



**STAMFORD COLLEGE**  
**Certificate In Teaching**  
**Course (CITC)**

Stamfordonline  
EDUCATION BEYOND BORDERS

**Module 4: PLANNING FOR**  
**TEACHING**



# **M4: PLANNING FOR TEACHING**

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**At the end of this module, students should be able to:**

- 1. identify the issues in instructional planning;**
- 2. write clear learning/behavioural objectives;**
- 3. identify the teaching strategy/strategies & activities for a 20-minute mock lecture;**
- 4. prepare a sample lesson plan for implementation.**

# MODULE OUTLINE

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- ∩ **What is 'Planning'?**
- ∩ **Reasons for Planning**
- ∩ **Aims, goals & objectives**
- ∩ **Taxonomy & Behavioural Objectives**
- ∩ **Preparing Unit & Lesson Plan**
- ∩ **Course Planner**

## GOAL OF THIS MODULE

**PARTICIPANTS WILL BE  
ABLE TO PLAN LESSONS  
USING THE BEHAVIOURAL  
OBJECTIVES & DESCRIBE  
WHAT A COURSE PLANNER  
IS**

# OBJECTIVES OF THIS MODULE

- Participants will be able:
  - to define what planning is
  - to describe the rationale for planning
  - to identify goals of their lessons
  - to identify objectives of their lessons
  - to understand the relevance of Bloom's Taxonomy and the Behavioural Objectives In Planning For Teaching
  - to develop a lesson plan

## • I - What planning is

• (*Management* → *Planning* + *Organizing* + *Leading* + *Controlling*)

- First activity in Management
- Precursor to Organizing, Leading and Controlling activities
- Not a single process, but continuous and ongoing
- Adjusted with the demands of time, circumstances and environment
- Strategizing - goal setting or objectives, resources
- Prioritizing (important)

## II - Reasons for planning

- **To achieve individual's goals**
- **Provide the footpath /the road map of our journey**
- **To help us in our decision making process**
- **For effective teaching for learning to occur**
- **Create a well-organized & purposeful classroom atmosphere**
- **Build confidence for teacher and students**
- **Coherence in sequence and subject matter**
- **Possible introduction of educational technology**
- **Students' specialties and peculiarities can be taken into account**
- **Provide room for Evaluation/Assessment**
- **Performance measures**

## \* III - Aims, Goals and Objectives

\* *Aim or Goal = General statement of intent*



## Objectives

1. **derived from goals**
2. **specific**
3. **measurable (can be assessed by teacher)**
4. **stated in behavioural/performance terms**
5. **actual behaviours teachers intend to cause students to display/do** →

## Writing Behavioural Objectives

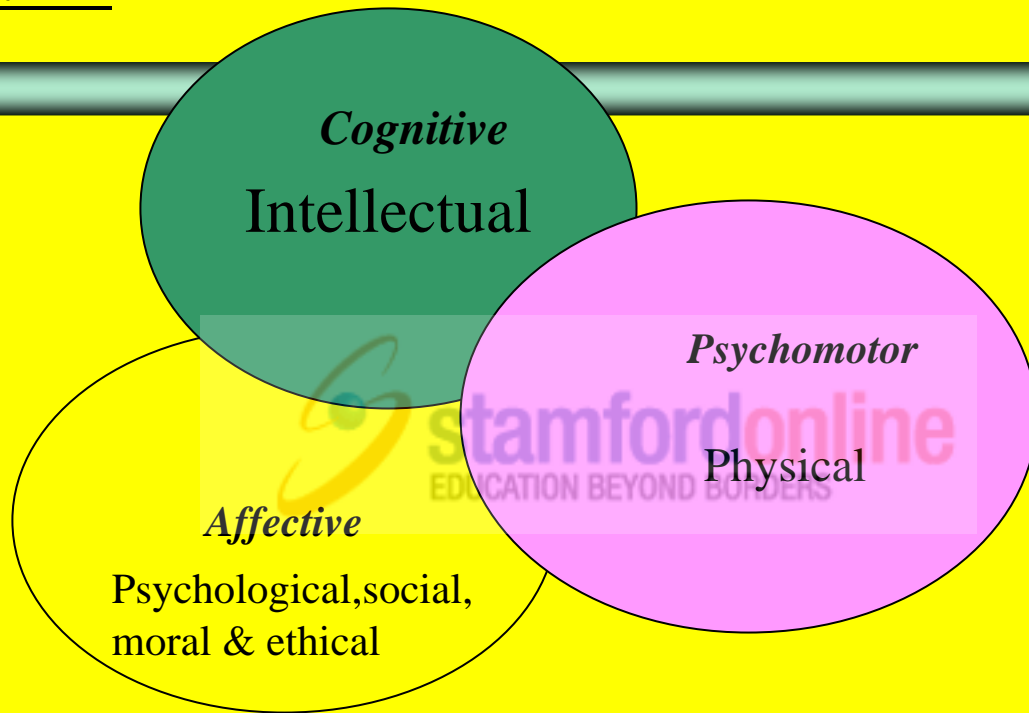
- *The four Components:-*
  - 1.           **The Audience - students**
  - 2.           **The expected Behaviour - performance**  
*measurable actions*  
*action verbs*
  - 3.           **The conditions - *the setting in which the behaviour will be demonstrated by the students and observed by the teacher.***
  - 4.           **The Level or Degree of expected performance. This allows for the assessment of students' learning .**

# Classification of Behavioural Objectives

## *The three Domains:*

1. **Cognitive domain:-**  
'Knowing'
2. **Affective domain:-**  
Feelings, attitudes and values
3. **Psychomotor domain:-**  
Movement

Diagram 1



# Cognitive Domain Hierarchy

## The 6 levels/categories of Bloom's taxonomy:

1. **Knowlegde:** *Recognizing and recalling information*
2. **Comprehension:** *Understanding the meaning of information*
3. **Application:** *Using information*
4. **Analysis:** *Ability to dissect information into component parts and see relationships*
5. **Synthesis:** *Ability to arrange components together to form new ideas*
6. **Evaluation:** *Judging the **worth** of an idea, notion, theory, thesis proposition, information or opinion*

# 1. Knowledge

• Concern the acquisition of knowledge

• The ability to recognize and recall information

## Knowledge of:

- Principles
- Generalizations
- Theories
- Structures
- Methodology
- Facts

## Actions Verbs

• *(What students are expected to perform)*

- |             |          |        |
|-------------|----------|--------|
| • choose    | define   | list   |
| • describe  | identify | locate |
| • complete  | indicate | match  |
| • name      | outline  | recall |
| • recognize | select   | state  |

## Field Of Information

1. **Knowledge:** *Recognizing and recalling information*
  2. **Comprehension:**
  3. **Application:**
  4. **Analysis:**
  5. **Synthesis:**
  6. **Evaluation:**
- Use Of Knowledge*
- Higher Order Thinking Skills*

## 2. Comprehension

• Ability to translate or explain knowledge, to interpret that knowledge, and to extrapolate from it to address new situations

### • Action Verbs

- |          |          |          |        |
|----------|----------|----------|--------|
| • change | classify | convert  | defend |
| • derive | describe | estimate | expand |

### 3. Application

- Using information/knowledge
- Words associated with application of knowledge:-
  - apply      compute      demonstrate      develop
  - discover    discuss      modify      operate
  - participate      perform      plan
  - etc

#### # Examples;

*The students will **solve** problems related to simple equations.*

*The students will **discuss** the effect of acid rain on buildings.*

## 4. Analysis

Objectives that require students to use the skills of analysis

Action verbs appropriate for this level:-



analyze  
categorize  
classify  
compare  
debate

deduce  
identify  
illustrate  
outline  
relate  
separate  
subdivide

### #Examples:-

# At the end of the field trip, the students will *analyze* the data collected from the trip.

#\_After viewing the video tape on the effect of building a dam, the students will *debate* on the issue of the dam project proposed by the power company.

## 5. Synthesis

\* Includes objectives that involve skills such as designing a plan, proposing a set of operations, and deriving a series of abstract relations.

\* Action verbs appropriate to this level:-

Arrange  
categorize  
compile  
design  
formulate

Generate  
modify  
organize  
produce  
reconstruct

### #Examples:-

# The student will *design* an experiment to prove Pavlov's 'Stimulus-Response' theory.

# The students will *reconstruct* sentences from the words given in the word maze.

## 6. Evaluation

\_Highest cognitive level in Bloom's taxonomy.

Involves giving opinions and making value-judgements.

\_Action verbs appropriate for this level

Appraise

argue

assess

compare

consider

Criticize

decide

interpret

justify

validate

### Examples

# After viewing the video-tape the students will criticize the play.

# After hearing the music piece from the concert, the students will evaluate the overall performance of the artistes.

# AFFECTIVE DOMAIN HIERARCHY

\* The major levels/categories

## \* Level 1. Receiving

- ∩ Awareness of the affective stimulus and the beginning of favourable feelings towards it.
- ∩ The students exhibit a willingness to give attention to particular phenomena or stimuli and the teacher is able to arouse, sustain and direct that attention.

∩ Action verbs appropriate to this level:-

- *choose*
- *describe*
- *distinguish*
- *identify*
- *locate*
- *point to*
- *recall*
- *reply*
- *use*

## Level 2. Responding

- ∞ Taking an interest in the stimulus and viewing it favourably
- ∞ The students respond to the stimulus they have received due to external pressure or they find it interesting or because it gives them satisfaction

∞ Action verbs appropriate to this level:-

- |            |         |
|------------|---------|
| ∞ answer   | applaud |
| ∞ approve  | assist  |
| ∞ comply   | command |
| ∞ discuss  | play    |
| ∞ greet    | present |
| ∞ label    | recite  |
| ∞ practise | spend   |

## Level 3 : Valuing

- ∩ Showing a tentative belief in the value of the affective stimulus and becoming committed to it.
- ∩ Related to students' beliefs, attitudes, and appreciation.
- ∩ The simplest objectives concern student's acceptance of beliefs and values. Higher objectives concern student's learning to prefer certain values and finally becoming committed to them.

### ∩ Action verbs appropriate to this level:-

- ∩ argue
- ∩ complete
- ∩ differentiate
- ∩ follow
- ∩ initiate
- ∩ join
- ∩ propose
- ∩ report
- ∩ study
- assist
- describe
- explain
- form
- invite
- justify
- protest
- share
- work

## Level 4: Organizing

- Ω Organizing of values into a system of dominant and supporting values.
- Ω Building of a personal value system.
- Ω Student conceptualizes values and arranges them into a value system that recognizes priorities and the relative importance of various values held.

### Ω Action verbs appropriate to this level:-

- Ω adhere                      alter
- Ω arrange                     balance
- Ω combine                    compare
- Ω defend                      define
- Ω discuss                     explain
- Ω form                         generalize
- Ω organize                    prepare
- Ω relate                        order
- Ω integrate                    synthesize

## Level 5: Internalizing values

- ∩ Beliefs and behaviours are consistent and have become a way of life.
- ∩ Students' behaviours are consistent with their beliefs.

∩ **Action verbs appropriate to this level:-**

- ∩ **act**                      **complete**
- ∩ **display**                **influence**
- ∩ **listen**                    **modify**
- ∩ **perform**                **practice**
- ∩ **propose**                **qualify**
- ∩ **question**              **revise**
- ∩ **serve**                    **solve**    **verify**

# PSYCHOMOTOR DOMAIN HIERARCHY

- ∞ **Classification not only includes that of developing and categorizing proficiency in skills particularly those dealing with gross and fine muscle control but also at its highest level the most creative and **inventive** behaviours.**
- ∞ **Coordinates skills and knowledge from all three domains.**



- ∞ **The major levels:-**
  - **1. Movement**
  - **2. Manipulating**
  - **3. Communicating**
  - **4. Creating**

## Ω 1. Movement

Involves gross motor coordination.

*Action verbs: adjust carry clean locate obtain*

## Ω 2. Manipulating

Involves fine motor coordination.

*Action verbs: assemble build calibrate  
connect thread*

## Ω 3. Communicating

Involves communication of ideas and feelings.

*Action verbs: ask describe draw explain*

## Ω 4. Creating

Represent the students' coordination of thinking, learning, and behaving in all three domains.

*Action verbs: create design perform invent*

# • V-PLANNING AND DEVELOPING ANY TEACHING UNIT

## ∞ **1. Select a suitable topic or theme**

Often taken from course of study, syllabus (prescribed or otherwise), textbooks.

## \* **2. Select the goals of the unit**

Should be written as an overview or rational, covering what the unit is about and what the students are to learn. What you should do:-

- \* Be as familiar as you can with the topic and materials used.
- \* Consult curriculum documents such as courses of study, syllabus and other resource units for ideas.
- \* Decide the content and procedures.
- \* Write the rational or overview in which you summarise what the students will learn about the topic.
- \* Be sure that your goals are congruent with those of the course

## PLANNING AND DEVELOPING ANY TEACHING UNIT

- Ω **3. *Select suitable specific learning objectives***
- 1. Include understandings, skills, attitudes, appreciations and ideals.**
  - 2. Be specific, avoid vagueness and generalizations.**
  - 3. Write the objectives in behavioural terms**
  - 4. Be as certain as possible that the objectives will contribute to the major learning described in the overview.**

## **4. Detail the instructional procedures.**

**Include the subject content and the learning activities, established as a series of lessons.**

1. Gather ideas for learning activities suitable for the unit. Refer to curriculum documents, resource units, and other teachers as resources.
2. Check to ensure learning activities will actually contribute to the learning designated in your objectives.
3. Make sure the learning activities are feasible. Look into logistics - time, effort, financial, technological-hardware, software, students' abilities.

4. Make sure technological choice is suitable for content and activities.

5. Decide on how to introduce the lesson- set induction. Activities or setting that will arouse students' interest. Get to know their interest, abilities, experience and existing knowledge. Provide transitions that bridge this topic with what students have already learned.

## Ω Instructional Procedures

6. Plan developmental activities that will:-

*sustain students' interest*

*provide for individual student*

*differences; promote the learning as cited in the*

*specific objectives*

7. Plan culminating activities that will:-

- Summarize what has been learned;

- Bring together loose ends;

- Apply what has been learned to new and meaningful situations.

- Provide transfer to the unit lesson that

follows.

## **5. Plan for preassessment and assessment of student learning**

- ∞ Preassess what students already know or think they know.**
- ∞ Assessment of student progress in achievement of the learning objectives should permeate the entire unit;**
- ∞ Plan to gather information in several ways, including informal observations, observation of student performance, and paper and pencil assessments.**
- ∞ Assessment must be consistent with specific learning objectives.**

## 6. Provide for materials of instruction

∞ **Long before unit begins:-**

**instructional materials requirement must be prepared**

**- media, equipment, references, reading materials, and community resources.**



# Components of a Daily Lesson Plan

- Ω **1. Control and identification of data**
  - a. Name of course and grade level
  - b. Unit
  - c. Topic within unit
- Ω **2. General objective of the topic**
- Ω **3. Specific objectives of this lesson;**
- Ω **4. The subject matter content.**
- Ω **5. Key Points**
- Ω **6. The Procedure (the learning activities)**

# Components of a Daily Lesson Plan

## Ω . *The procedure*

- a. Introduction*
- b. Lesson development*
- c. Conclusion*

## Ω *7. Materials and equipment to be used*

## Ω **8. Assignment**

## Ω **9. Special notes and reminders**

## Ω **10. Comprehension checks**

## Ω **11. Evaluation of lesson**

# COURSE PLANNER

- ∞ **Syllabus**
- ∞ **Reading List: Essential & Further Reading**
- ∞ **Teaching Schedule by week & topic**
- ∞ **For each topic:**
  - ∞ **Learning Outcomes, e.g. by the end of this topic, students should be able to ...**
  - ∞ **Introduction, Important points a student should know, tutorial/assignment**
  - ∞ **(based on Intermediate Level 'Law of Contract' (UoL External Law Prog/SCPJ))**