

Lesson Planning and Lesson Analysis

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By the end of this session, you will be able to.....



- Distinguish a 'lesson/session plan' and a 'lesson sequence'
- Identify the most important components of a lesson/session plan
- Plan your own session
- Analyze a session plan



Sri Lanka Institute of Information Technology (SLIIT)				
TRAINING SESSION PLAN (Theory Lesson Demonstration)				
TITLE: Elements and Principles of Landscape Designing		NO: 30	TIME: 25 minutes	
TARGET GROUP: Participants of the Induction Program at SLIIT				
AIM: To teach the elements of landscape designing so that participants can use this knowledge in describing a landscape and use it in designing a landscape garden				
OBJECTIVES (LOs): By the end of the session, participants will be able to				
(1) Define/explain the technical terms associated with elements				
(2) describe a given landscape design using elements				
(3) design a landscape garden on their own using elements in landscaping				
CONTENT		METHOD/S	RESOURCES	TIMING
INTRODUCTION: Linking to the last class - What is landscaping (previously done)? - How can we describe a landscape design? - Motivational aspects DEVELOPMENT: - Introducing landscape elements (describe 2 elements with examples and applications) 1) Line element – the Concept - Identifying smooth lines and sharp lines - Applications 2) Colour element – Colour Wheel & Colour Theory - Identifying different colour categories - Applications	Brainstorming Discussion Lecture	MM Projector/ Laptop (PPT)	5 mins	
	Lecture/Q & A	MM Projector/ Laptop (PPT), White Board Handout	4 mins 4 mins	
	Lecture/Tutorial	MM Projector/ Laptop (PPT), White Board	8 mins 4 mins	
CONCLUSION: Recap main points, link to the next theory class & practical class (Ask students to bring an A3 paper, an HB pencil, an eraser, landscape design templates and a ruler for the next practical class)		Discussion		2 mins

Checklist for lesson analysis

- (1) Lesson aims and objectives
- (2) Introduction to the lesson
- (3) Development of the lesson
- (4) Conclusion of the lesson

(1) Lesson aims and objectives

1. Have you written an **aim** which states **what** you will teach and **why** the students need this topic?
2. Have you written your **objectives** with **action verbs**?
3. Are your aims and objectives closely matched to the training needs of your **target group**?
4. What **attitudes** do you want the participants to develop as a result of the session?

5. Which of the following level of objectives will your students **PRACTICE** during the session?

- (a) Remembering
- (b) Understanding
- (c) Applying
- (d) Analyzing
- (e) Evaluating
- (f) Creating

(2) Introduction to the lesson

1. Can you use **real material** to motivate your students?
2. Will any of your students have **practical experience** of the subject which can be used for the benefit of the class?
3. Have you planned how you will **motivate** the students by **involving** them early in the lesson?

4. Have you written down the **questions** you will use to involve students in the lesson?
5. Will you tell students the **title** of the lesson and give an **overview** of the lesson?
6. Will you tell students how this lesson fits into the course?

(3) Development of the lesson

1. Does your lesson develop from **simple** ideas to more **complex** ones?
2. Have you planned how to **involve** students in the lesson?
3. Have you planned what **notes** the students will make?

4. Can you use **handouts** in your lesson?
5. Will you use a **range of visual aids** to increase student interest in your lesson?
6. Are you relating your lesson to the **subject practice** wherever possible?

7. Have you planned how you will use the **white/chalk board**?
8. Do your students **really need all the information** in your lesson?
9. Have you estimated the **time** each part of the lesson will take?

(4) Conclusion of lesson

1. Can you use a **gapped handout** to summarize the lesson and test your objectives?
2. Have you written down the **questions** you will ask the students to test whether they have learnt what you intended?
3. Will you tell students how the lesson will be **followed up** in future practical or theory lessons?

If the answer to most of these questions is **YES** then you are more likely to

- motivate your students
- keep them interested and achieve your objectives
- help students to learn and prepare for their future work.

This knowledge is useful to....

- Plan a session with ease
- Analyze all your lessons
- Deliver a 'superb' lesson
- Develop your 'organizing skills'

Thank you!

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