LESSON STRUCTURE ESSENCES

1. Teaching aim [The part played by teaching and learning in the child's becoming a proper adult].

        (i)   ***Lesson aim*** [The role of the teacher in a particular lesson (e.g., his form of presentation) in order to achieve a particular aim (unlocking an aspect of reality)].

        (ii)   ***Learning aim*** [The role of the child in accomplishing a particular effect (i.e., what he, as a learning child, must achieve) from the lesson].

2. Actualizing foreknowledge [Existing meaningful and relevant experiences are brought forth].

        (i)   ***Becoming aware of foreknowledge*** [The child is made aware of the relevant meaningful experiences at his disposal].

        (ii)   ***Eliciting foreknowledge*** [Bring to light the relevant essentials from the experiential world of the child upon which there can be further building].

        (iii) ***Enlivening foreknowledge*** [Attunement to relevant meanings and effort to actualize them].

3. Stating the problem [Posing a meaningful question to the child which makes him aware that he has a problem].

        (i)   ***Leading to formulate the problem*** [The child is helped to state the learning aim, as defined by the teacher, in the form of a question].

        (ii)   ***Experiencing the lesson problem*** [The problem posed has to be experienced by the child as "meaningful-for-me"].

        (iii) ***Experiencing the inadequacy of knowledge*** [A feeling and knowing awareness arises that his existing knowledge is incomplete for the solution of the problem to emerge or to break-through].

       (iv) ***Accepting responsibility for the solution to the problem*** [It is decided that as great and active a part as possible will be taken to actualize everything that must occur subsequently].

4. Exposing the new content [Exposing or unlocking new knowledge].

        (i)   ***Reducing to essentials*** [Search for and present the essential, core facts of the learning content relevant to the solution of the problem].

        (ii)   ***Perceiving relations*** [Meaningful connections among the core facts are sought].

        (iii) ***Insight into concepts*** [The teacher represents the essentials and the child participates in order to form concepts].

5. Actualizing (controlling) the lesson content [Mastery or control of the child's insights regarding the reduced content].

        (i)   ***Principle of activity*** [Actualization of: the appeal to do something; present the content; work together; appeal to the child to learn; decide on

self-activity and encourage independent activity].

    (ii)   ***Principle of individualization*** [Actualization of: being open to the teacher; respecting the child's uniqueness; encouraging the child to achieve and to be someone himself; acquiring one's own style of learning].

    (iii)   ***Principle of socialization*** [Actualization of: established relationships; intervention regarding the child's achievement; experience of a stable class context and an initiation of working together].

    (iv)   ***Principle of tempo differentiation*** [Take part in the actualization of the essentials of the lesson structure and the presented content with an optimal individual work-tempo].

6. Functionalizing [Transfer of acquired knowledge by using it (making it functional) in new situations].

    (i)   ***Exercising insights*** [Insights which have been made one's own are practiced and cultivated in meaningful ways].

    (ii)   ***Integrating the new knowledge*** [Foreknowledge and newly acquired knowledge are synthesized, via remembering, to make them a meaningful unity].

    (iii)   ***Applying to the life-world*** [Determine the meanings that the newly acquired knowledge and insights have for his own way of living].

7. Evaluating [Judge the extent to which the child has an insight into the content and can apply it].

    (i)   ***Testing as orientation*** [Clarify the present status of insights with the aim of planning what to do next].

    (ii)   ***Differentiating instruction*** [Determine the role of the individual learner's interests, experiences, etc., in carrying out tasks].

    (iii)   ***Carrying out the tasks*** [Encourage the child to carry out the tasks in the most effective ways].