LESSON PLAN DEVELOPMENT

10

Overview ◂
Components ◂
Examples of Lesson Plans ◂
Getting Started—Develop Your Own Lesson Plan ◂

LESSON PLAN DEVELOPMENT

OVERVIEW

Suggested instructional time for this lesson: 2 hours

Introduction

As an EMS Instructor, you will teach courses that use different styles of lesson plans. It is important that you are familiar with the variety of lesson plans that you may encounter, and that you recognize the basic components of an effective lesson plan.

Lesson Objectives

Through group discussion and question and answer sessions, the EMS instructor trainee should be able to:

- State the purpose of lesson plans
- Identify the seven major components of a lesson plan
- Describe the importance of each lesson plan component
- Incorporate the seven major components of a lesson plan when adapting or creating an individual lesson plan from the EMT-Basic curriculum.

Materials Needed

- Overhead projector and screen
- Flipchart and markers
- Appendix B
- Development materials identified in previous lessons

Instructional Strategies

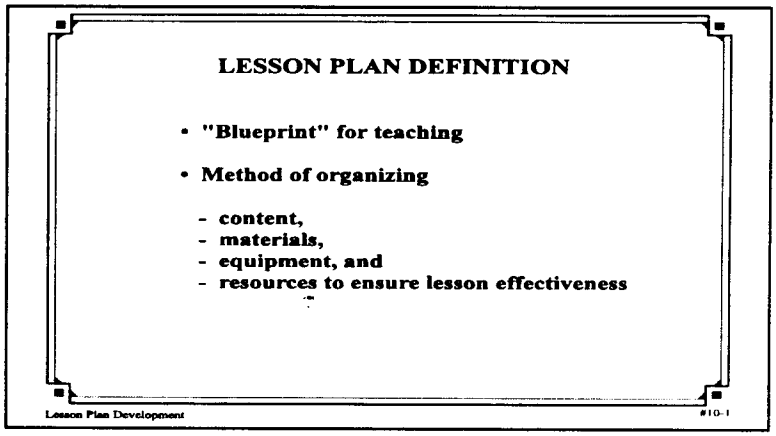
- Lecture
- Discussion
- Question and answer
- Visual aids
- Individual activity

PARTICIPANT NOTES *LESSON PLAN*

Lesson Objectives

I. Lesson Plan Overview

A. Definition



B. Types

- Scripted
- Outline

C. Examples

ADDITIONAL INFORMATION

I. Lesson Plan Overview

A. Definition

A lesson plan is the "blueprint" for teaching a lesson. It is a method of organizing content, materials, equipment, and resources in such a manner as to ensure the outcome of training.

B. Types

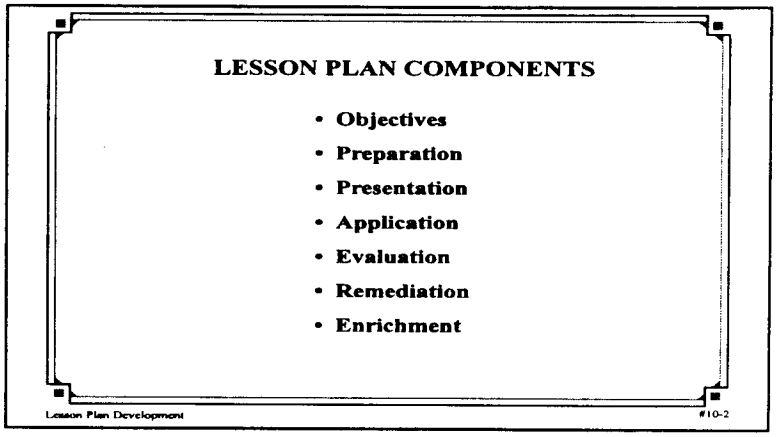
The lesson plans that you will work with in courses provided by NHTSA range from those that are fully scripted, i.e., all the detailed text is provided, to those that are only outlines of the content that you will instruct. Both options allow you the flexibility to tailor the instruction to best meet the needs of your students.

C. Examples

During this lesson, we will use examples from the *EMT-Basic: National Standard Curriculum* and the *Emergency Vehicle Operator Course (Ambulance)* to demonstrate the differences and similarities in the two main types of lesson plans that you will encounter. Sample pages from these two courses are included in Appendix B.

PARTICIPANT NOTES *LESSON PLAN*

II. Lesson Plan Components



A. Objectives

1. Importance

2. Classification

ADDITIONAL INFORMATION

II. The seven basic components of any lesson plan are:

- Objectives
- Preparation
- Presentation
- Application
- Evaluation
- Remediation
- Enrichment

The terminology for the components will vary from course to course. The seven shown above are those used in the *EMT-Basic* course, but in general, should apply to any effective lesson plan.

A. Objectives

1. Importance

The criticality of developing instruction based on well-defined Objectives was covered earlier in this course. Objectives allow both you and the students to understand immediately the expected outcomes of the lesson.

2. Classification

As we learned earlier, Objectives can be classified according to domains of learning - cognitive, affective, and psychomotor. In some lesson plans, the objectives are grouped according to these categories.

PARTICIPANT NOTES	*LESSON PLAN*
	3. Examples of objectives
	B. Preparation
	1. Motivation
	2. Materials/Equipment

ADDITIONAL INFORMATION

3. Examples of objectives

The *EMT-Basic* course groups objectives according to the targeted learning domain. Other lesson plans, like those contained in the *EVOC (Ambulance)* course, group all objectives for each lesson under the heading Performance Objectives.

In either case, the objectives for the lesson should indicate the types of learning desired and be presented in the appropriate chronological order.

In modifying lesson plans to meet the specific needs of your students, it is helpful to think about training outcomes in terms of the three domains of objectives. This will help to ensure that all of the types of learning are addressed in the lesson.

B. Preparation

1. Motivation

The Preparation component of a lesson plan contains several elements. One is a motivational or introductory message to the students. The intent of this section is to provide an overview of the lesson content. Another purpose is to describe the importance of the lesson to the students, a "what's in it for me" message.

2. Materials/Equipment

Another element of the Preparation component of a lesson plan is the materials and/or equipment needed to present the lesson, e.g., audio/visual equipment, flipchart, exam gloves, stethoscope, blood pressure cuffs. Additional materials can include handouts, such as job aids, registration forms, and overhead transparencies that you will use in class. Any additional personnel that you will need to assist you in instructing the lesson should also be stated, e.g., EMT Instructor knowledgeable in patient assessment.

PARTICIPANT NOTES

LESSON PLAN

3. Prerequisites

4. Time estimated for lesson completion

5. Examples

ADDITIONAL INFORMATION

3. Prerequisites

   All prerequisite knowledge or skills required by the students prior to taking the lesson should be specified. Prerequisites can be stated for the entire course, or if the course is to be used in a modular format, by lesson.

4. Time estimated for lesson completion

   Finally, the length of time estimated for lesson completion is part of the Preparation component of the lesson plan. The time estimate should include question and answer time, time for student exercises, quizzes, audio/visual presentations, and skill demonstration and practice. Also, be sure to schedule time for breaks and lunch.

   Another important consideration in planning the length of the course is to include time for any enrichment lessons that you develop to supplement the core curriculum. Enrichment lessons target audience-specific content that is in addition to the instructional material provided in the course.

   As an instructor, you must consider the characteristics and size of your student audience in creating or modifying time estimates. In preparing to instruct, you should note time estimates by lesson for lesson segment in the Instructor Guide so that you can better track your pace during actual course presentation. If your pacing is off from your original estimate, be prepared to adapt lesson content as you progress through the course.

5. Examples

   As you can see, the preparation component is part of both the *EMT-Basic* and the *EVOC (Ambulance)* courses. However, the elements are in a different order or specified at the module level rather than lesson level.

PARTICIPANT NOTES	*LESSON PLAN*
	C. Presentation 1. Declarative versus application 2. Format and detail differences 3. Examples

ADDITIONAL INFORMATION

C. Presentation

1. Declarative vs. application

   The Presentation component of a lesson plan is the actual knowledge, skills, and attitudes that you will impart to your students. The *EMT-Basic* course calls the knowledge part of the lesson plan the Declarative information to be presented. The *EMT-Basic* course calls the skills part of the lesson plan the Application portion of the program.

   The Presentation section of lesson plans is where you will notice the most extreme differences in course structure. For example, some courses, like the *EVOC (Ambulance)*, do not distinguish between a Declarative and an Application section of a lesson plan; rather, the two types of content are interwoven.

2. Format and detail differences

   The Presentation component of a lesson plan is also the place where you will notice the most striking differences in the level of detail provided from which to instruct, and the format of the lesson plan design.

3. Examples

   For example, the Presentation section of the *EVOC Course (Ambulance)* is divided into two columns. One column is called Instructor Notes, where cues and supplemental information can be found. The other column is called Presentation. This column contains the scripted text, copies of the overhead transparencies, and detailed information on practice exercises.

   The Presentation component of the *EMT-Basic* course is in outline format, and does not use icons or a column structure. Any question and answer sessions, class discussions, and overhead transparencies that the instructor feels are critical to the learning process must be prepared separately. Notice, however, that suggestions for methods to provide learning guidance are provided under the Student Activities section of each *EMT-Basic* lesson.

   No matter what lesson plan style you use, it is not appropriate to read lesson plans verbatim to your class. The presentation section should be your guide from which to practice delivering the content of the lesson in a natural style, only referencing your Instructor Guide on a periodic basis.

PARTICIPANT NOTES	*LESSON PLAN*
	D. Application 1. Application versus declarative 2. Preparation and logistics 3. Application sections 4. Section definitions

ADDITIONAL INFORMATION

D. Application

1. Application versus declarative

   The Application component of a lesson plan, as specified in the *EMT-Basic* course, is the skills portion of the lesson. The psychomotor skills lesson objectives are addressed in this section of the plan. The skills to be learned are based on the knowledge gained in the Declarative portion of the lesson.

2. Preparation and logistics

   Skills requirements for EMS courses will sometimes involve extensive preparation for the instructor. For example, in an extrication class, it may be incumbent upon you to obtain an old car. If you plan to conduct a skills lesson in the classroom, be aware of special requirements. For example, student practice of splinting techniques will require moveable tables and a room that allows for plenty of room to spread out on the floor.

3. Application sections

   Notice that the Application section of the *EMT-Basic* course is further subdivided into other sections. These are:

   - Procedural
   - Contextual
   - Student Activities
   - Instructor Activities

4. Section definitions

   The Procedural section specifies the steps involved in performing the skill. The Contextual section presents the reasoning as to when, where, and why the student would need to use the knowledge or perform the skills covered in the lesson.

PARTICIPANT NOTES	*LESSON PLAN*
	5. Student activities 6. Instructor activities E. Evaluation ■ Written/oral ■ Practical

ADDITIONAL INFORMATION

5. Student activities

The Student Activities section is based on the fact that students learn by various methods. The *EMT-Basic* course categorizes the methods as follows:

- Auditory (Hear)
- Visual (See)
- Kinesthetic (Do)

Within each of the three categories, recommendations are provided for presenting the lesson content so that learning is optimized for different students, no matter what their learning style happens to be.

Student Activities can be viewed as another term for instructional strategies. As we learned earlier in this course, learning can be reinforced through the use of meaningful activities that relate to the accomplishment of the lesson objectives.

6. Instructor activities

The Instructor Activities section reminds the instructor that he/she should always perform the following behaviors:

- Supervise student practice and praise progress
- Reinforce student progress in all three domains of learning (cognitive, affective, and psychomotor)
- Redirect students having difficulty with specific content.

E. Evaluation

Written and practical

There are two types of Evaluation referenced in lesson plans:

- Written/oral
- Practical

PARTICIPANT NOTES	*LESSON PLAN*
	1. Generic examples 2. Course-specific examples F. Remediation 1. Importance

ADDITIONAL INFORMATION

1. Generic examples

   Written Evaluation includes quizzes, lesson tests, module tests, and/or end-of-course tests where acquisition of knowledge and, in some cases, attitudes is measured. Practical Evaluations are skills-based assessments that determine mastery of psychomotor objectives and, in some cases, affective objectives.

2. Course specific examples

   The development of appropriate Evaluation instruments was covered in detail earlier in this course, along with the design and development of learning objectives. Again, depending on the particular course you are teaching, the number and nature of the Evaluations will vary. No quizzes or tests for Written Evaluations are provided in the *EMT-Basic* course. Rather, you as the instructor must develop your own as your see appropriate. For Practical Evaluations, skill charts are provided in the *EMT-Basic* course that can be used to measure individual performance on mastering psychomotor objectives.

   In other courses, such as the *EVOC (Ambulance)* course, Written Evaluation instruments are provided, as well as Practical Evaluation checklists for each module of instruction. However, when adapting the content of a lesson plan, you, as the instructor, should feel free to add to or modify Evaluation instruments for any course you teach. As part of Evaluation, remember that it is incumbent on the instructor to determine local requirements and/or policies for qualification and/or certification that involve the particular course you are teaching.

F. Remediation

1. Importance

   Remediation goes hand-in-hand with assessment of learning objectives. It is incumbent upon the instructor to attempt to meet the needs of any student who is experiencing difficulty in mastering the course content.

PARTICIPANT NOTES	*LESSON PLAN*
	2. Generic examples 3. EMT-Basic model Remediation Sheet G. Enrichment 1. Purpose 2. Generic examples

ADDITIONAL INFORMATION

2. Generic examples

Remediation can be as simple as providing the correct answers to missed quiz items, or it can be as complex as tutoring a student outside the classroom. External reading assignments or additional practice in mastering a skill are also forms of Remediation.

3. EMT-Basic model Remediation Sheet

The *EMT-Basic* course provides a model Remediation Sheet that can be used to document any knowledge, skill, and\or attitude for which a student is experiencing difficulty in any course. The form also includes space to describe an action plan for correcting the deficiency. These forms provide a record of student progress that the instructor can use to decide if a particular student will ultimately complete the course successfully or should discontinue the course.

G. Enrichment

1. Purpose

The Enrichment component of a lesson plan is designed to allow you, as the instructor, to add new or supplemental information that is unique to your area or students. Enrichment lessons should be within the scope of practice and are subject to the approval of your State EMS Office.

2. Generic examples

Examples of local requirements are:

- Jellyfish injuries unique to coastal areas
- Ambulance operator reporting requirements
- Physical fitness policy for various EMS professionals
- Differing organizational policies and procedures

PARTICIPANT NOTES	*LESSON PLAN*
	3. Course-specific examples

ADDITIONAL INFORMATION

3. The *EMT-Basic* course provides a format for an Enrichment Lesson Plan that can be used to develop a lesson on any Enrichment topic within that particular course. The *EVOC (Ambulance)* course, on the other hand, uses an ambulance icon to reference points within each lesson that local policies or requirements on a particular topic should be researched.

PARTICIPANT NOTES

LESSON PLAN

III. Activity 10.1—Develop Your Own Lesson Plan

A. Work individually, referring to all of the materials you have developed so far

B. Create a one-hour lesson plan

C. Determine a segment that can be presented in a half hour for your final presentation

ADDITIONAL INFORMATION

III. Activity 10.1—Develop Your Own Lesson Plan

This activity is the final step in the preparation of your Final Presentation. The instructor will provide in-class development time and the schedule may allow for preparation outside of class.

Refer to your EMT Basic lesson.

You have already developed this lesson's objectives, identified the evaluation instruments, selected instructional strategies, and selected what types of media you will use.

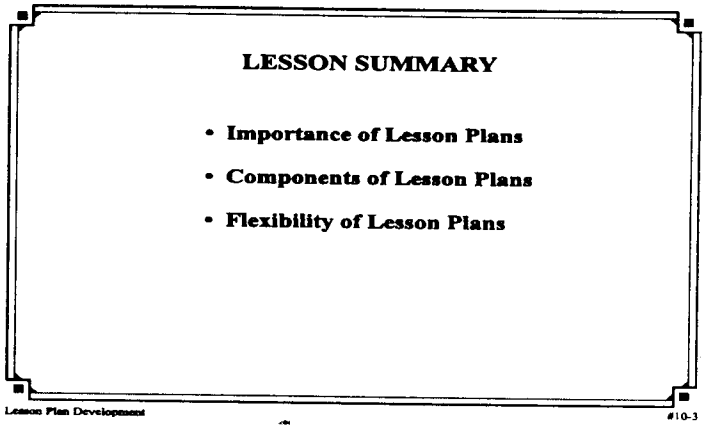
This activity focuses on pulling your instruction together. You will develop a lesson plan and materials for one hour of instruction. Materials include media, supporting materials, handouts, etc. At the end of this course, you will present one half hour of your lesson plan.

Use your handouts and refer to previous lessons for guidance. The instructor will also be available for advice and feedback.

PARTICIPANT NOTES

LESSON PLAN

IV. Summary



ADDITIONAL INFORMATION

IV. Summary

An EMS Instructor should be well-versed with the content and structure of any lesson plan from which he or she will teach. Although the design and level of detail will vary, it is incumbent upon the instructor to ensure that it addresses the seven basic components of an effective lesson plan. The seven components are:

- Objectives
- Preparation
- Presentation
- Application
- Evaluation
- Remediation
- Enrichment

All lesson plans should be considered flexible documents that can be tailored to meet the specific needs of each group of students.

References

EMT-Basic: National Standard Curriculum

Emergency Vehicle Operator Course (Ambulance) National Standard Curriculum

Gagne, R.M. (1985). The Conditions of Learning.

Chicago: Holt, Rinehart and Winston, Inc.