time

**Question Eight:**

A lesson should have:

1. No structure
2. A beginning and an end
3. A beginning, middle and end

**Question Nine:**

Most of the time in a lesson should be:

1. Teacher explaining the knowledge to the students
2. Students applying what they have learned
3. Students reflecting on what they have learned

**Question Ten:**

Lesson plans are really important because:

1. They help teachers to make the most efficient use of valuable and limited time
2. Serve as a resource for the next time
3. Help teachers anticipate problems, think of solutions and eliminate the things that might inhibit learning



## Handout for Participants 11.2

### ICARE Lesson Plan Format

Subject, Grade and Semester				
Topic/Theme and				
Competency				
Indicators				
Time	Stage of Lesson	Learners Activity	Teachers Activity	Resources and Assessment
0 Minutes  45 Minutes	Introduction	Teachers provide the knowledge and demonstrate the skill.		
	Connection			
	Application	Students complete an activity and practice the skill. This should be the main part of the lesson		
	Reflection	Students think about what they have learned and the mistakes they have made		
	Extension	Students practice again (this can be homework or the next lesson).		



## Handout for Participants 11.3

### Instrument for Teacher Performance Assessment: Lesson Planning

1. Name of teacher :
2. NIP/NIK (ID number) :
3. School (place) of assessment :
4. Grade :
5. Subject Discipline :
6. Time (of assessment) :
7. Date (of assessment) :

NO.	COMPONENTS OF LESSON PLAN	SCORE
<b>I</b>	<b>Learning objectives</b>	
1.	Clarity of learning objectives	1 2 3 4
2.	Scope of learning objectives	1 2 3 4
3.	Compliance of learning objectives with basic competencies	1 2 3 4
<b>II</b>	<b>The choice of the organization of teaching material</b>	
1.	Accordance to learning objectives	1 2 3 4
2.	Accordance to students' characteristics	1 2 3 4
3.	The flow and systemization of the material	1 2 3 4
4.	Accordance to time allocation	1 2 3 4
<b>III</b>	<b>Strategi dan Metode Pembelajaran</b>	
1.	Accordance of learning resources/media of choice to learning objectives	1 2 3 4
2.	Accordance of learning resources/media of choice to teaching material	1 2 3 4
3.	Accordance of learning resources/media of choice to students' characteristics	1 2 3 4
<b>IV</b>	<b>Learning method</b>	
1.	Accordance of learning strategy and method to learning objectives	1 2 3 4
2.	Accordance of learning strategy and method to teaching material	1 2 3 4
3.	Accordance of learning strategy and method to students' characteristics	1 2 3 4
4.	Accordance of allocated time to learning stages	1 2 3 4
<b>V</b>	<b>Evaluation</b>	
1.	Accordance of evaluation technique to learning objectives	1 2 3 4
2.	Clarity of evaluation procedure	1 2 3 4
3.	Availability of instruments	1 2 3 4
	Total score	

Assessor's Comment:

Assessor's ID

Name :

Position :

Office Address :

Home Address :

Date:

Assessor's signature \_\_\_\_\_

## Guidelines for Completing Lesson Plan Assessment

### I. LEARNING INDICATORS

<b>Indicator I.1</b>	<b>Clarity of learning indicators</b>
Explanation	Indicators stated do not give out multiple interpretations
<b>Indicator I.2</b>	<b>Scope of learning indicators</b>
Explanation	Indicators stated should at a minimal cover the components of students and behaviors.
<b>Indicator I.3</b>	<b>Clarity of indicator ranking</b>
Explanation	Indicators should be ranked from basic to complex competencies
<b>Indicator I.4</b>	<b>Compliance with basic competencies</b>
Explanation	Indicators are derived from basic competencies

### II. THE CHOICE OF THE ORGANIZATION OF TEACHING MATERIAL

<b>Indicator II.1</b>	<b>Accordance to learning objectives</b>
Explanation	Material is chosen based on the learning objectives or the competencies that are to be achieved
<b>Indicator II.2</b>	<b>Accordance to students' characteristics</b>
Explanation	The extent and depth of the material taught is to be tailored to the students' characteristics (slow learner, fast learner, highly motivated, etc.)
<b>Indicator II.3</b>	<b>The flow and systemization of the material</b>
Explanation	The way the material is presented should follow a certain flow, tailored to the characteristics of the respective subject discipline, e.g. hierarchical, procedural, spiral.
<b>Indicator II.4</b>	<b>Accordance to time allocation</b>
Explanation	The extent and depth of the material that can be taught within the allocated time

### III. THE CHOICE OF LEARNING RESOURCES

Learning resources can be in the form of people (experts), library, and the environment. Learning media is defined as specifically designed learning tools.

<b>Indicator III.1</b>	<b>Accordance of learning resources/media of choice to learning objectives</b>
Explanation	Whether the learning resources/media of choice can be used to achieve the learning objectives or desired competencies, e.g. books, modules for cognitive competencies; audio visual media for skill-based competencies

**Indicator III.2      Accordance of learning resources/media of choice to teaching material**

Explanation      Whether the learning resources/media of choice help students understand better what are being taught, e.g. abacus or small wooden sticks to help illustrate mathematical operations; flashlight, globe and ball to illustrate solar and lunar eclipses.

**Indicator III.3      Accordance of learning resources/media of choice to students' characteristics**

Explanation      Whether the learning resources/media of choice is suitable to the students' cognitive level, affective characteristics, and motoric skills.

#### **IV. LEARNING METHOD**

**Indicator IV.1      Accordance of learning strategy and method to learning objectives**

Explanation      Relevant learning strategy, approach, and methods used in order to meet the learning objectives or the desired competencies

**Indicator IV.2      Accordance of learning strategy and method to teaching material**

Explanation      The learning strategy and method of choice should help students understand the lessons taught

**Indicator IV.3      Accordance of learning strategy and method to students' characteristics**

Explanation      The learning strategy and method of choice are suitable to the students' cognitive level, affective characteristics, and motoric skills.

**Indicator IV.4      Accordance of allocated time to learning stages**

Explanation      Every learning stage should be presented within a proportional time allocation (approximately 5-10% for opening/briefing, 70-80% for content, 10-15% for closing/debriefing)

#### **V. EVALUATION**

**Indicator V.1      Accordance of evaluation technique to learning objectives**

Explanation      For example: written test to evaluate knowledge, performance test to measure skills, and attitude scale to measure attitude

**Indicator V.2      Clarity of evaluation procedure**

Explanation      A clear description for the procedure of initial evaluation, the evaluation process, and how it ends, including the methods used (tests and non-tests)

**Indicator V.3      Availability of instruments**

Explanation                      Whether the necessary instruments are available, e.g. problem sheets and their answer keys, scoring technique, etc.

### **ASSESSOR'S COMMENT**

Please provide comments on:

- (a) Aspects that are not covered in the indicators as presented in this instrument, and
- (b) General impression on the quality of the observed learning process



## Handout for Participants 11.4

### Developing a Lesson Plan for Better Teaching and Learning for Life Skills Education

Your task is to develop a 45 minute lesson plan for your subject integrating all the things that you have learned from the Workshop One Training. This includes the following modules:

- Better Teaching and Learning
- Integrating Life Skills into Classroom Learning
- ICT for Life Skills Education

You will implement this lesson plan during the micro teaching activity at the end of session 12

First choose one standard or base competency from your subject that you want to teach. Then decide what the purpose of the lesson is. Look at session 6 in Better Teaching and Learning again. For example is it to introduce the skill to the students, continue the work from a previous lesson, extend or build on the learning from a previous lesson or complete the learning on the skill. Or is it to do all four?

Now plan your lesson. You need to think about the following when developing your lesson plan:

- What standard or base competency the students will learn during the lesson
- What Life Skills the students will learn and how (Integrating Life Skills into Classroom Learning)
- What are the assessment Indicators you will look for which tell you whether students have learned the subject and Life Skills competencies and to what extent they have learned it (Session 9 and 10 Better Teaching and Learning)
- How you will make the learning relevant to students (Session 5 Better Teaching and Learning)
- Including the different stages of learning with an emphasis on application and practice (Session 6 Better Teaching and Learning).
- Ensuring that students are active participants in their own learning (Session 6 Better Teaching and Learning)
- How can you ensure that all students have the opportunity to participate in the lesson equally (session 4 Better Teaching and Learning)
- How you will motivate students to learn (Session 3 Better Teaching and Learning)
- How your role and the role of the students change during the lesson (Session 6 Better Teaching and Learning)

- What ICT applications you can use to support young people to learn (ICT for Life Skills Education)

Whilst developing your lesson plan, refer to the Instrument for Teacher Performance Assessment: Lesson Planning (Handout 11.2). This will help you to include what MONE/MORA considers to important elements of a good lesson plan.

Write your lesson plan.

Use any lesson plan format that you want.

At the end of the micro teaching session present your lesson plan to the facilitator. The lesson plan will be evaluated according to the form from MONE/MORA.

After your lesson plan has been written and assessed you should place it into your portfolio.