

# FIELD PAPERS

**Junior Secondary Educational Improvement Project**

**BOTSWANA**

**Instructional Design Course  
Unit Seven: Lesson Notes  
and Lesson Plans**

Draft November 1987

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Contract No. DPE-5283-C-00-4013-00

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Agency for International Development  
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Office of Education  
Contract No. DPE-5823-C-00-4013-00  
Project No. 936-5823

# **Junior Secondary Educational Improvement Project**

## **BOTSWANA**

### **Instructional Design Course**

#### **Unit Seven: Lesson Notes**

#### **and Lesson Plans**

## **Molepolole College of Education**

**Draft November 1987**

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# UNIT SEVEN

## I. TITLE

Lesson Notes and Lesson Plans

## II. AIM

To prepare lesson notes and lesson plans for instruction

## III. CONTENT OUTLINE

### A. Preparing lesson notes

1. Purposes of lesson notes
2. Components of a lesson note
3. Writing a lesson note

### B. Preparing Lesson Plans

1. Purposes of lesson plans
2. Components of a lesson plan
3. Writing a lesson plan

## IV. OBJECTIVES

- A. State the purpose of lesson notes
- B. Identify the components of a lesson note
- C. Given a learning content for a lesson be able to write a lesson note
- D. State the purpose of lesson plans
- E. Identify components of lesson plan
- F. Given a learning content for a lesson be able to write a lesson plan

## V. INTRODUCTION

It is not unlikely for a teacher to be asked to teach twenty-five to thirty-five periods every week. For each period the teacher must prepare very well in order to be effective and efficient. That means that the teacher has to gather information to be delivered to the students, identify learning materials, teaching aids, teaching methods and techniques, and student learning activities. All of these pre-lesson activities have to be put together in a way that will permit a lesson to be delivered without confusion. The purpose of this unit is to help you to prepare effective lesson notes and lesson plans for instruction.

## VI. PRESENTATION

### A. Preparing Lesson Notes

Lesson notes are summaries of information to be given to students during a lesson or special notes that a teacher may wish to make about a lesson to be delivered. Lesson

notes are important for all subjects. For example in:

**English:**

If the topic is on the Uses of Prepositions in Sentences, the teacher may list a some prepositions; write three examples of how to use the prepositions, and prepare an exercise for students to do in class.

**Science:**

If the topic is on Cells, and a Unit already exist in the form of a learning module, the teacher can still prepare lesson notes on examples and exercises that reflect more recent knowledge.

**Social Studies:**

If the topic is on the Problem of Poverty in Botswana, the teacher may make notes on how the government is dealing with poverty in Botswana and include any current information that relates to poverty.

**Mathematics:**

If the topic is on solving simple equations with two unknowns, the teacher may include in the lesson note, an example of the method to be used and prepare an exercise that is relevant to the needs of students.

**Home Economics:**

If the topic is on malnutrition related diseases, the teacher may prepare lesson notes showing the nature, causes and prevention of malnutrition diseases.

**1. Purpose of Lesson Notes**

Lesson notes serve many purposes:

**a. For organising information for the lesson**

Lesson notes can be used to summarise information from several sources such as textbooks, newspaper articles, journals, magazines and government publications.

**b. For making special notes about a lesson.**

Apart from information to be delivered to the students, lesson notes can be used to list: (i), procedures for demonstration; (ii), procedures for an experiment; and (iii), to prepare examples and exercises for students.

**c. For keeping record of what is taught.**

The lesson notes prepared for each class help the teacher to keep a record of what is taught. Lesson notes can be referred to set examination questions and can give a good idea of what the teacher had taught.

**d. Helps the teacher to present information logically**

Advance lesson notes can prevent a teacher from confusing information given to students, especially if a teacher has to teach many periods in the same day.

### **e. Helps to ensure that useful information is given to students**

Advance lesson notes imply that the teacher had thought about the lesson and its relevance to the students. Such consideration allows to the teacher to present only information that is useful to the students.

### **f. Helps the teacher to be effective**

Information to be given to students should be prepared and delivered within the time available for instruction. When preparing lesson notes the teacher should consider the amount of time it will take to present the information to the student. When this is done the chances are good that the teacher will teach what was planned for the lesson.

## **2. Components of a Lesson Note**

Generally, a lesson note may be written in any style chosen by the teacher. The following components may be used.

- a. **Subject:** for identifying the subject
- b. **Form/Term:** for identifying the students
- c. **Topic Area:** for specifying the lesson content (topic)
- d. **Aim and objectives:** for gathering precise and relevant information
- e. **Type of Information/Activity:** for stating areas for writing information, procedures or activities for the lesson
- f. **Notes:** for stating lesson information
- g. **Materials:** for describing materials to support the lesson such as learning materials and teaching aids
- h. **Comments:** for making observations regarding how to revise the notes for future use.

## **3. Writing a Lesson Note**

Lesson notes should be prepared about a week in advance to allow you to collect the most relevant and useful information for the lesson. The following procedures should be helpful to you in preparing lesson notes. Study Figure One (next page) very carefully before you read on.

## LESSON NOTES

(Science, Form One, Term One)

**Topic Area**      First Aid Treatment of Minor Cuts

**Period/Time**      40 minutes

**Aim**      To teach first aid procedures for treating minor cuts

**Objectives:**

1. Given a first aid box, the student should be able to identify the items in the box.
2. Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to perform first aid treatment for a minor cut.
3. Given a situation in which a person sustains an injury, the student will choose to help in applying first aid treatment without being asked.

**Previous Knowledge**

Students have had personal injuries and experienced first aid treatment at home.

TYPE OF INFORMATION	NOTES	MATERIALS
First Aid Box Contents and Their Uses	<ol style="list-style-type: none"> <li>1. Bandage - wrapping and protecting injuries</li> <li>2. Iodine Tincture-killing and stopping bacteria growth</li> <li>3. Hydrogen Peroxide-cleaning blood and dirt</li> <li>4. Cotton Swab-cleaning and covering open injuries</li> <li>5. Razor blade-removing loose skin and foreign bodies</li> <li>6. Ammonia-treating fainting spell</li> <li>7. Elastoplast-wrapping and binding injuries</li> <li>8. Band-aid: binding cuts, covering injuries</li> <li>9. Anti-biotic ointments-covering injuries and preventing bacteria growth</li> </ol>	<ol style="list-style-type: none"> <li>1. First Aid Handbook, pages 5-15;</li> <li>2. First Aid Box Contents</li> </ol>
Procedures for Treating Minor Cuts	<ol style="list-style-type: none"> <li>1. Re-assure patient, describe procedure to be performed</li> <li>2. Clean cut with water, then hydrogen peroxide</li> <li>3. With razor, remove loose skin or splint. Do not remove in case of a deep cut</li> <li>4. Clean surface area of injury again with peroxide</li> <li>5. Check for allergy then apply iodine tincture, antibiotic ointment, re-assure patient</li> <li>6. Pull skin together, apply band-aid and wrap with bandage. Wrapping should be loose to allow blood circulation.</li> <li>7. Repack First aid box and clean site of treatment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Film showing procedure</li> <li>2. Chart showing step by step procedure</li> <li>3. Reading reference</li> </ol>
<b>COMMENTS</b>	Lesson was well received. Students should be given more practice by asking them to officiate sporting events and participating in advance training when possible.	

Figure One: A sample lesson Note

## Step One

### List the general information about the lesson

This should include the Form, Subject (optional) and aims and objectives of the lesson. The aims and objectives should be used as guide for selecting information to include in the lesson.

## Step Two

### Identify type of information/activity for the lesson

To begin, analyse each objective, paying particular attention to the behavioural verbs and the situation listed in the objectives. For example, as in Figure One, the objectives for the lesson are:

- a. Given a first aid box, the student should be able to **identify** the items in the box.
- b. Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to **perform** first aid treatment for a minor cut.
- c. Given a situation in which a person sustains an injury, the student will **choose** to help in applying first aid treatment without being asked.

For objectives (a) and (b), the **type of information** which the teacher should help students to learn is the names of first aid box contents and their uses for treatment.

The **activity** which the teacher should give students to do in order to learn the skills required by the objective is knowing how to treat cuts.

These two headings (*First Box Contents and their Uses, and Procedures for Treating Cuts*) will be used in preparing lesson notes. For objective (c), there is no information to be given, but the **activity** to achieve the objective are questions to measure students' reaction to an injured person. *Note that you can use any heading of your choice. It is like making personal notes from any given reading reference.*

## Step Three

**Notes:** Using the headings identified, you can now proceed to make notes. When making notes summarise only the main points. You should include a sample of the examples you would like to give to the students.

**Materials:** Under this heading you will list or describe the materials such as learning materials and teaching aids that you will use in the lesson.

**Comment:** After the lesson had been taught, this heading should be used for making observation regarding how to revise the notes for future use. For example, you may find from your students more information about the lesson which you were not aware of, or find some of the examples and exercises to be unsuitable. Information of

this nature should be used to revise the notes.

A lesson note should be a rewarding activity instead of a burden. You will find that after writing good lesson notes, you will feel more confident and teach more confidently. At the end of the term, you should have a large notebook with the notes for each lesson or group of lessons for the term, arranged by subject headings. For example, you should have lesson notes for Setswana, Science, Technical Studies and so on. When next you teach the same subject and topics, your lesson preparations will be much easier.

## **B. Preparing Lesson Plans**

Lesson plans are step by step procedures to be used for delivering a lesson. Lesson plans show, in a form of an outline, what the teacher and students will be doing during the lesson. While lesson notes are summaries of information and procedures, lesson plans are specific steps that guide the teacher through the lesson.

*Before reading further make that you have read the references for this topic.*

### **a. Lesson Planning for Learning Outcomes (Gagne & Briggs, pages 205-215).**

This reference provides a general information about lesson planning. You should pay special attention to pages 212-214 and note the example of how events of instruction were used in planning a lesson.

### **b. Lesson Preparation (Farrant, pages 175-185).**

This reference is in your class textbook. You should pay special attention to (a), the topic on Lesson Notes ( in which components of a lesson are discussed-page177); and (b), matters to consider in lesson preparation (page 178).

## **1. Why prepare a lesson plan?**

A Lesson plan serves many useful purposes in teaching. Here are some of the major ones.

### **a. For organising lesson content**

A lesson plan can be used to organise content of instruction into sequents of events to be taught in the lesson.

### **b. Prevents disorderly presentation of information**

By organising content of instruction into sequence of events, the teacher is able to present information and learning activities more logically and effectively.

### c. Guides the teacher step by step through the lesson

A lesson plan is an advance preparation and as such the teacher is able to list steps to follow in delivering the lesson. By following outlined steps the teacher is able to avoid making mistakes and confusing the students.

### d. Enables the teacher to plan for events of instruction

During lesson preparation, the teacher can think carefully about the events of instruction that apply to the lesson and be able to plan for them.

### e. Helps the teacher to keep record of what is taught

A lesson plan is the main document showing what is taught in the lesson. School inspectors sometimes demand to see lesson plans because what is taught can easily be assessed.

## 2. What are the Components of a lesson plan?

The components used for planning lesson will somewhat vary from subject to subject. However, regardless of the subject, some components are common to most lesson plans. The components are listed and discussed below:

- a. General Information
- b. Introduction
- c. Presentation
- d. Conclusion
- e. Follow up
- f. Notes and Comments

### a. General Information

The general information component of the lesson plan consists of:

- |      |                      |  |
|------|----------------------|--|
| i.   | Form or Year & Term: | (level of students)                            |
| ii.  | Subject:             | (name of subject)                              |
| iii. | Topic Area:          | (lesson content area)                          |
| iv.  | Period:              | (number of lessons)                            |
| v.   | Aims:                | (overall purpose of the lesson)                |
| vi.  | Previous Knowledge:  | (students' related knowledge to the topic)     |
| vii. | Objectives:          | (precise statements of results of instruction) |

The amount of general information to provide depends upon the preference of the headmaster of the school or individual teachers.

### b. Introduction

The purpose of the introduction is to gain attention of the students by telling a joke, informing them of the objectives and revising previous knowledge and/or previous lesson.

### c. Presentation

The presentation is the main body of the lesson. Here you will outline how instruction is to be conducted. This should include:

- i. step by step procedure in presenting the learning content;
- ii. the materials to be used;
- iii. the teaching aids to be used;
- iv. the teaching methods and techniques to organise learning; and
- v. what students should be doing in each step.

### d. Conclusion

The conclusion is the summary of the lesson. Here you should emphasise the main points of the lesson including generalisation about the information given to the students. The main point to keep in mind is that the summary of the lesson affects students' overall impression of the lesson. Therefore, it is very important for you to write the main points on the chalkboard or in the form of handouts (if affordable) or simply dictate them.

### e. Follow up

Follow up activities consist of evaluation of the lesson and assignments. The evaluation may be in the form of oral or written questions or exercises requiring students to apply the knowledge and skills learnt in the lesson.

Assignments may include activities like a project, home work exercise, further reading and preparation for the next lesson. Although you do not have to give an assignment in every lesson, you should always give students something to think about.

### f. Notes and Comments

This portion of the lesson should be used to make notes about students reaction to the lesson. Of specific importance are comments pertaining to how well the contents were covered. If you ran out of time before the lesson was completed, you should say so in your comments.

## 3. Writing a lesson plan

A good lesson plan is one that can be easily used by the teacher **during** the lesson. That means that the lesson plan has to be very precise, limited to the main steps and should contain cues or reminders to guide the teacher through the lesson. Also, the lesson plan should be clearly written and contents spaced for easy reference during instruction.

The amount information to be included in the lesson depends upon the experience of the teacher. It is advisable for the beginning teacher to prepare a fairly detailed lesson plan because when the lesson contains limited information, the inexperienced teacher may still be confused. To avoid confusion during presentation, the beginning teacher should thoroughly revise the lesson before class and should use a card to cover portions of the lesson plan not being used as shown in *Figure Two, next page*.

## LESSON PLAN

(Science, Form One, Term One)

Topic Area First Aid Treatment of Minor CutsPeriod/Time 40 minutesAim To teach first aid procedures for treating minor cutsObjectives:

1. Given a first aid box, the student should be able to identify the items in the box.
2. Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to perform first aid treatment for a minor cut.
3. Given a situation in which a person sustains an injury, the student will choose to help in applying first aid treatment without being asked.

Previous Knowledge

Students have had personal injuries and experienced first aid treatment at home.

STAGE	TEACHER ACTIVITY	TEACHING MATERIALS	TEACHING AIDS	TEACHING METHODS	STUDENT LEARNING ACTIVITIES
<u>INTRODUCTION</u> Gaining Attention	Dip finger in red ink, pretend to be cut and ask for help.	None	Red ink	Lecture and questioning	Observe, ask or answer questions
Present Learning Objectives	Ask students to tell what had happened, and inform them of the objectives	None	None	Lecture	Write down objective of the lesson.
Recall Previous Knowledge	Find out about their past cuts and treatment taken	None	None	Lecture and class discussion	Answer questions, discuss as directed
<u>PRESENTATION</u> Present Learning Materials	1. Write ref. on chalkboard. 2. Show film on First Aid 3. Display First Aid box	Chalkboard, Film, First Aid box contents	Chalkboard, first aid box cont. & chart	Lecture and class discussion	Take out writing materials and Copy reference.

Figure Two: Using a card to identify a step in a Lesson Plan.

As the lesson progresses, the card is shifted downwards from step to step. After the teacher had gained experience with the subject matter, teaching methods and techniques and the order of events in instruction, the lesson plan content may then be reduced.

When a detailed lesson plan is prepared, the contents are more likely to be remembered and thus the frequency of reference to the lesson plan is reduced. This is because the process of preparing a detailed lesson plan is a learning experience which helps the teacher to be more familiar with the subject content.

An alternative to a detail lesson plan is to use pocket size flash cards for writing additional information about the lesson. Sometimes this is difficult to do, if the teacher has to teach many lessons in one day.

### **An Example of a lesson Plan**

There are many ways to outline a lesson plan. The one suggested here is based on the events of instruction extensively discussed in Unit Four. You should study Figures Three and Four next two pages before you read on.

## LESSON PLAN

(Science, Form One, Term One)

**Topic Area** First Aid Treatment of Minor Cuts**Period/Time** 40 minutes**Aim** To teach first aid procedures for treating minor cuts**Objectives:**

1. Given a first aid box, the student should be able to identify the items in the box.
2. Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to perform first aid treatment for a minor cut.
3. Given a situation in which a person sustains an injury, the student will choose to help in applying first aid treatment without being asked.

**Previous Knowledge**

Students have had personal injuries and experienced first aid treatment at home.

STAGE	TEACHER ACTIVITY	TEACHING MATERIALS	TEACHING AIDS	TEACHING METHODS	STUDENT LEARNING ACTIVITIES
<b>INTRODUCTION</b> Gaining Attention	Dip finger in red ink, pretend to be cut and ask for help.	None	Red ink	Lecture and questioning	Observe, ask or answer questions
Present Learning Objectives	Ask studs. to tell what had happened, and inform them of the objectives	None	None	Lecture	Write down objective of the lesson.
Recall Previous Knowledge	Find out about their past cuts and treatment taken	None	None	Lecture and class discussion	Answer questions, discuss as directed
<b>PRESENTATION</b> Present Learning Materials	1. Write ref. on chalkboard. 2. Show film on First Aid 3. Display First Aid box	Chalkboard, Film, First Aid box contents	Chalkboard, first aid box cont. & chart	Lecture and class discussion	Take out writing materials and Copy reference.
Provide Learning Guidance	1. Discuss first aid box contents and their uses. 2. Discuss types of cuts and treatment as presented in film. 3. Present the chart on treatment sequence. 4. Demonstrate procedure for treating a cut	First aid box contents Film Chart Ref. material	Chalkboard, first aid box contents and Chart	Questioning Class discussion and demonstration of treatment procedures	1. Participate in discussion, ask questions. 2. Observe and take notes
Elicit Performance	Ask students to practise treatment of cuts in groups	Chart showing treatment procedures	Chart and reference material	Small groups of 5-8 students	Students to practise treatment procedures in small groups
Provide Feedback	Go round to help students as they practise	same	same	same	same
<b>CONCLUSION</b> Retention Activity	Summarise the main points and give students notes	Chart	chalkboard summary and chart	Questioning	Review and correct notes
<b>FOLLOW UP</b> Assessment	Give them oral questions to answer in class	Written questions	Written questions	Questioning	Answer questions orally as directed
Retention Activity	Give assignment	Reading ref.	None	Home work	Do assignment
<b>NOTES &amp; COMMENTS:</b> Lesson was completed and liked by students but they will require more practice time.					

Figure Three: A Sample Lesson Plan showing six major components.

## LESSON PLAN

(Science, Form One, Term One)

**Topic Area** First Aid Treatment of Minor Cuts**Period/Time** 40 minutes**Aim** To teach first aid procedures for treating minor cuts**Objectives:**

1. Given a first aid box, the student should be able to identify the items in the box.
2. Given a bandage, iodine tincture, hydrogen peroxide and a cottonswab, the students should be able to perform first aid treatment for a minor cut.
3. Given a situation in which a person sustains an injury, the student will choose to help in applying first aid treatment without being asked.

**Previous Knowledge**

Students have had personal injuries and experienced first aid treatment at home.

STAGE	TEACHER ACTIVITY	STUDENT LEARNING ACTIVITIES	MATERIALS (learning and teaching aids)
<b>INTRODUCTION</b> Gaining Attention	Dip finger in red ink, pretend to be cut and ask for help.	Observing teacher behaviour	Red ink
Present Learning Objectives	Ask students to tell what had happened, and inform them of the objectives. Write the objective on chalkboard (CB).	Respond to questions, and write down objective of the lesson.	Written objective on the CB
Recall Previous Knowledge	Find out about their past injuries and treatment taken at home or hospital.	Answer questions, discuss as directed by teacher	None
<b>PRESENTATION</b> Present Learning Materials	1. Write ref. on chalkboard. 2. Show film on First Aid 3. Display First Aid box	Take out writing materials and copy reference, and be ready to make notes	Chart showing treatment procedures
Provide Learning Guidance	1. Discuss first aid box contents and their uses. 2. Discuss types of cuts and treatment as presented in film. 3. Present the chart on treatment sequence. 4. Demonstrate procedure for treating a cut	1. Participate in discussion, ask questions. 2. Observe and take notes	Chalkboard, First Aid Box contents, Chart and Film
Elicit Performance	Ask students to practise treatment of cuts in groups of 5-8. Remind them to refer to the chart for help.	Students to practice treatment procedures in small groups	Chart, CB note Film, First Aid box contents
Provide Feedback	Go round to help students as they practise. Reinforce students as they perform	Students to continue practice treatment procedures	None
<b>CONCLUSION</b> Retention Activity	Summarise the main points by asking questions and give students notes	Answer questions, review and correct notes	Chalkboard summary and chart
<b>FOLLOW UP</b> Assessment	Give them oral questions to answer in class	Answer questions orally as directed	Written questions
Retention Activity	For assignment, students to read reference	Copy assignment for home work	Reading reference
<b>NOTES &amp; COMMENTS:</b> Lesson was completed and liked by students but they will require more practice time.			

Figure Four: A Sample Lesson Plan showing four components.

As shown in Figures Three, and Four, the events of instruction were listed under the main components of the lesson. In course of time, and as you gain experience in this procedure, it may not be necessary to list the events. Although all of the nine events were shown in the example, some of the events may not be used in all lessons. For example, a follow up lesson may only be concerned with eliciting performance, learning guidance and retention.

The headings used for preparing the lesson plan may be combined as shown in Figure Four. The style in Figure Four, although appears to be simpler, it is in fact more difficult. As the headings show, *Teacher Activity* combines some elements of teaching materials, Teaching Aids and Methods and Techniques. Student Learning Activities has elements of Teaching Methods and Techniques. The Materials' column reflect a combination of Teaching Materials and Teaching Aids. After you have master the art of preparing lesson plans, you may choose to use this style instead of the one in Figure Three.

**In summary**, activities involved in planning lesson notes and lesson plan were discussed with examples. Lesson notes may be planned according major headings such as the Form/Term; Subject; Topic Area; Aim and objectives; Type of Information/Activity; Notes; Materials and Comments. All of these headings may not be used as presented. The main purpose of the lesson note is for the teacher to keep notes of the information given to students.

Lesson plans are required of all teachers in Botswana. There are many good reasons for writing lesson plan. For example, lesson plans are used for organising information for the lesson and for guiding the teacher through the lesson.

Although the components used for planning lesson will vary from subject to subject, six common components were discussed: (a), General Information; (b), Introduction; (c), Presentation; (d), Conclusion; (e), Follow up, and (f), Notes and Comments. These components were illustrated with an example of a lesson on First Aid Procedures for Treating Cuts. Two examples of lesson plans were given. The first was deliberately detail to show categories of planning involved. The second example appears less complicated and should be used after the teacher has gained sufficient experience in lesson planning.

## VII. PRACTICE/EXERCISE

- A. Using the attached Lesson Note Sheet, prepare a lesson note for the topic you have selected.
- B. Using the attached Lesson Plan Sheet, prepare a Lesson Plan for the topic you have selected.

For exercises A and B, use the teaching materials, aids, methods and learning activities you identified in Units Five and Six.

## VIII. FEEDBACK

Your class teacher will provide you with feedback. You may use the examples provided to compare with what you have done. In your individual groups, exchange your lesson notes and plan and critique them.

## IX. REMEDIATION

If the information presented is not clear to you, read:

Farrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore: Longman. Pages 175-185.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. pp. 205-215.

## X. ENRICHMENT

The following specific references are provided to help you learn more about the contents of this unit.

Dick, W.; Carey, (1985). The systematic design of instruction (2nd ed.). Glenview: Scott, Foresman and Company. Pages 134-161.

Farrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore: Longman. Pages 175-185.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. pp. 205-215.

## **XI. EVALUATION.**

You will be tested on the contents of this Unit. The test will consist of twenty multiple choice and five short answer questions.

## **XII. REFERENCES**

Dick, W.; Carey, (1985). The systematic design of instruction (2nd ed.). Glenview: Scott, Foresman and Company. Pages 134-161.

arrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore:Longman. Pages 175-185.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. Pages 205-215.