

# Want to Spend Less Time Preparing?



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# THREE PLANNING SCHEDULES

- By Semester or Year
- Monthly or Bi-monthly  
(every 4-6 weeks)
- **Per Class (1 – 2 hour sessions)**



# SOURCES OF PLANNING DIFFICULTIES

- **External Source Difficulties**
  - Book material inappropriate due to student level, age, experience or goals
  - Expected pace set by management is unrealistic
- **Personal Development Source of Difficulties**
  - Unacquainted with book/materials (or dislike them)
  - First time teaching grammar point
  - Unknowledgeable about the special purpose area of expertise: law, engineering, medical field, etc.
  - Time management difficulties
  - Students expect me to provide translations
- **None of the above** – it just takes too (bloody, darn) long!!!

# TIME MANAGEMENT ISSUES



Which of the following habits can you admit to having?

- 1) Spending too much time looking for external supplementary (non-course) material
- 2) Create new materials **before** considering to use or alter existing material
- 3) Forgetting to organize essential materials to bring to class (book, CD, your own exercises, corrected homework)
- 4) Waiting until the last minute!

# What is the minimum?

- Ask yourself what is the minimum I need to run the class effectively?



# What should be my first step?

- Make the cake first then add the frosting



# ESSENTIAL STEPS 1 + 2

Focus	Explanation	Time Required	Expected Outcome
1) ANALYSIS OF COURSE MATERIAL	Quickly determine which activities match student level/skills; are effective and time efficient	5-15 minutes : Minimum 4 hours before you leave home. (The night before works well or immediately after previous class)	You know what activities you will use in class, which need to be replaced, avoided or adapted.
2) ADAPT / BORROW FROM EXISTING MATERIAL	Imagine yourself in class – how can you make slight alterations to increase value and relevancy to your specific students?	15-30 minutes	An improved way to use materials. Perhaps by setting the context of an activity differently, or turning a passive activity into an active one.

# ESSENTIAL STEPS 3 + 4

Focus	Explanation	Time Required	Expected Outcome
3) SELF-STUDY TEACHER LEARNING	Understanding new or reviewing advanced grammar and/vocabulary	15 min – 2 hours	Creation of clear grammar explanation as handout or whiteboard work
4) GATHER USEABLE MATERIALS AND ADMINISTRATIVE PAPERS	Collect and copy all student book, teacher's book or activities/exercises from similar course books as well as attendance sheets, homework, CD, CD Player.	5-15 minutes	Go to class with all essential books and handouts.  This is a golden rule that keeps you looking and feeling organized – no matter what!

# TAKING THAT EXTRA STEP 😊

Focus	Explanation	Time Required	Expected Outcome
CREATION	Create from scratch using only the book's theme as a base. (external resources: the Internet, book, pictures, or own ideas.)	30 min. – 2 hours If necessary: this is best on the weekend, when time is not an issue.  Otherwise, at least 3-4 hours prior to leaving the house.	Create an original, reusable activity, exercise, game or explanation sheet for many future classes to come.

