

Unit 3

Using Resources

In this unit we will cover:

- How to plan lessons
- Using appropriate aids and materials
- Looking at sample lesson plans
- Reflection
- Self-evaluation

How to plan lessons

- Why it is necessary
- Timing
- Keeping records
- Helping with self-evaluation and reflection

Timing of a lesson should be shown in the plan

- The timing of a good lesson should be divided into smaller, timed units.
- The concentration span of most learners is much shorter than you think.
- A good idea is to divide lessons into segments of 10-15 minutes each.
- In that way, an hour's lesson should have at least 4 parts – maybe more.
- You should allow time at the beginning and the end for introduction & conclusion.
- A good lesson should always begin and end well.
- If it ends well, students should have a clear idea of what will happen next time.

Content

- A good lesson plan should show clear learning outcomes.
- It unambiguously explains what you expect Ss to know at the end of your lesson.
- The stages along the way are also important.
- A traditional lesson can follow the rubric of the three Ps:

Present

Pactice

Produce

- **Present:** the teacher introduces something brand new.
- **Practice:** the students model or practice what the teacher has shown them.
- **Produce:** they create something of their own.

Resources

Typical resources include: whiteboards, presentation software, interactive displays, online learning platforms, AI-assisted tools and digital learning resources. If you write on a board or use resources while you teach, remember:

- Keep your body to the right of the pen – you will always write in a straight line.
- Never write too much on a board – “KISS” is a good acronym to remember!
- If you use PowerPoint or other application software, make sure all can read it.
 - Dark letters on a light background work best if the room isn’t very dark.
- Don’t read aloud from the board – it insults your students.
- If you are going to use audio-visuals, always check them beforehand.
- Never rely on a secure Internet connection.
- Verify AI-generated content before using it in class.
- Ensure that digital resources support learning rather than distract from it.
- Resources are your servants – never let them become your master!

Resources

Teaching in Online and Hybrid Environments:

- online lesson planning
- maintaining engagement remotely
- using breakout rooms effectively
- balancing synchronous and asynchronous learning

Lesson plans in action

- The 3 Ps work well for some subjects like Maths or Science calculation.
- Other subjects will need a different approach.
- For example, in History, the first part might be for Ss to read a text.
- Second part: class discussion of what the text is about – who, when, where, etc.
- Third part might be group/pair work, etc.
- Your own subject dictates the content – your plan shows how it will be delivered.
- It's time to look at a sample lesson plan.



Simple format plan

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:		Course Ref:	
Subject / Course:			
Topic:			
Lesson Title:			
Level:		Lesson Duration:	
Lesson Objectives:			
Summary of Tasks / Actions:			
Materials / Equipment:			

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Name:	Location:	Date:
Subject:	Class:	Timings:
Aims/Objectives:	Introduction:	
	Main Body of Lesson:	
	Conclusion:	
Resources used:	Activities:	
Notes:		

More detailed lesson plan

Reflection

Self-evaluation

Reflection is the most important professional habit for all new teachers to adopt. They must practice it diligently throughout their careers.

In simple terms, reflection is the ability to look back objectively on your lessons and critically examine their strengths and weaknesses so that you can learn from them.

In reality, there is seldom such a thing as a wholly bad lesson. An example of one would be if students left your class knowing less about the subject than when they came in. This is most unlikely to happen unless you are woefully unprepared or attempting to teach something you know nothing about.

The concept of self-evaluation is key to good reflective practice.

Reflection

Self-evaluation

Most new teachers are quite poor at self-evaluation. Their reflection tends towards either end of the spectrum so that the lesson was either brilliant or a disaster. In fact, it was most likely neither of those two.

The skill is to be able to recognise what went well and what could be improved. If you aim to be 100% objective and try and see things from the learners' point of view, then you will start to develop the analytical skills of sound reflective practice.

To help get you started, look at this self-evaluation form:





Name:	Date:	Class:	Time:
LESSON EVALUATION:			

Self-evaluation

You can see that this form is very simple. To that extent, it doesn't give the teacher much help at all – but this is deliberate. It is seeking to get the teacher's honest reflection (on a blank canvas) of how s/he felt the lesson went.

Timing is key, here. You must attempt to complete a self-evaluation form while the lesson is still fresh in your memory. Do it within 24 hours – no later, or you will start imagining things that never happened. Don't be harsh on yourself – but be honest.

Suggestions for further study

- Further evaluation of lesson plans and schemes of work.
- Own research on self-evaluation forms.
- Blog or journal entries that show you are reflecting on teaching.

Activities to consider:

- Read as much as you can about reflection.
- Ask a teacher if you can attend one of his/her classes.
- Discuss what you observed.
- Write up your lesson observations as a more permanent record.

