**LESSON PLAN**

**Teacher’s name:** \_\_\_\_\_\_\_\_\_\_\_.

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject**: ICTFL. Module: Lesson planning and evaluation

**Group: \_\_\_**\_**\_ Room: \_\_\_\_**

**Topic:** “**Setting Aims, Objectives, and Learning Outcomes in Lesson Planning”**

**Level:** B2 –C1

**Target skill:** Writing Educational Planning

**Other skills involved:** reading, listening, writing.

**Aims:**

1. **Practical** – To enable learners to distinguish between aims and objectives, and write measurable learning goals and outcomes for lesson planning.
2. **Educative** – To enhance learners’ understanding of course planning and raise awareness about goal-oriented instruction.
3. **Developmental** – To develop analytical, reflective, and academic skills through practice and peer collaboration.
4. **Upbringing** – To encourage responsible academic behavior, collaboration, and ethical engagement in pedagogical contexts.

**Outcomes of the lesson:**

By the end of the lesson, students will be able to:

* Explain the differences between aims and objectives
* Identify types of aims (topic, grammar, skill, communicative, etc.)
* Formulate lesson aims and corresponding objectives in a measurable way
* Reflect critically on why goal-setting matters in lesson planning

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| **LESSON 20 TOPIC: “Setting Aims, Objectives, and Learning Outcomes in Lesson”** | | | | | |
| **Course Type:** practice  **Semester: 🞎S1 🗹S2** | | | **Time:** 90 min  **Number of Students:**16 | | |
| **Lesson Outline and Steps:** | | | | | |
| 1*.****Pre-stage(presentation)***   * **Warm-up Discussion:** * **Task A:** “Do teachers really need a lesson aim?” * **Task B: Importance of Aims Discussion** * **Introduction of the topic** * Task 1. T-Scheme – What is an Aim vs. an Objective?(Video material) * Task 2. Input and clarification   2. ***While- stage(practice)***   * Task 3. Matching Objectives to Lesson Stages(2 steps) * Task 4. Identifying the Odd One Out * Task 5. Categorizing Types of Aims * Task 6. Choosing the aim that best matches   ***3.Post – stage(production)***   * Task 7. Identifying main aims and subsidiary aim (objective). * Task 8. Check your understanding * Home assignment | | | | | |
| **Lesson Objectives:** | | **Learning Outcomes:** | | | |
| * Define why aims//goals are important * Identify the difference between aims/goals and objectives * State types of aims and practice them * Create most beneficial lesson goals and objectives * Read Article "Formulating Goals and Objectives" written by Graves and create goals and objectives for given lesson plan for homework. | | *By the end of the lesson the SS will…*   * be able to articulate the difference between aims and objectives * be able to categorize and match lesson elements to specific aim types * be able to produce lesson plans with clear, effective aims and objectives * be able to appreciate how planning shapes lesson effectiveness | | | |
| **Materials used:** | | | | | |
| Handouts, overhead projector, pictures, whiteboard markers, Video clip, Quiz (Kahoot or printed) | | | | | |
| **Stages / Time** | **Procedure** | | | |  |
| **Teacher activities** | | | **Learner activities** | |
| **Introduction**  **Pre – stage**  **20 min** | * **Warm-up Discussion:** * **Task A**:“**Do teachers really need a lesson aim?”**   -Let’s start with a question: Do teachers really need to have a lesson aim? Think for a moment. Then, turn to the person next to you and share your opinion. After a couple of minutes, I’ll ask a few pairs to share what you discussed.   * **Task B**: **Importance of Aims Discussion**   **-Now look at this list of statements (Handout 1). These are reasons why lesson aims might be important. Read through them carefully and tick the ones you agree with.**  **- After you’ve ticked yours, find someone who chose some of the same as you. Compare your choices and then agree on the order of importance – what’s most important, and what’s less important?**  **- After that, I’ll share some expert comments on each one.**  -Teacher collects ideas and introduces the objective of the session.   * **Introduction of the topic** * **Task 1. T-Scheme – What is an Aim vs. an Objective?(Video clip)** * In your groups, take this T-chart (handout 2). On the left side, write what is an Aim is. On the right side, write what is an Objective is while watching video clip. <https://youtu.be/rnrBFgm3Bzs>. * After about 5–7 minutes, we’ll share what you wrote and compare your ideas.   **Task 2. Input and clarification**   * Now that we’ve discussed the importance of aims, let’s take a closer look at how lesson goals and objectives work together. Understanding the difference is essential when designing a meaningful and structured lesson. * Teacher explains with examples the topic via ppt presentation | | | Students reflect individually, then pair-share their reasoning.  Learners read Handout 1 with reasons for why lesson aims matter.  Together, they rank their selected statements in order of importance.  Students discuss their rankings with the class as teacher presents expert feedback.  In groups, learners fill in the chart while watching the video  Groups share their answers with the class and compare responses.  Learners listen to the teacher’s explanation using a PPT presentation. They take notes and ask clarification questions if needed. | |
| **Main part**  40 minutes  **While – stage** | **While- stage**   * **Task 3. Matching Objectives to Lesson Stages(2 steps)**   **Step 1**   * Now, you’ll get a worksheet (handout 3) with a list of lesson objectives and mixed-up lesson stages. Your job is to match each objective to the correct stage of the lesson. * Work in pairs, and take your time reading carefully. When you finish matching, compare with another pair near you. * We’ll check the answers together in 5–7 minutes.   **Step 2**   * Each of the lesson objectives you just worked with can be categorized into types of aims — for example, grammar aims, communication aims, skill aims, vocabulary aims, etc.(handout 4) * Your task now is to place each objective into one of those categories. Use the chart I gave you. * Work in small groups. After that, we’ll check the answers together, and I’ll ask some of you to justify your decisions. * **Task 4. Identifying the Odd One Out** * I’m going to give you 6 example aims (handout 5). Five of them belong to the same lesson. One does not. * Read them carefully and try to decide: which aim doesn’t belong — and why? * After you decide, discuss your reasoning with a partner. Then we’ll check it as a class. * **Task 5. Categorizing Types of Aims**   - Now we’ll work with the six aims listed in Task 4 from the previous task. Look at the box — it contains six types of aims: communicative aim (x2), developmental aim, interpersonal aim, linguistic aim,skills aim(handout 6)  - Your task is to match each aim from a–f to one of these types.  - First, read each aim carefully and think about what its main focus is. Is it developing grammar knowledge? Communication skills? Social interaction?  - Work in pairs or small groups. Once you've finished, we’ll check together and discuss how you identified each type.   * **Task 6. Choosing the aim that best matches**   -Now let’s look at how well-written some example aims are. I will give you a teacher’s lesson description. Based on this description, choose the one aim from the list (a–f) that best matches what the teacher actually plans to do in class(handout 7).  - Then, look at the other aims and think — why are they not the best fit? What is unclear or incomplete about them?  - Discuss in pairs or small groups. I’ll give you 5 minutes, and then we’ll share ideas. | | | Learners work in pairs to match each objective to the correct stage. After finishing, they compare with another pair nearby.  As a class, they check the correct answers.  Learners classify each objective from Step 1 into one of the aim types (grammar, communication, etc.).  Each group presents 1–2 matches and justifies their choices.  Learners decide which aim does not fit with the others and share with the class.  Class discussion confirms the correct answer and why.  Learners read aims a–f in Handout 6.  Working in pairs or groups, they match each aim  After finishing, they join the class discussion and justify their choices.  In pairs, they select the best-matching aim for the given description. Then they evaluate the other options and discuss why they are less suitable or incomplete.  They share their answers during class feedback. | |
| **Post – stage**  **20 min**  **Closure**  **10 min** | **Post - stage**   * **Task 7. Identifying main aims and subsidiary aim (objective).** * Next, you’re going to analyze two short lesson descriptions — Lesson A and Lesson B (handout 8). * For each one, do the following:   a) First, identify the main aim and at least one subsidiary aim — think of what the teacher is mainly trying to teach, and what additional things the students will practice.  b) Then, write your answers using the proper rubric:  ➤ By the end of the lesson, learners will be able to...  For example: By the end of the lesson, learners will be able to compare the present perfect simple and continuous using contextual clues.   * Work in pairs and write one sentence for the main aim and one for the subsidiary aim for both lessons. We’ll review your answers together. * **Task 8. Check your understanding** * Finally, let’s test your understanding of what makes a goal effective. I will read you two sample dialogues.   Your task is to decide: Which speaker gives the clearer goal?(kahoot quiz)  **Assessment and home assignment**  -Teacher announces the active students and assesses them  -As a home-activity teacher asks to work with homework assignments | | | In pairs, they:  a) Identify the main aim of each lesson.  b) Identify at least one subsidiary aim (objective).  c) Write each one using the correct form:  ➤ By the end of the lesson, learners will be able to...  They share their answers in the class discussion and compare with peers.  Learners decide which one is clearer, more measurable, and realistic. Using a Kahoot quiz, they select the better goal.  They reflect on why it’s a better example and how it connects to lesson aim clarity.  Students reflect on what they learned individually. They receive brief verbal or written feedback from the teacher.  Active students are acknowledged.  Learners will do home tasks. | |

**Assessment criteria**

**Assessment: total 5 points for the lesson**

* **5 points**: Excellent (clear understanding of differences, accurate identification of types, strong aim/objective formulation)
* **4 points**: Good (minor confusion, mostly clear aim/objectives)
* **3 points**: Satisfactory (basic understanding, vague or unclear objectives)

**Alternative assessment points**:

* 1 point for class participation
* 1 point for thoughtful peer review