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# **PRACTICAL 2 UNIT PLANNING**

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## **20 OBJECTIVES**

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

- explain the concept of unit planning and define unit planning;
- describe the characteristics of unit planning;
- state the types of unit planning;
- explain the essentials of unit planning;
- list the steps in writing unit plan; and
- prepare a sample of teaching learning unit.

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## **2.1 INTRODUCTION**

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In this practical you will review what has been learnt in Block 2 of BNS-111. Curriculum Development, Planning and Organization of the Curriculum and learn how to plan unit for teaching and learning.

With the understanding of learning theories and psychology of learning more and more educators have accepted the unit as the basis for organisation of learning. The basis for the unit idea can be traced to **Herbart (1776-1841)** who stressed four essentials in the learning process. His followers divided the process into 5 steps, namely:

- 1) Preparation
- 2) Presentation
- 3) Association
- 4) Generalisation
- 5) Practical application

There were others like John Dewey and **Morrison** whose contribution to the development of the unit concept is noteworthy: Let us now move on to the concept of unit.

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## **2.2 CONCEPT AND DEFINITION OF UNIT PLANNING**

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In the following test you will learn about the meaning of Unit Planning.

### **2.2.1 The Unit Concept**

Unitary teaching is a method of teaching plan to facilitate and attain unitary learning. Unitary learning implies the ability to correlate daily lessons and assignments to see cause effect, relationships which help in integration of knowledge. It means bringing together of the various parts into a whole.

One of the most accepted ways of planning a course is in the form of units. The basis for unit planning is the use of objectives. The principle of activity, motivation and individual differences of the students must be taken into account in planning. Unit concept recognizes the fact that what is to be learned is to be seen as a whole and not as scattered facts. Unitary teaching provides for interlocking of ideas and integration of various ideas. The focus is on the objectives and learning activities.

### **2.2.2 Definition of Unit Planning**

Unit planning may be defined as comprehensive series of the related content and meaningful educational activities, so developed as to achieve pupil's purposes, provide significant educational experiences which result in appropriate behavioural changes.

The main body of unit includes the content in the form of sections and sub-sections each emphasizing points to remember. Some units are long, which require several hours of study and others are short with few hours of teaching.

Let us see what are the purposes of unit planning.

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## **2.3 PURPOSES OF UNIT PLANNING**

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The purposes of unit planning are:

- 1) Unit planning helps in the gradual growth of students, proceedings from simple to complex which is its greatest asset.
- 2) **It gives directions to teaching-learning process.**

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## 2.4 CHARACTERISTICS OF UNIT PLANNING

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Whatever the type of units, there are certain general characteristics which a unit should possess. They are:

- 1) The aims of the unit should be clear and well defined. Each unit should indicate its general and specific objectives. A good unit is organized around the purposes of learners.
- 2) A good unit indicates activities of students and the procedures to be adopted to carry out these activities to a successful completion of a unit. Some of these activities will be pre-determined by the teaching; and some of them will emerge as the work of the unit progresses.
- 3) A good unit incorporates a good body of instructional material and the sources to be used. These materials are related to the aims, activities and procedures. The materials should be within the range of understanding of all the students and allow for individual differences.
- 4) A good unit is unified and with its emphasis on a series of related and meaningful activities, suggests wholeness in the organization.
- 5) A good unit provides place of beginning and ending. This means that it starts with a definite problem situation. Once the problem has been solved or question answered the pupil sees clearly whether his goal is reached.
- 6) An effective learning-teaching unit is generally comprehensive. It provides learning situations which are large and unified and which can be completed in a couple of class periods.
- 7) **Heidgerkan explains certain characteristics of unit planning. They are:**
  - Unit planning recognizes that learning takes place most effectively in terms of wholes rather than fractions.
  - Learning is developmental and therefore provides for vertical and horizontal organization of learning experiences.
  - Learning takes place most effectively when there is an understanding and acceptance of goals to be achieved, and when there is full and free participation in planning for the attainment of the goals.
  - Unit planning should recognize the necessity for providing for individual differences in learning and interests and therefore a variety of learning experiences are needed.
  - True learning renders the learner increasingly skilled in self direction and therefore opportunities are provided for the student steadily and gradually to assume more responsibility for selection, organization and evaluation of many of her/his own learning experience.
  - Unit planning provides a sound basis of evaluation by setting up goals in terms of desired changes of behaviour.

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## 2.5 TYPES OF UNIT PLANNING

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Many different types of units have been proposed and used for organization of teaching learning activities, Campbell and Campbell classified the types of units into 2 main groups viz. Subject Matter Units and Experience Units.

### 2.5.1 Subject Matter Units

This again can be classified as i) topical units, ii) generalization units, and iii) units based on significant aspects of environment and culture.

Subject matter units are used more widely by teachers because of its easy organization. The primary emphasis of the subject matter unit is on materials to be learned. The arrangement of the subject matter and the learning activities will be shaped in accordance with the objective. Unless what is learned is understood by the learner, learning the subject matter will be of no use to the learner.

### 2.5.2 Experience Units/Teaching-Learning

This is again classified as units based on centre of interest, student purpose and student needs.

Experience units on the other hand is planned by organizing the learning around or bound together by a central theme of interest. It is usually the basis for the activity programmes emphasized in the elementary grades. It can be used in clinical nursing studies of nursing students as taking a case study of a patient otherwise the formal or theoretical part of nursing curriculum will benefit very little from this type. of organization.

### 2.5.3 Teaching Learning Unit

Besides the above two types of units in nursing we use another type viz. the teaching-learning unit.

The term "teaching-learning unit" is used by Heidgerken to describe unit planning for nursing courses. The term embodies the concept of useful learning experiences which involve comprehensive problems or projects focused on stated objectives. It permits the inclusion of knowledge components and a series of selected and organized teaching-learning activities to provide learning outcomes specified by the objectives.

We shall now proceed to discuss about the essential components involved in unit planning in the next section.

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## 2.6 ESSENTIAL COMPONENTS INVOLVED IN UNIT PLANNING

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- 1) Formulation of objectives
- 2) Selection of the teaching-learning situation
- 3) Selection of the learning component
- 4) Selection and organization of teaching learning activities
- 5) Selection of methods of evaluation

These activities mentioned above are inter-related and cannot be carried out independently of one another.

### 2.6.1 Formulation of Objectives

While studying curriculum development in Block 2 of BNS-111, you have already learnt what are objectives, how to state objectives and why it is important to state the objectives at the very outset of planning a course.

Educational objectives are the statements of those changes in behaviour which are desired as a result of specific learner and teacher activity. They define not only the behaviour sought in the learner, but also the areas of human experience through which **this** behaviour is to be developed. A well gated objective has two aspects, the

behaviour and the content. Behaviour refers to what the student should know or be able to do and content refers to the subject matter or the area of life experience in which the behaviour is to operate.

The general specific objectives for the unit and learning outcomes must be planned prior to the selection of subject matter and activities specification for learning purpose.

### **2.6.2 Criteria for Selection and Statement of Objectives (Heidgerken, 1992)**

- The desired change in behaviour should be consistent with accepted educational philosophy of the curriculum.
- a The desired change in behaviour and the content area of the specific unit should make a direct contribution to the attainment of the overall aims of the curriculum.
- a The objective should be attainable and practical in the specific situation.
- a The objective selected should be related to the needs and the ability level of the student.
- a The objectives should be understood and accepted by the teacher and the student.
- a The objectives should be planned so that unitary teaching and learning can be carried forth, making possible continuity, sequence, correlation and integration of learning activities.
- a The objective should be clearly stated.

When you develop objectives for your unit it is **good** to apply the principles discussed above for your guidance.

### **2.6.3 Selection of the Learning Situation**

Most commonly used learning situations for nursing students are the classrooms, laboratory, clinical laboratory and the community where students get rich learning experiences. These experiences are invaluable for achievement of objectives. The students should be provided with the right type of situations at the right time and under supervision and guidance of experienced staff personnel. The learning outcomes in each situation should be evaluated.

### **2.6.4 Selection of the Learning Component**

The knowledge content of the unit must be based on objectives of the unit, level and ability of the student. Each unit should be linked and based on the previous experience and knowledge of the learner. In other words the content must be organized from known to unknown and from simple to complex concepts. Learning first should start with concrete materials gradually introducing abstractions. Also the concepts should be generalised, beginning from particular.

The content or knowledge component includes the concepts, facts and principles which are required to attain the objective of the unit. The teaching-learning unit may draw upon many sources for its knowledge component, like text books, journals and audio-visual media. It may also include study of patients in the hospital, home and family.

### **2.6.5 Selection and Organization of Teaching-Learning Activities**

The kind of teaching-learning activities selected and their organization is a crucial phase of unit planning. The activities are not isolated but related to the stated objectives. There should be continuity, sequence and integration in organizing these **activities so** that they become meaningful and **motivating** experiences for the learner.

The organizing centre may be a clinical conference, a lecture, demonstration, a field trip and the like. The teaching and learning activities should be consistent with the philosophy and the educational objectives. They are varied and flexible enough to make it possible to adapt to the individual student's ability and background. It should provide opportunity for the development of independent study, intellectual resourcefulness, self discipline as well as mastery of many different kinds of knowledge and skills. The teaching-learning activities are planned and evaluated cooperatively by the teacher and the student.

### 2.6.6 Selection of Methods of Evaluation

Proper methods of evaluation and their use are of prime importance in teaching-learning. Evaluation should be conducted at various stages, using a variety of evaluation methods depending on objectives to be attained. It is to be emphasized here that evaluation must be based on stated objectives. Use of appropriate tools is important. Collecting adequate samples of behaviour is another essential feature in evaluation. The student should know about the results of evaluation, progress they have made and the areas in which improvement has to be made. The evaluation programme to be used in the unit should be developed simultaneously with the unit.

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## 2.7 UNIT PLANNING---PRACTICAL PROCEDURE

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Before settling down to make a unit plan, you should be familiar with the related theory. Make sure that you know the type of unit, characteristics and steps in unit planning. You may choose a course with which you are familiar in order to make a unit plan.

### 2.7.1 Steps in Writing a Unit

- Refer University syllabus and discuss with experts on the subject.
- Do extensive reading and formulate general and specific objectives.
- Write down the details such as the title of the unit, number of the hours required to teach and the practical experience, placement in the curriculum.
- Decide on number of hours to be given for theory & practical.
- Formulate the central objectives and contributory objectives.
- Identify content area and the methods of teaching. Plan the teaching-learning activities to attain the objectives of the unit.
- Select the teaching aids which you would like to use.
- Plan the experiences—clinical, laboratory or visits etc.
- Plan for evaluation, select the important area against which you would like to assess the students.
- Develop objectives of evaluation.
- Select tools and construct test items to evaluate skills, observations and return demonstrations can be planned in clinical area.
- Provide a list of journals and latest edition textbooks for references.

### 2.7.2 Format of Unit Planning

Each teacher may use her/his own thinking and method to plan a unit. The following format may be useful to a beginner teacher. You may refer "Principles and Methods of Teaching in Schools of Nursing" by Heidgerken. Several unit plans and course plans are given in this book.

# Format/Outline of Unit Plan

Course Title

No. of Hours

Unit Title

Theory

Practical

Pre-Requisites for the Course

Placement-Year

e.g. Previous Knowledge

Term/Semester

General Objective

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Specific Objectives

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**Specific Objective**

**ContentTeaching**

**Learning activities**

Methods of teaching

Resource materials—Teaching aids

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Methods of Evaluation

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Bibliography

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## Check Your Progress

1) Explain the term unit?

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2) List the essential components of unit planning?

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3) Explain what are teaching-learning activities.

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4) State four characteristics of unit plan.

### 2.7.3 Sample Unit Planning

Given below is the sample of a unit planning.

Course: Psychiatric

No. of Hours

Theory—3 hours

Practical—10 hours

Placement: 5th Semester

#### Unit: Mental Health Concepts

**Knowledge, background of Students—The B.Sc. Nursing Students have the knowledge of Psychology**

Unit Objective	Topics (Lessons)	Time allotted for each topic	Method of Teaching	Teaching Aid	References	Teacher responsible	Evaluation
To understand the concept of mental health	1. Meaning of mental illness, mental hygiene and its principles	1 hour	Lecture and Discussion	OHP transparencies, chalk board	Matheney Topalis, "Psychiatric Nursing", Caroll. "Dynamics of human behaviour"	Ms. X	O&A
	2. Concept of mental health and characteristics of mentally healthy individual	1 hour	Lecture and Discussion	Posters, Chart	Stuart & Siundeen "Psychiatric Nursing"	Ms. X	MCQ
	3. Mental mechanism	1 hour	Lecture and Discussion	OHP transparencies, chalk board	Bowring & Langfield "Hand book of psychology"	Ms. X	True or False Statement

## 2.8 LET US SUM UP

In this practical you have learnt the concept, definition, components, characteristics, types of unit planning, and steps in unit planning. The actual planning of a unit has been presented in Section 2.7 along with a sample of a unit plan.

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## 2.9 ANSWERS TO CHECK YOUR PROGRESS

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- 1) Unit planning may be defined as comprehensive series of the content and meaningful activities so developed as to achieve the pupil's purposes. Provide educational experiences which result in appropriate behavioural changes.
- 2)
  - i) Formulation of objectives
  - ii) Selection of the teaching-learning situation
  - iii) Selection of the learning component  
Selection and organization of teaching-learning activities
  - v) Selection of methods of evaluation
- 3) The kind of teaching-learning activities selected and their organization is a crucial phase of unit planning. The activities are not isolated but related to the stated objectives. There should be continuity, sequence and integration in organizing these activities so that they become meaningful and motivating experiences for the learner.

The organizing centre may be a clinical conference, a lecture, demonstration, a field trip and the like. The teaching and learning activities should be consistent with the philosophy and the educational objectives. They are varied and flexible enough to make it possible to adapt to the individual student's ability and background. It should provide opportunity for the development of independent study, intellectual resourcefulness, self discipline as well as mastery of many different kinds of knowledge and skills. The teaching-learning activities are planned and evaluated cooperatively by the teacher and the student.

- 4)
  - i) The aims of the unit should be clear and well defined. Each unit should indicate its general and specific objectives. A good unit is organized around the purposes of learners.
  - ii) A good unit indicates activities of students and the procedures to be adopted to **carry** out these activities to a successful completion of a unit. Some of these activities will be pre-determined by the teaching; and some of them will emerge as the work of the unit progresses.
  - iii) A good unit incorporates a good body of instructional material and **the** sources to **be** used. These materials are related to the aims, activities and procedures. The materials should be within the range of understanding of all the students and allow for individual differences.
  - iv) A good unit is unified and with its emphasis **on** a series of related **and** meaningful activities, suggests wholeness in the organization.

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## 2.10 ACTIVITIES

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- 1) Prepare a unit for teaching your students. Study the steps and activities involved in planning a unit.
- 2) Plan a unit for teaching basic nursing students. Select any unit from GNM syllabus.