

**Planning for
Engagement and Success**

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Units of Work
&
Lessons

**Questions for
Reflection and Discussion**

- What do you usually do when you sit down to plan a Unit of Work?
- How do you choose resources and activities?
- What is your thought process when you design a new unit of work for a theme / topic?
- How do you measure the effectiveness of your Unit of Work?

Units of Work

K

U

D

Units of Work

Knowledge

Understandings

Do – Able to DO (Skills)

Begin with SKILL

Knowledge
+
Understandings
=
Skills

Able to DO

- What do you want students to be able to demonstrate as a skill at the end of the unit?
- What are they working towards?
- Can you give it a real-life scenario, specific text-type, clear purpose?
- How will you assess that they are competent in the skill?

Knowledge

Linguistic

Cultural

Understandings

Linguistic

Cultural

Lesson Planning

- What are the key aspects of every lesson for you?
- Do you have a template that you use?
- What are your strengths when it comes to planning lessons?
- What are your weaknesses?
- When do you find time to plan lessons?

e5

Think about the teaching & learning process. What are five words beginning with the letter 'e' that you can think of?

E
E
E
E
E

e5

Engage

Explore

Explain

Elaborate / Extend

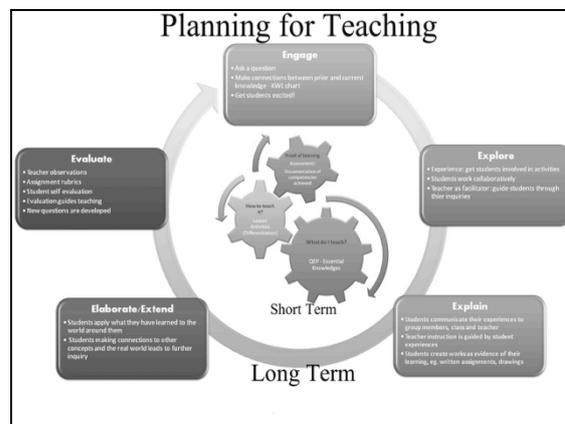
Evaluate

e5

In each envelope you will find information about each of the 'e' words

Each of these 'e' words is a stage in a lesson

Try to put them into order



Planning a Lesson

Plan one lesson following the e5 model:

Engage – grab students' interest

Explore – offer opportunities for them to think, discover, figure things out

Explain – build on what they know and provide guidance to understanding

Elaborate / Extend – provide practice and consolidation through hands-on application

Evaluate – encourage self-reflection; focus on improvement and future directions

Planning a Lesson

- What do you think are your strengths when it comes to lesson planning?
- Where do you think you could improve?
- What might be your next steps towards enhancing your planning?

e5

Break down the previous activity on e5.

What were each of the stages?

- Engage: what are some activities that might be used to 'hook' students in, grab their interest, trigger the following focus?
- Explore: what types of activities could be used to Explore? What is the teacher's role during this phase?
- Explain: who explains? How long might this take? Why is it necessary?
- Elaborate: why is this important? What tasks might students do in this phase?
- Evaluate: why is this crucial? What format might this take?

Planning for Successful Learning

Units of Work

- Should provide students with a 'real-life' purpose
- Should not focus on knowledge recall
- Build on knowledge by developing understandings
- Assess what students are able to DO with that knowledge and those understandings (skill-focused)
- Not planned using favourite resources or activities

Planning for Successful Learning

Lessons

- Hook students in (engage)
- Be student-centred: provide opportunities for discovery (explore)
- Use teacher guidance where necessary and appropriate (explain)
- Allow for student demonstration of new skill and opportunities for practice (elaborate)
- Encourage reflection and self-awareness, including goal-setting (evaluate)