

Planning

Before making a course plan, it would be a good idea to ask e.g. the class teacher some of the following questions:

- How would you describe the learners' abilities and potentials?
- What are the learners able to do (related to what you are planning on working with)?
- Which specific resources are available in the class?
- What has the class been working with previously (of relevance to your planning)?
- Which methods and activities are the pupils accustomed to?

Designing a course plan

A course plan is usually a plan for approximately 2 – 6 weeks, which means that you make several plans during a school year.

Step 1: Choose which competence objectives you want to focus on (www.emu.dk) :

- **Oral communication** (listening, conversation, presentation, linguistic focus, communication strategies, language learning strategies)
- **Written communication** (reading, writing, linguistic focus, language learning strategies)
- **Culture and Society** (intercultural contact, English as access to the world, text and media)

Usually it is a good idea to focus on one or two competence objectives.

Step 2: Select which knowledge and skills objectives you want to focus on.

- Always choose sets of objectives (a knowledge and a skill objective - they are placed right next to each other)
- I would recommend focusing on 3 – 5 sets of knowledge and skill objectives in one course plan.

Step 3: Now create learning objectives on the basis of the knowledge and skill objectives you have chosen.

Planning

- Often it would be a good idea to think about the topic in this phase to make the learning goals more precise.

Step 4: Start planning the tasks and activities that will help the pupils meet the learning objectives + choose teaching materials and other resources.

Step 5: Write down signs of learning (level 1, level 2, level 3)

Step 6: Decide how you will evaluate (did the students meet the objectives?)

Competence Objectives	Knowledge and skill objectives	Learning objectives	Tasks, activities, organisation and resources	Signs of Learning	Evaluation
Culture and society	<p><i>Intercultural contact (phase 1)</i></p> <p><i>(skill)</i> The pupil can communicate about his/her own or other people's cultural meetings</p> <p><i>(knowledge)</i> The pupil has knowledge of potential areas of conflict in cultural meetings</p>	You have knowledge of and can take part in conversations about human rights.	<p><u>Describe:</u></p> <p><i>What kind of tasks and activities are the learners to work with?</i></p> <p><i>Which teaching materials and other resources will be used?</i></p> <p><i>Which approaches and methods will be used?</i></p> <p><i>How will you create variation?</i></p>	<p>Level 1:</p> <p>Level 2:</p> <p>Level 3:</p>	

Planning

Oral Communication	<p><i>Listening (phase 1)</i></p> <p><i>(skill)</i> The pupil can understand the main content of authentic texts about issues related to society</p> <p><i>(knowledge)</i> The pupil has knowledge of combining different listening techniques</p> <p>Linguistic focus (phase 2)</p> <p><i>(skill)</i> The pupil can use a fairly precise and varied vocabulary.</p> <p><i>(knowledge)</i> The pupil has knowledge of how to vary his/her vocabulary.</p>	<p>You can understand different texts about human rights.</p>	<p><i>How will you organise the lessons?</i></p> <p><i>How will you deal with mixed abilities and learner involvement?</i></p>	<p>Level 1:</p> <p>Level 2:</p> <p>Level 3:</p>	
		<p>You can use a precise and varied vocabulary when talking about human rights.</p>		<p>Level 1:</p> <p>Level 2:</p> <p>Level 3:</p>	

Planning

Step 7: Now you have a course plan. The next step is to create lesson plans for each of the lessons in the course plan.

Designing a lesson plan

Objectives/ assessment	Topic/subject	Structure and types of work	Materials	Classroom management	Variation and rhythm
<p><i>What should the pupils learn in this lesson and how does this relate to your course plan?</i></p> <p><i>Which signs indicate that this learning is taking place?</i></p> <p><i>How are you going to evaluate (will you evaluate at the end of this lesson or at the end of the course?)?</i></p>	<p><i>What are the pupils going to work with?</i></p> <p><i>Why?</i></p> <p><i>What types of differentiation are possible?</i></p>	<p><i>How do you want the pupils to work?</i></p> <p><i>What are the pupils to do in practice?</i></p> <p><i>How will you assess the work?</i></p>	<p><i>Which materials are to be used?</i></p>	<p><i>How will you start the lesson?</i></p> <p><i>Considerations concerning the organisation of the teaching.</i></p> <p><i>How are you going to end the lesson?</i></p>	<p><i>What kind of rhythm and flow do you want for the lesson?</i></p> <p><i>Variation?</i></p> <p><i>For how long are the pupils able to focus on one particular way of working?</i></p>