

Good and bad lesson plans

The table below lists some of the main characteristics of good and bad lesson plans which should concern you from the start of your PTE and you could print it out and use it as a quick check when planning your lessons. Other characteristics (for example concerning differentiation) will be discussed in subsequent sessions and you could add these to the table.

Later, you, your mentors and tutors will use a more detailed check-list ('Lesson planning and the Standards' - downloadable from the course web site) which will be discussed in the second session on lesson planning.

Good lesson plans	Bad lessons plans
Focus on the pupils	Focus on the teacher
Take account of the class/time of day	Are written independently of the class
Start with a sense of purpose	Have a slow start in which the pupils just sit - and maybe listen
Contain a variety of activities of different kinds	Contain only one kind of activity
Plan for transitions between activities	Assume all the pupils work at the same speed
Aim for the pupils to learn something	Aim only for the pupils to do something
Match activities to learning objectives	Take 'working on the computer' as an undifferentiated activity
Provide activities to see if learning objectives have been met	Assume that because the pupils have done something by following instructions learning has taken place