



3.5.2. LESSON PLAN FOR APPLIED LEARNING (ADAPTING THE CBSE FRAMEWORK)

Purpose of this resource: Help teachers with lesson planning for *applied learning specifically*, in the framework of CBSE Senior Secondary Curriculum general guidelines.

Left-hand column: The CBSE's suggested elements of lesson planning including desired pedagogical approach. From the *Senior Secondary Curriculum 2025-26* guidelines, section 2, available at cbseacademic.nic.in/web-material/CurriculumMain26/SrSec/Curriculum_SrSec_2025-26.pdf.

Centre column: Suggestions for planning focusing on *applied learning* principles and practices.

Applied learning can look very different based on subject and context, so consider this a flexible template. Adapt as you see fit.

Subject/Module/Theme: Date: Lesson objective/Goal:		
CBSE recommended elements	Suggestions specific to applied learning (Toolkit)	Your planning notes
Specific learning outcomes <i>i.e. 'what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning'</i> These can be broken into <i>learning goals</i> and <i>success criteria</i> – see Toolkit Assessment section	Communicate desired outcomes in a range of ways / formats. Make clear the connection and applicability to the world beyond the classroom. Explain how students can demonstrate their learning progress. e.g. <i>Students will be able to demonstrate:</i> <ul style="list-style-type: none"> • <i>understanding of terminology used in [profession / trade / industry] through</i> • <i>effective use of these terms to communicate [message] to [relevant party] in [situation/ context]</i> Invite students to identify what they already know / can do. Share relevant assessment rubric criteria.	
Pedagogical strategies <i>Focus on 'experiential and active learning', encouraging 'reflections, connecting with the world around them, creating and constructing knowledge.'</i>	Identify which aspects of the lesson <ul style="list-style-type: none"> • require explicit teaching to ensure students have essential knowledge • focus on skills required for next steps and application • are suited to being student-led • can involve moving around or outside of the classroom • lend themselves to team / collaborative work Build in reflection activities to encourage students' self- and peer monitoring of progress.	

CBSE recommended elements	Suggestions specific to applied learning (Toolkit)	Your planning notes
Group activities / experiments / hands-on-learning	<p>Identify in advance:</p> <ul style="list-style-type: none"> physical / spatial requirements materials and equipment for hands-on, experimental or group learning actions requiring modelling / demonstration by you or a technician or industry-qualified trainer <p>Familiarize yourself with using the tools / materials for practical sessions.</p> <p>Identify colleagues or others with more experience you can call on if required.</p> <p>Determine relevant health and safety precautions and communicate these clearly during lesson.</p> <p>Estimate timing of activity stages, with flexibility. Consider re-organising furniture, set-up and pack-down of equipment or resources.</p> <p>Set up group activities with</p> <ul style="list-style-type: none"> allocation (and/or negotiation) of team roles based on student strengths clearly stated expectations for effort and engagement with peers time allowed for trouble-shooting group dynamics 	
Interdisciplinary linkages and infusion of life-skills, values, gender sensitivity etc	<ul style="list-style-type: none"> Note connections with other subjects and themes familiar to students Invite discussion of values and life skills relevant to the lesson Assess language use in lesson resources and adjust to ensure inclusivity, and/or Encourage students to analyse language use in resources and suggest improvements for inclusivity 	
Resources (including ICT)	<ul style="list-style-type: none"> Consider 'resources' in broad sense – documents, websites, databases, instruction manuals, news items, physical artefacts, audiovisual material, local expertise shared in person or by video conference. Include authentic / up-to-date / local or industry-relevant resources to complement (or replace) textbook. Invite student suggestions based on their connections / experience. Identify apps / digital tools used in workplaces / community settings relevant to lesson and incorporate into activities if feasible. Guide students in assessing quality and currency of resources: checking for bias, inaccuracy, commercial interests, misinformation and AI slop. 	

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<p>Assessment items for measuring the attainment of the learning outcome</p> <p><i>[See Toolkit Element 4 on Assessment using developmental rubrics]</i></p>	<ul style="list-style-type: none"> • Share assessment rubric with students so they can see how lesson relates to knowledge and skills to be assessed. • Explain which specific elements and criteria of rubric(s) are relevant to this lesson's activities. • Highlight relevant transferable skills. 	
<p>Feedback and remedial teaching plan</p>	<ul style="list-style-type: none"> • Plan opportunities to give informal and formative feedback during the lesson • Focus feedback on specific capabilities identified in rubric. • Communicate next steps to students. • Invite student feedback on lesson for future reference. • Note areas of student difficulty and further supports needed in planning document. 	
<p>Inclusive practices</p> <p><i>'ensuring full participation of all students with equal opportunity in all areas without any discrimination'</i></p>	<ul style="list-style-type: none"> • Communicate essential information in a range of formats – verbal, visual, textual, tactile. • Identify students who may need extra support. • Prepare for alternative ways students can demonstrate learning progress. • Observe social dynamics and listen to students' concerns when forming teams. • Provide all students with opportunity to use tools / resources. 	
<p>Reflection</p> <p>Make space in your planning document for your notes on completed lessons, including student feedback.</p> <p>e.g.</p> <p>What worked? What didn't work?</p> <p>What will you change next time?</p> <p>What extra scaffolding (supports) or extension (higher order questioning) are needed to ensure every student can participate meaningfully and progress?</p>		