Generates Self-Confidence:

LP gives the teacher greater assurance and greater freedom in teaching. The teacher, who has planned his lesson wisely, enters the class-room without anxiety, ready to embark with confidence.

02

Provides Conceptual Framework:

LP provides a coherent framework for smooth efficient teaching. It helps to draw attention to the association between various lessons or points, the organization of subject-matter, and plan materials and activities to reinforce the connections.



Maintains Focus:

Planning gives a sense of direction in relation to the syllabus. A lesson can get side tracked of disrupted by students with short attention spans and their natural desire to disrupt anything and everything. Lesson plan helps you to maintain the focus.

Provides a Structure:

Students normally respond extraordinarily well to structure and regularity, but respond to uncertainty by creating chaos. LP gives students the structure.

05

Saves Time:

Lesson-planning prevents waste because it helps the teacher to be systematic and orderly. It saves him form haphazard teaching.

06

Facilitates Better Understanding:

LP provides for methods and strategies of teaching and learning. It also ensures the learning outcomes of the teaching content are achieved.



nning

07

Establishes Continuity:

LP establishes proper connections between different lessons or units of study, thus it provides and encourages continuity in the teaching process.

80

Provides a Sense of Achievement:

LP gives you not just a sense of accomplishment, but something tangible that reflects that accomplishment. A lesson plan from a lesson that went really well is like a personal award certificate.



Increases Motivation:

LP is a proof that the teacher has taken a considerable amount of effort in his/her teaching. Success experience due to lesson planning increases motivation, productivity and work satisfaction.

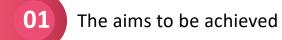


Helps Course Correction:

When teaching if students fail to comprehend some points, then you know which lesson plan to amend, and this step helps you learn from your own mistakes and missteps. Thus it provides useful basis for the future planning.

ecisions Involved in Planning Lessons Planning

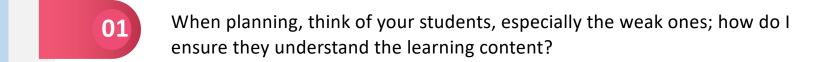
Planning means imaging the lesson before presenting it. This involves prediction, anticipation, sequencing, organizing and simplifying. The decisions teachers make are:



02 The content to be taught

The group to be taught (their background, previous knowledge, learning styles, etc.

04 The tasks to reinforce learning

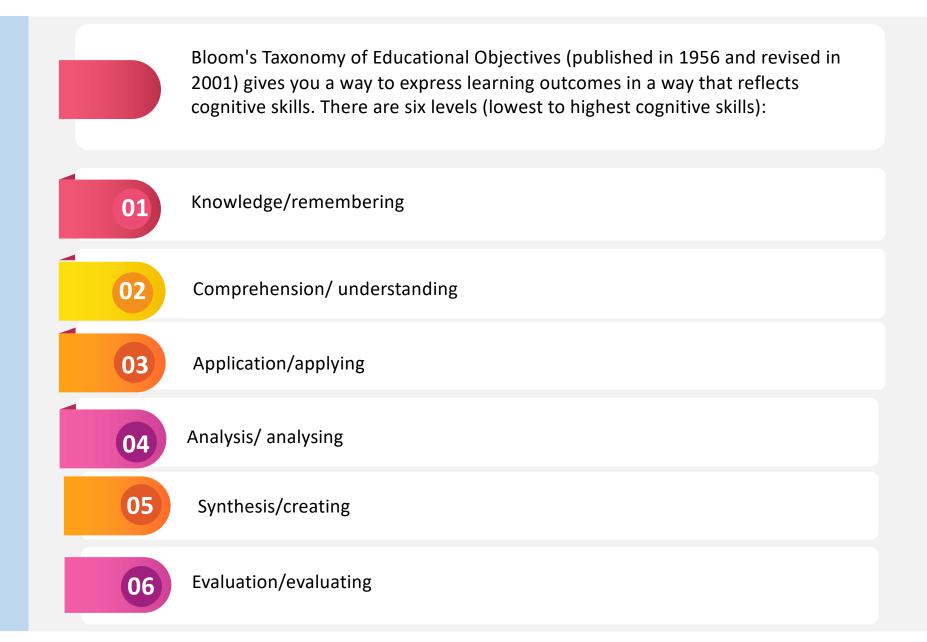


- Include timing in the plan so that you do justice to sub-topics and important points.
- Think of the transitions; from teacher talk to student talk.
- Pay attention to learning styles and multiple intelligences.

Learning outcomes are statements of what students will learn in a class or in a class session. The statements are focused on student learning (What will students learn today?) rather than instructor teaching (What am I going to teach today?).

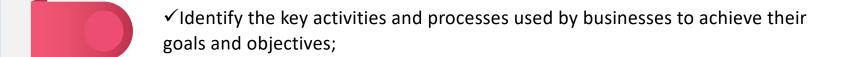
02

These statements should include a verb phrase and an impact ("in order to") phrase -what students will do/be able to do and how they will apply that skill or knowledge.



Example: On successful completion of this subject

Students should be able to:



- ✓ Make business decisions and identify the financial consequences that flow from those decisions;
- ✓ Explain the characteristics of successful businesses;
- ✓ Evaluate the financial performance of businesses;
 - ✓ Make and justify accounting policy decisions in accordance with generally accepted accounting principles



Understand, Appreciate, Know about, Become familiar with, Learn about, Become aware of.



These verbs are vague and often not observable or measurable. For example, how would you measure whether someone has "become familiar with" a particular tool? Use a more specific verb.

