

Planning for Delivery

There are many maxims in education, great words of wisdom, and sincere advice. But, without question, it is true that the very best deliverers of Physical Activity are good planners and thinkers.

The success of professional Act Pro's and deliverers doesn't just happen. The road to success for these professionals requires commitment and practice, especially of those skills involved in planning lessons/sessions and learning activities, and in managing group behaviour.

Planning lessons/sessions is a fundamental skill all Act Pro's must develop and hone, although implementation of this skill in actual delivering can, and usually does, take some time. Being able to develop an effective plan format is a core skill for all who deliver.

Most Common Mistakes in Planning

1. **The outcome** of the lesson does not specify what the pupil will actually do that can be observed. Remember, an outcome is a description of what a pupil does that forms the basis for making an inference about learning. Poorly written outcomes lead to faulty inferences.
2. **The lesson assessment** is disconnected from the behaviour indicated in the outcome. An assessment in a plan is simply a description of how the teacher will determine whether the outcome has been accomplished. It must be based on the same behaviour that is incorporated in the outcome. Anything else is flawed.
3. **The prerequisites (pre planning)** are not specified or are inconsistent with what is actually required to succeed with the planned session. Prerequisites mean just that -- a statement of what a learner needs to know or be able to do to succeed and accomplish the lesson/session outcome. It is not easy to determine what is required, but it is necessary. Some research indicates that as much as 70% of learning is dependent on pupils having the appropriate prerequisites.
4. **The resources** specified in the lesson/session are extraneous to the actual described learning activities. This means keep the list of resources in line with what you actually plan to do.
5. **The instruction** in which the deliverer will engage is not efficient for the level of intended participants learning. Efficiency is a measure that means getting more done with the same amount of effort or the same amount with less effort. With so much to be learned, it should be obvious that instructional efficiency is paramount.
6. **The participants activities** described in the plan do not contribute in a direct and effective way to the lesson outcome. Don't have your participants engaged in activities just to keep them busy. Whatever you have your participants doing should contribute in a direct way to their accomplishing the lesson outcomes.

A plan that contains one or more of these mistakes needs rethinking and revision.

Effective Planning

The purpose of a plan is really quite simple: it is to **communicate**. But, you might ask, communicate to whom? The answer to this question, on a practical basis, is YOU!

The plans you develop are to guide you in organising your material and yourself for the purpose of helping your participants achieve intended learning outcomes. Whether a plan fits a particular format is not as relevant as whether or not it actually describes what you want, and what you have determined is the best means to an end. If you write a plan that can be interpreted or implemented in many different ways, it is probably not a very good plan

The Plan

Preliminary information – The development of a plan begins somewhere, and a good place to start is with a list or description of general information about the plan. This information sets the boundaries or limits of the plan. Here is a good list of these information items:

- The grade level of the pupils for whom the plan is intended
- Chronological ages, how old are they?
- SEN's Special Educational Needs
- The specific subject matter (Games, Dance, Gym etc)
- If appropriate, the name of the unit of which the lesson is a part (Strike & Fielding, Net & Wall); and
- Area of work, classroom, hall, playground, what is the size and risks

The parts of the plan and its purpose?

Each part of a plan should fulfil some purpose in communicating the specific content. For example: the outcome(s), the learning prerequisites, what will happen, the sequence of pupils and Act Pro activities, the materials required, the actual assessment procedures, progressions & adaptations/differentiation of activities.

Taken together, these parts constitute an end (the outcome), the process (what will happen and the student and teacher activities), and an input (information about pupils and necessary resources).

At the conclusion of a lesson, the Plenary tells the teacher how well pupils actually attained the set outcome(s) and did the assessment processes work (did learning take place?)

In a simple diagram, the process looks something like this:

Input =====> **Process** =====> **Outcome** =====> **Plenary**

Examples of Plan Formats

Please find below examples of the different parts that a successful plan should/could include.

Content: This is a statement that relates to the subject-matter content. The content may be a concept or a skill. Phrase this as follows: I want my pupils to: (be able to [name the skill]) **OR** (I want my pupils to understand [a description of the concept]). Often times, this content is predetermined or strongly suggested by the specific **curriculum** you are implementing through your teaching.

Pre-requisites: Indicate what the student must already know or be able to do in order to be successful with this lesson. (You would want to list one or two specific behaviours necessary to begin this lesson). *Some research indicates that up to 70% of what a student learns is dependent on his or her possessing the appropriate prerequisites.*

Instructional Objective/Outcome: Indicate what is to be learned - this must be a [complete objective](#). Write this objective in terms of what an individual student will do, not what a group will do. Limit your objective to one behavioural verb. The verb you choose must come from the list of [defined behavioural verbs](#) (see additional handout). Make sure your objective relates to the content statement above.

Instructional Procedures: Description of what you will do in delivering the session, and, as appropriate, includes a description of how you will introduce the activities to the pupils, what actual instructional techniques you will use, and how you will bring closure to the activity. Include what specific things pupils will actually do during the session.

Materials and Equipment: List all materials and equipment to be used by both the deliverer and learner and **how** they will be used.

Assessment/Evaluation: Describe [how](#) you will determine the extent to which pupils have attained the instructional outcome. Be sure this part is directly connected to the behaviour called for in the instructional objective.

Follow-up Activities: Indicate **how** other activities/materials will be used to reinforce and extend this lesson. Include homework, assignments, and projects.

Self-Assessment, Review (to be completed after the lesson is presented): Address the major components of the plan, focusing on both the strengths, and areas of needed improvement. Determine here how you plan to collect information that will be useful for planning future. A good idea is to analyse the difference between what you wanted (the objective) and what was attained (the results of the assessment).

The Madeline Hunter Lesson Design Model

Madeline Hunter's eight steps have stood the test of time. Below is a brief description of each. Understanding these components will add to your understanding of how to plan effectively.

1. **Anticipatory Set (focus)** - A short activity or prompt that focuses the pupils' attention before the actual lesson/session begins. Used when participants enter the room or in a transition. A hand-out given to pupils at the door, review question written on the board, "two problems" on the overhead are examples of the anticipatory set.
2. **Purpose (objective/outcome)** - The purpose of today's lesson/session, why the participants need to learn it, what they will be able to "do", and how they will show learning as a result are made clear by the deliverer.
3. **Input** - The vocabulary, language, skills, and concepts the deliverer will impart to the pupils - the "stuff" the kids need to know in order to be successful.
4. **Modelling/Demonstration (show)** - The deliverer shows in graphic form or demonstrates what the finished product looks like - a picture is worth a thousand words.
5. **Guided Practice (follow me)** - The deliverer leads the pupils through the steps necessary to perform the skill using the tri-modal approach - hear/see/do.
6. **Checking For Understanding (CFU)** - The deliverer uses a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward?/back up?
7. **Independent Practice** - The deliverer releases pupils to practice on their own based on
8. **Closure/Plenary** - A review or wrap-up of the lesson/session - "Tell me/show me what you have learned today". NOT SLEEPING LIONS!

Of course, there is an immense difference between being able to plan and actually being able to carry out the plan.

However, if you have **thought carefully** about where you are going **before** you begin writing your plan, the chances of your success, as well as the success of your pupils, are much greater.