### The PAR (Present, Apply, Review) Model and Lesson Structure

<table>
<thead>
<tr>
<th>Present Maximum 35%?</th>
<th>Apply Minimum 60%?</th>
<th>Review minimum 5%?</th>
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| **Learning goals are explained** | **Learning Strategies** When learning a practical skill  
Practical task: (e.g. when learning a practical skill) | **Learning strategies**  
What was to be learned is summarised and clarified, with emphasis on the key points. Especially important at the start and finish of topics and lessons. |
| - Objectives or goals are given  
- Advanced organiser  
- Persuasive account of the relevance and importance of the work | - Group discussion  
- Case study  
- Exercises, questions, worksheet, essay, etc  
- Discussion to Develop an argument or answer a question etc  
- Decisions decisions game (good for learning concepts)  
- Student presentation  
- Critical evaluation of exemplars. E.g. are these sentences correctly punctuated? | - Q&A: (Ask don't tell, as this checks learning)  
- Create a mindmap, poster or handout that summarised the key points.  
- Key points reiterated  
- Advanced organisers  
- Stressing the importance and relevance of the work  
- Reviews at the beginning of a lesson  
- Short task at the beginning of a lesson  
- Key points at the end of a topic  
- Reviews at the end of a lesson  
- Peer explaining of key objectives followed by check by the teacher  
- Quiz; test; etc |
| **New material is presented** | **Learning Strategies** When learning cognitive skills | |
| Knowledge, reasoning, theories etc are presented to students. Abstract ideas are illustrated with concrete examples. | - Group discussion  
- Case study  
- Exercises, questions, worksheet, essay, etc  
- Discussion to Develop an argument or answer a question etc  
- Decisions decisions game (good for learning concepts)  
- Student presentation  
- Critical evaluation of exemplars. E.g. are these sentences correctly punctuated? | |
| Skills are demonstrated e.g. how to use a formula, or punctuate a sentence. This stresses both process and product. | **Peer marking or marking exemplars Teacher should:**  
- Check attention to task, behaviour etc  
- Check and correct work in progress quickly  
- Discover those who need help and provide this | |
| **Learning Strategies**  
Listen to teacher talk  
Watch a teacher or student demonstration  
Watch a video  
Use resources such as handouts, CDRom, Internet etc  
Jigsaw or other cooperative learning strategies  
Teaching without Talking strategies  
Independent Learning  
Teaching by asking (rather than teaching by telling) e.g. group discussion | **Praise and encourage:** effort, progress, completion etc not just high attainment | |
| **Learning is checked in progress**  
Question and answer  
Looking at students' work  
Quiz, test etc | |