

Writing learning objectives

Review lesson plans you have brought with you. Have you identified the objectives you plan to share with pupils? Are they precise enough, or do you need to refine them?

You want to tell pupils why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning.

You may find it helpful to use stems such as 'By the end of the lesson you (pupils) will ...' plus:

- **know that** .. (for knowledge - factual information such as names of people or equipment, places, symbols, formulae etc.);
- **understand how/why** ... (for understanding - concepts, reasons, effects, principles, processes etc.);
- **develop / be able to**.. (for skills - using knowledge, applying techniques, analysing information etc.);
- **develop / be aware of** ... (for attitudes and values - empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- **explore and refine strategies for** ... (creating, designing, hypothesising, exploring alternatives).

An alternative is to phrase objectives in terms of the stem '**We are learning to ...**' to give pupils some consistency.

Deciding in advance what you want as an outcome - not only in terms of product but also in terms of quality and quantity - will help you to design the lesson. If you expect a written explanation as an outcome, it is helpful to explain how many paragraphs are needed, what the opening paragraph should look like, what key words must be included and whether it should be illustrated with a diagram.