

Lesson Plan Template



Lesson Plan

Topic: Film – Narrative Structures		Class: Level 4	
Date: 22.09.2025	Length of lesson: 30-Minutes		Number of students: 6
Resources required: • PowerPoint • Whiteboard • Whiteboard markers • Kahoot • Access to the internet • Physical copies of quiz and PowerPoint in case of technical difficulties. Learners will require: • Smart Phone, or Tablet, or Laptop (to access Kahoot).			
Aim of Lesson: • To identify and define 3 narrative structures commonly used in film.			
Learning Outcomes – The Learners Should Be Able To: 1. Identify key elements within 3 narrative structures. 2. Demonstrate the ability to apply narrative structures to story/ film examples.			
Previous student knowledge required for the session: • N/A.			

Anticipated difficulties (if applicable):

- Technical difficulties (PowerPoint). Keep a printout of slides to hand to still deliver the lesson without my total visual aids.
- Technical difficulties (Kahoot quiz). Keep a physical copy of the quiz to ensure guaranteed delivery of learning assessment method.

Professional Standards (where are these being met within the session): In my practice and with others, I...

- Demonstrate commitment to learners, their learning, safety and well-being by creating a safe environment for learning and asking questions.
- Demonstrate leadership, integrity, courtesy and respect towards others by role modelling good and positive behaviour.
- Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment by developing my knowledge and skill on digital tools by experimenting with Kahoot, which is a new software to me that I have no prior knowledge or experience with.
- Know how to use evidence and research to improve my leadership by supporting my learning content, points or arguments with reliable sources of information.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Prepare materials Prior to starting (opening PowerPoint, get the Kahoot quiz QR ready).		Prior to start time.
	1. Introduce the topic of narrative structures and what the aims and objectives for the lesson are.	1. Open the PowerPoint and go through slides 1-6.	1. 3- minutes
Development	2. Gain entry level behavior.	2. Q&A: Ask the class if they have prior knowledge on the topic. (slide 5).	2. 1- minute
	3. Go through the three narrative structures.	3. Lecture: Go through slides 7-24. Case studies have been provided, however, if more comfortable, and relevant, use your own film examples to contextualise the structure being discussed. The slides follow the format of; what the structure is, relevant knowledge, the key points/ steps of the	3. 18- minutes

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Assessment Strategies: when and how are they included within the lesson?

- Entry level knowledge will be assessed at the start of the session within my icebreaker. Through a simple question to my students on whether anyone has any prior knowledge of the subject.
- Kahoot quiz: I plan to use the results and engagement from my learners to determine the level of learning that has taken place, and if I as the educator have achieved my aims and objectives.
- Q&A: throughout to gauge learning taking place during the lecture.

Informal reflection (to be completed after the session)

- I was nervous and for the most part I kept it under control, but it did manifest in me fidgeting with the whiteboard pen. I wasn't aware I was doing it, but it was brought to my attention from me peers and lecturer that I occasionally would repetitively click the pen lid on and off. While it caused minimal disruption to my delivery or the lesson, going forward, I need to be mindful of this behaviour and in the meantime investigate less disruptive means to handle my nerves.
- I pushed myself out of my comfort zone and offered to present first. Often in these circumstances of presenting I prefer to watch one or two people go first. Usually, to observe any issues that arise for them, that could happen to me and therefore I can be mindful of. But I decided to push myself and I feel a lot more confident for it. I did have a technical issue during my presentation. There was an error pop up appearing on my monitor but not on the display monitor, so only I could see it. I handled it well, fixed the issue and maintained pace and confidence.
- The major technical issue that did happen was people struggling to log onto Kahoot due to WIFI or mobile data issues. I luckily had a paper print out of the Kahoot quiz, so if after a certain people still couldn't log on then I could have proceeded with the quiz being a more open discussion format. I ultimately made the decision to proceed with the online version with 2 students not being able to participate digitally, with their consent. I made efforts to include them in answer discussions. However, when I finished and started logging off/ packing away, it occurred to me that I could have paired people up with those who had logged on, avoiding people missing out or feeling like they were missing out. A good solution to have in mind for future reference. I made this idea available to everyone else who may have Kahoot's in their microteach and they seemed grateful for the idea, so at least it did not go to waste.
- While on the topic of Kahoot's, I have concluded that I do not like them for formal learning, both mine and others. I think they are best suited for fun games or competitions, rather than an assessment of learning, which was the purpose of it for me in my microteach. Prior to Monday 22/09/25, I had never used or participated in a Kahoot and after both hosting and participating in them, I don't like them. In terms of participating, I did not find it particularly engaging and while I was engaged during the lesson, my score reflected otherwise which made me feel self-conscious at times. And then in terms of hosting, I found it difficult to what felt like juggling the Kahoot, reading the results of the question, and providing context to the correct and incorrect answer. While I see myself using Kahoot in a less formal setting, I cannot see me using it as an assessment for learning unless the class specify that they like them, in which case I will accommodate.

- Acting on making decisions to save time.