

Lesson Planning

Terminal Objective (TO): Given a sample lesson plan, **determine if it has all the required components** based on the minimum criteria specified in the NTC Lesson Plan Evaluation Checklist (LPEC).

Enabling Objectives (EO): In order to reach the TO each student should, by the end of the lesson, be able to...

1. State the purpose of a lesson plan.
2. Explain why a lesson plan is important.
3. Identify the major components and associated elements in a lesson plan.
4. Explain the purpose of each major component and associated elements in a lesson plan.
5. Recognize missing components/elements in a lesson plan.
6. Give examples of factors that can impact lesson plan development.
7. Describe how poor lesson planning can impact the primary instructor, backup instructors, and course coordinator.

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Ten Reasons for a Lesson Plan

Why should an instructor take time to develop a lesson plan?

There are several reasons. Developing a good lesson plan:

1. Helps each instructor to get a vision of the entire course;
2. Makes learning the course easier for a new instructor;
3. Makes sure that you do not miss anything;
4. Makes sure you do not give too much information;
5. Preserves a course for the organization, even after the person who usually teaches it moves on;
6. Helps ensure that students will leave with the same level of performance;
7. Helps avoid falling into “straight” lecture. Questions and other delivery strategies should be built into the lesson plan;
8. Provides documentation for validating and incorporating future content changes;
9. Enhances your comfort level; makes you appear more professional rather than just “winging it”;
10. Helps someone else to prepare if you are suddenly unavailable. If you must teach for someone as a last minute replacement, you can avoid the nightmare situation and guarantee the continued success of the course.

Lesson Plan Guidance

A lesson plan should:

- ❑ Contain enough information to make it usable by current and potential new instructor(s) with reasonable prep time,
- ❑ Allow others to have reasonable access to the course materials which includes objectives, units and the intent of the course, and
- ❑ Convey enough information to determine if it meets the intent of the course design.

NTC has set a standard that all courses must be documented with lesson plans, which should include:

- An introduction stating the objective of the unit and the expectations for student involvement
- The overall time estimate for the unit, and time estimates for major chunks of the lesson.
- A comprehensive outline of the content of the unit (and a script for distance learning lessons).
- The visuals and handouts that are included in the unit and where they can be found (e.g., appendix).
- Delivery strategies and assessments within the unit. The lesson plan should note the time required to complete them, and include specific information or material that would be needed by the instructor (e.g., scenarios, case studies, props needed, etc.).
- A conclusion that includes a summary, objective review, and transfer statement. The summary must review key learning points of the lesson; when possible, the instructor should allow the students to summarize what was learned and debrief any learning activities or exercises.

Please create your lesson plans using MS Word

Lesson Plan Template

Course: _____

Course Number: _____ Date: _____ Approx. Time: _____

Lesson Name: _____

Instructor: _____

Room Set up and Equipment

- Room Arrangement (based on needs for participant interactivity)

- Equipment and/or demonstration material (vans, props, etc)

- Training media materials (*flip charts stands, projector, computer, and/or what*)

- Participant Handout(s) (*notebook, handouts, etc.*)

- Instructor Materials (*CFRs. Maps, manuals, props, samples, etc.*)

Main Objective:

General Guidelines: Well prepared instructors ask themselves these questions when preparing and presenting a lesson.

Introduction

Attention Step:	Have you included some type of warm up activity to get them interested and focused on the lesson at hand?
Hook 1:	Have you communicated why this lesson is important to the participants?
Hook 2:	Have you communicated why this lesson is important to the agency?
Objective(s):	Have you communicated the objective(s)?
Route:	Have you communicated where this lesson is going and how we will get there?
Credibility:	Have you shared your experience with this topic?
Transition:	What are you going to cover first?

Body

Content:	Have you included only the content that the participants need to achieve the objective(s)?
Delivery Strategies:	Have you included several active, participant-centered learning strategies throughout your lesson?
Assessment:	Have you provided opportunities for the participants to experience or practice the skill/knowledge application?

Conclusion

Objective:	Have you reviewed the objective(s) of the lesson, letting participants what they achieved?
Summary:	Have you (or the students) reviewed the content of the lesson, summarizing key points?
Transfer:	Have you told the participants how this new skill (or knowledge) will help them on the job?

(Note: It is best to limit your typing to 1 or 2 paragraphs per cell.)

Est. Time	Visuals and Notes <i>(description of visuals used, props used, etc.)</i>	Content <i>(warm ups, discussion points, questions, suggested/possible answers, exercises, debrief and summary points/questions, etc.)</i>

LESSON PLAN GUIDE FOR ONE UNIT

1. Review the **performance objective** for the entire course.
2. Determine or review the **terminal and enabling objectives** for the unit you are developing.
3. Determine how you will **assess** the learners.
4. Add detailed **content** for the trainee to achieve the objective. (Use right side of the lesson plan form.) **Sequence** the content.
5. Determine the **delivery strategies** to be used.
 - Brainstorming
 - Participative lecture
 - Group discussion
 - Field exercise
 - Panel Interview
 - Case study
 - Role play
 - Demonstration/simulation
 - Reading
 - Games

**Include detailed directions for exercises or activities.

6. Fill in details of the introduction and conclusion sections.
7. Determine **visual aids** to be used and create them. Note them on the left side of the lesson plan.
8. Consider **time frames** and add these cues on the left side of the lesson plan
 - Give yourself time cues throughout the lesson (i.e., 10, 15, 30 minute increments).
 - Allow time for breaks and interaction.
 - Cover difficult material in the morning.
9. Remember to change what participants see or hear every 7-10 minutes.

Estimating Time

You may have been given a set amount of time for your unit...

OR

You may be asked to specify the time you will need.

Whichever the case may be...

Determine the amount of time necessary to effectively teach the objectives (talk with your course coordinator about this).

Avoid cramming information into a small segment of time just because you think you have to cover it. Everything must link to the stated objectives. Remember, just because you covered a lot of information doesn't mean they remembered it?

When estimating time, consider all the activities contained in the lesson:

- Introduction (including warm-up activity if utilized)
- Body (coverage of content)
- Delivery Strategies (including exercises)
- Conclusion

Give these items your best estimate. You may need to talk to an Instructional Systems Specialist to come up with a good estimate.

Consider the actual estimated time available to train each day:



Instructional Time	Breaks
AM = 3 Hours PM = 3 Hours	AM = 1 Hour PM = 1 Hour



TIPS FOR LESSON PLANS

- ___ Mix the content with activities. After explaining or demonstrating something, have an opportunity for trainees to practice the skill or apply the knowledge before going on to the next main point. It may be just simply asking a few questions before going to the next point. Larger bits of information should be broken into smaller chunks.
- ___ Frequently assess trainees utilizing various activities and exercises. Ask questions, discuss, and observe non-verbal feedback.
- ___ Instead of presenting the information to the trainees, pose your questions in such a way that the trainees feed you the information. For example, “How many of you have ever tried this process at work? What did you do?” --Then you can fill in the missing details.)
- ___ Help the trainees link your lesson to the entire course. Provide a transition from one session to another and be sure that you relate your lesson to how it fits into the entire course. Keep the course performance objective in mind -- what is the end performance that you’re striving for?
- ___ Use an attention step (or warmup) at the beginning of your lesson to get the participants focused on the topic. Have trainees review information previously covered, talk to their neighbor about experience with topic, brainstorm what they know about the topic, etc.
- ___ Use plenty of relevant examples. Utilize examples from the trainees wherever possible.
- ___ Use analogies and stories when possible to help trainees understand concepts; relate the content to something they already know.
- ___ Frame situations as trainees would encounter them on the job. Try to duplicate job situations as much as possible in assessment exercises. Training is a place where people practice doing their jobs.



LESSON CHECKLIST

The purpose of this checklist is to serve as a guide as you prepare for your 30-minute lesson presentation. Once you have checked off each item, you can be confident that you have done a good job of planning. If you are uncertain about any of the items, see your coordinator or one of the course instructors.

Introduction

- Have you stated the objective of the unit?
- Have you introduced yourself?
- Have you included some type of attention step or warm up activity to get them interested and focused on the topic?
- Have you explained how the lesson will benefit the students (hook)?
- Have you stated what you will cover during the lesson (route)?

Body

- Have you included only the content needed to achieve the objective?
- Have you included multiple delivery strategies throughout your lesson?
- Have you provided opportunities for the participants to experience or practice the skill/knowledge (assessment)?

Conclusion

- Have you included an overall summary of the main points within the lesson?
- Did you review the objective(s)?
- Did you explain how the new skill/knowledge will benefit the students on-the-job?

Overall

- Have you included time estimates for the entire unit and throughout the unit?
- Have you prepared attractive visual aids to support your message that are referenced in your lesson plan?
- Does your lesson plan contain enough detail to serve as a good guide for you and other potential instructors?
- Have you practiced your lesson to ensure that it can be delivered in the allotted time?

Fill-In-The-Blank Exercise

[This is a self-assessment]

1. The _____ focuses on explaining why the learning is important to the participants.
2. The _____ focuses on explaining why the learning is important to the BLM.
3. The instructor should establish his or her professional _____ in the introduction.
4. The _____ is used to get the participants interested in the training presentation.
5. The _____ states what is expected of the students in terms of performance.
6. The _____ are stated to participants and adequately displayed.
7. The _____ is the “road map” to achieve lesson objectives; it is communicated to the participants.

(Answers: On Next Page)

1. Hook
2. Hook
3. Credibility
4. Attention Step/Warm Up
5. Objective(s)
6. Objective(s)
7. Route