

Sample Lesson Plan

Length of Class: 1 hour and 15 minutes

Overall Learning Goals

- To increase students' general fluency in English, including reading, writing, listening, and speaking skills
- To sharpen students' critical thinking skills
- To broaden students' understanding of current ethical and moral issues

Specific Learning Objectives

- To read, discuss, and analyze a case study
- To work successfully with a group in preparing a case study report
- To arrive at a consensus on the best solution to the problem
- To be able to justify that solution
- To write an acceptable case study report using correct English grammar
- To present the group's choice of a solution to the class

Learning Activities

- Working in a group to write a case study report
- Reading, discussing, and analyzing a case study
- Presenting the group's choice of a solution to the class

I begin the class by explaining that the students are going to complete a case study report on the case study that we have been analyzing. They will be working in groups, using one another as resources, and each student has an equal opportunity to contribute to the task according to his or her strengths (for example, writing, analysis, creative thinking, oral presentation, consensus building). I stress that completion of the task will require a variety of abilities and that “no one will be good at all of these abilities; everyone will be good on at least one.”¹

After dividing the class into groups of three or four students, I ask the students to discuss the particular strengths each can apply to doing the assignment. I encourage them to talk about all aspects of the case frankly and openly before reaching a consensus on the solution. The students begin by answering the discussion questions that follow the case study. (They don't have to put their answers in writing.) Then they complete the report by working together on each section, with all members of the team suggesting the language to be used. Either one person can be designated to do the writing, or each section can be written by a different person.

1. Elizabeth G. Cohen, “Continuing to Cooperate: Prerequisites for Persistence,” *Phi Delta Kappan* 72 (October 1990): 136.

About fifteen minutes later, I tell the students that they should be finished with the first section of the report (statement of the problem), and I skim their papers and offer suggestions if necessary. At fifteen-minute intervals, I check the teams' progress to keep them on schedule. With fifteen minutes remaining in the class period, I ask for one member of each team to give a brief oral presentation to the class on section four of the report (the choice of a solution and the justification for the choice). After each team has made its presentation, I comment on the choice and ask students for their comments before collecting the reports.