

12 July, 2004 FSBKK

23 October 2006 FSTKY

Lesson Plan designed to promote the Principles of Instructional Design

- to understand the capabilities of multi-media and to reconsider the design of instruction -

1. Please circle one of the appropriate subject or learning area;
 - a) Subject matters (mathematics1, mathematics2,..., science1, science2,..., language1, language2, social sciences1, social sciences2,... technology, home-economics, music,)
 - b) Newer area for learning (environment, energy, health and welfare, international understanding, peace, information, media literacy, value, Moral in the network society, inclusive education including education for the handicapped and minorities,.....)
2. Please circle one of the grades;

Grade (1, 2, 3)

Name of Unit ¹⁾	Name of sub-unit ²⁾	Objectives ³⁾	Thinking Skills ⁴⁾	Major Activities ⁵⁾		Technologies or Media ⁸⁾ to be used		Software ⁹⁾ to be used		Modes ¹⁰⁾	Remarks ¹¹⁾
				Teachers (T) ⁶⁾	Students (S) ⁷⁾	T	S	T	S		
1 Motion	1	1	1								
		2	2								
		3	3								
	2	1	1								
		2	2								
	3	1	1								
		2	2								
		3	3								
		4	4								

Notes:

- 1) In volume, 10 to 15 school hours equivalent, and show fundamental concept
- 2) In volume 2 to 3 school hours equivalent and show concepts, by which the fundamental concept formulated.
- 3) State in the form of behavioural objectives with less than 100 words, and in the form of 'To realize the fact of friction,'
- 4) <Thinking Skills/Higher-order cognitive skills>
Indicate CT for Critical Thinking, RT for Creative Thinking, LT for Logical Thinking, and DT for divergent thinking
- 5) <Major Activities>
In less than 100 words, try to include and describe the regional and/or national episodes, which can be taken from the history, culture, custom, and/or students/community/family dairy life. At the end of the sentence, R for regional N for national; H for history, C for Culture, U for custom; and S for students, C for community and F for family, should be written such as <N, H>, <R, S> etc. to identify the topics regional specifics

- 6) <Teachers (T) in Major Activities>
 'Teaching strategies'/'tactics' will be described in less than 100 words; and Indicate P for plenary, G for group, and/or I for individual; E for explanation, DN for discussion, DT for debate, QH for higher-order/open question, QA for question and answer, and QZ for quiz.
- 7) <Students(S) in Major Activities>
 'Learning strategies' will be described in less than 100 words; Indicate EL for Error-full Learning, ML for Mastery Learning, DL for Discovery Learning, GD for Guided Discovery Learning, SD for Self-guided Discovery Learning, FL for Meaningful Learning, SL for Situated Learning, and CL for Learning based on Social Constructivism.
- 8) <Technologies or Media>
 Indicate FC for flipchart, PM for printing material, BB for blackboard, TP for OHP, RD for radio, SD for sound tape/CD, PS for stand-alone computer, PL for LAN-connected computer, IN for the Internet, VT for video tape, VI for video disc and/or DVD incl. video image CD, VC for video camera, DC for digital camera, VP for video-projector, IS for the scanner,
- 9) <Software>
 In case PS and/or PL are written in the column <Media to be used>, indicate the relevant software; WP for word processing, SS for spreadsheet, DT for data-base, PR for presentation, PG for programming, CT for chattering,
- 10) <Modes>
 In case of CAI application, indicate D for Drill-and-practice, T for tutorial, S for Simulation, P for Problem solving, I for inquiry, G for gaming
 CMI such as school administrative use of ICT is also recommended. NT for network, CL for collaboration,
- 11) <Remarks>
 Indicate major relations to other unit/subunit within the subject and those in other subjects in different grades and school levels.

Major Contemporary Keywords in Education

first questioning taken from learner's direct experiences, first questioning taken from teacher's direct experiences, examples and counter-examples crossly relation to learner's direct experiences, integration, indigenous knowledge/local wisdom, community involvement, family involvement, education for sustainable development (ESD), self re-organization of knowledge and skills learned