



Erasmus+ strategic partnership
Walking our Way through History
2020-1-SE01-KA201-077955

Co-funded by the
Erasmus+ Programme
of the European Union



“Failing to plan is planning to fail”

LESSON PLAN TEMPLATE

What’s behind the lessons?

An explanation on how the WOW-HI team have created lesson plans to succeed

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Lesson Plan Template (LPT)

Co-funded by the
Erasmus+ Programme
of the European Union



The importance of a lesson plan template becomes essential in a transnational project with the main aim to **make an impact within the classrooms** of the four countries involved. In fact, discussing on **how to organise it and the parts that should be considered** is key in order to start “travelling” **from our starting point to our final achievement, by means of a pedagogical intervention. Let’s explain all the sections considered:**

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

A circular logo with 'W.O.W.' at the top and 'Hi' in the center. The background is a map of Europe with various national flags overlaid.

LPT: Title and subject

As in every trip, we need to know the departing point and the final destination, where we are and where we would like to be

TITLE

- Every learning situation or didactic unit must be focused on the development of a process to achieve a FINAL PRODUCT
- The title will always hint both the PROCESS and FINAL PRODUCT, which are of utmost importance when planning a lesson / unit

SUBJECT / Cognitive Areas

- Interdisciplinarity, crossing boundaries and creating synergy between areas of knowledge must be promoted.
- Joint projects require coordination, collaboration and clear awareness of what and how to do it.



LPT: Target Group

Co-funded by the
Erasmus+ Programme
of the European Union



A narrowing-down structure is required to accurately determine our context



Town, city, neighbourhood, school...

Town / Area

Some ideas: location, name, type of school, socioeconomic level of families and neighbourhood (and why), main activity of the area, parents' involvement, type of jobs, employment, number & type of groups, number of students, atmosphere, inclusion, integration, migration, class decoration that facilitates learning (scaffolding frames, homework board, coloured bins for recycling, etc), number of teachers, Bilingual Programme, Departments involved...

School

Some ideas: year, dynamizing factors, multiculturalism, Heterogeneous group, mixed abilities and CEFR level of students, Parents' Association, external examinations, mixed abilities, resitters and with pending subjects, connections with previous school in case of year 1...

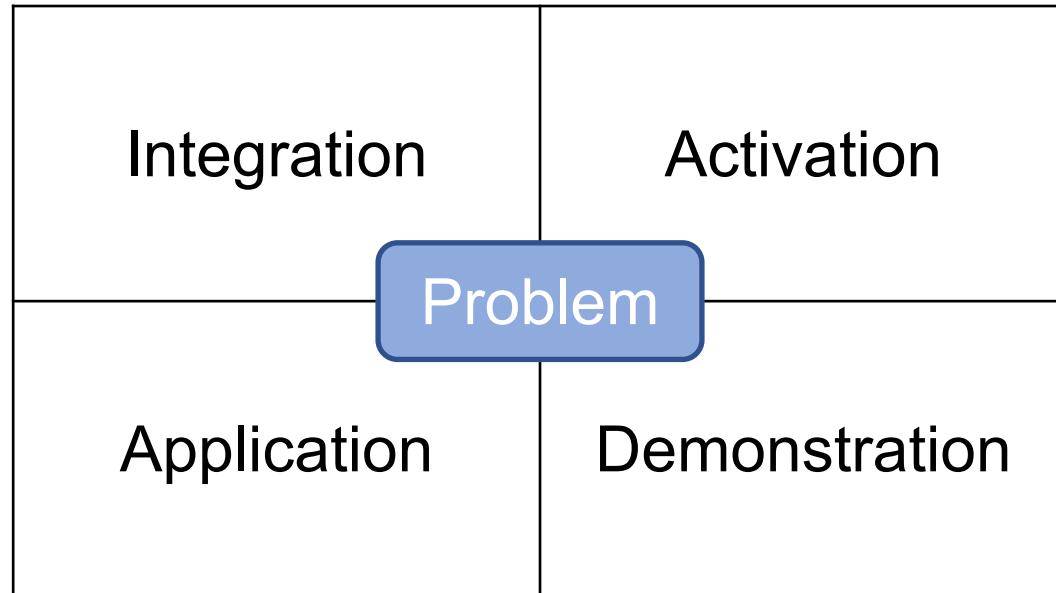


LPT: Target Group, its importance

Co-funded by the
Erasmus+ Programme
of the European Union



STUDENT KNOWLEDGE AND PERCEPTIONS



[Merrill, 2007](#)

Question:

“Teacher, when will I ever use this?”

Reflection:

Meaningful learning is connected to previous knowledge.

Activate schemata to build upon!

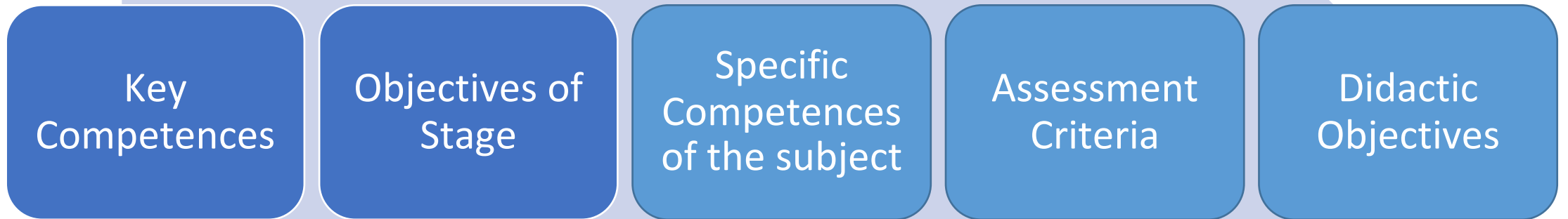


LPT: Curriculum compatibility

Co-funded by the
Erasmus+ Programme
of the European Union



The curricular elements involved in a lesson / unit are central; they work as the structure to maintain the teaching-learning process, based on the legal references for each of our countries. After comparing all of them, we determined that we all have a similar structure in common (National Act for Education in Spain, 3/2020, LOMLOE).



"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



LPT: Classroom organization and infrastructure; software

Co-funded by the
Erasmus+ Programme
of the European Union



The elements at the students and teachers' disposal to carry out the lessons must be carefully considered when designing lessons. Making the most of them is also necessary:

ICT devices

Internet connection

Grouping patterns

Length and number of
sessions

Space

APPs and tools

Sequence of exercises,
activities and tasks

Printed materials

WOW-HI APP

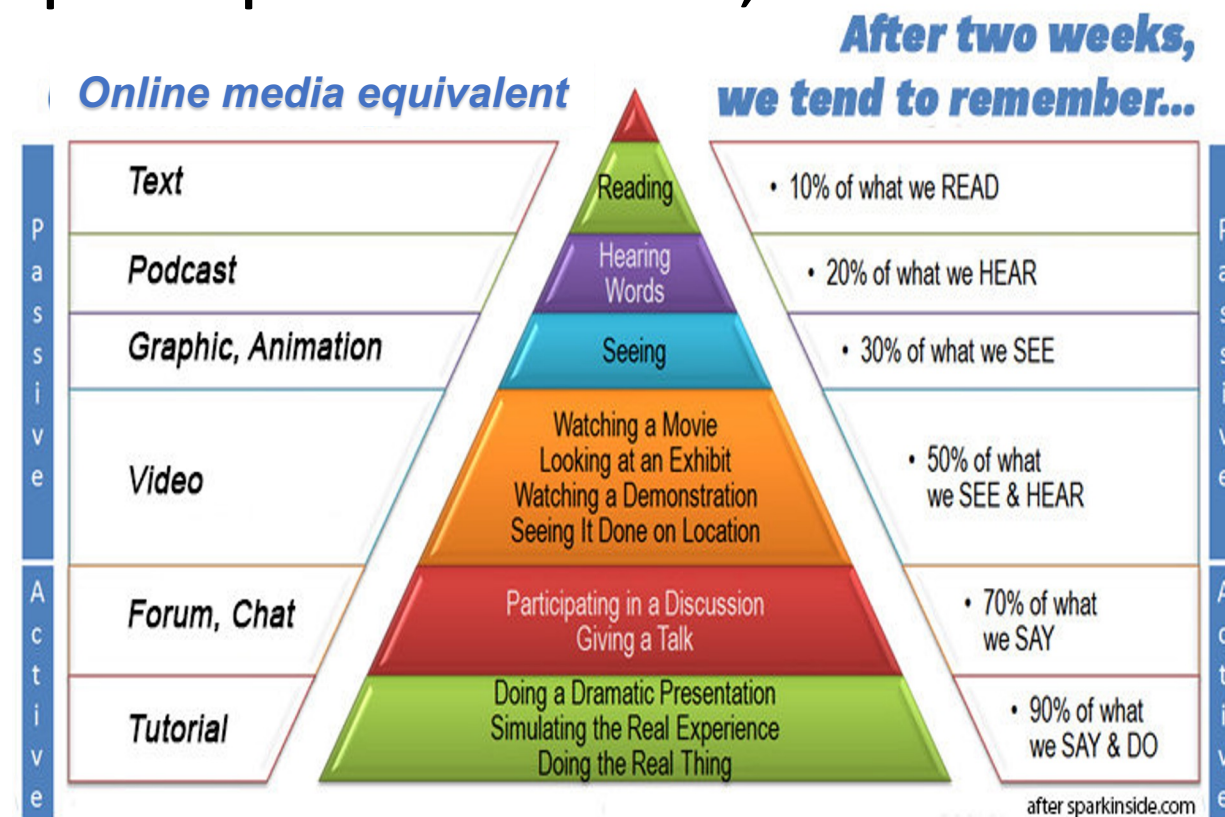
"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



LPT: Methodology

For us, the methodology used is the most important point in our sessions, as

- it **permeates** the rest of the elements
- it answers the question **HOW**
- it permits you to **make the mistakes** you need to be successful
- it initiates curiosity, culture, fun, a variety of grouping patterns, meaningful learning, active discovery, reflection and sharing on social-networking sites
- Challenging tasks, Theory i+1 ([Krashen](#))
- Multilingual classroom – ([Krashen](#))
- Time
- Scaffolding – ([Vygotskij](#)) ([explanation](#))





LPT: Methodology

Write the steps of the
class

Include a variety of tasks /
activities

A good lesson...

Analyse a lesson plan
(change meanwhile)

Think about lesson
objectives



LPT: Methodology



Co-funded by the
Erasmus+ Programme
of the European Union



- Considerations when planning:

Grouping patterns, mixed abilities, content, product, cooperative roles, peer assessment, videos, learning outcome, role-plays, likes/dislikes, fun, vocabulary in context, reinforcement/extension, activate schemata, mobile gadgets, skills, student-centred...

- A good lesson is like a good story:

- 1) beginning, middle, end
- 2) Theme, plot, rhythm, flow

Think Pair Share



A routine for ACTIVE reasoning and explanation

PURPOSE: TO ENCOURAGE STUDENTS TO THINK ABOUT SOMETHING, AND THEN ARTICULATE THEIR THOUGHTS. IT PROMOTES UNDERSTANDING THROUGH ACTIVE REASONING AND EXPLANATION. BECAUSE STUDENTS ARE LISTENING TO AND SHARING IDEAS, TPS ENCOURAGES STUDENTS TO UNDERSTAND MULTIPLE PERSPECTIVES.

MAKING THINKING VISIBLE



LPT: Methodology

Co-funded by the
Erasmus+ Programme
of the European Union



Higher Order Thinking Skills

VI. Evaluation

V. Synthesis. Putting parts together to form a new and integrated whole

IV. Analysis. Breaking down a whole into component parts

III. Application. Using abstractions in concrete situations

II. Comprehension. Explaining the meaning of information.

I. Knowledge. Remembering information

Lower Order Thinking Skills

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

LPT: Attention to diversity

Co-funded by the
Erasmus+ Programme
of the European Union



Democracy

Solidarity

Opportunities

Teaching/Lesson
scaffolding

Reinforcement
Programmes

Extension
Programmes

Differentiation and
multi-level tasks

General measures

Specific Measures

Students have mixed abilities. The teacher's attention to diversity reflects our society within the classroom. No-one can be left behind.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."