

# Planning

## Chapter 10

EDU 255

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## The Role of Planning in Teaching

- Different levels of planning
  - National Standards
  - State Curriculum
  - District Curriculum
  - School Curriculum
- Planning is an integral part of a continuous process.
- Plan → Teach → Evaluate

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## Establishing Goals and Objectives for Learning

- Learning objectives are written in terms of what students will learn
  - Not what students will do
  - Not what the teacher will do
- Objectives can be written at different levels of specificity
- Objectives are written for the psychomotor, affective and cognitive domains

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## Three Parts to an Instructional Objective: The Student Will Be Able to:

- *Behavior* – what you expect the student to be able to do as a result of instruction (usually a verb) TASK
- *Conditions* – context or situation under which the behavior is to be exhibited SITUATION
- *Criterion* – the level of performance expected

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## Examples of *Behaviors* in the Three Domains

- Psychomotor
  - Make a basket
  - Do twenty curl-ups
  - Use a man-to-man defense
  - Kick
  - Run
- Affective
  - Cooperate
  - Work independently
  - Value
  - Express
- Cognitive
  - Remember
  - Understand
  - Apply
  - Analyze
  - Evaluate
  - Create

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## Objectives at Different Levels of Planning

- Standards level: Demonstrate competency in motor skills and movement patterns to perform a variety of physical activities
- State curricular level: Demonstrate competency in one net activity
- School curriculum level: Demonstrate competency in badminton
- Unit level: Serve a shuttlecock into the opponents court 90% of the time in a game situation
- Lesson level: Demonstrate good form in the short serve

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### *Planning the Lesson: Parts of a Lesson*

- Beginning a lesson
  - Set induction
  - An all-class activity
- Developing the lesson
  - Use a variety of teaching strategies
  - Change the practice conditions for variety
  - Use common sense about the physical demands of a lesson
- Ending the lesson – a few minutes of closure and review

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### The Format of a Lesson Plan: Heading and Objectives

- Heading material
  - Name of teacher
  - Class
  - Date
  - Content lesson focus
  - Equipment needed
- Student objectives
- Teacher objectives

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### Developmental Analysis of Content

- Assures that the teacher knows the content well enough to present it to students
- Extension Column: Describes major tasks in terms of an appropriate progression for the age group
- Refinement Column: Describes the cues/important process characteristics for each major task listed in the extension column.
- Application/Assessment Column: Describes how the task in the extension column can be applied or assessed

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### Instructional Plan

- Column 1: Anticipated progression of tasks
- Column 2: Anticipated time frame
- Column 3: How task will be communicated
- Column 4: Organizational arrangement for the task
- Column 5: Goal orientation of the task

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### Planning the Curriculum

- Standards are not curriculum
- Grade level outcomes/performance indicators or expectations by grade level for the standards are what teachers need to work with in assuring they meet each standard
- Grade level outcomes are plugged into a curriculum framework of your choice that identifies the units you will teach for the year
- Each grade level outcome for a grade level should appear at least once in your units as an objective for that unit

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### Considerations in Planning a Unit

- Identify all program emphases/indicators for a grade level to be included in the unit
- Determine the length of the unit
- Units should have a clear beginning and end
- Students need an orientation to a unit
- Units don't always have to begin at the beginning
- Pre-testing will help teachers know the level of students

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### Developing the Unit

- Integrate game play with practice in sport units
- Plan for repetition
- Integrate your affective and cognitive objectives
- Vary the individual lessons
- Vary the type of learning experiences
- Give students a role in the progress of the unit
- Build in opportunities for assessment throughout the unit
- Have a culminating experience to end the unit
- Include summative assessment

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### The Unit Plan

- Clearly stated objectives for the end of a unit
- Identification of the scope and sequence of the content/developmental analysis
- Block time frame for a unit
- Evaluation procedures for the unit

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Beginning teachers will not begin to think as educators until they begin to think in terms of the objective they want to accomplish and then choose the learning experiences to accomplish those objectives.

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