

Planning a Lesson

Note Taking Guide

What is a lesson plan? *A road map. A necessary tool for good instruction. A plan for reaching the objectives.*

1. Characteristics of a lesson plan.

- 1.1. A general or detailed outline of what is to be taught and how-unit/lesson.
- 1.2. Describes the organisation of facilities, time, instructors and content.
- 1.3. Is flexible to meet participants needs.
- 1.4. Can have many different formats.

2. To plan a lesson, you need to analyse:

- 2.1. Participants *Pre-course level, job needs, management needs.*
- 2.2. Content *Objectives, knowledge or skill, workable, meaningful.*
- 2.3. Time *Available versus needed.*

3. Lesson components

3.1 INTERACTIVE LECTURE

3.1.1 Introduction

- Introduces instructor and assistants.
- Introduces Unit/Lesson topic, method, media, time, exercises, group work, type of test and when.
- Presents objectives and what the participants will do (performance) at the end of the unit/lesson.

3.1.2 Presentation

- Develops the concepts, knowledge, process or procedures of the topic being taught.
- The presentation may be the beginning of a new subject or a continuation of a subject started and expanded in previous presentations.
- Units/lessons that follow may be a continuation of the subject.
- Correct sequencing of presentation is essential.

3.1.3 Questions and Answers/Exercises

- The instructor receives and/or promotes questions, feedback and participant interaction.
- Exercises may be used to reinforce the presentation and provide/promote interaction.

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I. SEQUENCING

A. Detail - *of the content of the course*

1. *General to specific*
2. *Concepts to procedures*
3. *Overview to process, etc.*

Example: Firefighting

*First you teach the theory of how a fire burns.
Then comes the concepts of fire suppression.
Finally the specific techniques of firefighting*

B. Difficulty - *simple to complex.*

Example: Mathematics

*Add and subtract then multiply and divide, then algebra, geometry,
trig and calc. etc. - a progressive increase in the level of difficulty*

C. Interest - *most interesting to least.*

Example: Disaster management

*Hi-Concepts and philosophy
Low-The forms and reports*

D. Logical - *sequence one would normally use to do the action.*

1. *First leads to second - Steps in a process*
2. *Known to unknown - First the concepts then the application.*

Example: Driving a car.

First the rules, then the steps and finally the skills.

E. Frequency of use - *most used to least used.*

Example: Operation of a power tool.

*Safety
Procedures for preparation and use
Maintenance & repairs.*

Planning a Lesson

Post Test

1. Describe the following three factors that most affect the development of a lesson of training.
 - a. Participants *Level of knowledge, experience, job and development needs.*
 - b. Content *Knowledge and skills needed to reach desired level of performance.*
 - c. Time *Time available for training, time needed.*

2. Briefly describe the following lesson components of the Interactive Lecture and Demonstration/
Practise methods of instruction.
 - a. Introduction *Intro. instructors, topic, objectives, media, time, exercises, test.*
 - b. Presentation *The concepts, knowledge, skill, process or procedures.*
 - c. Questions and Answers *Instructor and participants ask questions, get answers.*
 - d. Review *A summary of the presentation emphasizing key points.*
 - e. Testing and evaluation *Participants are tested/evaluated for objective achievement.*
 - f. Explanation/Demonstration *Instructor explains and/or demonstrates how to.*
 - g. Application/Practical exercise *Participants practise skills under supervision.*

3. List and briefly describe three ways of sequencing lesson content.
 - a. *Detail- general to specific .*
 - b. *Difficulty - simple to complex.*
 - c. *Interest - High to low.*

Logical - sequence normally used in an action.

Frequency - most used to least used.

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Post Test

4. Briefly describe the seven key steps in the development of a lesson listed below.
- a. Determine desired performance. *Knowledge and skill participant is expected to be able to exhibit at the end of the training. Performance Objectives*
 - b. Develop test/evaluation. *How success in achieving desired performance will measured.*
 - c. Write instructional objectives and testing. *The objectives that support the Performance objective and test to determine learning achievement. Determines content.*
 - d. Develop content. *3 or 4 key points for each objective-facts and information to support-sequenced-time required.*
 - e. Develop support material. *Visual aids, handouts, exercises, references and job aids.*
 - f. Organise lesson. *Prepare a plan to present the the training detailing the flow of content and use of support materials.*
 - g. Try and revise. *Make the adjustments that are necessary.*