

Planning a lesson

1. Structuring a lesson

- Before starting with your topic, you should motivate your students and prepare them for what is ahead of them. Choose something catchy, particularly interesting. This does not necessarily have to do something with the topic you are teaching in this lesson. Also, warm-up or ice-breaking activities are very helpful.
- The motivation phase is followed by the developmental phase. In this phase the teacher prepares the students for the upcoming topic, e.g. according to the topic of the lesson, students are tuned into the topic using pre-tasks. In this phase the students work on issues they need to know in order to successfully manage the processing phase.
- The processing phase is the body of the lesson. Here, the students solve the main task. This should also be visible in the timing of the lesson: Processing and evaluation should take up two thirds of the lesson's time.
- Application/fixation/consolidation of new knowledge
- The final phase is an evaluation during which the students present the tasks' results. This should take up at least as much time as processing. Make sure that you go beyond a pure "please read out your answer!" by raising further questions and discussing further issues. Giving constructive feedback is essential for the learning process.

2. Planning a lesson

It is useful to prepare a lesson plan in the form of a chart (see below)

The lesson plan

A chart allows you to a good overview of the lesson. The following scheme is suggested:

Name: _____ Class: _____ Date: _____

General aim:

Method:

Time	Content	Method/Setting	Media/Material	Notes

Another option (for more experienced students)

Time	Teacher's activity	Student's activity	Media/Notes

The single steps must be connected to each other. The first task should prepare students for the second, which in turn is the base for solving the third etc.

3. For a more detailed account

Analysis of group of learners/socio-cultural and anthropogenic conditions

- Size of the group
- Distribution of males and females
- What is special about the age of the group?
- History of the class/change of teachers etc.
- Social climate, mavericks, class clowns
- Addressability
- General ability
- Ability of abstract thinking, recognition
- Willingness of oral participation

Analysis of subject matter

- Discussion of academic content of the topic – use secondary literature, specialist literature

Reference to curriculum and syllabus

- Discussion of relation to curriculum, according to content and teaching aims
- How is the curriculum used in the syllabus?
- Embedding: Which topics of the curriculum have been taught before? Which topics will follow? How are the students prepared for what is taught? How will this prepare them for what follows?

Didactic Analysis

- Structure: How are the individual parts of the lesson connected, which logical thread does the lesson follow?
- Which preconditions do the students have? Which are necessary?
- Which content can the lesson be based on? Why is this particular content important for the following lessons?
- Is it possible to connect what is learned with other subjects?

Aims

Based on the group of learners, the topic, the material and the method you are using you follow specific aims. These aims are essential. What do you want the students to know and be able to do after they participated in your lesson? The aims can either be included in this chart or be put in chapter 5. (See below)

Define aims according to different competences:

- Content based skills and competence/expertise, in FLC this could also be communicative competence
- Method skills
- Social skills
- Personal skills
- Intercultural competence
- These should result in a competence of decision-making and responsibility

To describe aims, use operators: students are able to/know/can use/are able to give reasons/can judge, explain, describe, analyze etc.

Material

- The material you use should serve the aim of the lesson and have to be integrated into the whole process of the lesson
- The material has to meet certain standards (visibility, reader friendliness, clarity of structure, identification of task, space for notes and answers etc.)

Homework: it is not advisable to mention the homework at the end of the lesson, because most students may have already entered the break. Rather, take a few minutes in the process of the lesson (when it makes most sense) to explain the homework and offer the students time to ask questions, which makes it more likely that the students solve the task successfully.