

EPR100 Assignment 1: Guidelines and Template

Assignment One	First Lesson Plan
Value:	50% - Pass Ungraded
Due Date:	Monday, Week 7
Length:	As applicable
Relates Learning Outcomes	1,2, 3, 4, 5, 6

Purpose

This assignment aims to assess your knowledge of lesson planning, in preparation for your Professional Experience Placement this semester. The requirement on your placement is to plan and teach a lesson. Your mentor on placement will advise if the lesson you produce for this assignment is suitable. However, they may suggest that you plan a different lesson to better suit the class's current learning.

Audience and Detail

The audience is a professional colleague, mentor teacher or prospective employer. The detail required in the lesson plan is such that if it were to be delivered by a professional colleague, such as a relief teacher, they would have all the required information.

Task	Design and plan an effective and engaging lesson for a defined group of students in a specified context, based on your collaboration with peers and unit readings.
Preparation	<ul style="list-style-type: none"> ➤ Study and engage with the learning materials provided for Weeks 1-6. ➤ Consider additional relevant resources that may support your design choices. ➤ Each week's content prepares you for your assignment. The weekly hurdle tasks will require you to provide reflective comments about key elements of this assignment. You will be drafting elements of this assignment throughout Weeks 1-6. You will have the opportunity to receive lecturer and peer feedback during class discussions and online forum discussions.
Presentation (Please use the template provided)	<p>Your assignment should include the following <u>FIVE</u> parts.</p> <ol style="list-style-type: none"> 1. A title page that identifies the unit details, lecturer details, your name, student number, date, and subject/title of lesson. 2. A written introduction to orient the reader and foreground the connection to context and purpose for learning. Provide a paragraph response using the following bolded titles below as headings (and use the word count to guide your focus). <ol style="list-style-type: none"> a. Describe the Background Context of a learning environment. Select a school in your local area and provide details related demographic data

	<p>(e.g. school size, student numbers, gender, indigeneity, students with additional needs, citizenship/student country of birth, spoken languages); geographic (e.g. metropolitan, regional, remote); socio-economic (e.g. average household incomes, parental education and qualifications). Explain how the students in your described context would relate to the learning described in your lesson. (Approx. 150 words)</p> <p>b. Identify at least one relevant Theory of Child Development and discuss how it relates to your focus age group (i.e. Piaget, Erikson, and Bruner) and chosen topic/lesson. (Approx. 150 words)</p> <p>c. Identify the year level, Curriculum Content Descriptors and codes covering the years preceding and following the year of focus. You may present this using the following table:</p> <table border="1" data-bbox="491 571 1388 757"> <thead> <tr> <th>Previous Year</th> <th>YOUR LESSON</th> <th>Following Year</th> </tr> </thead> <tbody> <tr> <td>Year Level: _____</td> <td>Year Level: _____</td> <td>Year Level: _____</td> </tr> <tr> <td>Content Descriptor: _____</td> <td>Content Descriptor: _____</td> <td>Content Descriptor: _____</td> </tr> <tr> <td>ID: _____</td> <td>ID: _____</td> <td>ID: _____</td> </tr> </tbody> </table> <p>d. Create a Graphic Representation (i.e. concept map or hierarchy) of the curriculum content description topics, depicting how knowledge concepts cluster (i.e. what you might cover in unit on the topic). Highlight the specific concept on which you intend to focus your lesson. (At least 10 sub-skills/concepts).</p> <p>e. Explain the key features of the new skill or concept you intend to teach in terms of Declarative or Procedural Knowledge. Justify whether it is Declarative and/or Procedural Knowledge (Approx. 150 words).</p> <p>f. Explain how you will decide whether the students have learnt the concept or skill from your lesson and how these elements link to the Success Criteria. (Approx. 150 words)</p> <p>3. Completed lesson template*</p> <ul style="list-style-type: none"> ○ Learning intention ○ Success criteria ○ Curriculum reference ○ Lesson sequence (Hook, beginning, middle, end) ○ Resources (including class layout, teaching aids and equipment, ICT and estimated timings) ○ Link to next lesson (relate this lesson to new lesson) <p>4. Reference list in APA (include unit readings, resources, and webpages that have informed your teaching choices)</p> <p>5. Appendices: Resource list: including classroom layout and worksheet attachments</p> <p>*Use the Assignment and Lesson Template Provided in EPR100.</p>	Previous Year	YOUR LESSON	Following Year	Year Level: _____	Year Level: _____	Year Level: _____	Content Descriptor: _____	Content Descriptor: _____	Content Descriptor: _____	ID: _____	ID: _____	ID: _____
Previous Year	YOUR LESSON	Following Year											
Year Level: _____	Year Level: _____	Year Level: _____											
Content Descriptor: _____	Content Descriptor: _____	Content Descriptor: _____											
ID: _____	ID: _____	ID: _____											
<p>Assignment submission expectations</p>	<p>Passing the Assignment: EPR100 is a Pass Ungraded (PU) unit. The “pass” threshold will be based on your ability to make connections between the curriculum, teaching and learning sequence and your knowledge of how children develop and learn.</p>												

	<p>Feedback: Feedback will specifically refer to your planning decisions in four teaching areas: Curriculum knowledge, learning context, learning intent and sequence and presentation.</p> <p>Presentation: Consider your reader. Ensure your work has been proof read and provides professionally relevant and practical responses (both graphic and written). Use headings and structured paragraphs so your reader can navigate the document. Don't assume your reader can make connections; articulate the relationships between the context, concept, journey and the assessment task.</p> <p>Submission: Submit your assignment on LearnLine in a single, professionally prepared Word Document. Ensure the document is complete and is appropriately labelled (with your name and unit code). All third party sources and intellectual property mentioned on the assignment should be cited correctly using the university APA referencing expectations (see the CDU library portal for details).</p>
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EPR 100: Assignment 1 Template

This template has been developed to support the development and submission of your assignment. You must use the headings below to present your responses/content. Please follow the recommended word count and instructions.

PART 1: Cover Page

Please complete the following details:

Unit:	EPR100
Course:	
Student Name:	
Student Number:	
Date:	
Internal/External Student:	
Your Lecturer: Internal students: Sarah Dowden-Parker External students: Lisa Papatraianou	
Subject/Title of your Lesson:	

PART 2: Written Introduction. Use the following headings.

- a. Background Context
- b. Theory of Child Development
- c. Curriculum Content Descriptors
- d. Graphic Representation
- e. Key features and knowledge: Declarative and Procedural
- f. Success Criteria

Part 3: Lesson Template

There are many different ways to develop a lesson plan. For the purposes of this unit and assignment, please use the following template. The italicised elements provide guidance on how key elements need to be written. Please write your responses in the white spaces provided.

Demographic of Lesson

Year Level:		Length of lesson in minutes:	
Topic/Theme:			
Curriculum Learning Area:			
Strand:			
Content Descriptor and Code:			
General Capabilities:			
Learning Intention (objective) <i>Students are learning to:</i> <i>*Describe x , *Demonstrate x , *Evaluate x</i>	Students are learning to:		
Success Criteria (assessment): <i>*Describe the key indicators of what meeting the learning intention look like</i>	Students will be able to: <ul style="list-style-type: none">•••		

Lesson Sequence:

<u>Timings:</u>	<u>Teacher Activity:</u> <i>What the teacher says, does, resources, grouping etc.</i>	<u>Student Activity:</u> <i>How the students are organised, what they will be doing and thinking about.</i>	<u>Resources Required for Each Part of the Lesson</u> <i>Class/room layout, teaching aids and equipment, ICT use etc.</i>
<u>10% of lesson</u>	Hook: <i>Interesting and engaging way to entice and interest students to your lesson (question, problem, image, artefact, link to prior knowledge etc.). Share purpose for learning.</i>		
<u>20% of lesson</u>	Introduction (Beginning): <i>Present the learning intention to students. Explain the purpose for learning. Demonstrate learning task and elicit what learning will look like (student led success criteria). You may wish to jointly construct task with class, before moving onto the next stage.</i>		<i>* Append resources to the end of this assignment</i>
<u>50% of lesson</u>	Building of Lesson (Middle) <i>Describe what students should be doing and how students are organised to complete task (e.g.: groups, pairs, individuals)</i>		

20% of lesson	Conclusion/Summary (End) <i>Revise learning intention. Consider how students will evaluate and share their learning, against success criteria. Identify how this lesson relates to the purpose for learning (big picture) and links to the next lesson. Be specific about what kind of evidence of learning is expected.</i>		

Reflection/Notes:

How do you know if the lesson went well? <i>If you haven't taught this lesson, predict some lesson-related questions (e.g. Did the lesson keep to time? Which resources were effective?)</i>	
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Part 4: References

* All third party sources and intellectual property mentioned on the assignment should be cited correctly using the university APA referencing expectations (see the [CDU library portal](#) for details).

Part 5: Appendices (Resource list, sketch of classroom layout, task sheets, web-links