

**GODFREY OKOYE UNIVERSITY SECONDARY SCHOOL THINKERS CORNER
ENUGU**

STAFF WORKSHOP HELD ON 12TH SEPTEMBER, 2019

THEME: *Being a Teacher of Children*

SUB-THEME: LESSON PREPARATION AND DELIVERY

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PREPARATION AND PRESENTATION OF LESSON

Introduction

Part of the success of a lesson depends upon careful planning. Lesson plan does imply that the planner has made proper preparation in deciding upon objectives, choosing appropriate methods and materials for task ahead. Planning also entails consulting a number of sources of information so that the teacher would have in his possession, not only the facts intended for presentation but also additional information to deal with questions asked by pupils and supplement explanations if supplementation is required.

Meaning of Lesson Plan

The journey from the subject syllabus for the years, through scheme of work or course descriptions for terms and semesters and units of work for weeks, down to lessons for specific periods of the day is like a journey to the Promised Land. For one thing, it is at the level of the lesson that curriculum planning and implementation cross borders. The lesson is the litmus test for all the English we speak about curriculum and therefore, education. As the theatre for trying out the lofty claims educators make about curriculum, the lesson is what in our situation today shows whether our curriculum actualization tally with curriculum intentions. Recall your first year treatment of the curriculum as among others something intended and actualized. The classroom is by courtesy of the lesson, the market place where the curriculum commodities are sold to the clients or pupils.

The lesson however, has been defined as the smallest curriculum unit for which instruction is usually planned, consisting of about an hour of instruction or study time. The lesson has also been seen as a short period of instruction devoted to a specific, limited topic, skill or idea. You would also agree that somehow everything studied or used during such a period of instruction is part and parcel of the lesson.

We may note, in passing, that with the advent of microteaching, it is now fashionable to plan instruction around items of content more minute than the lesson and lasting for a few minutes. Also, advances in instructional technology re making the term lesson sound obsolete. The equivalent of (and perhaps the replacement for) the lesson is ultra-modern instruction is called a module. A module is a self-instructional package of materials covering a small portion of a course, all this sounds foreign, perhaps. In our situation here the lesson is still fashionable as ever, and lasts some thirty to sixty minutes. Several related lessons add up to one unit of work. The unit of Instruction is thus the point of departure for the daily lessons. But the lesson provides for a more specific and detailed interpretation of the curriculum than the unit, which in turn described the curriculum better than the scheme of work. Needless to mention the purely outline description of subject contents called the syllabus. We noted earlier that it is at the level of the lesson that curriculum planning and curriculum implementation cross borders. The need to maximize the effectiveness of the lesson and the teacher, the desirability that the lesson should finally deliver the curriculum to the clients of the education industry – the learner – brings in the idea of lesson planning.

The Lesson Plan

It is to the teacher what the flight plan is to the pilot. As a guide, it assists the teacher and pupils in determining the direction and purposes of learning, as well as the procedure and strategies/skills for realizing such purposes.

The world of the lesson plan, or the business of lesson planning, invites the teacher to imagine he is actually teaching the lesson, to structure subject-matter, to plan sequence and emphasis of the lesson, to gather and allocate aids/materials, to isolate and deploy strategies/skills, and to anticipate pupil reactions to the various parts of the lesson. The entire means the lesson plan is something of a melting pot, where the classroom-oriented courses (methodology of instruction special methods, micro-teaching, curriculum development, educational psychology, educational technology, etc.) are extracted into one essence, namely, the facilitation of teaching and learning.

We noted earlier that several lessons are planned systematically to complete one unit of instruction. Lesson plans vary according to the stage of the unit at which they appear. One lesson should grow out of, and build upon the immediately preceding lesson(s), as well as led on to, and prepare for the lesson(s) that anticipate tomorrow's. All this is best achieved when the curriculum or subject syllabus has been sectioned into units of work. Or we have drawn our unit plans; the information sketched for our lesson plans is already-made. For the information sketched out in the unit plan covers objectives, contents, materials, methods, activities and evaluation. Developing lesson plans from an already existing unit plan makes lesson planning an interesting job.

Get the syllabus or scheme of work for your subject area, split it up into units of work and develop appropriate unit plans, ensuring you follow the guidelines and characteristics already discussed in class. Thereafter, proceed to plan your lessons out of the already existing unit plans(s).

Components of the Lesson Plan

The lesson plan has three basic components, namely; **the Objective(s)**, **Body of the lesson** and **the Evaluation**. What could constitute a fourth component, which may be included, is called **re-teaching**. It is the cybernetic element in lesson planning. Let us return to the basic duration and the content/topic to be taught.

The objectives tell one where on is going, i.e. why one is going to teach. They should be stated in specific, behavioral, observable, demonstrable, measurable, pupil terms. Having to determine objectives in the light of especially students' needs and/or interests does not in any case preclude consideration of community needs or interests, as well as time and facilities available.

On body of the lesson: this is the activity portion of the lesson. Labeled instructional procedure, it spans the sequential development of content, the determination and placing of teacher and student activities, the isolation and allocation of instructional materials, as well as the assemblage and deployment of matching strategies/skills to be adopted or emphasized at each stage of instruction/lesson movement. Here again, consideration is made of learner needs and interests and capabilities, of the strengths and limitations of the teacher and the materials and strategies/skills contemplated.

On evaluation: you all by now know the general, purposes of evaluation – selection, placement, diagnosis, grading, etc. For the lesson, evaluation seeks to determine if and how far the objectives of instruction have been achieved. It provides instructional feedback for the purpose of improving teaching.

To summarize, three simple questions are posed, the answers to which provide both the steps involved in lesson planning and the essential features of a lesson plan. The questions are:

- (1) Where am I going! Answer: Objectives
- (2) How will I get there! Answer: Body of the lesson
- (3) How will I know when I've arrived! Answer: Evaluation

A Model Lesson Plan Presentation

Take a model as a design to be copied. No particular version of the lesson plan enjoys the blessing of all educators. That model is best which works best in a given situation. Nevertheless, some standard behaviors and procedures have come to be associated with the teaching – learning process. To present a given content, for example, the teacher normally performs some activities (stimuli) that invite some actions on the part of the students (responses), through the mediation of some strategies or skills.

To make the interplay of these elements clear in a lesson plan at a glance, the Department of Curriculum and Teaching here recommends, for the Body of the lesson/ instructional procedure section, a tabular arrangement with columns showing the stages of content development, the corresponding teacher and student activities, as well as the strategies or skill to be used at each stage.

See, as a worked example, the lesson plan for biology, which is presented here. Note that the first four items have been included specifically for teaching practices purposes. Note, moreover, that another term for content is Topic; another term for specific objectives is instructional objectives. Instructional strategies replace teaching strategies (or teaching methods). Instructional materials have been used instead of teaching material aids. But as long as you stick to one, it does not matter whether you say entry behavior or entering behavior.

Lesson Movement

As the name suggests, this describes the planned teacher-student progress from the beginning, through the middle to the end of the lesson.

Depending on the concepts or skill being developed, the materials being used, and /or how the students are following, the pace may be fast here, but slow there; the explanation or demonstration may be elaborate here, but minimal or scanty there etc.

Lesson movement entails working through or conducting the teaching steps (or instructional events) in a lesson. In doing that, the teacher prepares the learner and gains his attention, then acquaints him with the objectives of instruction, then presents the new information, then brings in the generalizations then, requires the learner to perform and to apply the new information in solving problems. These teaching steps depend for their execution on the teacher, the learners themselves, the instructional materials, or the planned teaching –learning activities and

strategies. In careering through the continuum of teaching step, lesson movement takes the learner from Entering /Entry Behavior (E.B), through terminal behavior (T.B) let us take one by one.

Entry Behavior

Particularly means that part of previous knowledge which is relevant to the new learning. It describes those aspects of the learners' cognitive, psychomotor and affective dispositions which can serve as a link for the new learning's to be presented. You should state it in observable and measurable forms.

Enabling Objectives/Set Induction

This is a learned capability that facilitates the learning of large (and higher) performance objectives (Briggs 1977).they are what one may call prerequisite objectives, E.g. the ability to count 1,2,3,4 etc. enables one to do addition or subtraction. One cannot spell words unless one knows the letter/alphabets. As essential enabling objective is one which is indispensable in the learning of a higher capability, while a supporting enabling objective is that which merely facilitates the learning of a higher capability or objective.

Terminal behavior

It is the end-product of instruction. Also called terminal behavior, it is the behavior expected of the learners after completing a prescribed unit or course of instruction. Mastery of the enabling objectives enables the learner to move on to achieve the terminal behavior, usually of a higher level.

The instructional procedure

This loosely refers to the orders and manner of conducting instruction. Much of this has been covered under the heading, lesson movement, which deals with the continuation of teaching steps and the consequent progress from entry behavior to terminal behavior. Our focus here is the component parts of instructional procedure such as we find in the lesson plan. These are: content Development, Teaching activities, student's activities, and teaching strategies or teaching skills and instructional materials.

Content development described the progressive unfoldment (from simple to complex) of the aspects of the content/topic of a given lesson with a view to covering the things stated in the objectives of the lesson. Please take note of this relationship between the specific objectives of the lesson plan.

By teacher's activities we mean the aggregate activities performed by the teacher in order to teach the lesson. These include drawing/sketching, explaining, dramatizing, experimental, labeling, comparing and contrasting, gesticulating, etc. they are planned and goal-oriented; they vary with the stage of content development. They are the stimuli in the learning situation.

Students' activities for sure refer to those actions which the student performs in response to the teacher's stimuli, so as to learn. From observing, to listening, to questioning, to answering, to drawing, to labeling, to dramatizing, etc.

Lastly, teaching strategies refer to the standard approaches, devices or techniques for realizing teaching and learning. These are educational method for turning knowledge into learning, the term strategy more technically replaces the conventional equivalent: method, several skills may be subsumed under one strategy. E.g. the questioning strategy covers low order question (LOQ) and higher order question (HOQ) skills.

Difference between Lesson Plan and Lesson Note

The difference between a lesson plan and a lesson note is a matter of detail. While the former provides a guideline by which the teacher teaches his lesson, the latter provides in detail, the teacher's plan of action. It is advisable that beginning teachers should start by writing lesson notes but as they progressively acquire the experience, it then becomes more appropriate to prepare lesson plans (Okorie, 1979).

Advantages of Lesson Notes

Planning and writing lesson notes is not only time-consuming, but requires effort, skill and devotion to duty. Despite these demands, the exercise is rewarding in that:

1. It gives confidence to the writer when teaching his class
2. It enables the teacher to anticipated potentials difficulties and problem.
3. It does imply a purposeful activity thus saving the teacher aimless wandering and irrelevances.
4. It encourages the teacher to keep abreast of latest development on the subject.
5. It relieves the beginning teachers of some over concentration of attention on one aspect of the lesson at the expense of other equally important points.
6. It provides for a ready repeatability of lesson, not only for the supervisor but also by a substitute teacher if needed.
7. It encourages future professional improvement. In serving as a future references, it reinforces the strengths and improves the weaknesses revealed by the previous plan and the teaching of it.
8. It offers the greatest advantages in terms of pupil learning by the choice of an appropriate teaching method and illustrative materials.
9. It facilitates the work of the supervisor or the co-operating teacher in terms of their providing practical and concrete advice.
10. It saves the teacher some embarrassment due to poor timing that may result from the teacher's unpreparedness.
11. It enhances class control, because students often become restless if there is any 'dead time' resulting from the teacher's unpreparedness.

Guidelines in Lesson Notes Preparation:

A teacher should be guided by certain realization in the preparation of his lesson.

1. For a lesson to be effective, both the teacher and the pupils need to know what they are trying to accomplish. The objectives specifically stated, give direction and purpose to the lesson.

2. The teacher needs to consult several sources of relevant information on the subject matter to establish familiarity and avoid aimless wandering and unnecessary repetitions.
3. The teacher must provide for individual difference, by varying his approach to meet the needs of as many individual pupils as possible.
4. The teacher should decide on the best technique for teaching the lessons, by taking cognizance of the large repertoire of effective technique which constitute part of his professional equipment.
5. Adequate provision should be made for the choice of the lesson content in terms of instructional materials and pupil activities which will be largely determined by the objective. To accomplish this task, the teacher ought to know the physical assets of his school. Its equipment, its limitations and what items to provide that will be useful for the lesson.
6. The lesson content should be tailored to suit the age and ability of the pupils.
7. The teacher should ensure that lessons come up in a coherent, sequential fashion, with emphasis laid on the salient points which are already predetermined.
8. Various evaluation techniques should be employed on a daily basis to ascertain progress in pupils learning.
9. The teacher should not rigidly stick to the lesson plan. His pace during the lesson should be strictly determined by the response of the class.

A Sample of Lesson Note (Non Tabular Form)

Lesson Note on Biology for the First Week Ending on September, 20th 2019

Institution: Institute of Ecumenical Education, Thinkers' Corner, Enugu

Name of student-teacher/teacher: Ebuoh, Kevin

Registration Number of Student – Teacher: ESUT/16/014

Department of Student – Teacher: Biology/Education

School: Model Secondary School, Olo.

Class: SSII

Time or Duration: 40mins

Number on Roll: 45

Average age of student: 17years

Period: 2nd

Date: September, 16th 2019.

Topic: Diffusion

Specific objectives: By the end of the lesson the students should be able to,

- (1) Explain the term diffusion from the teacher's explained,
- (2) Give at least two examples of diffusion given by the teacher,
- (3) Demonstrate the process of diffusion using the teaching aids (tools),
- (4) Develop interest in the use of perfume in their daily life,

Entry Behavior: The students have learnt osmosis or familiar with perfume.

Set Induction: Set induce the students by asking them the following questions based on their previous knowledge (Entry Behavior)

1. What is Osmosis?
2. Have you seen perfume before?

Instructional Procedure

Step I

Introduction: - The teacher asks the student to define osmosis.

Osmosis is the process by which more concentrated solution move to area of low concentrated solution through a semi permeable membrane. Yes I have seen perfume.

The students answer the teacher's questions. Students listen to students answer. They discuss the teacher's questions.

Step II

Meaning of Diffusion: the teacher teaches the student the meaning of perfume by instructing a student seated at the rear to spray the perfume on his body. Teacher poses the same question to the students seated in front of the class. Teacher asks further questions.

- (i) Why was it possible for the student at rear position of the class to perceive the odour of the perfume sprayed by the teacher at the front of the class?
- (ii) Could the same answer go for students seated in front to perceive the odour the perfume when sprayed behind them?

From the answers of the students, the teacher asks them to try to explain diffusion or he explains it himself. The teacher gives the students examples of diffusion.

- (i) Movement of dissolved mineral salts from the soil into the plant.
- (ii) Odour perceived from kitchen directions on a playground as meal time approaches.

The students answer the teacher's questions and discuss them.

Step III

Demonstration of Osmosis: the teacher demonstrates the diffusion process to the students. The teacher introduces some quantity of crystals copper sulphate into a beaker of water. The teacher asks the following questions such as:

1. Is the water in the beaker initially coloured?
2. What do you observe about the colour of the water after some few minutes?
3. What explanation can you give for this observation? The teacher calls on the students one at a time to demonstrate what he has done, for the class to observe.

The students watch and answer teacher's questions.

Step IV

Recapitulation of the Lesson taught: the teacher reviews or revises the lesson by explaining the meaning of diffusion and how diffusion can be demonstrated.

Step V

Evaluation: The teacher evaluates the lesson by asking individual students question to test the extent they have learnt the lesson.

For example:

1. Explain the term diffusion
2. Give examples of diffusion
3. How would you demonstrate the process of diffusion?
4. What is your feeling about the topic?

Board Summary (BS)

The teacher summarises the lesson by writing the response on the students on the chalkboard thus:

1. Diffusion is the movement of materials (molecules, gases, etc.) from region where they are at comparatively high concentration to a region of lower concentration.
2. Examples of diffusion are as follows:-
 - (i) Movement of dissolved mineral salts from the soil into the plant.
 - (ii) Odour perceived from kitchen direction on a playground as meal time approaches

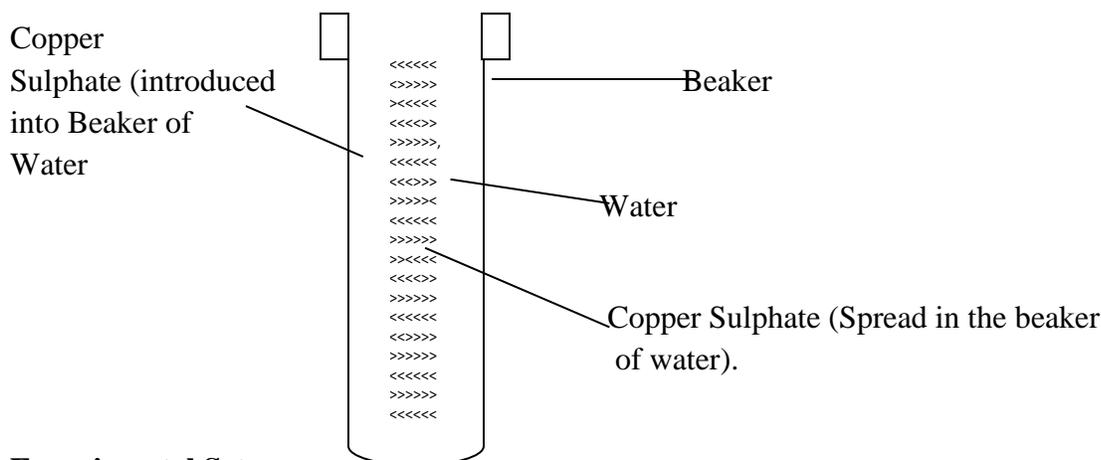
Demonstration of Diffusion

Aim of the Experiment: to demonstrate diffusion in water.

Apparatus/Tools: Copper sulphate, water, beaker.

Experimental Procedure:

The teacher filled a beaker with water, and then introduces some quantity of crystal copper sulphate into the beaker of water.



Experimental Setup

Observation: it was observed that the copper, sulphate crystals move to different directions in the beaker of water.

Conclusion: it was concluded that diffusion has taken place.

Encourage the students to develop in the topic by suggesting to them to smell any item before eating them.

Closure: Instruct the students to copy the chalkboard summary inside their Biology note book. Go round the class to observe the students while they are copying their notes. Collect their notes for corrections.

You can introduce the next lesson for example by asking them to read up the absorption of water and mineral salts in the plants.

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Entry Behavior: the students have learnt osmosis or familiar with perfume.

Set Induction: Set induce the students by asking them the following questions based on their previous knowledge (entry behavior)

1. define osmosis
2. Have you seen perfume before?

Osmosis is the process by which more concentrated solution move to area of low concentrated solution through a semi permeable membrane. Yes I have seen perfume.

Instructional strategies: lower and higher order questionings, discussion, demonstration, set induction, use of examples, closure method and observation.

Instructional Materials or aids: Perfume, a beaker of water, copper sulphate.

		explaining what diffusion is and how it can be demonstrated			
		Teacher asks individual students questions to test their understanding of the lesson. For example:- 1. Explain the term diffusion 2. How does it differ from osmosis? 3. Give examples of diffusion 4. How would you demonstrate the process of diffusion?	Students answer		Questioning
V	board Summary	Teacher summarizes the lesson thus: Explaining what diffusion is and how the process can be demonstrated. Students should read up the absorption of water and mineral salts in the plants.			Closure

Conclusion

Aside from all this, however, lesson planning can be further justified thus:

1. Lesson plan ensure purposeful teaching – learning activities in the classroom. As the teacher’s guide, lesson plans ensure the teacher doesn’t stray into irrelevancies. His actions remain goal-oriented.
2. Lesson plans give expression to especially the science of teaching. As the teacher’s plan of systematic action, lesson borrows a leaf from the scientific method; a target, an objective is specified, the means/materials to that objective (as such, the hypotheses) are spelt out; actual teaching is the hypotheses testing.

3. Lesson plans cause advance preparation by the teacher, in terms of determining strategies providing materials, arranging laboratories and/or classroom, etc. so that nothing is left to chance.
4. Continuity, sequences and integration of learning experience are ensured through systematic lesson planning. Remember what we said about one lesson building upon another.
5. Through lesson plans, the teacher slowly but steadily covers the unit, then the scheme, then the entire syllabus, or even curriculum.

As proof or work done or to be done by the teacher, the lesson plan may well be the overriding exhibit the teacher will have to tender before a panel on accountability in the classroom.

Reference

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Esomonu, N. P. M. (1998) Principle and Methods of Teaching, with Elements of Microteaching. Marpet: Awka

Eya, P. E., Ozigbo, Eze, A. E. & Ugwu, A. B. C. (1999) Microteaching Process. Ogah publisher: Enugu.