

ANNEX 4.2 Five phases of lesson planning

1. Definition of the topic
2. Analysis of knowledge and skills
3. Choice of the teaching material
4. Assessment and evaluation methods
5. Further development outside the classroom

1. Definition of the topic

In a lesson plan it is important to clearly state the topic of the lesson. An example of defining a topic could be as follows:

Topic: Exploring LGBT presence in the media.

The topic is now stated, and it is important to define exactly what the topic is. The topic in this case is the exploration of lesbian, gay, bisexual and transgender and how they are portrayed by the media and the exploration of the different medias and comparing them to each other.

2. Analysis of knowledge and skills

Taking the topic mentioned previously as our example we must now move to the second phase of lesson planning which is the analysis of knowledge and skills. The knowledge related to the topic above will be the discourse of sexual orientation and the media. Definitions of LGBT and will be the starting block for students. They will first have to activate their schemata and compare what they already know to the definitions provided to them. More general information will be provided stating the situation of LGBT rights in a global context and this like before will be compared to students' prior knowledge.

There are many skills necessary in any class plan. A good class plan should, however, keep Bloom's taxonomy in account. Using the higher order thinking skills is important for students and it will better prepare them for future tasks/jobs they may have to face. The topic aforementioned will require the following skills; interpretation, differentiation, relating, contrasting, examining, arguing, appraising, critiquing, designing, developing and investigating. These skills will be the core of the class plan and each activity or task will be designed to engage the skills of the student.

3. Choice of the teaching material

This is a very important phase of class planning. The material that you choose is a central part of the job of teaching. Selection of appropriate material that is also engaging is key to a successful class plan. The traditional methods usually consist of a course book accompanied by a teacher's book with extra material to expand on topic covered in the book. Teachers do not have to follow a book and can create their own material and use a different medium to provide the content of the topic to be covered in class. This gives scope for the inclusion of technology and other more modern platforms to be used. In vocational training the added value of students working with digital media and becoming more proficient with technology should not be underestimated.

4. Assessment and evaluation methods

Assessment and evaluation can be done in numerous ways. There are two main ways of evaluation which are continuous or through a final examination. Each of these ways has its own merit. Continuous assessment is useful in the sense that it promotes consistent work while basing results

on a final examination can lead to exam focused classes instead of mindfulness with the material that has to be worked. As mentioned before, Bloom's taxonomy states that memorizing is on the lower scale of higher higher order thinking skills and final exams are basically a test of the students' memory. This is why task-based learning provides another option. This can blend both the continuous and final examination ways together. Task-based learning method has been around for decades, but it has become quite popular again.

The tasks or activities are done in like projects with a final output and this can be assessed and used as the part of the evaluation process. This output will require many of the higher order thinking skills as well as time management and cooperation and team working if the task is done in groups. The assessment should have a clear timeline and deadline. It is important to set realistic objectives for the students but also test their abilities to adapt and create.

5. Further development outside the classroom

This phase is the social and extracurricular part of class planning. This is also present in a centers global plans to promote healthy and sustainable practices amongst student and the community. The topic given above as an example is perfect start point. The objective of the task is to compare how media portrays a section of society. The added benefit of working this topic in class is raising awareness of the students to the situation of other members of the community. With task-based learning students could be required to do surveys or make presentation of their work in a public setting or attend conferences or debates. Education is a right and it is an important tool for the improvement of our communities and society as a whole. Allowing of individuality and giving the tools for critical thought and debate are key for citizen of any democratic society.

Specific considerations

The following are specific considerations that should be taken into account by the facilitator:

1. Material and medium

In the case of young learners with learning difficulties to is important to realize that they have already failed in the education system and by repeating the same material and medium will not achieve different results. Most students with this profile already have a negative connection to the traditional style of teaching and by choosing a more traditional methodology you may alienate students in your classroom. In creating a different dynamic that is less didactic and more hands on will encourage students to take a much more active role in their education.

Material should be chosen to fit students' needs while also being engaging and practical. This consideration is fundamentally important and also quite challenging for any teacher. The balance between standards and content is difficult. The process requires a level of creativity, enthusiasm and experimentation. There is no exact science to teaching only good practices. Material and medium should be in a state of consistent review and analysis. Material and mediums that can work well with a particular group may not for another.

2. Task

- a) How do I set tasks that are meaningful, challenging and achievable?
- b) When should the tasks be done and by whom? Should the tasks always be done in groups or individually?
- c) Can the task be included in the evaluation process or not?

These are all genuine questions any teacher might ask themselves. There is no right or wrong answer to some of them. Each question will be discussed further in more detail.

In the case of **question A**, class planning and clear and precise information will help students understand the task assignment. The teacher must look into the scope and material in the course that they are giving and try to create a meaningful task. A meaningful task should be learning through practice that is both based in real job situations and is beneficial to the student doing this practice. The learning increases their knowledge and skills in a specific subject and that it is useful and practical outside of the classroom. The task should also be challenging to push the student to go outside of their comfort zone and strive to improve their ability and knowledge. Finally, it should be achievable so not to discourage students from the task set for them.

In the case of **question B**, this depends completely on how you structure your class and the focus of the class in general. In traditional methodology, the task would usually be the homework given and to be done by the individual at home. If you choose to adopt the “flipped classroom approach” the task should be done during class hours. The question of individual or group work is important too. A blended approach in which both individual and group work are present in the class could be a solution. The subject of the course is also an important consideration as subjects such as languages tend to need more group work.

In the case of **question C**, there is no reason why a task cannot be used in the evaluation process. The task set could represent a percentage of the total grade that student evaluation is based on. The advantage of using tasks as an evaluation tool is that students are not under exam pressure or stress and the work they do on a day to day basis counts towards their final grade.

3. Outcomes

The outcomes of each lesson are supposedly the knowledge or skills acquired by doing the activities or tasks of the lesson plan. The outcomes can be both explicit and implicit. An explicit outcome could be that a student has learnt how to create an invoice for their company. An implicit outcome or also known as added value outcome is that the student has improved their Microsoft excel skills. This is, obviously, related to the first specific consideration that is the choice of material and medium. The outcomes can vary from one student to the next, so it is important to document all outcomes for the improvement of future lessons.