



Sentence Repeat:

In the beginning of the reading session, say to the student, "If you come up to a word that you do not know, I will help you with it. I will tell you the accurate word while you listen and point to the word in the book. After that, I want you to repeat the word and then read the rest of the sentence. Then I want you to read the sentence again. Try not to make mistakes." When the student commits a reading error (e.g., substitution, omission, 5-second hesitation), immediately pronounce the correct word for the student and have the student repeat the word correctly. Then direct the student to reread the entire sentence in which the error occurred. The student then continues reading the passage. (If the student repeats the original reading error when rereading the sentence, you should again pronounce the word correctly and have the student repeat the word. Then continue on.)

NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting the or a, dropping suffixes such as -s, -ed, or -ing).

'Word Attack' Hierarchy:

In this approach, the instructor prompts the student to apply a hierarchy of word-attack skills whenever the student misreads a word. The instructor gives these cues in descending order. If the student correctly recognizes the word after any cue, the instructor at once stops delivering cues at that point and tells the student to continue reading. We should avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting the or a, dropping suffixes such as -s, -ed, or -ing).

Here are the 'Word Attack' Hierarchy instructor cues:

- "Try another way." This cue is given directly after a reading error and alerts the student to the fact that he or she has misread the word.
- "Finish the sentence and guess the word." The student is encouraged to utilize the sentence context to discover the correct word pronunciation.
- "Break the word into parts and pronounce each one." The student is directed to sound out the segments of a word independently.
- Using an index card, the tutor covers over parts of the word and each the student to sound out only the part of the word that is visible. This is an approach of teaching students, a method for reducing the amount of visual information in each word.
- "What sound does ' ___ ' make?" As the teacher covers selected parts of the word with an index card, the student is directed to use phonics information to sound out the word.
- "The word is ___." If the students are not able to decode the word despite instructor support, the instructor supplies the word. The student is directed to repeat the word and to continue reading.

Error Word Drill:

The Error Word Drill is an effective way to build reading vocabulary. The procedure consists of 4 steps:

When the student misreads a word during a reading session, write down the error word and date in a separate "Error Word Log".

- At the end of the reading session, write out all the error words into index cards. (If the student has misread more than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread fewer than 20 words, consult your "Error Word Log" and choose enough additional error words from past sessions to build the review list to 20 words.)

- Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. (A word is said to be correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5-second period expires are considered as incorrect.)

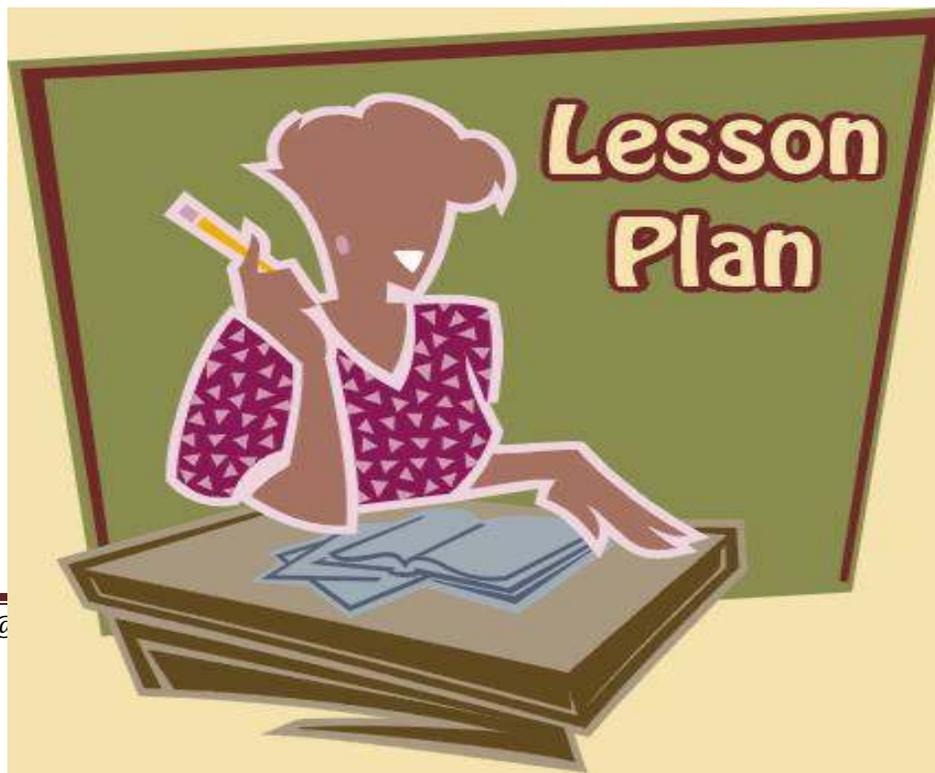
- When the student misses a word, pronounce the word for the student and tell the student to repeat the word after you. Then say, "What word?" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck.

- Error words in deck are presented until all have been read appropriately. All word cards are then collected together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

Lesson planning

All good teachers should have a proper planning when they enter the classroom. It can be a simple mental checklist or a detailed two-page typed lesson plan that follows a prescribed format. Usually lesson plans are written just for the teacher's own eyes and are therefore informal. But sometimes the lesson plan has to be written as a class assignment or given to an observer or supervisor, and therefore will be a more formal and detailed document. A lesson plan is an extremely important tool that serves as a combination guide, resource and historical document reflecting our teaching philosophy, student population, textbooks and most importantly, our goals for our students. A lesson plan is the instructor's road map of what students need to learn and how it will be done successfully during the class time. Before you plan your lesson, you will first need to recognize the learning objectives for the class meeting. Then, you can design suitable learning activities and develop strategies to obtain feedback on student learning. A good lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding



Why We Plan

The lesson plan serves as a map that guides us in knowing what we want to do next; these sequences of activities remind us of the goals and objectives of our lessons for our students. A lesson plan is also a record of what we did in the class; this record serves as a valuable resource when planning assessment measures. A record of previously taught lessons is also useful when we teach the same course again, so that we have an account of what we did the term or year before. When we have to miss class, a lesson plan is a necessity for the substitute teacher. A good lesson plan guides but does not dictate what and how we teach. It benefits many stakeholders: teachers, administrators, observers, substitutes and of course students.

When and How We Plan

Certain amount of lesson planning takes place the night before a class is taught. This planning, takes place just hours before entering the classroom, should be the fine or micro tuning of the lesson and not the macro planning which is based on the programmatic philosophy or syllabus design. A good lesson plan is the result of both macro and micro planning. On the macro level, a lesson plan is a reflection of a philosophy of learning and teaching which is reflected in the methodology, the syllabus, the texts and the course materials and ultimately results in the specific lesson. In short an actual lesson plan is the end point of many other stages of planning that culminate in a daily lesson. A good teacher brings his or her own sense of good learning and teaching into the classroom.

What a Lesson Plan Looks Like

When making a lesson, a teacher must consider about the background of the students, the objectives of the lesson, the skills to be taught, the activities, the materials and text, the time constraint and the connection to future and previous lessons. A lesson plan has a beginning, middle and an end. The amount of detail actually written down will vary with individual

preferences and experience. Some instructors keep notebooks of lesson plans for each class; others may use loose sheets of paper that can be shuffled around. Many instructors now make use of computers to write up lesson plans; the advantages of this are that the lessons are neatly typed, easy to save, and can readily be copied and modified as needed. Most lesson plan begins with a brief description of the class and students; for example, the name of the course and the level, and the background of the students. It is also essential to add the date as well as the week and day of the course. Teachers also note what has been covered during the previous class or what students already need to know for the particular lesson. The day's goals and objectives should be incorporated. Some instructors find it useful to list the day's materials and audio-visual aids in a box at the top of the page to serve as a reminder of what they require to bring to class. Noting down any homework or assignments to be returned or collected that day is also useful information to have at the beginning of the lesson plan. The middle component of a lesson plan is the lesson's content; this includes procedures or activities along with transition notes, as well as time management and class management notes such as the students' seating arrangements for various activities. Novice teachers should also try to think likely what may go wrong or prove to be problematic so that contingency plans are ready in advance and written into the lesson plan.

Teachers need to make a decision how they will connect the day's lesson to the previous class meeting and how they desire to interest and motivate their students for the day's activities. Once warmed up, the class is then all set for the presentation and practice stages of the lesson. These stages have been referred to with a variety of labels such as into, through, beyond; engage, study, activate; lead-in, elicitation, explanation, accurate reproduction and immediate creativity; and verbalization, automatization and autonomy. All of these labels describe stages in which first, the language form or content is introduced and presented; second, comprehension is checked before a form of guided practice is implemented; and third, some type of less structured, communicative activity takes place so that students can put into practice what they have just learned in a less controlled, more natural situation. The communicative stage also gives an opportunity for students to incorporate the new knowledge presented in the lesson with previous knowledge. Finally, teachers and students should assess how well the new material has been learned in order to determine the shape of future lessons.

Some teachers find it helpful to write brief comments on a lesson plan that help out with the transition from one activity to another, so that the lesson flows well and the different activities have a sense of connection. For example, when transitioning from a listening activity to a reading activity a teacher can talk about how certain listening strategies can be adapted as reading strategies. Creating smooth transitions and links can be difficult for novice teachers, so planning these moves and noting them in a lesson plan is valuable for both

instructors and students. Time management can be challenging for the teachers as they cannot always exactly predict how long a particular activity will take or when a discussion will become so engaging that it should be allowed to carry on longer than planned. Nevertheless, it is essential to note the number of minutes fixed for each activity in the margin of the lesson plan. An activity is underestimated in terms of length, so teachers should make a decision ahead of time what part of a lesson could be skipped or shortened for the next class. This does not mean that teachers should not over plan. There are times when an activity will take less time than expected or suddenly seem too easy or difficult, so a good teacher will have some helpful five to ten minute supplementary activities on hand. Seating arrangements for different activities should also be noted in the lesson plan. Planning these seating arrangements in advance helps the class run smoothly and saves time. Anticipating problems and thinking of solutions beforehand makes the teacher feel more relaxed and confident when they walk into the classroom. The final section of a lesson plan should comprise comments that end the lesson such as a review or summary of the lesson and that indicate homework or other assignments. Even though homework may be noted at the end of a lesson plan, it is perhaps not a good idea to wait until the end of the class to assign it to the students. Find a place on the board where homework can be without fail posted so the students always know where to check for it. Post it there at the beginning of class or during the break so that everyone has an opportunity to write it down before those final hectic minutes of class when students are packing up their belongings and running out the door.

Some teachers like to leave a space in their lesson plans to comment on what needs to be covered during the next class session based on what went on during the day's lesson. Maybe an activity had to be placed on hold or a teaching point needs to be covered again. Some teachers also like to note students' unanswered questions in order to study their responses before the next class meeting. It is also a good idea to include space for lesson evaluation by the teacher after the class is over. The evaluation component of lesson planning gives an opportunity for honest reflection about what activities worked or did not work and why, as well as how the lesson could be enhanced or modified the next time around. Teachers also find it helpful to add comments regarding student reactions to the lesson. It is these evaluative comments that can make a lesson plan a truly valuable resource for future course and lesson planning.

Basic Principles of Lesson Planning

As teachers gain more experience in the classroom, they learn certain principles about planning. When experienced teachers are asked to list some basic principles of lesson planning that novice teachers should be aware of, the ones that are often mentioned are

actually basic principles of good teaching: coherence, variety and flexibility. These principles have proven helpful for all teachers, not just the second/ foreign language teacher.

- 1. A good lesson has a sense of coherence and flow. On a macro level, links or thread should connect the various lessons over the days and weeks of a course. On a micro level, students should understand the rationale for each activity; also, they learn best when there are transitions from one activity to the next.**
- 2. A good lesson exhibits variety. This variety needs to be there at both the macro and micro levels. While for most students, a certain degree of predictability in terms of the teacher, the text, classmates and certain administrative procedures is encouraging; however, to avoid boredom and fatigue, lesson plans must not follow the same pattern day after day. On a macro level, there should be variety in terms of topics, language and skills over the length of the course. On a micro level, each daily lesson ought to have a certain amount of variety in terms of the pace of the class, for instance time spent on various activities, depending on the complexity or ease of the material being covered. The percentages of teacher- fronted time and student-centered activities should differ from lesson to lesson; there are days when we want our students to take part and be active, but there are other days when we want them a bit calmer in order to be receptive to new material or practice a listening or reading strategy. Some teacher-trainers have referred to this as the ability to “stir” or “settle” our students depending on the requirement. Each lesson should have some variety in terms of classroom organization such as whole-class, small-group, pair and individual activities. The mood of different lessons will differ as well; mood shifts can reflect the teacher’s disposition on a certain day, the chemistry of the mix of students, the weather, current events or something unexplainable.**
- 3. A good lesson is flexible. Lesson plans are not meant to be tools that fasten teachers to some preordained plans. Good teachers think on their feet and know when it is time to change an activity, in spite of what the lesson plan says. An interesting student question can take the class in an unexpected direction that creates one of those wonderful “teaching moments”, not to be missed. A brilliant idea can come as the teacher is writing on the board; sometimes pursuing these ideas is well worth a risk of failure. Even failure can be an important lesson for both the novice and experienced teacher.**

Selecting lesson plan material

A lesson plan must associate with the textbook the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students. All of these labels describe stages in which first, the language form or content is introduced and presented; second, comprehension is checked before a form of guided practice is implemented; and third, some type of less structured, communicative activity takes place so that students can apply what they have just learned in a less controlled, more natural situation. The communicative stage also gives an opportunity for students to incorporate the new knowledge presented in the lesson with previous knowledge. Finally, teachers and students should assess how well the new material has been learned to determine the shape of future lessons. Some teachers find it useful to write brief comments on a lesson plan that help with the transition from one activity to another, so that the lesson flows well and the various activities have link. For example,

Types of Assignments

The teacher has to make a decision whether class assignments will be whole-class, small groups, workshops, independent work, peer learning, or contractual:

- Whole-class—the teacher gives lectures to the class as a whole and has the class jointly participated in classroom discussions.
- Small groups—students work on assignments in groups of three or four.
- Workshops—students act upon different tasks simultaneously. Workshop activities must be tailored to the lesson plan.
- Independent work—students complete assignments individually.
- Peer learning—students work together, face to face, so they can learn from one another.
- Contractual work—teacher and student establish an agreement that the student must perform a certain amount of work by a deadline.

These assignment categories (e.g. Peer learning, independent, small groups) can also be used to direct the instructor's choice of assessment measures that can give information about student and class, comprehension of the material. There are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students?

These comprise of:

- What level of learning do the students need to achieve before choosing assignments with varying difficulty levels?
- What is the amount of time the instructor wants the students to use in order to complete the assignment?
- How much time and endeavor does the instructor have to provide student grading and feedback?
- What is the purpose of the assignment? (e.g. To track student learning; to give students with time to practice concepts; to practice incidental skills such as group process or independent research)
- How does the assignment fit with the rest of the lesson plan? Does the assignment test content knowledge or does it require application in a new context?
- Does the lesson plan fit a particular framework?

Steps for Preparing a Lesson Plan

Below are six steps to direct you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and assist you in designing your teaching and learning activities.

(1) Outline learning objectives

The first step is to decide what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their significance. This step will prepare you for managing class time and accomplishing the more essential learning objectives in case you are short of time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?

- And conversely, which ones could I skip if short of time?

(2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will utilize to get students to comprehend and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to measure students' knowledge of the subject or possibly, their preconceived notions about it. For instance, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also get together background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help outline your introduction, learning activities, etc. When you have an idea of the students' acquaintance with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to arouse interest and support thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived concept about it?
- What are some normally held ideas (or possibly misconceptions) about this topic that students might be familiar with?
- What will I do to begin the topic?

(3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) To grab the attention of more students and appeal to different learning styles. As you plan your examples and activities, make estimation how much time you will spend on each. Build in time for extended explanation or discussion, but also be ready to move on quickly to different applications or problems, and to recognize strategies that check for understanding. These questions would help you plan the learning activities you will use:

- What will I do to clarify the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some important real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them comprehend the topic better?

(4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to ensure for student understanding – how will you know that students are learning? Think about particular questions you can ask students in order to check for understanding, write them down, and then rephrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can look at [Strategies to Extend Student Thinking](#) to help you produce some ideas and you can also ask yourself these questions:

- What questions will I ask students to verify for understanding?
- What will I have students do to exhibit that they are following?
- Going back to my list of learning objectives, what activity can I have for the students to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, choose what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and making sure that student understands.

(5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about..."), you can ask a student to help you recapitulate them, or you can even ask all students to write down on a piece of paper what they think were the most important points of the lesson. You can review the students' answers to measure their understanding of the topic and then explain which is not clear to the following class. Wrap up the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will encourage students' interest and help them connect the different ideas within a larger context.

(6) Create a realistic timeline

Teachers agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you to make decisions on the spot and adjust your lesson plan as required. Having supplementary examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to become accustomed to the specific classroom environment. Here are some strategies for creating a realistic timeline:

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- Calculate approximately how much time each of the activities will take, then plan some extra time for each.
- When you prepare your lesson plan, next to each activity specify how much time you expect it will take.
- Plan a few minutes at the end of class to answer any remaining questions and to recapitulate the key points.
- Plan an extra activity or discussion question in case you have time remaining.
- Be flexible to adjust your lesson plan as students' need to focus on what seems to be more productive rather than sticking to your original plan.

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more occupied and on track. You can share your lesson plan by writing a brief agenda on the board or telling students clearly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a significant organization of the class time can help students not only retain information better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of inappropriate circumstances. You should not get disheartened – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done in a different way. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For supplementary feedback on planning and managing class time, you can make use of the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member.

Title :	
Learning counting in math with the help of Gems	
Overview	This is a lesson about counting, adding and subtracting. You will need to have a random number (20-30) of gems in a bag or just a fun size bag and have the children do it themselves. It is simple.

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Subject	Math (Counting)
Grade	Pre- School Kindergarten Grade 1 Grade 2
Suggested Time	15 Minutes
Objectives	Students will be able to: 1. Learn counting and have fun all at the same time. 2. They will learn addition and subtraction. 3. They can eat gems when the self-taught lesson is finished.
Materials	A fun size bag of gems for each child. A worksheet for each child (unless you are working in groups).
Presentation	Teacher can ask questions and involve the students in the activity. 1) Without opening your bag guess how many gems are there in your bag? 2) Now open your bag and count how many gems are actually there? 3) How many gems are falling short from the ones you had guessed? 4) Put in groups and count how many gems are there in each group? a) Green gems d) Yellow gems b) Pink gems e) Blue gems c) Red gems f) Orange gems
Motivation	They will have a reward at the end of the lesson or tell them at the beginning of the week “ If you are good we will do a fun project on

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	(choose the project) this week”
Conclusion	They can share their answers because none or most of them will have the same answer.

Title : Learning standing small letter i and l in English	
Overview	This is a lesson where the students will have to identify and repeat the phonic sound of the standing letters i and l with the help of the phonic video, book and flashcards.
Subject	English
Grade	Pre- School Kindergarten Grade 1 Grade 2
Suggested Time	15 Minutes
Objectives	Students will be able to: 1) Repeat the phonic sound of the letters i and l. 2) Trace the letter i and l. 3) Identify and repeat the phonic sound of the standing letters i

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	and l.
Materials	<ol style="list-style-type: none">1) Board picture2) Book3) Module on phonics4) Flashcards
Presentation	<ol style="list-style-type: none">1) Teacher will show the students phonic video on letters i and l.2) The teacher will also show the pictures or flashcards on standing letter i and l.3) The students will be asked to trace the standing letter i and l on the board and repeat the letter sound .
Motivation	They will have a reward at the end of the lesson or tell them at the beginning of the week “ If you are good we will do a fun project on (choose the project) this week”
Conclusion	Children to practice tracing the standing letters i and l on the board individually and repeat the phonic sound of the letters.

Title : E.V.S (Myself/My Family)	
Overview	This is a lesson where the students will be able to develop knowledge regarding one’s own self and family members with the help of video, books, flashcards.

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Subject	E.V.S
Grade	Pre- School Kindergarten Grade 1 Grade 2
Suggested Time	15 Minutes
Objectives	Students will be able to: 1) Point out the various members of the family on the picture book. 2) Watch the video on myself and my family members and identify them with their own. 3) Talk about themselves and their family members. 4) Understand the importance and the role of their family members in their life.
Materials	5) Board 6) Picture book 7) Module on myself and my family 8) Flashcards
Presentation	1) The students will be asked to point out the various members of the family on the picture book. 2) The students will watch the video on myself and my family members and identify them with their own. 3) The students will watch the video on myself and my family members and identify them with their own. 4) The students will be encouraged to talk about themselves and their family members . 5) The students will be able to understand the importance and the

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	role of their family members in their life.
Motivation	They will have a reward at the end of the lesson or tell them at the beginning of the week “ If you are good we will do a fun project on (choose the project) this week”
Conclusion	Children to talk about themselves, their immediate family members and also will be asked the role of each members of the family and their importance.

Title : Art and Craft (Paper Bowl Jellyfish)	
Overview	This is a lesson where the students practice their motor skills and creativity. They learn about underwater life with the help of the flashcards, video, book and the activity where they will be taught to make a jellyfish.
Subject	E.V.S
Grade	Pre- School Kindergarten Grade 1 Grade 2

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Suggested Time	15 Minutes
Objectives	This is a lesson where the students practice their motor skills and creativity. They learn about underwater life in this activity.
Materials	1) Paper bowl 2) Watercolors 3) Paintbrush 4) Crepe paper 5) Scissors 6) Glue 7) Tape 8) String 9) Flashcards 10) Video
Presentation	1) Teacher reads a book to the children about life in the ocean and shows them flashcards. 2) Teacher talks to the students about different underwater creatures and what they know about them. 3) Let the children know that they will be making a jellyfish in the classroom. 4) Teacher gives each student a paper bowl and let them paint it on the outside using watercolors. Jellyfish come in various colors so let them get creative with their painting. 5) Poke a hole into the center of the bowl and insert a string through it. Tape one end of the string to the inside of the bowl so that it stays in place. 6) Cut the crepe paper into strips for the children to use. There should be around 6-8 strips for each child.

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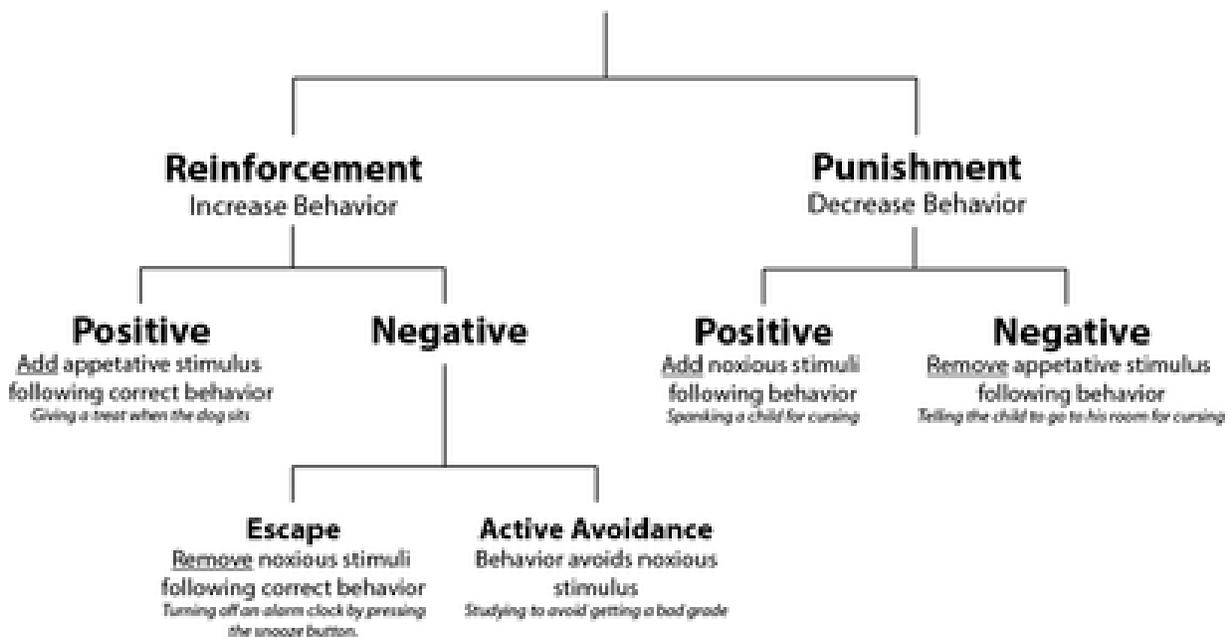
	<p>7) Teacher helps the children glue one end of the paper strips to the center of the bowl.</p> <p>8) Jellyfish is now ready. Hold it by its string and wave it about to watch it swim in the air.</p>
Motivation	<p>They will have a reward at the end of the lesson or tell them at the beginning of the week “ If you are good we will do a fun project on (choose the project) this week”</p>
Conclusion	<p>Children will hang jellyfish from the ceiling as part of an underwater theme.</p>

Conclusion

To be effective, the lesson plan does not have to be an extensive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should give you a general outline of your teaching goals, learning objectives, and means to achieve them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes precisely as planned, but one in which both students and teacher learn from each other.

Operant Conditioning (Punishment and Reward theory)

Operant Conditioning



Positive presence of a stimulus

Negative absence of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

Skinner defined two main terms in order to explain his theory of operant conditioning: reinforcement and punishment. Reinforcement is simply defined as "the effect of a

reinforcer". A reinforcer is "an event that follows a response and that changes the probability of a response's occurring again". In addition, reinforcers are defined by observable and measurable behaviours. Reinforcement can then be divided into positive and negative reinforcement. Positive reinforcement occurs "when the consequences of the behaviour, when added to a situation after a response, enhance the probability of the response's occurring again in similar conditions". An example of this would be a reward. Negative reinforcement on the other hand, occurs "when the probability of a response's occurring increases as a function of something being taken away from a situation". An example of this would be similar to the feeling of relief. Punishment is similar to reinforcement as both are defined by its effects. The main difference between the two is that the effect of punishment involves the suppression of a behaviour rather than the strengthening of it as in reinforcement. Punishment also has two types, positive and negative. Positive punishment is "when a positive contingency is removed". An example of this could be a penalty. It is also known as removal punishment. Negative punishment is "when a negative contingency follows a behaviour". This is why most people commonly think of when they think of the term punishment and is sometimes referred to as presentation punishment. An instance could be the spanking of a child after misbehaving.

Operant conditioning attempts to modify behaviours which are usually voluntary in nature and can be maintained by consequences / responses as opposed to classic conditioning that deals with conditioning of automatic / reflexive behaviour which are not maintained by consequences. Operant conditioning is a method of learning that takes place through rewards and punishments for behaviour in other words it is a type of learning in which an individual's behaviour is modified by its consequences (response the behaviour gets); the behaviour may change in form, frequency, or strength.

This term was coined by B.F Skinner who supposed that we do have such a thing as a mind, but that it is simply more productive to study observable behaviour rather than internal mental events.

Different types of Responses to a behaviour:

Skinner acknowledged three types of responses or operant that can follow behaviour.

- **Neutral operant:** Responses from the environment that neither increase nor decrease the possibility of a behaviour being repeated.
- **Reinforcement (strengthens behaviour)** is a response / consequence that causes a behaviour to occur with greater frequency. Reinforcers can be positive or negative.

International Diploma in Pre & Primary Teachers Training

- **Punishment (weakens behaviour) is a response / consequence that causes a behaviour to take place with less frequency. Just like Reinforcements there can be two types of punishment: positive and negative.**

Schools' Use of Punishment and Reinforcement

As Skinner described in his theory of operant conditioning, punishment and reinforcement can be utilized in a variety of settings including at home and even at school. Skinner relates a classroom to a giant Skinner box. He believed that teachers could profit from knowing that reinforcement is effective in helping to elicit changes in behaviour. He said that there are five categories of reinforcement: consumables such as food or candy, manipulatables such as toys or trinkets, visual and auditory stimuli such as a bell signal that means “good work”, social stimuli such as praise, and tokens such as disks that can be exchanged for other reinforcement. All of these things increase the possibility that a response will occur again. He continues by saying that punishment is not very effectual for learning.



Core Tools of Operant Conditioning:

Positive reinforcers: Favourable events or outcomes that are presented after the behaviour. This Positive reinforcement strengthens a behaviour by providing an outcome an individual finds rewarding. For instance, if your teacher gives you Rs. 100 (reward) each time you complete your homework (behaviour) you are more likely to repeat this behaviour in the future, hence strengthening the behaviour of completing your homework.

Negative reinforcers: involve the removal of an unfavourable event or outcome after the display of a behaviour. In these situations, a response is strengthened by the removal of something that is considered unpleasant. For instance, you have to give your teacher Rs. 100 everyday (unfavourable outcome). But on the days you complete your homework you don't

have to pay the teacher (removal of unwanted outcome). You will complete your homework to save Rs. 100, thus strengthening the behaviour of completing your homework.

Positive Punishment: An unfavourable consequence / response following a behaviour which leads to a decrease in that behaviour. For example every time when you go late (behaviour), you are slapped (consequence). This outcome of being slapped will discourage you from coming late, thereby weakening the behaviour.

Negative Punishment: also known as punishment by removal occurs when a favourable event or outcome is removed after a behaviour occurs. For instance every time a child wakes up late (behaviour) in the morning; his video game is taken away from him (consequence) for that day. This taking away of the video game following an undesired behaviour, results in a decline in that behaviour.

Note:

Here the terms positive and negative are not used in their popular sense, but rather: positive refers to addition, and negative refers to subtraction.

What is added or subtracted may be either reinforcement or punishment. Therefore positive punishment is sometimes a confusing term, as it denotes the “addition” of a stimulus or increase in the intensity of a stimulus that is aversive (such as spanking or an electric shock).

In a nut shell

Operant Conditioning is a type of learning in which a behaviour is strengthened (meaning, it will occur more often) when it is followed by reinforcement, and weakened (will happen less frequently) when it is followed by punishment. Operant conditioning is based on a simple principle – that behaviour is influenced by the consequences that follow. When you are reinforced for doing something, you’re more likely to do it again. When you are punished for doing something, you are less likely to do it again.

