

Comparing Lesson Planning Habits

Instructions: Lesson planning is a highly personal process. Some teachers, either by choice or institutional requirement, follow a very structured way of planning their classes while other teachers are more loose. At the same time, the teacher's preferred way to structure a lesson may change over time or when they work with different populations or teach different subjects. Complete the tasks below to explore the topic of lesson plans more closely.

Task 1: Initial thoughts about lesson planning

In Chapter 9 Richards poses the following statements for you to consider. Take five minutes to discuss the statements you think are most interesting to you then move on to Task 2.

- *A successful lesson must follow a lesson plan.*
- *If you have a lesson plan you should follow it.*
- *You don't need a lesson plan if you are using a coursebook.*
- *Only novice teachers need lesson plans.*
- *A plan should start with the objectives of the lesson.*
- *A mental plan is better than a written plan.*
- *A detailed lesson plan is a restriction for a teacher.*
- *Teaching is a personal activity so it's better to plan lessons on your own.*
- *You can't teach from someone else's lesson plan.*

Task 2: What does a plan need to have?

We know that lesson planning templates and models can vary widely, but are there some features that you think all lesson plans should contain regardless of personal style or context? If so, write some of these in the box below.

Lesson Plan Essentials
• Topic • Objectives • Resources • Warm up • Main task • Reflection • Closure • Assessment

Task 3: What does your lesson plan look like?

Now take a moment to compare your preferred lesson planning format with your partners. Use the prompts below to guide your discussion. As you talk, add ideas to the table below. The first row is for features that are unique to your style. The bottom row is for features you have in common.

- *In the context where you teach now (or have taught in the past), how much freedom do you have to plan the stages and activities of your lesson? Are you required to follow any institutional guidelines? If so, how much flexibility do you have to experiment within those rules or guidelines?*
- *Lesson plans typically have three broad stages: a beginning, a middle, and an end. What usually happens in the beginning, middle, and end of your lessons?*

- When you write lesson plans, do you follow an official template from your school or one that you modified or created yourself? Do you have a copy of your lesson planning template that you could share with us now?
- Did you make any changes to your lesson planning model when you were teaching online compared to face to face teaching? If so, what changes did you make and why?
- Have you made changes to your lesson planning model when working with different populations or teaching different kinds of courses?

Student A	Student B	Student C
• I have freedom to choose the activities that I'm going to use but I have to follow the structure given by them. • In the beginning of my lessons I like to include games as warm up, of course related to the topic, so the students would be more engaged with the topic, in the middle usually is to put into practice and finally it would be the reflection or providing feedback to each other. • I have to follow an official template. • Yes, I have done changes for virtual classes and face to face, since virtual classes usually the students work faster than face to face so I have to add more activities for the virtual ones, same as the platforms I use. • I have had to make changes to my plannings every quarter since I have gotten different levels not the same, so I have to basically start from the scratch.	• Heading elements: topic, objectives, achievement indicator, biblical application. • Lesson elements: pre task, task, post tak. • Stages given, time and activities decided by me. • I always start with a game to review the previous lesson or to introduce the topic. • I always finish with oral or written questions about the lesson. • I do have a coursebook to guide the lesson.	• I spend 10 mins on a small talk with my students • I have freedom to choose the length and templates and even not to make a lesson plan • I use the PPP approach, presentation, practice and performance • I finish the lesson with an exit ticket (I asked the student about 3 things learnt / 2 things he or she will continue studying by himself/herself and 1 thing that was not clear) • I use Chat GPT sometimes to get ideas for lesson plans or activities. • Teaching virtually allows you to look up for videos faster and look up words faster than face to face. You look "smarter" when you teach virtually, because you don't "waste your time saying " I don't know let me check, in virtual lessons you can look for the word or phrase as you speak (you can
Elements in Common • We believe that lesson plans are important • We believe that the teacher shouldn't strictly stick to the lesson plan in case there is a need that is just perceived at the moment of the class.		

Task 4: Lesson Objectives

One of the most important but trickiest parts of lesson planning is defining your objectives. Discuss the following questions with your partners.

- *What is your strategy for writing objectives? Do your objectives have a standard format? If so, what is your format?*
- *Do you have an objective from a recent lesson you planned or taught that you can share with us now?*
- *How do you decide what objective you are going to cover in a lesson?*
- *What are your strategies to determine if your students have achieved your objectives, haven't achieved them, or partially achieved them?*