

***Promoting Social Inclusion and Integration through Student-Centered  
Learning and Educational Coaching Tools***

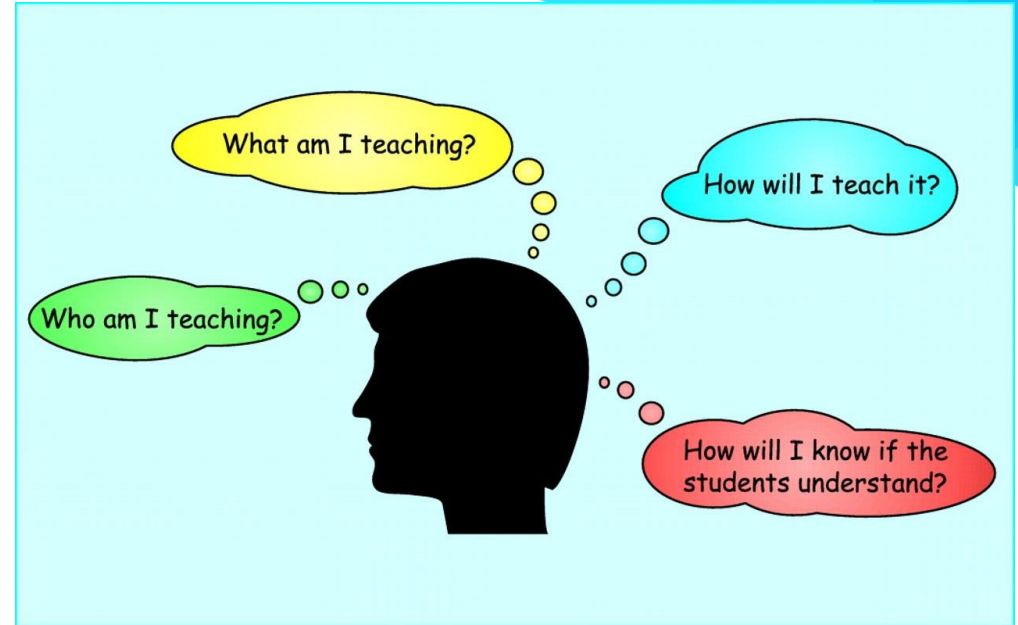
*Class Management and Inclusive lesson planning:  
methods and techniques*

*04/03/2024 - 09/03/2024  
Terracina (Italy)*

# INCLUSIVE LESSON

**Lesson planning** is an **inclusion** cornerstone.

The **better** your lesson planning is, the **easier** it is to **know how** you are **going** to **cater** to the **variety** of **students** in your class.



It's **not** about **creating** the **perfect lesson** plan or **scheme** of work, and it's certainly **not** about **writing all** your **lesson plans**.



The **process** involves a **trial-and-error cycle** alongside having the **confidence** to **deviate** from your **original plan** if the **scheme** isn't **working**.

# INCLUSIVE LESSON

**Lesson planning** is an **inclusion** cornerstone.

The **better** you  
it is to **know**  
the **variety** of

**Start with the scheme of work or long-term plan as an outline...**

**BUT** the **lesson planning** is about **adapting**  
and **adjusting** the **journey** according to  
the **aptitude** and **engagement** of your students.

What am I teaching?

How will I teach it?

How will I know if the students understand?

The **process** involves a **trial-and-error cycle** alongside having the **confidence** to **deviate** from your **original plan** if the **scheme** isn't **working**.

# PLANNING THE LESSON

Teachers will always have to **make decisions** about when to **move on** and when to **slow down**.

It is **unrealistic** to **think** that **every single student** can be **reached** at their **exact level** in **every lesson**.



# EXAMPLE

This is the **length of time**, on average, that **any of us** can **maintain attention and concentration**.

About **15 minutes** or **less** of teacher **talk** is **enough**.

If the talk is chunked into **other activities** like **pair discussion**, a **game** or a **sticky-note task**, then the **teacher talk session** can be **extended**.

It's all about quality rather than quantity!

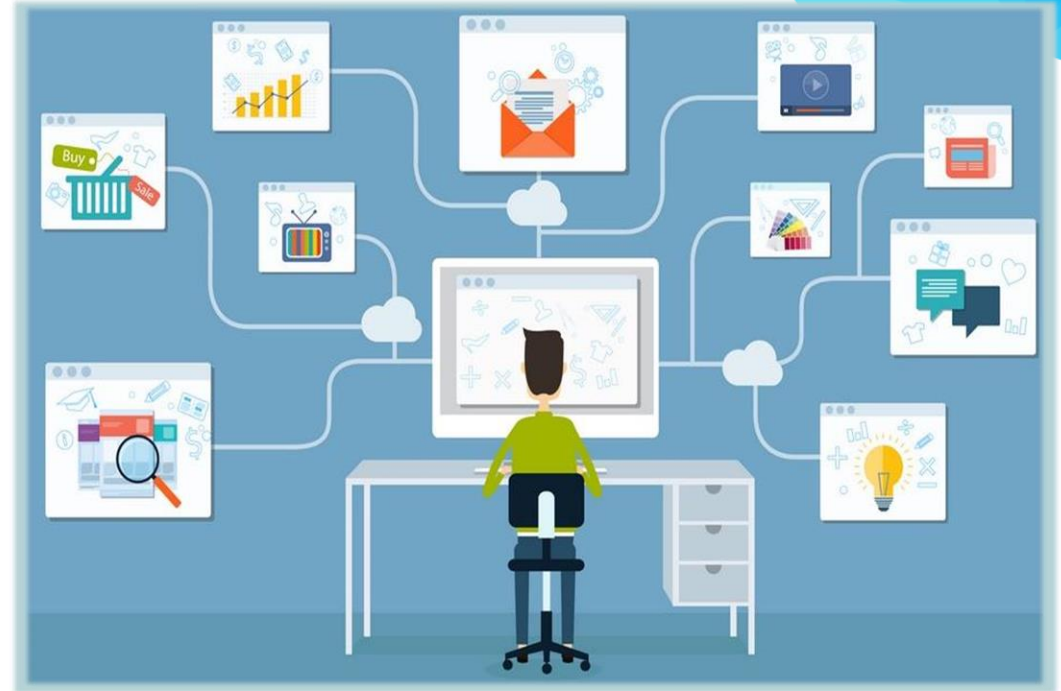


# LESSON GOAL

STUDENTS should remain **focused**, and teachers need to **consider** their **working memory capacity**.

If the **new content** is **familiar** and **low demand**, teacher can **extend** a **little** because they are **not having** to **process complex content**.

BUT if **new information** is **conceptual**, teacher will **need** to **allow plenty** of **processing time** and **repetition**.



# SUGGESTION FOR A LESSON PLAN

The **levels of difficulty** in lessons **vary** by having **different pathways** in terms of where you are hoping the **STUDENTS** will end up.

Students may all be studying the **same topic**, but the **differentiation** will be in the **way** teachers **scaffold** the **tasks**; the **format** used to **complete** the **tasks**; the **pace** and **intellectual demand** of the task or the **amount** of **support** teachers **provide**.



# STARTING A LESSON PLAN

Questions: • **How** are you going to **hook** students into the **topic**?

To **provide** opportunities to **learn** the **content**.



**BUT** think about **students'** **engagement**.



- Do you know the **interests** of the students you **teach** and **how they work together** as a **group**?
- Do you have **areas of interest** that **excite** you and that you could **bring** into the **lessons**?



Students will be **inspired** if you are **motivated** and **enthusiastic** about the **subject**.



# LESSON PLAN TEMPLATE

There are **several lesson-planning models and templates** which teachers could use to **make planning easier**.

To ensure that you **plan with inclusion in mind**, it is helpful to have a **visual structure to remind you of how learning is constructed**.



THE HOUSE MODEL



LESSON PLAN ✨		
Grade :	Topic :	Subject :
Activities : *	Objectives :	
Lesson Focus & Goals :		
Learning :	Note : *	
Assessment : ✨		

# THE HOUSE MODEL

It's **inclusive** because it can **be adapted** for **whoever** you are **teaching** – at **whatever level**.

It considers **prior learning** and **helps** you **think** about the **steps needed** to **prepare** the **class** for **new content**.



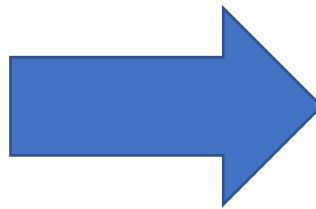
# THE HOUSE MODEL- FIRST ELEMENT

FOUNDATIONS



If the **foundations** are **shaky**,  
the **house** will **fall down**.

It is so often the case that **teachers breeze ahead** with **new content** with **interesting activities** and at a **pace**, to keep the **learning moving...**



**BUT** teachers can find that **many students** have **not made** the **expected steps** in **understanding** and seem to **have forgotten** what they **appeared** to be **grasping** during a **previous lesson**.

# THE HOUSE MODEL- FOUNDATION

To secure the foundations, teachers need to **know where the students are starting from.**

If not, **teachers** won't get a **realistic level**, and **you** may instead **have** to **adapt** the **assessment** to make it **more useful.**

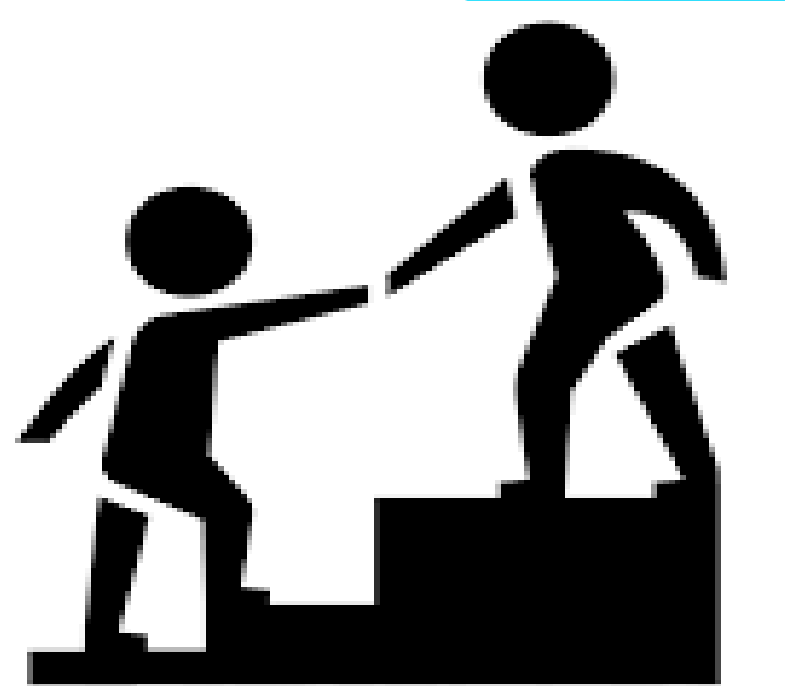


It's best **not to make assumptions**, even if they have **studied certain topics before**, like 'should know this'.

# FOUNDATION – COLLECTING INFORMATION

Teachers could include **some open-ended questions** which would **help** to **ascertain** what students do **know**, or **redesign** the **wording** of the **assessment** to make it **more accessible**.

If **teachers** have **support staff**, they can be helped by them to **support** a **student** with the **test** and **get feedback** from them about the areas the **student** could **have a go** at, along with corresponding **gaps** and **misconceptions**.



# HOW TO GET INFORMATION ABOUT STARTING POINT

- ❖ **Provide** some **key words** or **images** and ask students to **define** them, **rank** them, **sort** them into **groups** and **discuss**.
- ❖ Get students to **draw** what **they think** something **means**.
- ❖ **Set a question**.
- ❖ **Show** a **picture** or **set of images** to **describe** or spot **links/mistakes**.
- ❖ Do a general **Q & A** and get **feedback** from **round the room** – could work in **pairs** and **feedback** to **class** or do a **mini whiteboard exercise**.
- ❖ **Quiz** or **multiple-choice** test.
- ❖ **Give** students a **grid** to **complete** with **activities** related to **topic** – key words, images, making links, questions.
- ❖ Set a **short practical task** and **observe**.
- ❖ Self **checklist** for students to **mark red**, green and amber to **traffic light** their confidence or knowledge.
- ❖ **Set a prediction question** – *what if X?*

# CREATE INTERACTIVE VIDEO

<https://edpuzzle.com/>



The image shows a screenshot of the edpuzzle website homepage. The layout includes a navigation bar with links for 'Schools & Districts', 'Blog', and 'Open class', along with 'Log in' and 'Sign up' buttons. The main content area features a large illustration of a teacher standing in a classroom, surrounded by floating video icons and educational symbols like a pencil and an apple. A 'Get started' button is prominently displayed on the left side.

**edpuzzle**

Schools & Districts    Blog    Open class    Log in    Sign up

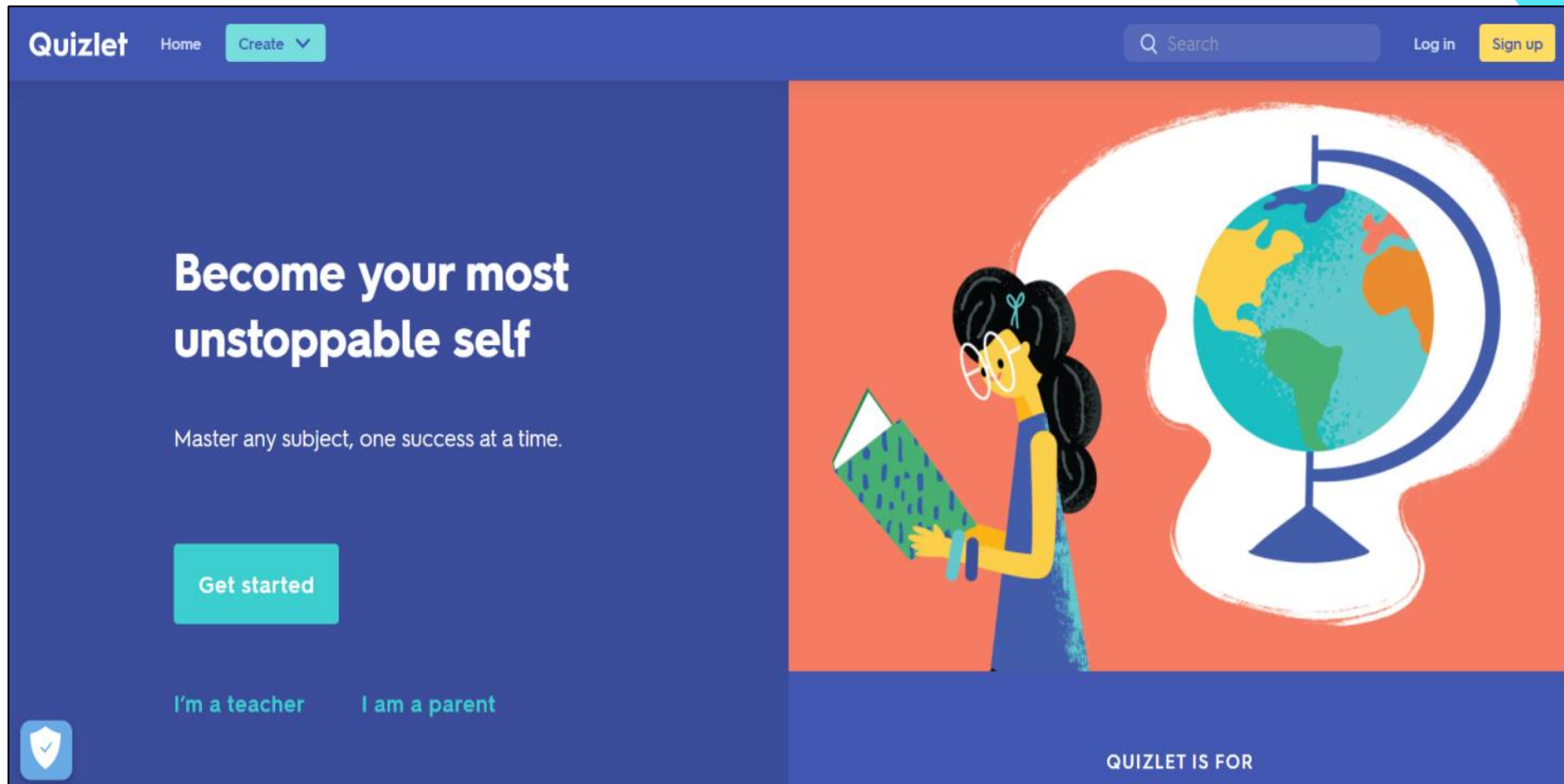
## Make any video your lesson

Choose a video, give it your magic touch and track your students' comprehension.

[Get started](#)

# QUIZLET

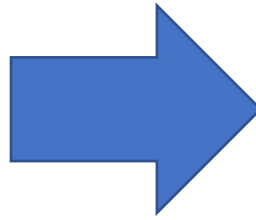
[Quizlet](#) is a web-based tool allowing users to create study tools such as interactive flashcards, tests, and study games.





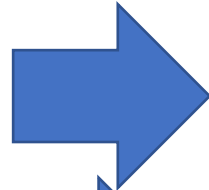
# DIFFERENT FOUNDATIONS

Teachers may have **found** out that all or some of the class need to **secure** some **skills** or **knowledge** before you can **deliver** the **topic content**.



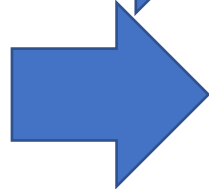
The **foundations** will **vary** but will usually be **factual, contextual** or **skill based**.

**Background knowledge**



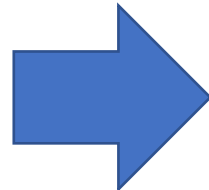
Students have **gaps** in **knowledge** that they will need to **draw** on in order to **assimilate** new **content**.

**Contextual information**



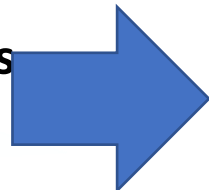
Teachers need to **fill** in the **broader context** to **help** the **new content** make **sense**.

**Skills**



**Sometimes** students **will be lacking** the underlying **skills** needed to **secure** a **new topic**, and teachers may need to **spend** some **time revisiting** these.

**Similar concepts**



It is always worth **connecting new content** to other **work** students **have covered** **BUT** may **not automatically** make links to (**refamiliarising** with the **previous topic**).

# DIFFERENT FOUNDATIONS

Teachers may have **found** out that all or some of the class need to **secure** some **skills** or **knowledge** before they can **deliver** the **topic**



The **foundations** will **vary** but will usually be **factual, contextual** or **skill based**.

Be aware that some students **need more time**.

**Background knowledge**  
**Skills**

Teachers may find out that the **foundations** of the **whole class** are **shaky** and that they are **not ready to move on**.

**Bridge context** will help to **bridge** the **underlying skills** needed to **teach new content**.

may need to **spend some time** **on content** to other **work**

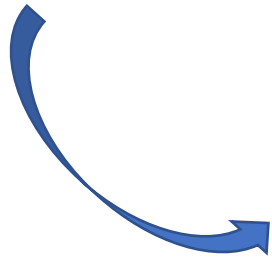
**Similar concepts**

**do not automatically** make

links to (**refamiliarising** with the **previous topic**).

# WHY THE FOUNDATIONS ARE IMPORTANT

So **many teachers** say that some **students don't** seem to be **able** to **retain knowledge**; often this is because they were **adding new content** onto a **shaky foundation**.

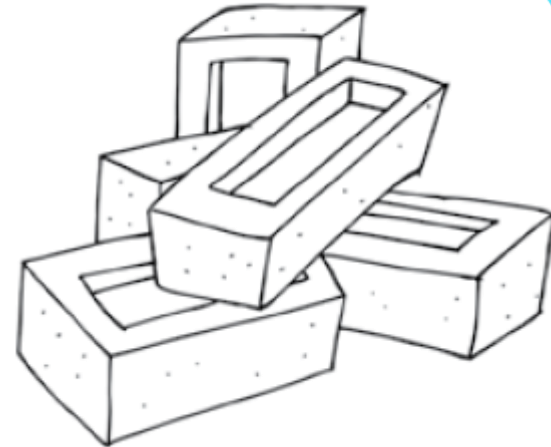


The **foundations** are **important** for the **solidity** of the **learning**.

# WHAT IS A PART OF THE FOUNDATION?

The **bricks** are the important **facts** and **skills** needed to **master** the **new** content.

**Bricks** can be part of the **general teaching** or they can **form** part of **any pre-teaching**.



**Bricks** will include **new vocabulary**, new **practical skills**, key **numeracy skills**, a new **format** or **layout**, key **facts** or maybe a certain **routine** that students need to **learn** for a **task**.

# THE HOUSE MODEL- CONSTRUCTION

Once the foundations are in place and teachers have **prepared** the students with the **prerequisite skills** and **knowledge**, *it's time to deliver the main content.*

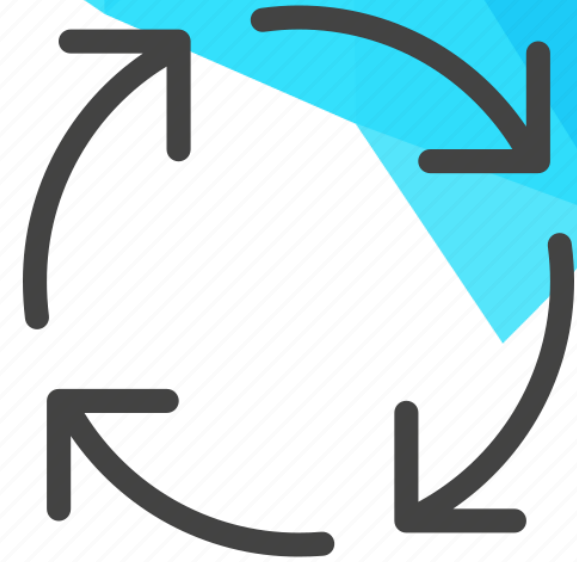


The BASIC PRINCIPALS are:

- ❖ **Get their attention** and **make it personally engaging.**
- ❖ **Repeat** and **model routines** and **content.**
- ❖ **Teach in chunks** to **allow time** for **processing.**
- ❖ **Make it as visual** and **concrete** as **appropriate.**
- ❖ **Make links** to **what they already know.**
- ❖ **Constantly assess** and **refine your lesson plan.**

# CONSTRUCTION

At any point teachers can **return to foundations** if required, or **steam ahead with more new content** if students are **progressing well**.



Make sure **everyone** knows **something new** at this point, however **small a step it is**.



**Visual and concrete aids** will not be wasted on more able students, as **these strategies** help **reinforce learning for all abilities**.

# THE HOUSE MODEL- MORTAR

The mortar is the **activity** that hopefully **cements** the **learning**.

Students need to **engage in activities** that **reinforce** the **content** or **skill** through **practise** and **application**.



This is where **adapting** and **adjusting** is **key**, and where teachers can be really **creative** in **thinking** about **how to help** certain **learners** access an **activity** at their own level.

# HOW TO ADAPT YOUR TEACHING TO THE STUDENTS NEEDS

**Modelling** is an important **part** of the **process**.



The **activities** can be planned to be **open ended** so that **everyone** can **start a task**, **BUT** different **students** can **achieve** and **complete** it to **varying levels** of **complexity** or **depth**.



# HOW TO ADAPT YOUR TEACHING TO THE STUDENTS NEEDS

## Scaffolding level

Teachers can also **scaffold** the **amount of support** for **different students' access**. Teachers may use **differential peer** or **adult support** across the **class**.



Some students may **need** to **do more** or **less** of a **task**. Teachers may use **aids** such as scribes, computer assisted technology or concrete props to support some students.

# THE MORTAR PART OF THE LESSON

The **mortar part** of the lesson can be **chunked**.

It can be carried over a **series of lessons** or it can be **reinforced as homework**.



Be **mindful** that when setting **homework** to **consolidate learning**, some students will need **very clear instructions** and **guidance**.

# THE HOUSE MODEL- DÉCOR

Teachers **get** to the **décor** once the **learning** has been **constructed** and **stuck together**.

When teachers think **students** will **be able** to **use** what they **have learned** to **extend** their **thinking** and **apply** the **new content** in a **different way**.

Teachers can **set activities** that **use** the **content** in a **different genre** or **format**.



# THE HOUSE MODEL- SNAGGING

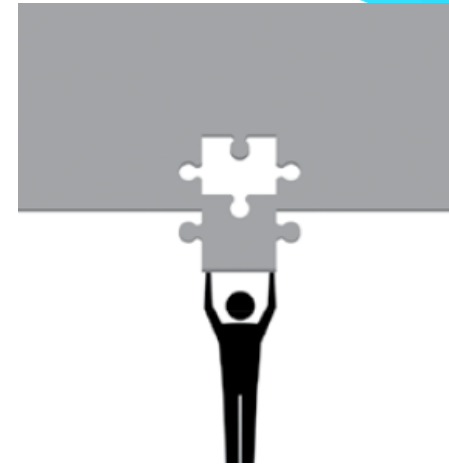
It is the part of the **building process** that **involves** completing **all the little jobs** that **were left undone** – e.g. *the skirting boards, the unfinished tile grouting, the door handles, the plug sockets.*

If **snagging** is **not done**, the **house cannot work efficiently!**

In teaching, the **snagging** is all about the **gaps**.



If teachers **don't plan** in **enough time** to **revisit gaps**, students will **move forward** with **gaping holes** in their knowledge or at worst, **continue with misconceptions**.



# SNAGGING

Students need to **build** in **time** for **assessment** and **testing** **BUT** also time to **revisit** and **reinforce** the **missing knowledge** and **understanding**.

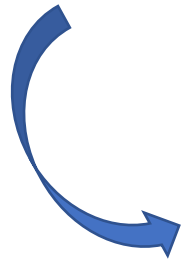


Building in **quizzes** where combine **new facts** with some of the **previous content** is a **good way** to **consistently build knowledge**.



# SNAGGING

This is **not particularly fun**, as most students **don't like going back over previous work**.



Introducing **games** or some **choice, challenge** or **competition** may **engage pupils**.

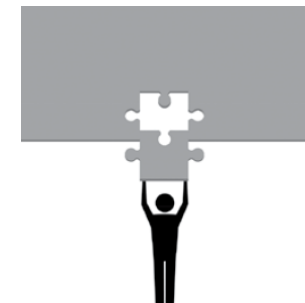
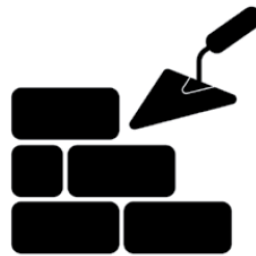
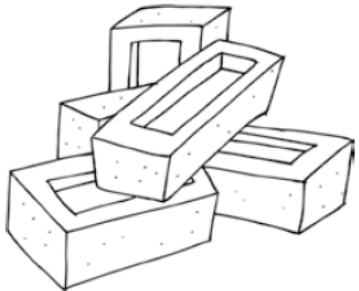
Working **collaboratively** and using **peer tutoring** can be a nice **way to help** close **gaps** and has the **advantage** of **reinforcing** the **work** in the **memories** of the peer tutors.



# WHY THE HOUSE MODEL?

It is a **way of thinking** about **inclusion**.

The **visual image** of a **house** helps us **fit** the **concept** into the **schema** of **buildings**, so we can **conceptualise** the **idea** of a **shaky foundation** and the **importance** of **building** the **learning** from a **secure base**.





# Lesson planning – the house model



## Snagging

Checking **gaps** and giving **everyone** the **chance** to redo or **recap**.

**Assessment, checking and feedback** cycle. Re-teach and **revisit** elements of learning.

## The Mortar

Sticks it all together. The **activities** that help students **engage** with new **facts** and **skills**.

**Discussion. Group work. Reading** and summarising. **Sequencing**. Writing reports. Drawing diagrams. Projects. Independent work. **Peer and adult** questioning.

## Construction

**Explaining** new **concepts** and ideas. The input-teacher led/ pupil led?

**New information** - keep it to 10 - 15mins max. **Hook** with **examples** or a story. Use **visuals**. Stick to the point.

## The Foundations

What do we need to know before we can learn anything new?  
Assess what they know.  
Pre-teach key skills or knowledge.

*These are the things that prop up the learning.*

## The Decor

**Consolidating** and using the **new skills** - mastering the content in different ways.

Extended **writing**. **Independent projects**. Designing **experiments**. **Analysis**. Applying knowledge to different contexts. Creative activities. Problem solving. What if questions.

## The Bricks

The **new vocabulary**, skills, facts.  
Pre-teaching key words and ideas.

**Key words** on board. **Definitions** explained. **Numeracy** skills. **Practical** skills rehearsed. **Routines** embedded.

Thank you for attention!  
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