# DAY 7

**Learning objectives and Approach to lesson Plan**

*Guidelines for the trainers: The following section contains details about skill sets and teaching aids required to conduct the training session along with references for further reading.*

| **Required trainer skill set:**   * Understanding of NESP III Goals, Theory of Change * Familiar with Textbooks and classroom Teaching process | **Expected Outcome:**   1. Understanding on how to articulate learning objectives. with Stakeholders (Teachers, School head, students, Parents) 2. Collaborate with different stakeholders to define, design and implement intervention based on learning objectives. |
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| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| Day 7 | Competencies Mapped: Lesson planning, Ability to generate ideas, Problem-Solving, Critical thinking, Curiosity | | | |
| Lesson Plan |  | Activity 1: What Constitute Learning Objectives? | 60 Mins |
| Break | 10 Mins |
| Activity 2: Understanding Bloom’s Taxonomy | 75 Mins |
| Lunch Break | 75 Mins |
| Activity 3: Connecting the Bloom’s taxonomy to various school context & academic subjects. | 75 Mins |
| Break | 10 Mins |
|  |  |  | Activity 4: Structured reflection | 45 Mins |

Start of the day: (Trainer will explain the participants)

In our previous days, we learnt about theories, pedagogy, and understanding various school processes. In all our session days we have set objectives, helping us to prepare, organize and deliver content. Why is articulating learning objectives important ? When you write the learning objectives for a lesson, activity, tasks , it helps to identify the kinds of materials and topics that will be suitable to the learning outcomes most efficiently. Articulating learning objectives can help us to guide in the design of instructional strategies and learning activities. Let's Start the today's sessions.

| **Activity 1:** What Constitute Learning Objectives?  **Objective:**  To make participants understand the components of writing learning objectives.  **Output:** Participants will be able to identify whether a statement is a learning objective or not.  **Resource Required:** Notebook, Computer, Projectors  **Procedures:**  Step 1: Trainer will explain to the participants about learning objectives. (Lecture notes added below)  Step 2: After Explaining the learning objectives, trainer will give some examples of Learning objective Statements (Learning notes added below)  Step 3: Small group discussion: Trainer will ask the groups to discuss in their respective group and identify whether the statement is specific, measurable and satisfies learning objectives conditions. Time available: 30 Mins  Step 4: After the group discussion, Trainer will conclude the discussion. (Lecture notes added)  **Trainer Notes:**  An Objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective defines intended results of the instruction rather than the process of instruction. By Definition, Objectives are   * Description of Learning Outcomes and not the learning process * Very Specific therefore measurable. * Defined by Small units of Behaviour/Content/Skills/Attitude * Different from Goals or Aims which are defined at a very high Level. * Drives content selection, teaching strategies and assessment methods.   Example:   | **Vague Objective Statements** | **Specific Objective Statements** | | --- | --- | | Know the law of thermodynamics | State the Law of thermodynamics | | Understand the principles of Writing Objectives | Explain/Demonstrate the principles of writing Objectives | | Support the Education policy of the Government | *Ask Participants:*  *Do you want to Try?* |   **Steps in Objectives:**   | Steps | **Description** | | --- | --- | | 1 | Read the topic for which objectives have to be written. It is important to have a clear idea of what the content on hand is all about. This will give a broad overview of what is to be achieved from the topic. | | 2 | Write down what you think the topic is trying to convey. This will keep you thinking in a particular direction keeping the learner and the content in the focus. | | 3 | What do you want the learner to take away from the topic? By now, you probably have a clear picture of the topic in the relation to the learner. This will help you to write the objective statements clearly, Starting what the learner will be able to do after completion of the topic. |   **Small Group Activity: (30 Mins)**   | SL No. | Statement (Learner will be able to...) | Specific  (Yes/No) | Measurable (Yes/No) | Learning Outcomes  (Yes/No) | | --- | --- | --- | --- | --- | | 1 | Draw the structure of Human Heart |  |  |  | | 2 | Write the Names of the country in order to their Proximity to Afghanistan. |  |  |  | | 3 | Favour the policies of the world health organisation. |  |  |  | | 4 | Study the given scenario to understand the function of the Afghanistan tax system. |  |  |  | | 5 | Use the given self-study materials to understand the various public policies in Afghanistan School education. |  |  |  | | 6. | Apply Microsoft Excel tool to manage School level documentation. |  |  |  | | 7 | Discuss ways to improve staff room culture. |  |  |  | | 8 | Support the vaccination policy of the government. |  |  |  | | 9 | Show a positive attitude towards juniors. |  |  |  |   Concluding Discussion: In a classroom context, learning objectives are important for the following reasons.   * It helps us to design the learning space, help teachers to map Teaching learning materials mapping with activities, helps to understand the learner/s prior knowledge * If learning objectives are not appropriate to learners, then we may break the learning objectives into multiple sub-objectives. It will help teachers to engage with students meaningfully. |
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| **Activity 2**: Understanding Bloom’s Taxonomy  **Objective:**  To make participants understand the Bloom’s Taxonomy learning levels.  **Output:** Participants will be able to apply Bloom’s Level of Learning in various learning contexts.  Resource Required: Notebook, Computer, Projectors  Procedures:   * Trainer will explain the Bloom’s taxonomy in brief. (Lecture notes added below) * After the Lecture Notes, Trainer will distribute the Reading references with Participants. Here is the Link to the document. <http://www.et.iitb.ac.in/Resources/files/TL_ICT/blooms_taxonomy.pdf> * Trainer will show the activity sheet table to participants on the computer/Projector. Ask the small groups to discuss and come up with their answers. * After the discussion, Trainer will conclude this activity.   Lecture Notes: Bloom's taxonomy is a toolbox that teachers or students can use to classify and organize learning objectives. It’s most popular version is based on the cognitive domain and assumes that learning should be structured from easy to difficult in the following 6 steps:  1. Remember 2. Understand 3. Apply 4. Analyze 5. Evaluate 6. Create   * On the first level we learn to remember. There is just rote memorization and recollection of facts without much understanding. For example, if we learn about lemons, we want to remember the name, shape, colour, size and that they are sour. Once we memorize these essentially meaningless facts, we move to the second level of learning. * On level two we learn to understand. We begin to decode information and learn that a lemon is yellow when it’s ripe to eat, and if we take a bite, that it's really super sour. We also understand that lemons love sunshine and that they contain lots of vitamin C, which is a great natural antioxidant that keeps us healthy. Now as we really understand a lemon, we can work with it. * On the third level we apply what we know. We've understood that while lemons are sour, they are also a great provider of vitamin C. To apply this knowledge in a meaningful way. We could boil a lemon into hot water and add some honey. Then serve this hot lemon to our sick sister, who’s in need of a treatment. * On the fourth level, we learn to analyze. This involves examining and breaking down information into components, determining how the parts relate to one another, and finding evidence to support generalizations. We study the lemon flesh, examine the skin and look at levels of vitamins. We conclude that we can eat everything inside, while the skin tastes bitter and contains traces of toxic pesticides. It ought not to be consumed. * Now we are ready to evaluate. We analyze, critique and compare. To evaluate our lemon as a good source of vitamin, we compare it to other sources, such as oranges and supplements. We look at the following properties: vitamin levels, affordability, taste, and packaging waste. If we evaluate our thoughts critically and without bias, we learn where the lemons score high and where others score higher. * Now after we have learned, understood, applied, analyzed and evaluated, we are ready to create. As we now really understand lemons, also in comparison to similar things, we can formulate a plan to create our own natural lemonade.   Activity Table: Group Activity: Bloom’s Level of Learning   | SL No. | Statements | Bloom’s Level of Learning | Why? | | --- | --- | --- | --- | | 1 | Describe the communication cycle between school and community. |  |  | | 2 | Recall the formula for calculating percentage. |  |  | | 3 | Analyse the different views measuring centigrade into Fahrenheit. |  |  | | 4 | Predict the new entrant in the school based on last year's community engagement. |  |  | | 5 | Propose five questions for Teacher-Parents interaction. |  |  | | 6 | Copying spin Bowling of Afghanistan Cricket Player Rashid Khan. |  |  | | 7 | Use operant conditioning principles in designing a reward system for children. |  |  | | 8 | Assess the quality of farm produce because of weather. |  |  | | 9 | State a memory requirement for approaching a Quadratic equation. |  |  | | 10 | Decide which article should be published in your school newsletter. |  |  |   Concluding Discussion:   * Bloom’s taxonomy is a hierarchical system that categorizes the thinking skills of learners, ranging from recalling information which is the most basic skill to evaluation, which involves judging and stating an opinion about information. * Bloom’s taxonomy is an effective tool that teachers and educators can use to create lesson plans and tests in the bid to encourage critical thinking. * The following table helps us to see how different verbs can be used in bloom’s taxonomy levels. |
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Bloom’s Definition

|  | I. Remembering | II. Understanding | III. Applying |
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| Bloom’s Definition | Exhibit Memory previously learned materials by recalling Facts, basis, concepts and answers. | Demonstrate understanding of Facts and ideas by organising, comparing, translating, interpreting, giving description and starting main ideas. | Solve problems to new situations by applying acquired knowledge, Facts, Techniques and rules in a different way. |
| Verbs | Choose, Define, Find, How, Label, List, show, Spell, Omit | Classify, Compare, Contrast, Discuss, Demonstrate, Extend, Explain, Show, Summarise | Apply, Choose, plan, select, Solve |
|  | IV. Analysing | V. Evaluating | VI. Creating |
| Bloom’s Definition | Examine and break information into parts by identifying motives and cause. Make inferences and evidence to support generalisation. | Present and defend options by making judgements about information, validity of ideas and Quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or propose alternative solutions. |
| Verbs | Assume, Categorize, Examine, Inspect, Discover | Award, Cristise, Deduct, Estimate, Justify, Prioritise, Prove, Rate, Recommend. | Adapt, Build, Change, Design, improve, predict, modify, Purpose, Delete, Discuss |

| **Activity 3:** Connecting the Bloom’s taxonomy to various school context & academic subjects.  **Objective:** To make understanding the application of the Taxonomy concept in classroom context.  **Output:** Participants will be able to apply the theory into various learning situations.  Resource Required: Computer, Projector, Notebooks for participants.  Procedures:   * Trainer will ask the small group to discuss in their respective groups and try to solve the activity. * For better understanding: Trainer may use the first statement as an example (mention in the table below) * After 30 Mins, the Trainer will conclude this activity.   Activity: Change the level of objectives given below. The first Statement has been solved as an example. (30 Mins)   | SL No. | Statements | Bloom’s Level of Learning | | --- | --- | --- | | **1** | **Recall the seven wonders of the world.**  **(Change the objective into Level 2)** | **Locate the seven wonders of the world on the world map.** | | 2 | Apply BODMAS (Brackets, Orders, Division/Multiplication, Addition/Subtraction) rule to solve a given problem | Change the objective into Level I | | 3 | Propose a strategy to retain students in schools. | Change the objective into Level VI | | 4 | List three properties of Atoms and Molecules. | Change the objective into Level IV | | 5 | Recall the timetable changes of your school | Change the objective into Level V | | 6 | Use appropriate group dynamic skills to secure corporation among teachers | Change the objective into Level I | | 7 | Evaluate a growth of students in Learning Mathematics | Change the objective into Level III | | 8 | Analyse a Afghanistan Education Department campaign that convey stability and reliability | Change the objective into Level V | | 9 | Select Toys for your School children | Change the objective into Level VI | | 10 | Select the article that will be printed in the next issue of newsletter | Change the objective into Level I |     **Concluding Discussion :** In a classroom, it is always easy for students as well as teachers to understand and build knowledge from known to unknown rather than building completely new knowledge. Also , it reinforces the confidence of students that they are not learning things completely new, they are learning something in which they already have a certain exposure.  Let's think about lesson plans. Once we articulate the learning objectives, it will be effective for us to plan/design the other components of lesson design. Here are some of the other components of lesson designing. The following components will change based on learning objective, learning space, availability of resources and subjects in particular.   * Objective of lesson: The teacher must define the objective of the lesson planned and to be facilitated. The clarity of coverage of depth and breath to be covered to be learnt by students. * Resource Requirements and TLM Design * Outcome of the lesson: The teacher must define outcome as at the end of the lesson facilitated what the learners have learnt in terms of concepts/ procedure and other disposition. * Assessment: To identify whether the objectives of lesson plan are effectively facilitated, the teacher then identifies a process of assessment aligning to objective to identify whether the outcome of the lesson can be demonstrated by the learners at the end of the lesson facilitated or not. * Timeline of different steps: A lesson effectively has many components like instruction by teacher, demonstration activity, assessing students for checking the effectiveness of the delivery therefore, the teacher must calculate the different component timing for effectively facilitating the lesson plan. * Pedagogy: Scaffolding is the important pedagogical approach which all teachers should include to facilitate lessons to children. Scaffolding means, teachers giving instruction or demonstration to students in a way that a complex task is broken into steps, so that students are able to perform the task with adult support. |
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| **Activity 4:**  Structured reflection  **Objective:** to connect today's learning into their Job responsibility.  **Output:** To discuss, reflect and submit the answers in diaries.  **Resource Required:** Notebook and pen  **Procedures:**   * Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups. * All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them.   **Trainer Notes:**  The participants will end the day with the structured reflection session. To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two reasons to include interactive diaries in this training. First, it will include supervisors’ voice in the training process. Second, it builds a transferable skill in the supervisors that they can use when they are working in the field with their supervisors. The Trainers will see trainees as valuable contributors in their development as supervisors, and for trainees get to actually comment on their training to make it their own.  **Activity:**  The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as,   * What did you learn about in today’s training? * What strategies (discuss the issues to come up with intervention objectives) are helpful when working with others education officials to plan a project in a school or in a community? * How can we inspire school heads to stand up for what they believe in and make a difference in a classroom?   Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors. |
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\*\*\*\*\*\*Day End\*\*\*