



EPIK APPLICATION FORM INSTRUCTIONS

HOW TO PREPARE A LESSON PLAN

Lesson Plan

A Guide to Lesson Planning

MUST be a minimum of 2 full pages (single-spaced) and no more than 5 pages including all attachments/materials.

This is meant to be a concise statement of what you will need to think about for each stage of a lesson plan while you are putting it together. As you can find many examples of excellent lessons through your own research, this will be a general statement and discussion on the lesson planning process. The lesson plan you submit may be in a different format than the template provided. However, you will need to include all information listed in the left hand column.

- **Grade Level**

Make the lesson plan for a specific grade (elementary, middle, high) and specific level (beginner, intermediate, advanced). Please note that in Korea English education begins in elementary school 3rd grade. Also note, English classes in elementary schools are 40 minutes, middle school are 45 minutes and high school are 50 minutes.

- **Lesson Topic**

For a particular topic, you normally should be planning (approximately) five different lessons, so the 'unit' or theme should be the same over those five lessons, e.g. 'Fruit', 'Transportation', 'Sports', etc. **For the EPIK application, you only need to create and submit ONE lesson (equal to one class period) from a unit and any additional materials used for this one lesson (worksheets, PPTs, links to internet materials etc).**

- **Previous Class**

You will need to briefly show how this lesson expands on the previously taught lesson. DELETE THE INSTRUCTIONS IN THE



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APPLICATION FORM BEFORE FILLING IN THIS SECTION.

- **Additional Handouts / Teaching Materials**

Anything that you will use in the course of your lesson should be listed here. Are you going to use a text, a worksheet, video, something from the internet? Write it down and *list where you got* and *where you can find it again*. Knowing how to access your materials again (especially if you need a URL) is pivotal to the flow of your lesson and it will also help any future teachers who teach it.

Copy and paste any worksheets into the application form at the end of the lesson plan. As this is just an example of your materials, you can make the size of the worksheet you paste into the application form smaller (1/2 page instead of full page etc.) in order to fit more into your limited page allowance. **The total length of the lesson plan cannot exceed 5 pages. DELETE THE INSTRUCTIONS IN THE APPLICATION FORM BEFORE FILLING IN THIS SECTION.**

The Introduction to your lesson will consist of, Greetings & Review, Class Arrangement and Presentation of Objectives.

- **Greetings and Review**

This isn't just a space for you to write 'Hello' or 'How are you?' It's from this point where you set the entire lesson. Engaging a class, getting them to think right away, and giving them the focus of the lesson is what you should try to do in the greeting. Review could be an interactive question/answer about what you did with the students' last class, or it could be accomplished by showing the students some of the material that you used last class to spark their memory. Most importantly, you should review what is *linked* to the material that you will cover in the current lesson. Even if you're moving from 'fruit' to 'vegetables', you could still show them the flashcards from the former class and ask, "Do you like



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fruit?” and follow it with, “What food *don’t* you like?” to lead into vegetables.

- **Class Objectives**

List the Key Expressions and Key Vocabulary that will be taught in the lesson. These are grammar points, phrases, or specific words that students will be able to understand and use by the end of the lesson.

The Development of your lesson is the most student centered part of the process. Therefore, all the activities must be *what the students are going to do*. The teacher will definitely need to facilitate the activity, but they must also stand back and let learning happen between the peer groups of the class.

Will the students do a mill drill – an activity where class members must move around the class speaking to other class members on a certain topic – or will they play Go Fish with flashcards matching the topic of the day? Will they act out a sport, or recite a recipe for the rest of the class to guess what they’re playing/making? Will they have to do a running dictation – going in and out of the class individually to listen to a cassette for a limited amount of time to come back and tell their group so the whole script can be recited by the entire group once all the members have put it together – or will they create a sketch? This is where you write it all down. You should be detailed in what the activity is, what’s expected of the students etc. Simply stating “Practice: Play a card game” is not sufficient enough.

It might be the case that one activity is sufficient. For example, a game of Go Fish can be a lengthy process, but if the first activity you have planned is a mill drill, a class of thirty-five (an average Korean class size) will exhaust a short dialogue in about ten minutes, so make sure you have an idea of how long an activity will last so you are prepared to use as many activities as necessary to reach your lesson objectives.



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For the Conclusion, Summary & Closing, Class Objectives and what will be learned the next class should be addressed.

- **Summary & Closing**

A good idea here is to go back to your 'Presentation of Objectives' portion of the lesson and repeat what was done here. If it's on the board or a Power Point slide, the students should be able to say what the 'Key Expressions' were and identify what was achieved with an appropriate prompt, e.g. "What's your favorite fruit?" for the student to respond, "My favorite fruit is...".

- **Evaluation of Objectives**

Moving on from the 'Summary', once the students have re-visited the day's objectives, they should be able to demonstrate that they have reached your objectives by performing the dialogue, identifying one of the cards from their game of Go Fish (and then asking for it the way they would have in the 'Development'), or reporting what the other groups showed them in a game of charades about, for example, *My Favorite Sport*, saying, "My favorite sport is ... and group one's favorite sport is ..."; and so on . This is where even a simple/quick post-assessment is important in order to see how each student has progressed and in what areas there may need to be some review or further learning.

- **Next Class**

Just as 'Greetings' isn't about 'Hello', the 'Closing' isn't about 'Good-bye'. This is the most important part of your *next* lesson because it is here where you let them know what you'll be doing in the next class. After praising the students for their performance in the 'Summary' and 'Evaluation of Objectives', you should tell them that next class they'll be continuing with more work on the day's topic, or that they'll be moving on to something different. If it is different, now would be a good time to see how much prior



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	<p>knowledge that your students have by eliciting some of the vocabulary you might be using. Saying that you'll be looking at transport and getting them to list, 'car', 'plane', 'train', is a good finish and good preparation. You will need to briefly show how the next lesson will expand on the lesson taught today. <u>DELETE THE INSTRUCTIONS IN THE APPLICATION FORM BEFORE FILLING IN THIS SECTION.</u></p>
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