HOW TO GIVE GREAT LESSONS

(Most of the Time)

At the Start:

➢ Grab attention with stories/questions/anecdotes

➢ Avoid tedious rule revisions and boring news whenever possible; students form 90% of their opinion of the lesson in the 1st 90 secs

➢ State clearly what the lesson will be about ("Today, we will be …"}

➢ Discuss specific outcomes; set direct targets ("By the end of the lesson, we will have learned…")

➢ Set a task that can be started as soon as they walk in the door

➢ Clarify what they already know; do a KWL
(what we Know, what we Want to find out, what we Learnt). The K and W are at the start; the L at the end of a lesson.

In the Middle:

➢ Use 'state' changers to adjust the mood of the room (jokes; exercises; music; quick competitions; a 30-sec video; a 2-min metacognitive silent activity)

➢ Provide constant feedback (one-on-one discussion; self-evaluation; peer assessment and support; various technology support mechanisms)

➢ Stimulate positive emotions (games; win/win competition; affirmations; acknowledgements of good work)

➢ Generate a sense of relaxed alertness (low threat and high challenge)

➢ Immerse learners in multiple, complex, authentic experiences (projects; long-term contracts; higher level thinking; rich tasks)

➢ Use an 'economy of words' to make your point; don't rave on!!

Wrapping Up:

➢ Pace the lesson so that you can include a clear wrap-up time

➢ Develop some intriguing closing rituals/routines

➢ Summarise the lesson; draw mindmaps of the content (and sometimes the process)

➢ Check for student mastery by:
  • asking them to revise on aspects of the lesson with a partner
  • asking them to give a direct performance to show they have understood the concept

➢ Encourage student personal reflection with a personal Learning Journal. Analyse:
  • Q.1. What did I do well?

  • Q.2. How could I have improved on what I did?