Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 5: Outcomes-based Planning and Programming

Module 1: Planning and Programming Fundamentals

Contents **Page/s**

Module introduction		2
Module learning outcomes		3
Section 1:	Getting started	4
Section 2:	Some guidelines for planning and programming	32
Module summary *(and additional space for your notes)*		44

Name: ..... File Nº:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

Module 1
Planning and Programming Fundamentals

Introduction

Welcome to *Module 1: Planning and Programming Fundamentals.*

You do not need other documents to undertake this module. However, much of it has been drawn from the lower and upper primary syllabuses and teacher guides, so it may help you to refer to these as needed.

You will certainly have to think about what you currently do in planning and programming. Any relevant documents that you, your school and your colleagues have, may be useful to refer to as well.

The module begins with a look at the teaching and learning cycle and where in particular, planning and programming fits. Then the module provides some general principles of planning and programming which may help you in your important work of planning and programming and/or supervising those who do.

If you are seeking academic credit, make sure you have completed the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit learning outcomes. You may wish to record such information in your *Learning Contract.*

Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. identify and discuss components of the teaching and learning cycle

2. describe what is meant by the term "holistic planning" in the context of outcomes-based education

3. explain to others the ideas behind planning and programming in outcomes-based education

4. distinguish between different levels of programming

5. distinguish between subject-based and integrated planning and programming

6. assist others in understanding the importance of planning and programming at different levels.

Section 1: Getting started

Planning is often started as the process of creating an overview of the curriculum in relation to the learning environment of a school, the learning needs of the students and the syllabus requirements. When planning, teachers are advised to consider the learning environment of the school and its community which will influence the choices they make as they create programs for their classes.

Programming is often described as the process of selecting and sequencing teaching strategies and learning experiences for specific classes and individual students to achieve the outcomes of the syllabus.

1.1 The Teaching and Learning Cycle

Programming comprises all of the activities that teachers use to design and sequence the teaching, learning and assessment activities for each subject or learning area, to assist student achievement of the syllabus outcomes at each stage. For the programming process to be successful, a school needs to have:

- whole school curriculum planning
- assessment data taken at every grade, and
- on-going evaluation of teacher programs.

The revised Teaching and Learning Cycle has three components: Planning and Programming, Teaching and Learning, and Assessing and Reporting.

If you look at the highlighted component – *Planning and Programming* – in the diagram on page 5, you will see six questions that a teacher is likely to consider before starting to program for a new class. There may also be other relevant questions that teachers ask themselves from time to time.

Through these six questions, the teacher is thinking about:

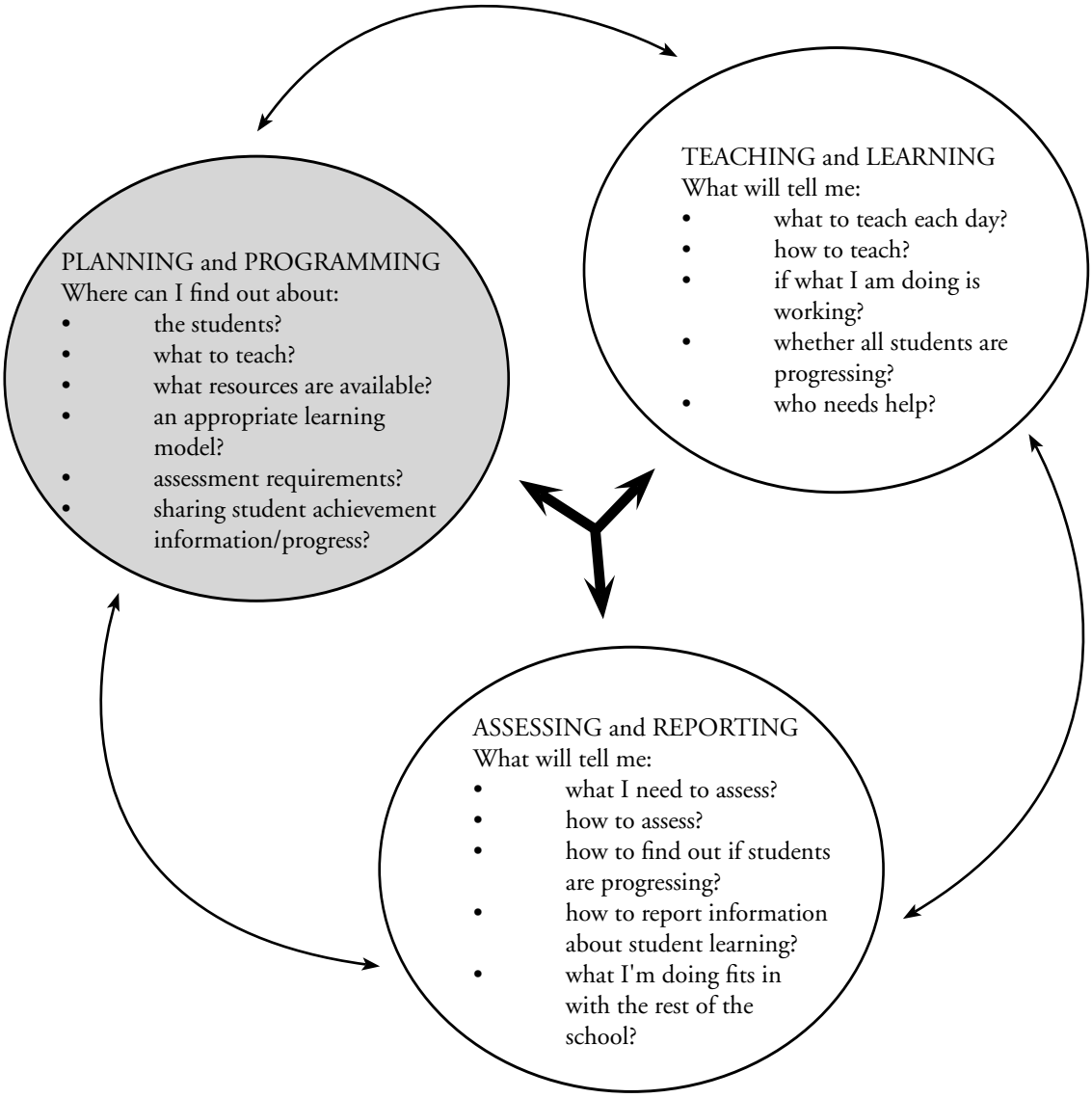
- what to teach
- what skills and attitudes to develop
- the knowledge and understanding that the students bring with them to school
- the availability of resources
- the context of teaching
- the best learning model to use
- what to assess
- how to access
- when to access
- the best way to record and report.

This is called a "holistic" approach, in which planning and programming includes the other two components of the teaching and learning cycle.

Another aspect of a holistic approach is the consistency between the syllabus aims and learning outcomes, and the teaching plans and programs. That is, to what degree do the plans and programs developed by teachers, assist students in achieving the curriculum intentions.

A third aspect of holistic planning is the consistency between the long-term, medium-term and short-term plans and programs.

The Revised Teaching and Learning Cycle



Look at the Teaching and Learning Cycle as a whole.

- What do you notice about the components?

HINT: State your "big picture" view here. Don't worry too much about the questions. Scan the three components and give a summary view.

Note that there is one concept that is common to all three components.

- Read the questions in each component and identify this concept.

HINT: The concept that keeps recurring is one of the main reasons for schooling.

- What do you understand from the diagram of the cycle and the notes that are on page 4?

HINT: The diagram and the notes try to explain the concept of "holistic" planning and programming. State what you understand by the "holistic" approach.

If you were to ask a number of your colleagues to describe a program or the process of programming, you are likely to get a range of responses. Some typical responses may be as follows:

"Programming isn't quick or easy, but a well thought out program is a good starting point for successful teaching."

"Teachers' programs tell us where they and their students are going and how they are going to get there."

"A good program gives a strong sense of direction and purpose, while still being flexible enough to respond to changing learning priorities, interests and contexts."

"A program starts as a plan for what teaching and learning will happen and ends up as a record of what actually took place."

"Primary teachers' programs are very individual and come in all shapes and sizes. Programs are working documents and very few remain unchanged for long."

"Programs are both "personal" and "public". They are for personal use and will reflect the teachers' beliefs about teaching and learning. At the same time, they can demonstrate to others what has been taught and why teachers teach the way they do. Plans may be developed individually, in collaboration with others or through a combination of both."

"There are many facets to a program: it may have several parts spread over a number of notebooks or may all be together in one folder."

"At the start of the year with a new class, a teacher's plan would most likely take a long-term view and cover issues in a general way. As time progresses, the program will become more specific and focus on short-term teaching/learning issues."

All of the above statements describe a program or the process of programming to some degree.

- How would *you* describe the process of programming?

- How are the statements similar to and different from the view described in the Teaching and Learning Cycle? Are they "holistic"?

HINT: Compare what you understand by the "holistic" approach with the comments made by teachers.

Planning and programming would have been a major component of your pre-service training and you would probably have done a lot of planning and programming since then. Some people doing this unit will be planning and programming now.

Take a moment to look at some of your recent plans and programs. Then think about what these programs show as important to you in programming. Use the checklist on the following page.

My Program	Yes	No
Does it start with assessing what my students already know?		
Is it based on any existing syllabus or curriculum?		
Does it reflect long-term planning?		
Is it clear about what I expect my students to learn?		
Does it depend on resources that are easily available?		
Is it detailed enough for me to know what has to happen each term, each week and each day?		
Is assessment planned, integrated and obvious?		
Is assessment flexible enough to respond to what I want to find out about my students' learning?		
Does it agree with the school's policies?		
Will all students be actively learning all the time?		

Now find out how one of your colleagues plans and programs.

- Collect some of your colleague's plans and programs and look at them closely. Make some notes using the checklist you have just completed. The plans and programs are required for the activity on page 30.

HINT: As you look at the plans and programs think about the teaching and learning cycle and the checklist above.

Meet with another colleague (or two) if possible to find out their views about the process of programming.

Provide your colleague/s with a sheet of paper with the following stimulus sentences written on it and ask them to complete them.

"*When I program for my class I take into account……*"

"*The way I program is……*"

- Summarise each response using key words and phrases and list them in the table below.

Response from Colleague 1	Summary: Key words or phrases
Response from Colleague 2	Summary: Key words or phrases

- Using the responses from your colleagues as well as your own thoughts, write a paragraph about what you think is involved in the process of planning and programming.

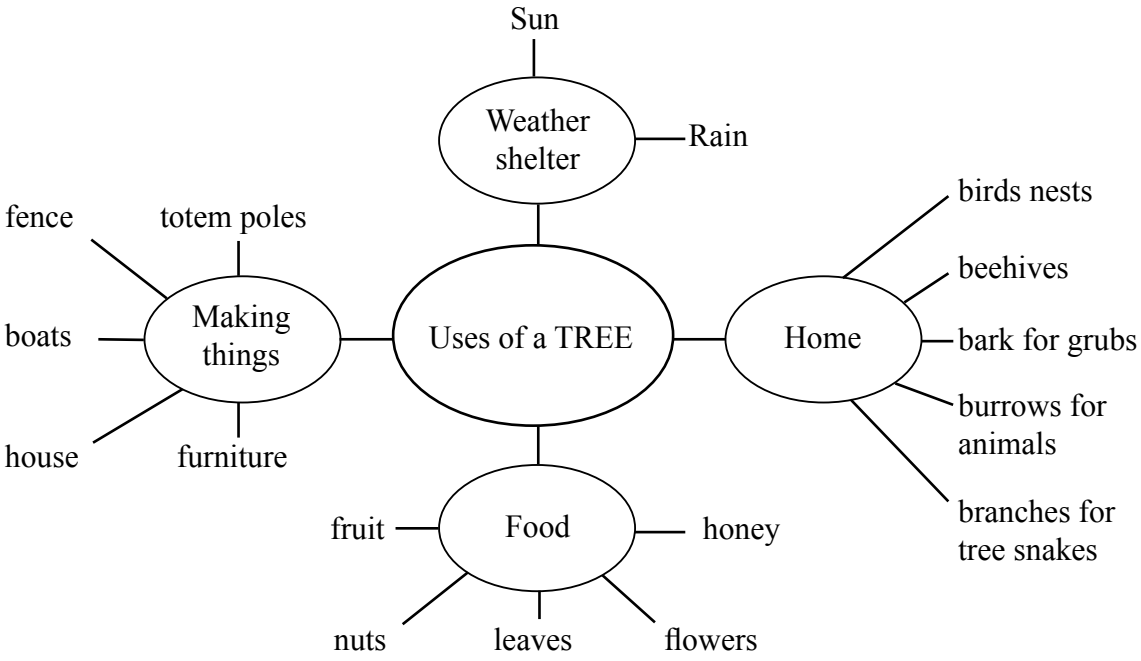
HINT: Your response will depend on your analysis of the statements from your colleagues as well as your own thoughts. There are some basic principles applied in the process of planning and programming. These may emerge in your statement.

- Compare your statement with the questions in the "Planning and Programming" component of the Teaching and Learning Cycle on page 5.

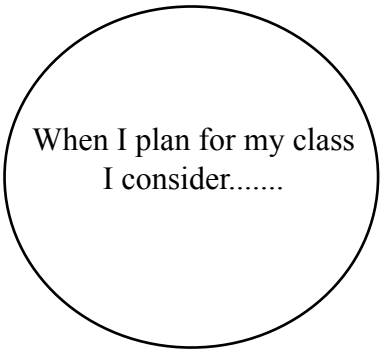
HINT: Look at each of the questions again.

Draw a mind map or concept map of "Planning and Programming"

An example of a mind map is given below. Look closely at this map about some alternative uses of a "tree". Take a moment to look at how the connections are made.

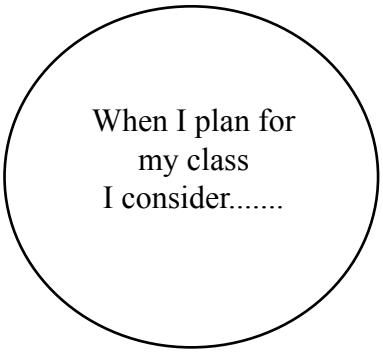


- Using this as a model, do a mind map of all the things you have to consider (or have considered in the past) in planning for your class. Work with a colleague. If you are office-based, change the topic for the mind map to 'Planning and Programming' and identify all the things one should consider when planning and programming.



HINT: First make a list of all the things you need to consider by brainstorming with a colleague. Then group them into simple and more complex concepts. Identify links between them before placing them around the central theme.

Share your mind map with some colleagues. Ask for their feedback and modify your mind map, if needed.



HINT: This time, your mind map could be more comprehensive than before because it may include the ideas of others.

From what you have learned so far, think about the following and write down your thoughts.

- the holistic nature of planning and programming

Hint: Your personal reflections are needed here.

- ways your understanding of planning and programming has changed, if at all.

HINT: You need to think about any new learning and insights you have acquired.

Read the following information, and discuss it with a colleague.

Teachers often describe the process of "planning and programming" as doing it at different levels of detail. Thinking in "levels" helps them to organise and develop ideas in increasing detail as each level becomes the focus of their programming. The following table describes and compares these different levels of detail.

Level of programming	What might be considered
Long-term plans • yearly planning • term planning	Beliefs, philosophy, strategies, organisation, classroom and behaviour management Goals and general aims for the year Continuity between the previous year, the current year and the following year (eg ideas about progression) Subject syllabuses and overviews Learning outcomes - clustering - key linking idea (organiser) Details of the "on-going" program or fixed time program (eg silent reading every day) Time allocation according to DoE policy Community activities (eg. village, town, or DoE calendar) School and community resources
Medium-term planning • Units of work (around a single outcome or a cluster of outcomes)	Overview by term (themes/unit titles/duration) Plans of units of work (around a cluster of outcomes or a single outcome) Outcomes for units of work Essential activities Learning model Resources Assessment plans - methods, tasks, criteria Current timetable
Short-term plans, eg. • weekly or daily programming	Weekly or daily teaching notes and details of activities Learning outcomes and assessment decisions Assessment ideas – When? What? Where? Who? Resources – What? Where? Who?
On-going or fixed time activities, eg. • everyday/once a week • whole year/term only	Activities which may run every day for the whole year, eg. silent reading Activities which may run every day for the term eg. group work, a fitness prorgam Activities which may run once a week for the whole year/term eg. school service, sports, assembly, HIV/AIDS education Class jobs, eg monitors Library duties, eg. changing books

Take a few moments to reflect on the way you presently plan and program and compare it with the above information.

- What do you and your colleague think about the process of programming in levels?

- Do your plan in levels? Do you have any other way of doing it?

Hint: The response to this question will depend on you own situation.

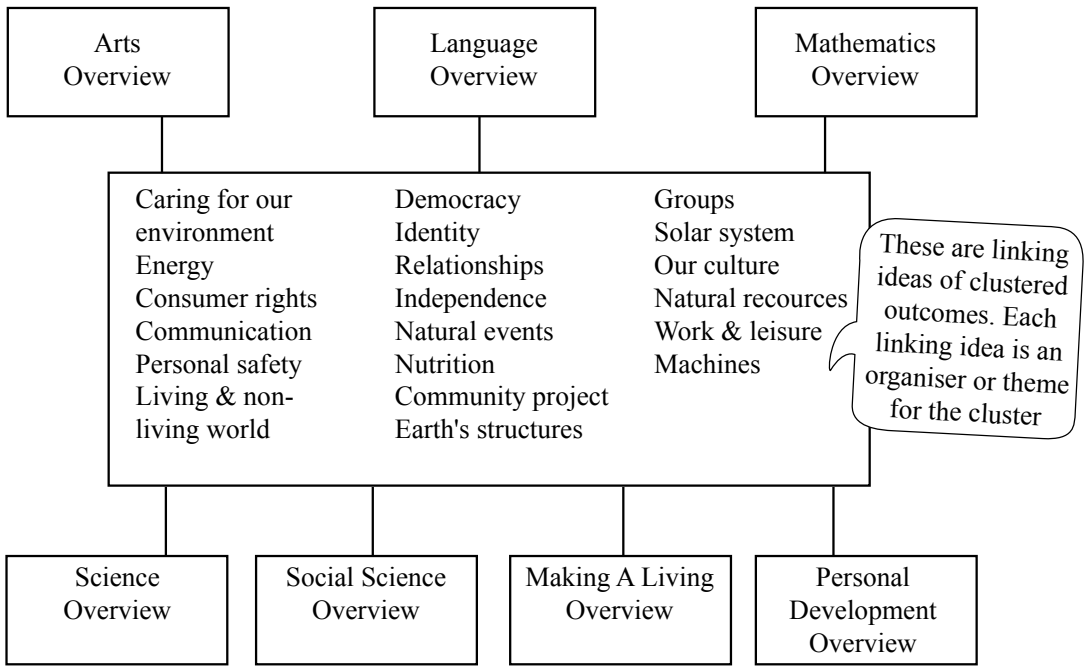
1.2: Examples of plans and programs for programming at different levels

Six examples of plans and programs are shown. These plans and programs are examples only. Some of those shown relate to the lower primary syllabuses, some to the upper primary syllabuses and some to both. All examples can be adapted for use across the 6 primary grades for planning purposes. Remember that if you are a primary school teacher, you could at any time be asked to teach classes from grades 3 to 8.

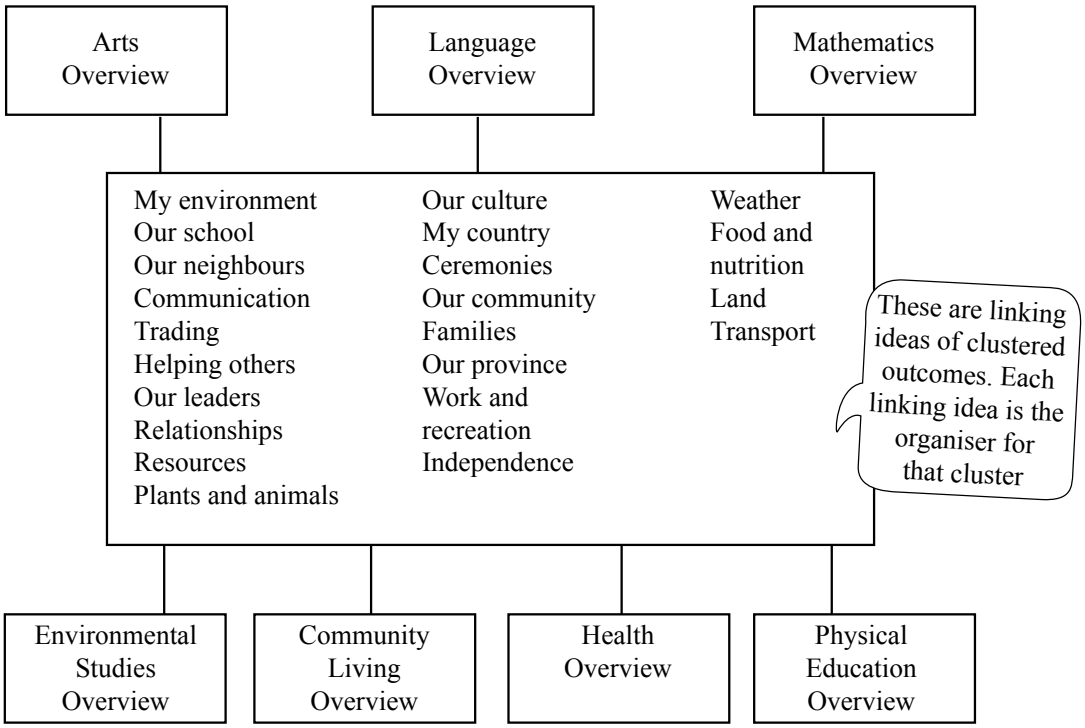
Each example has been selected to show ways of planning and programming at particular levels of detail. They help you to understand the logic and processes of planning and programming. Look at each one closely, with a critical eye.

Working with a colleague, identify each of them as a yearly, term, weekly or daily plan or program. Also answer other questions about each example.

Example 1 (a) Upper Primary



Example 1 (b) Lower Primary



- What kind of a program is Example 1 (a) or (b)? A yearly overview? A term plan? A weekly program? None of these?

HINT: Look at the level of detail.

- Write the reasons for your answer.

HINT: You need to explain the reasons for your answer by explaining what you see and what you do not see in Example 1 (a) and (b).

- How does the above example and process of arriving at it relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your own situation.

Example 2 (Lower Primary organisers or themes)

Term 1		Term 2		Term 3		Term 4	
Week		Week		Week		Week	
1	My environment	1	Families	1	Our province	1	Education Week
2		2	Relationships	2		2	activities
3	Our School	3	Our neighbours	3	Our leaders	3	Transport
4		4	Weather	4		4	Communication
5	Plants & animals	5		5	My country	5	
6		6		6	Ceremonies	6	Trading
7	Food and7 Nutrition		Resources	7	National Book week activities	7	
8		8		8	Our culture	8	Our community
9		9	Work and	9		9	Helping others
10		10	Recreation	10	Independence	10	
11				11	National Literacy week activities		Closing School

- What are the differences between Examples 1(b) (page 14) and Example 2 above?

HINT: Do all themes from Example 1(b) feature here? What factors determine the sequence?

- In planning to program for a lower primary class at the start of the year, which of the two should be done first – Example 1 (b) or Example 2? Why?

HINT: Here provide a logical answer. In planning one goes from longer-term to shorter-term ideas.

- Take a close look at Example 2. Note that some units are one week long and some are two weeks long and some are three weeks long. Name three one-week units, three two-week units and two three-weeks units in the table.

HINT: The answer is obvious. There are almost as many two-week units as one-week units.

- Why are some units longer than others?

HINT: Think back about how you chose the themes for the year. If you are unsure, look at Example 1:

- What additional information is required for doing Example 2 compared with Example 1?

HINT: Make a guess at this stage. After you have worked through the six examples, come back to this question and complete it.

How does this example and the process of arriving at it relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your particular situation.

Now let us take a look at Example 3.

Example 3 (Upper Primary). This Example has three parts – Tables A, B and C

Table A (Grade 6): A two week cluster of outcomes with the key linking idea (organiser) in the centre.

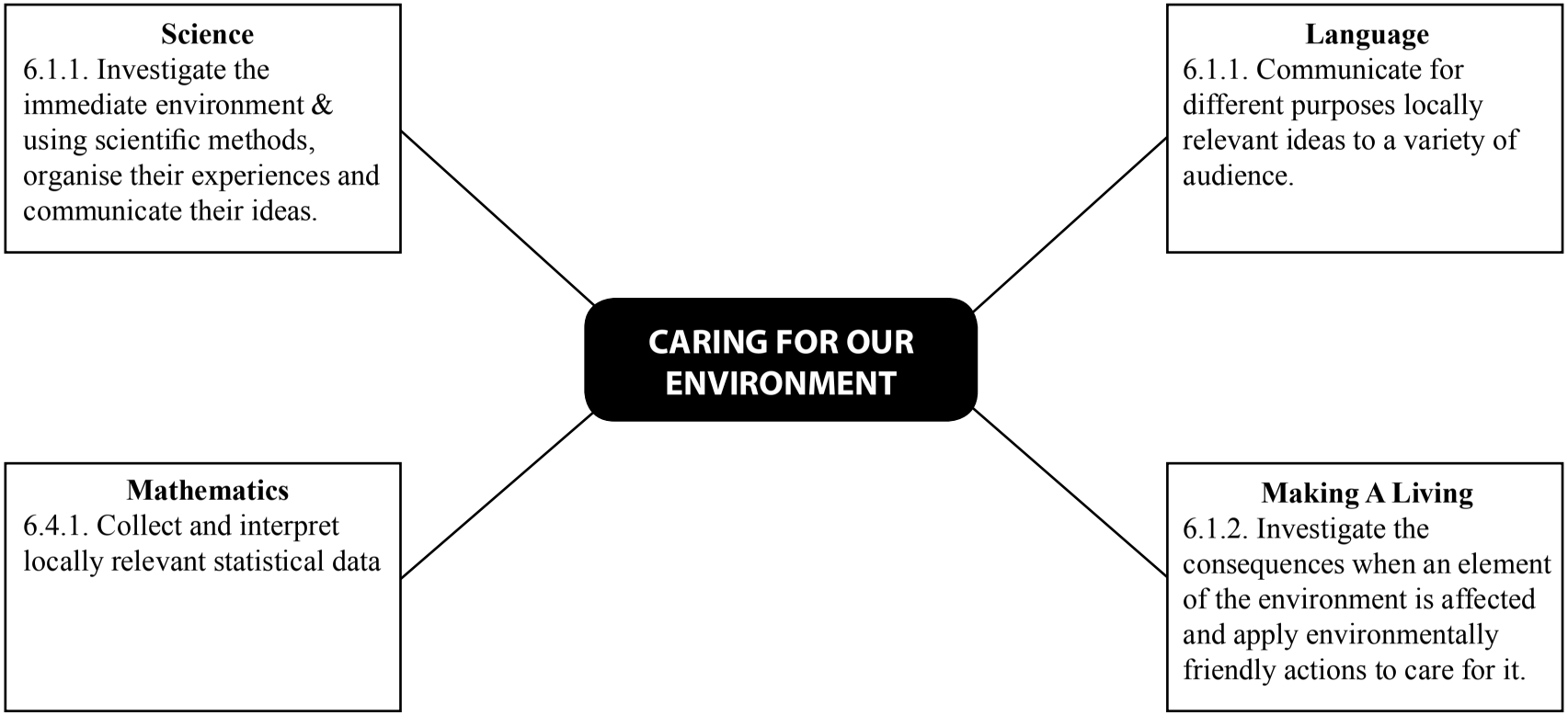


Table B: (Grade 6) Theme: Caring for our environment

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 8.15	Assembly	Assembly	Assembly	Assembly	Assembly
8.15 -	Integrated (60)	Social Science (60)	Language (60)	Social Science (60)	Integrated (60)
10.00	Integrated (45)	integrated (45)	Social Science (45)	Mathematics (45)	Mathematics (45)
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess
10.30 -	Integrated (45)	Science (45)	Integrated (45)	Science (45)	Social Science (45)
12.00	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 -	Making a Living (60)	Integrated (60)	Making a Living (60)	Integrated (60)	Making a Living (120)
3.00	Religious Education (60)	Arts (60)	Arts (60)	Arts (60)	
Work associated with the integrated program is shaded grey.					

The timetable above allocates 420 minutes for integrated program. A proportion is taken from the minimum time for each of the relevant upper primary subjects.

Note that time is also allocated for subject-based learning for each of the four subjects integrated.

Example 3, Table C

Outcomes	Assessment Task(s)
Language 6.1.1 Communicate for different purposes locally relevant ideas to a variety of audiences. **Mathematics 6.4.1** Collect and interpret locally relevant statistical data. **Making a Living 6.1.2** Investigate the consequences when an element of the environment is affected and apply environmentally friendly actions to care for it. **Science 6.1.1** Investigate the immediate environment and using scientific methods, organise their experiences and communicate their ideas.	Integrated assessment: An individual oral presentation, supported by relevant data and visual aids on the issue of rubbish around the classroom, the school and the immediate environment beyond the school. The presentation is to be given by the students to members of their class, to members of other classes, and to members of the community beyond the school. The presentation is to focus on the implications of the problem(s) and include strategies for improvement, and for wider community exposure.

You may recognize Example 3, Table A as an integrated plan intended for two weeks of teaching. The linking idea 'Caring for our Environment' is one of the ideas in Example 1 (a) (page 13). It has been allocated 420 minutes of time from across 4 of the syllabus areas. The text at the bottom of page 18 explains this.

- Working with a colleague, think through the following questions. Record your responses in the space provided.

  - What was the thinking behind this integrated unit plan?

HINT: Look closely at the information provided in Table A. Think about all the possible outcomes across all the upper primary syllabuses.

  - What were the steps taken by the writers to arrive at this type of programming?

HINT: It would be helpful to consider the details of tables A, B and C in responding to this question.

- How did they ensure that this plan satisfied the time allocation?

HINT: If you are unsure, there is an activity shortly that will help you here.

- With reference to Table B, what details would be needed to allow for this to be developed into an effective teaching program?

- Take a close look at Table A. How would you teach someone who is not familiar with integrated planning to construct one?

Hint: Use some examples you are currently familiar with. You will get more assistance with this shortly.

• Work with a colleague and have a close look at the three tables of Example 3.

- Do a time analysis of Table B. You may wish to read ahead and refer to Table C of Example 4 (page 23) for assistance. Use the table below for the analysis.

Syllabus	Minimum time as set by DoE	Minutes for integrated work	Minutes for other syllabus work
Language			
Mathematics			
Personal Development Making a Living			
Social Science			
Science			
Arts			
Religious Instruction			
Block			
Total			

- State whether or not the time allocation is consistent with the DoE expectations?

HINT: You will need to have balanced this table out to make a decision.

- How many of the seven syllabuses were included in the theme of Example 3?

HINT: Themes do not necessarily need to involve all syllabuses. In fact, teachers must be aware of not making unnatural connections for the sake of it.

How does this example relate to your practice? Is this the way to go?

Hint: In answering this, you are thinking back and looking forward.

Example 3 is typical of a holistic approach to planning, even though it is not the total picture.

Another way of expressing what you've seen in Example 3 is to say that you've encountered the beginnings of an integrated program. Those of you who are familiar with the new primary syllabuses will know integrated planning and programming is strongly recommended by all syllabuses.

Below is a selection of what some of the upper primary syllabuses say.

Making a Living (page 6)
Making a Living promotes integration across the strands of the subject as well as making links and incorporating outcomes from other subjects where appropriate.

Integration of different aspects of the curriculum provides students with the opportunity to make links, draw conclusions and deepen understanding.

Teachers may choose to develop units of work that focus specifically upon outcomes from a strand or strands within this subject or alternatively develop a unit of work that incorporates outcomes from this subject and other subject areas.

Social Science (page 5)
In real life, students need to integrate all the skills they learn at school. Therefore teachers are encouraged to integrate Social Science with other subjects through such activities as projects and thematic teaching.

Language (page 9)
While mapping and sequencing the whole curriculum for the coming term or year, by looking carefully at the outcomes for each subject, the class teacher will see areas of connection and common or related purposes between the outcomes. There is scope for combining the learning outcomes within a common integrated assignment which will provide evidence of achievement in more than one subject and in more than one outcome.

When the teacher sees these connections, he or she should highlight these and start to piece together an integrated learning unit. This means that the students' learning time will be used more efficiently, overlap and repetition in learning tasks will be reduced and the whole curriculum will begin to reflect how life is lived beyond the school.

Arts (page 7)
Related topics are found across subject areas. Subject content from Language, Making a Living, Mathematics, Personal Development, Science and Social Science can be used as topics for activities in drama, creative dance, song writing or an Art project.

Example 4 (there are three tables relating to grade 6 in this example)

Table A: Grade 6 time allocation in minutes for each subject per week

Arts	180
Language	180
Mathematics	180
Making a Living	360
Personal Development (PD)	240
Science	180
Social Science	180
Religious Education	60
Block Time (eg assemblies)	90
Total	1650

Table B: Grade 6 Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 -10.00	Assembly 15 Language 60 Maths 45	Assembly 15 MAL 60 Maths 45	Assembly 15 Language 60 Maths 45	Assembly 15 MAL 60 Maths 45	Assembly 30 Language 60 PD 30
10.00-10.30	Recess	Recess	Recess	Recess	Recess
10.30- 12.00	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	PD 30 Arts 60
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 - 3.00	MAL 60 PD 60	MAL 60 Arts 60	MAL 60 PD 60 PD 60	Arts 60	MAL 60 Religious Ed. 60

Table C: Grade 6 Time Analysis (refer above)

Subject	Break-up	No. of Minutes
Arts	3 x 60	180
Language	3 x 60	180
Making a Living	6 x 60	360
Mathematics	4 x 45	180
Personal Development	2 x 30, 3 x 60	240
Science	4 x 45	180
Social Science	4 x 45	180
Religious Education	1 x 60	60
Assembly	1 x 30, 4 x 15	90
Total		1650

What do you think the writers are trying to tell you through Tables A, B and C?

HINT: Do you know whether or not the DoE has a policy on time allocation for each upper primary grade?

- What do you think Table B is about? A yearly overview? A term plan? A weekly program? A daily program? A weekly timetable? None of these?

HINT: Look at the structure, time span and contents of Table B, then the response will be obvious.

- Does Table B tell you whether the program is going to be integrated or subject-based?

HINT: Look at the content. Can you predict from the content whether the program based on this model is likely to be subject- based or integrated?

- If you think that Table B can lead to subject-based programming, what do you think would be the next steps?

HINT: Make a guess at this stage. After you have worked through the six examples, come back to this question and complete it.

- Do you think the time allocation for Language is the same for grades 6, 7 and 8? If you are not sure, where would you look for the information on time allocation for Language for grades 6, 7 and 8?

- Check the time allocation per subject for other primary grades. What have you found out?

HINT: If you are not sure, carefully check the syllabuses.

How does this example relate to your practice? Do you do a weekly time analysis? Is this the way to do it? Explain.

HINT: The response to this question will depend on your particular situation.

Now let us move on to another example of a program with different degrees of detail.

Example 5 (An upper primary example)

Time	Lesson	Activities	Materials	Evaluation/ Comments
8.00 - 8.15		**Assembly**		
8.15 - 10.00	Language (105 min)	**Purpose:** Revise English punctuation conventions for written statements and questions. **Theme activity:** Prepare written questionnaire on favourite weekend recreation activities. Each student to complete one for self and review the completed one for self and review the response of another. **Vocabulary:** Brainstorming vocabulary relating to "fish" e.g. colour, size, shape, texture	Language Teacher Guide Language Syllabus Outcome 6.3.1	
10.00 - 10.30		**Recess**		
10.30 - 12.00	Mathematics (30 min) Science (60 min)	**Purpose:** Solve calculations such as 5% of 50 **Activity:** 20 examples. Check with another student. **Purpose:** Classify plants into flowering and non-flowering. **Activity:** Collect samples from around playground. Sort into 2 groups. Create charts in groups.	Grade text Science Syllabus Outcome 6.2.1	
12.00 - 1.00		**Lunch**		
1.00 - 3.00	PD (45 min) PD (45 min) Arts (30 min)	**Purpose:** Identify safety risks in and around the home for young children 5 and under. **Activity:** Study texts, discuss as class, label sketches in books. **Purpose:** Participate in coordination activities. **Activity:** Catching ball whilst standing, running, high ball, low ball. Game of softball. **Purpose:** Continue art work on theme of students engaging in their favourite past-time.	PD syllabus Outcome 6.4.8 Safety First books from library PD Syllabus Outcome 6.2.1 Teacher Guide P31 Arts Syllabus Outcomes 6.1.1, 7.1.1	

- What kind of a plan or program is this – a yearly overview? A term plan? A weekly plan? A daily plan? None of these?

HINT: Look at the structure, the time span and the details. Then answer then becomes obvious.

- Is this program based on themes, subjects or outcomes?

- How do you know this?

HINT: Is there any evidence of a thematic approach? Do the activities provide evidence of integration?

How does this example relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your particular situation.

Now we have reached the final example, Example 6. Read the information provided and think about the level of detail.

Example 6 (lower primary)

Health (Lower Primary)	
Strand: Healthy Individuals **Sub-strand: Nutrition**	
Learning Outcome: 4.1.3 Explain the benefits of eating from the food groups and assist in preparing healthy meals	
Lesson Outcomes	**Tasks and Activities**
1 Identify and group local foods into the three food groups: protective food, food for growth, food for energy	Brainstorm and list all the foods that the students currently eat both at home and at school Make a class mind map of the three food groups and place the identified foods into each category Collect pictures of these foods to paste on a class map of "what we currently eat"
2 Analyse different local foods and identify "fast" foods which may not be healthy	Talk about each of the foods listed in the class map List those foods that are healthy and those that can cause problems Invite a local "nutrition expert" such as a community nurse to come and talk about good food and food to avoid
3 Identify the benefits of eating healthy food	Talk about the importance of having a healthy body and list the reasons for this Draw or collect pictures of activities you can do when you have a healthy body List what can happen to your body if it is not properly fed and exercised

	Students write a story about why they think healthy food is important for their bodies
4. Prepare, cook and serve a healthy balanced meal	Talk about what makes up a healthy meal Class plans a healthy meal to have at school. Students bring ingredients to prepare the meal and serve it as a "special event " class lunch Individual oral presentations by students on what health foods they are having at home and how these foods are prepared

Physical Education (Lower Primary)

Strand: Physical Activity
Substrand: Fitness for health

Learning Outcome: 4.3.2 Identify and participate in activities to stay fit

Lesson Outcomes	Tasks and Activities
1. Talk about what "being fit" means	Have a class discussion about what students think "being fit" means Discuss examples of people students know who are very fit and those who are not very fit
2. Talk about the advantages of being fit and some activities that promote fitness	Have a local "sporting identity" talk to the class about what it means to be fit for playing sport Discuss the sort of activities that the students currently do that help with fitness Identify new activities that can be used to promote fitness in the areas of heart and muscle strength, joint mobility and endurance
3. Practise some new fitness activities at school	Make a list of some activities that the class can do each day to help keep fit under the headings of : - Muscle strength - Joint mobility - Endurance Teach these activities and try them each day at a set time in the playground. Take some pictures of the activities and build up a class collage of "Fitness Activities"
4. Work out a personal fitness plan that can be used for keeping fit	Identify suitable activities that can be done every day inside and outside, without the use of any equipment Each student to list the activities he/she would be prepared to try Each student to discuss his/her choices with class and then review these choices after listening to what others have to say Each student to prepare a short "personal fitness plan" to use each day
5. Work out a short daily "class fitness plan" for all students to do for a few minutes each day at a suitable break in the timetable.	Ensure that every student can participate in the chosen activities, or that the activities can be easily modified to suit individual differences Practise these activities daily, increasing the time in order to make them more challenging to increase fitness

Language (Lower Primary)

Strand: Speaking and Listening
Substrand: Production

Learning Outcome: 4.1.1V Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas

Lesson Outcomes	Tasks and Activities
1. Discuss the role that good food and exercise plays in having a healthy body	Class discussion on the importance of good food and keeping fit Class mind map of discussion points
2. Role play some activities that can be tried to keep fit	Individual students explain and show class a favourite fitness activity they have tried Put up a list of activities on a "class fitness chart"
3. Express opinions on the dangers of eating "fast foods"	Collect pictures of "fast food". Get students to talk about what they think of these foods. Make a class poster of "good food" and "fast food". Have students write captions (a few words to go under each picture) for each of these food items.
4. Listen and ask questions of a visiting speaker on a topic relating to health and fitness	Invite a "community nurse" to talk to the class about good food and food items to avoid. Give students the opportunity to ask questions
5. Present reports to the class on a "personal fitness plan" that each student has worked out	Individual reports given to class by students to explain the "personal fitness plan" that each has developed and talk about how he/she will put it into action.

What kind of a program is Example 6?

HINT: Look at the details provided in this example.

- Do you see any evidence of integration in this example. If yes, what are some indicators?

HINT: Does it look like a teacher-centred approach or a student-centred approach? Is there any evidence to suggest that there is integration?

- Do you see any evidence of assessment tasks in this example? If yes, list some of them here. If not, suggest some learning tasks that can be used for assessment purposes.

HINT: Look carefully at the detail.

How does this example relate to your practice? Is this the way you plan and program?

HINT: The response to this question will depend on your particular situation.

So far you have had the opportunity to work through six examples of plans and programs at different levels of detail.

These examples have been grouped for you into three groups – long- term, medium-term and short-term, in the following table. As you would have noticed, some examples have more tables than others. This means that 11 items have been grouped into three groups.

Long-Term	Medium-Term	Short-Term
Example 1 (a) Example 1 (b) Example 2	Example 3, Table A Example 3, Table C Example 6	Example 3, Table B Example 4. Table A Example 4, Table B Example 4, Table C Example 5

Answer these questions.

- Do you agree with these groupings?

HINT: Look across the six examples; look at the level of detail; the shorter term programs are more detailed than the longer term plans.

- If you don't agree, make changes to the groupings, explaining why.

HINT: The response to this question will depend on your perceptions of long-term, medium-term and short-term plans and programs.

You already have some plans and programs collected for activity on top of page 8.

Collect a few more samples of programs from some of your colleagues and together with them classify them into Long-term (LT), Medium-term (MT) and Short-term (ST) plans and programs.

Long-term	Medium-term	Short-term

HINT: Refer back, if you need to, to page 12 of this module.

- Then take one or two samples and carefully look at the details and presentation. Use your knowledge of plans and programs, and the examples 1-6 to facilitate discussion with a colleague. Record important issues or points.

HINT: The response to this question will depend on the samples you have selected and your skills in facilitating discussion.

From what you have learned so far in this module what are the implications for your practice?

- Think of how you are currently planning and programming as a teacher or have programmed in the past.
- Think about the following and record your thoughts.
  - The basic principles of 'planning and programming'

HINT: One principle is that plans and programs should be consistent with each other. What are the others?

  - the importance of planning overviews before programming

HINT: Think about what is likely to happen if you commence programming without a long-term plan?

  - the relationship between the syllabuses, teacher guides and class programs

HINT: The syllabuses contain the DoE's policy about what student should be learning in schools. Expand on this idea here.

  - the degree of detail found at different levels of planning (eg. yearly overview, term overview, unit of work, weekly program and daily lessons).

HINT: You must have some idea by now about how detailed each level of planning is.

Section 2: Some guidelines for planning and programming

2.1 Levels of planning and programming

2.1.1 Long-term plans

Read the following information and answer the questions that follow.

Year Plan

At the start of the year all teachers give some thought to the long-term plans for their class. These plans cover a range of issues some of which may involve the whole school, only the upper or lower primary years or only a particular grade. Other issues may be very personal and describe ways an individual teacher is going to organise and manage his/her teaching.

Some teachers begin putting together parts of their plan before first term starts and build it up over the first few weeks of the school year.

New ideas and tentative plans may be shared with students, other teachers and parents before being fully developed and finalised.

At first, the idea of a year plan may seem like a lot of unnecessary work, but in fact many aspects will carry over from one year to the next with only a few modifications.

Teachers of multi-grade classes will find it necessary to have a two-year plan if their class covers two grades, and a three-year plan if it covers three grades.

The year plan is the time and place for looking at the 'big picture' and sketching in the broad outlines. It will look at 'who, why, what, when and how' of the teaching and learning for the year.

This involves thinking about the following. There may be some things you wish to add to the table!

Some questions	Some considerations (you may add to the list)
Who will be involved?	Considering needs, expectations, interests and resources of • students • other staff • parents • school community
What are the choices and decisions to be made?	Clarifying and identifying • own beliefs and philosophy about teaching and learning • school philosophy and policies, and community expectations • system requirements, policies and guidelines • syllabuses and teacher guides • school priorities and focuses

What will the students learn?	Identifying • syllabuses • resources - teachers guides, charts of primary learning outcomes, others from the teacher, school, community and DoE • students' learning priorities, goals, interests Planning • broad teaching/learning goals for the year from the syllabuses • on-going teaching/learning program • draft overview of key units of work for the year (single subject outcome focus and/or integrated)
When will this happen?	Identifying • school and class timetables • sequencing and coordination of units of work across the curriculum • seasonal considerations • school and community events and activities • DoE calendar
How will the students learn?	Identifying • teaching and learning environment and activities • relationships, responsibilities, respect: teacher, parent, student • classroom organisation (time and space) • classroom/behaviour management plan
How will the students show they have learned?	Selecting or devising • learning models (processing of learning) for supporting learning and sequencing activities • strategies for teaching, learning and assessment • strategies for recording assessment information • strategies for monitoring progress • feedback and remediation • strategies for reporting to parents and other adults

- Do you agree with what you have read about long-term planning? If yes, why? If not, why not?

HINT: Is it far too detailed? Do you think some of the details are not relevant for your work situation? What is the message in it for you?

- Have you added any of your own ideas and thoughts to the above table?

HINT: The response to this question will depend on what you have done.

- Have you deleted any?

HINT: The response to this question will depend on what you have done.

If you are satisfied that the above table is as complete as possible, present it to the staff in your school or a group of colleagues in order to get their feedback.

Of course, you would need to explain to them what it is you are trying to do here. Write down what you would be saying to them (the context, the purpose and the expected outcome) and the significant points your colleagues have raised with you.

HINT: The response to this question will depend on what you have done.

- Review the above table in the light of feedback received (only any new ideas you have added to the table on pages 32-33 need to be recorded in the table here).

Some questions	Some considerations
Who will be involved?	Considering needs, expectations, interests and resources of….. •
What are the choices and decisions to be made?	Clarifying and Identifying .....
What will the students learn?	Identifying ..... • Planning ..... • Identifying ..... •
When will this happen?	Identifying ..... •
How will the students learn? How will students show they have learned?	Identifying ..... • Selecting or devising ..... •

2.1.2: Medium-term plans

Read the following information and do the activities that follow.

Units of work

Units of work focus on learning around a connected set of learning outcomes, often labeled with a theme and usually cover a period of one or two weeks, and occasionally longer. A single unit may concentrate on one subject or cover two or more subjects, in which case, it is usually called an integrated unit.

Classroom management, the on-going program or the fixed-time activities and teaching/ learning strategies, assessment plans and so on provide the context for teaching units.

Over the year, together with the on-going program or fixed-time activities, the units will need to provide for learning across the full scope of the seven syllabuses. This learning will, of course, need to be provided for at appropriate levels and in logical sequence.

The learning outcomes potentially drawn from each of the syllabuses with meaningful connections are the essential features to bear in mind when planning the units.

It is always important to remember that the mapping of the units of work is only the first draft and this will need to be reviewed, evaluated and modified as the school year progresses. In this way new or emerging learning priorities and needs can be taken into account.

Getting started

Some teachers always program in the same way, others find every unit seems to develop differently. Programming is simply not a linear process. There is no 'right' answer which will work for everyone all of the time!

Some teachers describe a unit of work as growing from a central idea like a series of concentric circles, a spiral or a web. Many suggest that ideas evolve, taking shape and developing gradually over time. Resources, content, interests, student needs and curriculum outcomes are all described by teachers as starting points for this level of programming.

In a general sense, planning a unit of work should be guided by the following four questions. The questions are:

1. What's it that my students have to know and be able to do? (outcomes)
2. What's the best way to find out if my students can do it? (assessment)
3. What's the best way to assist my students achieve the outcomes? (learning and teaching)
4. What's the most appropriate content–knowledge, skills and attitudes–to assist my students to achieve the outcomes? (content)

Collaborating

Many teachers choose to program individually, but today more teachers are commenting on the advantages of collaboratively planning and programming. Sometimes this happens because teachers plan to teach in teams, but often the intention is that, after ideas and expertise have been pooled and shared, teachers in the group will teach individually. They can personalise their program, ie. adjust the program to suit their class, as appropriate.

Collaboration may take place between teachers teaching the same grades (horizontal collaboration) and /or between teachers teaching a range of grades (vertical collaboration eg. grades 3, 4 and 5 or 6, 7 and 8).

Collaboration at the transition points such as elementary 2 to grade 3, grade 5 to grade 6 and grade 8 to grade 9, is also seen as worthwhile.

Developing a unit of work

When developing a unit of work, a number of things need to happen.

Consider

- lower and upper primary syllabus learning outcomes, as appropriate
- current learning needs and interests of the class and group of students
- links with
  - previous learning and units of work
  - the on-going program or fixed time activities
  - learning planned in other subjects
- whether the unit will have a single focus or will integrate learning across subjects.

Include

- outcomes - the learning the students are able to demonstrate at the end of the unit
- knowledge skills and attitudes that students need to have to undertake the unit
- an assessment plan including assesment method(s), task(s) and criteria that reflects the outcomes and is known by the students before they begin work
- the learning activities the students have to do to achieve the outcomes
- an appropriate learning model or process to develop the activities into a supportive teaching/learning sequence
- resources - print, media, people, places etc.

On-going evaluation of effectiveness of plan/program and responding to students' learning, interests and ideas may mean 'letting go' of some of the original plans. Many teachers find they modify and adjust their plan a number of times in the course of teaching a unit, especially if it is an integrated one.

If you keep the unit overviews, they can provide useful starting points for programming for future years. Some schools ask teachers to share successful unit overviews and collect these together as a resource for all teachers in the school.

Discuss the importance of planning at this level (ie. medium term). Record some important issues and points raised.

HINT: The response to this will depend on what your colleagues say and your own thoughts on the topic.

- **Discuss the following as a group.**
  - Is collaboration a good idea when planning units of work?

HINT: Collaboration at all levels of planning is a good idea one would think. Explain whether you think planning medium-term plans in collaboration with others is a good idea.

- **List two benefits of collaborating**
  - horizontally (eg. all grade 6 teachers planning together)
  - vertically (eg. grades 3, 4 and5 planning together)

HINT: In your own mind compare these with the alternatives of programming on your own.

2.1.3: Short-term plans (weekly or daily teaching plans and lessons notes)

Read the following information.

Teaching plans at this level are probably the most personal part of a teacher's program. Some teachers plan them on a weekly basis. Others prefer to write them a day at a time. Their format, style and content will depend on what information a teacher finds important and useful. However, there may be preferred ways of doing this in particular schools.

Teachers use their teaching plans and lesson notes to jot down information on features such as

- teaching and learning strategies - catering for different learning styles
- the sequence of activities - from known to unknown
- organization of class or group work - kinds of groups, group roles
- tasks and thinking expected of students - describe, discuss, compare, construct, evaluate
- time allowances - adequate time, learning across all subjects
- assessment plans and strategies - what is to be assessed, how best to assess, when to assess, who will assess, what to do with the assessment information
- materials and resources to be used - school based, borrowed, community based.

In addition, some teachers say they find it useful to leave space for adding comments about the way activities 'went' or observations about individual students. Depending on the activity this might happen at the time or in a few minutes put aside at the end of the day.

These informal comments, observations or reflections can be very useful for on-going evaluation and modification of the program and as a source of information about students' learning.

2.1.4: The on-going program (or fixed-time program or activities)

Take a moment to read the following information and do the activity.

Many learning experiences happen regularly in classrooms on a daily or weekly basis. These on-going or fixed-time activities are an important and integral part of the total teaching and learning program.

They may be described in the year plan or in a separate section of the teacher's program and then simply noted as happening in weekly or daily teaching notes. Parts of the on-going program or fixed-time program may be designed to fit with school philosophies, policies and guidelines, while other parts may directly reflect an individual teacher's approach to teaching and learning.

Some of these on-going learning activities, such as "silent, sustained reading" happen every day and may continue throughout the year. Others may be included in the program for a few weeks, a term, or periodically, as seems necessary or appropriate.

The on-going program should not be underestimated. Many teachers will find that a number of the goals and long-term learning outcomes, which they identify for their students at the beginning of the year, are achieved through these on-going learning activities. For this reason it is important to clarify why they are happening and how they contribute to students' learning. The curriculum outcomes will be the key to making these connections.

A few examples of on-going or fixed-time activities are:

On-going Teaching/Learning Strategies and Activities

- Student learning contracts
- Cross-age tutoring
- Current interest or topic
- Talk/discussion times (news, books, media)
- Cross words/quizzes/word and maths games
- Group work
- Modelled and shared reading
- Independent learning time
- Spelling strategies/program
- Home reading program
- Homework marking
- Fitness activities
- Tinkering tables and activities

Routines, Roles and Responsibilities

- Class guidelines, rules and consequences
- Class jobs and monitors
- Whole school jobs and responsibilities
- Changing library books
- Self-assessment
- Peer assessment
- Learning journal/diary

Gather a group of colleagues together and discuss whether they provide any on-going or fixed-time programs and activities.

- If they do, find out what they are and why; and if they do not, find out why they don't.

- Analyse their responses and make some summary statements.

Rasons for offering on-going programs	Reasons for not offering on-going programs

- List six examples of on-going programs provided by teachers.

1.
2.
3.
4.
5.
6.

Hint: List six different examples.

- Are on-going programs or fixed-time activities a common practice among teachers?

HINT: State whether in your view teachers plan on-going programs.

- Are such activities purposeful or simply offered to fill up time? How do you know this?

HINT: State whether teachers do such educational activities for sound educational reasons or for filling up time, explaining your answer.

Do you think on-going programs are important and do you use on-going activities as a part of your overall program? Write down your thoughts.

HINT: Your response to this question will depend on your particular perspective on this topic.

You have read about long-term planning, medium-term planning, short-term planning and on-going programs.

- **Reflect on the following and record your thoughts.**

  - the characteristics of different levels of planning

HINT: Depending on your experience and what you have learned from this module, jot down some points.

- the documents and information to which you must refer to program effectively

HINT: The six examples provided use particular documents and sources of information. Which of these documents are a must in your case? You may wish to name documents not listed in this module, if you use them.

- the perspective you must include to conform to the reform curriculum requirements.

HINT: Make a guess here. You may wish to come back to this question after you have completed Module 2.

At this point re-visit the tasks and activities you were not able to fully do. Now that you have reached the end of this module, have another go.

2.2: Program Evaluation

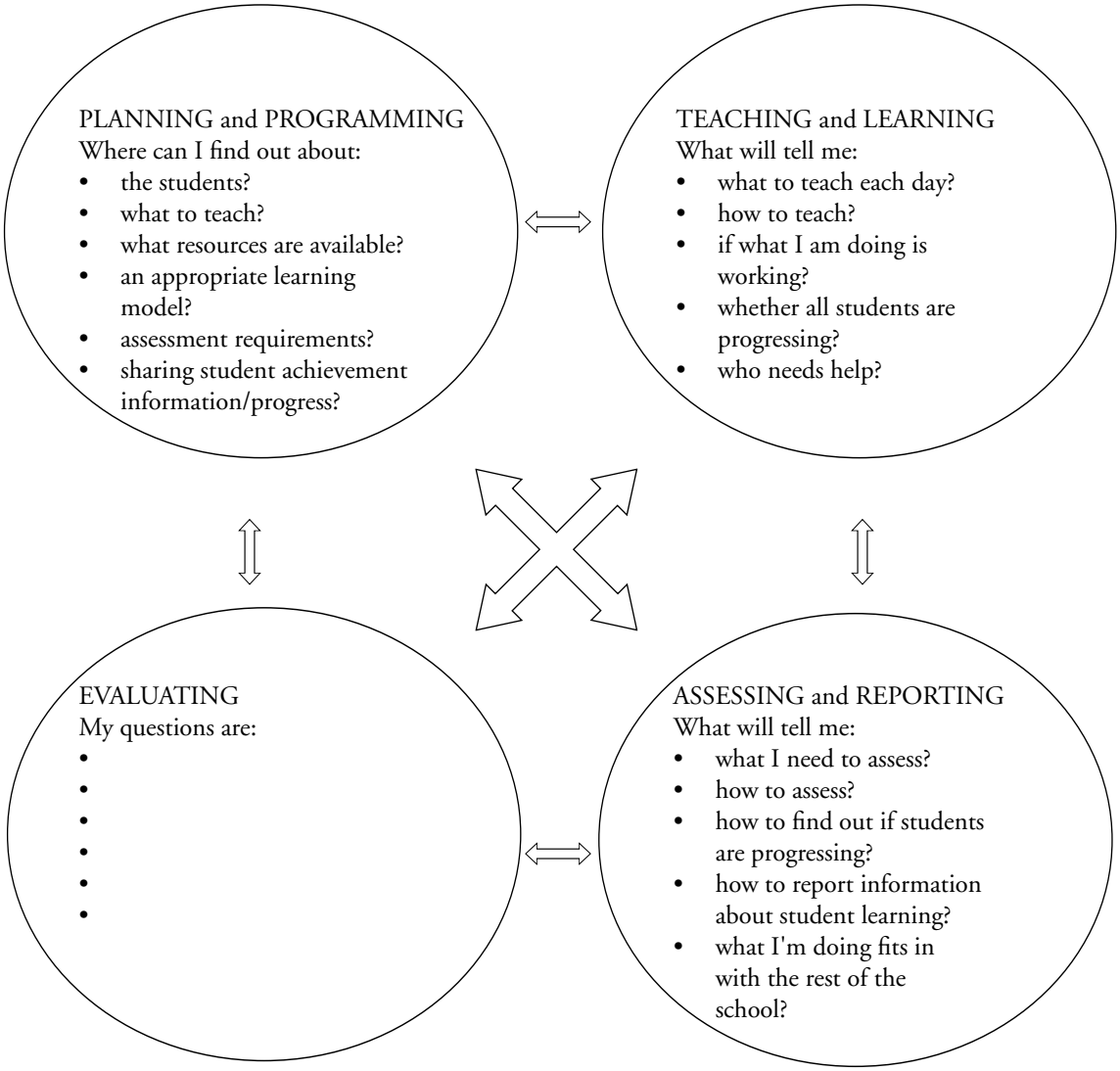
Program evaluation is an essential step in the teaching and learning process for the teacher. This is where the teacher becomes reflective and self-critical about each unit of work and its effectiveness in facilitating learning.

- Write down five reflective questions you are likely to ask yourself in evaluating the effectiveness of a unit of work.

One example is done for you here.

Q1. Did my students demonstrate the outcomes of the unit of work?
Q2.
Q3.
Q4.
Q5.

- You may wish to add another part to the Revised Teaching and Learning Cycle (page 5, Module 1) that is reproduced on page 43. Insert the questions you have formulated in the fourth part of the cycle.


PLANNING and PROGRAMMING
Where can I find out about:
• the students?
• what to teach?
• what resources are available?
• an appropriate learning model?
• assessment requirements?
• sharing student achievement information/progress?
TEACHING and LEARNING
What will tell me:
• what to teach each day?
• how to teach?
• if what I am doing is working?
• whether all students are progressing?
• who needs help?
EVALUATING
My questions are:
•
•
•
•
•
•
ASSESSING and REPORTING
What will tell me:
• what I need to assess?
• how to assess?
• how to find out if students are progressing?
• how to report information about student learning?
• what I'm doing fits in with the rest of the school?

Module Summary

Congratulations! You have reached the end of this module. You should by now have developed certain knowledge, understandings, insights and skills as they relate to 'planning and programming' and have been thinking about how to apply them in the context of your work.

You explored the Revised Teaching and Learning Cycle and the meaning of 'holistic' planning.

You have critically looked through six examples of different levels of planning and programming.

You have read and reflected on current thinking about long-term, medium-term, short-term and on-going programs or fixed-time activities. You considered the importance of program evaluation.

All of these activities would have helped you to appreciate the processes of developing plans and programs that have the potential to make you an effective teacher and help your students maximize their learning.

All the work you have done and your reflections should help you to perform well in your work context.

Having completed the module, how do you rate yourself in relations to the module outcomes?

Can you:	**Yes/No/ Not sure**
1. identify and discuss the components of the teaching and learning cycle?	
2. describe what is meant by the term 'holistic planning' in the context of outcomes-based education?	
3. explain to others the ideas behind planning and programming in outcomes-based education?	
4. distinguish between different levels of planning and programming?	
5. distinguish between subject-based and integrated planning and programming?	
6. assist others in understanding the importance of planning and programming at different levels?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes