

SIX PACK LESSON PLAN REFERENCE GUIDE

LESSON TITLE: *State the specific lesson title. Multi-phased lessons or classes of long duration can use more than one lesson plan.*

| <u>INSTRUCTOR MATERIALS</u> | <u>STUDENT MATERIALS</u> | <u>REFERENCES</u> |
|--|---|--|
| <p><i>Include all materials you will need for your lesson (Laptop, Projector, CDs, Flip Charts, etc). This is also important for outdoor presentations. Also include any assistants you need.</i></p> | <p><i>Expected materials should be planned early enough so students can be informed prior to class. Such things as workbooks, or materials specific to your lesson should be listed here.</i></p> | <p><i>List all book and workbook references here. Much of this can be found in the appropriate lesson guide. Both instructor and student references can be listed.</i></p> |
| TIME | INSTRUCTOR & STUDENT BEHAVIOR | |
| <p><i>Listing the running time or clock time for each part of the lesson is extremely important. By doing so, you are ensuring that all material is given in the proper amount of time for adequate coverage. Proper planning and rehearsal will help formulate the time used for each step.</i></p> | SET | |
| | <p><i>Include a brief statement of your set. A complete scripted version of a complicated set is not necessary. Remember, the set is an attention getter. It should stir the interest of the student for what is to follow, and provide relevance to student's need to learn the upcoming material.</i></p> | |
| | CONCLUDING OBJECTIVE(S) | |
| | <p><i>This is the most important part of any lesson plan. It should dictate what is included in every step. Use the key verbs for the desired learning level. Prefix each objective with "The student will be able to". In most "real world" lessons there are multiple objectives. "The student will be able to describe ...", and "The student will be able to demonstrate ...", are common combinations.</i></p> | |
| | CONTENT DELIVERY | <p><i>Information Delivery is how you are going to present the information to your class. It is the essential content. Are you going to deliver the information as a lecture, a lecture/discussion, a demonstration, role playing, a group activity, etc. or a combination of several methods?</i></p> <p><i>Student behavior should also be considered in this step. Your methods should involve interaction among the students, as well as with the instructor. How will this be accomplished?</i></p> |
| LEARNING ACTIVITIES | <p><i>Practice activities should be a part of every lesson. Scenarios, drills, and tasks give students the opportunity to reinforce the information that has been presented. Each new concept or skill should be practiced under the direction of the instructor. This guided practice reduces the chance that all or part of the skill will be practiced incorrectly. Proper planning on behalf of the instructor will ensure that instructional methods are used that generate observable student behavior.</i></p> <p><i>Independent practice is most appropriate outside of the lesson or formal learning environment. After students are able to demonstrate a skill, they should be encouraged, or required, to practice the skill to gain competency. You should provide ideas for effective independent practice.</i></p> | <p><i>Guided practice is the most effective form of ongoing monitoring at this point, however, this is primarily applicable to skill based information. Reassess your lesson plan if your student activities do not incorporate observable behavior.</i></p> |
| SUMMARY | <p><i>The student should supply the summary, not the instructor. The instructor should guide the summary by asking specific questions. Use questions that prompt the student for specific information that relates to the concluding objective(s) and the delivered information. Do Not use questions that require only a "yes" or "no" answer. Let the student supply the information. More complicated or multi-phased topics may require summaries during the course of the lesson. Use the summary to tie into practical aspects or skills, and to tie into the next lesson.</i></p> | |
| MONITORING AND EVALUATION | <p><i>Not all lessons involve formal evaluations, however ongoing monitoring is always essential and should always involve constructive feedback. If a final evaluation is required, will it be necessary to create the evaluation instrument or can a pre-existing one be used? OEC CPUs are excellent evaluation criteria, if they match your lesson material. If you are going to construct your own evaluation, it will either be "knowledge based" or "performance based". "Knowledge based" evaluations are best suited to paper and pencil type exams, where "performance based" evaluations require skill performance or demonstration. Special care should be taken to assure objectivity in performance based evaluations.</i></p> | |