



TEACH
WELL
ALLIANCE

The Emergency Corridor Lesson Plan

For secondary teachers

You're walking down the corridor to your next class. You haven't had time to plan your lesson.*

Don't panic! The Emergency Corridor Lesson will come to your rescue...





The Emergency Corridor Lesson Plan

We've all been there. You've run out of time to plan your next lesson and the bell goes. Or you have been ill, unable to set work and you have no idea what the class did while you were away.

You're walking down the corridor towards the classroom. You're pretending not to panic. But you know that, with this class, you need to be in charge and have a clear structure for the lesson.

This is where the 'Corridor Lesson Plan' comes in.

The trick is to give yourself time to think and control the lesson while providing a step-by-step approach to the pupils' learning.

DELIVER WITH CONFIDENCE, AS IF THIS WAS THE PLAN YOU HAD FOR THE LESSON ALL THE TIME!

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The Emergency Corridor Lesson Plan

Step 1

On the way along the corridor, recall what you did with the class last lesson. (If you can't remember, don't worry - we've got that covered too!).

Step 2

Start the class in the usual way, keeping to your usual routine.

Step 3

Insist that the first task will be carried out in silence. Each learner is to list 3 things they learned from last lesson. Give them two minutes. Walk round the class as the pupils work. If you can't remember what the class did last lesson, you will be reminded what you did by the pupils' lists

Step 4

Tell the learners to pair up. Number them 1 or 2. In their pairs, they have 3 minutes to agree the three most important things they learned last lesson, using their lists. They must agree only 3 between them and put them in order of importance.

STEPS 3 AND 4 GIVE YOU 6 MINUTES' THINKING TIME WHILE THE CLASS WORKS PRODUCTIVELY 'ACTIVATING PRIOR KNOWLEDGE'. YOU CAN NOW PLAN YOUR OWN LESSON OR CONTINUE WITH THIS 'CORRIDOR LESSON PLAN'.

Step 5

Number 1 reports back to class their agreed most important thing that they learned last lesson. You write them on the board.

Step 6

Join the pairs to form a group of 4 (or keep to pairs, if this will give you more control). Number each group or pair.

Step 7

The task of the group is to choose any one 'learning' item from the board. You ask them to do one of the following. Choose which is the most appropriate for your class:

- Create a task which is to solve a problem which is based on the chosen learning item.
- Create a task that will develop the learning further based on the chosen learning item.

Step 8

The task that Group/Pair 1 has created will be undertaken by Group/Pair 2; The task that Group/Pair 2 has created will be undertaken by Group/Pair 3 and so on.

Step 9

Each Group/Pair undertakes their task.

Step 10

Each Group/Pair passes back their task for the group/pair that set it to assess, based on the quality of the learning that has taken place during it. Use: www.ebi (what worked well; even better if) to ensure that the group assessing chooses something that the group carrying out task did well and something that they could have improved.

Step 11

Each pupil writes in silence what more they have learned this lesson than in the previous lesson.

Step 12

You take feedback from the pupils about their learning during the lesson.

Step 13

You take feedback from the pupils about their learning during the lesson.

Step 14

Follow your usual routine to close the lesson and dismiss the class.



Tip One

TRY OUT THIS 'CORRIDOR LESSON' PLAN WITH A CLASS YOU GET ON WELL WITH AT A TIME WHEN YOU **DON'T** HAVE TO USE IT. YOU CAN MODIFY IT TO YOUR LIKING FOR WHEN YOU **DO** REALLY NEED IT.

Tip Two

BUILD UP A RANGE OF DIFFERENT IDEAS FOR STEP 3 (INDIVIDUAL SILENT ACTIVITY) AND 4 (PAIR DISCUSSION). THIS WILL GIVE YOU 6 MINUTES' THINKING TIME AT THE START OF ANY LESSON WHILE YOU PLAN YOUR NEXT STEPS. CARRY YOUR IDEAS WITH YOU AT ALL TIMES FOR THOSE 'EMERGENCY CORRIDOR LESSONS'.

Caution

IF YOU ARE A TRAINEE TEACHER, NQT OR RQT, DON'T RELY ON THIS 'EMERGENCY CORRIDOR LESSON PLAN'.

WAIT UNTIL YOU HAVE THE CONFIDENCE TO CARRY IT OFF.

