

## Lesson Plan

**Course:** Instruction Seminar

**Course Number:** 1400-04

**Lesson Plan Date:** 11/20/06

**Lesson Title:** Lesson Planning

**Time:** 90 minutes

**Instructor Preparation:** What does the instructor need to do to prepare for this lesson?

*(Example: Read 1.6 Lesson Planning Instruction Seminar Lesson Plan, Chapter 4, NTC Handbook, and Instruction Seminar Handbook-Lesson Planning Section)*

**Room Set up and Equipment:** What does the instructor need? How should the room be set-up? (examples below)

- Room Arrangement (Group tables 4-6 students at each)
- Equipment and/or demonstration material (vans, props, etc)
  - FC and markers
  - Document camera
- Training media materials (*flip charts stands, projector, computer, and/or what*)
  - Prepare and post a wall chart of the session objective
  - Prepare Sticky Wall (freshly sprayed) and mount colored tape for dividing into a “lesson plan” format
  - Cards with lesson plan elements for exercise
  - Prepare FC of key components of what a lesson plan should include (refer to PN \_\_\_\_)
  - Prepare OH of key points from PN \_\_\_\_ “How to Organize Your Information”, to use with the document camera, filling in the blanks as you cover in lesson
  - Prepared FC of “Introduction” components
- Participant Handout(s) (*notebook, handouts, etc.*)
  - Lesson plan examples from course standards materials
  - Lesson plan template on diskette
  - Handout of ‘Indicators of an Effective Lesson’

**Main Objective:** What is the performance-based objective for this lesson? (example below)

**Given lesson objectives, develop a lesson plan that includes an overview, intro, body, and conclusion and follows the Instruction Seminar Lesson Plan Guidelines/Checklist.**

<b>Est. Time</b>	<b>Visuals and Notes</b> <i>(description of visuals used, props used, etc.)</i>	<b>Content</b> <i>(warm ups, discussion points, questions, suggested/possible answers, exercises, debrief and summary points/questions, etc.)</i>
10 min.	<p><b>Introduction:</b></p> <p><b>Attention Step</b></p> <p>To be answered in pairs or at table groups; have groups write answers on flipcharts.</p> 	<p>Question: How can creating a lesson plan help you as an instructor?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Helps plan out the details of what you plan to teach and how</li> <li>• Helps keep you on track when you teach</li> <li>• Helps you to reinforce learning from other lessons; you can be more aware of the linkages among units.</li> <li>• Can be shared with other instructors</li> <li>• Helps to ensure that nothing gets forgotten when you teach</li> <li>• Provides something for someone else to use in case you suddenly can't make it.</li> </ul>
	<p><b>Hook 1:</b></p>	<p>Those are just some of the many reasons why a lesson plan can help you. It is a very important document for instructors. The LP allows you to conduct your session as effectively as possible because you have all the information in front of you! It serves as an important tool to prepare and deliver an effective lesson presentation...it is much better than just "winging it."</p>
	<p><b>Hook 2:</b></p>	<p>Having a lesson plan is also important to the BLM. By having a well-prepared lesson plan, your training presentations will be more effective thus allowing your students to learn more and use the skills upon their return to the field.</p>

		<p>With that said, let's take a look at our lesson objective for today's lesson.</p> <p>Our Terminal objective is (This is what we want you to be able to do before you leave):</p> <p><b>Given lesson objectives, develop a lesson plan that includes an overview, intro, body, and conclusion and follows the Instruction Seminar Lesson Plan Guidelines/Checklist.</b></p>
	<div data-bbox="269 552 613 814" style="background-color: #008080; color: white; padding: 10px;"> <p><b>Support Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the components of a lesson plan</li> <li>• Explain the purpose of each component</li> <li>• Identify the elements in each major component</li> <li>• Describe the purpose of each element in each major component</li> <li>• Give examples of each element in each major component</li> <li>• Explain how lesson plans enhance instructional delivery</li> <li>• Predict the impact of poorly written or non-existent lesson plans on instructional delivery</li> <li>• Identify factors impacting lesson plan development</li> <li>• Explain how each factor impacts lesson plan development</li> </ul> </div>	<p>Our Enabling Objectives are (This is what we want you to be able to do by the end of this lesson):</p> <ul style="list-style-type: none"> <li>• <b>Identify the components of a lesson plan</b></li> <li>• <b>Explain the purpose of each component</b></li> <li>• <b>Identify the elements in each major component</b></li> <li>• <b>Describe the purpose of each element in each major component</b></li> <li>• <b>Give examples of each element in each major component</b></li> <li>• <b>Explain how lesson plans enhance instructional delivery</b></li> <li>• <b>Predict the impact of poorly written or non-existent lesson plans on instructional delivery</b></li> <li>• <b>Identify factors impacting lesson plan development</b></li> <li>• <b>Explain how each factor impacts lesson plan development</b></li> </ul>

	<p><b>Route:</b></p> <div data-bbox="269 359 613 621" style="background-color: #008080; color: white; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Route</b></p> <p>MP1. Structure of a Lesson  MP2. Elements  MP3. Factors Influencing LP Development  MP4. Impact of Poor LP</p> </div> <p><b>Credibility:</b></p> <p><b>Transition:</b></p>	<p>Now that you know what our lesson objectives are, let's take a look at what we'll be covering in today's lesson:</p> <p>Our Main Points for today's lesson are:</p> <p><b>MP1. Structure of a Lesson Plan</b></p> <p><b>MP2. Elements</b></p> <p><b>MP3. Factors Influencing LP Development</b></p> <p><b>MP4. Impact of Poor LP</b></p> <p>Hello, my name is _____, I'm an ISS here at the NTC. I have been instructing and designing courses for 21 years.</p> <p>Now that you know what we'll be covering today let's get right to it and discuss what exactly goes into a well-designed lesson plan.</p>
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<p>15 Min.</p> <p>*****</p>	<p><b>MP1. Structure of a LP</b></p> <p>Refer to page_____ in the student notebook</p> <p><b>Group Exercise:</b></p> <p>This is a group exercise. Let them decide where to put the elements...let them know they can move an element if they don't agree...give them 5-7 minutes</p> <p>Introduce the structure of a lesson plan (Have the sticky wall divided into a <b>three-part lesson plan with 3 columns.</b> Have the 3 parts labeled with Introduction, During, and Debrief/Summary)</p> <p><b>Internal Transition</b></p>	<p>We just went over some of the reasons a lesson plan is important for you as an instructor. Many of these reasons are listed in your notebook.</p> <p>However, have you given much thought as to what really goes in a LP? (Rhetorical)</p> <p>On the sticky board in the back of the classroom, we have provided you with three major components to put your cards on...</p> <p>I am now going to hand out cards which contain different elements that go into a lesson plan in one of these 3 areas (intro, during, debrief/summary). Your task at your tables is to read/show everyone the cards at your tables and decide where you think they should go (in Intro, During or Debrief/Summary) then have someone come and put them up (on the right side).</p> <p>Hand out cards describing the parts of a lesson plan.</p> <p>After they have put up the cards, ask participants to read their cards and explain why they put cards in category that they did.</p> <p>After recapping "intro" section, ask the participants if they agree with where everything has been placed. Lead a discussion, letting them direct the placement as much as possible. Add any elaboration or moving of items if necessary after they have discussed. Do the same with the other two sections of the lesson plan.</p> <p>Ask the students these questions after the exercise...</p> <p>Q: What cards did you struggle with? Why?</p> <p>Q: Other groups, what would you move? Why?</p> <p>OK, we'll leave it that way for now...however, I bet you didn't realize there was that many things that go into a lesson plan...but there are! However, let's not get too far ahead of ourselves...let me first ask you this easy question (Next page)...</p>
<p>Lesson_Plan_Example Oct 06</p>		<p>Page 5 of 14</p>

MP1. Structure of a Lesson Plan

Major Components:

- Introduction
- Body
- Debrief/Summary

MP1. Structure of a Lesson Plan

Miscellaneous Components

- Outline
- Time Increments
- Directions
- Resources

**Transition:**

**What are the major components of a lesson plan?**

Anticipated Responses:

- Lesson plans are broken into a 3-part structure: introduction, during and the debrief/summary.
- Intro -- tell them what you're going to tell them
- During – tell them, show them, and let them practice
- Debrief/Summary – tell them what you told them; let them show you what they learned

**What are the miscellaneous components of a lesson plan?**

In other words, what other things are important to lesson delivery from an instructor's perspective, but don't necessarily fit into one of the three major components?

Anticipated Responses:

- Time estimates – [For unit, for major chunks]
- Outline – [of content to be presented]
- Visuals/Handouts – [where used, where found]
- Learning Strategies & Assessments – [what, time needed, resources, supplies, instructions]
- Strategy – [How should the main point or idea flow? What is the intent of the main point?]

Now that you have decided which elements go where...let's see how you did by looking a little closer at each major component and what actually does go into each.

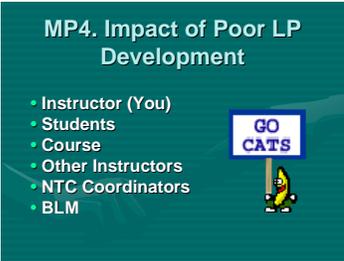
<p>20 min.</p>	<p><b>MP2. Elements</b></p> <p>Note: Don't spend a lot of time in this area because more detail can be provided during the workshops; however, cover what each element is and go over some examples of each.</p> <div data-bbox="269 583 613 846"> <p><b>MP2. Elements</b></p> <ul style="list-style-type: none"> <li>• Introduction: <ul style="list-style-type: none"> <li>- Credibility</li> <li>- Warm-Up (Attention Step)</li> <li>- Objectives</li> <li>- Hook</li> <li>- Need</li> <li>- Route</li> </ul> </li> </ul> </div> <div data-bbox="269 932 613 1194"> <p><b>MP2. Elements</b></p> <ul style="list-style-type: none"> <li>• Body: <ul style="list-style-type: none"> <li>- Content</li> <li>- Questions with Responses</li> <li>- Exercises (Instructions)</li> <li>- Transitions</li> </ul> </li> </ul> </div> <div data-bbox="269 1281 613 1543"> <p><b>MP2. Elements</b></p> <ul style="list-style-type: none"> <li>• Debrief: <ul style="list-style-type: none"> <li>- Summary of Main Points</li> <li>- Transfer Statement</li> <li>- Review Objectives</li> </ul> </li> </ul> </div> <p><b>Internal Transition</b></p>	<p>What goes into a lesson introduction?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Hook</li> <li>• Need</li> <li>• Credibility</li> <li>• Objectives</li> <li>• Route</li> <li>• Warm-up</li> </ul> <p>What goes into the body of the lesson?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Learning strategies (Covered in Learning Strategies 1)</li> <li>• Transitions</li> <li>• Instructions</li> <li>• Questions (Covered in Learning Strategies 3)</li> <li>• Instructor notes</li> <li>• Interim summaries</li> </ul> <p>What goes into the summary of the lesson?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Review of main points</li> <li>• Review of objectives</li> <li>• Transfer of learning</li> </ul> <p>Now that we have discussed what goes into a lesson plan and each of its major components, let's talk just a little on NTC's lesson plan template before we do a little exercise.</p>
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<p>*****</p>	<p><b>NTC Lesson Plan Template</b></p> <p>Show lesson plan in the notebook available to use as a guide/template... illustrate on the Elmo</p> <p>Lesson Plan template Available on disk</p> <p><b>Reminder</b></p>	<p>On <b>page 5.3</b> you'll see a lesson plan template that we recommend you use.</p> <p>First page is cover page – good as a quick reference and a planning and preparation tool</p> <p>Second page shows the Intro/During/Debrief sections we've just gone over as well as the lesson plan format.</p> <p><b>Here are some tips on using the template:</b> It is created as a table in word. Don't type too much info in one cell (i.e., more than half a page or so) create new cells. We've found info tends to disappear if it wraps over a page. It's easier to move a cell than to delete and retype words lost in wrapping.</p> <p>We have a supply of disks with the lesson plan template file at the back of the room. (Ask colleague to hold up) You're welcome to use the disk to write and save your lesson plan for your presentation in instruction seminar.</p> <p>You will need a written lesson plan for your presentation on Thursday. As we go through the lesson plan format, you will see where your 5-minute presentation on Wednesday (Introduction) is the beginning of your lesson plan.</p>
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<p>15 min.</p>	<p><b>MP3. Factors Influencing LP Development</b></p> 	<p>There are several things that can influence the development of your lesson plan.</p> <p><b>Time:</b></p> <p>Question: How does time influence your lesson plan?</p> <p><b><u>Anticipated Answers</u></b></p> <ul style="list-style-type: none"> <li>• Amount of time we're given</li> <li>• Time of day for lesson</li> <li>• Time for breaks</li> <li>• Length of discussions &amp; exercises</li> </ul> <p>Don't just think of delivering the content...think of your introduction, assessments, and exercises as well.</p> <p><b>For example: Your 30 minute presentation on Thursday...</b></p> <ul style="list-style-type: none"> <li>- Your introduction should be 3-5 minutes,</li> <li>- Your during section where you are presenting content, demonstrating, giving participants the opportunity to practice and assess learning should comprise about 20 minutes,</li> <li>- Your debrief/summary section should be approximately 3-5 minutes depending on the time spent in the other sections of your lesson.</li> </ul> <p><b>How much instructional time is there in one day?</b></p> <p>6 ½ hours. 3 in the morning (1/2 hour of breaks), and 3 ½ in the afternoon (1/2 hour of breaks).</p> <p>A lot of people assume there is 8 hours – so be aware to plan for only 6 ½ hours time when you are planning.</p> <p><b>Common miscalculations are:</b></p> <ul style="list-style-type: none"> <li>- Underestimating time needed for participant discussion &amp; exercises. Oftentimes, the debrief following the exercise is where the most learning occurs.</li> <li>- Forgetting to allow for breaks as well as lunch. Participants need breaks to help break up the content as well as refresh and recharge their batteries.</li> </ul>
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	<b>Transition</b>	Now that we have a better understanding of some factors that influence lesson plans, let's talk just a minute on the impact of poor lesson plans.
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<p>10 min.</p>	<p><b>MP4. Impact of Poor LP Development</b></p> 	<p>Question: What is the impact of a poor lesson plan on the instructor?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Loses credibility</li> <li>• Looks disorganized</li> <li>• Gets lost on a regular basis</li> <li>• Stress leading up to the class</li> </ul> <p>Question: What is the impact of a poor lesson plan on the participants?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Confused</li> <li>• Don't learn anything</li> <li>• Poor performance in class</li> <li>• Poor performance in the field</li> <li>• Animosity toward training</li> </ul> <p>Question: What is the impact of a poor lesson plan on the course?</p> <p><u>Anticipated Responses:</u></p> <ul style="list-style-type: none"> <li>• Loses credibility</li> <li>• Reduced enrollment</li> <li>• Bad reputation</li> <li>• Staff embarrassment</li> <li>• Redesign or cancellation</li> </ul>
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# **Participant Evaluation & Feedback**

## **For 5-minute Presentation**

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 focus participants on the learning.
5. The \_\_\_\_\_ state 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.