**DELIVERING LESSONS**

**This Best Practice Guide is designed to help you deliver effective lessons.**

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| **INTRODUCTION** |
| This Best Practice Guide will concentrate on delivering these lessons effectively within the different contexts of our schools.  As part of the Ethos Team, you will engage in lessons in three main ways:   * **General RE Lessons**: Deliver lessons that align with the school’s specific RE syllabus, utilizing our resources to enhance students' understanding of Christian perspectives. * **PSHE Integration**: Incorporate our materials into PSHE lessons, bringing in our key Ethos Themes and Learning Outcomes. * **Seasonal Campaigns**: Lead pre-written lessons from the Ethos Toolkit during Christmas, Easter, and other key times, following our DECA framework.   Most of our resources are already provided so you can concentrate on outstanding delivery. |

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| **PLAN** |
| **Thoughtful Planning**:   * Take the time to plan your lesson thoroughly even if the resources are already done. * Identify your central theme and the key message you want to communicate. * Determine what you want the students to **think**, **do**, or **feel** in response to your message. * Adapt the lesson for your context where needed. * Know your lesson content thoroughly. * If working with others, clearly define and understand your individual responsibilities. * Have more material than you need and know what you can cut out. * Check timings carefully - Be punctual and leave time to set up.   **Strong Introduction and Conclusion**:   * Carefully plan how you will introduce and conclude the lesson. What is the point? * Ensure your lesson starts with impact ("take off") and ends with clarity ("bring it into land"). * Plan for the students in the room. Check SEND needs in advance and adapt accordingly.   **Preparation of Resources**:   * Gather all necessary resources and book any required equipment well in advance. * Avoid leaving these tasks until the last minute to ensure smooth delivery. * Test the equipment and technology in advance.   **Early Setup and Proper Cleanup**:   * Arrive early to set up the space and ensure everything is ready. * After the lesson, clear away all materials and leave the space tidy.   **Structuring Lessons through DECA**  Each of our Ethos Learning Outcomes are linked to our DECA Framework.The purpose of this is to help students understand our ethos learning outcomes and know how to put them into practice. The sessions follow this format:   * DISCOVER: What do I need to know and why? * EXPLORE: How do I deepen my understanding? * CONNECT: What does it mean for me? * APPLY: How do we put it into practice?   Using this flow will ensure students not only gain knowledge about a subject but are able to wisely apply it to their lives. |

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| **DO** |
| **Clarify Expectations Early**  Before the lesson begins, take a few minutes to clearly define behavioural expectations. Since you may not have the advantage of long-term relationships, be explicit about the rules regarding punctuality, participation, and respect. Consider writing these expectations on the board or displaying them visually.  See the guidance on classroom management for more details.  **Your Classroom Approach**   * Be yourself. Be confident. Be clear. * Speak to students, keep good eye contact, don’t talk to the floor or to the back wall. * Move around the room. * In Faith based lessons - Use phrase like “Christians believe that” to frame learning. * Avoid using ‘hands up’ all the time. Try pair and share. * Use appropriate behaviour management.   **Tips for lesson delivery**  **Set Clear Learning Objectives**:  Define what you want students to learn by the end of the lesson.  Ensure objectives are simple and clear.  **Assess Prior Knowledge**:  Determine what students already know so you can build on their existing knowledge.  **Maintain a Good Pace**:  Keep the lesson well-paced—not too rushed or too slow—to maintain student interest and engagement.  **Measure Progress with Reflections**:  Include mini reflections and check-ins to assess understanding and keep students on track.  **Employ Effective Questioning**:  Allow ample time for students to think and develop their answers. Consider using deep, thought-provoking questions to enhance engagement. Provide opportunities for students to reflect on their learning and engage in focused Q&A sessions.  **Promote Student Participation**:  Encourage students to lead activities and participate actively, which reinforces their learning.  **Use Fun Appropriately**:  Incorporate fun elements where appropriate, keeping in mind the context of the lesson. Stay relevant and suitable for the classroom environment. Avoid sarcasm and check your humour.  **End with a Clear Call to Action**:  Conclude the lesson with a clear call to action, guiding students on what to do next with their newfound knowledge. Signpost where needed.  **Use Questioning Wisely**  **DID YOU KNOW?** Ged Gast (Educational Consultant) said, “Research has found that many teachers wait only 0.9 seconds before seeking an answer. Research on effective questioning techniques, including insights from Ged Gast, suggests that students typically need **3 to 5 seconds** of wait time after a question is asked to think deeply and formulate a meaningful response. “Developing questioning approaches requires much greater emphasis on the time provided for students to think individually, collaboratively, and deeply to enable them to develop and share better answers. This will improve their thinking and engagement.  So, let’s consider our questions carefully and give students ample time to respond.  **Moving Beyond Hands Up**  **Ways to respond to questions can include:**   * **Think-Pair-Share**: Ask students to think about the question individually, then pair up with a classmate to discuss their thoughts before sharing their answers with the whole class. This encourages more students to engage without the pressure of speaking up alone. * **Cold Calling**: Randomly select students to answer the question. This can keep all students attentive and involved, knowing they might be called upon at any moment. * **Whiteboards/Paper**: Give each student a small whiteboard and marker or paper and pen. After asking a question, have all students write down their answers and hold up their boards/paper. This allows you to quickly see everyone's response. Colour cards also work well for binary YES/NO answers. |

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| **REVIEW** |
| * Measure impact through statistics, student & staff voice and stories. * A Measuring Impact Tool is usually available on the Tool Kit * You may be able to gather responses using our online survey system.   Here are five easy ways to gather feedback and student voice on a lesson:   1. **Exit Tickets**: At the end of the lesson, ask students to write down one thing they learned and one question they still have or something they found challenging. Collect these as they leave the classroom. 2. **Quick Polls**: Use a simple show of hands or a digital tool to ask students quick questions about what they enjoyed or what could be improved. 3. **Think-Pair-Share**: Have students discuss their thoughts on the lesson with a partner, then share highlights with the class. This can be followed by a brief written reflection. 4. **Feedback Cards**: Hand out small index cards during or after the lesson and ask students to write a brief comment about what they liked and what they would change. Post it notes work too. 5. **Group Reflection**: Set aside a few minutes at the end of the lesson for a group discussion where students can openly share their thoughts on what worked well and what didn’t. |