

# Designing lesson plan

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Educational Ministry Regulation number 41, the year of 2007 about the Process Standard states that every school teacher should make Lesson Plans (Reenact Palestinians Pomeranian(RIP)) to foster the teaching and learning process to be interactive, inspiration, Joyful, challenging, motivating the students to participate actively, and giving enough opportunities to them to be innovative, retentive and self reliance according to their talents, motivations, and physical as well as psychological development.

Through out this module, the important elements of a lesson plan will be discussed. You are supposed to be able to implement your knowledge concerning language teaching and learning such as language competency, methodology and approaches to foreign language learning, media and learning resources, and language assessment in developing lesson plans. By completing of every parts presented in this module you will be able to design lesson plans which can fulfill the required recess standard mentioned above.

B.

Objective Through the elaborations and the discussions of important factors and elements in lesson planning, you will be prepared to be able to carry out the teaching and learning process as requested by the new curriculum (KITS)

C. Indicators After completing this module you are supposed to be able to: 1. State the important elements of lesson planning. 2. Determine the indicators of achieving the basic competencies 3. Formulate the objectives of the teaching and learning 4. Select relevant learning materials 5. Plan the stages of teaching and learning activities 6. Sees the students achievements A. The

Concept of Lesson Plan Activity 1 Instructions : Think about these three questions Discuss them; how they relate to the lesson planning A lesson plan

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is a teacher's detailed description of the course of instruction for an individual lesson. (Wisped, accessed on the 6th of September 2009). The government regulation No. 19, the year of 2005 states that the planning for instructional process covers the syllabus and the lesson plan containing the purpose, learning materials, methodology, the learning resources and the evaluation.

Those are the components off lesson plan. But by the discussion you have just done, we may conclude that those components could be summarized into three important aspects; the purpose of the instruction (question 1), the learning activity (questions), and the feedback or evaluation (questions).

Based on the ministry regulation, number 41, year 2007, the process standard, it was explained that a Lesson plan is the elaboration of syllabus which illustrates the teaching and learning activities to achieve the goals of the basic competency.

Every teacher who uses school curriculum, should design a plan completely and systematically to make the teaching and learning interactive, inspiration, Joyful, challenging, and be able to motivate students to be active, creative, and self reliance, in line with their talent, motivation, their physical and psychological development. This statement is mostly about the teaching and learning activities. Every stage of the lesson should be planned to fulfill the above requirements and make certain that the instructional objectives could be achieved.

B. The components of a Lesson Plan Activity 2 Share your experiences with your friends for the lesson plans you have ever made. Which components do

you think is the most difficult to write? A Lesson plan is designed to meet the basic competencies, which can be carried out in one meeting or more.

Things that should be written in the lesson plan are as follows: 1 . Identity of the subject matter which consists of; a. Title of the lesson b. Class/ Semester c. Program (especially for Senior High) d. Theme e. Time allotment 2.

Competency Standard Competency Standard is the qualification of the students' minimal ability, which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.

3. Basic Competency Basic competency is a sum of students' ability for certain subjects as the reference for determining the indicators for competency achievement in a subject. 4. Indicator for competency achievement The measurable or observable behavior, which shows the achievement of specific basic competency as the reference for the subject evaluation.

The indicators for competency achievement are formulated with operational verbs that can be measured which cover the knowledge, attitude, and skills.

5. The Instructional goal Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competency . Instructional material It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement. 7. Time allotment Time is allocated as much as needed to achieve the Basic competency and the learning load. .

Methodology Methods are used by teachers to create the teaching and learning process to enable the students to achieve the basic competency or a set of specified indicators. As the characteristics of every indicators and

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the competency which will be achieved in every subjects. 9. Learning activities a) Pre- activity This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focus the students' attention as well, so that they can participate actively during the lesson. ) Whilst activity This is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, inspirational, Joyfully, challenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and classifiable in accordance to their talent, motivation, physical and psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes. ) Post activity This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback , and follow up activities. Stages of Learning Activity : 10. Evaluation The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard 11. Learning Resource Selecting the learning resource should concenter the competency standard and the basic competency, as well as the learning material, the teaching and learning activities and also the indicators for competency achievement.

Activity 3 - Take any English lesson plan you have had. - Try to make a Judgment for this (excellent, good, or poor) take for consideration? A. Individual differences - What criteria do you Consider the individual differences concerning students' level of mastery, interest, motivation, potential, emotion, learning style, special need, learning speed, socio cultural background, values, and living environment. B. Fostering students'

participation The lesson should be students-focus and fostering, creativity, initiative, inspiration, self reliance, and learning motivation. Developing students' reading and writing habits Teaching and learning should develop students' reading habits on various resources and their ability to express feelings and opinions in different forms of writing. D. Giving feedback and follow up A lesson plan should include activities which can give positive feedback, reinforcement, enrichment, and remedial. E. Link and Unity Lesson plan is designed considering the links and the unity among the competency standard, basic competency, learning material, instructional activities, and indicators for competency achievement, evaluation, and learning resources.

Lesson plan should accommodate the thematic instructions, links with other subjects, across the learning aspects, and cultural diversity. F. Employing the information and communication technology Lesson plan is written to foster the use of information and communication technology, integrated, systematic, and effective depending on the situation and condition. D. The Stages of Developing a Lesson Plan best practices for the educational field. (Sorrow, Janice. 2006). In Indonesian schooling, the Curriculum of School Level (KITS) has already been set up by the content standard (SKI) and the graduation standard (SSL).

Therefore students should be able to achieve what so called the minimum requirements which have been stated in those two documents. The students' interest relates to the learning materials and depends on how the learning activity is conducted. Therefore you must employ various kinds of methods and approaches. The use of teaching aids and media may also be inspiring and increasing the students' motivation. According to the process standard <https://assignbuster.com/designing-lesson-plan/>

(Educational Ministry Regulation no. 41 , the year of 2007) a lesson plan is a unit plan which covers one basic competency and the time span may be more than one meeting.

But the English curriculum and syllabus developed in the content standard are directed to follow the two cycles (oral and written), and the four stages (building knowledge of the field, model of the text, joint construction, and independent construction). Therefore, English lesson plans should be integrated units which may cover more than one single basic competency; listening and speaking for the oral cycle, reading and writing for the written cycle. Integrating all the four basic skills will also be possible.

Here are the stages of designing an English Lesson Plan : Mapping the Competency Standard and the Basic Competency Determining the indicators for basic competency achievement Setting up the Purpose Selecting the Learning Material Structuring the stages of instruction Preparing the assessment The flow of a lesson development : This stage is ideally done when designing the syllabus. The Competency Standard and the Basic Competency which can directly be picked up from the documents are to be analyzed and put into units.

English or language in general has special characteristics which might be different from other subjects. The competency based curriculum developed in the content standard is prepared to teach students the communicative competency which covers the sectional competence, linguistic competence, socio cultural competence, and strategic competence. The competencies are interrelated to each other and the core of those four competencies is the

discourse competence. (Curriculum Barberries Components, Bases Innings, 2004) Diagram 5: Model Components Communication (Cell-Marcia et al. 995: 10) In general, there four Competency Standards; Listening, Speaking, Reading, and Writing which are states in the documents of content standard (S'), attachment for English subject. Your task is to select the basic competencies which can be combined into unit plans considering the suggested approach in designing the stages of instruction (four stages in two cycles). Here is examples of mapping the basic competencies : Class VI"  
Semester 1 SKI 1 Dan 3. KID Listening 1. 1 Dan KID Speaking 3. 1 & 3.  
Monomers manna , Milwaukee : Tindal tutor : Mayhap orange yang bellum/Sudan dislike Impersonally dir sending/orange lain Merchant data melange Class W Semester 1 SKI 5 6 KID Reading 5. 3 Dan KID writing 6. 2  
Monomers manna Dan Lankan retorted Dan Unspeaking manna Dan Lankan retorted: monologue descriptive Dan recount 2. Determining the indicators for basic competency achievement. Indicators reflect measurable or observable behavior to show the achievement for he basic competency which will be used as the reference of the assessment.

Indicators for achievement should be written by using operational verbs covering the knowledge, attitude, and skills. I. E. : - knowledge : mentioning, interpreting, defining, completing, summarizing, explaining, developing, etc. Helping, proposing, serving, - attitude : participating, adjusting, inspiring, etc. - skill : expressing, practicing, fixing, arranging, demonstrating, Educational Ministry Regulation No. 41 , about the Process Standard states that the Purpose of Instruction describes the process and the learning outcome expected to e achieved by the students referring to the basic



competency. Tijuana Pomeranian engagement propose Dan hashish belabor yang diarrhea dicta oleo peseta disk issues demean components Dakar). The two aspects you have to include in setting up the purpose are : a. The process It reflects the expected students activities during the lesson. The activities should student centered. The more students involved through out the lesson would be the better. Consider the students' motivation, interest, challenge, and creativity. I. E. Animal pair, sound identification, gap-filling, predicting, Listening comprehending etc. Speaking . Interactive communication activities, role playing, scenario, speech, debating, interviewing, dialogue, etc. - Reading scanning, skimming, reading intensively, predicting, classifying, etc. Co-operative writing, drafting, analyzing, guided writing, - Writing programming, listing, revising, reviewing, giving comments, summarizing, etc. B. The learning outcome It refers to the achievement of the basic competencies covering I. . : - responding meaning to different kinds of text type. - expressing meaning for different kinds of purposes - pronouncing, reading aloud etc. 4. Selecting Learning Material he The learning materials prepared for the lesson plan should be based on the students' literacy level; formative, functional, or informative. The latest is meant for high school. In formative level, students are taught how to use English to accompany actions, participate in classroom and school interactions, and recognize simple written English.

While in the functional level students are supposed to learn to use English to get things done, for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, read and write simple texts, read popular science, etc. ) You have to remember that our English

curriculum is text based. Therefore we have to select the material according to the suggested text type. For Junior high school are descriptive, procedure, recount, narrative, and report. While news item, discussion, explanation, exposition, and review are for senior high school. Texts will be applicable as long as they can meet the curriculum requirement of teaching the students for communicative purposes. They might be presented in all types of communication, transactional conversation, Interpersonal conversation, Informational texts (spoken and written) in the daily life context. For example : Transactional conversation : giving directions in various contexts (kitchen, street etc. ) Interpersonal conversation : talking about how to do things casually for the sake of maintaining conversation 5.

Structuring the stages of instruction The lesson is carried out through three phases; Pre-activity, Whilst-activity, and Post- activity. A. Pre- activity students' motivation and to focus the students' attention as well, so that they can participate actively during the lesson. B. Whilst activity This is suggested to follow the two-cycle approach (oral and written) and the four takes of lesson development; Building Knowledge of the Field (BOOK), Modeling of the Text (MOT), Joint Construction of the Text (COOT), and Independent Construction of the Text (COT).

This approach is in line with the flow of lesson mentioned in the process standard; exploration, elaboration, and confirmation. Exploration = BOOK Elaboration = MOT confirmation = SCOT, and 'COT c. Post activity evaluation, reflection, feedback, and follow up activities. 5. Preparing the assessment Assessment is a method of evaluating student performance and attainment,[email protected][email protected]2009. This stage focuses on <https://assignbuster.com/designing-lesson-plan/>

ensuring that your students have arrived at their intended destination and has been formulated as the indicators for competency achievement.

For this, you will need to gather some evidence that they have done. You usually can do by gathering students' work and assessing this work using some kind of grading rubric that is based on the indicators. You could also give test to the students on various domains as well. Here are what we have to assess : - Communication that happens in texts - Students' ability to create and respond to texts - In listening, speaking, reading, and writing.