

Lesson Plan 16: Adapting Lessons**3.5 hrs max****Lesson Description**

In this lesson, participants identify situations in which they may need to adapt a lesson plan. They discuss and practice strategies to modify pre-existing lessons.

Learning Outcomes

At the end of this session participants will be able to:

1. Identify situations where it is necessary to adapt a lesson plan.
2. Apply different strategies to adapt a lesson.

Materials

- Practice Lessons to Adapt 1-12* (1 lesson per participant)
- Materials listed on all *Practice Lessons to Adapt 1-12* (See master materials list and WASH Resources <http://resources.cawst.org/> for any required regional content.)
- Flip chart paper
- Markers
- Tape

Preparation

- Read and prepare lesson plan
- Print *Practice Lessons to Adapt 1-12* (1 per participant)
- Review *Practice Lessons to Adapt 1-12* and prepare required materials
- Review: *Trainer Essentials: Giving Effective Feedback*



- Note: If participants experienced difficulty in the previous practice session, they can choose to re-do their first lesson in this session rather than a new, modified lesson.
- Write learning outcomes on the flip chart

Introduction**5 minutes**

1. Ask participants: "Has anyone participated in a lesson or workshop that was not appropriate for the audience?"
2. Ask participants who have experienced this to share.
3. Present learning outcomes or lesson description.

When to adapt a lesson**5 minutes**

1. Ask participants, “When is it necessary to adapt a lesson?” or “Can someone give an example of a situation where you would need to change a lesson?”
2. Record participant responses. *Ex: When the lesson is inappropriate for the audience, i.e. literacy level is too low, material is too complex or too simple, the activities are not culturally appropriate, the required materials or space are not available, there is not enough time to complete the lesson, etc.*

Modifying lessons**30 minutes – 1 hour**

1. Explain to participants that they will need to adapt a lesson to make it more appropriate for a specific group or conditions. This will help them practice in changing lessons to meet the needs of different contexts and different participants.
2. Explain that the top section of each lesson plan has a specific scenario or problem. The participants will need to modify their lesson plan accordingly to address that problem. The participants may need to modify activities, outcomes, length, etc. but should remain within a 10 minute timeframe.



3. Hand out the *Practice Lessons to Adapt* and provide participants with at least 30 minutes up to modify their lessons. More than 30 minutes and up to 1 hour may be necessary if they are struggling to finish on time.



4. Note: Some lessons are more difficult than others to modify. Try to match difficult scenarios and lesson plans with more advanced participants if possible.

Deliver lessons**Up to 3 hours**

1. Ask participants to return to groups 1 and 2 from the previous day’s practice lessons and deliver their adapted lesson.
2. Remind participants of the following guidelines for providing feedback:
 - **Be Specific:** To improve the learner’s competence, the feedback must be very specific, even when it is positive. Learners need to know exactly what they are doing to help or hinder the achievement of their objectives.
 - **Describe your personal experience:** The feedback should describe the experience or feelings of the person offering it. It should consist of clear descriptions, relevant information, and should not contain evaluation or advice. The experience of the behaviour should be expressed using “I” (“When you said..., I thought you were..., and I felt...”).
 - **Focus on Behaviour:** Refer to what learners do or say instead of what they are. Focus on behaviours that can be changed, and not on personality traits. Describe observable behaviours, avoid drawing conclusions or ascribing intent.
 - **Avoid Overloading:** The feedback should focus on no more than 2-3 key messages. Prioritize your feedback based on importance and focus on the most important issues.

- **Acknowledge the positive:** Ensure that you tell participants what they did well, not just what they need to change.
3. Before each participant teaches their new lesson to the group, ask them to explain their given challenge. If participants chose to re-do their lesson from the previous practice session, ask them to describe which things they are working to improve during this second session.
 4. After each lesson:
 - ask the participant who facilitated the lesson to comment on what they did well and what they could improve
 - ask those who participated in the lesson to provide positive and constructive feedback.
 - provide your own feedback to participants

Review**5 minutes**

1. After all participants have finished facilitating their lessons, ask them to discuss: “How did you feel about your presentation today compared to yesterday?”
2. Ask them consider which approaches to adapting lessons worked well and what they will try to do in the future when they adapt lessons.

Reflections on Lesson

