

LESSON PLAN

TOPIC: Dreams		CLASS: PCET	
DATE: 19.11.2019	LENGTH OF LESSON: 45 minutes	NO IN CLASS: 7	
ABILITY/SPECIAL EDUCATIONAL NEEDS:			
Alenco (ALN) n/a			
AIM OF LESSON			
To explore how the brain function during sleep To correlate the psychological and historical form of dreams To develop the significance of our dreams To capture the significance of a Lucid Dream.			
LEARNING OBJECTIVES - The Learners Should Be Able To:			
To state the differences between an awakened brain and the brain during sleep (REM, Brain Levels); Clarify the historical and psychological progress of dream interpretation in an activity; Determine what is a lucid dream in a discussion			
PREVIOUS KNOWLEDGE:			
No previous knowledge required			
ANTICIPATED DIFFICULTIES:			
learners may have difficulty sharing dreams as it is a personal matter.			
RESOURCES/EQUIPMENT REQUIRED:			
Computer (PowerPoint), projector. Provided paper to students for the activity.			
HEALTH & SAFETY:			
N/a			

PROFESSIONAL STANDARDS

Please note **WHEN and **HOW** relevant professional standards occur and are met:**

(Include detail of standard, not just a reference number)

A1 - Design and plan learning activities and/or programmes of study;

A2 - Teach and/support learning;

A3 - Assess and give feedback to learners;

A4 - Develop effective learning environments and approaches to student support and guidance;

A5 - Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices;

K1 - The subject material;

K2 - Appropriate methods for teaching, learning and assessing in the subject area and at the level of academic programme;

K3 - How students learn, both generally and within their subject/disciplinary area(s);

K4 - The use and value of appropriate learning technologies;

V1 - Respect individual learners and diverse learning communities;

V2 - Promote participation in higher education and equality of opportunity for learners

V3 - Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and
WHEN and HOW they are met:

During the introduction and development, during the pedagogic approach:

The brain

Linguist aspects (in dreams)

Literacy (in dreams)

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Introduce the topic Aim and objectives of the lesson.	PowerPoint	5 minutes
DEVELOPMENT	Sleep cycle Sleep Inertia Brain activity Dreams & REM Historical & Psychological part Collect dreams in the classroom in an activity + dreams interpretation + painting	PowerPoint Pedagogical method Teacher-led (transition to) Andragogical method Activity Student-led	30 minutes
PLENARY/ CONCLUSION	Discussion What is a lucid dream? How to have lucid dreams? Sleep paralysis? Night Terrors VS Nightmares? How do you know you are not currently dreaming?	Social constructivism	10 minutes

ASSESSMENT STRATEGIES USED (WHEN and HOW):

During the andragogy approach, during activity as well as the discussion.

INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)

I felt that I was able to cover the stipulated aims and objectives of the lesson. Despite the amount of information, I felt that the lesson was not too intense and had a nice flow, overall, the student's feedback was positive and left me very enthusiastic to keep following my learning towards teaching.