

Unit and Topic Planning

Introduction

In the previous unit, we studied about the instructional objectives and how to develop instructional strategies. Instructional strategies are generally implemented through unit plan and topic or lesson plan. In this unit, we will discuss how to prepare a unit plan and a lesson plan.

Learning outcomes

After going through this unit, you will be able to:

- define a unit plan and a lesson/topic plan;
- differentiate between a unit plan and a lesson plan; and
- prepare a unit plan and a lesson/topic plan in your subject of study.

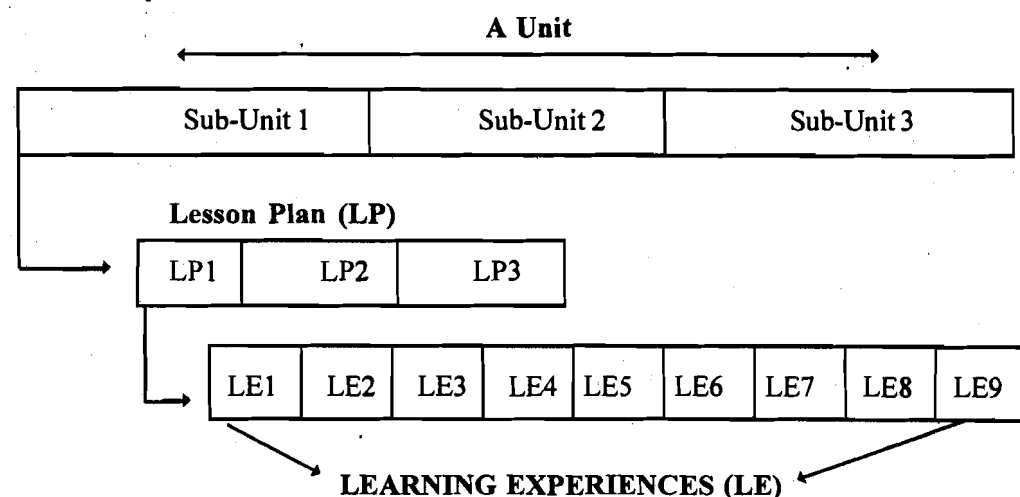
Unit plan

All of us know that we have to complete a particular course, or more popularly known as a syllabus, in a given academic session. Such a course or a syllabus comprise a number of chapters or units. Each unit consists of a quantum of knowledge which represents a particular theme. This body of knowledge has to be transacted in the class so that the objectives of teaching the unit are achieved by the students. This necessitates that the unit is planned in a systematic manner in advance in order to achieve the objectives of teaching-learning process. The main objective of a unit plan is to manage student learning in that unit. It represents sequencing of learning activities the unit and the supporting learning materials that are required for transaction of learning experiences.

Let us know the unit plan

As we said earlier, a course consists of a few units. A unit, similarly, comprises a few sub-units. Each sub-unit represents a bit of knowledge in that unit. Each sub-unit further consists of a few lessons. Each lesson again comprise a number of learning experiences.

Let us examine the Figure 1 in order to know the differences amongst unit plan, sub-unit and lesson plan.



(Some contents have been reproduced from Unit 3 of ES-343 : Teaching of Social Studies, SOE, IGNOU with necessary modifications.)

LP = Lesson Plan

LE = Learning Experiences

Source: Dash, N.K. (2003). Power Point Slides for Teacher Education Workshop. SOE, IGNOU, New Delhi.

Therefore, when we plan for a unit, we generally plan for sub-units which are in that unit. A unit plan has five sections, namely, introduction, objectives, contents, hints for teachers and evaluation. The format and an example of a unit plan is given in Table 1.

Table 1: Format or a Unit Plan

Subject/Course : Unit: Class:			
<ul style="list-style-type: none"> ● Previous knowledge/Entry behaviour of Students ● Major objectives of the unit ● Overview of the theme of the unit: 			
1	2	3	4
Sub-Units Teaching topics No. of Periods	Major Teaching points under each topic.	Specific objectives of each teaching point	Methods/medial approach adopted by teachers' and pupils' activities Learning Resources
<ul style="list-style-type: none"> ● Reference of pupils ● References for teachers ● Evaluation/Assignment 			

Sample of a Unit Plan

1. Subject/Course : Instruction in a Systemic Perspective
2. Unit : Input Alternatives-Teacher Controlled
3. Class/Target Group : Students of PG Diploma in Higher Education
4. Entry Behaviour of Students : Students know the concept of instructional inputs. They carry on transaction of learning experiences with the help of such instructional inputs.
5. Major objectives of the Unit :
 - 1) Students will be able to know the meaning of the teacher-controlled instructional input alternatives.
 - 2) Students will be to understand the significance of various kinds of teacher controlled input alternatives such as : lecture, demonstration and team teaching in the instructional process at higher education level.
6. Overview of the theme of the unit : Teacher-controlled input alternatives refer to those instructional inputs in which the degree of control of the instructional environment by the teacher is more in comparison to that of the learner. The popular teacher controlled instructional inputs are lecture, demonstration, team teaching, etc.
7. Details of the Unit Plan

Sub-Units	Major Teaching Points	Specific Objectives	Methods/Media/ Approaches
1. Lecture	<ol style="list-style-type: none"> 1. Concept and Meaning a lecture 2. Steps in a lecture 3. Assessment of a lecture 4. Approaches to content treatment in a lecture 5. Lecture in combination with other methods and media 6. Versatility of a lecture 7. Advantages and Disadvantages of a lecture 	<ul style="list-style-type: none"> ● Students will be able to define the concept of a lecture ● Students will be able to describe the steps in a lecture ● Students will be able to carry out assessment of a lecture ● Students will be able to discuss various approaches to content treatment ● Students will be able to explain how lecture can be combined with other methods and media ● Students will be able to discuss versatility of a lecture ● Students will be to list the advantages and disadvantages of a lecture 	<p>Methods: Lecture, Discussion, Question-answer, Group Work, Project Work</p> <p>Media: Chalkboard, OHP, Charts, Audio / Video programmes</p> <p>Approaches: Teacher-Controlled Group-Controlled</p>
2. Demonstration	<ol style="list-style-type: none"> 1. Characteristics of demonstration 2. Principles of demonstration 3. Preparing classroom demonstration 4. Performing classroom demonstration 5. Assessing demonstration 	<ul style="list-style-type: none"> ● Students will be able to identify the characteristics of demonstration ● Students will be able to explain the principles of demonstration ● Students will be able to prepare for demonstration ● Students will be able to perform demonstration of a learning point ● Students will be able to assess the demonstration skills of a teacher 	<p>Methods: Lecture, Demonstration, Discussion, Question-answer, Group Work, Project Work</p> <p>Media: Chalkboard, OHP, Charts, Audio / Video programmes, Materials for demonstration of a science experiment</p> <p>Approaches: Teacher-Controlled Group-Controlled</p>
3. Team Teaching	<ol style="list-style-type: none"> 1. Origin team teaching 2. Characteristics of team teaching 3. Objectives of team teaching 4. Styles of team teaching 5. Instructional Values of team teaching 	<ul style="list-style-type: none"> ● Students will be able to describe the origin of team teaching ● Students will be able to point out the characteristics of team teaching ● Students will be able to enumerate the objectives of team teaching ● Students will be able to discuss styles of team teaching ● Students will be able to elaborate instructional values of team teaching 	<p>Methods: Lecture, Team teaching, Question- answer, Discussion, Assignments</p> <p>Media: Chalkboard, OHP</p> <p>Approaches: Teacher-Controlled Group-Controlled</p>

8. References

Chauhan's S. (1989), Innovations in teaching learning process, New Delhi :Vikas Publishing House, Pvt. Ltd.

Dale, Edgar (1954), Audio-visual Methods in Teaching, New York : Holt, Rinehart and Winston

Ellington, H., Percival, F. and Race Phil, (2003), Handbook of Educational Teaching, New Delhi : Kogan Page India Pvt. Limited.

9. Evaluation/Assignment

- i) Define the concept of teacher controlled instructional inputs. How are they different from learner controlled instructional inputs?
- ii) What is a lecture? Discuss the steps of a lecture. Point out its merits and strengths.
- iii) Discuss, with example, how you can demonstrate a learning experience in Physics.
- iv) Should team teaching, be practised in colleges very often? Justify your answer.

Planning the daily topic/lesson

The topic is the smallest unit of a unit plan which contains similar elements arranged in much the same way to achieve the objectives as in the extended unit plan. The effectiveness of the unit plan is dependent on the efficacy of daily/lesson plans. The daily lesson plan consists of the following :

- i) Lesson objectives
- ii) Introduction section
- iii) Development section
- iv) Closing section

If these parts are systematically arranged, a format of the lesson plan can be developed covering the above five points as given in Table 2.

Table 2: Format of a Lesson/Topic plan

Subject:		Target Group:	
Topic:			
1. Entry behaviour			
2. General objectives of the topic			
3. Methods and Media			
4. Introduction			
5. Presentation			
Teaching points in sequence	Specific objectives in behavioural terms	Learning Experience	
		Teacher's Activities	Pupils' Activities
6. Recapitulation/revision/evaluation			
7. Home assignment			
8. Blackboard work plan			

Thus, you must have understood that the five major parts are systematically presented in eight steps. This format is not rigid. The plan can be rearranged according to the needed end objectives.

But before going to the format of a lesson plan, let us be clear about the significance of each component or part of these lesson plans.

i) Statement of general and specific objectives

Give the idea of the long-term goals and observable end behaviour of learners which have been discussed earlier.

ii) Introduction or opener

The opener in a lesson plan prepares learners for new learning. At the same time, it may help them recall what they can remember from previous experience. In most cases, it is a link between the present learning experience and the learning experience which occurred in the few questions like: "What did we learn yesterday?", "Who remembers what we learned yesterday?"

Better openers are those that generate learners' interest. For eliciting greater interest you can use some of the following procedures depending upon the relevance and time available.

- i) Divide the class into "buzz" groups to interact for two or three minutes on what are the most important things to remember from their previous lesson.
- ii) Have a pair of volunteers play the roles of an interviewer and an interviewee interacting over the previous day's learning. If other members of the class disagree, they may re-enact the interview.
- iii) Prompt a class discussion with a "what" of a question demanding a recall of the previous learning for reasonable responses for three to four minutes.
- iv) Give three to five short-answer test items or quizzes or puzzles based on the previous learning. The test or puzzle is discussed and corrected immediately in the class.
- v) Invite a group to perform dramatisation to convey the previous learning. The other children participate by guessing or by watching and assessing the level of accuracy. The beginning of the lesson in most cases is concept-oriented. Often the success of a lesson depends on the quality of the opener or introduction.

iii) Presentation or development section

It is the main part of implementing the teaching plan through teaching/learning alternatives, that is, teacher's activities and pupil's activities. The total content is sequenced into teaching points and each teaching point is presented by relevant teacher activities and students' activities. While doing so partial evaluation is also planned as shown in the format of the lesson. During that stage the teacher and students may require to use instructional materials like textbooks, reference books, teacher collected set of pictures, photographs, newspaper clippings, teacher-made sketches, graphs, charts, diagrams, models, replicas or real objects, film strips, films, videotapes, etc. The selection of material you intend to use should be governed by the following criteria.

- i) They should convey needed information in a clear-cut and direct manner.
- ii) They should meet the learners' needs in terms of their level of skills in general reading and reading maps, globes, diagrams, charts, graphs and tables; in viewing and listening to specific purpose and in retaining what they read, view or hear.
- iii) They should provide for reasonable reconstruction of the reality they represent.

Therefore, during presentation the usefulness of instructional material is determined not by whether it is read, heard or viewed but by how purposefully it is used, what the teacher will do, instruct and provide facilities to engage the students in various activities to achieve the stated behavioural outcomes.

iv) Recapitulation or the closing section

This section of the lesson plan mirrors the objectives listed in the objectives section. For example,

- The students will answer the question.
- They will infer ideas, concepts, values or generalisations.
- They will establish cause-effect relationships.
- They may do all these procedures either through oral or written responses.

Ensuring that students will have an opportunity to meet the stated objectives is not the only concern of the teacher. The teacher's main concern is that the children learn. Teachers need to monitor both their own effectiveness as teachers and the students' progress. The final part of the lesson plan is labelled as "Evaluation". You as planner here respond to the following questions and get a feedback on your own teaching:

- i) How well did the children meet the objectives?
- ii) If all the children did not meet the objective, why not? What can be done in subsequent lessons to ensure greater success? In what way can opening procedures or developmental procedures or closing procedures be improved?
- iii) If all the children met the objective, was there any part of the lesson that could be improved to provide better transitions from one part of the lesson to the other?

Example of a lesson plan

Subject : Economics

Target Group : Undergraduate Students

Topic : Population Problem

I. Entry Behaviour

Students are aware of the "Population explosion" as one of the burning problems of India. Students know the factors of production and the characteristics of factors of

production as well. They are aware of labour as an important factor of production which is directly related to population.

II. General Objectives

- i) Students will appreciate the seriousness of the population problem.
- ii) Students will understand the relationship between population growth and the resources available in the country.
- iii) Students will understand why the population problem is more acute in developing countries than in developed countries.
- iv) Students will know that a speed increase in population is bound to be problematic for any country.
- v) Students will understand the reasons for the growth in population.

III. Methods

Question -answer, Discussion, Lecture

IV. Media

Blackboard, picture, chart

V. Approach

Comparative

VI. Introduction

Good morning, everybody! Today, I will present my lecture on population problem.

But, before we begin, let me show you some pictures. (Here the teacher will show four pictures one by one)

Picture I - Fish swimming leisurely.

Picture II - Fish swimming easily but not leisurely.

Picture III - Congested -almost no space to move around.

Picture IV - Cracked!!!

All of you have seen the pictures and must have identified some resemblance to one of the advertisements shown on television.

Now, tell me, why has this advertisement been shown/telecast in India?

Student: This advertisement is about the population explosion. And the population explosion is the biggest problem of India. It is shown in India to make the people aware of the population explosion and its impact on the country's growth.

Teacher: Very correct! It seems that all of you are aware of the population problem, the biggest curse of our country.

Now, today, we will try to know more about the population problem, especially from the economic point of view.

Teaching Points Sequentially Ordered	Specific Objectives	Teacher's Activities	Expected Pupil's Response	Evaluation
1. Over-Population	<ol style="list-style-type: none"> Students will be able to relate population problem in context with quantum of existing factors of production. Students will be able to state the reason for over-population being a hindrance in India's development socially and economically as well. 	<ol style="list-style-type: none"> Teacher will ask questions : <ol style="list-style-type: none"> What are the factors of production? What is the unique characteristics of labour as one of the important factors of production? Teacher will explain how labour is directly related to population. Teacher will explain how over-population itself is not problematic. Teacher will give examples where increase in population may turn out to be a blessing viz. America. Teacher will ask the students to give relevant examples. 	<ol style="list-style-type: none"> Student will answer the question asked by the teacher : <ol style="list-style-type: none"> Land, Labour, Capital and entrepreneur Living in nature. Students will listen to the teacher attentively. Students will give relevant example like- Australia and Signapore 	Explain in your own words why over population is a problem in India and not in America or Australia.
2. World and Population Problem	<ol style="list-style-type: none"> Students will able to write data regarding populations of developing as well as developed countries. 	<ol style="list-style-type: none"> Teacher will classify the countries into two : <ol style="list-style-type: none"> Developed and Developing Teacher will explain that population problem is more acute in developing countries and not in developed countries. 	<ol style="list-style-type: none"> Students will note down the main point from blackboard. Students will learn to the teacher attentively. Students will answer the questions asked by the teacher (if any) 	Explain in your own words why population problem is more acute in developing countries than in developed ones.

VII. Presentation

Teaching Points Sequentially Ordered	Specific Objectives	Teacher's Activities	Expected Pupil's Response	Evaluation
		3. Teacher will write on blackboard the Per Capita Income (PCI) of different countries like. 4. USA 34370, Japan 35,420 U.K.-25,200 Sri Lanka-890, Indonesia-570 India 450	4. Students will ask the difficulties.	
3. India's population and reasons for its growth in	1. Students will be able to write data regarding India's population from 1901 to 2001 2. Students will be able to draw a line graph showing speedy increase in population of India. 3. Students will be able to state reasons for growth in populations. 4. Students will be able to state minimum two reasons for growth in birth rate.	1. Teacher will explain with the help of line graph the increase in Indian population. 2. Teacher will explain why is it called Population Explosion? In 50 years the population has increased by 66 cores. 3. Teacher will ask the students to take down population data while she writes on blackboard : 4. Teacher will ask the students the reason for growth in population.	1. Students will listen to the teacher attentively. 2. Students will note down the main points from blackboard. 3. Students will answer to the question asked (if any). 4. Students will ask questions/ difficulties (if any)	Explain in your words the reasons for growth in population in India.
	5. Students will be able to state at least two reasons for decline in death rate.	5. Teacher will give reasons for growth in populations- Difference between birth rate and death rate is high. Teacher will state reasons for this difference. Root of population problem lies in insufficient fall in birth rate.		

VIII. Recapitulation

Teacher will recapitulate by asking questions:

1. Why is over-population a blessing in America and Australia?
2. Why is over-population a problem in India?
3. Why is the population problem more acute in developing countries.
4. What factors are responsible for the growth of population in India.

XI. Blackboard Summary

Population Problem	
Over-population	India's population
World & population	1901 — 23.6 crores
Per capital income (1988)	1951 — 36.0 Crores
USA — 34,370\$	1991 — 84 Crores
JAPAN — 35,420\$	2001 — 102 Crores
U.K — 25,200\$	Reasons
Sri Lanka — 890\$	Difference between Birth rate and Death Rate
India — 450\$	

Source : <http://www.worldbank.org>.

X. Assignment

Write an account on : "Ever increasing population - an obstacle to the social and economic development of a country".

Summary

In this unit, we focused on unit and lesson/topic plan. In order carry out a course it is necessary to prepare detailed unit plans for each unit. Unit plan helps a teacher to manage teaching-learning activities more effectively and efficiently. We presented an example of a unit plan on the unit—Input Alternatives—Teacher controlled of this block. We also discussed the difference between a course, a unit, a sub-unit and a lesson. Unit plan generally refer to planning for sub-units. A sub-unit consists of a few lessons. Each lesson has to be planned. We also presented an example of a lesson plan. These examples of unit and lesson plans may help you to prepare similar plans in your subject of teaching.

Unit-end activities

Prepare a few Unit plans in a subject of your choice, Then, prepare lesson plans which are to presented under one of these units.

Suggested readings

School of Education (1998), ES-343 : *Teaching of Social Studies, Block-1, Padagogy of Teaching Social Studies*, New Delhi : IGNOU.