

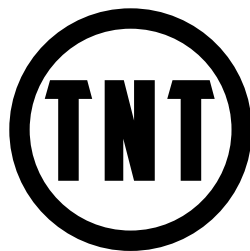
THE NEW TEACHER

MODULE 2: PLANNING

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ပုံနှိပ်တိုက်အမည်

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ထုတ်ဝေသူ

ဦးအောင်မြတ်စိုး

စာပေတိုက်အမည်

မုခ်ဦးစာပေ

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Rhona Davies, Katie Julian and Gray Rinehart
The New Teacher Module 2: Planning
Rhona Davies, Katie Julian and Gray Rinehart
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မူရင်းအမည် - The New Teacher Module 2: Planning
(၁) Rhona Davies, Katie Julian and Gray Rinehart
(၂) The New Teacher Module 2: Planning



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Module 2: Planning

Course and Module Themes and Main Ideas

This is the second module in the *The New Teacher* series (second edition). In total there are five modules in the series. Each module focuses on a different stage of the five-stage teaching cycle (identify needs, plan, teach, assess, evaluate).

Module 2 focuses on the second stage – planning, looking at how you can design lesson plans and course plans. This will help you plan and prepare for more effective teaching, using relevant learning objectives, logical sequencing of content and appropriate activities.

Module 2 covers the following topics:

- How planning can help you as a teacher;
- Writing learning objectives and identifying educational goals;
- Creating lesson plans with five clear stages;
- Creating course plans;
- Strengthening content with activities and resources, including a coursebook.

Learning Goals

Knowledge

In this module you will increase your knowledge of:

- lesson and course planning;
- factors that influence planning;
- components for planning;
- Bloom's taxonomy;
- learning objectives;
- educational goals;
- types of activities;
- types of teaching and learning resources;
- strategies for using a coursebook.

Skills

In this module you will improve your ability to:

- apply solutions to common issues;
- create well-written learning objectives;
- create lesson plans with a logical sequencing of stages;
- create course plans and schedules;
- choose a variety of activities to suit different stages of a lesson;
- select and create appropriate teaching and learning resources;
- supplement and adapt a coursebook.

Reflection

In this module you will reflect upon:

- the purpose of planning;
- levels of thinking skills;
- the importance of using learning objectives to guide teaching;
- the use of course plans;
- the benefits of logical sequencing when planning;
- teaching and learning resources;
- the strengths and weaknesses of coursebooks.

How to use

THE NEW TEACHER

in your training

The aim of this module is to develop the knowledge, teaching skills and reflective practices that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course.

In the module, you will find:

Previews. Every section starts with a Preview task to get you thinking and talking about the topic, and to activate your prior knowledge of the topic. Answers to Previews, where possible, are in the answer key at the back of the module.

Exercises. These tasks check your understanding of the ideas in the section. Answers to Exercises are in the answer key at the back of the module.

Activities. These tasks are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning engaging and effective lessons, useful course plans, relevant and appropriate learning objectives and experiences that lead to student learning.

Discussions, which provide a chance to share your experiences and your own ideas about the topics.

Reflections, which ask you to think about your own teaching and learning. All learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching to plan the next lesson, and Reflections focus on how the knowledge and skills used in this book are applied in a classroom.

Summaries, which remind you of the main ideas of each chapter.

There are also *Key Words and Phrases.* You will see these words in **bold** in the text. A Myanmar translation of these words can be found at the beginning of that chapter, in the glossary.

Before and after the module...

Read the *Teacher Competencies* to see how the content of this module fits with Myanmar and ASEAN teacher competency frameworks.

Read the *Module Themes and Main Ideas* (left) to prepare you for the module.

Look at the *Learning Goals* (left) for knowledge, teaching skills and reflective practice. These outcomes will help you to identify what from the module is most useful for your or your trainees' professional development.

They will help you to establish short-term and long-term goals for this training course and for future training.

Read the *Objectives* at the beginning of each chapter.

At the end of the module is an answer key. This has answers and example answers to many of the learning tasks. Some questions rely on your own opinions and experience. We don't provide example answers for all of these.

ASEAN Competencies

The ASEAN Competency Framework for Southeast Asian Teachers was developed to harmonise, complement and benchmark the standards used in the various ASEAN countries. Teaching competency standards represent an agreed definition for quality teaching.

"Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching."

http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf

1. Introduction to Planning

ASEAN C3: Prepare lesson plan based on syllabus and timeframe

ASEAN C4: Consider diversity of learners in preparing lesson plans

2. Learning Objectives

ASEAN B6: Integrate higher-order thinking skills into the lesson

ASEAN C2: Formulate specific learning objectives incorporating knowledge, skills, attitudes and values, if applicable

ASEAN F1: Equip oneself with higher-order thinking skills, concepts and strategies

ASEAN F2: Develop higher-order thinking skills in learners

3. Lesson Planning

ASEAN B4: Promote students' participation and collaboration

ASEAN B6: Integrate higher-order thinking skills into the lesson

ASEAN C3: Prepare lesson plan based on syllabus and timeframe

ASEAN C4: Consider diversity of learners in preparing lesson plans

ASEAN D3: Motivate active learning

4. Course Planning

ASEAN C3: Prepare lesson plan based on syllabus and timeframe

5. Activities and Resources

ASEAN C6: Determine appropriate learning resources available for teaching and learning

ASEAN D3: Motivate active learning

ASEAN E1: Acquire knowledge and skills in the use of teaching and learning resources

ASEAN E2: Develop teaching and learning resources appropriate for the lesson

ASEAN E3: Utilize appropriate teaching and learning resources for the lesson

ASEAN E5: Monitor and evaluate the use of teaching and learning resources

Myanmar's Teacher Competency Standards Framework

Myanmar's *Teacher Competency Standards Framework* is being developed alongside broader actions undertaken to raise the quality of the Myanmar education, recognising that an improving education system needs teachers with the knowledge, skills and values to be effective teachers.

"Myanmar needs a strong system of teacher education (pre-service and continuing), with programs that provide the theoretical foundations to produce graduates and a quality teacher workforce with the kinds of professional knowledge, understanding and skills associated with the role and duties expected of Myanmar's teachers and the process of teaching."

Teacher Competency Standards Framework (TCSF) Draft Version 2.0, Ministry of Education, 18 July 2017

1. Introduction to Planning

TCSF B1: Teach curriculum content using various teaching strategies

- TCSF B1.3: Demonstrate good lesson planning and preparation in line with students' learning ability and experience

4. Course Planning

TCSF A4: Know the curriculum

- TCSF A4.1: Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

5. Activities and Resources

TCSF C1: Service to profession

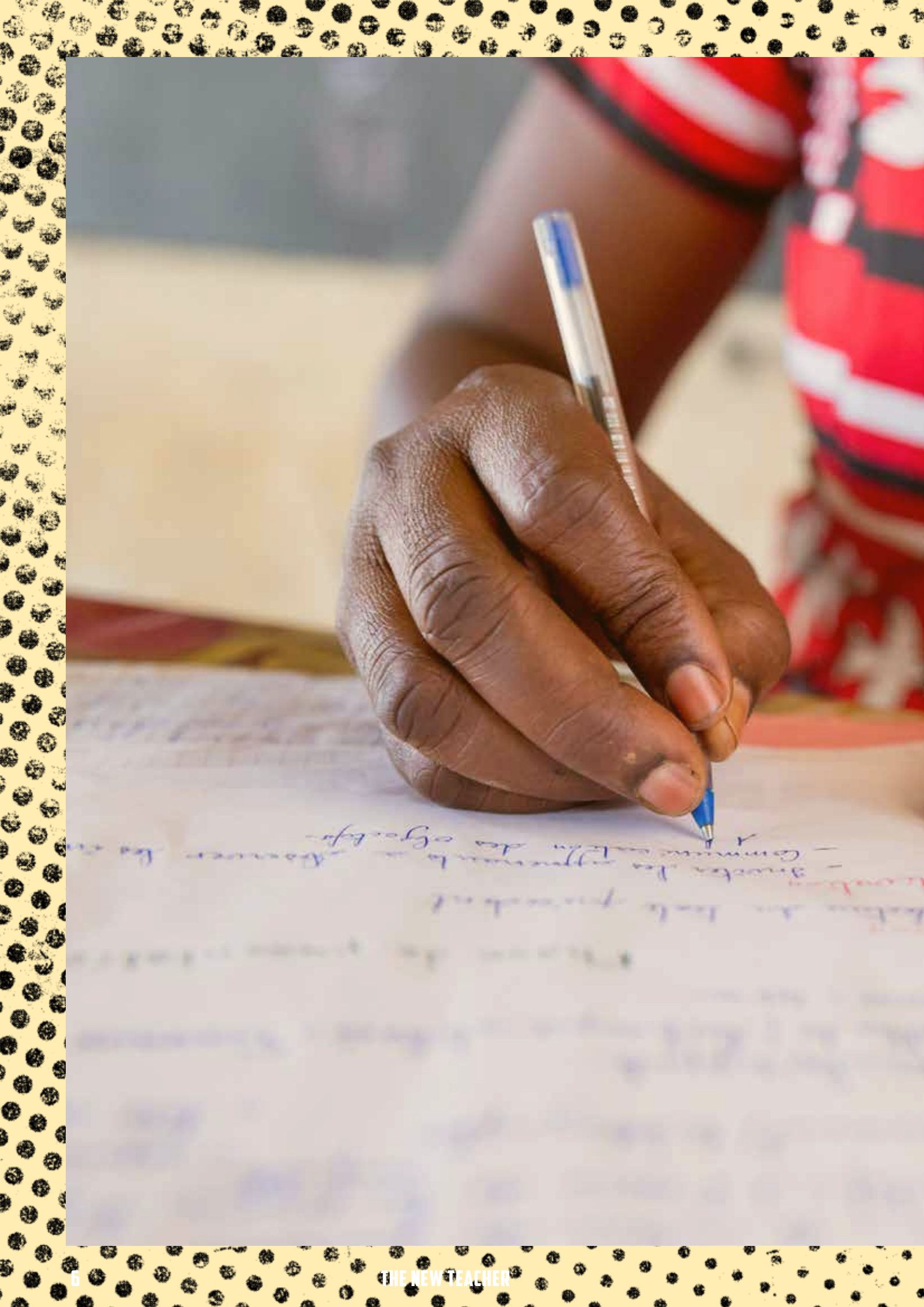
- TCSF C1.4: Demonstrate responsibility and accountability for the use of education resources

TCSF A2: Know instructional technology

- TCSF A2.1: Demonstrate understanding of a variety of teaching and learning strategies and resources

TCSF A5: Know the subject content

- TCSF A5.2: Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context



1

INTRODUCTION TO PLANNING

OBJECTIVES

- Trainees will be able to discuss the purpose and importance of planning;
- Trainees will be able to identify factors that influence planning;
- Trainees will be able to evaluate components of course plans and lesson plans.

GLOSSARY

affective (adj) – စိတ်ပိုင်းသက်ရောက်မှုဆိုင်ရာ

attention span (n) – အာရုံစူးစိုက်နိုင်မှု ကာလ

cognitive (adj) – သိမှုဆိုင်ရာ

content (n) – သင်ရိုးပါ အကြောင်းအရာများ

flashcard (n) – ပုံပြကတ်ပြား

flexible (adj) – ပြုလွယ်ပြင်လွယ်ဖြစ်သော

ground rules (n) – အခြေခံစည်းမျဉ်းစည်းကမ်းများ

learning objective (n) – သင်ယူမှုရည်ရွယ်ချက်များ

learning preference (n) – သင်ယူမှုအားသန်ပုံအမျိုးမျိုး

personalise (v) – သင်ယူသူနှင့်ကိုက်အောင်၊
တစ်ကိုယ်ရေဆန်အောင်ပြုသည်

prior knowledge (n) – ရှိနှင့်ပြီး အသိပညာ

stage (n) – သင်ခန်းစာအဆင့်

stakeholder (n) – ပတ်သက်ဆက်နွှယ်သူများ

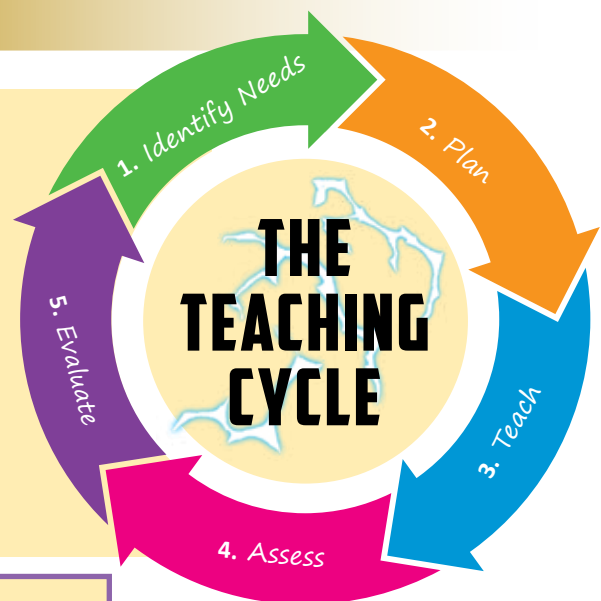
syllabus (n) – သင်ရိုး

1.1 WHAT IS PLANNING?

PREVIEW

A Discuss the questions.

1. What does the planning stage of the teaching cycle involve? What do teachers need to do during this stage?
2. What experience do you have with this stage? Discuss one positive experience and one negative experience.
3. How does the planning stage relate to the stage that comes immediately before it and the stage that comes immediately after it?



ACTIVITY

B What does the saying mean?

FAILING
to *plan* is
PLANNING
to *fail*.

The planning stage involves course planning and lesson planning. Course plans outline objectives and content covered across an entire course. They may include planning for multiple weeks and months or the entire academic year. A **syllabus** is a common component of a course plan. Lesson plans outline what objectives and content are covered in one lesson within the course.

The amount of planning a teacher does depends on their own expectations and the expectations of the institution where they teach. Some teachers have freedom to create course plans and lesson plans. Other teachers are required to follow very specific planning templates provided by their institution.

Planning might be influenced by:

- The curriculum of the institution;
- The teacher's preferred teaching methods;
- Needs identified during the previous stage of the teaching cycle.

Teachers can use the *Identify Needs* stage of the teaching cycle (Stage 1 in the diagram above) to guide how they create their course and lesson plans. These plans will then prepare them to deliver their lessons, which occurs in the stage that follows planning (Stage 3 in the diagram above).

Teachers should aim to be efficient and productive planners who commit some time to creating course plans and lesson plans.

ACTIVITY

C Read the quotes.

1. How would you describe the teachers who made each comment? Use some of the adjectives listed and other adjectives you can think of.

- | | | | | |
|--------------|-------------------|---------------|-----------------|----------------|
| • thoughtful | • dedicated | • uncommitted | • inexperienced | • hard-working |
| • busy | • flexible | • lazy | • imaginative | • experienced |

2. Which comment is the closest to your own experience?

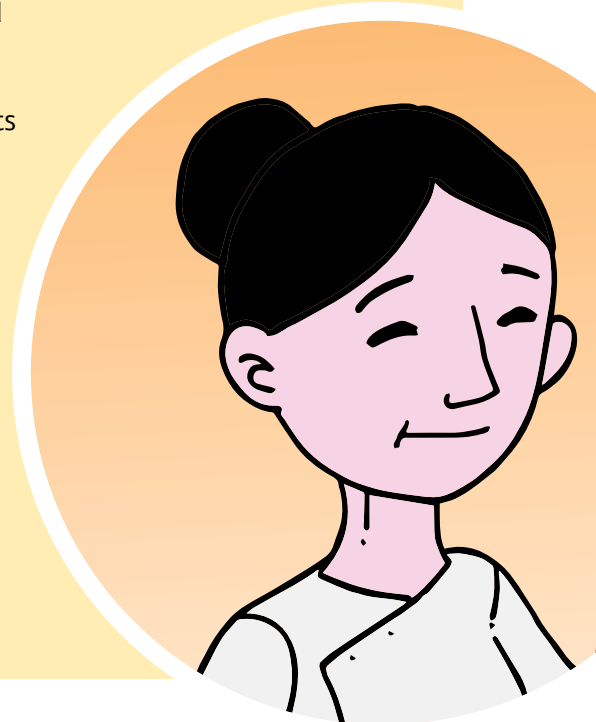
a. I spend a lot of time thinking about what I want to do in every lesson. I write down everything in great detail. It's time-consuming, but it helps me teach better. If I didn't do this, the lesson wouldn't go as well. However, I stay up late at night to get my lesson plans done and I'm often quite tired the following day. I hope that it will get easier over time.

b. I have a weekly schedule that lists the topics I am going to teach, but I don't believe in planning lessons. I think that's too restrictive. Instead, I just go into the classroom with an idea, based on the topic and see what happens. That way, I can teach more to my students' needs. I can respond to the things that interest them and decide what to do during the lesson while I am teaching.

c. I have a detailed outline of the course that I am teaching and what I intend to cover during each lesson, but I don't feel that I have to exactly stick to my plans. Sometimes, things happen during the lesson that cause me to make changes. For example, if students don't understand something, then I want to spend more time on this. I believe it's better to not finish my lesson plan and ensure that all students understand than to finish it but leave some students behind.

d. I really just don't plan at all. I don't need to. Our school gives us a course plan and timetable and we use textbooks everyday. I know exactly which pages I need to cover in each lesson. At the beginning of each lesson, I just turn to the next page and carry on from there.

e. I write a detailed plan that includes everything about the lesson. It includes the **stages**, the timing, multiple **learning objectives**, the activities, ideas for grouping the students, and how the lesson connects to the unit outlined in the course plan. I prefer to plan in detail. Otherwise, I get distracted and don't get through everything I want to cover.



ACTIVITY

D Nwe Nwe teaches Grade 5 English. In the last lesson, she taught her students about the twelve-hour clock. In this lesson, she is teaching phrases for daily routines, such as "I get up," "I get dressed," "I have my breakfast," "I go to school," etc.

Read the comic and answer the questions for each strip. Discuss your ideas with the class.

- What issue is the teacher facing?
- How does this connect to planning?

Example:

The teacher starts the lesson by revising the twelve-hour clock. They learned this last lesson. She shows the class a clock and keeps changing the time. The exercise continues with the same boy shouting out the answers...

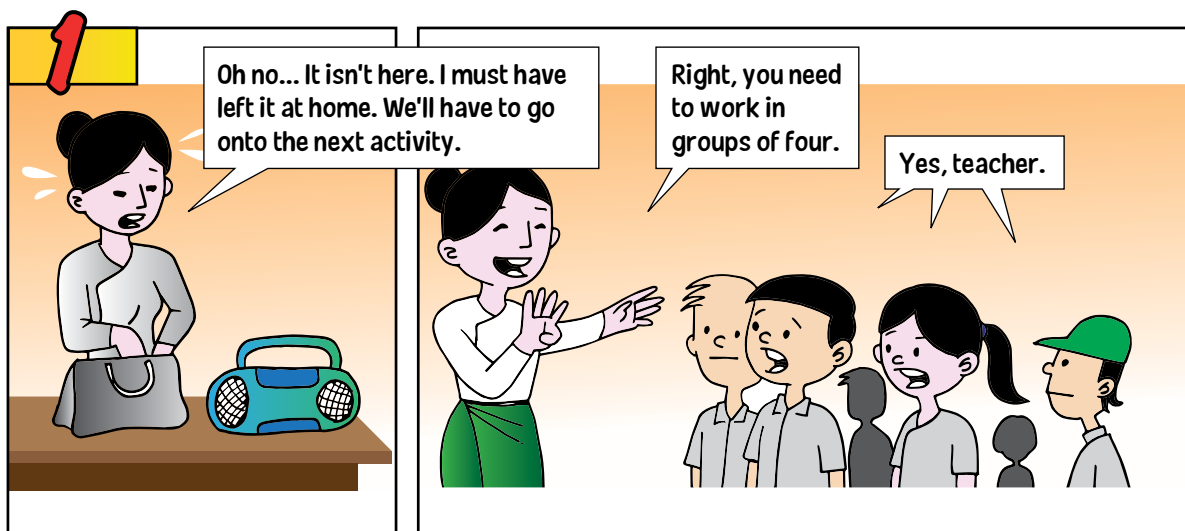


Example Answers:

- Issue: Only one student is participating with the correct answers.*
- Connection to Planning: The teacher did not plan how to have students participate equally during the activity.*

After using flashcards to teach different phrases for daily routines, the teacher begins a listening activity.

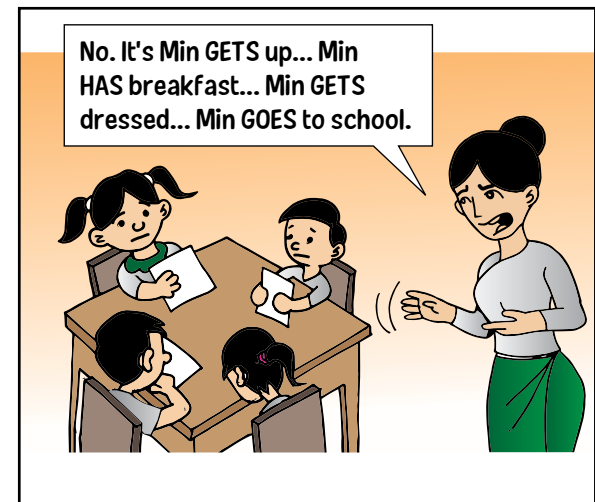
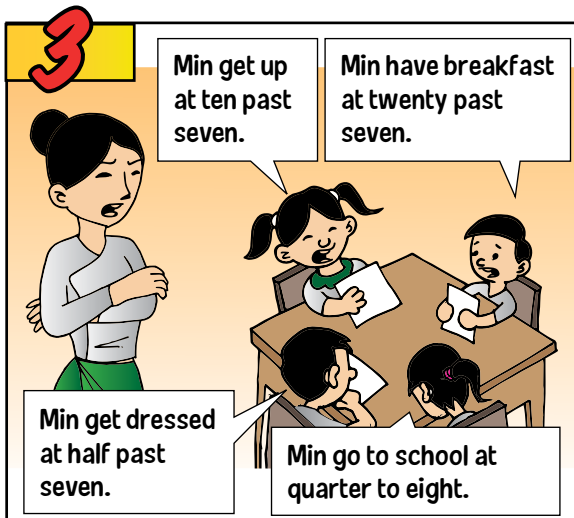
However, there is no electricity, the batteries die and the audio suddenly ends. The teacher decides to read the audio script to the class, but she cannot find it.



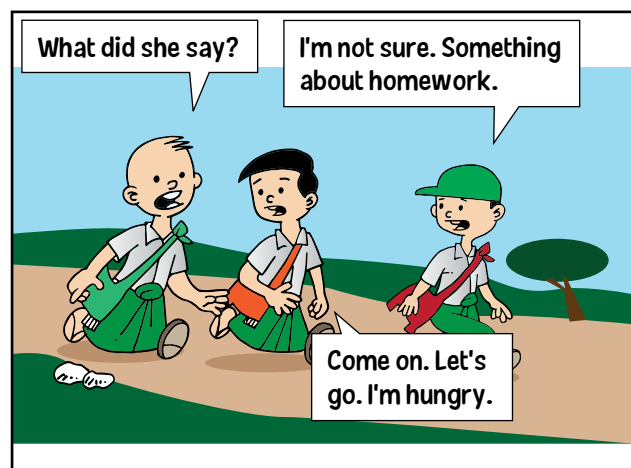
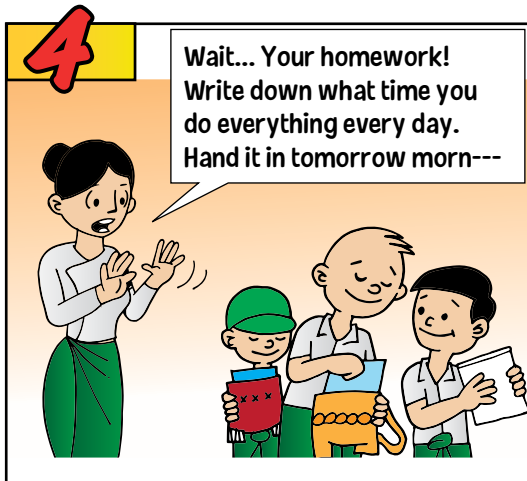
Students are put into four groups. The teacher gives four worksheets to each group. However, there are 17 students in the class today, so there is one group of five.



As the students work in their groups, the teacher walks around the room. She spends the rest of the class correcting mistakes with third person verb forms.



The class ends and the students start to leave.



EXERCISE

E Match the areas a teacher can plan for (1–5) with the situations from the previous activity (a–e) and the suggestions for improving the situation (i–v).

AREA	SITUATION	SUGGESTION
<p>1. Student Behaviour</p>	<p>a. Some activities need a particular number of students, but the class does not divide into equal groups.</p>	<p>i. The teacher should consider what might go wrong during the lesson and be prepared to respond if things do go wrong. This may involve having additional resources. Make sure to check that everything is prepared before the lesson.</p>
<p>2. Facilities and Resources</p>	<p>b. An activity goes on for longer than expected and there is not enough time to do everything planned before the end of the lesson.</p>	<p>ii. The teacher should write clear learning objectives and make sure that all of the activities relate to them.</p>
<p>3. Grouping</p>	<p>c. The teacher is not clear about exactly what she is teaching and focuses on correcting grammar instead of practising the new vocabulary for the lesson.</p>	<p>iii. If this is an ongoing problem, the teacher should think of strategies for dealing with the student's behaviour. Older learners may agree to ground rules. Younger learners might benefit from behaviour charts.</p>
<p>4. Lesson Content</p>	<p>d. One student always shouts out the answers and doesn't let anyone else answer a question.</p>	<p>iv. It isn't always necessary for everyone to complete all activities. The teacher should keep a close watch on the time and stop an activity five or ten minutes before the end of the lesson. This allows time to review and make sure the students are clear about homework.</p>
<p>5. Timing</p>	<p>e. The electricity supply is unreliable.</p>	<p>v. The teacher needs to be ready to adapt activities for the number of students present and allow for an absentee or a new student. The teacher should have enough resources for everyone.</p>

ACTIVITY

F In pairs or groups, read the situations that might happen during a lesson. Identify what the teacher could do while planning to deal with them.

1. Some students always sit together and talk during the lesson.
2. The school is preparing a concert. Some students are in the choir, some are in the orchestra and some are not involved. The final rehearsals are going on during lesson time, so some students will arrive late to the lesson, some will leave early, some will be absent the entire lesson and some will be present the entire lesson.
3. It is the rainy season. The teacher wants to show a video but when it rains, it is too noisy to hear the sound.
4. An activity is going longer than expected. The students are very involved and do not want to end the activity.
5. Three new students join the class unexpectedly.
6. While teaching about the founding of ASEAN, the teacher realises that the students don't know the names of all the countries in Southeast Asia.
7. In an online English class, one learner has issues with their internet connection and cannot participate in the speaking practice.



ACTIVITY

- G** Read the reasons for planning.
1. Choose the five you believe are the most important.
 2. In groups, explain your choices.
 3. As a group, add more reasons to the list.

Planning...

- a. ...helps the teacher to predict problems.
- b. ...gives the teacher confidence.
- c. ...is a requirement of the school.
- d. ...helps the teacher to think more clearly about what they are going to do in the lesson, and why and how they will do it.
- e. ...creates a more focused and effective lesson.
- f. ...makes the learners happy.
- g. ...makes the teacher look good to their principal.
- h. ...breaks down the content of the lesson into manageable sections.
- i. ...shows how successful the teacher has been.
- j. ...demonstrates the teacher's professionalism.
- k. ...helps the teacher plan tasks and activities for different learners.
- l. ...helps to assess learners and learning.

DISCUSSION

- H** Discuss the questions.
1. What are your greatest strengths with planning?
 2. What are your greatest weaknesses with planning?
 3. What are you most excited to learn about with planning?

1.2 FACTORS IN PLANNING

PREVIEW

- A** Look at the example plans.
1. Which is a course plan and which is a lesson plan?
 2. When does the lesson occur during the course?
 3. What do they have in common?
 4. What differences do they have?



Conflict Studies	9:00 – 10:30 AM, Mondays – Fridays for Ten Weeks	
<p>This course will help learners gain a deeper understanding of the reasons why conflicts exist and the methods for transforming conflicts into sustainable and just peace. They will examine the impacts of conflict, violence and peace on themselves, their relationships and their communities. They will increase their understanding of empathy, tolerance, non-violence and pluralism, and develop critical and creative thinking skills.</p>		
<p>During this course, learners will gain skills in the following areas:</p> <ul style="list-style-type: none"> • Communication; • Management and awareness of emotions in situations of conflict; • De-escalation of interpersonal conflicts; • Conflict analysis. 		
Time	Unit	Unit Assessment
Weeks 1–2	1. Understanding Conflict	Deliver a presentation on a conflict
Weeks 3–4	2. Destructive Strategies	Deliver a presentation on destructive strategies
Weeks 5–6	3. Constructive Strategies	Roleplay using constructive strategies Mid-term exam (Units 1–3)
Weeks 7–8	4. Where and Why Conflict Happens	Write an academic essay on a source of conflict
Weeks 9–10	5. Tools for Conflict Analysis	Tools for Conflict Analysis Final exam (Units 4–5)
<p>This course will use the <i>Understanding Conflict</i> coursebook, which will be provided to all learners. Upon successful completion of this course, learners will be eligible to take <i>Peace Studies</i> the following semester.</p>		<p>Marking scheme:</p> <ol style="list-style-type: none"> 1. Attendance – 10% 2. Participation – 10% 3. Weekly Tests – 10% 4. Exams – 20% 5. Unit Assessments – 30% 6. Final Conflict Analysis Project – 20%



Conflict Studies			
Length of Lesson: 90 minutes		Topic: Avoiding Conflict (Unit 2, Lesson 7)	
Learning Objectives: Students will be able to: <ul style="list-style-type: none"> • Contrast ideas about "good" men and "good" women; • Evaluate whether avoiding conflict is a constructive or destructive strategy; • Describe an experience of avoiding conflict. 			
Stage	Timing	Activities	Resources
Introduction	5 mins	In pairs, discuss the question, "Is it common for people to avoid conflict?"	
	10 mins	In groups, create a mindmap with examples from the question, "What do you do when you don't want to engage in a conflict?"	Flipchart paper, Marker pens
Presentation	10 mins	Individually read text and answer the question, "Why doesn't avoiding conflict transform conflict?", using at least one example.	Understanding Conflict p. 40
Controlled Practice	20 mins	Individually read case studies, answer questions and check answers in pairs.	Understanding Conflict p. 41
Free Practice	25 mins	Read the text and then answer the questions in two groups (one male, one female) on flipchart.	Understanding Conflict p. 41
	10 mins	Compare and contrast results from two groups.	Flipchart paper, Marker pens, Tape
Review	10 mins	In groups discuss the question, "Is avoiding conflict a constructive or destructive strategy? Why?"	Flipchart paper, Marker pens, Tape
Free Practice (Homework)		Think of a situation when conflict was avoided and answer the questions.	Understanding Conflict p. 41

ACTIVITY

B What do you need to know about to help you plan? Add some ideas to the lists.

For Course Planning	For Lesson Planning
<ul style="list-style-type: none"> ■ The subject you will teach ■ The ages of the students ■ The length of the course ■ 	<ul style="list-style-type: none"> ■ The topics you will teach ■ The prior knowledge of the students ■ The length of the lesson ■

There are many factors to consider when planning a course or a lesson. These may relate to the profiles of the students, such as age, gender, levels of ability and **prior knowledge** and experiences. Other factors may relate to the learning environment, such as the resources that can be found in the institution and in the classroom.

Factors may also relate to the curriculum that the institution uses, including:

- the knowledge and skills students are expected to learn;
- the units and lessons that teachers are expected to teach;
- the assignments and projects that students are expected to complete;
- the teaching strategies that teachers are expected to use.

Planning may also be influenced by the expectations of other **stakeholders**, such as the principal and other school management, parents, employers, community leaders or education authorities.

EXERCISE

C Match the factors that teachers should think about when they plan (1–12) to the explanations for why (A–L). Some factors may match more than one explanation.

FACTORS TO THINK ABOUT WHEN PLANNING:

- | | |
|---------------------------------------|--------------------------------------|
| 1 The requirements of the institution | 7 Learning preferences |
| 2 The lesson as a part of a course | 8 The physical or online environment |
| 3 The age of the students | 9 Activities |
| 4 The purpose of learning | 10 Resources and materials |
| 5 Students' needs | 11 Flexibility |
| 6 Students' interests | 12 Assessment |

EXPLANATIONS...

- A** Teaching should involve a variety of activities and methods to appeal to the different learning preferences of students. Learning should involve a variety of individual work and group work, which enables a range of interaction patterns.
- B** The content that is covered in the course and in lessons should incorporate topics and activities the students find interesting. This can increase their motivation to learn new things.
- C** If students have difficulty during learning, the teacher should feel able to respond to this by spending more time reviewing and clarifying challenging content. This may result in some lessons taking more class time or the teacher may decide to leave out certain parts of a lesson plan to allow for more time on the parts the students find difficult.
- D** Lessons can include a variety of tasks at different levels that involve using different skills. Activities should connect to the topic of the lesson and its learning objectives.
- E** Each lesson should connect to the lessons that came before it and lead into the lessons that follow. Lessons should combine to form a coherent learning experience.

- F** Teachers must remember to take what they need for each part of their lesson. They should make sure they have everything ready before the lesson begins. They should provide students with the materials they will need during the lesson. If teaching online, some learners may have better internet connections or better technology available than others.
- G** Students can be assessed throughout the course and within each lesson. For example, assessment can occur while students are doing a class activity. Assessment can be done formally, such as by testing and informally, such as by observation.
- H** Students have a mixture of knowledge, skills and experiences. Some students might learn certain things faster than their classmates. Students need different degrees of support, based on their **cognitive**, social, **affective** and physical needs. Teachers should plan to support the needs of students.
- I** Young children have shorter **attention spans** than older persons. Teachers should consider how long students may be able to focus on each task. Activities should be suitable for the age of the students.



- J** Teachers may be required to teach specific topics. Students may be required to take certain exams. The lengths of courses and the class schedule may be determined by management or an education department instead of the teacher.
- K** Some classrooms have more space than others. Furniture may limit which activities are possible to do in class. You might not be able to move desks. Teachers may need to use certain software programs if teaching online. Electricity or the internet may not be reliable. Noise from other classrooms or the nearby environment may be quite loud. Teachers need to adapt their teaching to the physical or virtual space around them.
- L** Learning requires clear objectives. These objectives help teachers plan their courses and lessons. Teachers must identify their expectations for student success and ensure that their plans can guide their students to achieve this success.

EXERCISE

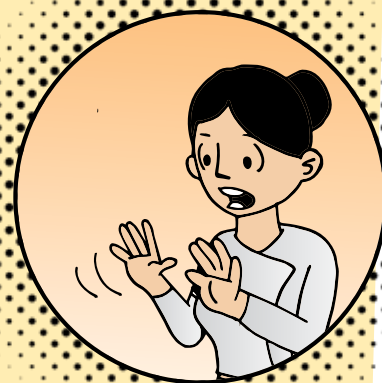
D Read the issues that teachers have faced. What suggestions might you offer each teacher?

Example:

I like to play a lot of games in my lessons because it is important for students to enjoy themselves. But, sometimes my lessons go from one activity to another, and there isn't any focus to the lesson. Is this okay?

It is good that your students are having fun because this can motivate them to learn. However, your lessons should have a clear topic and learning objectives, and the activities should connect to these. Activities allow students to practise what they are learning and achieve the lesson's learning objectives.

- 1. Young Learners:** I teach a class of seven-year-old students. They are very enthusiastic, but after about twenty minutes of doing exercises from the coursebook, they stop concentrating. They move around, talk to each other and lose focus. What should I do?
- 2. Coursebooks:** I am required to use a particular coursebook. Some of the content is not relevant to the students and they get bored during learning. The format of the coursebook is the same for each unit and the exercises in the coursebook are very repetitive. How can I make learning more interesting for the students?
- 3. Lesson Planning:** I spend a lot of time writing lesson plans. The problem is that sometimes my students don't really understand something, but I feel like I must go to the next activity in order to get to the end of my lesson plan. If I spent more time on making sure they understood, then I wouldn't finish my lesson plan and achieve all of my learning objectives. What can I do?
- 4. Student Understanding:** Whenever I ask my students if they understand, they always say, "yes." Therefore, I feel like I don't need to do many activities because the students don't need much practice. We are able to move to new topics quite quickly. However, when we had a test last week, the students did not do very well. Why couldn't they pass the test?
- 5. Mixed Abilities:** There are a range of abilities in my class. Some students finish their work quite quickly and then they have nothing to do. Other students take so long that they never finish all of their work. Should I be worried about the differences between students?
- 6. Reviewing Course Content:** We had a test last week and many students did not do well. This topic is very important for the course. Do I need to spend time reviewing this topic?
- 7. Grouping Students:** I like to use pairwork and groupwork, but the furniture in the classroom is fixed to the floor and cannot be moved. This makes it difficult to put students into groups. Any suggestions?
- 8. Course Planning:** I don't have a coursebook for the course that I will be teaching. There are a lot of things that I could teach, but I am not sure what to choose. How can I begin planning?



EXERCISE

E Look again at the factors that teachers should think about when planning (1–12). Match them to the possible sources of information that could inform their planning (a–g). Some sources of information may be appropriate for more than one factor.

Factors to Think about When Planning	Sources of Information
1. The requirements of the institution	a. Ask the principal and/or other teachers
2. The lesson as a part of a course	
3. The age of the students	b. Look around the classroom
4. The purpose of learning	
5. Students' needs	c. Examine previous records and reports about the students' learning
6. Students' interests	
7. Learning preferences	d. Observe how students learn during the lessons
8. The physical or online environment	
9. Activities	e. Look at available textbooks
10. Resources and materials	f. Read books or websites about teaching
11. Flexibility	
12. Assessment	g. Interview students or conduct a survey with students

DISCUSSION

F Discuss the questions.

1. Can you think of any additional sources of information for the factors above?
2. Which factors do you think are the most important to consider when planning? Why?

1.3 COMPONENTS OF PLANS

PREVIEW

A Are these elements essential or non-essential to include in course plans and lesson plans?

		Course Plan	Lesson Plan
1.	Background information of students (ages, genders, ethnicities, languages, needs, learning preferences, etc.)		
2.	The length of the course or lesson		
3.	The title and grade/level of the course or lesson		
4.	Learning objectives		
5.	Assessment methods		
6.	All activities that will be done		
7.	Student grouping		
8.	Timing/schedule		
9.	Teacher's notes		
10.	Resources needed		

There are many different things that can be included in course plans and lesson plans. While there are certain things that a teacher needs to know, such as information about the backgrounds of the students, this information does not need to be included within a plan.

Course plans, which provide a more general overview of the entire course, may include:

- A description of what students will study during the course;
- The overall learning goals and objectives for the course;
- The order topics will be taught;
- How students will be graded and the major assessments (such as exams and projects);
- Coursebooks, online platforms, websites and other resources that students will need to use;
- A schedule for classes
- Other expectations of the teacher, such as about student behaviour;
- Policies of the institution, such as for student absences.

Lesson plans, which provide the outline of what will be done within a lesson, may include:

- The topic and learning objectives of the lesson;
- The stages of the lesson, their sequence, and how long each stage will take;
- Which activities students will do;
- How students will be grouped;
- The resources needed for each stage of the lesson;
- Notes that the teacher can refer to while they teach.

There is no one universal way to write a course plan or a lesson plan. Although there are templates that you can use, most teachers **personalise** their plans and some exclude some components or include additional components.

With course plans, it is important to include all of the relevant information about the course, especially if a course plan will be shared to students as a syllabus. With lesson plans, it is important to include all of the information the teacher needs to deliver an effective and efficient lesson. Course plans are often shared with students, but lesson plans are only for the teacher



EXERCISE

- B** Look at the two lesson plan examples.
1. Which components are within each lesson plan?
 2. Are any components missing or unnecessary?



Activities	Purpose
Look at pictures that give examples of citizenship and discuss which picture they identify with.	Think about what they already know.
Match examples to terminology.	Pre-task vocabulary to make the text easier to understand.
Read a text about citizenship.	Introduce the main point of the lesson.
Write a definition of the word "citizen".	Reflect on the main point of the lesson.
Read other definitions of the word "citizen" and compare with their own definition.	Compare own ideas with established ones.
Look at a list of activities and decide which are examples of active citizenship.	Reflect on the second point of the lesson.
Prepare a presentation on a person they know who is an active citizen and explain what they do that makes them an active citizen.	Personalise the topic and consider a practical example from their own knowledge.



English, Grade 5		Students: 17 (eight boys and nine girls), aged 10–11	Length of Lesson: 45 minutes	
Topic: Daily Routines		Objectives: Students will be able to describe their daily routine using eight verbs in the present simple		
Course Fit: <ul style="list-style-type: none"> • Students have learned how to tell time using a twelve-hour clock. • In future lessons, they will learn about present simple for more regular repeated actions. 				
Details of lesson: Present simple statements – eight phrases to describe daily routines: <i>get up, get dressed, have breakfast, got to school, have a break, have lunch, go home, go to bed</i>				
Stage	Timing	Activities	Language Skill	Resources
Introduction	5 mins	Review twelve-hour clock.	Listening Speaking	Clock
Presentation	10 mins	Drill vocabulary to teach eight phrases.	Listening Speaking	Flashcards
Controlled Practice 1	10 mins	Listen to description of someone's daily routine and fill in missing times on worksheet.	Listening	Audio recording, Worksheet
Controlled Practice 2	20 mins	In groups of three students describe pictures on their worksheet, listen to partners, write down the missing times.	Speaking Listening	Worksheet
Free Practice (Homework)	20 mins (at home)	Write eight sentences to describe your own daily routine.	Writing	

EXERCISE

- C** Look at the course plan example. It will be given to students on the course. Does it include all necessary components of a course plan?

Life Science and Physical Science	
Term 2: August 1 – December 15	
Times: Monday – Friday, 8:00 – 10:00 AM	
Instructor: U Kyaw Win	
Holidays: September 10, October 14 and November 11	
<p>Course Overview:</p> <p>This course covers a variety of topics related to life and physical sciences. The first eight weeks of the course will cover life science and the second eight weeks will cover physical science. Course content will engage with critical thinking, problem solving, cooperation and communication and digital literacy.</p>	
Unit 1: The Cell System	Students will explore the elements of animal and plant cells. They will be required to make detailed models of each type of cell.
Unit 2: Human Body Systems	Students will investigate the way our bodies are organised, how energy is stored and consumed, and other essential bodily processes. They will be required to create and deliver a presentation about one bodily process.
Unit 3: Reproduction and Growth	Students will analyse how reproduction and growth occur in plants and animals. They will be required to write a compare-and-contrast research paper on reproduction and growth in one plant and one animal of their choice.
Mid-term Exam: Units 1–3	

Unit 4: Waves and Electromagnetic Radiation		Students will explore different properties of waves and how they interact. They will be required to design an experiment related to either sound or electromagnetic waves.		
Unit 5: Electricity and Magnetism		Students will distinguish between and manipulate different electric and magnetic forces. They will be required to propose, conduct and report on an experiment related to electricity and/or magnetism.		
Unit 6: Information Technologies		Students will identify different types of information technologies in the world around us. They will be required to write a research report and present their findings to the class.		
Final Exam: Units 4–6				
Textbooks: <i>Sciences for Life Book 3</i>		The textbook will be provided by the school. Your instructor will also provide you with supplementary handouts and texts.		
Assessment System:				
Participation and Attendance	Homework	Weekly Tests	Unit Projects	Exams
10%	10%	20%	30%	30%
Students are expected to: <ul style="list-style-type: none"> arrive to class on time and attend class regularly; always participate actively in class and in projects; keep the classroom clean, organised, and free of mess; keep phones on silent. 		Learning and Support Services: <ul style="list-style-type: none"> Library Computer lab Peer-tutor service Student clubs Self-study resources 		

ACTIVITY

D Create your own lesson plan template.

- Choose the components you want on your template.
- Decide how to organise the components.
- Draw your template and then share it. Explain the reasons for your design.

DISCUSSION

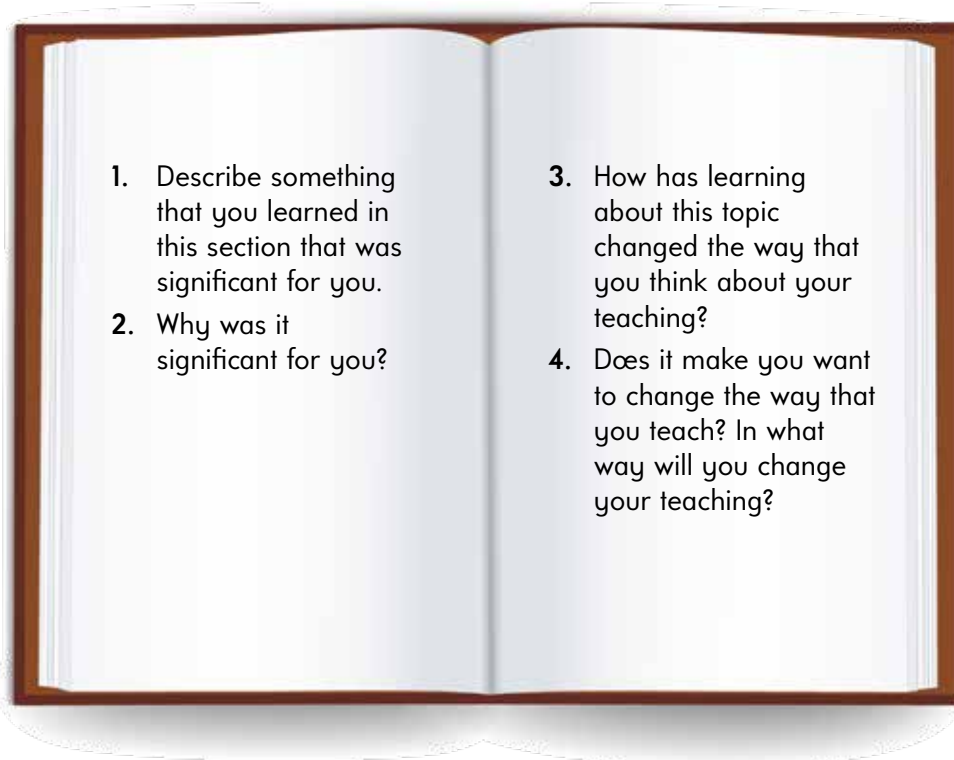
E Discuss the questions.

1. Which components do you believe are the most important to include in a course plan?
2. Are there any components that could be optional in a course plan?
3. Which components do you believe are the most important to include in a lesson plan?
4. Are there any components that could be optional in a lesson plan?



REFLECTION

F After you have learned new things, it can be useful to reflect on what you have learned. One way to do this is to create a *reflective journal* where you write down your ideas about what you have learned. Use the questions below to help you reflect on your learning.



1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 1: Introduction to Planning

There are many things to consider when planning. Some things are more obvious, such as the ages of students and the subject being taught. Other things may require more thought, such as the needs of the students and the activities and assessments you will include in a course and in lessons. This might seem like a lot to think about for newer teachers. However, with practice teachers gradually develop techniques that help them to become more effective and efficient planners who can deliver successful courses and lessons.

Sometimes a teacher goes into a lesson without much planning. If this happens, it is important to be able to think quickly. As you become more experienced, you will find it easier to teach with less preparation. However, inexperienced teachers often feel more comfortable with and have more success with a detailed plan. It is important to have flexibility with plans and adapt what you are doing if the situation changes.

Different teachers and institutions produce plans in different formats, though the information included is generally the same. Don't feel like you have to use a particular format that someone else has designed. Over time, you will find a way of writing plans that suits you. The important thing is that your way of writing a plan helps you deliver a course and teach your lessons.



Z

LEARNING OBJECTIVES

OBJECTIVES

- Trainees will be able to evaluate learning objectives;
- Trainees will be able to create effective learning objectives that are specific, achievable and measurable;
- Trainees will be able to classify learning objectives and activities according to Bloom's taxonomy;
- Trainees will be able to identify different types of educational goals.

GLOSSARY

attitude (n) – စိတ်နေစိတ်ထား

collaborate (v) – ပူးပေါင်းဆောင်ရွက်မှုရှိသော

concept (n)– အယူအဆ

context (n) – အခြေအနေအခင်းအကျဉ်း

flowchart (n) – စီးဆင်းမှုပြပုံ

foundation (n) – အခြေခံ

infer (v) – ကောက်ချက်ချသည်

interpret (n) – အဓိပ္ပာယ်ကောက်သည်

Venn diagram (n) – ဗင်းန် သရုပ်ဖော်ပုံ

2.1 WRITING LEARNING OBJECTIVES

PREVIEW



- A** Here are some things that a teacher might do before teaching a lesson. Put them in the order that you might do them in.
- Decide on the topic of the lesson.
 - Look through the coursebook and decide what can be used in the lesson.
 - Decide what the main point or main idea of your lesson will be.
 - Look at the course plan.
 - Write learning objectives.
 - Prepare the resources that you will use in the lesson.
 - Decide how much you can cover in one lesson.
 - Order the activities.
 - Prepare the content of the lesson.

EXERCISE

B Read the three lists of learning objectives.

1. Which of the lists...
 - a. ...says what activities the students do?
 - b. ...says what the teacher does?
 - c. ...says what knowledge and skills the students will develop?
 - d. ...helps teachers assess the progress of students?
2. Which list has the most useful learning objectives?

LIST 1

- Teach about square roots.
- Give students the opportunity to listen to spoken English in a shop.
- Show students about money and barter systems.
- Teach students different charts that can be used for presenting data.
- Explain about human rights.

LIST 2

- Students complete a worksheet on square roots.
- Students perform a roleplay between a shopkeeper and a customer.
- Students discuss the advantages and disadvantages of barter and money.
- Students answer questions about a pie chart, bar graph and line graph.
- Students classify rights and responsibilities.

LIST 3

- Students will be able to calculate the square roots of numbers up to 100.
- Students will be able to buy and sell basic items in English.
- Students will be able to analyse money and barter systems of payment.
- Students will be able to present data in three types of charts.
- Students will be able to create an awareness-raising project on the rights and responsibilities of community members.



Before planning a course or a lesson, teachers first need to know what they will teach, and then how they will teach it. Learning objectives are an essential part of planning because they relate to the subject or topic, help teachers to identify the knowledge and skills being developed and guide them to choose relevant activities and learning experiences. Learning objectives are sometimes also called "aims", "goals" or "outcomes".

A common format for learning objectives begins with the phrase: "Students will be able to..." The rest of the objective then identifies knowledge and skills that students will use. For example:

- ... spell their own name;
- ... list ten birds native to Myanmar;
- ... discuss the advantages and disadvantages of free trade agreements;
- ... calculate percentages;
- ... analyse the influence of religion in world politics;
- ... describe the process of photosynthesis;
- ... create a map of their house.

Learning objectives should be written to guide the planning of courses and lessons. Courses usually have several learning objectives that identify what students will be able to do by the end of the course. Course learning objectives focus on larger accomplishments that are achieved over multiple lessons. Lesson plans include one or more learning objectives for students to accomplish during that lesson.



Good learning objectives have several characteristics. They are:

- specific, clear, easy to read and understandable;
- achievable and realistic, so they are possible for students to successfully reach;
- measurable and observable, so they can show what students have learned.

Writing learning objectives should be done before selecting activities and planning learning experiences. It is very important for teachers to ensure that the activities and learning experiences connect to the learning objectives that they have written. The plans that teachers write must match the learning objectives that they have chosen.

Teachers can share learning objectives with their students so that the students know what goal(s) they are trying to reach. Course learning objectives can be shared with students through course plans. Lesson learning objectives can be shared with students at the beginning of each lesson, such as by writing them on the board.

EXERCISE

C Read the learning objectives.

1. Match the badly-written learning objectives (a–c) to the problem for each (i–iii).

	a	b	c
BADLY-WRITTEN OBJECTIVES	"The students read English newspapers."	"Students will be able to name the climate zones of the Earth and describe the seasons all around the world."	"To explain community values and their importance and let the students think about their local community."
PROBLEMS	This is too much for a single lesson, but it could be used as a course learning objective.	This is written about the teacher, but it should be written about the students.	This is too general and does not identify what students will learn and how they will demonstrate this.

2. Match the badly-written learning objectives (a–c above) to the well-written ones (i–iii below).

	i	ii	iii
WELL-WRITTEN OBJECTIVES	"Students will be able to identify important community values and explain why they are important."	"Students will be able to summarise an English newspaper article, present its main ideas and justify why they chose it"	"Students will be able to name the four main climate zones of the Earth and label a map with their locations."

ACTIVITY

- D** Read the learning objectives.
1. Which two are not learning objectives? Why not?
 2. Which are well-written objectives?
 3. Rewrite the badly-written objectives.

Learning Objectives? Well-Written?

a. "Students will be able to list the main food groups and their nutritional benefits and give examples of foods in each group."

b. "To teach how to measure inflation, what the effects of inflation are, and to compare the situation in Yugoslavia in 1993 with the current situation in Myanmar."

c. "The students will be able to solve a quadratic equation by factoring."

d. "To teach the different chemical symbols for elements.."

e. "The students will be able to say whether statements are facts or opinions."

f. "Students will cover exercises 12–18 on page 80 of the coursebook."

g. "Students will know the present perfect tense."

h. "Students will write a short article that summarises how people demonstrate active citizenship in their local community."

i. "I will give clearer instructions so that the students know what to do and can be organised more quickly."

EXERCISE

- E** Complete the table with the topic, objective and activity for each subject.

	Biology	History	English	Economics	Civics
Topic:	1.	4.	7.	10.	13.
Objective:	2.	5.	8.	11.	14.
Activity:	3.	6.	9.	12.	15.

Topics | Objectives | Activities

- a. Draw a timeline showing the migration of ethnic groups into Southeast Asia.
- b. The food chain of the ocean.
- c. Students will be able to describe what is wrong with an item of clothing and what clothes they need instead.
- d. Migration in Southeast Asia.
- e. Students will be able to put the stages of the ocean's food chain in the correct order.
- f. Roleplay between a shop assistant and a customer.
- g. Students will be able to list the main ethnic groups in Southeast Asia and say when they arrived in the area.
- h. Label a diagram of the ocean's food chain with each stage of the process.
- i. Shopping for clothes.
- j. Read a case study about media censorship in Laos.
- k. Mixed economies.
- l. Students will be able to list pros and cons of free media.
- m. Draw a map of the local community and identify goods and services provided by the government and provided by private businesses.
- n. Students will be able to compare and contrast free markets and government services for healthcare and education in Myanmar.
- o. The role of the media in public debate.

ACTIVITY

- F** Look at the example lesson plan. The learning objective doesn't match the plan. Change the objective to match the plan.

Objective: ~~Students will be able to diagram and explain the food web in a local forest.~~

1. Draw pictures of different animals. Ask students what the differences are.
2. Explain the features of mammals, reptiles, amphibians, birds and insects.
3. Write a list of animals on the board. Students classify them into: mammals, reptiles, amphibians, birds and insects:
 - (tiger, frog, snake, elephant, ant, eagle, owl, crocodile, mosquito, human, lizard)

EXERCISE

- G** Look at the example lesson plan and the possible activities. For each part of the lesson (1–7), choose the activity (a or b) that helps to best achieve the learning objectives.

Sociology of Religion	Week 1, Lesson 2
Objectives <ul style="list-style-type: none"> • Students will be able to describe the characteristics of major world religions. • Students will be able to explain how these religions came to Myanmar. 	
Activities	
1.	<ul style="list-style-type: none"> a. Do a short quiz, asking students basic questions about different religions, e.g.: "What buildings do Muslims worship in? What is the holy book of Christianity? What type of clothes do Buddhist nuns wear?" b. Students go around the room and ask each other questions about their family's religious beliefs and practices.
2.	<ul style="list-style-type: none"> a. Students watch a documentary on the history of Buddhism in Myanmar. b. Students watch a documentary on the practices of major world religions.
3.	<ul style="list-style-type: none"> a. In pairs, students make a list of new things they learned from the documentary. They discuss these as a class. b. In pairs, students make a list of what they know about Shwedagon, Kyaiktyo and Bagan. They discuss these as a class.
4.	<ul style="list-style-type: none"> a. Students read a text about the roles of U Ottama, U Wisara and the Sangha in Burma's independence movement. b. Students read a text about religious diversity in Myanmar and the history of Christianity, Islam, Hinduism, Buddhism and animism in Myanmar.
5.	<ul style="list-style-type: none"> a. In groups, students debate the importance of Buddhism in the first 15 years of the Union of Burma. b. In groups, students write questions about one religion they have learned about. They join with other groups and ask and answer their questions.
6.	<ul style="list-style-type: none"> a. Students make a Venn diagram showing similarities and differences between Christianity, Islam, Hinduism, Buddhist and Animism in Myanmar. b. Students make posters showing one famous religious leader and why that person was important for Myanmar history.
7.	<ul style="list-style-type: none"> a. In groups, students are assigned a research project. Each group has a different religion and researches the current role of this religion in their local community and State or Region. Over the next week, they research their topic and present their findings in a presentation. b. In groups, students are assigned a research project. Each group has a different continent and researches the presence of different religions on that continent. Over the next week, they research their topic and present their findings in an essay.

ACTIVITY

- H** Choose one of the learning objectives. In groups, think of two or three useful activities to achieve the objective you have chosen.
- Students will be able to calculate the square root of numbers between ten and 100.
 - Students will be able to describe the effects of changes in the supply and demand of goods and services.
 - Students will be able to order food in a restaurant using English.
 - Students will be able to outline the characteristics of good and bad leaders.
 - Students will be able to download and install an antivirus programme on a computer.

EXERCISE

- I** Read the learning objectives below.
- Decide what subject – community development, English, history or maths – each is.
 - Classify them as either a course learning objective or lesson learning objectives.

A Students will be able to write an introductory paragraph with a hook and a thesis statement.

B Students will be able to write a three-paragraph essay.

C Students will be able to analyse time periods in Myanmar history from both gender and socio-economic perspectives.

D Students will be able to design a community needs assessment.

E Students will be able to create action plans and divide responsibilities for a community development project.

F Students will be able to solve real-life problems using geometry.

G Students will be able to write a body paragraph with a topic sentence, supporting details and a concluding sentence.

H Students will be able to find the area of squares and rectangles.

I Students will be able to divide buildings into triangles, squares, rectangles and circles.

J Students will be able to identify gender and socio-economic perspectives in primary source documents.

K Students will be able to plan and manage a community development project.

L Students will be able to use a timeline to explain key events in colonial Burma.

DISCUSSION

- J** Discuss the questions.
- Do you think it is important to write weekly and monthly learning objectives, or is it okay to only have course and lesson learning objectives?
 - What advice would you give a new teacher about writing learning objectives?

2.2 LOWER- AND HIGHER-ORDER THINKING

PREVIEW

A Look at the activities in the pictures.

1. In each activity, what do the students have to do?
2. Have you ever done these activities as a teacher or as a student?

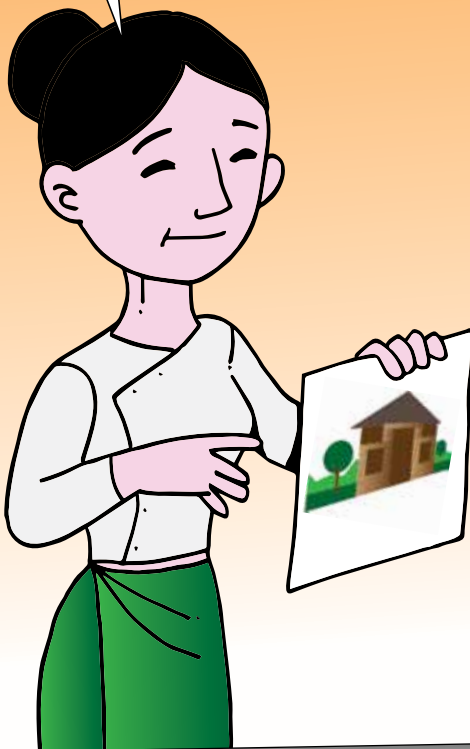
a.

You are cooking dinner on Saturday and have invited a hundred guests. If each sack of rice holds enough for fifteen people,

- a. How many sacks do you need?
- b. How much will be left over?

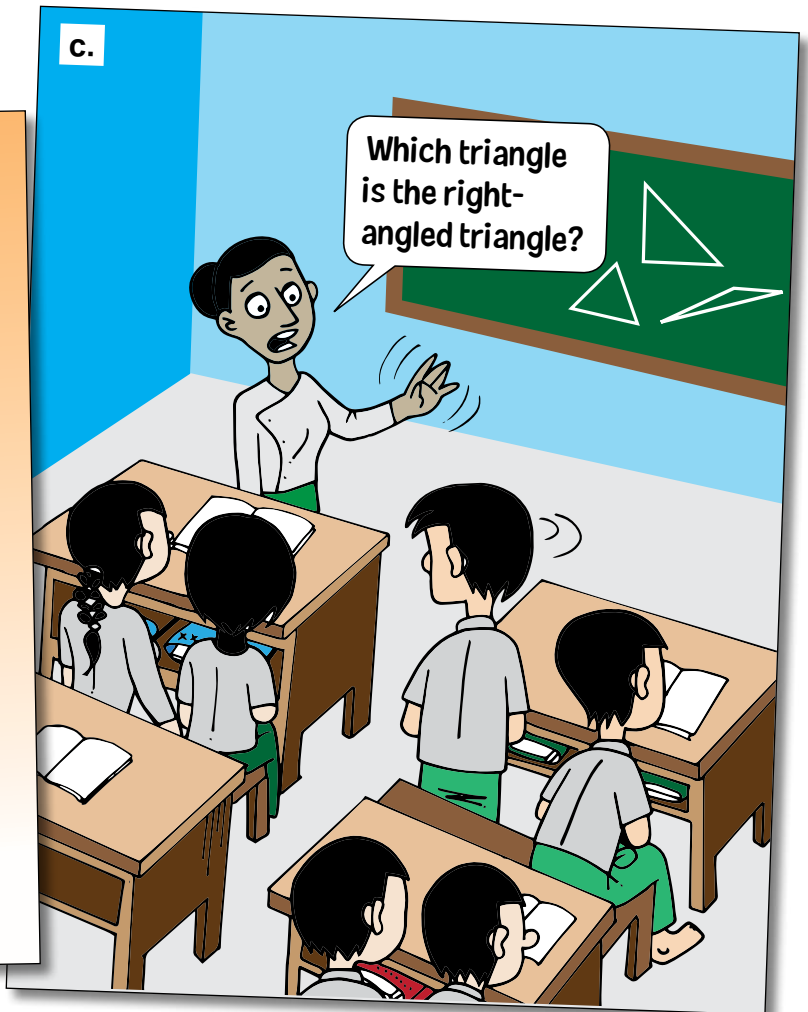
What are the advantages and disadvantages of living in a bamboo house?

b.



c.

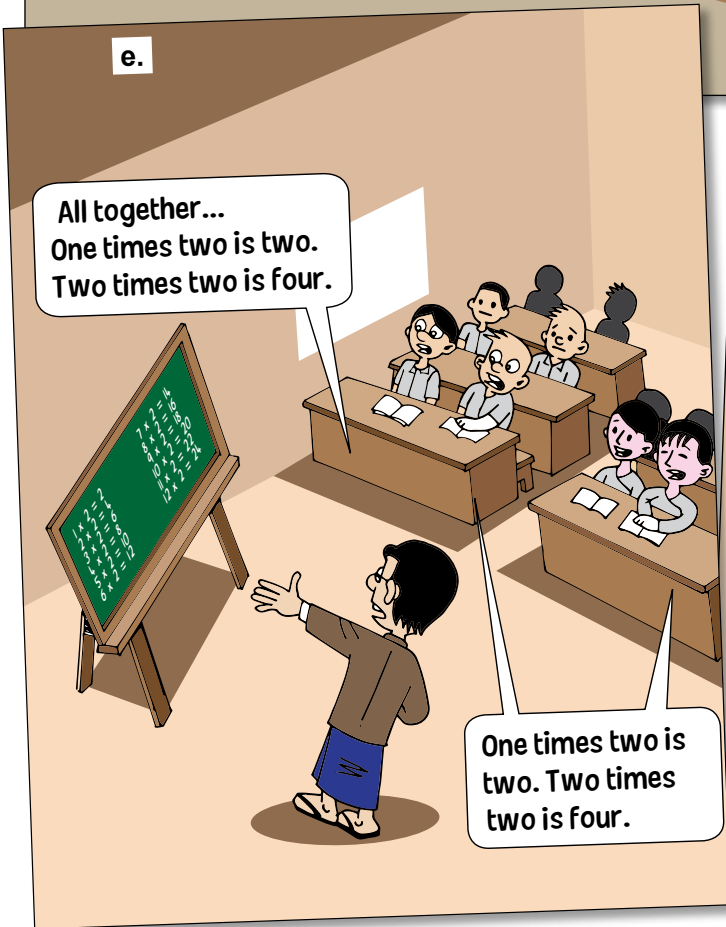
Which triangle is the right-angled triangle?



d.



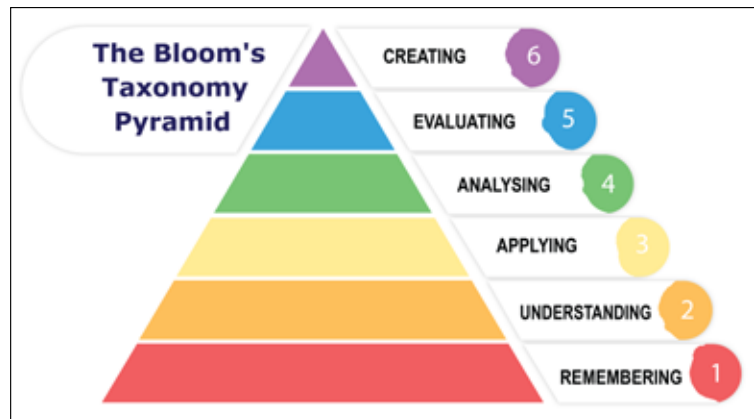
e.



f.



In 1956, the American educational psychologist Benjamin Bloom designed a system that classified learning objectives as different levels of thinking. This system is known as "Bloom's taxonomy" and identifies two lower-order thinking skills (remembering and understanding) and four higher-order thinking skills (applying, analysing, evaluating and creating).



Bloom's taxonomy is commonly used by teachers to plan the learning experiences of their students. For example, many teachers plan lessons that begin with lower-order skills before progressing into higher-order skills. Many lessons and courses may aim to have students eventually engage with higher-order thinking. However, lower-order skills are still important because they provide a **foundation** for the higher-order skills. Before engaging with more difficult thinking, students first need to successfully remember and understand what they have been learning.

Often, students will use multiple levels of thinking at the same time. For example, when students are using higher-order thinking skills, they will also be showing that they remember and understand. When creating things, they will often also be applying what they have already learned.

It is useful to use Bloom's taxonomy when writing learning objectives. Teachers can choose relevant action verbs for lower- and higher-order thinking and include these in the learning objectives that they write for their courses and lessons. Teachers should choose action verbs that are observable (such as *list, compare, build, design*) and avoid actions that are not observable (such as *think, know, learn, understand*).

EXERCISE

B Match the thinking level to the definition.

1. Remembering
2. Understanding
3. Applying
4. Analysing
5. Evaluating
6. Creating

- a. Students form new ideas, inventions, theories, etc., using the information and ideas they have learned.
- b. Students use the information in new situations and **contexts**.
- c. Students make connections between different parts of information, identify patterns and determine relationships.
- d. Students explain ideas and **concepts** using their own words.
- e. Students judge if something is good or bad, right or wrong, appropriate or inappropriate, etc.
- f. Students recall information without looking at the text.

ACTIVITY

C Look at the activities in 2.2 A. Which activity uses which thinking level?

ACTIVITY

D Read the six lists of activities.

1. Label each list (lists A–F, below) with the correct Bloom’s thinking level.
2. Put these activities into the correct list. One activity will go in each list.
 - i. Outline the main points of a lecture.
 - ii. Look at an example of a grammar structure and work out the grammar rules.
 - iii. List the main events in a story.
 - iv. Calculate the volume of a box, cone, cylinder and sphere after learning the appropriate formulas.
 - v. Write an essay that gives your opinion on an issue.
 - vi. Design a new building to store the rice harvest.
3. Add one more example to each list.
4. What happens if we add "Students will be able to..." before each action in the lists?
 - a. They become higher-order thinking skills.
 - b. They become learning objectives.
 - c. They become unobservable.
 - d. They become impossible for students to do.

List A: _____

- Build a model to demonstrate how something will work.
- Make a puzzle using ideas from a story.
- Dress a doll in a national costume.
- Solve a mathematics problem using a new method that has been taught.
- Write a sentence using the new grammar rules that have been taught.

List B: _____

- **Interpret** data from a questionnaire and display it in charts or tables.
- Look at information and decide whether or not it supports an idea or theory.
- Make a **flowchart** to show important steps in a process.
- Explain the causes of a historic event.
- Prepare a report about a topic.

List C: _____

- Make a timeline of events.
- Make a facts chart.
- List all the animals in a story.
- Write down a grammar rule.
- Recite a poem.

List D: _____

- Create a new product and design a marketing campaign for it.
- Write a song, story or poem.
- Design a cover for a book.
- Compose a piece of music.
- Write a computer program that calculates profit from a shop.

List E: _____

- Answer comprehension questions about a text.
- Identify the main idea.
- Make a cartoon showing the sequence of events.
- Retell the story in your own words.
- Answer true/false questions.

List F: _____

- Grade a presentation using a list of criteria.
- Have a debate and vote on who has the best argument.
- Write a letter to the government explaining why something should be changed.
- List the advantages and disadvantages of living in a city.

EXERCISE

E Match the list of actions with the levels of Bloom's taxonomy. (If students are doing one of these actions, it is likely they are using that level of thinking.)

1. compare, discuss, explain, express, **infer**, interpret, paraphrase, restate, summarise
2. argue, conclude, convince, criticise, defend, judge, prove, rank, rate, recommend, support, test
3. categorise, compare, contrast, differentiate, examine, investigate, organise, research
4. arrange, define, describe, draw, find, identify, label, list, match, recall, repeat
5. assemble, combine, construct, design, develop, invent, modify, plan, produce
6. calculate, change, classify, demonstrate, experiment, implement, predict, solve

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

EXERCISE

F Read the poems and the questions that a teacher can ask their students. Match each question to a level of thinking.

The Owl

A wise old owl sat on an oak,
The more he saw the less he spoke,
The less he spoke the more he heard,
Why aren't we like that wise old bird?

– Edward H. Richards

The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

– Christina Rossetti

The Butterfly

The butterfly is a thing to behold,
With colors more beautiful than gold.

Flying hour by hour,
Going from flower to flower.

Oh, how I enjoy your beauty butterfly,
As I sit and watch you flutter by.

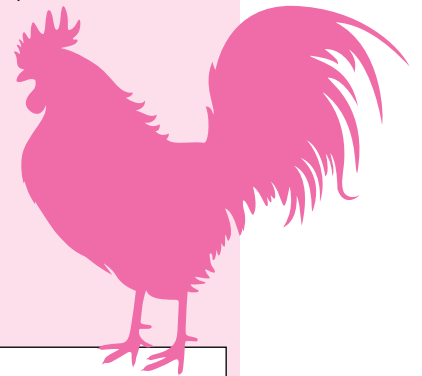
– Rick Hunter

Early to Bed and Early to Rise

The cock crows in the morn,
To tell us to rise.
And he who lies late
Will never be wise.

For early to bed,
And early to rise,
Is the way to be healthy
And wealthy and wise.

– Benjamin Franklin



1. What is prettier than boats and ships?
2. Do you know anyone who is early to bed and early to rise? What effects does this have on them?
3. According to the author, why is the old owl considered wise?
4. Which poem is your favourite? Why?
5. Which poems have a moral and which do not? How else are these poems similar and different?
6. What would you name a collection of these four poems and how would you design the cover?

ACTIVITY

G Read the article.

1. In pairs, create one activity or one question for each thinking level. Share your ideas with other pairs.
2. What would be a good learning objective for this activity?

Myanmar's Dry Zone

A quarter of Myanmar's population live in Myanmar's Dry Zone. 60% of those are farmers, who depend on the land to eat and to make money. Many face problems with access to food and water.

The area is dry because it is in the rain shadow of the Chin Hills. It has the lowest average annual rainfall in Myanmar. In some parts of the Dry Zone, the average rainfall is fewer than 4 inches (100 mm) of rain.

The average rainfall in most other parts of Myanmar is 8 – 24 in. (200 – 600 mm).

One of the major issues facing the Dry Zone is food insecurity – people are without reliable access to a enough affordable, nutritious food. A 2014 survey showed that 18.5 % of Dry Zone households face food insecurity. One

local woman, 30-year-old Kyi Htay, from Bagan, Mandalay Region said "Getting food is a headache every day".

Unfortunately, the problem will probably become worse in the future. Farmers' harvests have been poorer in recent years and water shortages are a problem. There are an increasing number of droughts because of the lack of rain and poor irrigation.

Improving food security in the Dry Zone area requires several solutions. These include planting new trees, more money for modern farming methods and help for farmers to improve the soil so they can grow more. Until these things happen, many people will face difficulties in Myanmar's driest place.

ACTIVITY

H Choose a topic that you teach or will teach. Think of an activity at each level of Bloom's taxonomy that you could use while teaching this topic.

DISCUSSION

I Discuss the questions.

1. What levels of thinking have you experienced most as a student and as a teacher?
2. How might you use Bloom's taxonomy to help you plan your course and your lessons?
3. How can you use Bloom's taxonomy to help you write learning objectives?

2.3 EDUCATIONAL GOALS

PREVIEW

A Match the words and the explanations.

Words	Explanations
1. Knowledge	a. Attitudes ; things you think, feel and reflect on
2. Skills	b. Content; things you know about
3. Values	c. Abilities; things you can do

B In pairs, discuss the questions.

1. How does education help learners gain knowledge and develop skills and values?
2. Are there other things that learners gain from education?



Many teachers think that their main responsibility is passing on knowledge to students. However, developing students' skills is also important. Some examples of skills that are useful to students' lives include:

- **STUDY SKILLS** that help students in later stages of their academic life;
- **WORK SKILLS** that prepare students for employment after education;
- **SOCIAL SKILLS** that give students skills to navigate their everyday lives.

Through gaining new knowledge and practising new skills, students' values may also change and develop. For example, group work activities require social skills – such as discussing and negotiating – to do the activities effectively. Through group work, students may also learn to value **collaboration** and teamwork.

Different teachers, courses and educational institutions will regard some of these skills and values as more important than others. They can form broad educational goals that prepare students for future study, work and relationships. As a teacher, it can be useful to consider what educational goals you have for your students, what goals the course has and what goals the institution has. Knowing these goals can help teachers plan and prepare relevant content and activities.

EXERCISE

C Match the learning objectives to these four types of educational goals. Some objectives may match with more than one type.

Subject Knowledge	Study Skills	Work Skills	Social Skills

Students will be able to...

1. plan the budget for a community project.
2. use a dictionary.
3. describe the process of photosynthesis.
4. evaluate their own progress, identify weaknesses and think of ways to address them.
5. manage a team of people.
6. list the advantages and disadvantages of different electoral systems.
7. evaluate the content of a website.
8. work in a group.
9. greet an overseas visitor to your office in English.
10. write a report.
11. make a study plan.
12. deliver a presentation in English on a community project to the donors who funded it.
13. classify animals into vertebrates and invertebrates.
14. help a slower learner in the class.
15. manage their time.

ACTIVITY

D A class is doing a research project that involves six learning objectives.

1. Think of some activities the students have to do to achieve each learning objective.
2. Decide what type of educational goals are needed for each one – subject knowledge, social skills, study skills and/or work skills.

Learning Objectives (Students will be able to...)	1. Activities	2. Educational Goals
a. Conduct research	– Find information on the internet.	
b. Develop a survey	– Write survey questions.	
c. Carry out a survey		
d. Compile findings		
e. Write a report		
f. Give a presentation		

ACTIVITY

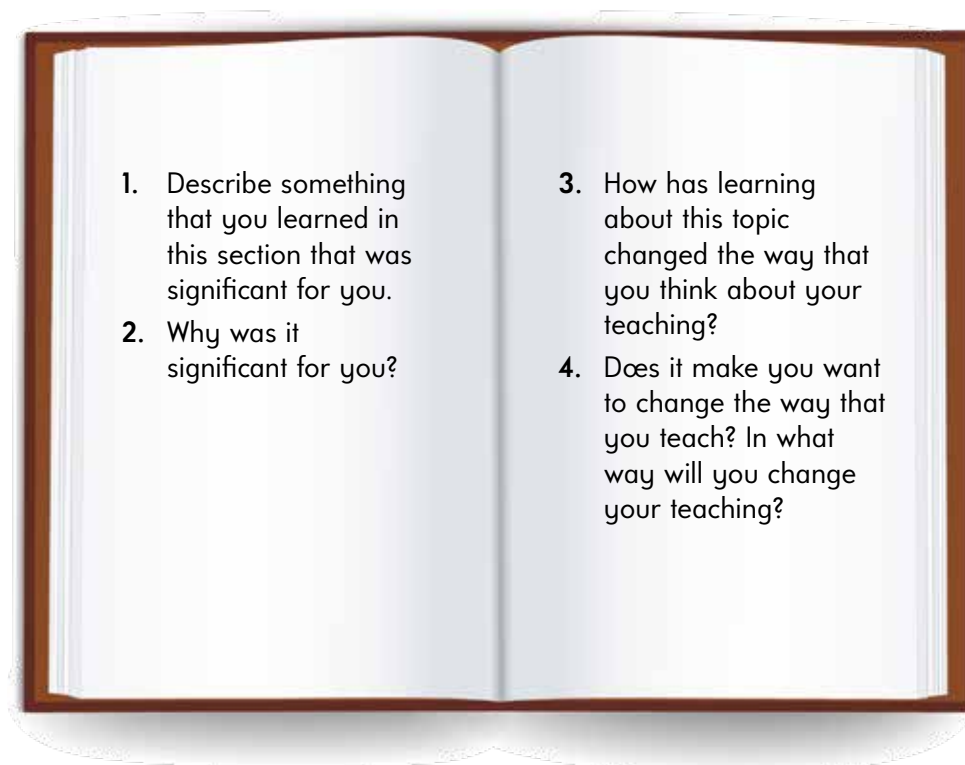
- E** Make a poster that presents the goals and outcomes of the classes you teach and/or your educational institution.
- What knowledge, skills and values are most important?
 - What study skills, work skills and/or social skills are important?

DISCUSSION

- F** Discuss the questions.
1. Do you believe it is the responsibility of the teacher to help students develop study skills, work skills and social skills?
 2. What other educational goals might a course or a teacher have?
 3. Should academic education prepare students for the workplace?

REFLECTION

- G** In a *reflective journal*...



Summary – Chapter 2: Learning Objectives

Writing good learning objectives takes practice. Many teachers find it difficult to begin with, but they are an important part of planning. Learning objectives guide how teachers plan their courses and lessons and determine what is taught and how it is taught. They identify the points that students should achieve, which can help teachers assess their students and evaluate their teaching. The learning objectives for each lesson contribute to achieving the course learning objectives and broader educational goals.

Learning objectives should cover the knowledge and skills that students will be expected to acquire and use. Bloom's taxonomy can help teachers create learning objectives, which may include both lower-order and higher-order skills. (See *Appendix 3: Bloom's Taxonomy Wheel* for a diagram that can help you identify action verbs and activities for each level of Bloom's taxonomy.) Learning objectives should be clear, so that they can be used for planning, and suitable for the levels of the students.

It is very important for the content and activities to relate to the learning objectives. If these things do not match, then it will be impossible for students to reach the learning objectives. If some students do not reach certain learning objectives, teachers should not feel discouraged. Instead, they may need to clarify things to the students and give them additional time to work and practise what they have been learning.

When planning, teachers might also want to consider the broader educational goals that are present in the educational institution or course. These goals may include different types of skills, such as social skills and work skills in addition to study skills. These are skills that students can take with them from the classroom into their personal and professional lives.

STORY

Brock
-INTRO -
-ONE WORD STORY - P
-ALGORITHM - DECOM
-ADJECTIVE Δ ADVERB
- PREPOSITIONS Δ ARTIC

Brock
CODING

Brock
COMPUTATIONAL THINKING

Brock
PROBLEM SOLVING

Brock
DESIGN TEAM

Brock
DECOMPOSITION

Brock
FINDING PATTERNS

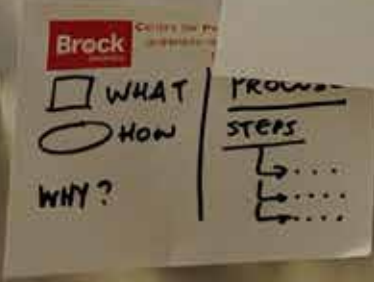
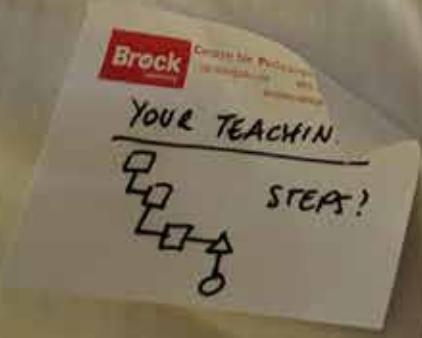
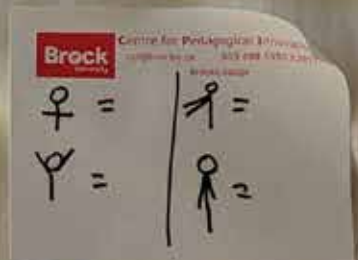
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ABSTRACTION
ALGORITHM



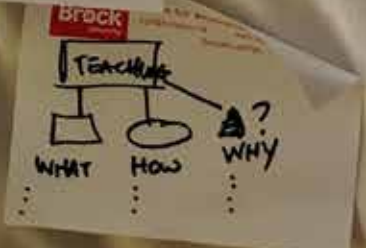
Brock
CODE.ORG
-LIGHTBOT
-DANCE PARTY



Brock
DANCE PARTY



Brock
AUTOMATION



3

LESSON PLANNING

OBJECTIVES

- Trainees will be able to explore the structure of logically sequenced tasks in five-stage lesson plans;
- Trainees will be able to evaluate examples of each of the five stages;
- Trainees will be able to plan for each of the five stages;
- Trainees will be able to choose activities that help achieve learning objectives.

GLOSSARY

accuracy (n) – မှန်ကန်မှု

activate (v) – အသက်ဝင်စေသည်

consolidate (v) – စုစည်းအတည်ပြုသည်

mindmap (n) – ဆက်စပ်မှုပြု သရုပ်ဖော်ပုံ

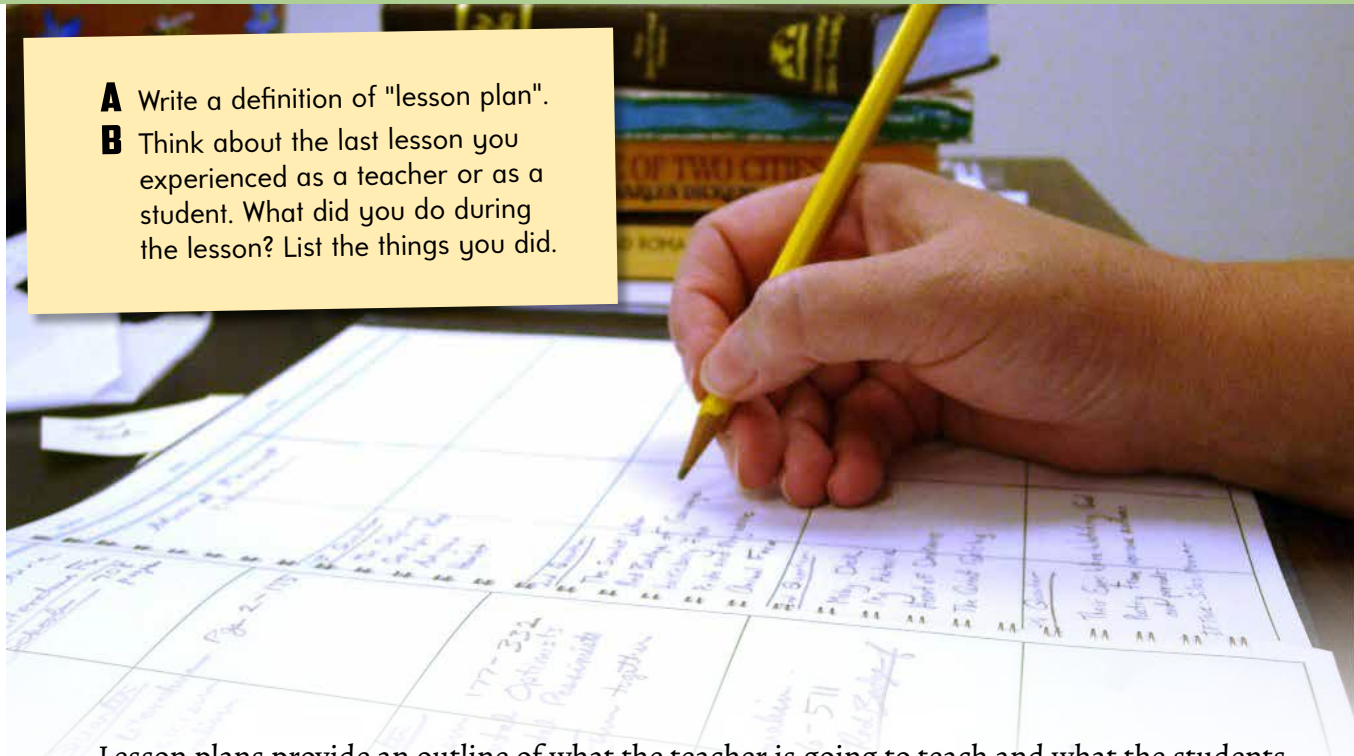
model (n, v) – နမူနာပုံစံ -နာမ်။ နမူနာပုံစံပြုသည်

warm-up (n) – သွေးပူလှေ့ကျင့်ခန်း

3.1 THE FIVE-STAGE LESSON PLAN

PREVIEW

- A** Write a definition of "lesson plan".
- B** Think about the last lesson you experienced as a teacher or as a student. What did you do during the lesson? List the things you did.



Lesson plans provide an outline of what the teacher is going to teach and what the students are going to do and learn. Lesson plans may be followed exactly or they may be changed, depending on what happens during the lesson.

A common lesson plan is the five-stage lesson. This type of lesson plan follows a logical, step-by-step sequence of learning experiences. It begins by introducing the topic and activating students' ideas and prior knowledge, to ensure that they are ready to learn. It then presents new information related to the topic of the lesson. This is followed by activities that provide opportunities to practise what is being learned, beginning with checking that students understand the main points of the lesson. Finally, it ends with a review of what was learned. The type of plan is sometimes referred to by other names, such as "input-process-output" or "present-practise-produce."

The five-stages in this lesson plan are:

- **INTRODUCTION** – Students prepare to study the topic of the lesson and **activate** prior knowledge they have related to the topic.
- **PRESENTATION** – Students receive new information, skills and ideas.
- **CONTROLLED PRACTICE** – Students do activities that help them understand the new information, skills and ideas.
- **FREE PRACTICE** – Students do activities that help them use the new information and skills, using their own opinions and ideas.
- **REVIEW** – Students check what they have learned during the lesson.

The order shown above is a common sequence of stages, although teachers can arrange the stages in different orders.

Teachers should plan at least one activity for each stage of the lesson. It is also possible to plan multiple activities for a single stage, such as by having two controlled practice activities. A five-stage lesson will therefore have at least five activities, and often more.

When planning lesson stages, teachers should identify how long they expect each stage to take. When planning activities for certain stages, teachers should include the time spent giving instructions, doing the activity, checking the answers and giving feedback. Teachers may want to overestimate the amount of time they think a stage might take (especially with free practice) in case students find an activity particularly challenging or enjoyable.

There is no set way to organise a lesson. It is up to the teacher to choose a suitable format. There are other formats for lesson planning beyond the five-stage lesson. However, many teachers are comfortable using this lesson plan format because it is logical, efficient, strategic, flexible and adaptable. The lesson goes through a sequence of stages that enables students to build knowledge and skills as the lesson progresses.

EXERCISE

C Match the purposes to each stage of a lesson and then classify the activities.

Purposes:

1. Check that students understand new content.
2. Get students thinking about the lesson topic.
3. Reflect on what has been learned.
4. Give new content to students.
5. Offer students opportunities to use new content.

Lesson Stage	Purpose	Activities
Introduction		
Presentation		
Controlled Practice		
Free Practice		
Review		

Activities:

- a. Students complete a table using information from a text they've read.
- b. Students discuss what they have learned during the lesson.
- c. Students brainstorm what they already know and what they want to know about a topic.
- d. Students put paragraphs in order to reconstruct a text about the topic.
- e. Students predict the content of the lesson from key words.
- f. In pairs, students read different texts and then teach each other what they have learned.
- g. Students create a survey about the topic.
- h. Students summarise what they have learned.
- i. Students answer true/false and multiple choice questions about a video they have watched.
- j. Students have a debate about the topic.

EXERCISE

D Look at the activities, which are from two different lessons.

- Sort them into the correct stage within the correct lesson plan in the table.
- What is the topic of each lesson?

		Lesson Plan A	Lesson Plan B
1.	Subject:	Politics	English
	Introduction:		
	Presentation:		
	Controlled Practice:		
	Free Practice:		
	Review:		
2.	Topic		

a.

- Students work in pairs. The teacher gives Partner A a text about the UK electoral system. She gives Partner B a text about the Myanmar electoral system.
- The students read their text, then explain it in their own words to their partners.

b.

The class discusses which is fairer, the UK or the Myanmar electoral system.

c.

Students write questions asking what people did last week. They ask and answer them in groups.

d.

- The students read this text:
Last weekend Eh Poe's class went for a picnic in the forest. They left at 7 am and walked for about two hours. Then they stopped for a break. They walked to a waterfall, where they stopped and cooked food. In the afternoon they played caneball. They arrived back home about 4 pm.
- Then they complete these questions about the text.:
 - Where ____ they go? | To the forest.
 - What ____ did ____ leave? | At 7 am.
 - ____ long ____ they ____ for? | About two hours.
- Students write their answers individually.
- The teacher corrects them together in class.

e.

- Groups present their ideas about how fair the electoral systems are.
- The teacher asks questions about their opinions and to check their understanding of the systems.

f.

The teacher reviews the forms of past simple questions.

g.

The teacher writes this chart on the board:

question word	auxiliary	subject pronoun	verb	object pronoun
	<i>Did</i>	<i>you</i>	<i>go?</i>	
	<i>Did</i>	<i>she</i>	<i>like</i>	<i>it?</i>
<i>What</i>	<i>did</i>	<i>they</i>	<i>eat?</i>	
<i>Where</i>	<i>did</i>	<i>it</i>	<i>go?</i>	

She writes these gap-fill exercises on the board.

1. _____ you live in Bago in 2005?
2. _____ your mother learn English?
3. Who _____ he meet?
4. Why _____ they go to Thailand?

The class completes the exercises together.

h.

The teacher writes these words and phrases on the board:

election | vote | secret ballot | representative | free and fair

She asks the students, "What is the topic of today's lesson?", and writes their ideas on the board.

i.

The teacher gives students a worksheet with multiple-choice questions about the UK and Myanmar electoral systems, e.g.:

In the UK, each voter gets ___ vote(s).

- i.** 0 **ii.** 1 **iii.** 2 **iv.** 5

They check the answers as a class.

j.

The teacher asks the class questions:

1. What did you do last night?
2. Did you go out?
3. Did you do your homework?
4. What did you have for dinner?

She notes which students can answer easily and which are confused.

ACTIVITY

- E** Write a learning objective for each of the lessons from 3.1 D.

DISCUSSION

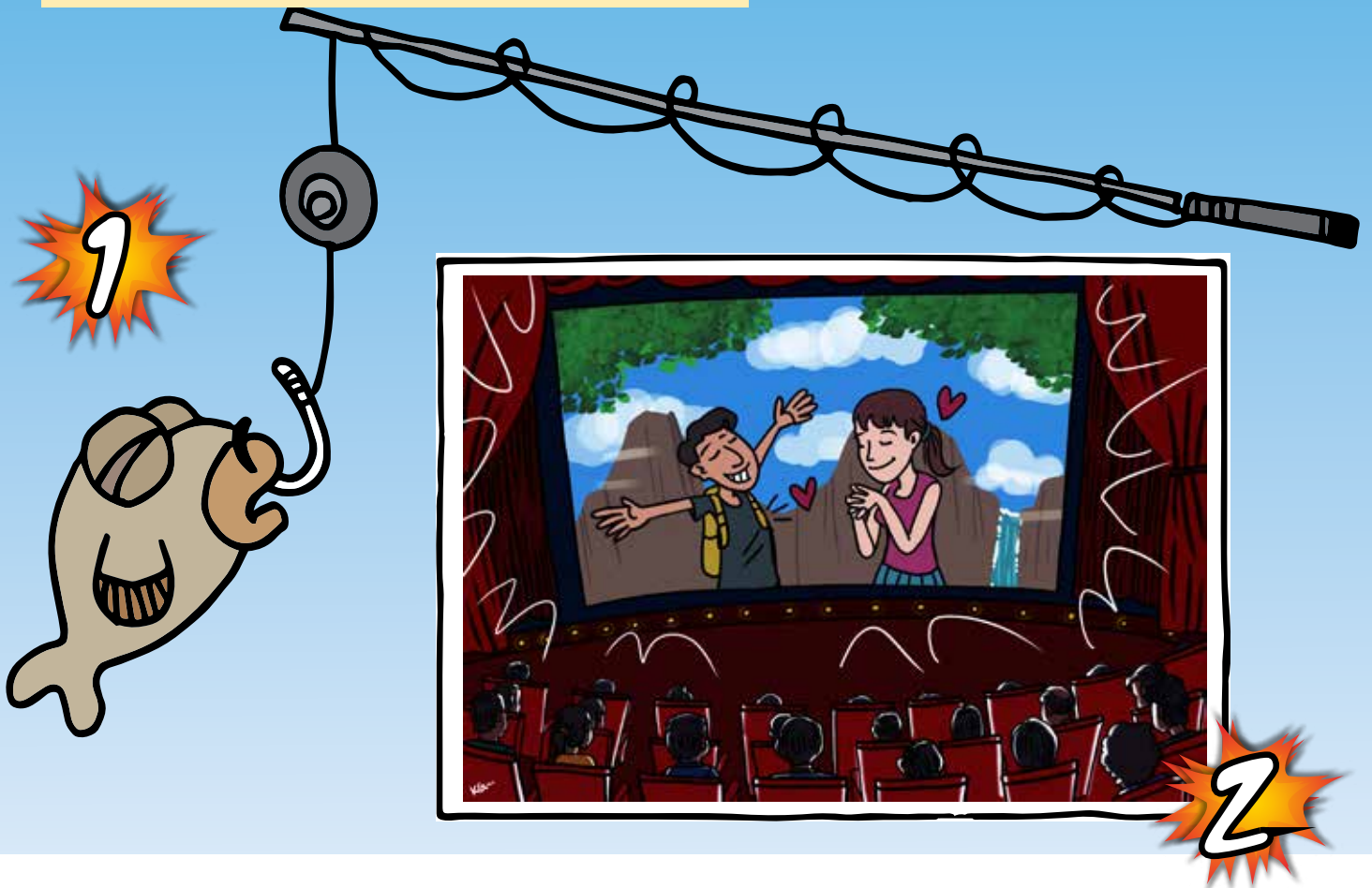
- F** Discuss the questions.
1. Have you ever experienced a lesson plan that has these stages? If so, when? How was the experience?
 2. What are some of the benefits of using a lesson plan with these stages?
 3. Does this module include any of the stages that are found in a five-stage lesson plan?



3.2 INTRODUCTION AND PRESENTATION

PREVIEW

A Look at the pictures. How do they relate to the *introduction* and *presentation* stages of a lesson?



The *introduction* stage of a lesson is like a hook that teachers use to get students motivated, ready and prepared for learning. This stage is sometimes called a **warm-up**, *lead-in* or *pre-task activity*. Introductions can be very short and simple. They focus students' attention on the topic, get them interested in the topic and get them to think about what they may already know about the topic. Many teachers use the introduction to get students to think about their prior (background) knowledge of the lesson topic. Introductions may include some review of previous lessons, which can help students connect the new lesson to things they have already learned and experiences they have previously had.

The *presentation* stage shows the students new information about the topic of the lesson. This may include new concepts, skills or ideas. Presentations most commonly occur by watching and listening to the teacher give a lecture or demonstration, by reading a text in a coursebook, handout or on the board, or by watching a video clip.

EXERCISE

B Classify these into *introduction activities* or *presentation activities*.

1. The teacher gives examples of the grammar structure that students are going to study.
2. Students brainstorm examples of types of renewable energy that they know.
3. Students perform a Mon action song.
4. Students read a text which gives new information about the Cold War.
5. The teacher gives a quick quiz to see what students know about land law.
6. The teacher does a demonstration to show how batteries work.
7. The teacher writes key words on the board and students guess the topic from the words.
8. Students listen to a radio programme about ducks.
9. The teacher asks students' opinions about the recent election in the USA.
10. Students watch a short documentary explaining uses of statistics.

ACTIVITY

C Read the lesson plan for the geography class. Think of at least one introduction and one presentation activity that could be included.

Objectives	<ul style="list-style-type: none"> • Students will be able to state the main features of a map. • Students will be able to identify symbols used on a map. • Students will be able to draw a map of their local area that includes the main features of maps and relevant symbols. 	
Stage	Time	Activities
Introduction	5 mins	
Presentation	10 mins	
Controlled Practice	10 mins	<ul style="list-style-type: none"> • In pairs, students draw symbols and places on a simple map by following the teacher's descriptions.
Free Practice	20 mins	<ul style="list-style-type: none"> • In groups, students make maps of the local area including the main features of maps that have been studied.
	5 mins	<ul style="list-style-type: none"> • The maps are stuck on the board and students compare them.
Review	10 mins	<ul style="list-style-type: none"> • Students write a list of things that they learned in the lesson.
	Homework	<ul style="list-style-type: none"> • Students make maps of their neighbourhood, using the features and symbols that they learned in the lesson.

ACTIVITY

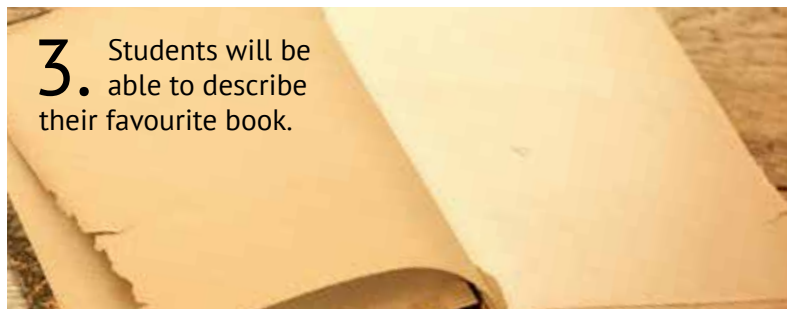
D Read the learning objectives for each lesson. In groups, identify one or more activities to introduce and present the main topic for each lesson.

- 1.** Students will be able to explain the life cycle of the butterfly.



- 2.** Students will be able to identify examples of advertising in newspapers and magazines.

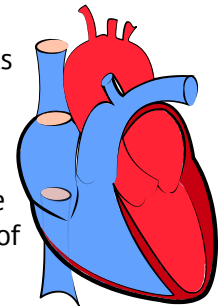
- 3.** Students will be able to describe their favourite book.



- 4.** Students will be able to analyse the main effects of climate change.



- 5.** Students will be able to recognise and name the main organs of the body.



ACTIVITY

E In pairs or small groups, identify a lesson that you might teach in the future.

1. Write a learning objective for it.
2. Design an introduction and a presentation activity.
3. Teach the introduction and presentation activities to the class.

DISCUSSION

F Discuss the questions.

1. How can introduction activities be used to activate the prior knowledge of students?
2. What introduction activities do you think are the most interesting for students and most useful for teachers?
3. In your opinion, what makes a presentation interesting for students?

3.3 CONTROLLED TO FREE PRACTICE

PREVIEW

A In pairs, discuss the questions.

1. What is the difference between controlled practice and free practice?
2. Look at the pictures. What controlled activities could be happening in each? What free practice activities could be happening?

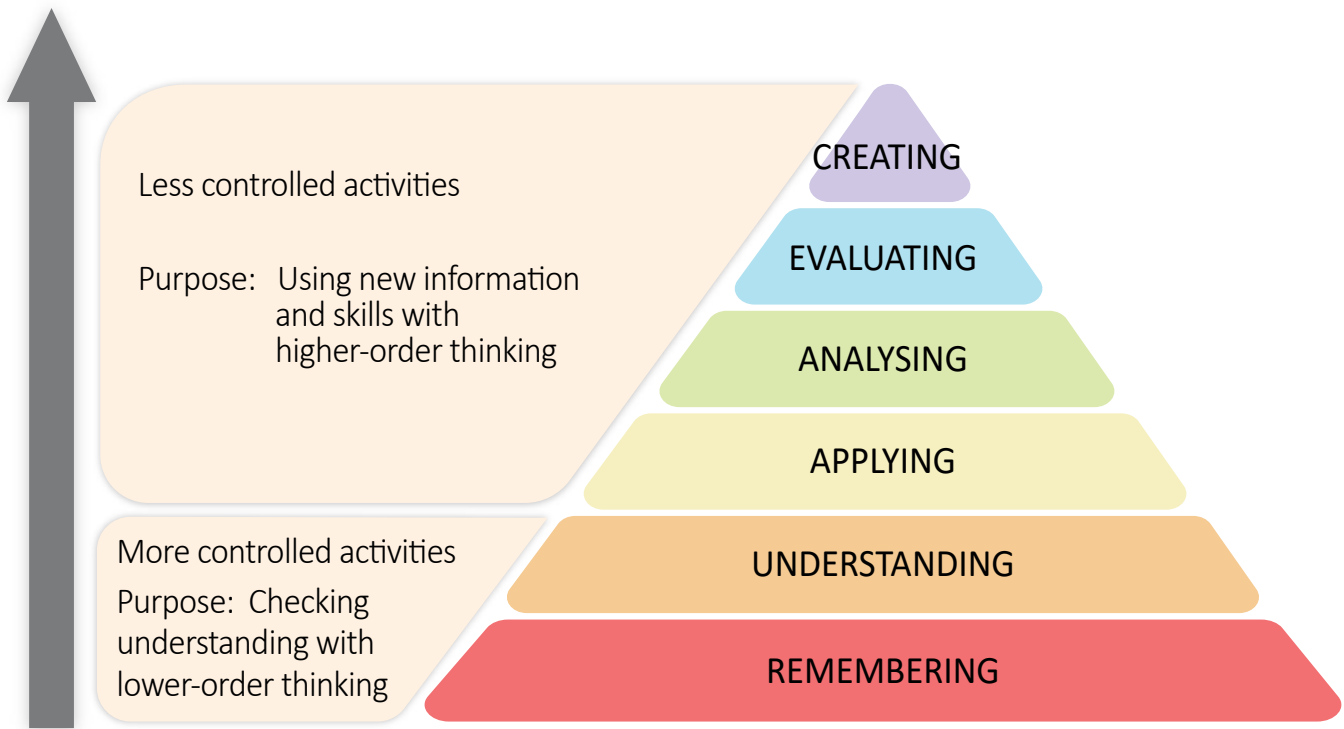


Teachers can build the knowledge and skills of students by using activities with decreasing levels of control. "Control" describes how much choice students have in the answers they produce. More control means that students have less choice, and less controlled activities give students more choice.

Controlled practice usually occurs earlier in the lesson, after the presentation stage. Controlled practice activities give students opportunities to demonstrate that they understand the new information, skills and ideas from the presentation. These activities usually have a correct answer, focus on **accuracy** and provide fewer opportunities for students to make mistakes. These activities typically use the first two levels of Bloom's taxonomy – the lower-order thinking skills (remembering and understanding).

Free practice usually occurs later in the lesson, after students have had some controlled practice. Free practice activities give students opportunities to demonstrate that they can use the new information and skills that they have been learning. These activities may have many possible answers without having a single correct answer. The aim of free practice is often for students to personalise what they are learning, such as by expressing their own ideas and making use of what they have learned. Free practice activities often involve more opportunities for students to make mistakes, and teachers should allow students to learn from these mistakes. These activities typically use the higher-order thinking skills of Bloom's taxonomy: applying, analysing, evaluating and creating.

For many learning experiences, it is important to first go through the lower-order thinking skills before entering the higher-order thinking skills. Therefore, beginning with controlled practice and then moving on to free practice is often useful.



EXERCISE

B For each learning objective, choose the activity that best helps achieve it. Is each a controlled or a free practice activity?

1. Students will be able to identify facts and opinions.

- Categorise words and phrases that introduce opinions.
- Memorise a list of facts about the topic of the text.

2. Students will be able to list five types of vertebrates and give an example of each.

- Colour in pictures of a tiger, a gecko, a chicken, a frog and a salmon.
- Describe the characteristics of a tiger, a gecko, a chicken, a frog and a salmon.

3. Students will be able to summarise a text.

- Copy out the teacher's summary of the text.
- Highlight key words and phrases in the text that describe the main ideas.

4. Students will be able to describe the structure of the Earth.

- Label a cross-section of the earth with the names of the layers.
- Label the continents.

5. Students will be able to list the main features of different types of society.

- Read a text about industrialisation.
- Work in five groups. Each group draws a picture to illustrate one type of society.

EXERCISE

C Read the features of activities. Which are for earlier activities and which are for later activities?

- 1** Students show that they know and understand what they are learning.
- 2** Students show that they can apply, use and personalise what they are learning.
- 3** Students may have many opportunities to make mistakes.
- 4** Students may have fewer opportunities to make mistakes.
- 5** There is typically one correct answer or only a few correct answers.
- 6** There may be many possible answers without one single correct answer.
- 7** Students express their own ideas, but might make mistakes.
- 8** The focus is on accuracy.
- 9** Lower-order thinking skills.
- 10** Higher-order thinking skills.



EXERCISE

D Here is the presentation stage of a maths lesson on percentages:

1. The teacher gives the students this formula to calculate percentages:

$$(\text{Value} \times \text{Number}) \div 100$$

2. The teacher demonstrates and elicits the answer with an example:

$$30 (\% \text{ Value}) \times 20 (\text{Number}) = 600$$

$$\frac{600}{100} = 6$$

3. "So, 30% of 20 is 6."

Below are some activities that could be included during the practice stages of this lesson. Classify them as *controlled* or *free*.

A. True or False

1. In pairs, students write TRUE on one piece of paper and FALSE on another.
2. Write an equation on the board, e.g.: 30% of 60 = 18. Pairs decide if it is correct.
3. If the answer is correct, pairs hold up their TRUE card. If it is incorrect, they hold up FALSE.
4. If the equation is incorrect, a volunteer writes the correct equation on the board.

B. Class Survey

1. The teacher pre-teaches how to put data into tables and charts.
2. The class decides on some survey questions, e.g.: *How old are you? What languages do you speak?*
3. Students answer survey questions about themselves and put their answers around the classroom.

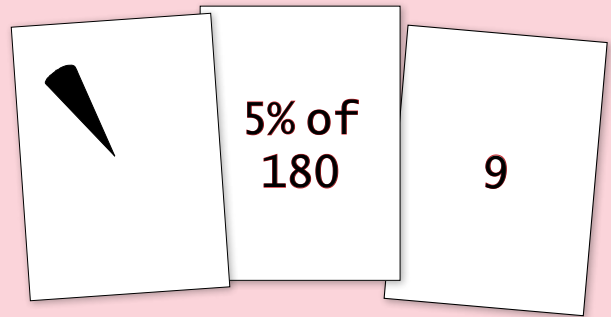
Hla Hla Win	
age?	24
languages?	Shan, Burmese, English

4. In groups, students collect and combine all the data and calculate the percentages of each item, e.g.: 45% of students are 20–25, 75% of students speak Shan, etc.
5. They present their findings to the class in a table or chart.

Age		Language	
>20	13%	Shan	75%
20–25	45%	Burmese	92%
25–30	30%	Pa-O	8%
30<	12%	English	56%

C. Move and Match

1. The teacher pre-teaches how to represent percentages in a pie chart.
2. In pairs, students are given a piece of paper with either a pie chart piece, a problem (with the percentage represented in a pie chart piece) or the answer to the problem. No pairs have the same paper.
3. Pairs have two minutes to move around the classroom, compare their sheets and find a set of three.



D. Multiple Choice

Students circle the correct answers.

	10%	15%	25%	50%
1. 160	15	20	40	70
	16	24	42	75
	22	26	45	80

2. 700	70	90	125	325
	72	95	170	350
	75	105	175	365

E. Group Quiz Competition

1. In groups, students think of five percentage problems, calculations and answers.
2. They read out their questions to the other groups. Groups answer the questions they hear.
3. Groups read out their answers and mark the answers they hear.
4. Add up all the scores. The group with the most points wins.

F. Circle the Numbers Bingo

1. Give each student a card with two numbers on it in a 5 x 5 grid.
2. Read out a problem e.g.: 5% of 1520
3. Students make their calculations and circle the correct number on the worksheet.
4. Continue until a student has circled a straight line of numbers. When they do, they call out "bingo".

36	44	4	55	400
225	10	165	18	247
180	63	216	3	60
50	143	5	100	76
15	8	150	16	64

ACTIVITY

E Look at the list of activities and the chart.

1. Place the activities in the correct section for each lesson. Each section will have two activities.
2. Write a learning objective for each class.

A. Students listen and repeat the sentence stress **modelled** by the teacher.

B. Students conduct research about a historical event of their choosing.

C. Students dissect a plant and identify the names of each part.

D. Students put the stages of a presentation in the correct order.

E. Students prepare and perform roleplays about their future plans.

F. Students label a diagram from a list of labels given by the teacher.

G. Students create a poster showing how the parts of a plant are used.

H. Students use the ideas in a text on economics to make predictions.

I. Students write sentences using the structure they have learned.

J. Students compare and contrast the parts from two different plants.

K. Students identify the structure of a sentence about future plans.

L. Students perform a short presentation about time management.

M. Students outline how the information in a text on economics relates to their life and their communities.

N. Students watch a presentation and list the public speaking strategies of the presenter.

O. Students answer true-false and multiple-choice questions about the information in a text on economics.

P. Students debate which historical event was the most impactful.

Q. Students evaluate the strengths and weaknesses of each other's presentations.

R. Students identify the cause-and-effect relationship between different historical events.

S. Students arrange a text on economics that has been cut into pieces.

T. Students have a list of historical events and identify when each occurred.

	Science Class	History Class	Language Class	Economics Class	Academic Preparation Class
Earlier Activities (More Controlled / Less Free)	i.	iii.	v.	vii.	ix.
Later Activities (Less Controlled / More Free)	ii.	iv.	vi.	viii.	x.

ACTIVITY

F In groups, choose one or more of these learning objectives. Identify a controlled practice activity and free practice activity for a lesson for the chosen objective(s).



ACTIVITY

G In pairs or small groups, identify a lesson that you might teach in the future.

1. Write a learning objective for it.
2. Design controlled practice and free practice.
3. Teach the controlled practice and free practice activities to the class.

DISCUSSION

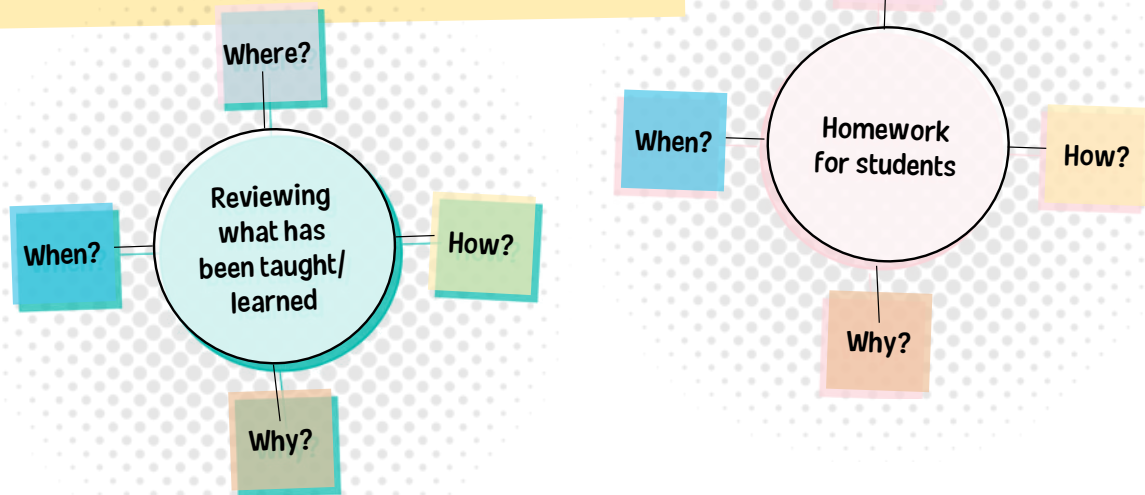
H Discuss the questions.

1. What can a teacher do if students do not perform well during controlled practice?
2. What can a teacher do if there is not enough time in the lesson to do free practice?
3. Do you think it would be okay to skip controlled practice and go straight to free practice? Why or why not?
4. In your experience as a student and a teacher, is it common for teachers to use free practice?

3.4 REVIEW AND HOMEWORK

PREVIEW

A Complete the **mindmaps** with your ideas. For each of the two parts of a lesson plan (reviewing and homework), explain when, where, how and why you think it should be included in a lesson plan.



Lessons can be organised so that there is time at the end to review what has been covered during the lesson. The review stage allows students to reflect on the knowledge and skills that they have learned. It also allows the teacher to assess what the students have learned. This can help the teacher determine what should be covered in the next lesson.

The review stage can be done in different ways, such as:

- Students write down the main points of the lesson;
- The teacher goes through the main points of the lesson with the class;
- The teacher asks questions to check that the students have understood the content of the lesson;
- Students ask questions about content they are not sure about.

Homework has multiple uses. It can be used to:

- review and **consolidate** what students have learned during a lesson;
- help the teacher check whether or not the students have understood the lesson;
- prepare students for upcoming topics and lessons, or to expand upon prior learning and put ideas into practice through research projects and application tasks.

For homework to be effective, it needs to be:

- interesting;
- relevant to the students;
- related to the content of the current lesson or the next lesson;
- achievable.

EXERCISE

B Here are some types of tasks that can be used for homework. Match the type of task to the activity.

- **REVIEW TASKS** have students review and practise the main points from the lesson.
- **PREPARATION TASKS** get students involved in their own learning and makes them think about a topic before they study it in class.
- **APPLICATION TASKS** connect things the students have been learning to the real world, their lives and their communities.
- **RESEARCH PROJECTS** involve students using different sources – the community, books and texts, the internet – to find out more about a topic.

1. Students in an English class have prepared some interview questions. They have to go out at the weekend and find an English speaker to interview.



3. Students are learning about waste and recycling. They have to pick up rubbish in their neighbourhood and think about what to do with it.



2. Students find photos in newspapers and magazines showing people doing different jobs. They bring these to the next lesson. They are going to talk about how men and women are represented in the media.



4. Students are learning about velocity. They have to complete a worksheet with twenty problems involving calculating the velocities in different scenarios



ACTIVITY

- C** Look at the maths lesson on percentages.
1. How would you review this lesson?
 2. What homework would you give for this lesson?

1. The teacher gives the students this formula to calculate percentages:

$$(\text{Value} \times \text{Number}) \div 100$$

2. The teacher demonstrates and elicits the answer with an example:

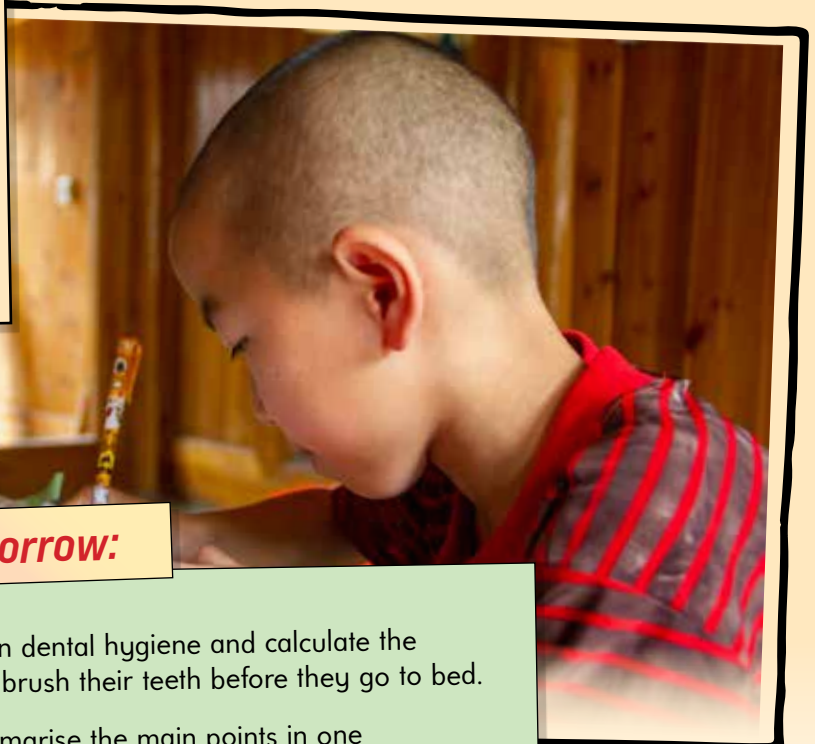
$$30 (\% \text{ Value}) \times 20 (\text{Number}) = 600$$

$$\frac{600}{100} = 6$$

3. "So, 30% of 20 is 6."

ACTIVITY

- D** Read the homework tasks for the above lesson on percentages, and:
1. Categorise the tasks as *review*, *preparation*, *application* or *research*.
 2. Which tasks are not interesting, relevant, related to the content or achievable?



Homework tasks for tomorrow:

- a.** Read an article about Brazilian dental hygiene and calculate the percentage of Brazilians who brush their teeth before they go to bed.
- b.** Look over today's notes, summarise the main points in one paragraph, write three questions that you have about percentages, and complete a worksheet with thirty practice problems.
- c.** Read the introductory chapter in the book *Fun with Algebra*.
- d.** In groups, discuss how you use percentages in your daily life.

ACTIVITY

- E** Read the learning objectives for each lesson. In groups, create a homework activity for each lesson.
1. Students will be able to explain the life cycle of the butterfly.
 2. Students will be able to identify examples of advertising in newspapers and magazines.
 3. Students will be able to describe their favourite book.
 4. Students will be able to analyse the main effects of climate change.
 5. Students will be able to recognise and name the main organs of the body.

ACTIVITY

- F** In pairs or groups, identify a lesson that you might teach in the future.
1. Write a learning objective for it.
 2. Design review and homework tasks for it.
 3. Teach the review activity and explain the homework to the class.

EXERCISE

- G** Match the missing pieces of information (a–n below) to the correct blanks (1–14) in Lesson Plan 1 or 2 over the page.

- a. Vocabulary: sunny, cloudy, windy, rainy, stormy, snowy
- b. Individually, students list different communities they belong to
- c. Worksheet
- d. Controlled Practice
- e. Describe the characteristics that are shared within communities
- f. 15 minutes
- g. Make sure to correct students' mispronunciation and misspelling
- h. Common characteristics of community include geography, values and ideals, interests, culture, aims and goals, rules and laws, history, experience and traditions
- i. Students listen to the teacher and repeat vocabulary three times
- j. Citizenship and Communities
- k. Seasons in Myanmar
- l. Students teach each other about the community they read about
- m. Students create their own weather forecast by drawing icons and writing weather
- n. Write examples and common characteristics of communities on board



Topic: _____ (1.)

Objectives: Students will be able to:

- Identify communities they belong to.
- Justify why some communities are more important to them than others.
- _____ (2.).
- Compare and contrast urban, rural, online, global and diaspora communities.

Details of Lesson:

- Use definition of "community" as "cum" ("with/together") and "munus" ("gift"), so: "a gift we share".
- Examples of communities include family, township, work, education, religion, culture, hobby, ethnic, volunteer associations.
- _____ (3.).

Stages and Timing	Activities	Resources
Introduction 5 minutes	<ul style="list-style-type: none"> • In pairs, students look at five photographs and identify what the members of each community have in common. 	<ul style="list-style-type: none"> • Photographs of communities
Presentation 5 minutes	<ul style="list-style-type: none"> • Teacher presents definition of "community" and relationship between citizens and communities. 	<ul style="list-style-type: none"> • Poster with definition of "community" and list of relationships
Free Practice 10 minutes	<ul style="list-style-type: none"> • _____ (4.). • In pairs, students compare their lists. 	<ul style="list-style-type: none"> • Notebooks • Pens and pencils
Presentation 10 minutes	<ul style="list-style-type: none"> • Teacher clarifies examples of communities and common characteristics of communities. 	<ul style="list-style-type: none"> • Whiteboard • Marker pens
Controlled Practice 15 minutes	<ul style="list-style-type: none"> • Students read case studies and identify shared characteristics within communities. 	<ul style="list-style-type: none"> • Active Citizenship p. 25
Free Practice _____ (5.)	<ul style="list-style-type: none"> • Students rank their communities in order of importance and identify shared characteristics in their three most important communities. • Students share in groups and discuss questions: <i>Do you have any specific responsibilities as a member of these communities? What benefits do you gain from belonging to these communities?</i> 	<ul style="list-style-type: none"> • Lists from earlier free practice
Controlled Practice 15 minutes	<ul style="list-style-type: none"> • In groups, students receive one text about a community (urban and rural, online, global, diaspora). • Students read text, complete activity and check answers in groups and with teacher. 	<ul style="list-style-type: none"> • Active Citizenship p. 26–28
Presentation 20 minutes	<ul style="list-style-type: none"> • Make new groups with at least one member from each of the four earlier groups. • _____ (6.). 	
Free Practice 10 minutes	<ul style="list-style-type: none"> • In the same groups, students make a poster that compares and contrasts the different communities they read about. 	<ul style="list-style-type: none"> • Flipchart paper • Marker pens
Review 5 minutes	<ul style="list-style-type: none"> • Students discuss any urban, rural, online, global and diaspora communities that they or their family members belong to. 	

Remarks

- _____ (7.).
- Photocopy text from coursebook for students.



Topic: _____ (8.)

Objectives: Students will be able to...:

- Identify, name and spell six types of weather;
- Create and share their own weather forecasts.

Details of Lesson:

- _____ (9.)
- Target language: What's the weather like today? It's _____ today. Is it _____? Yes, it is./No, it isn't. On [day of the week] it will be [weather].

Stages and Timing	Activities	Resources
Introduction 5 minutes	<ul style="list-style-type: none"> • In Myanmar language, students brainstorm weather words. 	<ul style="list-style-type: none"> • Blackboard • Chalk
Presentation 10 minutes	<ul style="list-style-type: none"> • Teacher shows flashcards and drills vocabulary. • _____ (10.) • Teacher and students spell vocabulary on blackboard and translate brainstorms into English. 	<ul style="list-style-type: none"> • Flashcards • Blackboard • Chalk
Controlled Practice 10 minutes	<ul style="list-style-type: none"> • Teacher writes target language on blackboard and drills pronunciation. • Teacher shows flashcards and students ask about the weather in pairs. 	<ul style="list-style-type: none"> • Blackboard • Chalk • Flashcards
Controlled Practice 5 minutes	<ul style="list-style-type: none"> • Teacher puts flashcards on blackboard and numbers each. • Students write weather for each flashcard. 	<ul style="list-style-type: none"> • Tape • Blackboard • Chalk
Controlled Practice 10 minutes	<ul style="list-style-type: none"> • Students draw an icon for each type of weather. • Students walk around room and ask yes/no questions to each other. 	<ul style="list-style-type: none"> • Paper • Pens and pencils
_____ (11.) 10 minutes	<ul style="list-style-type: none"> • Teacher reads seven-day weather forecast and students listen and draw weather icons for each day. • Students complete sentences for each day. 	<ul style="list-style-type: none"> • Notebooks • Pens and pencils
Free Practice 10 minutes	<ul style="list-style-type: none"> • _____ (12.) • In pairs, students tell their weather forecast. 	<ul style="list-style-type: none"> • Notebooks • Pens and pencils
Review 5 minutes	<ul style="list-style-type: none"> • Teacher shows flashcards and students say weather words in English. • Students practise pronunciation and spelling. 	<ul style="list-style-type: none"> • Flashcards
Homework	<ul style="list-style-type: none"> • Students read weather forecasts for Yangon and Hakha and complete the table. 	<ul style="list-style-type: none"> • _____ (13.)

Remarks

- _____ (14.)
- Remind students to use English only unless given permission to use Myanmar or other languages

ACTIVITY

H In pairs or groups, make lists of tips for planning each stage of a lesson. You can use ideas from this chapter and add your own ideas.

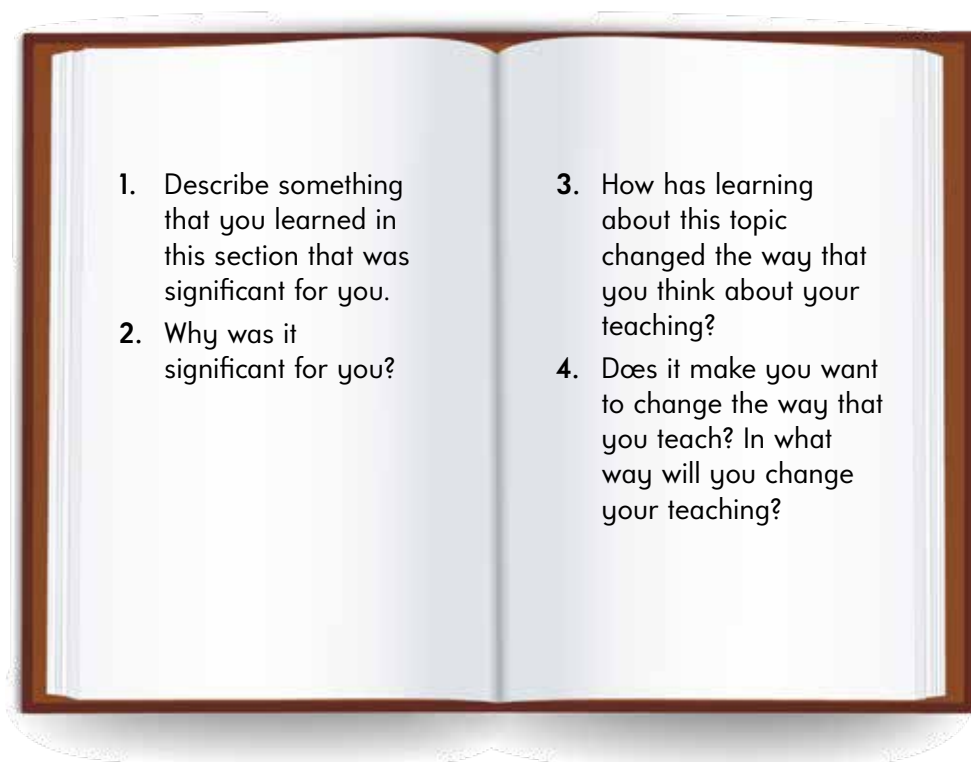
Introduction	Presentation	Controlled Practice	Free Practice	Review
<ul style="list-style-type: none"> • Activate the prior knowledge of students about the lesson topic • 	<ul style="list-style-type: none"> • Make the presentation interesting and engaging for students • 	<ul style="list-style-type: none"> • It's typical to have controlled practice come before free practice • 	<ul style="list-style-type: none"> • Free practice can use higher-order thinking skills • 	<ul style="list-style-type: none"> • If running out of time, review can be turned into homework •

DISCUSSION

I Discuss the question: **How often do you think you should give homework?**

REFLECTION

J In a *reflective journal*...



Summary – Chapter 3: Lesson Planning

The five-stage lesson plan is a reliable plan for teachers. It focuses on achieving learning objectives step-by-step, and uses a sequence of introduction, presentation, controlled to free practice and review to build students' knowledge and skills. Although this sequence of stages is most common, it is possible for teachers to put them in a different order. Teachers may choose to have multiple activities at certain stages of the lesson. The stages of a lesson should be carefully planned with activities that connect to the topic and learning objectives of the lesson.

An introductory activity is a good way of warming up the students and focusing their attention on the lesson. After new information has been presented, students need to practise what they have learned, beginning with the lower-order thinking skills of Bloom's taxonomy and moving onto the higher-order skills. Teachers should make time at the end of each lesson to review what students have learned. This is useful for checking understanding and seeing if students have achieved the learning objectives. Homework can be a useful way to give students additional opportunities to practise and consolidate what they have been learning.

During the lesson, if teachers need to spend more time on earlier stages to ensure that students are not left behind, this is okay. The stages that are not reached during that lesson may be continued in the next lesson. It might also be possible for some stages of the lesson to be given as homework.

The five-stage lesson plan can easily be written into most lesson plan templates (see also *Appendix 1: Lesson Plan Template*).

It is useful to start planning the next class after a class has finished. The experience of the previous class will likely influence the plan for the next class. For example, a teacher may need to spend additional time in the next class clarifying the main points of the previous class and allowing students to practise them further.



4 COURSE PLANNING

OBJECTIVES

- Trainees will be able to create course plans with relevant components;
- Trainees will be able to design schedules for a course.

GLOSSARY

chronological (adj) – အချိန်အလိုက်
ရှေ့နောက်စီထားသော

infographic (n) – သတင်းအချက်အလက် သရုပ်ဖော်ပုံ

mastery (n) – ကျွမ်းကျင်ပိုင်နိုင်မှု

plagiarism (n) – တုပ ကူးယူခြင်း

scan (v) – ဖတ်ရှုရှာဖွေသည်

skim (v) – စဆုံး အပေါ်ယံဖတ်သည်

summative assessment (n) – သင်ယူမှုအပြီး
အကဲဖြတ်ဆန်းစစ်ခြင်း

theme (n) – အဓိကခေါင်းစဉ် / ပုံစံ / နယ်ပယ်

4.1 CREATING A COURSE PLAN

PREVIEW

A In courses you have experienced as a student and teacher, is there usually a course plan? If so, what information does it contain?

A course plan, which is sometimes called a syllabus, is an outline of the course. It contains the essential information that students need to know about the course.

A course plan explains different aspects of the curriculum, such as:

- the title of the course;
- practical details (including date, time and location);
- required textbooks and other materials;
- learning objectives of the course;
- topics covered during the course;
- the assessment system for the course and policies for grading;
- contact information for the teacher;
- rules for students to follow.

Course plans do not usually tell a teacher how to teach a course. However, the learning objectives and assessment methods in a course plan may affect how the teacher delivers their lessons. Teachers should plan lessons that will guide students through the course, and meet the course learning objectives and the goals of the educational institution.

When planning a course, teachers must think about how to sequence course content. In some cases, what is taught towards the end of the course will require **mastery** of what is taught at the beginning of the course. It is therefore quite common for courses to begin with easier content and progress towards more complex and difficult content.

Teachers can design a course plan for each course they teach. At the very least, teachers should ensure that students know the course learning objectives, the topics that will be studied and how they will be assessed while on the course. Some schools may provide very little time for course planning, however. If a course uses a particular coursebook, this can provide a lot of the information that goes into the course plan.

EXERCISE

B Are the statements true or false? If false, say why.

1. Course plans include the details of each lesson.
2. Course plans provide essential information about a course.
3. Course plans should include all of the learning objectives for each lesson during the course.
4. Teachers need to describe the main assessment methods in the course plan.

EXERCISE

- C** Put the words into the correct place in the course plan.

Responsible Marking Participation Teacher Online
Policies Topics Discussion Certificate Objectives

Introduction to Professional English, _____ (1.) Course
_____ (2.): Naw Wah Paw

Course Description:

In this course, you will use professional English to engage with themes relating to global and national current events, the workplace and your local community. You will develop your English for use in different everyday and professional situations by developing your reading, writing, speaking and listening skills and by engaging with new vocabulary and grammar. You will be _____ (3.) for daily interactions with your classmates on the e-learning platform and will also be required to attend one video session each week with your teacher and classmates.

Course Learning _____ (4.):

- Express ideas and opinions in detail by presenting and responding to complex arguments convincingly and supporting your opinions with relevant evidence.
- Participate effectively in conversations on a wide range of topics.
- **Skim** and **scan** texts to identify main ideas and specific information.
- Connect information from texts to other texts (written or spoken), your own experiences and the world around you.
- Write with clear and detailed descriptions of events and experiences.
- Write formal emails and other professional correspondences.
- Deliver a professional presentation that follows a logical sequence and clearly links significant information.
- Respond to questions raised by others during discussions and presentations.

_____ (5.) **Covered:**

- Assessing and tackling global and local challenges: can we do it together?
- How has business changed over the last 4,000 years?
- Work, social issues and work/life balance.
- Education and the workforce: past, present and future.
- Sustainability and technology in everyday life.
- Companies and organisations: culture, missions, goals and targets.
- Working in teams: what makes a good team player?
- Your personal and professional growth.

_____ (6.) **Scheme:**

_____ (7.) Forum Posts – 30%	Tests – 20%	Assignments – 40%	Session _____ (8.) – 10%
------------------------------	-------------	-------------------	--------------------------

Students who achieve a score of 70% or higher will receive a course _____ (9).

Course _____ (10.):

- Please contact your teacher by email.
- If you have issues accessing the e-learning platform and/or video session, please contact your teacher.
- **Plagiarism** is unacceptable and any plagiarised work will receive a zero.
- Be respectful when interacting in discussion forums and video sessions.

ACTIVITY

- D** Read about Mote Oo Education's *Histories of Burma* and answer the questions.
1. Why do you think there is a "Theme 0"?
 2. How are themes 1–5 and 6–9 different?
 3. Do you think it would be appropriate to remove Theme 0 or change when it is taught? Why or why not?
 4. Do you think it would be possible to change the order of themes 1–5? Why or why not?
 5. Do you think it would be possible to change the order of themes 6–9? Why or why not?
 6. Do you think it would be appropriate to teach themes 6–9 before themes 1–5? Why or why not?
 7. How does Theme 10 differ from the earlier themes? Would it be appropriate to teach it before the other themes?

Histories of Burma: A Source-Based Approach to Myanmar's History

Histories of Burma provides an introduction of key historian's skills and a critical and reflective study of many aspects of history from Myanmar. The course investigates primary documents from Myanmar history.

The coursebook is divided into 11 themes. The first theme introduces you to the best way to use the coursebook and essential skills you will need to become a historian. Themes 1–5 explore different themes within Myanmar history. Themes 6–9 look at periods in Myanmar history **chronologically**, from the British colonial period to recent reforms. The final theme considers Myanmar's position globally.

Contents	
Theme Number	Theme Title
0	Introduction to Historians' Skills
1	Rights and Responsibilities of Governments and Citizens
2	Women and Men throughout History
3	Generational Divides
4	Class Divisions, Economic Ideologies and the Rural-urban Divide
5	Religion and Politics
6	Burma in the British Empire
7	Burmese Unity and Ethnic Self-determination
8	Military Politics
9	Resistance, Revolution and Reform
10	Burma in the World

ACTIVITY

- E** In groups, choose one of the six courses on the next page, or a course that you already teach. Imagine you are teaching this course over 20 weeks, with three two-hour lessons per week. The course must include one individual or group project, one written assessment and a final exam. You may choose to add other assessments. You will need to create several learning objectives for the course based on the information you have.
1. Create a course plan. (You may design your own template, use one of the course plans shown in Chapter 1, or the course plan template in Appendix 4.)
 2. Compare your course plans with other groups.
 3. Identify the similarities and differences between the course plans. How can you improve your course plan?

<p>1: Research Skills</p> <p>Unit 1: Introducing Research</p> <ul style="list-style-type: none"> • The Research Process • The Research Question • Research Approaches • Research Ethics <p>Unit 2: Designing Research</p> <ul style="list-style-type: none"> • Primary and Secondary Research • Quantitative, Qualitative and Mixed-Methods Research • Surveys • Interviews • Focus Groups • Observations <p>Unit 3: Using Research</p> <ul style="list-style-type: none"> • Analysing Quantitative and Qualitative Data • Presenting Research Findings 	<p>2: Environmental Science</p> <p>Unit 1: What is the Environment?</p> <ul style="list-style-type: none"> • Ecosystems, Habitats and Biodiversity • Water and Forests • Food Chains and Webs <p>Unit 2: The Earth</p> <ul style="list-style-type: none"> • Matter, Atoms and Molecules • The Earth's Cycles • Natural Resources • Energy <p>Unit 3: Healthy Ecosystems</p> <ul style="list-style-type: none"> • Waste • Global Warming • Development and People <p>Unit 4: Myanmar's Natural Environment</p> <ul style="list-style-type: none"> • Climate • Biodiversity • Marine Ecosystems and the Dry Zone • Forests and Freshwater 	<p>3: Photography</p> <p>Unit 1: Introduction to Photography</p> <ul style="list-style-type: none"> • Meeting Your Camera • Choosing a Subject • Photographer Etiquette <p>Unit 2: Elements of Composition</p> <ul style="list-style-type: none"> • Background, Foreground and Depth • Shape, Line and Angle • Colour, Tone and Pattern <p>Unit 3: Types of Photos</p> <ul style="list-style-type: none"> • Outdoor Photos • Indoor Photos • Photographing Animals • Photographing People <p>Unit 4: Using Photos</p> <ul style="list-style-type: none"> • Managing and Editing Photos • Displaying Photos
<p>4: Democracy</p> <p>Unit 1: Elements of Democracy</p> <ul style="list-style-type: none"> • Decision Making • Equality and Elections • Accountability, Transparency and Participation • Tolerance, Compromise and the Rule of Law <p>Unit 2: Rights in a Democracy</p> <ul style="list-style-type: none"> • Rights and Responsibilities • Human Rights <p>Unit 3: Democratic Government</p> <ul style="list-style-type: none"> • Democratic and Authoritarian Government • Advantages and Disadvantages of Democracy • Governments and Constitutions • The Three Branches of Government • Political Parties • Civil Society and the Media in Democracy 	<p>5: Junior English</p> <p>Unit 1: My Friends</p> <ul style="list-style-type: none"> • ABCs • Greetings • Asking Permission <p>Unit 2: Things Around Us</p> <ul style="list-style-type: none"> • Classroom Objects • Household Objects • Classroom Commands <p>Unit 3: Describing Things</p> <ul style="list-style-type: none"> • Colours • Adjectives about Size • Feelings <p>Unit 4: Parts of the Body</p> <ul style="list-style-type: none"> • The Face • The Upper Body • The Lower Body <p>Unit 5: Food and Drink</p> <ul style="list-style-type: none"> • Food • Drinks • Counting 1–10 • Likes and Dislikes 	<p>6: Mathematics</p> <p>Unit 1: Place Value</p> <ul style="list-style-type: none"> • Patterns in Place Value • Using Exponents • Comparing Decimals Using Place Value • Rounding Decimals • Problem Solving – Logical Reasoning <p>Unit 2: Addition and Subtraction</p> <ul style="list-style-type: none"> • Addition Properties • Relating Addition and Subtraction • Subtracting Whole Numbers • Adding Decimals • Subtracting Decimals • Problem Solving – Multistep Problems <p>Unit 3: Multiplication and Division</p> <ul style="list-style-type: none"> • Properties of Multiplication • Relating Multiplication and Division • Multiplying Whole Numbers • Multiplying and Dividing by Powers of Ten • Dividing by Single-Digit Whole Numbers • Finding Quotients

DISCUSSION

F Discuss the questions.

1. Why is it useful to provide a course plan?
2. Where can you find the information that goes within a course plan, such as learning objectives?
3. What is the most challenging thing when creating a course plan? What might you do to address this challenge?

4.2 SCHEDULING AND TIMETABLING

PREVIEW

A How do you decide what you will teach each month, each week and in each lesson?

Course planning may include monthly, weekly or semester schedules, which can help teachers see the big picture and understand how each lesson fits together within the course. These help teachers sequence and organise their lessons.

Schedules (or timetables) provide information about the topics that will be taught, important learning objectives and the more important assignments used for assessment. Schedules can be given to students so they know the order in which topics will be learned.

Schedules allow the teacher to plan a sequence of lessons in the best order for the students. For example, a teacher may schedule lessons so that the easier content comes before the more challenging content. Course plans and schedules both help teachers take a broader view of their teaching and identify how the lessons fit into a sequence of learning experiences that fit the needs of the students and educational institution.

SPRING 2018 COURSE SCHEDULE

Day/Time January 30 – June 2	Course# Credit hours	Course Title	Faculty
Short course (8 weeks) March 15 – May 17	CST318 (1)	Compassionate Communication and Buddhism (Level 2)	LaShelle Lowe-Charde
Monday, 3 - 5pm and longer session(s) tbd	THL418 (2)	Arts of Buddhist Ministry: Preparing for Chaplaincy, Spiritual Care, and Teaching	Leigh Miller, with Guests and Faculty
Tuesday, 4:30-6:30pm	PHL304 (2)	Madhyamaka Philosophy: A Dose of Emptiness	Yangsi Rinpoche
Tuesday, 7 - 9pm	PHL302 (2)	Foundations of Buddhist Thought: The Medium and Great Scope	Yangsi Rinpoche
Wednesday, 3 - 5pm	PHL450 (2)	Theories and Methods in Buddhist Studies	Leigh Miller
Wednesday, 5:30 - 6:30 pm	CS004 (1)	Ethics for the New Millennium: Basic Goodness and Service on the Path to Enlightenment	Namdrol Adams
Wednesday, 7 - 9 pm	MDT304 (2)	Madhyamaka Meditation: Preparation for Vajrayana	Yangsi Rinpoche
Thursday, 4 - 6pm March 15 – May 17	CST318 (1)	Compassionate Communication and Buddhism – (Level 2)	LaShelle Lowe-Charde
Friday, 9:30 - 10:30am	CS002 (1)	Compassionate Service: Building Bridges	Namdrol Adams
Friday, 11am - 1pm	MDT302 (2)	Techniques of Buddhist Meditation: The Medium & Great Scope	Yangsi Rinpoche TA: Sunitha
Friday, 3 - 5pm	PHL325 (2)	The Good Heart Mind Training for Community Engagement: An East-West Exploration	Yangsi Rinpoche
By appointment	PHL500 (4)	Thesis/Comprehensive Exam	Academic Advisor
By appointment	PHL501 (1)	Thesis/Comprehensive Exam	Academic Advisor
By appointment	THL500 (4)	Master of Divinity Final Comprehensive Paper	Academic Advisor
By appointment	THL501 (1)	Master of Divinity Final Comprehensive Paper	Academic Advisor

EXERCISE

- B** Are the statements true or false? If false, say why.
- Teachers must always develop weekly, monthly and semesterly plans.
 - These plans can be given to students.
 - These plans can identify what assessments will occur.
 - These plans show how lessons can connect.

EXERCISE

- C** Put the headers into the correct place in the schedule.

Date	Assignments	Month
Topics Covered	Course Title	Objectives

_____ (1.): Geography		_____ (2.): July	
_____ (3.)	_____ (4.)	_____ (5.) (<i>Students will be able to...</i>)	_____ (6.)
Week 1	Unit 1: Eastern Hemisphere Continents and Countries	<ul style="list-style-type: none"> Label continents and countries in the eastern hemisphere. 	<ul style="list-style-type: none"> Map presentation
Week 2	Unit 1: Eastern Hemisphere Population, Area and Population Density	<ul style="list-style-type: none"> Define "population," "area," and "population density". Calculate and compare population density of different countries. 	<ul style="list-style-type: none"> Country infographic poster
Week 3	Unit 1: Eastern Hemisphere Physical Features of Europe, Asia, Africa and Australia	<ul style="list-style-type: none"> Describe physical features of four continents. 	<ul style="list-style-type: none"> Continent model Unit 1 quiz
Week 4	Unit 2: Western Hemisphere Continents and Countries	<ul style="list-style-type: none"> Label continents and countries in the western hemisphere. 	<ul style="list-style-type: none"> Map presentation

ACTIVITY

- D** Read the summary (below) and course info (next page) for the Myanmar Grade 6 English textbook and answer the questions.
- How many classes do you think it might take to teach all of the content for units 1–3 including the review, project and poem?
 - Would you keep the order of units 1–3 or would you make changes? Why?
 - What information might you include in a timetable? What information could be useful in a course plan?
 - If you needed to skip some of the content, how would you choose what to skip?

Myanmar's Grade 6 English Textbook

- The Grade 6 English textbook focuses on developing new skills and knowledge that help students understand more about English and how it is used in the real world.
- The coursebook has 12 units. It is divided into four sections. Each section has three units. Each unit has four lessons. There is a review section, a project and a poem at the end of each section.

Myanmar Grade 6 English Textbook: Scope and Sequence, Section 1

Unit Number and Soft Skills	Listening and Speaking	Reading	Vocabulary, Grammar & Syntax	Writing	Functional Language
Unit 1 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Greeting people • Introducing oneself • Leave-taking 	<ul style="list-style-type: none"> • Holiday greetings • Talking about places 	<ul style="list-style-type: none"> • Season's greetings • Describing weather and places 	<ul style="list-style-type: none"> • Writing a postcard 	<ul style="list-style-type: none"> • Greetings
Unit 2 <i>Communication</i> <i>Collaboration</i>	<ul style="list-style-type: none"> • Hobbies and ambitions • Asking for and giving personal information 	<ul style="list-style-type: none"> • Talking about personal details 	<ul style="list-style-type: none"> • Present simple • Talking about a friend 	<ul style="list-style-type: none"> • Writing about your daily life 	<ul style="list-style-type: none"> • Asking for and giving personal information
Unit 3 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Places in a city • Asking and answering questions 	<ul style="list-style-type: none"> • Shops in a market • Different kinds of food • Going shopping 	<ul style="list-style-type: none"> • Prepositions of place 	<ul style="list-style-type: none"> • Things in a room • Describing a room 	<ul style="list-style-type: none"> • Giving directions
Review 1	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 1, 2 and 3. 		<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
Project 1 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To use a simple holiday postcard • To write a holiday postcard 		<ul style="list-style-type: none"> • To successfully complete the project by working collaboratively in small groups 		
Poem 1	<ul style="list-style-type: none"> • <i>The Owl</i> by Edward H. Richards 				

Myanmar Grade 6 English Textbook: Units and Lessons, Section 1

Unit	Title	Unit	Title
Unit 1		Unit 3	
Lesson 1	Greeting, introducing and leave-taking	Lesson 1	Talking about your city
Lesson 2	Greetings from postcards	Lesson 2	At the market
Lesson 3	Greetings for special events	Lesson 3	Where is it?
Lesson 4	Let's send a postcard	Lesson 4	My favourite room
Unit 2		Review 1	
Lesson 1	Tell me about you!	Project 1	
Lesson 2	Talking about families	Poem 1	The Owl
Lesson 3	My best friend		
Lesson 4	Daily routine		

ACTIVITY

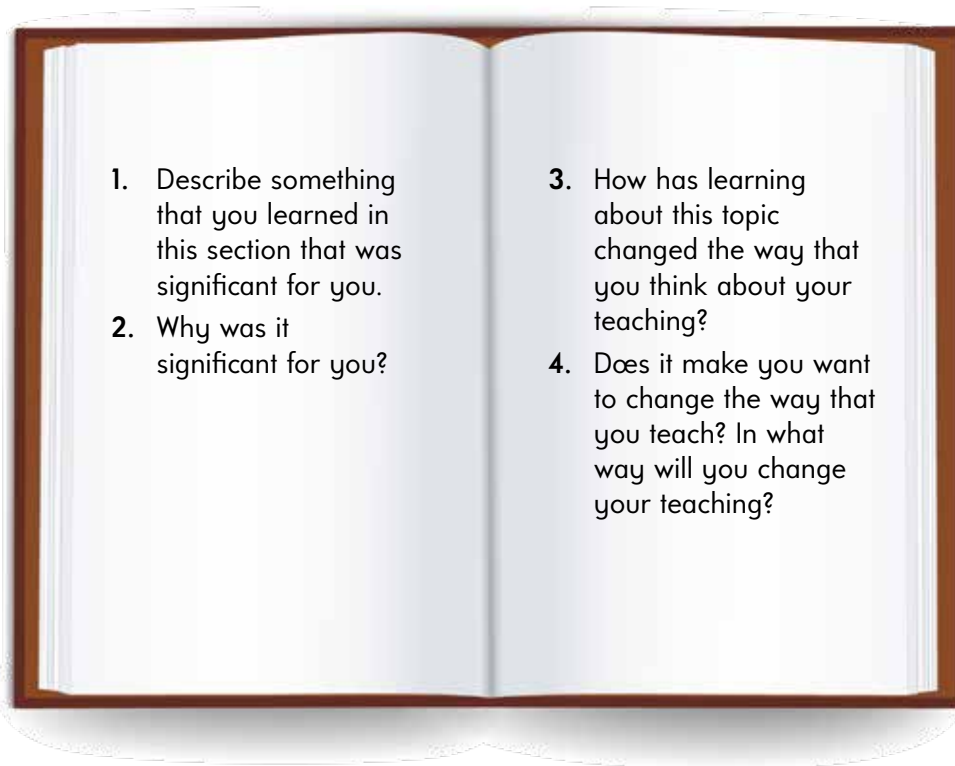
- E** In groups, choose one of the courses from 4.1.E or choose a course that you teach. Design a weekly plan that includes at least four weeks of teaching.
1. Create a weekly plan for part of this course. You may design your own template or use the weekly plan template in Appendix 5.
 2. Compare your plans with other groups.
 3. Identify the similarities and differences between the plans. How can you improve your plan?

DISCUSSION

- F** Discuss the question.
- What might you do if you have limited time for course planning and scheduling?

REFLECTION

G In a *reflective journal*...



Summary – Chapter 4: Course Planning

Teachers should try to commit some time to course planning. This is useful for describing the essential components of the course and helpful in preparing teachers for lesson planning. Course plans provide students with what they need to know about a course when they are starting it. Ideally, students should know the course learning objectives and assessment methods at the beginning of the course.

Schedules allow teachers to organise the topics that they will teach across their lessons. They act like a map for teachers and students to follow during the course.



5

ACTIVITIES AND RESOURCES

OBJECTIVES

- Trainees will be able to select and create teaching and learning resources that can be used in lessons;
- Trainees will be able to determine when best to use a range of activities during lessons;
- Trainees will be able to evaluate and adapt the content of a coursebook.

GLOSSARY

authentic (adj) – စစ်မှန်သော

constructive (adj) – အပြုသဘောဆောင်သော

ICT (n) – သတင်းအချက်အလက်နှင့်ဆက်သွယ်ရေးနည်းပညာ၊ အိုင်စီတီ

realia (n) – သင်ထောက်ကူအနေနှင့်သုံးသော ပစ္စည်းပစ္စယ၊ ပြကွက်ပစ္စည်း

supplement (v) – ဖြည့်စွက်ထောက်ကူသည်

5.1 TEACHING AND LEARNING RESOURCES

PREVIEW

A What sorts of resources do you use when you teach? How do you use them?

When planning lessons, it is useful to identify the resources that are required for each stage. Some resources might be found in the classroom, such as boards, books and stationery. Other resources might need to be provided by the teacher, such as worksheets, flashcards and models. Some teachers may be able to use information and communications technology (ICT) in their classroom, such as computers, projectors, sound systems and electronic whiteboards. Other **ICT** may be needed for online teaching, such as certain hardware and software.

Teaching and learning resources can be useful for engaging students. They should relate to the lesson topic and the learning objectives. Some teachers may create resources on the computer or find them on the internet. Many resources can be kept and reused. During planning, teachers can determine what resources need to be created or prepared.

Realia refers to teaching and learning resources that come from everyday life. They are **authentic** resources that can be found inside and outside the classroom. Visual realia includes articles from newspapers or magazines, photographs, maps and posters. Realia can also include household items, clothing, food, items found in nature, and tools, machinery and technology.

Recycled resources involve realia that is used in a new way. Creating teaching and learning resources out of recycled materials is creative and imaginative. For example, students might collect used plastic bottles and boxes, fallen leaves, sticks and bottle caps, and use these things to build a model of a factory or a map of their local community.

Resources can be created by the teacher or by the students. The benefit of having students create their own resources is that they can do this while learning, which strengthens the process of learning. Working independently or collaboratively, students can create their own posters, comics, maps, diagrams, models, worksheets or scripts, which can then be reused. For example, a teacher who wants a poster about the life cycle of a tree can make this a classroom activity where the students create the resources themselves.

Teachers should identify the teaching and learning resources they need for each stage of their lesson and decide how they are going to get it



ACTIVITY

B Classify the examples of teaching and learning resources.

Stationery	Realia	ICT	Recycled

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Making collages on the theme of "human rights" by cutting photos from old magazines and newspapers. 2. Diagramming the local economy using flipchart paper and coloured marker pens. 3. Teaching addition, subtraction, multiplication and division using stones gathered from a local stream. 4. Studying leadership by reading the local newspaper every day. 5. Recording English speaking exercises on mobile phones and sending them to the teacher. 6. Explaining convex and concave surfaces using the teacher's glasses. 7. Creating family trees using sticks, leaves and seeds. | <ol style="list-style-type: none"> 8. Dissecting a dead frog to show different organs. 9. Taking notes in a notebook with a pen. 10. Studying decomposition by storing different types of food in bags in the classroom. 11. Taking photographs of the neighbourhood to identify examples of environmental problems. 12. Calculating the area of three-, four- and five-sided shapes that are made from sticks. 13. Lecturing with a PowerPoint presentation. 14. Teaching food vocabulary by going to the local market. 15. Lecturing with diagrams drawn on flipchart paper. 16. Checking for understanding using vocabulary flashcards. 17. Teaching dates and times using a calendar and a clock. | <ol style="list-style-type: none"> 18. Growing plants from seeds to observe the germination process. 19. Creating models of animal and plant cells using plastic bottles, cardboard boxes and plastic bags. 20. Comparing and contrasting clean and unclean water taken from different sources on the school compound. 21. Playing a game on the blackboard using chalk to record answers. 22. Measuring different classroom objects. 23. Counting up to 100 by grouping seeds in quantities of ten. 24. Drawing and labelling a map of Myanmar on flipchart paper. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

ACTIVITY

C Here are some ideas for resources that a teacher could bring into the classroom and use for certain activities. In pairs, choose one of the lessons.

1. Identify the age group for the activities.
2. Write a learning objective for the lesson.
3. Decide how you could create or prepare the resource.
4. Think of another activity you could do with the resource.

Subject	Topic	Activity	Resource
English	animal vocabulary	<ul style="list-style-type: none"> • The teacher presents the name of each animal. • The teacher holds up a flashcard and students call out the names of the animals. 	flashcards with pictures of animals
Gender	women and men in the media	<ul style="list-style-type: none"> • Students look through magazines and newspapers for pictures of women and men. • They list what they are doing: Politics/leadership? Fashion? Sports? Celebrity gossip? 	newspapers and magazines
Maths	probability	<ul style="list-style-type: none"> • Students throw two dice fifty times. • They record the number of times each possible total (from 2 to 12) comes up. 	dice made of cardboard

ACTIVITY

D Complete the missing sections in this chart.

Subject	Topic	Resource	Activity
Biology	Parts of a flower	_____ (1.)	<ul style="list-style-type: none"> • Students dissect a flower and identify the different parts.
_____ (2.)	Rhyming words in poetry	Flashcards with rhyming words	<ul style="list-style-type: none"> • In groups students play a matching game where they turn over pairs of cards. • If the words on the cards rhyme, they make a two-line poem
Geography	_____ (3.)	Map of the world	<ul style="list-style-type: none"> • students identify the continents
Politics	The Constitution	A copy of Myanmar's 2008 constitution	<ul style="list-style-type: none"> • _____ (4.)
Kayah language literacy	The alphabet	Flashcards of vowels and consonants	<ul style="list-style-type: none"> • _____ (5.)

ACTIVITY

E Read the subject and lesson topics.

1. What resources might be useful for teaching each?
2. In groups, choose one of the subjects/topics. Prepare a resource and an activity.
3. Demonstrate or teach your activity to the class.

- A. Environment:** Different types of waste produced in the world.
- B. English:** Terms used in dictionaries to define words (pronunciation, part of speech, collocation, etc.).
- C. Economics:** Principles of supply and demand.
- D. Mathematics:** Names of solid objects (cube, pyramid, cylinder, cone, etc.) and the number of faces each one has.
- E. Chemistry:** Characteristics of synthetic fibre.

ACTIVITY

F Read the advice for making teaching and learning resources. Which five tips do you think are most important?

- ✓ Making resources understandable is more important than making them beautiful.
- ✓ They can be made by teachers, by students and/or within the community.
- ✓ Only buy expensive resources if they are useful for many classes and/or multiple subjects.
- ✓ They must be relevant to the learning objectives of the lesson.
- ✓ They should be easy to use and they should be easy to store if they will be reused.
- ✓ They should be repairable and easily replaced if they break.
- ✓ They must be appropriate for the age and level of students.
- ✓ Make sure that all students have equal opportunity to use the resources.
- ✓ Do not spend too much time, money or effort on resources that will not be very effective.
- ✓ They must be educational, interesting and attractive.
- ✓ Make sure that all students have the materials they need to make resources.
- ✓ Resources and the making of resources must be safe for the students.

DISCUSSION

G Discuss the questions.

1. In your opinion, is technology (computers, smartphones, the internet, speakers, etc.) useful or a problem in the classroom?
2. What realia could you use in the subjects you teach?
3. When might you have students create their own resources?

5.2 USING A VARIETY OF ACTIVITIES

PREVIEW

A Discuss the questions.

1. What do "stir" and "settle" mean? What is the difference between stir activities and settle activities?
2. When might you use each type of activity?
3. How do you learn best – when you are in competition with your classmates or when you are working together and helping each other?

Lessons need a variety of activities. Activities can vary in terms of many things, including:

- stir and settle (active and calm);
- competitive and cooperative;
- grouping (individual, pairs, small groups, etc.);
- thinking skills (Bloom's taxonomy);
- language skills (reading, writing, listening, speaking);
- location (inside or outside the classroom);
- duration.

Sometimes teachers want their students to be more active and move around, and sometimes they want students to be calmer and stay in one place. *Stir* activities are energetic activities in which students can move around and make noise. *Settle* activities are calm activities in which students do not move around and do not make much noise. Stir activities can be done individually, in pairs, in groups or as a whole class. Settle activities are most often done individually or in pairs. Both types of activities may be done inside or outside the classroom.

The success of competitive and cooperative activities depends on the personalities of the students. Competitive activities can be fun and motivating for students, but only if they do not behave aggressively, or lose confidence if they do not win. Cooperative activities can be very rewarding for students because they develop social skills, such as active listening and negotiating. However, it is important for the teacher to put students in groups where they are motivated and comfortable to work with each other. Both competitive and cooperative activities require the teacher to carefully explain the rules and procedures to the class before beginning the activity.

It is possible for activities to be neither competitive nor cooperative, such as when students work individually but not in competition with each other.

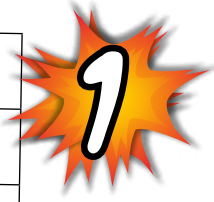
Activities should relate to the topic and learning objectives of the lesson.

There are many examples of activities throughout this module. These activities can be adapted and used in your own lessons, at any stage of the lesson. Additional suggestions for activities can also be found in Appendix 6.

EXERCISE

B Look at these two lesson plans. Which activities are stir activities and which are settle?

Subject:	Maths	Level:	Grade 1 / KG A
Objective	Children will be able to count and write numbers from 1–10.		
Stage	Grouping	Activity	Stir or Settle?
Introduction	Class	Sing the counting song.	1. _____
Presentation	Class	Show and say the written numbers and match them to the pictures.	2. _____
Controlled Practice	Pairs	Match written numbers to pictures.	3. _____
	Individual	Practise writing numbers.	4. _____
	Individual	Write correct number against picture, depending on number of objects in picture.	5. _____
Review	Class	Sing counting song again as children hold up numbers.	6. _____



Subject: Gender		Level:	Adult
Objective:	Students will consider how men and women are portrayed in the media.		
Stage:	Grouping:	Activity:	Stir or Settle?
Introduction:	Pairs	Students look at a list of words and put them into categories (women / men / both / neither), depending on who they think they are used for.	7. _____
	Class	Students answer prediction questions about how they think women and men are typically shown in the media.	8. _____
Presentation:	Pairs	Each student (A/B) reads a text. Then they ask and answer questions about the other person's text.	9. _____
Free Practice:	Individual	Students walk round the room looking at pictures from the media on the walls. They see how they compare to the information in the text.	10. _____
Review:	Class	Discussion about what they learned about how women and men are portrayed in the media.	11. _____



ACTIVITY

- For each of these lesson topics, identify one possible stir activity and one possible settle activity.

1. Trash, rubbish and waste – how to address these issues



2. Writing a letter complaining about poor service



3. Volleyball Skills



ACTIVITY

D The chart presents some advantages and disadvantages of competitive and cooperative activities.

1. Add more to the lists.

	Competitive activities	Cooperative activities
Advantages	<ul style="list-style-type: none">• Students are encouraged to do their best•	<ul style="list-style-type: none">• They help students develop social skills•
Disadvantages	<ul style="list-style-type: none">• Students may become frustrated if they do badly•	<ul style="list-style-type: none">• It can be hard for the teacher to assess the progress of individual students•

2. How could you address the disadvantages for:

- a. competitive activities?
- b. cooperative activities?

DISCUSSION

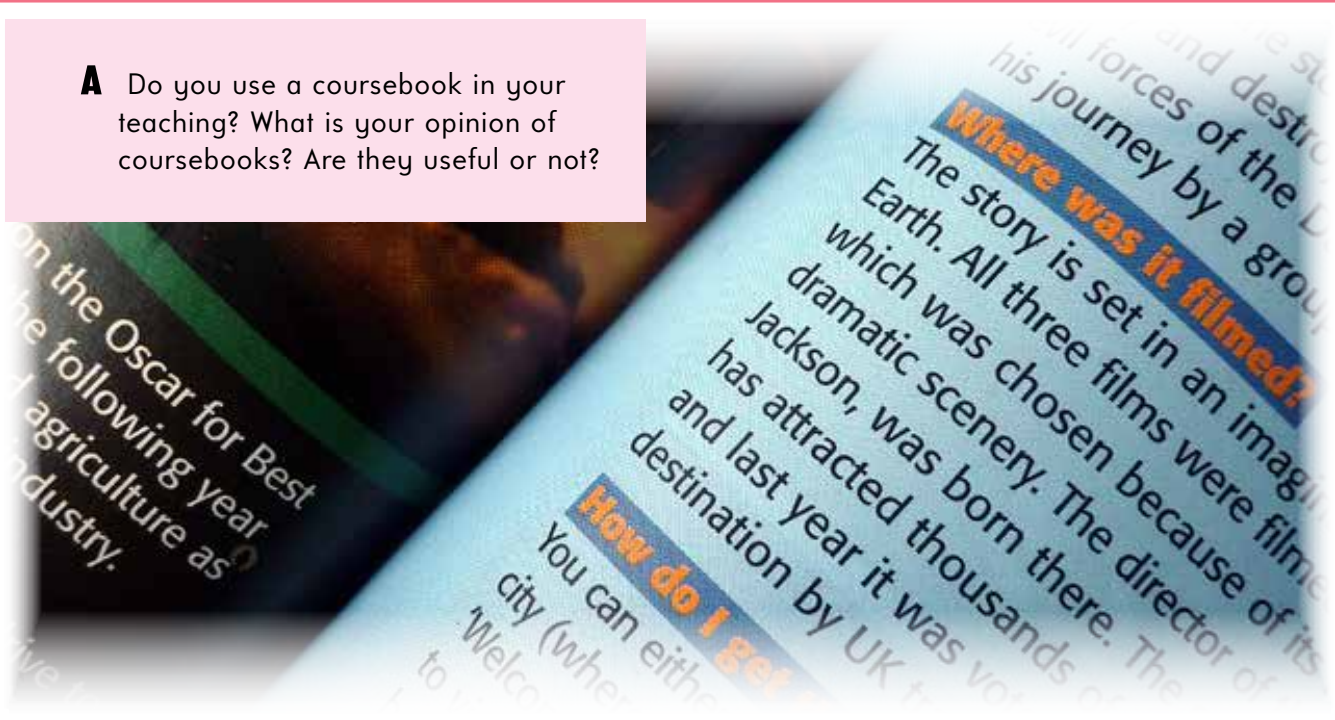
E Discuss the questions.

1. What do you need to think about when planning activities for your lesson?
2. How do you decide when to do a stir activity and when to do a settle activity?
3. How do you decide when to use competitive activities and when to use cooperative activities?

5.3 USING A COURSEBOOK

PREVIEW

A Do you use a coursebook in your teaching? What is your opinion of coursebooks? Are they useful or not?



Coursebooks can be an important part of some courses. In many education systems and institutions, coursebooks are required. There are also classes where there is no recommended coursebook to use. Sometimes a teacher may have access to a coursebook but the students do not.

Although coursebooks can be useful, no coursebook is perfect. However, teachers can learn to use coursebooks effectively. When using them, teachers need to decide:

- how to use the content within the coursebook;
- what order to use the content in;
- what to **supplement** content with;
- what content to leave out.

There are many ways to adapt a coursebook. Adapting the coursebook means changing the content so that it is more appropriate for the needs of the students and the teacher. Teachers may choose to skip content that is not useful for students. If the content in a coursebook is uninteresting or irrelevant for the students, the teacher may replace it with different content. For example, if a coursebook focuses on Australian geography, the teacher might instead use information about local geography. Teachers may also include additional texts that supplement and relate to the content within the coursebook. For example, a teacher might bring in a video on Mars to watch to extend the students' learning about the planets.

Activities may be changed to be more relevant, interesting and appropriate for students. New activities may be added to supplement those in the coursebook. For example, if a coursebook only includes activities for the lower-order thinking skills of Bloom's taxonomy, a teacher may want to bring in new activities targeting higher-order thinking skills.

A useful acronym for remembering when using coursebooks is SARS. This stands for:

- Selecting content
- Adapting content
- Rejecting content
- Supplementing content

Coursebooks are usually divided into units, and teachers might need to teach the content in that order. This is because many coursebooks are written in a logical sequence. However, within sections or units, teachers may feel free to adapt the content as needed. They may even let the students choose which content to focus on. Some teachers use the content and topics of the coursebook as inspiration to create their own original lessons and activities.

EXERCISE

B Match the action to the explanations, questions and examples.

Action	Explanation	Question	Example
1. Selecting	a. If you like a particular activity but think it is too challenging (or not challenging enough) for your students, you simplify it (or make it a bit more difficult).	i. Is there anything in the coursebook that is irrelevant, inappropriate or not useful for my students?	A. Students already know how people become pregnant, so you skip that part and start teaching about contraception.
2. Adapting	b. If you feel that your students need more activities than the coursebook provides, you find an activity elsewhere or you create one and you add it in.	ii. Which content and activities from this coursebook are useful for my lesson?	B. In Unit 3, topics 1, 2 and 4 are less important for the students so you only teach topics 3 and 5.
3. Rejecting	c. If you look at the activities in the coursebook and like them, you choose to include them in the lesson.	iii. Do I need to add any content or activities from another source?	C. The class is too large for all students to present their ideas, so they do this in groups.
4. Supplementing	d. If you think your students don't need to do a particular activity from the coursebook, you do not include it in the lesson.	iv. Which content and activities are good but might be changed?	D. The teacher shows a video clip to illustrate the idea in the coursebook.

EXERCISE

☐ Compare this lesson plan with the original textbook content.

1. What did the teacher select?
2. What did the teacher adapt?
3. What did the teacher reject?
4. What did the teacher supplement?

Learning Objectives:		
<ul style="list-style-type: none"> • Students will be able to describe how communism and capitalism affected the Cold War. • Students will be able to use arguments for and against communism and capitalism in a debate. 		
Topics: Communism and Capitalism during the Cold War		
Stage	Activities	Resources
Introduction	In groups, students create posters titled "Communism Is.." and "Capitalism Is...", listing what they know about communism and capitalism.	Flipchart paper, Markers
	Hang posters on wall and do gallery walk.	Tape
	Review ideas and make a class list on the board.	Whiteboard, Markers
Presentation	Students read box about communism and capitalism and look up unfamiliar words in dictionary.	Coursebook, Dictionaries
	Students share unfamiliar words with the class.	
	Students watch short video offering additional explanation and examples.	Projector, Computer
Controlled Practice	Students read scenarios and identify them as describing communism or capitalism.	Coursebook
Presentation	Students read text 1.5.2 and look up unfamiliar words in dictionary.	Coursebook, Dictionaries
	Students share unfamiliar words with the class.	
Controlled Practice	Students answer exercise questions on text 1.5.2.	Coursebook
Free Practice	In groups, students prepare for and conduct a debate on the positives and negatives of living in a capitalist country.	Library, Internet access
Review	In pairs, students diagram how communism and capitalism affected the Cold War.	
	Students present diagrams in groups and discuss which system they prefer.	Flipchart paper, Markers
Homework	Students explore a website about the history of the Communist Party of Burma.	Internet access, www.cp-burma.org/

1.5.2 The Post-War World

After the Second World War, the two most powerful countries in the world were communist Russia and the capitalist USA. Russia controlled communist governments in Eastern European countries. The USA supported capitalist countries in Western Europe. A new war of ideas began between capitalist and communist countries. It was called the Cold War.

preview

1. What is communism?
2. What is capitalism?

Communism and Capitalism – Two Ideas about Society

Communism is a political system. It calls for the redistribution of land – from the rich to the poor – and shared ownership of property, farms and factories. To do this, the government has a lot of control over how people live and work.

The capitalist system believes in private ownership of land, businesses and goods. Capitalism also believes in a **free market**. This means that the government has little control over business.



1. The government takes away land from a rich man.
2. The government gives free milk to each family, each month.
3. A woman chooses to start her own noodle shop with some money she saved.
4. A group of people own a paper factory with the government.
5. One person from the town hires ten employees from the village to harvest a rice paddy and pays them **minimum wage**.
6. People go to the market to buy shoes and find many different kinds of shoes to choose from, at different prices.

exercise

Read the scenarios. Do they describe a communist or capitalist system?

In Southeast Asia most people in former colonies were still very poor. To some people, communism seemed better than the old system of kings, empires or colonial **rulers**.

However, communism scared the governments of Western Europe and the USA. They did not want change because their economic systems were capitalist. The leaders of European countries were worried that communism would spread to their former colonies, where they had made a lot of money from trade.

Soviet Russia and the USA were very powerful, but they did not want to directly fight each other. Instead, they gave weapons and money to other countries and armies who fought for them.

Communist forces were usually supported by Soviet Russia or communist China and anti-communist forces were usually supported by the USA and Britain.

These **conflicts** began in the late 1940s in Southeast Asia and continued until the 1980s.

exercise

1. What was the Cold War?
2. What did communism offer the people of poorer countries?
3. Why did communism scare western European countries?
4. How did Russia and the USA fight each other?

discussion

1. Which system do you prefer, communism or capitalism? Why?
2. Which idea has worked better in the past? why?

ACTIVITY

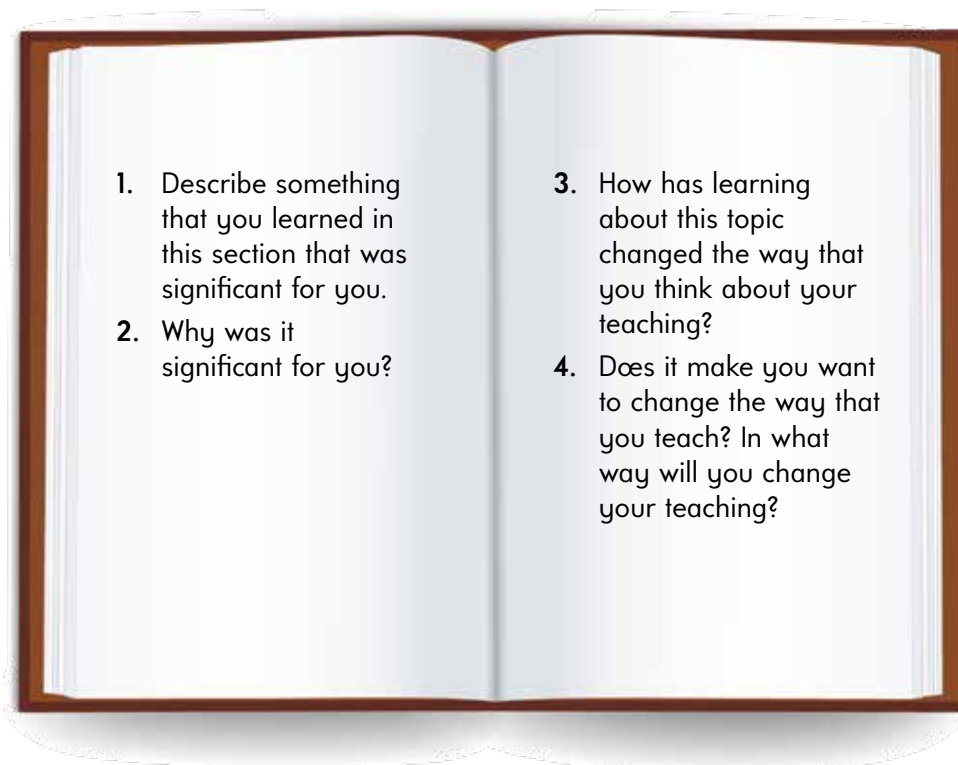
- D** Look at a coursebook that you have used or will use in the future. Turn to a section or unit of the coursebook.
1. What is good about this section or unit? Why?
 2. What is not so good about this section or unit? Why?
 3. How might you adapt the content from this section or unit of the coursebook?
 4. Identify ways to supplement and adapt the coursebook.

DISCUSSION

- E** Discuss the questions.
1. Do you ever teach a coursebook exactly as it is written? Why or why not?
 2. Are the coursebooks you use at the appropriate level for the students? Are the students interested in the coursebooks? Why or why not?

REFLECTION

- F** In a *reflective journal*...



Summary – Chapter 5: Activities and Resources

Well-planned lessons have a mixture of different types of activities. Having a variety of activities keeps learners interested and stimulated. There are many different types of activities: stir and settle, competitive and collaborative, different grouping and duration. During lesson planning, it is important to determine when and where to include different types of activities.

Well-planned lessons also use teaching and learning resources to make the lesson more engaging and memorable. Appropriate resources can help learners remember and understand what they are learning. Some resources may be found within the classroom, but others may be found, created or prepared outside the classroom. Students can also create their own resources. Teachers should think about how resources may be reused.

Coursebooks are a common part of many courses. Most coursebooks contain a logical sequence of content, which teachers can use to help in course and lesson planning. However, coursebooks may also have flaws. Teachers should plan how to use coursebooks effectively. By evaluating the strengths and weaknesses of the coursebook and planning how to address the weaknesses.

Over time, teachers will become more confident with planning courses and lessons. It is okay to make mistakes while planning and then improve upon these mistakes with future plans. One habit of a good teacher is to evaluate their teaching experience and identify what is going well and what can be improved. No teacher is perfect, and all teachers have courses and lessons that do not go as well as planned. With consideration and effort, teachers will improve their planning and their teaching.

Final Project: Lesson Planning Practice

Task 1: Create a lesson plan. Decide on the topic and the level of your students. Your lesson should be the length of a typical lesson you might teach. It can be based on or adapted from a coursebook. You should include all five stages. You can use your own lesson plan template or the template in Appendix 1.

You may decide to include additional information that is not in this template, such as:

- background information on the students;
- background information on the course;
- the subject and level of the class;
- the total length of the lesson;
- possible problems and solutions you may face in the lesson.

Including this additional information is your choice. Some teachers may want to write down all of their thoughts, whereas other teachers may want to only write down the most essential components of the lesson plan.

Make sure to include notes in the plan that you can follow during the lesson.

Task 2: In groups, share your plans. Think about what happened during the planning process, including how you felt, what was easy and what was difficult.

Give feedback on each other's plans. Some questions to consider include:

- Does the plan include enough information about the topic, learning objectives and stages?
- Are the learning objectives well-written?
- Are the stages logically ordered, and do they include a variety of activities?
- Are the activities appropriate for the level and age of the students?
- Are the activities appropriate for achieving the learning objectives?
- Does the plan identify the resources and materials that are needed?

You can use the checklist in Appendix 2 to guide your feedback.

Task 3: If possible, observe your group members delivering their lessons. Give **constructive** feedback about what worked well, what did not work so well, and how they can improve. Think about how you might plan the lesson if you did it again.

Appendix 1: Lesson Plan Template

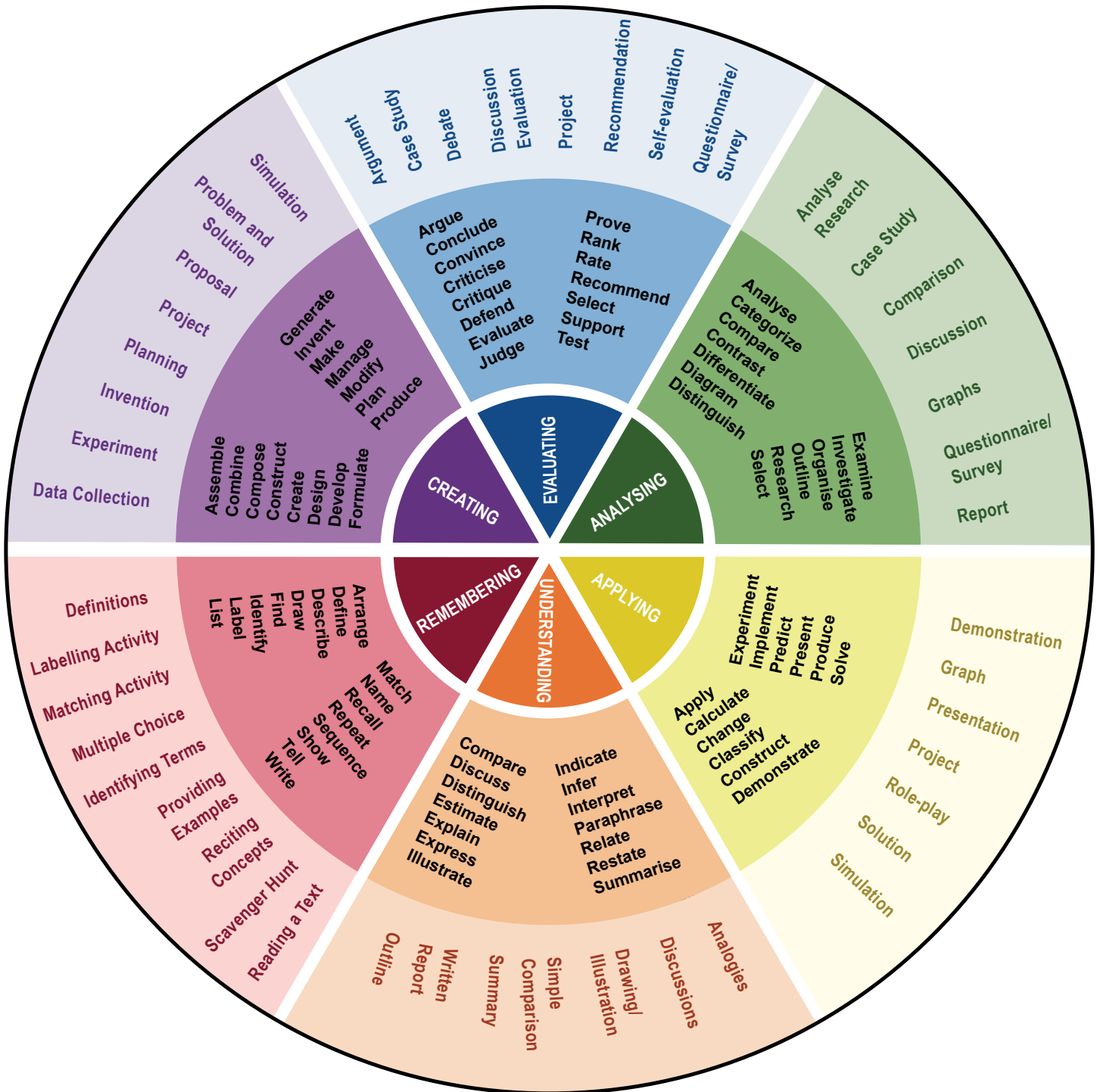
Topic:			
Objectives:			
Details of Lesson:			
Stages	Timing	Activities	Resources
Remarks:			

Appendix 2: Lesson Plan Checklist

Teacher:		Date:
Lesson Topic:		
Criteria	Yes / No / Partially	Comments
The teacher included all lesson stages in a logical sequence.	Yes / No / Partially	
The teacher wrote appropriate learning objectives.	Yes / No / Partially	
The teacher included activities that relate to the learning objectives being achieved.	Yes / No / Partially	
The teacher included different types of activities.	Yes / No / Partially	
The teacher prepared the necessary resources.	Yes / No / Partially	
The teacher used and adapted the coursebook as necessary.	Yes / No / Partially	
The planned activities and resources contribute to the learning objectives.	Yes / No / Partially	

Appendix 3: Bloom's Taxonomy Wheel

The inner circle lists the six thinking skills of Bloom's taxonomy. The middle circle lists some action verbs that correspond to each skill. The outer circle lists some activities that engage with those particular action verbs and that particular thinking skill.



Appendix 4: Course Plan Template

Subject:	Length of Course:
Level:	Dates:
Teacher:	Lesson times:
Course Learning Objectives:	
Course Description:	
Course Assessment:	
Required Materials:	
Other Important Information:	

Appendix 5: Schedule Template

Course:			
Date	Topics Covered	Objectives	Assignments
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

Appendix 6: General Activities

These activities can be used by any teacher and for most subjects and levels.

3-2-1	<p>After students have been learning something new (e.g.: after a lesson, after a chapter, after a unit), they write down things related to the topic:</p> <ul style="list-style-type: none"> • three new things they have learned about the topic; • two questions they still have about the topic; • one opinion they have about the topic.
Advantages and Disadvantages	<p>Students are given a topic. They identify things they think are pros (strengths, benefits, advantages) and cons (weaknesses, harms, disadvantages) related to the topic. They then share their ideas with their classmates.</p>
Back to the Board	<p>Students are in teams. One student from each team faces away from the board while the other students in each team face the board. The teacher writes a word, phrase or idea on the board. The students facing the board need to elicit this idea from the student on their team who is facing away from the board.</p>
Brainstorming Relationships	<p>Students write down their own ideas that connect with the lesson topic. They then analyse the relationships between ideas and share with others.</p>
Classify/ Categorise	<p>Students put different pieces of information into the correct category, depending on the characteristics of that information.</p>
Compare and Contrast	<p>Students analyse how things are similar and different.</p>
Discussion	<p>Students are given a topic, questions or a problem to discuss in groups.</p>
Draw/Mime and Guess	<p>Students create a drawing that represents an idea or they mime the idea. They then present this to their classmates who then guess what the idea is.</p>
Field Trips	<p>Students are taken outside the classroom to see "in real life" about the topic they are learning.</p> <p>Students can be given questions to answer or activities to do during the field trip.</p>

Guess the Idea	<p>Version 1: Students are given an idea to elicit from their classmates and words related to the idea that the student is not allowed to use during eliciting.</p> <p>Version 2: Students are given an idea to elicit from their classmates and words related to that idea that the student must use during eliciting.</p>
Interviews	<p>Students create questions related to what they are learning, or the teacher gives them these questions. They then find a partner and interview them by using the questions.</p> <p>The teacher can choose to give students specific roles for the interview so that they need to pretend to be someone different.</p>
Matching	Students match two or more pieces of information that connect in some way.
Opinions	Students identify their own opinion about what they are learning. They also identify reasons and evidence that support their opinions. They then share these with their classmates.
Ordering	<p>Students are given information and need to put it in the correct order, such as by using a graphic organiser (diagram) of a process.</p> <p>Alternatively, students are given parts of something and have to make it a complete whole (such as a sentence or piece of writing).</p>
Picture Prompt	Students look at photographs or pictures and write down the ideas and feelings that come into their mind. They then share these with their classmates.
Poster / Visual	Students create visuals (illustrations, graphic organisers, text, photos, etc.) that contain and present the information they have been learning.
Presentations	Students create presentations about a topic they are learning about. They present this to the class.
Projects	Individually or in pairs or groups, students are given projects that connect to what they are learning. (Make sure they have all the resources and skills needed to complete the project successfully.)

Ranking	Students order different pieces of information according to criteria given by the teacher.
Real-Plays	In pairs or groups, students are given a specific situation and need to act like themselves. They can perform their "real-play" for their classmates.
Relationship Matching	Students are given cards that each have a different piece of information. They then need to find other students who have a card that has a relationship with their own card (e.g.: synonyms, opposites, cause-and-effect, definitions, examples, problem-and-solution, similar opinions, etc.).
Research	Students are given a topic, question or problem to research individually, in pairs or in groups. They summarise their research and present it to their classmates.
Roleplays	In pairs or groups, students are given specific roles so that they need to pretend to be someone different. They then have to act as that role in a specific situation. They can perform their roleplay for their classmates.
Student Quiz	Each student creates one question. Collect these questions and make a quiz. Give the quiz to the students to take.
Summarising	Students create a summary, in their own words, about what they have been learning.
Surveys	Students create questions related to what they are learning, or the teacher gives them these questions. They then walk around the room and survey some of their classmates using the questions.
Teach Each Other	Students work in groups. Each group is given a different text to read. They read the text and check their understanding with other members of their group. New groups are formed and students teach their new group members about the text that they had read.
Think-Draw-Share	Students draw a visual that represents their ideas or answers. They share these with a partner or in groups or they tape their answers on the wall and everyone walks around (gallery walk) and sees the many different answers.

Think-Pair-Share	Students write down their ideas or answers individually. They then share, compare and discuss their ideas and answers with a partner.
True or False?	Read out or write statements about the topic you are teaching. Students listen or read and identify if the statements are true or false. If false, they correct the statement.
What's Wrong?	Students are given an example of something that has at least one mistake or error in it. They then need to find out what the mistakes are.

Additional examples of activities can be found in the following resources:

Activities for Social Studies Teaching from Mote Oo Education (available from <https://moteoo.org/en/teacher-education>)

Learn-Choose-Use from Teacher Focus (available from <https://www.teacherfocusmyanmar.org/learn-choose-use>)

Activities for the Language Classroom and *Activities for the Science Classroom* from Educasia (available from <https://educasia.org/publications/teaching-resources/>)

ANSWER KEY

1 Introduction to Planning

1.1 What is Planning?

B Possible answers:

Planning is very important. If someone does not adequately plan, then they are more likely to fail.

C Possible answers:

- a. dedicated, hard-working, inexperienced, busy, thoughtful
- b. experienced, flexible, imaginative
- c. flexible, thoughtful, experienced
- d. lazy, uncommitted
- e. dedicated, thoughtful, hard-working

D Possible answers:

1.
 - a. The teacher does not have the audio script available in case she needed it.
 - b. The teacher did not make sure she had all of the resources and materials she might need for the class.
2.
 - a. The teacher does not have enough worksheets for all students.
 - b. The teacher did not make sure she had all of the resources and materials she might need for the class.
3.
 - a. The teacher spends all of the class time correcting the students' grammar mistakes, and not focusing on daily routines, which is the topic of the lesson.
 - b. The teacher should plan what to focus her energy on, and ensure that the practice activity connects properly to the topic of the lesson.
4.
 - a. The students do not know what the homework is.
 - b. The teacher did not make sure that she left enough time at the end of class to explain the homework.

E Answers:

1. d, iii
2. e, i
3. a, v
4. c, ii
5. b, iv

F Possible answers:

1. The teacher could assign where students sit and who they work with.
2. The teacher could decide not to teach anything new if many students will be absent. The teacher could plan flexible activities.
3. The teacher could plan an alternative way to present the information from the video, such as with a reading or a lecture.
4. The teacher could plan to continue the activity and skip or postpone the next stage of the lesson.
5. The teacher could have extra materials prepared in case new students join.
6. The teacher could plan to review important prior knowledge that the students may not all have.
7. The teacher could plan to let students with poor internet connection record themselves speaking using the prompt from the lesson and send their recording as an audio file to the teacher for feedback.

1.2 Factors in Planning

A Answers:

1. Example A is a course plan and Example B is a lesson plan.
2. The lesson plan occurs in Unit 2, likely in Week 4.

Possible Answers:

3. both include information about time/duration, topics being taught and resources used.
4. The lesson plan contains learning objectives whereas the course plan outlines skills students will gain. The course plan includes assessments and includes a short description of the course. The lesson plan lists activities.

B Possible answers:

For Course Planning	For Lesson Planning
<ul style="list-style-type: none"> • Whether there is already a timetable. • The reasons that the students are taking the course. • The level of students. • What assessments are required. • The resources available. • Stakeholder expectations. 	<ul style="list-style-type: none"> • The curriculum. • Student preferences and proficiency. • Teacher preferences and skills. • Possible assessments. • The resources and materials available.

C Answers:

- | | |
|-----------|-----------|
| 1. J | 7. A |
| 2. E | 8. K |
| 3. I | 9. A or D |
| 4. L | 10. F |
| 5. C or H | 11. C |
| 6. B | 12. G |

D Possible answers:

1. You shouldn't expect young children to sit still for so long. Give them some opportunities to move out of their seats during the lesson. Try to include a variety of activities that allow younger children to work in different groups and do different things.
2. Try to identify what topics the students are interested in, and then see if you can adapt the coursebook to include some of these topics. Look at the activities in the coursebook and consider how you can change them to be more interesting.
3. You don't need to finish the lesson plan. It is not good to finish a lesson but leave some or all of your students behind. If students don't understand something by the end of the lesson, it is likely that the learning objectives have not been achieved. You may need to reduce the amount of activities in your lesson plan to ensure that students have enough time to understand what they are learning.
4. The best way to check if students understand something is to do activities. This gives you the opportunity to observe them applying what they have been learning. Don't wait for a test to assess your students. Instead, use activities during class – you can observe how they perform on an activity to check how well they understand what you are teaching.

5. In any class, there is always a range of abilities. You shouldn't expect all students to learn and work at the same speed. Have some extra tasks prepared to give to students who finish early, so you can keep them busy. Don't worry too much if some students don't do as much as the others. What is important is that each student works to the best of their ability.
6. You should probably review the topic because it is important. Find out what part of the topic was particularly difficult and spend time reviewing that. Try explaining it again, but in a different way than before. You can also do different activities related to the topic for additional practice.
7. You might not be able to move the furniture, but you can move the students. Think about ways you could move the students inside the classroom, or maybe consider taking them outside to work. Be creative about grouping.
8. Do a needs assessment to find out what the students are interested in. Find out what topics the students would most like to learn and then organise these topics in a logical sequence, such as by starting with the easier topics. Develop a course plan that you can use during the entire course.

E Answers:

- | | |
|------------|-------------|
| 1. a | 7. c, d, g |
| 2. a, e | 8. a, b |
| 3. c, g | 9. e, f |
| 4. e, f | 10. a, b |
| 5. c, d, g | 11. c, d, f |
| 6. c, d, g | 12. e, f |

1.3 Components of Plans

A Possible answers:

	Course Plan	Lesson Plan
1. Background information	Not Essential	Not Essential
2. Length of course	Essential	Essential
3. Title, grade/level	Essential	Essential
4. Learning Objectives	Essential	Essential
5. Assessment methods	Essential	Not Essential
6. Activities	Not Essential	Essential
7. Student grouping	Not Essential	Essential
8. Timing/schedule	Essential	Essential
9. Teacher's notes	Not Essential	Essential
10. Resources needed	Essential	Essential

B Possible answers:

- Lesson Plan A** includes descriptions of the activities and the notes about the purpose of each activity. These can be used as teacher notes.
Lesson Plan B includes the topic of the lesson, the stages and timing, learning objectives, the resources/materials needed, notes on student grouping, the number of students, and descriptions of the lesson topic and activities (which can be used as notes for the teacher).
- Lesson Plan A** is missing information about the topic and learning objectives of the lesson, how students will be grouped, and the resources/materials that are needed.
In **Lesson Plan B**, it may be unnecessary to include information about the students, the length of the lesson and the course fit (although some teachers might include this information if they find it useful).

C Answer:

No, this course plan is missing learning objectives.

2 Learning Objectives

2.1 Writing Learning Objectives

A Possible answers:

From beginning to end: d, a, c, e, b, g, i, h, f

B Answers:

- List 2
 - List 1
 - List 3
 - List 3
- List 3

C Answers:

- iii
 - i
 - ii
- ii
 - iii
 - i

D Answers:

- It is not a learning objective because it is about the teacher's actions.
 - It is not a learning objective because it is about the teacher's actions.
 - It is not a learning objective because it does not say what the students are going to learn.
 - It is not a learning objective (for students) because it is about the teacher's professional development.
- a, c, e, h

Possible answers:

- It could be rewritten as, "Students will be able to measure inflation, explain its effects and compare Myanmar's current situation and Yugoslavia in 1993."
 - It could be rewritten as, "Students will label the chemical symbols for different elements."
 - It could be rewritten as, "Students will analyse and form sentences using the present perfect tense."

E Answers:

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. d | 7. i | 10. k | 13. o |
| 2. e | 5. g | 8. c | 11. n | 14. l |
| 3. h | 6. a | 9. f | 12. m | 15. j |

F Possible answer:

"Students will be able to identify animals and place them into one of five classifications: (mammals, reptiles, amphibians, birds and insects)."

G Answers:

- | | |
|------|------|
| 1. a | 5. b |
| 2. b | 6. a |
| 3. a | 7. a |
| 4. b | |

I Answers:

1.
 - A. English
 - B. English
 - C. history
 - D. community development
 - E. community development
 - F. maths
 - G. English
 - H. maths
 - I. maths
 - J. history
 - K. community development
 - L. history
2.
 - A. lesson objective
 - B. course objective
 - C. course objective
 - D. lesson objective
 - E. lesson objective
 - F. course objective
 - G. lesson objective
 - H. lesson objective
 - I. lesson objective
 - J. lesson objective
 - K. course objective
 - L. lesson objective

2.2 Lower- and Higher-Order Thinking

A Possible answers:

1.
 - a. Students have to calculate how much rice they will need.
 - b. Students have to evaluate a type of house.
 - c. Students have to answer a comprehension question.
 - d. Students have to perform a play.
 - e. Students have to recite the times table.
 - f. Students have to compare different places to live.

B Answers:

- | | |
|------|------|
| 1. f | 4. c |
| 2. d | 5. e |
| 3. b | 6. a |

C Answers:

- a. Applying
- b. Evaluating
- c. Understanding
- d. Creating
- e. Remembering
- f. Analysing

D Possible answers:

1.
 - a. Applying
 - b. Analysing
 - c. Remembering
 - d. Creating
 - e. Understanding
 - f. Evaluating
2.
 - i. List E (understanding)
 - ii. List B (analysing)
 - iii. List C (remembering)
 - iv. List A (applying)
 - v. List F (evaluating)
 - vi. List D (creating)
4. b

E Answers:

1. Understanding
2. Evaluating
3. Analysing
4. Remembering
5. Creating
6. Applying

F Answers:

1. Remembering
2. Applying
3. Understanding
4. Evaluating
5. Analysing
6. Creating

G Possible answers:

Remembering – What percentage of Dry Zone households face food insecurity?

Understanding – What effect do the Chin Hills have on the Dry Zone?

Applying – Does your community face any issues similar to the Dry Zone?

Analysing – How does the rain shadow prevent rain from reaching the Dry Zone?

Evaluating – Of the solutions suggested, which would be the easiest to implement?

Creating – What improvements could you make to the soil so it could be more fertile with less water?

I Possible answers:

2. You can plan courses and lessons that move through the levels of Bloom’s taxonomy and that engage with different levels of thinking at different times.
3. You can identify the levels of thinking you would like students to do, write learning objectives that relate to these levels, and select activities and assignments that use these levels. You can use actions related to the levels Bloom’s taxonomy to help you write learning objectives that engage with different levels of thinking.

2.3 Educational Goals

A Answers:

1. b
2. c
3. a

B Possible answers:

1. The content that is taught and the activities that are done contribute to learners gaining knowledge and developing skills and values.
2. Learners can gain study, social and work skills.

C Possible answers:

Subject Knowledge	Study Skills	Work Skills	Social Skills
3, 6, 13	2, 4, 7, 8, 11, 14, 15	1, 4, 5, 7, 8, 9, 10, 12, 15	8, 9, 14

D Possible answers:

1.
 - a. – Find information in books.
 - Develop research questions.

- b. – Write survey questions.
- Determine the format of questions.
- Evaluate which survey questions are the most appropriate.
- Identify the audience for the survey.
- c. – Discuss and allocate group roles.
- Interview survey participants.
- Take notes.
- d. – Combine information from different people.
- Analyse information.
- Compare findings.
- Summarise findings.
- e. – Prepare the format of the report.
- Determine what vocabulary to use in the report.
- Draft, revise and edit the report.
- Create charts, graphs and visuals.
- f. – Write notes for what should be said during the presentation.
- Create visuals and/or a slideshow.
- Practise delivering the presentation.
- Use public speaking skills.

2.

- a. Study skills
- b. Social skills, Work skills
- c. Social skills, Work skills
- d. Study skills, Social skills, Work skills
- e. Study skills, Work skills
- f. Study skills, Work skills

3 Lesson Planning

3.1 The Five-stage Lesson Plan

C Answers:

Lesson Stages	Purpose	Activities
Introduction	2	c, e
Presentation	4	d, f
Controlled Practice	1	a, i
Free Practice	5	g, j
Review	3	b, h

D Answers:

		Lesson Plan A	Lesson Plan B
1.	Subject:	Politics	English
	Introduction:	h	i
	Presentation:	a	g
	Controlled Practice:	i	d
	Free Practice:	b	c
	Review	e	f
2.	Topic	Electoral systems	Questions about the past

E Possible Answers:**Lesson Plan A:**

- "Students will be able to compare and contrast the UK and Myanmar election systems."
- "Students will be able to judge two election systems and present their opinions."
- "Students will be able to explain the differences between two election systems."

Lesson Plan B:

- "Students will be able to ask and answer questions using the past simple."
- "Students will be able to complete sentences using the past simple."
- "Students will be able to write questions about the past simple. "

F Possible answers:

2. The five stages help organise a lesson in a logical sequence, and students are often gradually given more responsibility for more challenging work.
3. Yes, this module often includes an Introduction (called a "Preview"), a Presentation, Controlled Practice (called "Exercises"), Free Practice (called "Activities") and Review (called "Discussions" and "Reflection")

3.2 Introduction and Presentation**A Possible answers:**

The beginning of a lesson "catches" the students' interest, like how a hook catches a fish. A lesson typically involves the teacher presenting information to the students, like being at a theater or cinema.

B Answers:

- | | |
|-----------------|------------------|
| 1. Presentation | 6. Presentation |
| 2. Introduction | 7. Introduction |
| 3. Introduction | 8. Presentation |
| 4. Presentation | 9. Introduction |
| 5. Introduction | 10. Presentation |

C Possible answers:**Introduction:**

- Show students a map and let them brainstorm features that can be found on a map.
- Ask students if they ever use maps, what they use them for and what they find difficult about using maps.

Presentation:

- Students look at a map and identify places and features they brainstormed in the introduction.
- Identify the symbols used to illustrate different things on a map.

D Possible answers:

1. **Introduction** – Draw a butterfly on the board, slowly. As you draw, students guess what you are drawing.

Presentation – Give students a picture of the life cycle of the butterfly (egg, caterpillar, cocoon, butterfly) and students point to each stage in the life cycle.

2. **Introduction** – Introduction – Students all bring a piece of advertising to class (a photo, magazine clipped or from the internet).

Presentation – Students read an article on the history of advertising.

3. **Introduction** – Ask students what books they have read this month.

Presentation – Show students a book review of your favourite book.

4. **Introduction** – Explain to students they are going to watch a documentary. Write key words and phrases on the board: "global warming", "sea levels rising", "species extinction", "extreme weather patterns". Students predict what information will be in the documentary.

Presentation – Students watch a documentary about climate change.

5. **Introduction** – Students all stand up. Tell them to point to different parts of their bodies, e.g.: "Touch your stomach" "Point to your lungs".

Presentation – In groups, students each get one part of a human body. Groups assemble their body, and the first group to correctly complete the task is the winner.

F Possible answers:

6. Introduction activities can get students to start thinking about the lesson topic, which activates their prior knowledge.

3.3 Controlled to Free Practice

A Possible answers:

1. Controlled practice allows for fewer opportunities for students to make mistakes than in free practice. Free practice might be more focused on opinions whereas controlled practice is more focused on facts.

2.

A. Controlled practice could be answering comprehension questions or filling in the gaps in a text with missing words. Free practice could be writing an essay or writing interview questions.

B. Controlled practice could be asking and answering questions about a particular language point or asking yes/no questions about factual information. Free practice could be asking open-ended questions to get more information or opinions.

B Answers:

1. a (controlled)
2. b (controlled)
3. b (free)
4. a (controlled)
5. b (free)

C Answers:

- | | |
|------------|------------|
| 1. earlier | 6. later |
| 2. later | 7. later |
| 3. later | 8. earlier |
| 4. earlier | 9. earlier |
| 5. earlier | 10. later |

D Answers:

Controlled: A, C, D, F
Free: B, E

E Answers:

1. **Answers:**

- | | |
|-----------|------------|
| i. C, F | vi. E, I |
| ii. G, J | vii. O, S |
| iii. R, T | viii. H, M |
| iv. B, P | ix. D, N |
| v. A, K | x. L, Q |

2. **Possible answers:**

Science Class

- Students will be able to explain the uses of parts of a plant.
- Students will be able to differentiate parts of different plants.
- Students will be able to describe how the parts of a plant work.

History Class

- Students will be able to judge the importance of historical events.
- Students will be able to support their opinions about historical events using primary and secondary sources.
- Students will be able to identify relationships between historical events.

Language Class

- Students will be able to ask and answer about their future plans.
- Students will be able to identify correct sentence structure to describe future plans.

Economics Class

- Students will be able to identify economic relationships in their lives.
- Students will be able to apply the information from a text on economics to the world around them.
- Students will be able to predict possible future events using basic economic theories.

Academic Preparation Class

- Students will be able to give a short presentation.
- Students will be able to judge the effectiveness of a presentation.
- Students will be able to identify the stages and strategies of presentations.

F Possible answers:

1. **Controlled:** Students correctly label the pictures of the life cycle of the butterfly.

Free: In groups, students create and perform a dance about the life cycle of the butterfly.

2. **Controlled:** Students match the advertisement with the psychological technique it is using to make you want to buy the product.

Free: The class is given a product, and designs an advertising campaign to sell it.

3. **Controlled:** In groups, students are given three book reviews, cut into sections and mixed up. Groups classify these into each review and put them in order.

Free: Students write their own book review.

4. **Controlled:** Students answer true/false questions about climate change.

Free: In groups, students list possible solutions to the effects of climate change and rank them in order from easy to implement to difficult to implement.

5. **Controlled:** Students label the organs in a chart of the body.

Free: In groups, students write quiz questions about the organs for other groups to answer.

H Possible Answers:

1. Review the content from the presentation stage and give the students additional controlled practice.
2. Assign the free practice for homework or do the free practice during the next class.
3. If students demonstrate strong understanding of what they are learning then it might be appropriate to skip controlled practice.

3.4 Review and Homework

B Answers:

1. Research
2. Preparation
3. Application
4. Review

C Possible answers:

1. The teacher could review the formula for calculating percentages, such as "fill in the missing words: $v_ \times n_ = ?$ "

The teacher could ask all students to write an example of how to calculate percentages without looking at their notes.

2. The teacher could ask students to calculate a percentage, such as the percentage of females in their extended family, or the percentage people wearing traditional clothes on that day in their local teashop.

D Possible answers:

1.
 - a. research
 - b. review
 - c. preparation
 - d. application
2.
 - a. Not interesting or relevant for the students (unless they live in Brazil).
 - b. Probably not achievable because it asks the students to do too much.

E Possible Answers:

1. Find a caterpillar or butterfly and observe it. Write down its behaviour. Draw a picture of it.
2. Count all the examples of advertising you see on your way home from class.
3. Read a book (or part of a book) of your choice.
4. Look around your home and assess how climate change might affect it.
5. Colour a labelled picture of the human body using different colours for each organ.

G Answers:

- | | |
|------|-------|
| 1. j | 8. k |
| 2. e | 9. a |
| 3. h | 10. i |
| 4. b | 11. d |
| 5. f | 12. m |
| 6. l | 13. c |
| 7. n | 14. g |

H Possible Answers:

Introduction

- Make the introduction interesting for the students.
- Can play quick games or competitions to warm students up.
- Introductions can be short but should not be skipped.

Presentation

- Good to ask students questions during the presentation.
- Visuals can be very useful.
- Useful to connect new information to students' prior knowledge.

Controlled Practice

- Should relate to the information from the presentation.
- Teacher should have more control earlier in the lesson.
- Typically uses lower-order thinking skills.

Free Practice

- Activities should connect to the learning objectives.
- Can use individual or group activities.
- May need to give students more time to complete activities.

Review

- Can be quick and check main points of the lesson.
- Main points that students are weak on can be reviewed in the next lesson.
- Good opportunity for students to ask questions about things they are unsure about.

4 Course Planning

4.1 Creating a Course Plan

B Answers:

1. False, they include an overview of the course, not of each lesson.
2. True
3. False, they should only include the main learning objectives for the entire course.
4. True

C Answers:

- | | |
|----------------|------------------|
| 1. online | 6. marking |
| 2. teacher | 7. discussion |
| 3. responsible | 8. participation |
| 4. objectives | 9. certificate |
| 5. topics | 10. policies |

D Possible answers:

1. Theme 0 goes over important skills that students will need to use the coursebook effectively.
2. The content in themes 1–5 look at themes and topics throughout Myanmar history whereas themes 6–9 cover specific periods of history in Myanmar.
3. It would only be appropriate to remove Theme 0 if the students already have the skills that are covered in this section and Theme 0 should be taught before the other sections because it includes essential

background skills.

4. Since themes 1–5 cover broader topics throughout history, it is probably okay to change the order they are taught.
5. Since themes 6–9 cover content chronologically, it would not be appropriate to change their order.
6. It would be inappropriate to teach themes 6–9 before themes 1–5 because themes 1–5 cover background information that is useful for themes 6–9.
7. Theme 10 looks more broadly at Myanmar and the world whereas earlier themes focus more on Myanmar alone and it is probably best to teach it after studying Myanmar history in-depth.

F Possible answers:

1. Course plans can give students essential information about a course (topics, objectives and goals, assessments, etc.) at the start of the course. Course plans can also help teachers plan a detailed overview of how the course will progress.
2. Some of the information may come from the educational institution, some may come from a coursebook (if used), and some may come from the teachers.

4.2 Scheduling and Timetabling

B Answers:

1. False, teachers should not develop all of these plans, only the ones that are the most useful and relevant.
2. True
3. True
4. True

C Answers:

1. Course Title
2. Month
3. Date
4. Topics Covered
5. Objectives
6. Assignments

D Possible answers:

1. It might take 15 classes to teach if each lesson, review, project and poem takes one class to teach.
2. It is probably best to keep the same order because the coursebook likely has organised the sequence of lessons in a logical way.

- It is probably best to keep the title of the lesson in the timetable; you could write the unit content (listening and speaking, reading, vocabulary, grammar and syntax, writing and functional language) in the course plan.
- You could talk to the students and find out what lessons they are most interested in; you could look at the lessons yourself and evaluate which ones would be the most useful for students; you could look at the course assessments and determine if any lessons are less important than the others; you could ask the administrators or principals to make the decision or tell you if any lessons could be optional.

F Possible answer:

You could make a simplified version of the course plan and/or schedule.

5 Activities and Resources

5.1 Teaching and Learning Resources

B Answers:

Stationery	Realia	ICT	Recycled
2, 9, 15, 16, 21, 24	4, 6, 8, 10, 14, 17, 18, 20, 22	5, 11, 13	1, 3, 7, 12, 19, 23

C Possible answers:

English

- primary or middle school
- "Students will be able to identify 20 English names for animals."
- Draw basic animal pictures, cut them from magazines or print them from the internet.
- Make cards with the word for the animal on them. Students match the picture and the word.

Gender

- adults or post-secondary
- "Students will analyse how men and women are shown in the media."
- shops, internet, around people's houses, libraries.
- Students search for pictures of men or women doing non-traditional roles.

Maths

- Any level from middle school to university, or adult numeracy classes.
- "Students will calculate the probability of each total coming up when they throw two dice."

- Students make them in class.
- Students design another probability experiment using three, four or more dice.

D Possible answers:

- flowers
- language
- continents
- List the main sections of the constitution.
- Identify the sounds these letters make.

E Possible answers:

- Examples of different kinds of waste, e.g.: a plastic bag, a can, a bottle, some old food, some industrial waste.
 - flashcards of these terms, dictionaries
 - Things you can use as currency, e.g.: small coins, blocks, pieces of paper. Things you can use as goods, e.g.: sweets, fruit, biscuits.
 - Cardboard, rulers, scissors and tape, so students can make examples of these in class.
 - Examples of synthetic fibres.

5.2 Using a Variety of Activities

B Answers:

- | | |
|-----------|-----------|
| 1. stir | 7. settle |
| 2. stir | 8. settle |
| 3. settle | 9. stir |
| 4. settle | 10. stir |
| 5. settle | 11. stir |
| 6. stir | |

C Possible answers:

- Discuss the environment around their school and how they can improve it (settle).
Pick up rubbish from outside the classroom, bring it in and decide how each thing should be disposed of (stir).
Design a waste management flowchart for the classroom and allocate tasks for each student to make sure that it is followed (settle).
Review the effectiveness of the waste management flowchart every week (settle).
- Brainstorm examples of poor service in restaurants (settle).
In groups, roleplay a scenario of bad service in a restaurant (stir).
Look at examples of language for complaining (settle).
Write letters of complaint (settle).

3. Practise slamming balls over a volleyball net (stir).

Listen to a lecture on teamwork skills and the positioning of players on a volleyball court (settle).

Go back to the volleyball court and practise the skills that they have been taught (stir).

D Possible answers:

1. **Competitive Activities:**

Advantages:

- They can be very memorable and energising.
- They help students identify their strengths and weaknesses

Disadvantages:

- Not all students may succeed during the activity.
- Competition might not be balanced if stronger students answer all questions and dominate.

Cooperative Activities:

Advantages:

- Students can learn from each other, such as stronger students offering support to their classmates.
- It can lead to new interactions and students can work with classmates they don't typically interact with.

Disadvantages:

- Some students may not try as hard and rely on their partners.
- If students don't get along, it will negatively affect the classroom culture.

2. **a.**

- Give positive feedback to students who do not win competitive activities.
- Give additional chances to students who struggle to succeed in competitive activities.
- Mix the students so that you have stronger students compete with each other.

b.

- Monitor students while they cooperate so you can provide individual feedback on performance.
- Give students different roles and responsibilities during cooperative activities.
- Create groups for cooperative activities in which students get along.

E Possible answer

1. First think about how each activity connects to the topic and learning objectives of the lesson. You can then consider if there is a sufficient variety of activities during the lesson so that students can get different learning experiences.

5.3 Using a Coursebook

B Answers:

1. c, ii, B
2. a, iv, C
3. d, i, A
4. b, iii, D

C Answers:

1. Section 1.5.2 and the exercises.
2. The preview questions.
3. The discussion questions.
4. The video, the debate activity, the review and the homework task.

Picture Acknowledgements.

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THE NEW TEACHER

MODULE 2: PLANNING

The New Teacher is a series of short training courses for Myanmar teachers. Each module looks at a different aspect of teaching and learning, and takes trainees step-by-step through the teaching cycle.

Module 2 looks at the basics of course and lesson planning. It engages with learning objectives and educational goals that can guide planning, including through the use of Bloom's taxonomy. It also explores the five-stage lesson plan, timetabling, teaching and learning resources, activities for different stages of a lesson and how to use a coursebook, with the aim of empowering teachers to craft appropriate, high-quality courses and lessons.

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- Reflections and summaries to reinforce main concepts;
- Full Myanmar glossary of important technical terms;
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Our Vision: All peoples of Myanmar can access quality, inclusive education.

Our Mission: To promote social justice through context-appropriate education materials and services for the adult education sector.



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