

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 10 Classroom Management

SUGGESTED TIME: 1 1/2 hour

TRAINING AIDS NEEDED: Overhead projector, Flipchart, Transparencies, Workbooks.

OBJECTIVE(S): Upon completion of this unit you will be able to do the following:

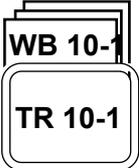
- Define classroom management.
- Describe the three keys to successful classroom management.
- Describe the role of the instructor as classroom manager.

**UNIT OVERVIEW**

*Purpose:* To develop the responsibilities of the instructor to plan for the conduct of a training session and to manage the learning environment.

*General Guidance:* This unit is loaded with opportunities for interaction with the class. The building of lists of needs, problems and actions can involve the class. Demonstrate good classroom management!!

*Cautions:* Do not re-teach the previous units. Use recall. Avoid too much “difficult student” problem solving. Stick to principles and avoid specific situations as this can become a morass to get lost in.

A/V AIDS	OUTLINE	NOTES
 <p>WB 10-1 TR 10-1</p>	<p><b>1. Introduction</b></p> <p>1.1 Introduce self and assistant 1.2 Present unit objectives.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><b>Upon completion of this unit you will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Define classroom management.</li> <li>• Describe the three keys to successful classroom management.</li> <li>• Describe the role of the instructor as classroom manager.</li> </ul> </div> <p>1.3 This unit pulls together the information and concepts of the other units and puts the instructor in the classroom.</p> <p>There is a test at the end of the unit.</p>	





A/V AIDS	OUTLINE	NOTES
	<p>2.2.3 Personally You are personally prepared and mentally ready to make the presentation.</p> <p>Confidence</p> <ul style="list-style-type: none"> <li>• Confidence is a state of mind. Differs from ego.</li> <li>• Never "Fake it"! It's not wrong to not know the answer.</li> </ul> <p>Attitude</p> <ul style="list-style-type: none"> <li>• Don't act superior.</li> <li>• Be positive and enthusiastic</li> <li>• Be yourself. Be comfortable.</li> <li>• Feel good and enjoy yourself.</li> <li>• Make the participants feel good.</li> </ul> <p>Awareness</p> <ul style="list-style-type: none"> <li>• Be aware of your students-watch non-verbals.</li> <li>• Pick up on clues, they will tell you when you have lost the class or they don't understand.</li> </ul> <p>Flexibility</p> <ul style="list-style-type: none"> <li>• Be flexible and try adjust to THEIR needs, but...</li> <li>• Don't forget the need to achieve the objectives.</li> </ul> <p>2.3. EFFECTIVENESS All of the tools available to an instructor are used to make certain that the objectives of the training are achieved.</p> <p>2.3.1 You as instructor Remember what we talked about in unit 3?</p> <ol style="list-style-type: none"> <li>1. Personal-Dress &amp; appearance, etc.</li> <li>2. Presentation-Energy, style, etc.</li> <li>3. Presence. <ul style="list-style-type: none"> <li>Voice</li> <li>Vocabulary</li> <li>Non-verbals</li> <li>Communication</li> <li>Pace</li> </ul> </li> </ol> <p>2.3.2. Instructor as manager Prevention - No surprises in the classroom</p> <ul style="list-style-type: none"> <li>• Prework</li> <li>• Objectives</li> <li>• Ground rules</li> <li>• Agenda.</li> <li>• Be available.</li> </ul>	<p>Ask recall questions for feedback on unit 3.</p> <p><b>Don't reteach unit 3</b></p>



A/V AIDS	OUTLINE	NOTES
<div data-bbox="225 792 363 898" style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">TR 10-1</div> <div data-bbox="231 943 357 1084" style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">   WB 10-4 </div>	<p><b>4. Review</b></p> <p>Many of the things we have discussed here are the influenced by what the Course Coordinator has done in making arrangements for the training activity.</p> <p>We have already looked at the Reference Guide on Meetings and Facilities in the unit on facilities. You will want to refer to this guide when you plan your next training session.</p> <p>Remember the Murphy's Laws on 9-12 apply to instructors as well as co-ordinators.</p> <p>Review unit objectives and point out the reference on classroom management in the reference materials behind tab 12.</p> <p><b>5. Unit Post Test</b></p> <p>Have the participants complete unit test and then briefly review the answers. See WB 10-4.Inst for course answers.</p>	<p style="text-align: right;"><b>10 Minutes</b></p>