

Effective Lesson Delivery: The Impact of Planning and Preparation

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Abstract

The act of teaching at any level cannot achieve its aims and objectives without careful planning and preparation. There is therefore no doubt that every successful venture, every undertaking with a successful outcome has been preceded by careful planning. The importance of planning cannot be overemphasized. It is very pertinent for teachers to have at the back of their minds the reason why a lesson should be taught. Planning therefore is a point where the teacher strives to get a better understanding of the learners, the teaching contents, its scope and ordering, methodologies, the enhancers, the learning environment and assessment procedures. For careful planning, there are certain approaches or questions in which every teacher should follow or ask himself or herself in order to achieve a worthwhile teaching experience. This paper pays attention to the key components involved in lesson planning and preparation. Conclusion was drawn and it was recommended among others that teachers should be sensitized on the basic approaches to testing, planning and delivery.

Keywords: lesson, planning, preparation, teaching

Introduction

Every educational system at any level depends heavily on teachers for the execution of its programmes. Obadara (2005) views teachers to be highly essential for a successful operation of the educational system, and as an important key to educational development. Teachers, as one of the important components of teaching process in an educational system are required to plan meaningful teaching and learning experiences (Obede, 2002). Santrock (2011) noted that teaching as a profession is fundamentally an act of human service; it is the skills of putting together what is to be seen and known in the real world in the classroom. It is a multi-dimensional activity which involves many different domains of learning. Therefore, a teacher must carefully plan his or her lesson in order to arouse the interest of the learners. Planning is an essential component for successful teaching. Lesson planning is the process in which the teacher creates ideas for the lesson, taking into consideration learners' needs, problems and interest and the content to be taught (Richards & Renandya, 2005). Lesson preparation refers to the preparation of all the materials and resources to be used in the lesson including all the procedures the teacher uses in the classroom (Kyriacou, 2007).

According to Uwatt (2019), the teaching profession at any level of its operation cannot thrive in the discharge of its basic duty of giving knowledge, values and skills to learners without carrying out comprehensive preparation. The author further maintains that for every serious venture one plans to embark on in life, it is expedient that one takes a little time to look into what one intends to do in order to do it well. The activities of looking into what is intended to be done often culminate into planning. Planning has to do with pre-activities that fine tune what has to be done, thus giving it the envisaged form, scope and direction in order to have the work perfectly done. Haynes (2010) argues that planning and preparation is the first step in the teaching and learning process, and its takes a three step approach which includes; before class (planning and preparation), during class (teaching and learning), after class (assessment evaluation and review).

Planning is an indispensable means of ensuring effective delivery of the lesson in the class and also achievement of the desired goals or objectives (Esu & Umoren, 2015). They further stated that planning is a process of arranging things sequentially in order to lead to the attainment of set goals. The importance of planning and preparation cannot be over-emphasized. Teachers in primary schools need to note that careful planning supports the learning process. Jalango and Isenberg (2004) added that a teacher is responsible for what happens when children are with him, for selecting and establishing appropriate goals and methods, setting the pace for learning and evaluating and assessing children's progress. How well a teacher plans can diminish or enhance children's learning and wellbeing.

Strategies for Effective Lesson Planning and Preparation

Uwatt (2019) opined that there is no doubt about the need for a careful and thoughtful preparation before teaching. It is the golden opportunity for the teacher to think about how he/she would make knowledge, skills and values available and relevant to learners and be able to sustain their interest and attention all through the learning period. Good lesson planning is essential to the process of teaching and learning; therefore a teacher who wants to achieve a successful instructional experience must ask the following questions and provide the answers. The answers to these questions will serve as a guide while preparing for his or her lessons. Aboderin (2014) outlined these three questions as components a successful lesson plan addresses and integrates:

1. What do I intend to teach?
2. Who do I teach?
3. How do I teach what is to be taught?

1. What do I intend to teach?

In preparation to teach, this question is very crucial for the teacher because education at the primary level serves as a gateway to the acquisition of knowledge, skills and values (Uwatt, 2019). The teacher therefore needs to equip himself/herself with relevant knowledge of the subject matter (topic) to be taught from the scheme of work. Esu and Umoren (2015) outlined three general sources that help the teacher in planning what to teach; these include:

- i. **Documents:** This refers to the teacher's first source of discovering what to teach. It consists of syllabus, school textbooks, teacher books and handbooks especially written on how to teach individual school subjects.

ii. **Colleagues:** The teacher will discuss with other teachers and learn from them especially those in the same field or area of specialization with them.

iii. **The teacher:** He/she will probe, analyze and translate their knowledge, skills and corrections into behaviours that will foster the development of the pupils.

The teacher takes this knowledge and organizes it into a well-structured manner from simple to complex, from known to unknown in such a way that makes it easy for him or her to teach and for the learners to understand. This forms the teaching content. Kolling and Shumway-Pitt (2022) are of the view that when planning lessons, the goals and objectives of the lesson should include the SMART attributes which are;

1. **S-Specific:** The objectives of the lesson should state exactly what is to be accomplished by the learners. Concise and well defined statements of what the learners will know, understand and be able to do at the end of the lesson should be clearly stated. Learning outcomes should be clearly stated in learner-centered terms. This clarity helps decrease anxiety about their ability to succeed and helps build intrinsic motivation.

2. **M-Measurable:** Learning objectives must be quantifiable. Measurable objectives state the outcomes that can be assessed in definite and specific ways.

3. **A-Attainable:** Learning objectives should be written at appropriate developmental level for learner's success. It is essential that learners have the pre-requisite knowledge and skills and that the lesson's time frame supports the achievement of the objectives. Learning activities should be challenging, yet offer learners a realistic chance to master objectives.

4. **R-Relevant:** The process of setting learning objectives begins with knowing the specific standards, benchmarks and supporting knowledge learners are required to learn. Curriculum documents are the source for this information. This is essential to ensure students receive the same important content from teacher to teacher. The skills and knowledge described must be appropriate for the grade level and subject area of the learner.

5. **T-Time bound:** State when the learner should be able to demonstrate the skill ("at the end of the lesson" for instance.).

Uwatt (2019) opines that the what do I teach question generally asked at the point of preparation is meant to direct attention towards the learning content; the need to search for it, reconstruct it, put it together and make it available for the act of teaching. Aboderin (2014) is of the view that in order to be sure that the teacher is properly ready for a good lesson, he needs to prepare a lesson note or a lesson plan. He further stated that, these two terms are often used interchangeably, but what is common on them is the function that they both perform; which is that of providing a guide or reminder for the teacher when teaching his lesson.

2. Who do I teach?

This question gives answer on the learners to teach in the classroom. The teacher needs to have information about his/her learners' characteristics. These characteristics can be grouped into three which are personal, academic and social/emotional or cognitive characteristics (Hendrik & Paul, 2011). The authors outlined the personal characteristics which often include the age of the learner, gender, maturation, language, socio-economic

status, cultural background and specific needs of the learners. The academic characteristics are more of education and learning related; such as learning goals of the learners, prior knowledge, educational type and educational level of the learner.

The social/emotional characteristics include group structure, place of the learner, sociability, self-image, and mood; finally, cognitive characteristics relates to such things as the attention span, memory, mental procedures and intellectual skills which determines how the learner perceives, remembers, thinks, solves problems, organizes and represents information in his/her brain. The essence of gathering this information about the learners in the classroom is to enable the teacher to plan his/her learning strategies, methods and learning experiences.

3. How do I teach what is to be taught?

The answer given to this question is the learning strategies in which the teacher intends to use in delivering his lessons. Each lesson has its unique method of delivery. The goal of teaching is to promote learning; the strategies deployed are also used to promote learning. It is important that teachers in the 21st century should use innovative teaching strategies such as inquiry-based learning, flipped classroom, personalized learning, project-based learning and blended learning to achieve their goals and objectives. These methods should also involve the use of relevant instructional materials. Instructional materials are indispensable instruments in the hands of the teachers without which a teacher cannot inculcate meaningful knowledge into the minds of pupils. Inyang-Abia (2015) is of the view that teaching aids are all human and non-human resources which may be used by learners in isolation or in combination, formally or informally to facilitate the acquisition of knowledge, skills and morals. These materials are grouped into visual, audio and audio-visual materials (Umoren, 2014). Feedback is very important, it helps in improving the learner's performance. Feedback is information provided by the teacher regarding the learners performance or understanding. Teachers should offer constructive feedback as well as accept feedback.

Rationale for Lesson Planning and Preparation in Teaching and Learning

Gerges (2022) outlined the following as rationale for effective lesson planning and preparation:

1. It directs the teacher as to what and how to teach.
2. It motivates the teacher to improve future lessons
3. It aids the teacher in evaluating his or her instructions
4. It also helps the teacher to develop self-confidence
5. Proper care is taken to consider the level and prior knowledge of the learners
6. It directs the teacher as to what and where he should teach
7. It also aids in the creation of learners' interest in the lesson
8. It encourages the teacher to think in a systematic manner
9. It assists the teacher in understanding the learning objectives.

Conclusion

Lesson planning helps teachers in visualizing the lesson before it occurs; it is pertinent that a teacher should have knowledge of what to teach, who to teach and the various

strategies he intends to use in teaching. The three (3) questions of “what do I want to teach?”, “who do I teach?”, and “how do I teach what is to be taught?” should be answered while preparing for lesson.

Recommendations

Based on the exposition on this article, the following recommendations are made:

1. Teachers should source for educational materials and study to have a grasp of the subject matter.
2. Primary school teachers should have a fair knowledge of the pupils in their class, their personal, academic and social/emotional status.
3. Teachers should be exposed to the 21st century innovative learning strategies for effective learning outcomes.
4. Teachers should ensure that they use available instructional materials in delivering their lessons, as children learn faster when they participate in the learning process. Government should ensure adequate materials are provided for schools.

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