
PRACTICAL 3 LESSON PLANNING

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3.0 OBJECTIVES

After going through this practical, you should be able to:

- discuss the importance of lesson planning for teaching purposes;
- explain the prerequisites of a good lesson planning;
- prepare a lesson plan; and
- describe essential elements of a lesson plan.

3.1 INTRODUCTION

In sequence of planning the curriculum lesson planning is the last. In this practical we are going to discuss about how you can plan a lesson together with other significant details.

It is quite important to **write** a lesson plan for every lesson as it is only by meticulous preparation that the desired learning outcomes can be achieved. You as a teacher should read widely on the subject you are going to teach, refer to latest editions and journals, **internet** material **and/or** reports as necessary before you plan a lesson. You need to have a concept map in your mind first then decide the appropriate content.

3.2 DEFINITION

Lesson plan is defined as:

"It is the teacher's mental and emotional visualization of the class room experience as he plans it to occur. It is the core of effective teaching. It is the **blue print** of what a teacher is going to do."

Planning of lesson helps the teacher to deliver the goods across the table more effectively.

3.3 PURPOSES

The purposes of unit planning are:

- 1) It guides the teacher in presentation of subject matter.
- 2) It focuses on consideration of goals and objectives, selection of subject matter, selection of procedure, the planning of activities and the preparation of test of progress.
- 3) It keeps the teacher on the tracks; ensures steady progress and a definite outcome of teaching and learning procedure.
- 4) It creates confidence in teacher in conducting a class.
- 5) It encourages organization of subject matter and activities and prevents haphazard teaching.
- 6) It serves as a check on unplanned curriculum-continuity and inter connectedness can be planned and at the same time avoid repetition.
- 7) Teaching plan minimizes the chances of omitting some vital point of the information.
- 8) It provides basis for evaluation.

Check Your Progress 1

The teacher must prepare a lesson plan because it helps to

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3.4 PRE-REQUISITES FOR GOOD LESSON PLANNING

The pre-requisites for good lesson planning are:

- The teacher must have adequate mastery over subject matter and practice if it is for skill lesson.

- a The teacher must understand the student's educational background in order to make a plan of teaching suitable for them.
- The teacher must be fully conversant with new methods and technique of teaching **her/his** subject.
- a Teacher must have good knowledge of psychology, culture and community and cite various examples accordingly.
- a Ensure active learner participation during a class and maintain interest and motivation of student. Avoid boredom.
- a There should be variety and novelty in type of presentation.

3.5 STEPS IN PREPARING A PLAN

Objectives

- a The topics and sub-topics of the lesson plan are converted into learning objectives, general and specific objectives.
- a Objectives should be stated in behavioural objectives which are measurable.
- a Time limit should be set for attaining each objective and it should be included in the lesson plan.
- Teacher **should** relate lesson plan with the previous class and prepare few questions so as to identify gaps and stimulate learning in students.
- a While selecting content teacher has to see that it is suitable to the student's level of learning and related to the objectives to be attained.

Subject matter must be arranged in sequential order to provide logical direction in the progress of a revision.

Avoid craving too much of information discuss broad related issues and concepts pertaining to the topic suitable and related to the objectives to be attained

a) Teaching and Learning Activities

Learning activities may include questioning, laboratory experiences, library experiences, case studies and the like. The activities planned must be meaningful to the students and should lead to the attainment of goals set for the teaching.

Types of Teaching Materials

The plan should indicate teaching materials to be used. Proper selection and use of audio visual is an integral part of teaching.

Assignments

- The purpose of giving assignments-after the class is to ensure continuity by directing students' attention to the next step and to project the immediate work into the next situation. Assignments should be interesting and motivating to the student. It may be in the **form** of reading, projects and patient care or observation and report in the clinical field.
- field.

Evaluation

Plan for some type of evaluation should be included in the lesson plan; questions asked during a class helps the teacher to understand whether the students **are** following the teaching. Evaluation can also be in the form of short answer questions and objective

type questions, developed only for the lesson. It could be distributed at the end of class, corrected immediately and feed-back given to the students.

3.6 PHASES OF LESSON PLANNING

The phases of lesson planning are given below:

3.6.1 Preparation

This step of preparation **helps the** teacher to ascertain what ideas on a particular topic **his/her** student possesses and what knowledge they require before deciding the next step in the teaching process. The teacher through introduction of the topic helps learners to see their need for more learning and stimulate their interest in the lesson. The introduction should not be lengthy but interesting. The students can share interesting experiences with the whole class as an introduction. The teacher can build the lesson from that point considering the physical environment of the classroom. The room should be well ventilated, lighted, pleasant and free from distracting noises. The seating arrangement should be such that all students can see the teacher and the chalk board or other visual aids used during the class.

The teacher should be aware of the objectives set for the lesson.

3.6.2 Presentation

Plan how to present the subject matter in such a way that it is appropriate to the level of understanding of the students. Remember the principle of continuity, sequence and integration of ideas during the presentation. The teacher may use problem solving approach during the presentations. We may **help** the class to analyze the new knowledge or experience and to compare it with past experience, knowledge and build up new knowledge. The students make generalizations and conclusions of their own. The new knowledge is to be **applied** to new situations by the students.

3.6.3 Summarization/Recapitulation

This is merely a revision or repetition of **the** knowledge learnt in the lesson. It may be done in two ways—section 81 revision at convenient sections of **the** lesson for revising the main facts taught there in or recapitulation at the final stage of the lesson. The pupils will learn how to **reproduce/recall** what they have learnt.

3.6.4 Evaluation and Feedback

Evaluation is done to determine whether the objectives of the lesson have been achieved. Evaluation can be sectional or at the end of the **lesson**. It could be in the form of short answer questions, objective questions and essay type questions. It is important that the evaluation should also be done at the end of the units or the course. Evaluation helps the teacher to know whether her teaching has been effective **and** to make necessary changes in the techniques of teaching.

Plans differ according to the type of lessons prepared. They may be knowledge lessons to **deal** with certain facts, principles etc. or skill lessons to teach a particular psychomotor skill like giving an injection or appreciation lesson to develop certain desirable **feelings**, attitude or aesthetic sense in students.

The sample lesson plan given here is for a knowledge lesson in Psychiatric Nursing.

An evaluation format is also attached for use by students as well as for teachers for self evaluation of their teaching. It may also be used by supervisors of teachers to evaluate student teachers during practice teachings.

3.7 ESSENTIALS OF PRESENTATION

Here are some suggestions for a lesson to produce a good effect:

- Subject matter should be well-planned, prepared, written and preserved to gain more confidence in teaching.
- Be very clear about the objectives of teaching the particular lesson. Specifically relate various learning activities to relevant objectives in the lesson plan and its objectives. Incorporate the specific objectives in the evaluation of the lesson.
- Have complete mastery of the subject-matter. Gather appropriate facts for the development of the general theme. Refer to appropriate and adequate source material to substantiate the running thread of the lesson.
- Use appropriate teaching aids systematically, effectively and productively. Aids should be visible to the whole class and should not obstruct your movement.
- See that the pupils are well-seated, the ventilation of class-room is proper, black-board is clean and at proper place and adequate place for keeping the illustrative material, pages etc., on walls to hang the charts etc. There should not be anything to disturb either the teacher or the pupils.
- Introduction to the lesson should be interesting if there is a departure from the routine steps of the lesson. Introduction should be most stimulating.
- Introduction should straight away lead to the announcement of the aim. Do not forget to announce the aim and write the topic on the black-board.
- In presentation adopt right methods required according to the nature of the subject matter. Involve the pupils as much as possible, get their active and whole-hearted co-operation.
- Use of black-board should be systematic and timely. Writing on the black-board should be legible, clear and bold. Prepare a neat black-board summary with the help of the pupils, Figures, charts, sketches etc., on the black-board should be expressive and proper.
- If your lesson is divided into sections, do not fail to have the sectional revision after you finish each section.
- Questions put to the class, should be definite and clear, stimulating and thought provoking, fairly well-distributed over the whole of the class.
- Check periodically whether and how the pupils are coming along. Give time to the pupils to get their doubts cleared and mistakes corrected. Learning activities should inspire self-learning among the pupils. They should give the pupils time to think, to reason, to analyse, to synthesize.
- The lesson should be related to actual life situations. You should have the appreciation of the continual co-relation between the subject-matter and the problems of life. You should have the insight into the relationship between the subject-matter and needs of life.
- Budget the time according to the steps of the lesson. Never rush through the lesson. All steps of the lesson should be given due time.
- Pay individual attention to the pupils where needed. Be careful about the back-bencher~.

- Be natural. Do not stand like a statue and move in a mechanical manner in the class. Do not put your hands in the pocket or lean on the chair or table. Avoid playing with chalk.
- Have neat and tidy work habits-particularly in regard to black-board work, correction of note-books etc.
- Attend to the pupils work habits also. Pay attention to defective reading, writing, sitting and standing postures.
- Have adequate command over spoken language or effective, smooth, and flawless expression. Be clear and concise in the use of language. Avoid verbalism. Be economical in the use of language.
- Be sure to recapitulate the lesson and to enable the pupils to apply it to new situations. Give exercise or assignments to the pupils to do. If it is a skill lesson, allow the pupils to perform the skill under your supervision.
- Maintain **the/discipline** of the class. Weld different sections of the class into a homogeneous advancing group. Provide through your own intellectual, moral and emotional integrity, a model of creative and responsible leadership to pupils.
- Do **not** be too rigid and mechanical. Allow departures from your original plan if the class situations so demand.
- If the lesson involves generalisations or formulations, let the students discover them. Do not tell them as that will defeat the very purpose of the lessons.

A sample lesson plan together with the format is presented in Section 3.9 of this practical.

Check Your Progress 2

1) Write the pre-requisites for a lesson planning.

- a)
- b)
- c)
- d)

2) List the essential phases of a lesson plan.

- a)
- b)
- c)
- d)

3.8 SAMPLE OF A LESSON PLAN

In this part we are giving the format of a lesson plan. Following which there is a format with a sample plan of a lesson on "Psychiatric Nursing". In the sample lesson plan, you will find how the format has been applied in planning the lesson. This will help you while you make a lesson plan.

Before presenting the format it would be worthwhile to recapitulate the essential elements of a lesson plan. This will demonstrate the application of these elements in actual **planning** of a lesson.

3.8.1 Recapitulation of Essential Element

The lesson plan should indicate the following:

Course..... Venue:

Unit..... Time:

Topic (Title)..... Date:

Room Arrangement

a) **Group Details**

- 1) Number of Students
- 2) 2nd year of **B.Sc.** Students
- 3) Previous Knowledge

b) **General Objectives**

c) **Teaching Aids**

- 1) Audio-Visual Aids
- 2) Chalk-Board Plan

d) **Teaching Plan**

Time	Specific Objective	Subject Matter	Activity		Evaluation During Lesson
			Teacher	Student	

e) **Summary**

f) **Evaluation Format at end of Lesson**

g) **Assignment for Students**

h) **Bibliography**

i) **Self Evaluation**

Objective for the course : To acquire the knowledge of Psychiatric Nursing to
look after the patients with psychiatric problems.

Lesson Objective : To understand crisis intervention as one of the
General Objective therapeutic modalities in Psychiatric Nursing

Specific Objective : Will be stated along with the lesson plans

Table to be inserted

References

- 1) Kapoor, Bimla, *Text Book of Psychiatric Nursing*. Vol. II, New **Delhi**: Kumar Publishing House, 1994, 1st Edition.
- 2) Matheney, R.N.V. Ruth, 'Psychiatric Nursing' Crisis Intervention, The C.V. Mosby Company Saint Louis, 1975, United States of **America**, 6th Edition, pp. 187-201.

- 3) Pasquall, R.N. Elaine Anne, 'Mental Health *Nursing*' *Holistic* Approach, The C. V. Mosby Company, St. Louis, Toronto, 1985, 2nd Edition, pp. 350-364.
- 4) Stuart, Sundeen R.N., "Principles and Practice of Psychiatric Nursing", The C. V. Mosby Company, St. Louis, Toronto, London, 1979, pp. 369-86.

3.8.2 Lesson Plan-Format

The format for lesson plan is given below:

Name of the Student/Teacher	: Ms X
Subject	: PSYCHIATRIC NURSING
Unit	: Unit 2 THERAPEUTIC MODES
Topic	: Crisis Intervention in Nursing
Group of students	: B.Sc. Nursing students
Number of students	: Thirty
Method of teaching	: Lecture Method
Teaching Aids	: Handouts, Charts
Date, time and duration of teaching	: Date:
	1 hour
Venue	: Classroom No. 107
Previous knowledge of the group	: Had classes on psychiatric emergency and its management

3.9 FORMAT FOR EVALUATION OF TEACHING

Evaluation of teaching is an important step to help the students to develop teaching skills. A new teacher must work hard in planning and teaching exercise before she gets the required skills.

The format below is a guide for evaluation which could be used by student teachers **themselves** for self evaluation. This format could also be used by examiners who evaluate student teachers.

Format

Aspects and Criteria	Max. Marks	Marks awarded
I. Lesson Plan	25	
a. Statement of objectives clear, appropriate	3	
b. Neatness, organization	5	
c. Adequacy and correctness of subject matter.	5	
d. Content development-simple to complex, correlation etc.	5	
e. Plan of evaluation at different stages	5	
f. Assignment, tests, Bibliography	2	

Aspects and Criteria	Max. Marks	Marks awarded
II. Teaching a. Introduction—interesting, motivating, appropriate, relevant b. Recall of previous knowledge c. Presentation—Proper method, clarity, correctness, spacing of content, continuity, sequence d. Students participation encouraged, students interested. e. Questions—structure, appropriateness, adequacy, variety, quality distribution f. Conclusion—summarized, doubts cleared	30 5 3 10 5 5 2	
III. Use of A.V. aids, Black Board, Diagrams, Charts, Graphs a. Relevant, neat, used at the proper time, presented well, visible to all students. b. Black Board Work, neat, organized, not crowded etc. c. Physical set up of the classroom, Seating, light, ventilation, adequate	20 10 5 5	
IV. Evaluation a. Achievement of instructional objectives b. Evaluation planned at different stages of teaching the lesson assignment —thought provoking home work —interesting appropriate tests-planned well.	5	
V. Teacher a. Pleasantness, appearance--neat, dignified-approachable, self-confident b. Voice—loud, clear, modulated c. Communication Suitability of vocabulary of language, gestures appropriate , fluency, spontaneity d. Classroom management—ability to handle classroom situations and pupil individually, flexibility, originality, problem solving	20 5 5 5 5	

3.10 LET US SUM UP

In this practical, we have dealt with lesson planning. The discussion included, what is a lesson plan, why lesson planning, is required certain points to be remembered while planning, pre-requisites and essential elements of a lesson plan. We have also discussed essentials of a well delivered lesson.

This practical also gives the format and a sample lesson which you can use as a guide when you plan the lesson. You may develop your own format which is suitable to you. Whatever be the form, you have to make sure that you have done your preparation well and your presentation is well organized and interesting. The objectives set for the class must be achieved.

3.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) It guides the teacher in presentation of subject matter.
- 2) It focuses on consideration of goals and objectives, selection of subject matter, selection of procedure, the planning of activities and the preparation of test of progress.
- 3) It keeps the teacher on the tracks; ensures steady progress and a definite outcome of teaching and learning procedure.
- 4) It creates confidence in teacher in conducting a class.
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Check Your Progress 2

- 1)
 - The teacher must have adequate mastery over subject matter and practice if it is for skill lesson.
 - The teacher must understand the student's educational background in order to make a plan of teaching suitable for them.
 - The teacher must be fully conversant with new methods and technique of teaching her/his subject.
 - Teacher must have good knowledge of psychology culture and community and cite various examples accordingly.
 - Ensure active learner participation during a class and maintain interest and motivation of student. Avoid boredom.
 - There should be variety and novelty in type of presentation.

- 2) Phases of lesson planning are:
- ◆ Preparation
 - ◆ Presentation
 - ◆ **Supervision** and recapitulation
 - ◆ Evaluation and feedback

3.12 ACTIVITIES

- 1) Select any two topics for making lesson plan from any course of GNM programme and prepare a lesson.
- 2) Prepare the teaching-learning aids (OHP transparencies/flipchart/flash **card/posters/charts**)
- 3) Evaluate a practice teaching conducted by your colleague (use the format).
- 4) Plan and conduct five teachings on any topic related to health and nursing by using following methods of teaching:

Lecture, Discussion (group and panel), Demonstration, Symposium, Seminar, Nursing care study, and Bedside clinic