

INDONESIA UNIVERSITY OF EDUCATION(UPI)



FACULTY OF SCIENCE AND MATHEMATICS EDUCATION

DEPARTMENT OF BIOLOGY

Sample Lesson Planning in Biology Teaching

By: Sisay Hailu
Nuryani Rustaman (Prof.)

Sample Lesson Plan in Biology Teaching: Indonesian University of Education (UPI): April 2013

Sample Lesson Planning in Biology Teaching

Lesson planning is the back-bone of any lesson given in school. While most teachers plan a lesson for primary schools, high schools and higher education programmes they prepare the lesson plan by using different lesson plan formats. Here the main issue is not the form that we follow rather how our students learn from the lesson and how they use it in their real life. It is known that specific objectives are present in every lesson planning. However, most of our lesson plans were not indicate how the objectives or designed goals and standards will be achieved, how students learn the lesson, and how our students use the concept in their real life situation.

In addition most of the lesson plans show how the teacher will deliver the lesson during his/her period by giving less attention on how individual student will learn the lesson based on individual needs. When teachers planning the lesson for their subject, the main focus should not be on **“the way of teaching”** but on **“the way how students will learn the lesson.”**

Here we will present two sample lesson plans on the course Ecology and Conservation given at college level. The first sample lesson plan that I presented is the one which is commonly followed by instructors in designing the objective at Debre Birhan College of Teachers' Education, Ethiopia. But this lesson plan has objectives which are designed without indicating the stand point of view i.e it doesn't indicate how the students will achieve each of the designed objectives. On this lesson plan Prof. Nuryani Rustaman from Indonesia University of Education (UPI) gave appropriate correction on the way of designing objectives. In the second sample lesson plan (B) indicated how our students will achieve the objectives. (See the basic differences specially on how the objectives are designed).

Sample Lesson Plan in Biology Teaching: Indonesian University of Education (UPI): April 2013

Sample Lesson Plan – A /Before correction/

DEBRE BIRHAN COLLEGE OF TEACHERS EDUCATION Sample lesson plan

Name/s/ of the instructor/s/..... Date.....
Course Title.....**Ecology and Conservation**.....course code.....**Biol.204**..... Time: **two 50 min. periods**
Section/s/ for which the course delivered.....**Biology** year.....**2nd**..... Male..... Female..... Total.....
Unit/Chapter/ and Title of the unit.....**Chapter One; Environment**. Lesson Topic.....**Components of Environment**.
/Standard/.....**Understand environment with its componenet and thier relationship**

Specific objective of the lesson:- After the end of this lesson learners will be able to:

- Define environment.
- List the major components of environment.
- Describe the effect of environmental component on the life of organisms.
- Appriciate the interrelation ship between biotic and abiotic components of environment.

Levels/stages	Teacher's activities	Time	Learner's/Student's/ activities	Formative continous assessment
Introduction/before instruction/	<ul style="list-style-type: none"> Introduce the topic with its objectives Ask the students back ground knowledge about environment. <p>E.g. What is an environment? Elaborate it with example. What are its components?</p>	15'	<ul style="list-style-type: none"> Follow the instruction and objectives of the day's lesson. Refelect thier feeling or back ground knowledge about environment/e.g definition, examples, explanations, etc./ 	<ul style="list-style-type: none"> Learners willingness to answer questions. Reflection
Implimentation /during instruction	<ul style="list-style-type: none"> Allow the students ti sit in thier perspective group. Give activities on the definition, type and component of envoronment with the interrelation ship among them. Allow a short visit and observe on the environment and components in the compus. 	50'	<ul style="list-style-type: none"> Work first individually then in group collaboratively on the given activities and relate their idea with thier daily life. Visit the eenvironment around the compus and recored what they observed and classify them as biotic and abiotic components. Organize thie report. 	<ul style="list-style-type: none"> Willingness to sit and perform activities. Observation, reflection Group report. Questioning and answering on thier report
Stabilization/summery/	<ul style="list-style-type: none"> Give chance for learners to summerise what they achieve or what they understand from the lesson 	30'	<ul style="list-style-type: none"> Reflect thier understanding and summerise the main points of the lesson. 	<ul style="list-style-type: none"> Answer and Question Reflection Feed-back

Resource/teaching aid/ Needed:- **Students text book/module, short movies on nature, direct observation on environment in the compus.**

Learners support:- **special attention will be given to special need students, give tutorial for low achievers and further reading for fast learners.**

Signature of the instructor..... Date.....

Sample Lesson Plan in Biology Teaching: Indonesian University of Education (UPI): April 2013

Comment of the Department head.....
Name of the Department Head..... Signature..... Date

Lesson Evaluation After the Implimentation

Major Strengths/Successes/ of the lesson implimentation

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

Weaknesses observed and comments for improvement for the next session

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....

General lesson evaluation

.....
.....
.....

Sample Lesson Plan – B/After feed-back/

DEBRE BIRHAN COLLEGE OF TEACHERS EDUCATION SAMPLE LESSON PLAN

Name/s/ of the instructor/s/..... Date.....

Course Title.....**Ecology and Conservation**.....course code.....**Biol.204**..... Time: **two 50 min. periods**

Section/s/ for which the course delivered.....**Biology** year.....**2nd** Male..... Female..... Total.....

Unit/Chapter/ and Title of the unit.....**Chapter One: Environment**. Lesson Topic....**Components of Environment**.

/Standard/.....**Understand environment with its components and their relationship**

Specific objective of the lesson:--

- After observing the school yard the students are able to identify the living things found in the school yard as biotic component in contrast to abiotic component.
- After observing short movies students able to compare the nature of different environment and the type of life they support.
- After watching film on wild life students interpret the effect of environment on the life of organisms and relate it with their daily life.
- After the completion of the topic students will be able to appreciate the interrelationship between biotic and abiotic components of environment.

Levels/stages	Teacher's activities	Time	Learner's/Student's/ activities	Formative continuous assessment
Introduction/ before instruction/	<ul style="list-style-type: none"> Introduce the topic with its objectives Ask the students background knowledge about environment. <p>E.g. What is an environment? Elaborate it with example. What are its components?</p>	15'	<ul style="list-style-type: none"> Follow the instruction and objectives of the day's lesson. Reflect their feeling or background knowledge about environment/e.g definition, examples, explanations, etc./ 	<ul style="list-style-type: none"> Learners willingness to answer questions. Reflection
Implementation /during instruction	<ul style="list-style-type: none"> Allow the students to form group and give activities on the definition, type and component of environment with the interrelationship among them. Present movies that show nature Allow a short visit and observe on the environment and components in the school yard. 	70'	<ul style="list-style-type: none"> Work first individually then in group collaboratively on the given activities and relate their idea with the daily life. Follow video show and visit the environment around the campus and record what they observed and classify them as biotic and abiotic components. Organize the observation report about environment. Report the final result of the group members 	<ul style="list-style-type: none"> Willingness to sit and perform activities. Observation, reflection Group report. Questioning and answering on their report Group feed-back/comment/
Stabilization/ summary/	<ul style="list-style-type: none"> Give chance for learners to summarise what they achieve or what they understand from the lesson. Made students to give feed-back on the lesson 	15'	<ul style="list-style-type: none"> Reflect their understanding and summarise the main points of the lesson. Relate the lesson with their daily life situation in solving and applying the concepts for problems faced in their actual life. Comment on the lesson presented focusing on their learning concepts 	<ul style="list-style-type: none"> How the major components of one environment interact? What is the importance for interaction among the components of environment. Why both biotic and abiotic components found in one environment? How you use your environment?

Resource/teaching aid/Needed:- Students text book/module, short movies on nature, direct observation on environment in the compus.

Learners support:- special attention will be given to special need students, give tutorial for low achievers and further reading for fast learners.

Signature of the instructor..... Date.....

Comment of the Department head.....

Name of the Department Head..... Signature.....Date

Lesson Evaluation After the Implimentation

Major Strengths/Successes/ of the lesson implimentation

- 1.....
- 2.....
- 3.....
- 4.....

Weaknesses observed and comments for improvement for the next session

- 1.....
- 2.....
- 3.....
- 4.....

General lesson evaluation

.....

.....