

Module 3 Instructional Techniques

Unit 3.6 Lesson Planning

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About this unit

Welcome to Unit 3.6 Lesson Planning.

The unit has two sections.

Section One identifies the main components of a lesson plan and explains the elements of each part.

Section Two looks at lesson plan preparation in greater detail. It covers aspects such as the learners, the lesson objectives and the relationship between the key components of a lesson plan.

How to use this book

As well as information about writing lesson plans this book includes some questions and exercises.

These activities don't play a part in your assessment for this unit, they are there to help you check your learning progress.

Read the information, then answer the questions or do the exercises as you work through the book.

How you'll be assessed

You will be assessed on your response to two assignments.

The assignments will require some research on your part.

Please contact your tutor regarding the time allowed for their completion.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These “icons” guide you through the content.



Read



Important—take note!



Check your progress



Self-checking questions or exercises



Competency

The curriculum of this training programme for Technical and Vocational teachers is competency-based. The competency for each unit is expressed as a number of learning outcomes and assessment criteria.

Assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. Recognition of prior learning is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements shown below under Assessment Criteria you may be able to take the assessment without studying the unit.

Learning outcomes

When you have completed this unit you should be able to:

- explain the purpose of a lesson plan and its relationship to the unit plan
- describe the components of a lesson plan
- identify the relationships of the various components of a lesson plan
- develop a lesson plan
- present the planned lesson

Assessment criteria

- State correctly, four reasons for preparing a lesson plan
- Discuss the relationship of the lesson plan to the unit plan
- Identify correctly, the components of a lesson plan
- Give one valid reason for each component of a lesson plan
- Accurately match the components of a lesson plan from examples provided
- Develop a lesson plan on one of the topics provided for TVET
- Present the planned lesson, covering all aspects of the prepared plan

Introduction



We stated in Unit 3.5 Unit Planning that, “Unit content is divided into learnable chunks of information and lesson plans are formed.” We looked at how unit planning was part of the modular structure and that units, like modules, are a result of critical analysis that breaks down job performances into discrete tasks or actions.

We acknowledge that a task is a coherent set of activities (steps, operations or actions) that lead to a measurable result. The steps of the task are usually sequential and inter-related.

Task analysis identifies units of competency and elements of performance that are the most critical to the specified work performances. Knowledge, skills and attitudes are identified and lesson plans are formed.

The lesson, in whatever form it may be planned, provides an integral step in the learning process to ultimately achieve the objectives of the curriculum.

What is the purpose for having a lesson plan?

A lesson plan can be compared with the plans you make before going on a trip. You have to consider:

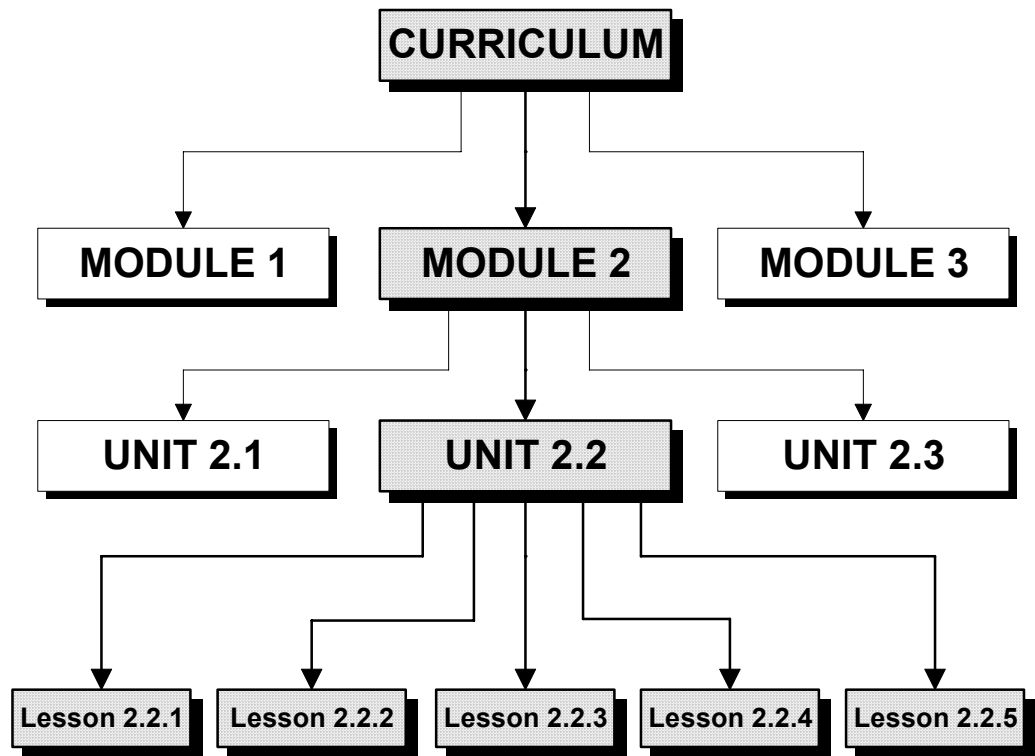
- how to get there
- tools/equipment/clothing you need to take
- how long it takes to reach your destination
- bookings for accommodation
- what will make the trip easy and smooth

When planning lessons you have to think about similar things, but your destination is not a place, it's the achievement of a learning objective.

Lesson plans* are just that: plans for your lesson. They help you to organise the information in your lesson so that you teach effectively, and students learn easily.

A well-prepared lesson plan should allow another instructor to present the lesson, almost as you would have done, in your absence.

*You may feel more comfortable to talk about planning your training session. That's fine, as it means the same thing.



The modular building blocks

Section 1



The three parts of a lesson plan

A lesson plan must contain three essential parts. These are the **introduction**, the **development** and the **conclusion**.

The introduction

If your training is to be effective the trainee must want to learn. To achieve this you should capture the attention and interest of the trainee from the beginning of the training. Trainees' interest may be stimulated by telling an interesting related story, asking thought-provoking questions, giving a brief demonstration, or presenting background information. It is always preferred that trainees become involved in the early stages of the lesson by assisting in the demonstration, answering questions and in the sharing of their related experiences.

It is at the introductory phase that the trainees will get a preview of what is to come, what the objectives of lesson are, how the lesson relates to them and what is ultimately expected of them.

Additionally it is important that once the trainer has the trainees' attention, s/he is able to motivate them sufficiently to hold their attention.

All trainees, but especially adults, will come to training sessions with some questions in their minds. If you can respond to their questions (needs) you will give them a reason for learning.

The purpose of the introduction is to get the learner:

- interested
- involved
- ready to learn

There are seven steps you can use to accomplish this. They are:

- I** — getting their **interest**
- N** — explaining the **need**
- T** — explaining the **topic**
- R** — explaining the **range**
- O** — defining the **objective**
- R** — **revision** or
- S** — establishing the extent of knowledge about the **subject matter**

The Development

The development is the body of the lesson where presentation of the lesson content takes place in a logical sequential order. It is in this segment that you plan “what and how” facts and skills will be taught. These are, of course, linked to the behavioural objectives to be achieved. Therefore for each step consider the idea, fact or skill to be taught or objective to be achieved. Plan exactly how you will teach each step (objective), indicating clearly the delivery strategy to be used and the instructor and trainee activities to be carried out.

Delivery Strategies

A delivery strategy is a plan of how one intends to achieve a particular objective. There is no prescribed or right strategy to be used in addressing a particular area of content. However, it is important that whichever strategy is selected it is the most appropriate one to achieve the desired behavioural objective.

The selection of a teaching strategy will be largely dependent on variables such as the:

- specific learning objective to be achieved
- size of the group
- content of the subject
- nature of the subject
- facilities available
- instructor’s expertise, resourcefulness and creativity
- instructor’s familiarity with and comfort in using a particular strategy.
- trainees’ abilities.

In addition to reflecting on the above during the process of selecting appropriate delivery strategies, try to respond to the question “which strategy will best help the trainees to learn?” Some examples of teaching strategies are lecture, discussion, demonstration and questioning. It should be noted that no one approach may sufficiently achieve the desired behavioural outcome; therefore, a blend of approaches may be necessary. This blend of approaches is called an eclectic approach.

Learning Activities

It is important that trainees actively participate as often as possible during the lesson. They can take notes, take part in practical work, demonstrate actions, describe work steps, participate in question and answer discussions and so on. These are known as learning activities. All learning activities must be related to an objective.

Whatever the learning activity it should be carefully supervised throughout the session. The learning activity should be determined by factors such as individual needs, interest, abilities, whether trainees are to learn a skill, an idea or concept, an attitude, or a value, availability of resources and time allotted. All activities should be timed and it is helpful if all activities have the nominal time required indicated beside them.

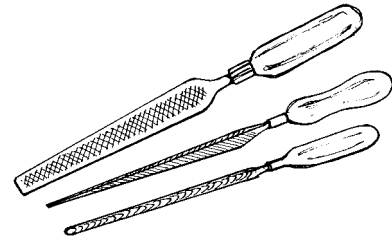
Teaching Aids

Teaching aids should form an integral part of the lesson. They should be of such that they stimulate interest and enhance students’ understanding of the concepts or ideas being taught. You should plan how to use the chalkboard or whiteboard and other aids such as diagrams, charts, audio-visuals, video, models etc.

Let's look at some simple examples:

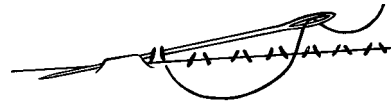
Using a flat file

1. Selecting the file
2. Holding file and the work
3. Using the file



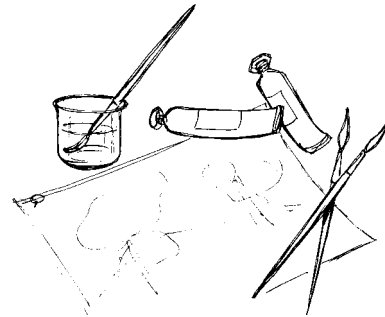
Slip hemming

1. Preparation of material
2. Start of stitch
3. The stitch
4. Finishing the stitch



Watercolour wash

1. Preparation of colour for wash
2. Position of paper
3. Applying the colour



The conclusion

You must decide how you will conclude the lesson, that is, how the last minutes of the lesson are to be used. Such activities as the following may be appropriate:

- review of finished samples of trainees' work
- discussion of any difficulties
- suggestions discussed with trainees for incorporation in future work
- critical review of results achieved
- summarise the key parts of the lesson
- suggestions for activities to be covered by trainees in their own time, such as further reading, research
- discussion of plans for the next session

Essentially, the conclusion of the lesson should reinforce for trainees where they began, where they have been, where they should be now, and where they will go next. It is important that learning is evaluated so as to measure trainees' achievement. The methods of evaluation should reflect the objectives that were to be achieved.

Evaluation

Trainees should be encouraged to evaluate the lessons they have taught taking the following into consideration:

How did you do?

How did students respond to lesson?

Were objectives met?

Did the strategies work?

This is a particularly useful exercise as it assists the trainee to reflect on what transpired in the lesson, identify strengths and weaknesses, and make plans for improvement, particularly if the lesson has to be taught again perhaps to the same group or to another group.

In brief (at this stage):

Steps in a typical lesson plan

1. Introduction:
 - precise aim of the lesson: —what you intend to teach
 - what preparation you will require:—training aids, materials, training area
 - how you will start the session and motivate the group for what is to follow
2. Development:
 - division of the body of the lesson into logical steps
 - how these steps will be presented
 - what trainee participation is intended and the work they will pursue
3. Conclusion:
 - the extent to which you will recapitulate the work covered
 - how you intend to round off the lesson
4. Evaluation of lesson:
 - would you deliver this lesson using the same strategies, examples activities etc?

- did learning take place?
- how did your students respond?
- how did you perform?

Section 2



Preparing a lesson plan

This section looks at lesson plan preparation in greater detail. It covers aspects such as the characteristics of the learners, the lesson objectives and the relationship between the key components of a lesson plan.

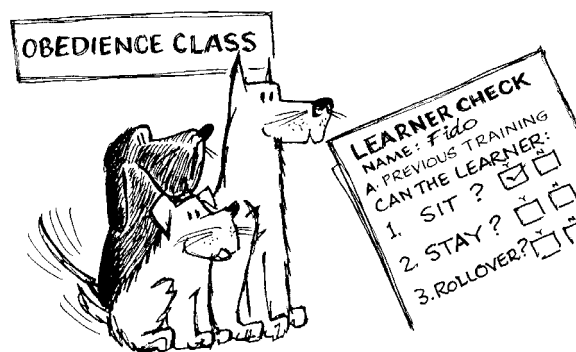
What you need to know about the learners

The success of your training session will, in part, depend on how well you have analysed the characteristics and differences of your trainees. These will include their:

- age
- gender
- skills/qualifications gained in their own country or overseas
- reading levels
- numeric levels
- training aptitudes
- industrial experience

The information gathered about your trainees will be crucial in:

- planning and delivering training
- utilising the latest skills and experiences of trainees
- re-designing work processes and jobs



In analysing trainee differences, the following table provides a quick checklist of some important differences.

Types of difference	Examples
1. Physical difference	<ul style="list-style-type: none"> • hearing, sight, speech • dexterity, manipulative skills • level of physical maturity, development
2. Literacy/numeracy	<ul style="list-style-type: none"> • many adults read, write or calculate poorly, or not at all • language difficulties
3. Family backgrounds	<ul style="list-style-type: none"> • socio-economic background—parental/family educational/work experiences • parental/family aspirations, expectations
4. Previous experiences/learning	<ul style="list-style-type: none"> • previous education—when? to what level? • work experience—what type? degree of responsibility? changes? • extent of training, re-training, adult learning experiences, etc.
5. Present ‘status’	<ul style="list-style-type: none"> • full- time, school leave? • part-time, working? etc.
6. Interest and motivation	<ul style="list-style-type: none"> • is course directly related to work experience? • is course seen as means to promotion? • is course required for continued employment? • will course interfere with leisure time?
7. Learning style	<ul style="list-style-type: none"> • preference for theory or practise? • preferred method of solving problems?
8. Self-image	<ul style="list-style-type: none"> • self-confidence, assurance • view of self as a learner

Writing behavioural objectives.

It may be appropriate to begin this topic with a quotation from a literary classic, *Alice in Wonderland*.

Alice, talking to the Cat, went on.

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

‘I don’t much care where—’ said Alice.

‘Then it doesn’t matter which way you go,’ said the Cat.”

Carrol, Lewis, *Alice’s Adventures in Wonderland*. Chapter 6.

Unless you stipulate what the training objectives of your session are, the trainees will have no idea what goal or target they have to achieve, and no idea how to get there! Training objectives answer the question, “Where are we going”.

Trainees will come to a training session with a whole range of expectations, previous experiences and reasons for attending. Unless you make your purpose and objectives very clear to them from the beginning, each trainee will make his/her own decision about what they think the session is trying to achieve. It is highly probable that each trainee will have a different view about the session’s purpose.

Robert Mager was an advocate of writing precise objectives. His advice included, “If you’re not sure where you are going, you’re liable to end up somewhere else—and not even know it!”.

Why bother with behavioural objectives?

The reasons for using objectives are:

- trainees who know precisely what is expected of them, are more inclined to work towards that objective, and therefore get there more quickly.
- management knows what it is getting for its investment of time and resources when it has statements of the outcomes of the training programs.
- instructors have a “roadmap” to follow for determining the subject/topic sequence and can select appropriate training methods and materials to achieve the objectives.

- instructors are encouraged to critically examine the content of each training session, and can limit or restrict the content based on the objectives.
- instructors can devise activities or exercises to assess, or check out, whether or not a trainee has achieved the objectives of the training session. In other words objectives should be measured, thus allowing for the evaluation of learning.
- the distribution of printed objectives makes a documented statement so that the organisation as a whole can see what is being achieved by the training programs.
- objectives form the basis for reviewing the training session, or the whole training program, with the aim to improving it.
- objectives aid in determining the scope of the tasks thus eliminating all ambiguity and difficulty of interpretation.

When writing objectives for distribution to trainees, or other interested parties such as colleagues, management etc., objectives **must be written in terms of what the trainee is to do.**

The starting point for writing objectives is the information collected by you, or presented to you by your supervisor in the form of training needs analyses or task analyses.

From the needs or task analyses the knowledge, skills and attitudes elements, which form the basis of the training session, would have been identified. Using this information you will be required to develop objectives that are:

- achievable
- appropriate to the knowledge and skill level of the trainees

Before writing objectives it is useful to write out the purpose of the session. This is usually a brief, general statement of intent or direction, which is used to guide the trainees and provide a frame of reference for the more specific objectives.

For detailed information on behavioural objectives please refer to Unit 3.2 Writing Objectives.

Analysing the task or topic.

Task analysis is the process of working out all the details/steps that have to be followed in order to successfully complete a unit of work or task skill.

Topic analysis is the process of working out all the elements of a selected topic or piece of information that would be covered in a session.

Task and topic analysis has been completed for the following situations:

- in a cookery recipe, all the steps that you must follow to cook a dish are prescribed. This means that the person writing the recipe had to do a task analysis to determine the steps required.
- in an instruction manual for a car (or any other piece of machinery), all the steps for operating and maintaining the equipment are specified. That means someone has done a task analysis.
- in a dressmaking pattern, all the steps you need to follow to make the dress are prescribed. Someone has done a task analysis.
- in a computer program that instructs a computer to carry out a calculation, all the steps the computer must do are specified by the programmer. Someone has done a task analysis.

Think about it. What would happen if you left out a step in a cookery recipe or a computer program?

Addressing knowledge, skills and attitudes in your training session

Learning is concerned with acquiring new knowledge, skills, and how the knowledge and skills are applied.

Knowledge

The acquisition of knowledge by the trainees involves:

- presenting them with new or additional information
- helping them to compare this with existing information
- helping them to integrate it into their existing body of knowledge
- helping them to store and retrieve that information when required

Information needs to be presented in a way that demonstrates the substance of the topic, but is pitched at an appropriate level to be understood by the trainee.

You need to encourage the trainees to absorb this new information through:

- research
- question
- answer
- discussion
- practise
- reflection on what they have done

You will also need to help them store this information to be applied to a problem or situation at some later stage. This may involve setting them exercises that require them to use the information. By reinforcing the information by encouraging feedback, repetition and reading—and checking on their level of understanding through observation and questioning.

Skills

The acquisition of skills by the trainees involves:

- instruction
- demonstration
- practise
- repetition
- reflection on what they have done

As an instructor, you will need to develop a range of approaches that will enable you to describe and demonstrate particular skills. This may involve breaking down each skill into a number of smaller components and ensuring that the trainees learn each of the component parts before attempting the next.

You will need to pace your delivery of the information to the abilities of the trainees. You must provide opportunities for the trainees to practise. The more they practise, the better they will be able to perform the skill. Practise must, however, follow the teaching of theory for it to be useful. The trainee must see the relationship between the theory and practical application.

Application

How do we assess a person's willingness to apply their knowledge and skills?

To bring about changes in a person's willingness to apply knowledge and skills is a complex process. This is influenced by an individual's:

- values
- feelings
- interests
- likes and dislikes

As instructors, we must be careful that we do not “judge” subjectively on the above.

In the assessment of application in competency-based training it is our responsibility to only concentrate on the “observable behaviour” of a trainee in conforming to any legislative, safety or operational processes that need to be complied with as part of his/her job function/performance.

Therefore, you will need to create a climate of trust in which trainees feel able to express themselves freely and openly.

To help people change, refine or develop their application/attitudes you may need to:

- present them with new ideas or information
- let them react
- offer a number of alternative applications
- give them the opportunity to reflect

To change application/attitudes you may need to choose methods that encourage interaction between the trainees by the use of discussions or role-play. You should not expect rapid or clearly discernible results. Attitudes take time to form and time to change. Trainees need to be given time to take any suggested change in attitude away with them, to test it within an appropriate context, then come back and reflect on this experience.

Provide feedback

Feedback is necessary to answer the question “How am I doing?” for both the trainee and the instructor. As an instructor, you need feedback

so that you can, if necessary, change your presentation style, your lesson plan or your training methods—either during or after a session.

Trainees need feedback so that they know “how we are doing.”

- If they do not know, they will lose interest/motivation
- If they make mistakes, they can become frustrated
- If they are not corrected, they can develop incorrect skill habits which will be difficult to put right later

You give and receive feedback by:

- encouraging questions
- discussion
- correcting errors in practical sessions or written exercises
- avoiding destructive criticism
- maintaining good relations with the trainees
- testing—and giving results back as quickly as possible

Communication: ground rules

Know your trainees

Evaluate existing knowledge

There is no point in training someone if s/he knows it already. Make use of trainees who know the subject - ask them questions about their experiences etc. and involve them in application/demonstration.

Move from known to unknown

Similarly you must start from a firm base—no point in starting from a level you assume they have reached. Fill in the gaps, if necessary, first. Make sure they know Part A before going on to Part B.

Determine the trainees’ knowledge level

Establish the level of understanding of the trainee and use that as the basis for presenting your session. It is better to simplify things than to make them too complicated.

Provide a clear message

Logical sequence

Each session must proceed logically and be part of a logical series.

Avoid jargon

Do not use jargon words with which your trainees are not familiar—or language they do not understand or normally use, unless you explain it.

Use examples, illustrations, anecdotes, and analogies

These will help trainees understand—particularly if they can see and relate words and pictures to each other. Concepts are better understood when realistic situations, symbols and clearly drawn differences and similarities are used to illustrate them.

Know yourself

Boredom is the major enemy of the teacher. If you deliver a series of lessons in the same way, with the same voice, in the same room, can you honestly expect the trainees to show continued interest and attention? Make the most effective use of the range of training methods and materials currently available to you.

Know your strengths and weaknesses

Capitalise on your strengths and take steps to improve those features of your training that you believe are not working as well as they could be.



Activity 1

With guidance from your tutor, undertake a task and/or topic analysis for a training session you are scheduled to conduct.

Ensure that all essential knowledge, skills and attitudes are identified.

Discuss your completed specification with your tutor.



We shall now look at the components of a lesson plan in more detail.

Prepare the introduction to the lesson.

Lesson title: What is the title or topic of your lesson?

Target group: What are there significant factors any to consider in respect to your group of learners? Do you know such things as their age, experience, past training, language ability, and so on—things that might affect your presentation?

Duration: How much time do you estimate the lesson will take? It's important that you assess each step and estimate the time for each, then calculate the total. It's always a good idea to allow a little extra time for unexpected events. Likewise, it is always a good idea to have something planned for students who finish early.

Objective: What are the objectives or learning outcomes to be attained?

Do they contain:

Performance: what the trainee must do

Conditions: what will be provided or withheld from the trainee

Standard/criterion: the level of performance that is required

Preparation: Can you list all the equipment and facilities you need to perform the lesson such as training aids: models, charts, tools, equipment etc?

Where is the lesson to take place?

Do you need to book the training area or facilities?

Do you need special lighting, seating or other equipment?

The introduction: If this is the first time you have met the group, normal introductions are in order. It often helps to have nametags available to help the group to get to know each other. A copy of the session aims and objectives should be distributed at this time

If this is the continuation of a previous lesson you could probably open it by reminding participants of what was covered in the last one. You might revise the work briefly by asking one or more questions, or ask about the opportunities trainees have had to apply the skills or knowledge gained.

Before you launch into any new material, you will need to “set the scene” by describing what you intend to cover by presenting an overview of the session, or providing handouts with the title and objectives of the lesson, and the training methods you intend to use.

In Section 1, we mentioned some recommended steps in the introduction. The code was **INTRORS**.

Let’s look at these steps in more detail.

Interest: What will you do to capture the interest of your trainees? Perhaps a story about yourself or someone else who is relevant to the skill you are going to teach. Humour always helps to raise interest. Remember that humour should be used with care!

Need: What will you say to explain why it is important for them to learn the skill you are about to teach them? An enthusiastic explanation of why they should learn this skill will help them learn faster.

Topic: So, now tell them exactly what they will be doing during your lesson.

Range: What will be covered and what will not be covered during the lesson?

Objective: In simple language, tell the trainees what they will be able to do after the lesson is completed. This is really a simpler version of the objective or learning outcome for the lesson. Keep it simple because only after you have completed the lesson will they fully understand what you are teaching them.

Revision: Include a brief revision of any previous knowledge or experience which should be recalled in order to link previous work with new knowledge or skills to be learned.

Subject knowledge: How much do your trainees know already about the skill they are about to learn? Is it something they have never seen

before or do they already have some idea of what is involved? Ask them what they know. That way you can match the lesson to their real understanding, leaving things out that they already know.

One important area you must cover is whether the trainees know all the equipment you are going to use. If not, make sure you name all the tools and equipment you will be using.



Activity 2

Getting their attention

We've all experienced a speaker, teacher, personality, TV program, magazine or newspaper where getting attention has been very obvious.

We often get attention by introducing the unexpected.

List below some of the memorable occasions when someone has successfully captured your attention:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



Develop the body of the lesson

Since each lesson varies greatly, it is impossible to give any set guidelines for the body of your lesson, however, a number of basic principles and suggestions can be made:

- Try not to leave any activities unfinished at the end of the session.
- Use a variety of training methods during each session but don't overdo it! Get the trainees talking, demonstrating a skill, or working. Remember to encourage active learning wherever possible.
- Reinforce what is being learned through revision, feedback and problem exercises.
- Vary the pace. Alternate periods of intense work with periods of reflection and discussion. Break up the lesson with occasional pauses of a minute or two to allow trainees to gather their thoughts, catch up or simply relax.
- Encourage participation of the trainees. Involve them in the session through questions. Use group work. Encourage them to help each other.
- Be flexible. If a practical session is working well, let it continue. If your presentation is not working, cut it short. Observe reactions of the trainees and invite feedback so that the trainees can help you vary the pace and structure of the session.
- Use training materials. Use the simplest that will do the job. A number of instructional aids will enhance your presentation, but too many makes it very hectic for the instructor. Take care to have a "back-up" system if you are relying heavily on audio-visual aids. Make sure the training materials are integrated into your lesson and not just "tacked on" simply to add variety.
- Start and finish on time.



Activity 3

The body of a lesson is the section devoted to the delivery of knowledge and skills that enable the lesson objectives to be achieved.

Select the work (or words) from the given list to complete the blanks in the factors below.

REAL EQUIPMENT

ASSESS

DEMONSTRATE

SMALL STEPS OR CHUNKS

LOGICAL SEQUENCE

PRACTISE

INDEPENDENTLY PRACTISE

CORRECT ERRORS

The following factors are important:

- present the material in _____
- ensure there is a _____ and progression.
- use, _____ if possible.
- _____ each step.
- ensure the trainees . _____ each step.
- _____ and re-demonstrate proper procedures.
- ensure that the trainees _____ the total range of skills covered in the session.
- _____ whether or not the objectives have been achieved.

Discuss your answers with your tutor



Prepare the conclusion of the lesson

A lesson should be concluded by a summary activity and not end abruptly. It is therefore important that activities during the lesson are timed and where it is foreseen that time available will not allow for the successful completion of the lesson, the lesson should end at some logical point. A summary of the content covered should then be done. An attempt should be made to link prior knowledge to this lesson. Preview the next lesson, if applicable, and present the trainees with activities to be completed before the next lesson.

The lesson may be summarised by the trainer or through questioning of trainees. The primary objective of this exercise is to highlight the basic ideas or concepts of the lesson. This is called a final summary. However, if during the course of a lesson a major concept or idea has been taught it is quite appropriate to use a summary. When a summary is used, it allows for the use of pivotal questions or problems that will make the content taught more easily understood. In summarising, reference may be to chalkboard outlines that were developed during the lesson, charts used, pre-prepared handouts and any other training aids.

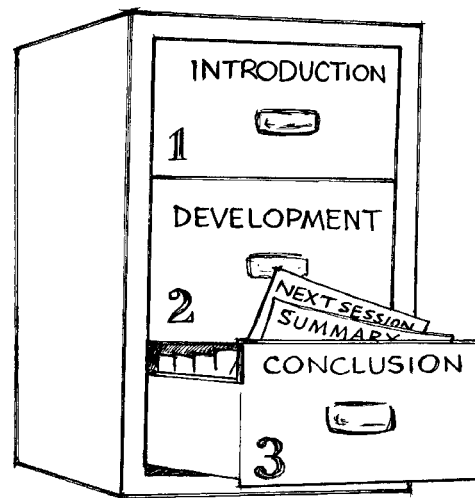
Remember that you:

Check: How will you encourage the trainee to ask questions about the content of the lesson? The questions will tell you whether the trainee has grasped the information or not.

Test Objectives: How will you test the new skill? Will you observe each skill as the trainee practises, or will you test at the end of the lesson?

Make the link with prior and future sessions. What will you say to link this lesson to any other session that may have to be done before? How does this lesson fit into other tasks the trainee may have to learn?

Note Special points: What special points have to be covered? Will the trainees always use the same equipment? Should they learn to perform the skill at a higher standard of performance before they are fully competent? How will things be different in doing this skill unsupervised in the workplace?



Integrating assessment into the lesson plan.

With careful planning you will be able to align your assessment methods with the lesson objectives.

Key forms of assessment include:

- **observation**, where a teacher and/or assessor observes a trainee performing a particular task. The observation may be complemented by questions.
- **demonstration and questioning**, where the observation consists of structured practical demonstration, and the teacher/assessor could see both the process and the finished product.
- **pen and paper tests and essays**, which are often used to measure the extent of knowledge. They may also be used to assess deductive powers or as a complement to practical demonstration.
- **oral tests**, which can be used as an addition to practical demonstration, or to test speed and accuracy of recall when these are essential to development of particular elements of competency.
- **computer-based assessment**, which can take the form of question and answer, or can be interactive where the assessor can seek further responses or clarification if the responses are unclear.

Planning for the unexpected

Plan B?

As well as planning for the intended outcomes of the lesson, it is always advisable to be prepared for any unexpected outcomes. Therefore any training session needs to be **flexible** enough to accommodate any unexpected events such as the failure of the overhead projector, with no replacement available, when your whole presentation depends on the use of visuals.

Always have a Plan B ready as an alternative to Plan A.

Sometimes the trainees will surprise you with their knowledge of a certain topic, and what you had planned for that day may take an unexpected turn for the better, with the trainees contributing not only to their own learning, but to yours as well.

So by designing a flexible approach, you will be able to accommodate changes to the lesson which will allow you to respond more easily to the needs of your trainees and to re-design your session around the knowledge and skills that your trainees reveal as the session progresses.



Activity 4

On the following pages you will find two prepared lesson plans. They are from courses in current use. They represent quite different topics and are written in different styles. Also provided is a proforma for a lesson plan for your reference.

We would like you to evaluate these two lesson plans.

Write your comments on your findings.

You might consider items such as:

- lesson objectives
- preparation
- lesson structure
- assessment
- feedback
- other factors

And of course, the burning question.

Would another teacher from the same field, and given access to appropriate resources, be able to satisfactorily present the lesson?

[illegible]

Discuss your responses with your tutor.

Course: Train the trainer

Unit: 2 Performance objectives

Lesson: 2.1 Writing and evaluating performance objectives
(Estimated lesson duration 1 hour)

Training objectives

Performance: At the conclusion of the session the trainee will be able to:

- write performance objectives
- evaluate performance objectives

Conditions:

- given information sheets, work sheets (WS-1, WS-2), reference material

Standards:

- performance objectives will be written in conformance with standards in information sheets
- performance objectives (including performance, conditions, standards) will be evaluated correctly.

Instructor activity

- Review qualities of acceptable objectives:
- action verbs
- performance, conditions, standards
- Hand out examples which have been altered so that one or more of the components (performance, conditions, standards) are not acceptable. Include some acceptable objectives. Ask trainees to evaluate them.

Have each trainee give at least two correct responses. If anyone does not, arrange to work with them outside instructional time.
- Trainees to prepare three performance objectives from a task analysis done earlier. On completion trainees exchange objectives and evaluate each others. Correct where necessary.

Select a number of trainees to write their work on the marker board and discuss their statements.

Group to comment.

- Review the group's work, discuss and settle any discrepancies.
- Evaluate feedback received in trainee activity;

Trainee activity

- During review of qualities of objectives ask various trainees to explain each point and discuss.

Instructor to clarify, quote examples and add further information.

- Trainees to respond to handout objectives.
- Trainees to fill out work sheet, WS-1, and evaluate each other's work.
- At least five trainees to make presentations.
- Trainees to complete self-test WS-2

Course: Carpentry and Joinery

Unit: 5.2 Joinery specifications

Lesson: 5.2.3 Setting out a door

Time: 2 ½ hours. Year One Trainees

Objective: To set out a door by the standard method used by joiners.

Conditions: Wall chart, prepared marker-board, samples of moulded sections of various doors.

Introduction:

- Revise the haunched mortise and tenon joint
- What are its characteristics in regard to:
 - width of mortise
 - proportion of depth of haunch
 - proportion of haunch to tenon
- Trainees draw diagrams to illustrate proportions of joints.

Development:**Step 1. Projections**

- (a) vertical section
- (b) horizontal section

Discuss and illustrate on the marker-board the best arrangement for the vertical and horizontal sections.

Pass around appropriate moulded sections.

Trainees draw plan and elevation of door.

Step 2. The Set-out

- Explain and illustrate that a set-out must show proportions of mortise and positions of shoulders of tendons.
- Discuss with the group the reasons for these.
- Discuss and explain why the set-out must be full-size.
- Trainees take notes and make diagrams of moulded sections and specimen setout.

Step 3. Setting out a door

- To a standard specification and with trainees' help, set out a door, demonstrating each characteristic carefully:
 - two sections side by side
 - full-size
 - mark out direct from set-out

Conclusion:

- Recapitulate the main points of the lesson
- What are the three main essentials with which a joiner's set-out must comply?
- Students commence work on prepared assignment. (One hour)

LESSON PLAN

Programme or Course: **Group:**

Lesson title: **Lesson/Unit No.**

Lesson Type: **Time allocation:**

Objectives:

<p>Introduction:</p> <p>Development:</p> <p>Conclusion:</p>	<p>Activities:</p> <p>Assessment of student:</p> <p>Evaluation of lesson:</p>
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Assessment Instrument

Module 3 Instructional Techniques

Unit 3.6

Lesson Planning

The trainee has successfully completed two assignments, which included:

Assignment 1

From curriculum developed in the trainee's area of expertise developing a lesson plan for a selected topic the trainee is scheduled to conduct and present the lesson:

A. The lesson plan indicated:

1. the nature of the lesson: theory, practise or a combination of both
2. the lesson title
3. duration
4. target group
5. lesson objective(s)
6. preparation: instructional aids required
7. training environment
8. introduction techniques
9. development procedures
10. conclusion/feedback
11. assessment strategies

B. Presenting the planned lesson

Assignment 2.

Evaluating the lesson after its delivery at a seminar:

- A. The evaluation information included:
 - 1. lesson presentation feedback completed by the seminar facilitator
 - 2. group assessment completed by seminar participants
 - 3. self-evaluation which defined
 - positive elements of the presentation
 - areas which need further development
- B. Refining the lesson to reflect the information gained from the evaluation feedback.



Assignment Number 3.6 – 1

Unit 3.6 Lesson Planning

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

Develop a lesson plan for a topic selected from a training course you are scheduled to conduct. You may use any appropriate format for your plan.

The lesson plan must include:

- The nature of the lesson: theory , practise or a combination of both
- The lesson title
- Duration
- Target group
- Lesson objectives
- Preparation: instructional aids and resources required
- Training environment
- Introduction techniques
- Development procedures
- Conclusion/feedback
- Assessment strategies

2 marks each for elements

8 marks for format, logic and presentation

Total 30 marks

Question 2

Present the lesson at a seminar arranged by your Tutor.

Preparation 5 marks

Presentation 10 marks

Incorporation of activities 5 marks

Total 20 marks



Assignment Number 3.6 – 2

Unit 3.6 Lesson Planning

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Question 1

Provide an evaluation of your lesson after its delivery.

The evaluation information must include:

- 1.1 Lesson presentation feedback:- to be completed by the seminar facilitator during your presentation
- 1.2 Group assessment:- to be completed by the seminar participants during your presentation to provide constructive feedback
- 1.3 Self Evaluation:- to be completed by you as you review your presentation to identify:
 - positive elements
 - elements which need further development

10 marks

10 marks

5 marks

5 marks

Question 2

From the evaluation reports obtained, refine your lesson plan so that it reflects the information gained from the evaluation feedback.

Present both the original lesson plan and the modified version as part of this assignment.

20 marks