

SoL Prompts 24/25 using Gemini

- Intent, Objectives & Task

Lesson: 01	Intent, Objectives & Task	Impact	Skills and course spec reference	Embedding / Signposting
Mon... Name Term 1				

Write a lesson plan about [] that is [] minutes long, suitable for the [] course, and clear for the [] year old learner's to understand that includes the following subtopics []

You are a teacher of [] who is an expert in writing quality interactive, creative and innovative lessons that engage your students and advance their learning

Create an engaging and creative Starter task that sets the context and theme for the lesson

Write a set of three Lesson Objectives using Bloom's Taxonomy to encourage higher-order thinking skills and ensure your objectives are clear and measurable and include appropriate stretch and challenge for each of the three objectives

Your lessons fluently embed opportunities for English, Maths & Digital skills development, examples of Safeguarding & PREVENT, and highlighting examples of British Values and Equality & Diversity

Add an engaging, creative and quick Plenary activity that checks the learning from the lesson

Format the lesson plan output as succinct and professional responses to the following headings...

“INTENT:

OBJECTIVES:

Objective 1:

Objective 2:

Objective 3:

STARTER:

TASKS:

Task 1:

Task 2:

Task 3:

PLENARY:

SPECIFIC EXAMPLES OF:

English, Maths & Digital:

Safeguarding & PREVENT:

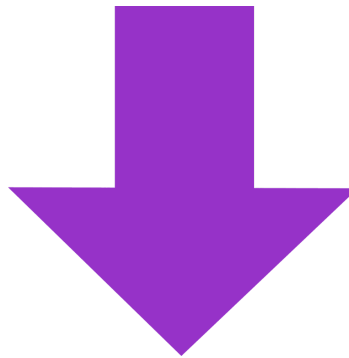
British Values and Equality & Diversity:

Always write in UK English. Favour synonyms for 'foster' eg build, nurture, develop etc

Highlight opportunities for adaptive learning/ clear and measurable stretch and challenge using Bloom's Taxonomy to encourage higher-order thinking skills/ variation of assessment for those who learn differently.

Word count under 150 words

Provide an appropriate capitalised title in this style at the top of the lesson eg 'TEACHING MY SUBJECT'



● Impact

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Provide an overview of the measurable impact of your lesson by focusing on what learners will be able to achieve at the end that they couldn't at the beginning. Include:

Measurable Learning Objectives: Clearly state the skills or knowledge learners will gain (e.g., recall, categorisation, practical application).

Examples of Tasks: Describe specific tasks or activities learners will complete that demonstrate their progress (e.g., group discussions, written reports).

Assessment Methodology: Explain how you will measure these achievements (e.g., quizzes, practical demonstrations). Ensure the assessment method ties directly to the learning objectives.

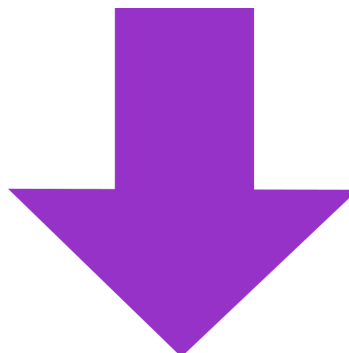
The final output should be concise (under 150 words), written in UK English, and structured similarly to this format:

Example Structure: At the end of this lesson, learners will be able to:

[Specific objective] through [task or demonstration].

[Another objective] evident from [output or activity].

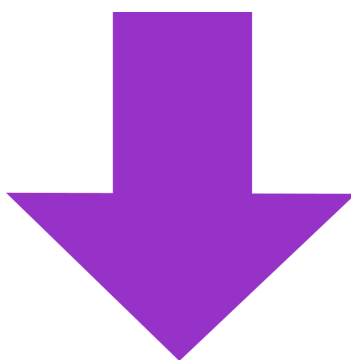
The teacher will assess these by reviewing [assessment method].



- Skills and course spec reference

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Skills and course spec reference of this lesson? Word Count 100 under words



- Embedding/ Signposting

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Now provide an overview of the Embedding/ Signposting of this lesson extracting specific examples of the following:

Equality & Diversity

British Values

English & Maths

Digital Skills

Transferable Skills (Emotional intelligence, Progressive skill development, Holistic intellectual, emotional, social, and creative growth, Real-world problem-solving and adaptability)

Word count under 150 words

Would you like some help using this Sequence of Learning Prompt?

Email bcotdigital@staff.bcot.ac.uk or pop up to the Learning Hub