



# Lesson Plan

<b>Course Title:</b> Prep for E	<b>Year of Course:</b> 1	<b>Room:</b> Training room & computer room with printer
<b>Unit Title:</b> Session 2	<b>Tutor:</b>	<b>Date:</b>
<b>Subject:</b> Assessment of study skills, developing reading skills.	<b>Scheme of Work:</b> Week 2	<b>Time:</b>

**Learning Aims:**  
To enable learners to assess their specific study skills needs and to set up an action plan to address those needs.

- Learning Objectives:**  
Learners will:
- Review what it means to be a Learner in adult education
  - Identify their individual 'intelligence type'
  - Assess their study skills strengths & weaknesses via a self-assessment audit
  - Set up an 'Action Plan' of individual targets for improvement
  - Identify different reading strategies & when to use them
  - Practise different reading strategies appropriate to task
  - Practise reading for comprehension & summarising.

**Learner Evaluation**

The majority of learners rated this session as 'very useful' or 'useful'. Learners enjoyed the 'multiple intelligence' assessment and finding out their own intelligence 'type'. Some commented that this helped affirm their individual skills. The majority found learning about and practising the various reading strategies very useful. Learners enjoyed completing the study skills self-assessments and found them helpful in developing personal action plans for improvement.

One learner commented negatively on one of the class work activities, which involved compiling a written summary of a newspaper article; they felt under pressure due to the time allowed and found it difficult to concentrate as the Tutor talked while they were trying to concentrate on the exercise.

**Tutor Evaluation & Reflection**

This session aimed to achieve a balance between assessment & starting work on skills development. The exercise on 'What it means to be an HE learner' worked well as an opener & allowed me to gauge understanding of independent learning. The concept of 'multiple intelligence' was easily understood by the group and the on-line test is affirming rather than threatening. Learners enjoyed this exercise and it paved the way for the remaining self-assessments, making them less threatening. I had not anticipated how anxious some of the group would become in practising reading for comprehension & summarising an article in class. In future I will allow more time, choose a briefer and simpler article and ensure that I provide a quiet space for the learners.

Overall the session went well; the group started some serious work on their skills.

## Lesson Plan Details

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.00	<b>Introduction</b> 1.Welcome  2.Brief recap of last week's session  3.Review home-study tasks (reading + post profile on VLE)  4. Any questions?	Input  Directed questions to stimulate recall  Respond to questions/issues raised on home-study	Listen  Recall last week's session  Raise questions	Via answers to directed questions	-
9.10	<b>Aims of day</b>	Input	Listen/ask questions		PowerPoint: 'Session 2 Aims'
9.15	<b>What does it mean to be a HE Learner?</b>  <b>Part 1:Small Groups</b> 'What it means to be an H.E. learner'  <b>Part 2: Groups feedback</b>  <b>Part 3: Tutor-led Consolidation</b>	Set task, pens & paper Affirm contributions  Compare responses with school; stress expectations of 'independent learning'  Link to next task: To focus on individual assessment of skills & target kills that learners may not yet have.	Work in small groups & record responses on flipchart  Groups feedback their flipchart work to the large group.	Assess understanding via small group contributions... + Via large group discussion	Tutor Notes: 'What it means to be an H.E. Learner' Exercise  Flipchart + pens

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9.40	<p><b>Identifying your 'intelligence type'</b></p> <p><b>Part 1: Introduction to 'Multiple Intelligences'</b> Celebrity quotes</p> <p>Description of the multiple intelligences</p> <p><b>Part 2: Multiple Intelligences Exercise</b> Which celebrity is which intelligence?</p> <p><b>Part 3: Tutor –led consolidation</b></p>	<p>Input from Guy (2007)</p> <p>Input from bgfl.org website</p> <p>Manage &amp; facilitate discussion</p> <p>Instruct groups to classify the 8 intelligences in importance to their occupational area</p>	<p>Groups discuss &amp; match celebrity photo with intelligence type</p>	<p>Ability to apply the theory to others</p> <p>Ability to apply the theory to self</p>	<p>Guy, P. (2007) <i>Study Skills- A Teaching Programme for Students in Schools &amp; Colleges</i>, London; Paul Chapman</p> <p>Celebrity quotes (Guy page 16)</p> <p>On-line description of the multiple intelligences available at <a href="http://www.Bgfl.org">http://www.Bgfl.org</a></p> <p>Exercise on multiple intelligences (Guy page 16-17)</p> <p>'Celebrity' photos, e.g. David Beckham, Richard Branson, Gordon Brown, Mahatma Gandhi, Lewis Hamilton, Madonna, Nelson Mandela, Barack Obama, Jamie Oliver, Gordon Ramsay, Condoleezza Rice, Alan Sugar.</p> <p>Handout: Howard Gardner's Multiple Intelligences' (Guy page 86)</p>
10.00	<p><b>Multiple intelligence diagnostic</b> Take the MI test</p> <p><b>Tutor –led consolidation</b></p>	<p>Advise &amp; help</p> <p>Discuss findings as group</p>	<p>Individual on-line assessment</p>	<p>Contribute to discussion</p>	<p>On-line multiple intelligence test is available at <a href="http://www.Bgfl.org">http://www.Bgfl.org</a></p> <p>Individual computers + Printer</p>

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10.20	<p><b>Study Skills Audit</b> 'Unis Assessment'</p> <p>Paired discussion + Individual completion of Unis Self- Assessment</p>	<p><b>Introduce Exercise</b> Stress: 1. Honesty important as audit will be basis for individual action planning &amp; home study.  2. Individual results won't be shared</p>	<p>Paired discussion + individual completion of Unis self-audit.</p> <p>Pairs to discuss each heading &amp; why they have rated self as such, e.g. exam results, specific fears, past messages.</p>		<p>Unis project pack 'Skills self-Assessment Audit'</p> <p>Downloadable from:  <a href="http://www.surrey.ac.uk/Skills/pack/audit.html">http://www.surrey.ac.uk/Skills/pack/audit.html</a></p>
10.30	<p><b>Rating Exercise</b> of confidence in study skills generally (<i>overall</i>)</p>	<p>Explain how to calculate overall score ( min is 48, max 192</p>	<p>Learners calculate overall rating &amp; read individual results</p>	Total score	Unis score sheet page 4
10.40	<p><b>Rating Exercise</b> of confidence in specific skill areas (<i>Identifies specific strengths &amp; weaknesses</i>)</p>	<p>Instruct learners to: 1. Note 'Total' for each area; reading, IT etc.  2. List 3 strongest areas &amp; 3 weaker areas on Unis score sheet pg 4</p>	<p>Learners compile total for each area</p> <p>Note 3 strongest areas Note 3 weakest areas</p>	Specific area score	Unis score sheet page 4
10.50	<p><b>Consolidation:</b> Tutor notes this will be used to direct teaching areas &amp; as a basis for individual action plans</p>	<p><b>Group Round (Post Box)</b> Students post 1<sup>st</sup> weak area (red) 2<sup>nd</sup> weak area (yellow) 3<sup>rd</sup> weakest (green)</p>	<p>Student 'post-its' on their weakest areas on the board. Students circulate &amp; read others postings (anonymous)</p>		Post its/cards in red, yellow & green.
11.00-11.15	<b>Refreshment Break</b>				

<b>Time</b>	<b>Content</b>	<b>Teacher Activity</b>	<b>Learner Activity</b>	<b>Learner Assessment</b>	<b>Learning Resources</b>
11.15	<b>Reading Techniques Exercise</b> Skimming, scanning & reading closely	Facilitate exercise from Guy page 18	Participate in exercise		Guy, P. (2007) <i>Study Skills- A Teaching Programme for Students in Schools &amp; Colleges</i> , London; Paul Chapman Chapter 3 'Reading' (p18-21) + Appendix  Magazines, Telephone directories, TV listings, holiday brochures, Newspapers  Reading Techniques Exercise (Guy p18)  Handout: Reading Techniques (Guy p 88)
11.30	<b>Reading for Comprehension</b> A 'Reading for understanding' approach  SQ 3R technique	Facilitate exercise from Guy page 22  Input on SQ3R (Guy page 23)			Reading Comprehension Exercise (Guy p 22)  Handout: 'Pupil Advice Sheet – Comprehension (Guy page 24)
12.00	<b>Practice at Reading for Comprehension</b>	Set article & assist if needed	Compile written summary of an article		Newspaper article of 200-300 words
12.30	<b>Action Planning</b> Complete individual plan	Circulate & aid completion of plans	Reflect & compile entries	Learning conversation	Pro-forma Action Plan
12.45	<b>Recap, revisit aims &amp; close</b> Review aims of session & if achieved Set home study Set mid-way Assignment				<b>Home study</b> 1. 'Reading Speed' Exercise; Page 89 in Guy, P. (2007) <i>Study Skills- A Teaching Programme for Students in Schools &amp; Colleges</i> , London. Paul Chapman  2. Set Mid-way assignment to be submitted by email to Course Tutor prior to next week's session.
1.00	<b>End</b>				