

138407

INSTRUCTIONAL TECHNIQUES FOR THE EMERGENCY PROGRAM MANAGER

Emergency Management Institute
National Emergency Training Center
INSTRUCTOR GUIDE

FOREWORD

As a part of the Federal Emergency Management Agency's National Emergency Training Center, the Emergency Management Institute has the mission of providing training and education to the emergency managers of the nation through programs delivered both at the central residential facility in Emmitsburg, Maryland, and in the field by supporting regional, state and local efforts.

Because the limitations of a two-day course preclude covering all the elements of the field of teaching, specific content areas were defined based on assessment of the instructional needs of Emergency Program Managers.

This course seeks, within the 16-hour format, to provide the student with an operational understanding of instructional principles and techniques relevant to emergency program management at the local level. The training will provide managers with an overview of the professional job of the instructor through the use of a "four-step" teaching technique. This technique, taught in modular form, will provide an instructional systems approach to training.

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INSTRUCTIONAL TECHNIQUES FOR
THE EMERGENCY PROGRAM MANAGER

SEP 1 1992

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INSTRUCTOR'S PREFACE

The emergency program manager must assume a number of responsibilities that are critical to the welfare of the public. These responsibilities include protecting life and property in emergency situations through coordinating the planning of emergency actions. When a crisis does occur, the emergency program manager must provide decisive field leadership.

The success of an emergency program manager's effort is directly correlated to the efficiency with which the staff carry out their assigned duties. This efficiency is acquired, in part, through classroom instruction coupled with realistic exercises.

A strong training program will help to attain the desired level of efficiency. Planning and conducting training programs, therefore, becomes an important responsibility of the emergency program manager.

This course has been developed to supplement the emergency program managers instructional capabilities. The training program has been built around a four step training process: Preparation, Presentation, Practical Application, and Evaluation.

Each of the steps in this method is a planned step. Successful completion of each step is made possible by identifying a variety of factors that are important to the total process and considering each of these factors as the course proceeds.

- o PREPARATION involves the planning of activities that will make the student want to learn and be comfortable with the training process.
- o PRESENTATION involves the planning of activities that will enable the student to gain the identified knowledge and skills in the most efficient manner possible.
- o APPLICATION involves the planning of activities which allows the student to practice the skills that have been presented.
- o EVALUATION involves the planning of activities that allows the instructor to assess whether the student is able to satisfactorily meet established objectives.

Because these four steps have been identified as essentials of training, this course has been designed around them and participants are given an opportunity to apply what they have learned in carefully structured microteaching sessions.

MATERIALS OF INSTRUCTION

Several types of educational materials have been generated for this course. They include an Instructor Guide, a Student Manual, and a number of visual and audio-visual aids. Specific information about these materials is presented below:

Instructor Guide (IG)

The Instructor Guide is a tool for preparing and delivering the course. It has the following features:

1. Each unit has learning objectives that are listed in the lesson plan for presentation to the course participants. Each objective is repeated in the instructional outline. In this way, the instructor can track along from section to section with the course objectives.
2. The course content is outlined in the "content/activity" column. This is the critical course content to be communicated to the student if the course objectives are to be met. The methodology is also contained in this column.
3. The "instructor notes" column indicates all media support and provides cross references to the student manual where the text, illustrations, and activities can be found.
4. The "time" column provides both the actual time for the activity and, in parenthesis, the elapsed time since the beginning of the unit.
5. The Instructor Guide corresponds very closely to the outline contained in the Student Manual. By covering the outline carefully and systematically, you will present everything contained in the text.
6. There are also Learning Checks which are designed to reinforce the key concepts of the course. They are referenced in the appropriate place in the methodology section and are contained in the Student Manual, Instructor Guide Text and in Appendix A.
7. Appendix A of the Instructor Guide contains a copy of the lesson plan format, learning checks, practicum worksheets, and participant review form. These may be reproduced, as needed, and given to the students during the course.

The Student Manual (SM)

The Student Manual was designed for use during the Instructional Techniques for Emergency Program Managers Course and as a reference for participants when they have completed the course. Each unit contains the stated objective(s); outlines of lesson content; reproductions of overhead transparencies; space for taking notes; and student learning checks. The format is designed to provide the student with the full course content to which he/she may add notes and comments as needed.

Final Evaluation

Final evaluation of the students will be done through evaluation of the microteaching segment by designated facilitators.

Audio-Visual Aids

Appendix B of the Instructor Guide includes a copy of all course transparencies and they should be reproduced on a copy machine, mounted in frames, and numbered clearly in preparation for conduct of the course.

An introductory slide/tape presentation is available through publication supply channels. A supplementary slide presentation entitled "Effective Slide Presentations" is available for use in Unit II.

This course incorporates the use of video-tape recording of the microteaching sessions. It is recommended that, if possible, the Session I microteaching be video-taped. This should be the only session recorded and the students should immediately review their presentation for the purpose of self-critiquing their performance. The two and one-half day format, page xiii, lends itself more to video-taping than does the two-day course because of time limitations.

PREPARING FOR THE COURSE

Prior to teaching the course, it is necessary to gather all of the materials needed, check to see that all equipment is in good working order and prepare the classroom. The specific time schedule should also be verified with the course coordinator. Specific materials and considerations for this course are provided below:

Materials

- o Read both the Instructor Guide and Student Manual. Highlight key points and add instructional notes, as necessary.
- o Inventory all overhead transparencies, and arrange them in proper order. Be sure that slides are in proper sequence and check to see that slides are visible on the screen from any student position in the classroom.
- o Preview all of the visual-aids and delete, add, or modify transparencies, as necessary, to suit the presentation to be made.

Equipment

Basic equipment required for the course includes:

- o 35mm Slide Projector with extension cord and remote control
- o Cassette tape player (for 1,000 Hz pulse) synchronized with slide projector or a unit that combines slides and tape
- o Chalkboard, chalk and eraser
- o Flipchart (only one necessary; one for each work session group could be used, if available)
- o Overhead Projector, pointer and pens for marking on transparencies
- o Projection Screen
- o (Optional) Video equipment including camera, playback deck, and monitor(s)

Classroom Environment

The room must be physically safe. All local fire codes and safety considerations must be met. Additionally, the room must be inviting: well lit, well ventilated, spacious enough, and with good acoustics. Chairs and tables need to be comfortable and arranged to encourage sharing of ideas and productive discussions. During small group activities, tables accommodating four or five people are recommended. The instructor's podium or lectern, projection screen, chalkboard or flipchart must be clearly visible to all students.

Schedule

Check with course coordinator to confirm:

- o Time of orientation;
- o Time class actually begins;
- o Time of scheduled breaks, if any;
- o Lunch time, and
- o Any other scheduled activities which involve the course.

Note that this course can be taught in a two day or two and one-half day format. Both schedules are found on pages x through xiii. The Instructor Guide conforms to the two day format though modification to suit the longer course is easily done by expanding the times as shown on the longer schedule.

OVERVIEW

Unit I, Introduction, will present objectives and an overview of the course.

Unit II, Preparation, introduces the student to the basic elements of instruction and ways of analyzing the needs of those for whom he/she will provide training and stresses the importance of motivating the learner. Next, formulation of training objectives and selection of training modes will be considered. Finally, preparation of a training environment and acquisition of appropriate equipment will be discussed.

Unit III, Presentation, presents the student with information on the accepted teaching methods -- Conference, Discussion, Demonstration, Illustration, and Lecture. A variety of teaching aids will be presented and discussed. Emergency managers are also concerned about the "how" of presentation, so practical tips and techniques for teaching and using teaching aids are included. During the course the instructor will be demonstrating and using proper techniques and aids, both to reinforce the course content and to serve as a model of correct instructional methods. There is also a section on dealing with different types of student behavior with emphasis on the "how to" techniques.

Unit IV, Application, focuses on practical teaching skills. The knowledge and skills obtained in Units II and III will be exercised in Unit IV.

Unit V, Evaluation, considers the various types of evaluations and the selection of the types of evaluation most useful for specific kinds of training. Evaluation design and administration will be discussed, followed by a practical exercise.

Unit VI, Closing Remarks and Presentation of Certificates, closes the course.

MEDIA REQUIREMENTS

Unit I: Introduction

- o Overview Slide/Tape Presentation
- o Overhead Transparencies

Unit II: Preparation

- o Overhead Transparencies
- o Chalkboard
- o Flipchart

Unit III: Presentation

- o Overhead Transparencies
- o Chalkboard
- o Flipchart
- o Slide Presentation
- o Charts, Posters, and/or models

Unit IV: Practical Application

- o Overhead Transparencies
(blank for student use--up to four per student)
- o Flipcharts (one per work-session group)

Unit V: Evaluation

- o Overhead Transparencies

Unit VI: Closing Remarks, Presentation of Certificates

- o None required

INSTRUCTIONAL TECHNIQUES FOR THE EMERGENCY PROGRAM MANAGER

COURSE SCHEDULE

	TWO DAY	TWO 1/2 DAY	
Unit I Introduction			
Administrative Announcements	5	5	
Introductions	15	15	
Course Introduction and Philosophy	20	20	
Course Overview	5	5	
Presentation of Unit Objectives	5	5	
Total	50 min.	50 min.	
Unit II Preparation			
Introduction	5 min	5 min	
People	1 hour	1 hour	
Goals and Objectives	50 min	50 min	+15 min
Structuring a Lesson Plan	20 min	35 min	
Environment, Equipment and Instructional Aids	35 min	35 min	
Summary	5 min	5 min	
Practicum	1 hour	1 hour	
Total	3 hour 55 min	4 hour 10 min	+15 min
Unit III Presentation			
Introduction	5 min	5 min	
Methodology	40 min	55 min	+15 min
Instructional Aids	40 min	1 hour 40 min	+1 hour
Classroom Dynamics	30 min	30 min	
Summary	5 min	5 min	
Practicum	50 min	50 min	
Total	2 hour 50 min	4 hour 5 min	+1 hour 15 min
Unit IV Practical Application			
Introduction	10 min	10 min	
Microteaching Session I	1 hour 30 min	1 hour 30 min	
Group Debriefing	30 min	30 min	
Preparation	30 min	1 hour	+30 min
Microteaching Session II	2 hours	2 hour 35 min	+35 min
Summary	5 min	5 min	
Total	4 hour 45 min	5 hour 50 min	+1 hour 5 min

INSTRUCTIONAL TECHNIQUES FOR THE EMERGENCY PROGRAM MANAGER

COURSE SCHEDULE

	TWO DAY	TWO 1/2 DAY	
Unit V Evaluation			
Introduction	5 min	5 min	
Characteristics of a Good Evaluation	5 min	5 min	
Types of Evaluation Instruments	5 min	5 min	
Constructing Evaluation Instruments	5 min	5 min	
Administering Evaluations	5 min	5 min	
Evaluating Results	5 min	5 min	
Summary	5 min	5 min	
Total	35 min	35 min	
Unit VI Concluding Remarks and Presentation of Certificates			
Present Objective			
Administrative Details			
Acknowledgements			
Closing Remarks			
Awarding of Certificates			
Total	30 min	30 min	
SUBTOTAL: Instruction	13 hours 25 min	16 hours	(+2 hour 35 min)
: Lunch/Breaks	2 hours 45 min	2 hours 45 min	
COURSE TOTAL:	16 hours 10 min	18 hours 45 min	

INSTRUCTIONAL TECHNIQUES FOR
THE EMERGENCY PROGRAM MANAGER

DAILY SCHEDULE

TWO DAY CURRICULUM

Day 1

8:30-9:30 a.m.	Unit I Introduction
9:30-12:00 noon	Unit II Preparation
12:00-1:00 p.m.	Lunch
1:00 p.m.-3:45 p.m.	Unit II Preparation (Continued)
3:45 p.m.-5:00 p.m.	Unit III Presentation
5:00 p.m.	Adjournment

Day 2

8:00 a.m.-9:25 a.m.	Unit III Presentation (Continued)
9:25 a.m.-12:00 noon	Unit IV Practical Application
12:00 noon-1:00 p.m.	Lunch
1:00 p.m.-3:15 p.m.	Unit IV Practical Application (Continued)
3:15 p.m.-3:45 p.m.	Unit V Evaluation
3:45 p.m.-4:15 p.m.	Unit VI Closing Remarks and Presentation of Certificates
4:15 p.m.	Adjournment

INSTRUCTIONAL TECHNIQUES FOR
THE EMERGENCY PROGRAM MANAGER
DAILY SCHEDULE

TWO AND ONE-HALF DAY CURRICULUM

Day 1

8:30-9:30 a.m.	Unit I Introduction
9:30-12:00 noon	Unit II Preparation
12:00-1:00 p.m.	Lunch
1:00 p.m.-3:45 p.m.	Unit II Preparation (Continued)
[Add 15 minutes to Structuring A Lesson Plan]	
4:00 p.m.-5:00 p.m.	Unit III Presentation
5:00 p.m.	Adjournment

Day 2

8:30 a.m.-11:30 a.m.	Unit III Presentation (Continued)
[Add 15 minutes to Methodology] [Add 1 hour to Instructional Aids]	
11:30 a.m.-12:00 p.m.	Unit IV Practical Application
12:00 p.m.-1:00 p.m.	Lunch
1:00 p.m.-4:30 p.m.	Unit IV Practical Application (Continued)
4:30 p.m.	Adjournment

Day 3

8:30 a.m.-11:00 a.m.	Unit IV Practical Application (Continued)
[Add 1 hour to Preparation] [Add 3 minutes to each presentation in second microteaching session: total 35 minutes]	
11:00 a.m.-11:30 a.m.	Unit V Evaluation
11:30 a.m.-12:00 noon	Unit VI Closing Remarks and Presentation of Certificates
12:00 noon	Adjournment

UNIT I
COURSE INTRODUCTION

I.	ADMINISTRATIVE ANNOUNCEMENTS	(5 min.)
II.	STUDENT AND INSTRUCTOR INTRODUCTIONS	(15 min.)
III.	COURSE INTRODUCTION AND PHILOSOPHY	(20 min.)
IV.	COURSE OVERVIEW	(5 min.)
V.	PRESENTATION OF UNIT OBJECTIVES	(5 min.)
	TOTAL	(50 min.)

LESSON PLAN NO. 1

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Course Introduction TIME: 50 min.

OBJECTIVE(S): The participant will be able to identify and demonstrate the four steps of instruction: Preparation, Presentation, Application, and Evaluation.

SCOPE: Administrative announcements; introductions (student and instructor); course introduction and philosophy; course overview, and presentation of unit objectives.

REFERENCES: Instructor Guide
Student Manual

REQUIREMENTS: The instructor will need an overhead projector and a screen. Additionally, the instructor should use the visual-aid shown in "Instructor Notes" Column in the lesson. The instructor will also need a copy of the slide/tape program, "Instructional Techniques for Emergency Program Managers," and equipment for its presentation.

A well-lighted classroom capable of being darkened; adequate life safety considerations; adequate climate control; comfortable seating with tables; and adequate toilet facilities are essential for the entire program. Name cards will be needed for each participant.

REMARKS:

1. This unit will introduce and provide an overview of the course.
2. Two media formats are used: overhead transparencies and a slide/tape presentation.
3. It is essential that the classroom requirements listed above be met as they are used as examples and illustrations for material covered later in the course.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>ADMINISTRATIVE ANNOUNCEMENTS</p> <p>A. Point out fire exits, evacuation routes, fire alarm system, and where participants should meet if it is necessary to evacuate the building.</p> <p>B. Explain the location of toilets, smoking area, and telephones.</p> <p>C. Provide participants with an emergency telephone number at the facility.</p>	5 min	

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

Use this opportunity to make the students aware of the importance of observing the instructor's techniques throughout the course.

II. INTRODUCTIONS

15 min
(20 min)

A. Explanation of Student Manual.

Discuss the student manual and its relationship to the course. Refer students to the last paragraph on page X in the student manual and briefly discuss the importance of the opening session of a course.

B. Introduction of Faculty and Participants.

1. Introduce facilitators, course manager, and yourself.
2. Ask students to fill out a name card and place it on their desks.
3. Ask students to introduce themselves using the format shown in Visual 1-1.

Visual 1-1

Participant Introductions

Name:

Hometown:

Job title/Function:

Number of years in Emergency Management:

Reason for taking the course:

Where were you and what were you doing ten years ago?

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>III. COURSE INTRODUCTION AND PHILOSOPHY</p> <p>A. Introduce and show slide/tape program "Instructional Techniques for Emergency Program Managers."</p> <p>B. Present Course Objective</p>	<p>20 min (40 min)</p>	<p>Slide/tape Program</p>
<p>Unit I – Course Introduction</p>		
<p>Course Objective:</p> <p>The participant will be able to identify and demonstrate the four steps of instruction:</p> <ul style="list-style-type: none"> • Preparation • Presentation • Practical Application • Student Evaluation 		<p>Visual 1-2</p> <p>Ask participants if the objective is clear. Do students know what is expected of them?</p>
<p style="text-align: center;">1-2</p> <p>C. Present Course Philosophy</p> <ol style="list-style-type: none"> 1. Directed toward emergency program managers. <ul style="list-style-type: none"> o Responsibilities for training o Small groups of students 2. Reflects the four-step method <ul style="list-style-type: none"> o Preparation (motivation) o Presentation o Application o Evaluation 		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page V

IV. COURSE OVERVIEW

5 min
(45
min)

Unit II Preparation

- o Introduction
- o People (Adults as Learners)
- o Goals and Objectives of Training
- o Structuring a Lesson Plan
- o Environment, Equipment and Instructional Aids
- o Practicum

Unit III Presentation

- o Introduction
- o Methodology
- o Instructional Aids
- o Classroom Dynamics
- o Summary
- o Practicum

Unit IV Practical Application

- o Introduction
- o Microteaching Session I
- o Group Debriefing
- o Preparation
- o Microteaching Session II
- o Summary

Unit V Student Evaluation

- o Introduction
- o Characteristics of a Good Evaluation
- o Types of Evaluations
- o Constructing Evaluation Instruments
- o Administering Evaluations
- o Evaluating Results
- o Summary

Unit VI Concluding Remarks and Graduation

- o Introduction
- o Administrative Announcements
- o Acknowledgements

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
o Closing Remarks o Presentation of Certificates		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page V

V. PRESENTATION OF UNIT OBJECTIVES

5 min
(50
min)

Ask students to turn to Student Manual page V. Review the following objectives:

Unit II

The course participant will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.

Unit III

The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.

The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course material.

Unit IV

The course participant will be able to apply the principles learned in Units II and III in presentations before his/her peers.

Unit V

Given the objective of a topic, the course participant will be able to select valid-written, oral and/or practical evaluation instruments to measure student attainment of the objective

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
Unit VI The participant will be able to specify verbally information learned that is applicable to his/her instructional role.		
Break	10 min (1 hr)	

UNIT II
PREPARATION

I.	UNIT OBJECTIVE AND OVERVIEW	(5 min.)
II.	PEOPLE (THE ADULT LEARNER)	(1 hr.)
III.	GOALS AND OBJECTIVES OF TRAINING	(50 min.)
IV.	STRUCTURING A LESSON PLAN	(20 min.)
V.	ENVIRONMENT, EQUIPMENT, AND INSTRUCTIONAL AIDS	(35 min.)
VI.	SUMMARY	(5 min.)
VII.	PRACTICUM	(1 hr.)
	TOTAL	(3 hr. 55 min.)

LESSON PLAN NO. 2

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Preparation TIME: 3 Hours and 55 min.

OBJECTIVE(S): The course participant will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.

SCOPE: Introduction; people (the adult learner); goals and objectives of training; structuring a lesson plan; environment, equipment and instructional aids; summary; and practicum.

REFERENCES:

1. Bloom, Benjamin S. ed Taxonomy of Educational Objectives, Handbook I; Cognitive Domain, David McKay Inc., New York, 1976.
2. Maslow, Abraham Harold, Almost Everything You Ever Wanted to Know About Motivating People, or Maslow's Hierarchy of Needs (film) Salenger Educational Media, 1975.
3. Student Manual.

REQUIREMENTS: The instructor will need an overhead projector and screen. Additionally, the instructor should use the visuals indicated in the "Instructor Notes" column throughout the lesson. Copies are included in Appendix B of this guide and can be reproduced on a photocopy machine.

The blank lesson plan form and Practicum forms in Appendix A may be reproduced for each student as handouts.

REMARKS:

1. This unit will initiate a process of lesson preparation that will culminate in two micro-teaching sessions in Unit IV.
2. Early in the lesson, the students should be told to select a topic suitable for preparation of a seven-minute presentation; preferably relative to his/her work.

3. During the practicum at the end of the lesson, the students will be given time to develop both objectives and a lesson plan for the selected topic.
4. Learning checks one through four are provided for reinforcement of subject areas covered.
5. Although times are established for each teaching segment, the actual amount of time and emphasis devoted to each topic will depend on the experience and needs of the students. The instructor should take the time necessary to assess the knowledge of the students so that appropriate time can be provided where it is needed.
6. Because the course is built upon a tight time format, the instructor is encouraged to complete each segment within the allotted time frame.

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
<p>SM Ref: Page 1</p>	<p>I. UNIT OBJECTIVE AND OVERVIEW</p> <p>Identify preparation as essential to effective training.</p> <p>A. <u>Present Unit II Objective.</u></p>	<p>5 min (5 min)</p>
<p>Visual 2-1</p> <p>Ask participants if the objective is clear. Do students know what is expected of them?</p>	<p style="text-align: center;">Unit II – Preparation</p> <hr/> <p>Objective:</p> <p>The course participant will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.</p> <p style="text-align: right;">2-1</p>	
<p>Visual 2-2</p>	<p style="text-align: center;">Preparation</p> <hr/> <ul style="list-style-type: none"> • People • Goals and Objectives of training • Structuring a Lesson Plan • Environment, Equipment, and Instructional Aids <p style="text-align: right;">2-2</p>	

CONTENT/ACTIVITY

TIME

INSTRUCTOR NOTES

B. Overview.

Preparation includes consideration of:

1. People (the Adult Learner).
 - a. Learning
 - b. Readiness to learn
 - c. Motivation
 - d. Adult learning characteristics
2. Goals and Objectives of Training.
 - a. Identifying training goals
 - b. Learning domains
 - c. Objectives
3. Lesson Plans.
4. Environment, Equipment, and Materials of Instruction.
5. Practicum.

● EXPLAIN:

Importance of forethought and preparation in these four areas to get maximum benefit from training.

INSTRUCTOR NOTES

SM Ref: Page 3

Visual 2-3

CONTENT/ACTIVITY

TIME

II. PEOPLE (THE ADULT LEARNER)

10 min
(15
min)

A. Learning.

Learning

- Learning Is "Observable" by the Learner and Instructor
- Learning Is a Result of Exposure to New Information or Skills
- Learning Happens After the Learner Practices the Skills/Information
- Learning Is Verified Through Testing
- Teaching Is Not Learning

2-3

1. Definition: Learning is...
 - An observable change...
 - In behavior...
 - That occurs as a result of acquiring new information or skill...
 - and putting it to use through practice
2. Learning is observable by learner and instructor.
3. Learning results in change in behavior, verified through testing.
4. Need to know what behavior change we seek.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>5. Teaching is not the same as learning. - examples (why)</p> <ul style="list-style-type: none"> o Learner inattentive o Material too complex o Learner gets confused o All theory, no practice o We cannot assume learning has taken place until we see the change in behavior 		
<p><u>CONDUCT:</u> Learning Check 1</p> <p>Students answer individually</p> <p><u>DISCUSS:</u> Learning Check responses.</p> <ul style="list-style-type: none"> o Remember: Teaching does not necessarily mean learning has occurred. o Situation 1: Learning is going on but the student has not practiced enough to show the desired <u>behavior</u>. o Situation 2: Watching a film means there has been some teaching but there is no evidence yet that behavior has changed. o Situation 3: Kerry has performed successfully. Behavior is indicated by "performed correctly." 	<p>10 min</p> <p>(25 min)</p>	<p>SM Ref: Page 5</p>

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

LEARNING CHECKPOINTS:

1. Has a new skill or information been learned, or have old skills and information been sharpened?
2. Has the skill or information been used in practice? Can the manager show you what has been learned through behavior?
3. Has the student done what is expected? Can you as an instructor tell?

LEARNING CHECK 1

Below are several short "learning" descriptions.

Read each one. Then use the checklist below to decide if you can tell whether or not learning has really taken place. Be prepared to justify your choice. You have 5 minutes.

<u>Learning Situation</u>	<u>Has Competent Learning Occurred?</u>	
	<u>Check One</u>	
	YES	NO
1. Manager Thomas Walsh is taught National Warning System (NAWAS) procedures for the first time. He understands the operations manual but in an exercise he fails to terminate the transmission correctly.		Learning is going on but the student has not practiced enough to show the desired behavior.
2. A group of managers watch a film on handling hazardous materials emergencies.		Watching a film means there has been some teaching but there is no evidence yet that behavior has changed.
3. Kerry Brown learns radiological decontamination of personnel. After practice Kerry is tested for both technique and safety practices. The instructor then certifies Kerry, who has performed correctly and feels confident about the new skill.	Kerry has performed successfully. Behavior is indicated by "Performed Correctly."	

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page 6

B. Readiness to Learn.

15 min

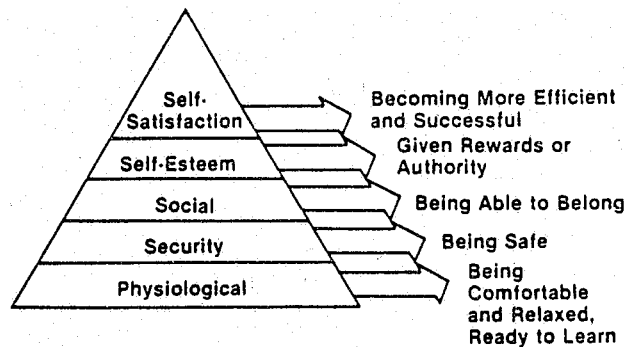
Introduce Maslow's Hierarchy

(40
min)

Visual 2-4

Maslow's Hierarchy of Needs

Use "reveal" method of exposing visual content starting with "psychological."



2-4

1. Physiological.

- o basic survival needs
- o hunger, thirst
- o temperature
- o lighting
- o rest room

2. Security.

- o Students must feel they are safe during training.
- o Students will want to learn how to prevent accidents.
- o General classroom atmosphere should be non-threatening.
- o Students feel free to ask or answer questions.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>3. <u>Social.</u></p> <p>Students like feeling part of a team</p> <ul style="list-style-type: none"> o Social needs are met by people being in the organization o Take advantage of team needs in designing training: <ul style="list-style-type: none"> - Put students in pairs or have them work in groups. - Use the social element to reinforce practice and learning behavior. 		
<p>4. <u>Self-esteem.</u></p> <p>Students need to feel respected by self and others. Training helps meet that need.</p> <ul style="list-style-type: none"> o Training builds competence <ul style="list-style-type: none"> - Position helps to motivate students - Put selected students in charge of groups - Professional qualifications or local standards are another route to self-esteem and respect. Training is a way to achieve these. 		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

5. Self-satisfaction.

Comes from solving a problem your own way. Feeling in control of a situation.

Training helps meet needs by making the student more competent, confident.

- o Self-satisfaction in performing Emergency Management duties.
- o Self-satisfaction in knowing you are the best.
- o Self-satisfaction met in mastering professional qualifications.

SUMMARIZE:

How human needs are met by training takes account of human needs.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p><u>CONDUCT:</u> Learning Check 2.</p> <p>Students quickly answer problems working individually.</p> <p><u>DISCUSS:</u> Answers with students.</p> <ul style="list-style-type: none"> o Situation 1: <u>Security needs.</u> Students need to feel confident that they have taken necessary precautions before entering a hazardous area. o Situation 2: <u>Physical needs.</u> Students will be uncomfortable without a break. . . added physical discomfort from hunger when they miss lunch. o Situation 3: <u>Social needs.</u> Students enjoy training more when working in teams. o Situation 4: <u>Self-Esteem.</u> Working for others they respect; their own pride in being a "professional," whether paid or not. 	<p>10 min (50 min)</p>	<p>SM Ref: Page 9</p>

LEARNING CHECK 2

Four short statements below depict students within learning situations. Identify which of the five needs (within Maslow's hierarchy) applies to each situation.

1. The new emergency program manager needs to learn precautions to take before entering a hazardous area.

SECURITY NEEDS.

Students need to feel confident that they have taken necessary precautions before entering a hazardous area.

2. A visiting radiological officer (RO) talks to a group of emergency managers for what seems like hours. When he finally gives them a break they've missed lunch and shortly have to go to another scheduled class.

PHYSICAL NEEDS.

Students will be uncomfortable without a break... added physical discomfort from hunger when they miss lunch.

3. Emergency managers critique an increased readiness exercise in groups.

SOCIAL NEEDS.

Students enjoy training more when working in teams.

4. Jim makes all meetings and exercises and has hopes of becoming the Public Information Officer.

SELF-ESTEEM.

Working for others they respect; their own pride in being a "professional," whether paid or not.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>C. <u>Motivation.</u></p> <hr/> <p style="text-align: center;">Motivation</p> <hr/> <ul style="list-style-type: none"> ● Benefits of Learning ● Actual Experiences ● Hypothetical Situations ● Relation to Job <p style="text-align: right; margin-right: 100px;">2-5</p> <ul style="list-style-type: none"> ○ Inform students of benefits of learning. ○ Start with an actual experience. ○ Start with a hypothetical situation. ○ Explain how skill is used to do the job. 	<p>15 min (1 hr 5 min)</p>	<p>SM Ref: Page 10 Visual 2-5</p>
<p>D. <u>Adult Learning Characteristics.</u></p> <hr/> <p style="text-align: center;">Adult Learning</p> <hr/> <ul style="list-style-type: none"> ● Problem-Centered ● Experience-Centered With Goals Meaningful to Adults ● Encourage Active Participation ● Provide Feedback Toward Progress ● Learning Speeds Differ <p style="text-align: right; margin-right: 100px;">2-6</p>		<p>SM Ref: Page 11 Visual 2-6</p> <p>Use "reveal" method starting with "Problem-Centered."</p>

1. Adult learning should be problem centered.
 - o Present some problems that require discussion.
 - o Present some problems that require physical action.
 - o Allow sufficient time for solutions.
 - o Choose problems carefully to avoid frustration due to lack of skills or knowledge.
2. Learning should be experience centered.
 - o Relate to experience of members.
 - o Use real examples in training.
3. Students should actively participate.
 - o Identify means of achieving goals.
 - o Become involved in discussion.
4. Students should have feedback.
 - o Informally-tell students when they are doing well, identify areas of error.
 - o Formally - through evaluation, qualification.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
5. <u>All adults learn at different speeds.</u> <ul style="list-style-type: none"> o Plan for the fast learner. o Be patient with the slow learner. o Expect learning plateaus. 		
Break	10 min (1 hr 10 min)	

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page 14
Visual 2-7

III. GOALS AND OBJECTIVES OF TRAINING

40 min
(1 hr
55
min)

Identification of Training Goals

- By Committee
- By Governmental Standards
- For Qualification
- From Task Analysis

2-7

SM Ref: Page 14

A. Identification of Training Goals.

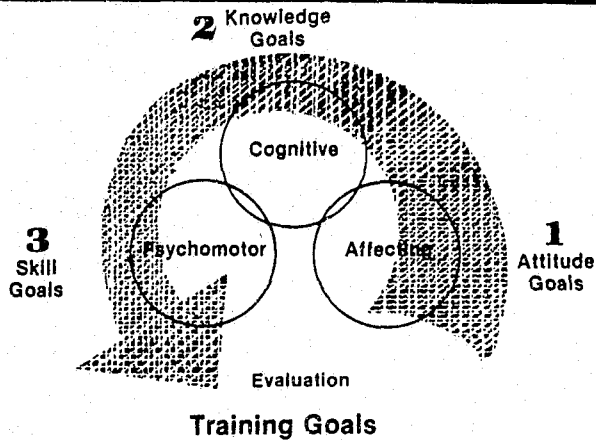
- o Training officer or committee
- o Local, city or State standards
- o Use standards for qualifications
- o Manager's analysis of performance at last working emergency

EMPHASIZE: The establishment of proper training goals must precede any course development.

B. Learning Domains.

SM Ref: Page 15

Visual 2-8

Domains of Learning

2-8

Three basic areas in which people learn and into which objectives can be classified are:

- o Affective (Attitudes);
- o Cognitive (Knowledge); and
- o Psychomotor (Skills).

The teaching cycle and examples of learning in each domain:

1. Affective: Attitude or motivation
 - o Willingness to perform in a crisis situation
 - o Care about people
 - o Desire for "professionalism"

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

2. Cognitive: Knowledge - facts and information or thinking
 - o History, dates
 - o Chemistry and mathematical computations
 - o Names of parts
3. Psychomotor: Skills, or acting out
 - o Making electrical connections
 - o Operating electronic equipment
 - o Communications equipment
 - o Operating audio-visual equipment

STRESS:

MOST EMERGENCY TRAINING IS A COMBINATION OF KNOWLEDGE AND SKILLS DOMAINS

Some of the skills required are psychomotor but most are management skills in the cognitive domains--discuss differences.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>C. <u>Objectives.</u></p> <p>Objectives are clear statements of what an individual should be able to do at the end of a training session.</p> <p>1. <u>Writing Objectives.</u></p> <p>Objective parts:</p> <p>A - Audience: Who is the learner? (Student Identification)</p> <p>B - Behavior: What will he/she be able to do?</p> <p>C - Conditions: Under what conditions? (Training environment when behavior is performed)</p> <p>D - Degree: What is criteria for performance? (pass/fail point)</p> <p>Sample objective:</p> <p>Objective Parts</p> <hr/> <p>a. AUDIENCE</p> <p>b. BEHAVIOR</p> <p>c. CONDITIONS</p> <p>d. DEGREE</p>		<p>SM Ref: Page 16</p> <p>Visual 2-9</p>

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

"The Course participant will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.

A. Audience

"The course participant"

B. Behavior

"Will be able to demonstrate... activities of course preparation"

C. Conditions

"To an instructor in a classroom setting"

D. Degree

". . .demonstrate all of the activities. . ."

DISCUSS: How a good objective makes clear exactly what the goal of training session is, and the value that this knowledge has on the learning process.

"Test" to be certain that students understand objective and structure.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p data-bbox="347 257 943 325">2. <u>Using Objectives in Training.</u></p> <p data-bbox="244 380 584 423">Objective Parts</p> <hr/> <p data-bbox="244 506 671 570">A. Audience "The Course Participant"</p> <p data-bbox="244 583 770 683">B. Behavior "Will be able to demonstrate ... activities of course preparation"</p> <p data-bbox="244 693 807 793">C. Conditions "to an instructor in a classroom setting"</p> <p data-bbox="244 806 675 906">D. Degree "... demonstrate all of the activities"</p> <p data-bbox="751 923 783 944">2-9</p> <p data-bbox="424 1015 959 1306">Focus the attention of the student on the objective(s) of the training at the beginning of the lesson. Explain the intended outcomes of the training session, organization of the presentation and method(s) of evaluation to be used.</p> <p data-bbox="151 1340 667 1374"><u>CONDUCT:</u> Learning Check 3</p> <p data-bbox="268 1404 963 1470">Students complete activity individually.</p> <p data-bbox="151 1502 963 1568"><u>DISCUSS:</u> Which objectives are the clearest and why.</p> <p data-bbox="228 1600 963 1796"><u>KEY:</u> Words like: "familiar" (situation 1a), "know" (situation 2b), and "understand" (situation 3a), are very general and thus too abstract for behavioral objectives.</p>	<p data-bbox="1002 1340 1118 1374">10 min</p> <p data-bbox="1002 1404 1118 1470">(2 hr 5 min)</p>	<p data-bbox="1158 357 1358 391">Visual 2-9</p> <p data-bbox="1158 425 1560 587">Exercise to determine whether or not students fully understand objective structure.</p> <p data-bbox="1158 1340 1477 1374">SM Ref: Page 22</p>

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
SM Ref: Pages 19-20	<p>Words like: "list" (situation 1b), "recite" (situation 2a), and "calculate" (situation 3b), are very specific and thus very concrete. They are desirable for behavioral objectives.</p> <p>Refer students to <u>Useful Words for Expressing Objectives</u>.</p>	
	(Break)	10 min (2 hr 15 min)

LEARNING CHECK 3

For each pair of objectives, determine which one is clear and which objective is more confusing. Put a check in the appropriate box.

	<u>Clear</u>	<u>Confusing</u>
1a The emergency manager will become familiar with triage.		X
1b The emergency managers will list the four levels of triage in the correct order.	X	

2a The emergency manager will recite (3) reasons for having the right equipment at the scene of the emergency.	X	
2b The emergency manager will know which equipment to take to a specific emergency scene and how to access it.		X

3a The emergency manager will understand hazard analysis.		X
3b When given a community profile, the emergency manager will be able to develop a list of potential hazards.	X	

Using terms from the useful word list forces instructor to write clear objectives.

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page 23

Visual 2-10

IV. STRUCTURING A LESSON PLAN

20 min

Qualities of a Lesson Plan

(2 hr
35
min)

A Good Lesson Plan . . .

- Can Be Reused
 - Identifies Key Points
 - Organizes Lesson
 - Can Be Used By Others
 - Assures Consistency

2-10

Lesson plans are useful to:

1. Organize a lesson,
2. Remind instructor of key points,
3. An aide or alternate instructor, and
4. Assure consistent training presentations.

SM Ref: Page 24

Visual 2-11

E. Elements of the Lesson Plan.

Elements of a Lesson Plan

- Lesson Plan Number
- Course Title
- Lesson Title
- Objective(s)
- Scope
- References
- Requirements
- Remarks
- Content/Activity
- Time
- Instructors Notes

2-11

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ol style="list-style-type: none"> 1. <u>Lesson Plan Number.</u> 2. <u>Course Title.</u> 3. <u>Lesson Title.</u> 4. <u>Objective(s).</u> <ul style="list-style-type: none"> o Clearly list lesson behavioral objectives meeting the criteria discussed above. o Assure objective is measurable. 5. <u>Scope.</u> <ul style="list-style-type: none"> o A statement of the materials covered in the lesson. 6. <u>References.</u> <ul style="list-style-type: none"> o Instructor references o Student references 7. <u>Requirements.</u> <ul style="list-style-type: none"> o Classroom o Audio-visual equipment o Audio-visual materials o Other equipment o Handouts 8. <u>Remarks.</u> <ul style="list-style-type: none"> o General information about the lesson o Specific information will be noted below under "Instructor Notes" 		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

Explain that Content/Activity, Time, and Instructor Notes are the actual teaching outline.

9. Content/Activity.

- o Instructional outline
- o Description of activities

10. Time.

- o Time of lesson segment
- o Elapsed time from the beginning of the lesson

11. Instructor Notes.

- o Reference to visuals
- o Other information for the instructor

DISCUSS: Sample lesson plan, identifying parts.

NOTE: On Student Manual pages 27 through 30 there is a sample lesson plan taken from this course. A blank lesson plan format is on Student Manual pages 31 through 33 and in Appendix A of this Guide.

(Lunch)

1 hr
(3 hr
35
min)

4. Availability of Facilities.

- o Electricity
- o Telephones
- o Bathrooms

5. Classroom Arrangements.

- o Lecture
- o Demonstration
- o Application/Practice

SM Ref: Page 36

Visual 2-13

B. Equipment and Instructional Materials.

Equipment and Instructional Aids

- Determine Needs
- Take Inventory
- Order or Borrow
- Test and Set Up

P-13

- o Determine needs, availability
- o Take inventory
- o Order or borrow, if possible

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o Preview films, slides o Check out and "trouble-shoot" 		
<p><u>CONDUCT:</u> Learning Check No. 4</p> <ol style="list-style-type: none"> 1. Students work individually in answering questions. 2. After five minutes have students get together in groups of six to develop a consensus of answers. 3. If time, allow groups to report out. 	<p>10 min</p> <p>(4 hr 10 min)</p>	<p>SM Ref: Page 39</p> <p>There are no single right answers in this activity. It is important to encourage open discussion where solutions can be shared and evaluated.</p>

LEARNING CHECK 4

Answer the following questions regarding supplies, equipment and aids necessary to teach the following lesson:

Lesson

You will be teaching a group of twenty elderly people how to access emergency assistance by telephone. (15 minutes)

1. What type of safety considerations are necessary?

2. Where would you teach this lesson?

3. Who can you contact for assistance? What will they do?

4. What equipment and instructional materials are required?

5. What other considerations are important in teaching this lesson?

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>VI. SUMMARY</p> <p>Preparation</p> <hr/> <p>Getting Off to a Good Start Means</p> <p><u>Being Prepared</u></p> <p>For</p> <ul style="list-style-type: none"> ... People ... Topics and Goals ... Places and Things <p style="text-align: right; font-size: small;">2-14</p> <p>A. <u>People.</u></p> <ol style="list-style-type: none"> 1. <u>What is learning?</u> 2. <u>Maslow's needs and learning.</u> 3. <u>How adults learn.</u> <p>B. <u>Topics and Goals.</u></p> <ol style="list-style-type: none"> 1. <u>Training Objectives.</u> 2. <u>Lesson Plans.</u> <p>C. <u>Environment.</u></p> <p>D. <u>Equipment.</u></p>	<p>5 min (4 hr 15 min)</p>	<p>Visual 2-14</p>
<p>Break</p>	<p>5 min. (4hr. 20 min.)</p>	

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
SM Ref: Page 40	<p>VII. PRACTICUM</p> <p>A. <u>Introduce Unit II Practicum.</u></p> <p><u>EXPLAIN:</u> Each unit will be followed by a practical session, during which the participants will demonstrate that they can do the activities taught in the lesson.</p> <p>This session will use elements of the preparation step and start the development of the microteaching topic which will be presented in Unit III.</p> <p>B. <u>Conduct Practicum.</u></p> <ol style="list-style-type: none"> 1. Each participant will individually provide instructor with a topic for approval. 2. Using an approved topic, student will complete the worksheet for the practicum and start developing his/her lesson plan on the handout lesson plan sheet. <p><u>NOTE:</u> Practicum worksheets are contained in Appendix A of this Guide and on Student Manual pages 41 and 42.</p>	1 hr (5 hrs 20 min)

UNIT II PRACTICUM

PREPARATION

Objectives:

Through completion of a worksheet, the student will be able to apply the principles of instructional preparation presented in this Unit to a specific topic.

Directions:

The first item you must decide on is a topic/objective. This topic/objective should be selected from the cognitive domain in this course (Preparation, Presentation, Application, and Evaluation). List your topic/objective below. Your instructor will quickly check your topic and approve it or assist you in selecting an area that is appropriate for this course.

Using your approved topic, you will be required to complete the activity by recording each of the preparation items listed on pages 41-42. (Spend approximately 5 to 10 minutes on each preparation topic.)

This activity must be completed before starting the next unit. Watch your time carefully - 30 minutes maximum.

Your Topic _____

UNIT II Practicum
PREPARATION FOR TEACHING

Answer the following questions with reference to the topic selected:

PEOPLE:

1. Identify the domain in which most learning should occur.
2. List two ways the audience can be motivated.

TOPICS AND OBJECTIVES:

Write out the objective for your topic identifying the A.B.C.D.

A _____

B _____

C _____

D _____

UNIT II Practicum

RESOURCES:

Identify where you might obtain reference material or a lesson plan for this topic.

PLACES:

Specify where it would be best to present and apply the lesson.

THINGS:

List the audio-visual equipment that would be best used to present and apply the lesson?

UNIT III
PRESENTATION

I.	INTRODUCTION	(5 min.)
II.	METHODOLOGY	(40 min.)
III.	INSTRUCTIONAL AIDS	(40 min.)
IV.	CLASSROOM DYNAMICS	(30 min.)
V.	SUMMARY	(5 min.)
VI.	PRACTICUM	(50 min.)
	TOTAL	(2 hr. 50 min.)

LESSON PLAN NO. 3

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Presentation TIME: 2 hours 50 min.

- OBJECTIVE(S):
1. The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.
 2. The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course material.

SCOPE: Introduction, methodology, instructional aids, classroom dynamics, summary, and practicum

REFERENCES: Instructor Guide
Student Manual

REQUIREMENTS: The instructor should use the visuals as outlined in the unit. Additionally, the instructor will need a chalkboard, a flipchart and markers, an overhead projector with blank transparencies, a 35 mm slide projector and a video-playback (3/4 inch) deck and monitor.

The blank Practicum form in Appedix A may be reproduced for each participant as a handout.

REMARKS: Introduction

This unit stresses a variety of teaching techniques that will help students analyze what they are going to teach so they can choose appropriate methods of instruction.

As the instructor, you are free to consider advantages and disadvantages of each method and visual-aid. Much of the material in this unit is covered thoroughly in the student manual for reading and reference.

In this unit it is critical to demonstrate and be a role model for the proper use of the various instructional methods and teaching aids.

As you present each method and aid, discuss techniques or practical tips that can be used to make the activity more effective.

The instructor, therefore, should focus the classroom presentation on his/her activity as an instructional role model rather than simply presenting factual information.

Teaching the Unit

The content of this unit is presented briefly in the instructor guide; you will find it helpful to review the more detailed content presented in the student manual.

Model the positive techniques of each method or instructional aid as you present it. Follow each presentation (as on the lecture method for example) with a discussion of the instructor techniques noted by participants during the presentation. Some techniques are obvious (having an outline, for example), others are more subtle (monitoring feedback and body language). Be sure to bring out the more subtle points in discussion with the participants.

Once again, the learning checks do not lend themselves to single right or wrong answers. Participants should be able to present and defend a reasonable decision.

Unit Practicum

This unit activity builds on that which ended Unit II. Be sure that participants have a clearly defined audience and have approved objective(s) when they begin the Unit III practicum. Work with the participants as they select methodologies and visual-aids; questioning and advising to help them think through their decisions.

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
Motivational Aspects SM Ref: Page 43	<p>I. INTRODUCTION</p> <p>Discuss:</p> <p>A. <u>Importance of Presentation.</u></p> <ul style="list-style-type: none"> o Getting facts across o Presenting new ideas o Showing how-to-do o Identifying key points o Knowing best methods o Knowing the material well o Perfecting own skill <p>B. <u>Tips and Techniques.</u></p> <p>This unit will give tips and techniques for improving participants presentation</p> <p>C. <u>Objectives.</u></p> <p>Present objectives</p>	5 min (5 min)
<p>Visual 3-1</p> <p>There are two objectives for this unit. Ask participants if the objectives are clear. Do students know what is expected of them?</p>	<p style="text-align: center;">Unit III – Presentation</p> <hr/> <p>Objective 1:</p> <p>The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.</p>	3-1

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>Unit III – Presentation</p> <hr/> <p>Objective 2: The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course materials.</p> <p style="text-align: right;">3-2</p>		Visual 3-2
<p>D. <u>Overview.</u></p> <p>Presentation</p> <hr/>		Visual 3-3
<ul style="list-style-type: none">● Methodology● Instructional Aids● Classroom Dynamics <p style="text-align: right;">3-3</p> <p>Presentation includes considerations of:</p> <ul style="list-style-type: none">○ Methods of instruction (methodology)○ Instructional Aids○ Classroom Dynamics		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page 46

Visual 3-4

II. INSTRUCTIONAL METHODS (METHODOLOGY)

25 min
(30
min)

Instructional Methods

1. Lecture
2. Illustration
3. Discussion
4. Conference
5. Demonstration

3-4

Methods are ways of presenting instruction that have been proven effective through research. We will be considering lecture, illustration, discussion, conference, and demonstration.

SM Ref: Page 46

Visual 3-5

A. Lecture.

Lecture Method



- Can be used for large groups
- Moves quickly through material

3-5

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>1. <u>Advantages.</u></p> <p>Can be used for large groups</p> <p>Covers much material quickly</p>		
<p>2. <u>Disadvantages.</u></p> <p>Very limited student involvement</p> <p>Audience must be known in advance</p>		
<p>3. <u>Considerations and Techniques.</u></p> <ul style="list-style-type: none"> o Needs thorough preparation o Logical organization must be clear o Follow with student interaction using <ul style="list-style-type: none"> - Discussion - Demonstration/Application o Know audience o Outline lecture to build <ul style="list-style-type: none"> - From known to unknown - From familiar to unfamiliar - From general to specific 		

SM Ref: Page 48

Visual 3-6

- o In presentation
 - Relate to students need to know
 - Keep students involved
 - Use actual examples

B. Illustration.**Illustration Method**

- Shows items that are small or hidden
- Shows unusual occurrences
- Shows complex processes

3-6

1: Advantages.

- o Can show things that are:
 - Too small to see (i.e., incidents)
 - too hidden to see (i.e., engine parts)
 - unusual (i.e., films of serious storms, chemical incidents)

SM Ref: Page 50

C. Discussion.

Visual 3-7

Discussion Method

Sharing information among
participants

High degree of student
involvement

3-7

1. Advantages.

- o Sharing of information among participants
- o High degree of student involvement

2. Disadvantages.

- o Difficult to teach new skill or technique
- o Group members must have some experience or knowledge of topic
- o Easy to lose objective in discussion

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>3. <u>Considerations and Techniques.</u></p> <ul style="list-style-type: none"> o Define discussion objective o Make topic clear to students o Use leading questions o Encourage alternative answers from students o Keep the discussion on topic o Summarize to keep main points clear 		<p>Eg. "What if?"</p> <p>Eg. "What techniques would have been applicable in the incident you were involved in last week?"</p> <p>or "Is there another way of handling this situation?"</p> <p>Eg. "That's a good point, do you think that approach would apply here?"</p> <p>or "True, but do you feel we're talking about recovery or mitigation?"</p> <p>Eg. "Therefore, we've decided that..."</p> <p>or "In summary, you can call on mutual aid..."</p> <p>or "What are the key points to remember in search and rescue?"</p>

SM Ref: Page 52

D. Conference.

Visual 3-8

Conference Method

For Groups with power and
knowledge to interact

Effective for problem solving


3-8

1. Advantages.

- o Allows groups that have power and knowledge to interact
- o Effective for problem solving

2. Disadvantages.

- o All members must be well informed on the topic
- o Group may lose direction
- o Takes a large amount of time
- o There may be strong differences of opinion within the group

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>3. <u>Considerations and Techniques.</u></p> <ul style="list-style-type: none"> o Participants must be thoroughly informed prior to meeting o Expect and tolerate differences of opinion o Provide group with feedback o Provide occasional summaries o Ask leading questions if a group stalls 		<p>Information provided through: Handouts, Readings, Reports</p>
<p>E. <u>Demonstration.</u></p>		<p>SM Ref: Page 54 Visual 3-9</p>
<p style="text-align: center;">Demonstration Method</p>		
		
<p style="text-align: center;">Relates theory to performance Allows students to see a physical skill</p>		
<p>3-9</p>		
<p>1. <u>Advantages.</u></p> <ul style="list-style-type: none"> o Relates theory to performance o Allows students to see a physical skill 		

2. Disadvantages.

- o Must have all appropriate equipment in a well-lighted environment where all students can see
- o May require additional instructional staff
- o Increased group size can decrease the effectiveness of the demonstration

3. Considerations and Techniques.

- o Steps in the demonstration process.
 - Explain
 - Demonstrate second time pointing out critical steps
 - Allow selected or all students to provide a return demonstration
- o Evaluate student performance.
- o Re-explain/Re-demonstrate as necessary.
- o Re-evaluate.

List steps on flip-chart in advance and use for explanation.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p><u>CONDUCT:</u> Learning Check 5</p> <ol style="list-style-type: none"> 1. Students note which method(s) could be used for each of the learning situations outlined. 2. Instructor discusses most appropriate methods, providing examples and explanations. 	<p>15 min (45 min)</p>	<p>SM Ref: Page 56</p> <p>See proceeding pages for methods selection criteria</p> <p>Students work individually for five (5) minutes and answer the questions on the learning check-sheet.</p> <p>Divide total number of students by six, have participants count off by sixes and form six groups.</p> <p>Have participants share answers among group members for ten (10) minutes.</p>

LEARNING CHECK 5

For the following case study situation choose the most appropriate method or methods of instruction for each given training topic. Be prepared to discuss your plan for presentation. There is no single "right" answer.

Your audience is a group of 12 Emergency Program Managers. They have varying levels of knowledge and experience. You have access to a suitable training area, which includes a 20' x 30' meeting room with a slide projector, an overhead projector, and a 16mm film projector. The teacher is skilled in instructional methods.

Topic 1 - Public Speaking

List 1st and 2nd choice of method Reason

1st _____

2nd _____

Topic 2 - Resource Identification and Management Social acceptance of community shelter.

List 1st and 2nd choice of method. Reason

1st _____


2nd _____

Topic 3 - Applying a Zero Base Budget

List 1st and 2nd choice of method. Reason.

1st _____

2nd _____

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
III. INSTRUCTIONAL AIDS <ul style="list-style-type: none"> o Stimulate interest o Uses multiple senses A. <u>Chalkboards.</u> 	40 min (1 hr 25 min)	SM Ref: Page 57 SM Ref: Page 58
<hr/> <h3 style="display: inline-block; margin-right: 20px;">Chalkboards</h3> 		
<ul style="list-style-type: none"> ● Removable ● Excellent for problem centered teaching ● Aspects of diagrams can be easily changed ● Responses can be listed during instruction 		
<p>3-10</p>		
1. <u>Advantages.</u> <ul style="list-style-type: none"> o Information is easily removable o Excellent for problem centered teaching o Aspects of diagrams can be easily changed o List student responses during instruction 		

Use chalkboard and chalk as illustration.

2. Disadvantages.

- o Complex information may require lengthy board preparation just prior to class.
- o Material cannot be saved.

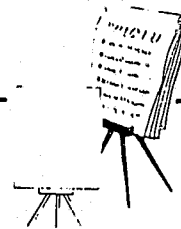
3. Considerations and Techniques.

- o Keep writing and diagrams simple, clear, and readable.
- o Keep spare chalk and eraser handy.
- o Be sure board is clean.
- o Fill in one section of the board at a time from top to bottom.
- o Do not talk to board.
- o Keeping a paper towel handy will allow you to clean your hands.

B. Flipcharts.

Flipcharts

- Prepared in advance
- Covered until ready
- Can be saved
- Inexpensive
- Used to capture student ideas
- Pages can be separated and posted



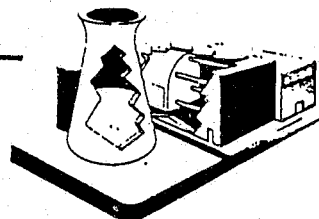
SM Ref: Page 59

Visual 3-11

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>1. <u>Advantages.</u></p> <ul style="list-style-type: none"> o Can be prepared ahead of time. o Can be covered until ready for use. o Material can be saved. o Fairly inexpensive. o Can be used to capture participant's ideas. o Pages can be separated and posted. 		
<p>2. <u>Disadvantages.</u></p> <ul style="list-style-type: none"> o May be difficult to see in large groups. 		
<p>3. <u>Considerations and Techniques.</u></p> <ul style="list-style-type: none"> o Prepare ahead of time if possible. o Use multi-colored markers. o Use simple, uncluttered diagrams. o Write clearly, keep it simple. o Do not use a marker color if that color is predominant in classroom. o Consider using a pointer. 		<p>Use flipchart to outline in advance "considerations and techniques"</p>

SM Ref: Page 61

Visual 3-12

C. Charts, Posters, and Models.**Charts, Posters
& Models**

- Purchased or prepared in advance
- Reusable
- Can be left around room for future reference

3-12

1. Advantages.

- o Charts and Posters
 - May be purchased or prepared in advance.
 - May be revised.
 - Can be left posted around classroom for future reference.
- o Models
 - Allow students to see objects in multiple planes.

2. Disadvantages.

- o Detail may be small and difficult to see by all students.

CONTENT/ACTIVITY

TIME

INSTRUCTOR NOTES

- o Designers control the amount or degree of complexity.
- o May be costly to obtain.
- 3. Considerations and Techniques.
 - o Explain size relationship scale.
 - o Explain relationship of parts to whole.
 - o Be sure all participants can see.
 - o Use pencil or pointer.
 - o Allow students to examine chart, poster or model after instruction.

Show a chart or poster and a model
Eg: Twice life size
Eg: One inch = one foot

Show students how the use of a finger can obstruct the view of a model or chart and how a pointer can resolve this problem.

SM Ref: Page 62

Visual 3-13

D. Overhead Projectors and Transparencies.

Transparencies

- Inexpensive preparation
- Can be made from printed materials using different copy machines
- Can be saved and reused
- Can be written on during presentation
- Lights can be left on
- Overlays can be added to transparency to add information sequentially

3-13

1. Advantages.

o Transparencies

- Can be prepared inexpensively using specialized markers.
- Can be made from printed materials using a variety of copy machines.
- Can be saved and reused.
- Can be written on during presentation to allow participants to follow.
- Lights can be left on for taking notes.

CONTENT/ACTIVITY

TIME

INSTRUCTOR NOTES

- Overlays can be added to transparency to add information sequentially.

2. Disadvantages.

- o Projection equipment is expensive and not very portable.
- o Long term use during class may tire students.

3. Consideration and Techniques.

- o Mark frame to show "up" corner with order number.
- o Stack in order of use.
- o "Mask" with a paper sheet under transparency until ready to use.
- o On a list reveal one item at a time using mask.
- o Use pen or pencil on projector as a pointer.
- o Avoid walking between projector and screen.
- o Turn off projector when not in use.
- o Mask or turn off projector while changing transparencies.
- o After the point is made using the visual, remove it.

Use a hand prepared transparency to outline considerations and techniques

SM Ref: Page 65

Visual 3-14

E. Slides and Tapes.

Slides and Tapes

- Inexpensive
- Adaptable
- Equipment is portable
- Title slide can be produced by using a "menu board"
- Programs can relate to local community

3-14

1. Advantages.

- Inexpensive to produce.
- Adaptable - can be easily updated.
- Equipment is very portable.
- Title slide can be produced by using a "menu board".
- Program can relate to local community.

2. Disadvantages.

- Cameras, projectors and tape recorders are expensive.
- Compatible trays, projectors, and tape recorders are essential.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o Slides can be improperly inserted. o Room needs to be very dark - difficult for note taking. <p>3. <u>Considerations and Techniques.</u></p> <ul style="list-style-type: none"> o Production <ul style="list-style-type: none"> - Shoot slides that will illustrate teaching points. - Shoot more slides than you will need. - If detail explanation is needed, shoot various slides from different angles. - Mix in a non-related slide from time to time. - Edit slides using only high quality. o Presentation <ul style="list-style-type: none"> - Make sure power and control cords are of adequate length. - Have spare bulbs on hand. - Focus projector and have tape cued before students arrive. - Make certain all equipment is functioning. 		<p>Show slide-tape on making slide presentations.</p>

- Preview presentation.
- Introduce - relate to previous remarks.
- Leave slide on long enough for group to study it.
- Involve the students through questioning.

SM Ref: Page 58

Visual 3-15

F. Films.

Films

Large Audience

Strong Impact

3-15

1. Advantages.

- o Large numbers of people can view at one time.
- o Moving/animated.
- o Strong impact.

2. Disadvantages.

- o Room must be dark.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o Films are expensive to rent or buy. o Cannot edit or change. o Equipment is expensive. o Films can be easily damaged. o Negative points are strongly reinforced. 		
<p>3. <u>Considerations and Techniques.</u></p>		
<ul style="list-style-type: none"> o Before Showing: <ul style="list-style-type: none"> - Preview film - Have spare bulbs on hand - Set screen at least four feet from floor - Focus projector and cue to beginning - Introduce - relate to previous remarks o During Showing: <ul style="list-style-type: none"> - Keep others from entering room - Intercept phone calls if phone is in viewing room o After Showing: <ul style="list-style-type: none"> - Summarize key points - Discuss key points/incidents - Question students 		

SM Ref: Page 70

Visual 3-16

Use in Microteaching Session I, if possible, to illustrate effective use.

G. Video-Tapes.

Video Tapes

Ease of Use

Instant Playback

Physical Skill Evaluation

Student Instructor Evaluation

3-16

1. Advantages.

- o Easily used and instantly shown.
- o Physical skills can be recorded and replayed.
- o Student instructors can visualize their own performance.

2. Disadvantages.

- o Expensive equipment.
- o Quality depends on camera operator.

3. Considerations and Techniques.

- o May need multiple monitors for large classes.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
H. <u>Summary on the Use of Instructional Aids.</u> <ul style="list-style-type: none"> o Greatly enhance instruction o Materials must be previewed o Equipment must be set up in advance o Must have backup bulbs and equipment 		
Break	10 min (1 hr 35 min)	

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: Page 72

SM Ref: Page 72

Visual 3-17

IV. CLASSROOM DYNAMICS

A. Establishing Rapport.

30 min
(1 hr
55
min)

Establishing Rapport

- Speaking Voice
- Eye Contact
- Gestures
- Dress

3-17

1. Speaking Voice.

- o Use normal speaking voice.
- o Avoid monotone.
- o Use voice to emphasize important areas.
- o Speak directly to students.
- o Pause for emphasis.

2. Eye Contact.

- o The student's eyes will tell you if you are getting through.
- o Look at the students!

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o If student's eyes wander, you may need to change your format. <p>3. <u>Gestures.</u></p> <ul style="list-style-type: none"> o Use sparingly for emphasis. o Positive gestures increase the reception of the verbal message. o Positive gestures will reinforce student response. o Be aware of your own body language. o Change of posture as an emphasis to a change in topic. Be conscious of distracting gestures. 		<p>Instructor steps a few paces to the right as he/she changes the subject or pace</p>
<p>4. <u>Dress.</u></p> <p>Dress should be appropriate to the agency you are representing and appropriate to the group you are teaching.</p>		<p>Give examples of different dress for different groups Artifacts/Hairstyles</p>

SM Ref: Page 74

Visual 3-18

B. Involving Students Through Questioning Skills.

Types of Questions

- Rhetorical
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Directed
- Overhead

3-18.

SM Ref: Page 74

The instructor should provide examples of all types of questions covered below. The examples should be drawn from questions previously asked during this class.

C. Types of Questions.

1. Rhetorical Questions.

- o No answer expected.
- o Used to start thinking.
- o Tied to general knowledge.

2. Knowledge Questions.

- o Ask for recall of facts.
- o Help to establish knowledge base for discussion.

3. Comprehension Questions.

- o Ask student to explain in his own words something he has seen or read.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o Ask student to compare things. o Ask for descriptions. <p>4. <u>Application Questions.</u></p> <p>Ask student to solve problems by:</p> <ul style="list-style-type: none"> o Applying rules o Applying formulas <p>5. <u>Analysis Questions.</u></p> <p>Ask student to:</p> <ul style="list-style-type: none"> o Explain relationships o Interpret o Generalize <p>6. <u>Synthesis Questions.</u></p> <p>Ask students to:</p> <ul style="list-style-type: none"> o Make predictions o Develop solutions <p>7. <u>Evaluation Questions.</u></p> <p>Asks students to:</p> <ul style="list-style-type: none"> o Make a judgement about an issue o Make a judgement about an idea <p>8. <u>Direct Questions.</u></p> <ul style="list-style-type: none"> o Asked of specific person <p>9. <u>Overhead Questions.</u></p> <ul style="list-style-type: none"> o Asked of entire group 		

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

Visual 3-19

- o Get everyone thinking
- o Students Volunteer answer
- o Then ask specific person

Questioning Techniques

- Relay Questions
- Ask-Pause-Call

3-19

SM Ref: Page 76

Give examples relevant to class.

Give examples relevant to class.

D. Questioning Techniques.

1. Relay question

- o Students ask question
- o Instructor asks another student to answer
- o Generates discussion

2. Ask-Pause-Call

- o Ask - question
- o Pause - time for thinking
- o Call - on student for answer

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>E. <u>Students with Special Needs.</u></p> <p>Students with Special Needs</p> <hr/> <ul style="list-style-type: none"> • Fast Learner . • Argumentative Student <ul style="list-style-type: none"> • Students with Hidden Agenda • Timid Students <ul style="list-style-type: none"> • Slow Learners • Inattentive Students <p style="text-align: right;">3-20</p> <p>Share with participants examples of problems instructors have with:</p> <ol style="list-style-type: none"> 1. Fast Learners 2. Arugmentative Students 3. Students with Hidden Agendas 4. Timid Students 5. Slow Learners 6. Inattentive Students 		<p>SM Ref: Page 77</p> <p>Visual 3-20</p>
<p>F. <u>How to Handle Students With Special Needs.</u></p>		<p>SM Ref: Page 78</p>

Visual 3-21

How To Handle Students with Special Needs

- Motivate
- Seek Involvement
 - Personal Attention
 - Reinforcement
 - Feed Back

3-21

Explain that the following steps may apply in working with any student with special needs.

1. Motivate.

- Relate material to students needs and interests.
- Assure all students understand objectives.
- Set example by showing your own interest in the subject area.

2. Seek Active Involvement.

- Choose techniques that require strong student participation.
- Use appropriate questioning techniques.
- Allow more experienced/knowledgeable students to assist.
- Give timid students adequate time to reflect and act.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>3. <u>Provide Personal Attention.</u></p> <ul style="list-style-type: none"> o Allow time before or after class to discuss problems with students. o Make yourself available. o Keep an open mind to student's needs. <p>4. <u>Provide for Student's Social Needs.</u></p> <ul style="list-style-type: none"> o Develop a variety of group work. o Allow experienced students to coach. <p>5. <u>Provide Positive Reinforcement.</u></p> <ul style="list-style-type: none"> o Respond with sincerity. o Avoid anger or sarcasm. o Avoid delayed reinforcement so that appropriate behavior is reinforced. o Start program with frequent reinforcement and, as program continues, give intermittent positive reinforcement. 		

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
	V. SUMMARY <ul style="list-style-type: none">○ Methodologies○ Instructional Aids○ Classroom Dynamics	5 min (2 hr)

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>VI. PRACTICUM</p> <p>Explain and Conduct Practicum (Unit II Continuation)</p> <p>A. Review with students the objective for Unit III.</p> <p>B. Be sure each participant has clearly defined their:</p> <ol style="list-style-type: none"> 1. audience 2. objective(s) <p>C. Allow 15 minutes for participants to decide on methods appropriate for presentation of material for objective previously determined.</p> <p>D. Circulate among participants during this time - questioning, suggesting, etc.</p> <p>E. Devote 15 minutes to reporting. Ask a volunteer to explain and defend methods chosen. Let class discuss, respond, suggest alternatives as appropriate.</p> <p>F. Summarize and comment as needed.</p>	<p>50 min (2 hr 50 min)</p>	<p>SM Ref: Page 81</p>
<p><u>NOTE:</u> Practicum worksheets are contained in Appendix A of this Guide and Student Manual pages 83 and 84.</p>		

PRACTICUM (UNIT III)

PRESENTATION

- OBJECTIVES: 1. The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.
2. The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course material.

DIRECTIONS: You have already decided on a topic and the objective(s) for a lesson and the audience for that lesson.

Based on those two decisions, you are now ready to plan your presentation.

First, decide on the key points you need to "cover" when presenting this training.

Next, for each key point, decide which method(s) could be best used. (Remember that using several methods makes a lesson easier to remember.)

Finally, note the instructional aids you would like to use in the presentation.

Use the following pages to outline the lesson topics, methods, and instructional aids you have chosen.

The instructor may ask you to explain your choices in discussion with the rest of the class at the end of the activity.

PRACTICUM (UNIT III)

PRESENTATION

Using your approved topic, lesson title, objectives, and answers to unit I questions, consider and answer the following questions about the four key points of the presentation step.

METHODS:

1. Identify which overall method you would choose to present your lesson.

2. Explain why you chose this method.

INSTRUCTOR MANNERISMS:

1. List two positive mannerisms you can use to help teach the lesson.

2. What negative instructor mannerisms may get in the way of learning in this lesson?

PRACTICUM (UNIT III)

INSTRUCTIONAL AIDS:

1. Identify the best instructional aids for your lesson.
(see text for reference)

2. Explain why you chose them.

3. How could you best recover from equipment failure during instruction?

CLASSROOM DYNAMICS:

1. Label and describe a type of student problem that could arise in your class while teaching this lesson.

2. Describe the first step you would take to resolve the problem.

UNIT IV
PRACTICAL APPLICATION

I.	INTRODUCTION	(10 min.)
II.	MICROTEACHING SESSION I	(1 hr. 30 min.)
III.	GROUP DEBRIEFING	(30 min.)
IV.	PREPARATION	(30 min.)
V.	MICROTEACHING SESSION II	(2 hrs.)
VI.	SUMMARY	(5 min.)
	TOTAL	(4 hrs. 45 min.)

LESSON PLAN NO. 4

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Practical Application TIME: 4 Hours 45 minutes

OBJECTIVE(S): The course participant will be able to apply the principles learned in Units II and III in presentations before his/her peers.

SCOPE: Introduction, microteaching Session I, group debriefing, preparation, microteaching Session II.

REFERENCES: Instructor Guide
Student Manual

REQUIREMENTS: Classroom break out space for four to six groups. One facilitator for each group. Six copies of Participant Review Form for each student. Instructional aids including flip charts, chalkboard, overhead projector, blank transparencies and markers for each group. Equipment for video-taping and viewing presentations is recommended for this session. A separate room for participant review of his/her session is also necessary.

REMARKS: Methodology: In Session I the students will be divided into groups of four to six with a facilitator for each group. Each student will make a seven minute presentation followed by a five minute peer and facilitator evaluation. This will be followed by a group debriefing and time for the student to further prepare or modify his/her presentation in preparation for Session II.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>I. INTRODUCTION</p> <p>This unit, Practical Application, is the logical follow-up to the units on preparation and presentation.</p> <p>A. <u>Present Unit IV Objective.</u></p>	<p>10 min (10 min)</p>	<p>SM Ref: page 84</p>
<p>Unit IV – Practical Application</p>		
<p>Objective:</p>		
<p>The course participant will be able to apply the principles learned in Units II and III in presentations before his/her peers.</p>		
<p>4-1</p>		
<p>B. <u>Overview the Elements and Times of Unit IV</u></p>		
<p>o Introduction (10 min.)</p>		
<p>o Microteaching Session I (1 hr. 30 min.)</p>		
<p>o Group Debriefing (30 min.)</p>		
<p>o Preparation (30 min.)</p>		
<p>o Microteaching Session II (2 hrs.)</p>		
<p>C. <u>Explain the Concept of Micro-teaching.</u></p>		
<p>o Educational Methodology</p>		

Visual 4-1

Ask participants if objective is clear. Do students know what is expected of them?

Facilitators:

- Integrate participant feedback
- Reduce confusion
- Foster a climate of supportive problem-solving

Explain importance of varying repetitive sessions.

- o Small, facilitator moderated groups.

D. Describe.

- o Steps in Microteaching Process
 - Participants deliver short pre entation to small groups.
 - Group members and facilitators comment on presentation.
 - Group discussion provides feedback to presenter.
- o Ways in which Microteaching reinforces classroom skills.
 - Provides reinforcement to participants
 - Raises level of participant interest
 - Allows for demonstration of:
 - Teaching with variety
 - Pacing lessons appropriately
 - Using examples
 - Questioning techniques
 - Eliciting questions
- o The second microteaching segment in which presentations are made to a larger group is designed to allow the student to improve upon the first segment.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<ul style="list-style-type: none"> o Participant review form: <ul style="list-style-type: none"> - Helps students evaluate objectively - Reviews key points for group critique 		Distribute and explain participant review form (SM Ref: page 85 and Appendix A of this Guide).

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
<p>Divide participants into even groups of no more than six participants with a facilitator in each group. Explain that each participant will be given a maximum time of seven minutes for a presentation (including questions). Facilitator will then moderate a group discussion of no more than five (5) minutes.</p> <p>Lead instructor and facilitator should be prepared to deal with participant anxiety during this aspect of the exercise.</p>	<p>II. MICROTEACHING SESSION I</p>	<p>1 hr 30 min</p> <p>(1 hr 40 min)</p>

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
III. GROUP DEBRIEFING Key points <ul style="list-style-type: none"> o Positive aspects of the first microteaching session. o General comment regarding methodologies and visual-aids. o Points to grow on. 	30 min (2 hrs 10 min)	All participants will return to main classroom for general comments by facilitators and lead instructor. Comments should be geared towards general improvements in the microteaching segments.
Lunch	1 hr (3 hrs 10 min)	

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
Participants are given thirty minutes to review and adjust presentations.	IV. PREPARATION	30 min (3 hrs 40 min)

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
V. MICROTEACHING II	2 hrs (5 hrs 40 min)	<p>Divide participants into two groups, with one facilitator in each group.</p> <p>Each participant will present for a second time his/her seven (7) minute presentation followed by a three (3) minute critique by the facilitator only. It is important the facilitator provide <u>positive</u> reinforcement to the participant.</p> <p>Lead instructor and facilitator should be prepared to deal with participant anxiety during this aspect of the course.</p>

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
Lead Instructor should provide a brief summary and emphasis on value of practical application.	VI. SUMMARY	5 min (5 hrs 45 min)

PARTICIPANT REVIEW FORM

NAME OF STUDENT INSTRUCTOR: _____

NAME OF PERSON COMPLETING THIS FORM: _____

LESSON TITLE: _____

1. In your own words, what was the stated objective?

2. State what you were expected to do during this session.

3. Did the student instructor speak clearly? _____
If not, how can he or she improve?

4. Refer to pages 46 through 55 concerning methods of instruction. Was the correct method(s) of instruction used to present the topic and attain the stated objective(s).

5. Overall, what were the instructor's strong points?

6. Overall, what were the instructor's weak points?

7. Were the instructor's objectives achieved? If not, briefly state the reason.

UNIT V
STUDENT EVALUATION

I.	INTRODUCTION	(5 min.)
II.	CHARACTERISTICS OF A GOOD EVALUATION	(5 min.)
III.	TYPES OF EVALUATIONS	(5 min.)
IV.	CONSTRUCTING EVALUATION INSTRUMENTS	(5 min.)
V.	ADMINISTERING EVALUATIONS	(5 min.)
VI.	EVALUATING RESULTS	(5 min.)
VII.	SUMMARY	(5 min.)
	TOTAL	(35 min.)

LESSON PLAN NO. 5

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Student Evaluation TIME: 35 minutes

OBJECTIVE(S): Given the objective(s) of a topic, the course participant will be able to develop a valid written, oral and/or practical evaluation to measure student attainment of the objective(s).

SCOPE: Introduction; characteristics of a good test; types of tests; constructing tests; administering tests; evaluating results; summary.

REFERENCES: Instructor Guide
Student Manual

REQUIREMENTS: The instructor will need an overhead projector and screen. Additionally, the instructor should use the visuals shown in the listing of visuals in the "Instructor Notes" column.

REMARKS:

1. This lesson will introduce the participant to methods of student evaluation. Emphasis in this Unit is on evaluation rather than testing though the terms are similar. Testing may have a negative connotation, particularly for the adult learner.
2. Emphasis will be placed on developing the evaluation around the objectives and the domains of learning.
3. Students should be encouraged to think of the evaluation tool appropriate for his/her seven-minute presentation.
4. Because of the time frame, the instructor is encouraged to complete the lesson within the allotted time.
5. Explain to the students that the evaluation of this course was done through the microteaching segment evaluation.

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>I. INTRODUCTION</p> <p>Present Unit Objective:</p> <p>Unit V – Student Evaluation</p> <hr/> <p>Objective: Given the objective of a topic, the course participant will be able to select a valid written, oral, and/or practical evaluation instrument to measure student attainment of the objective.</p> <p style="text-align: center;">5-1</p> <p>Overview Unit V</p> <p>Student Evaluation</p> <hr/> <ul style="list-style-type: none"> • Characteristics of a Good Evaluation • Types of Evaluations • Constructing Evaluation • Administering Evaluation • Evaluation Results <p style="text-align: center;">5-2</p> <p>Identify Unit elements and key points</p>	<p>5 min</p> <p>(5 min)</p>	<p>SM Ref: page 86</p> <p>Visual 5-1</p> <p>Ask participants if objectives is clear. Do students know what is expected of them?</p> <p>Visual 5-2</p>

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
	<p><u>DEFINE:</u> Student Evaluation</p> <p>"The process of judging the extent to which objectives are met."</p> <p><u>DISCUSS:</u> Meaning of operative words in definition</p> <ul style="list-style-type: none"> o "Process" - has definite steps o "Judging" - determining level of skill o "Student Performance" - degree of objective mastery 	

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p data-bbox="97 244 933 287">II. CHARACTERISTICS OF GOOD EVALUATIONS</p> <p data-bbox="167 361 702 457">Characteristics of Good Evaluations</p> <hr data-bbox="55 500 917 506"/> <ul style="list-style-type: none"> <li data-bbox="183 585 367 617">• Validity <li data-bbox="183 627 566 659">• Comprehensiveness <li data-bbox="183 670 598 702">• Ease of Administration <li data-bbox="183 712 502 744">• Clear Directions <li data-bbox="183 755 494 787">• Ease of Scoring <p data-bbox="694 904 734 936" style="text-align: center;">5-3</p> <ul style="list-style-type: none"> <li data-bbox="215 968 853 1032">○ Evaluates the defined objectives <li data-bbox="215 1064 837 1127">○ Valid - tests what they are supposed to measure <li data-bbox="215 1159 558 1191">○ Comprehensive <li data-bbox="215 1223 662 1255">○ Easy to administer <li data-bbox="215 1287 694 1319">○ Has clear directions <li data-bbox="215 1351 662 1383">○ Scores efficiently <li data-bbox="215 1415 774 1478">○ Can serve as a basis for retesting 	<p data-bbox="949 244 1061 340">5 min (10 min)</p>	<p data-bbox="1085 244 1412 308">SM Ref: page 88 Visual 5-3</p>

SM Ref: Page 90

Visual 5-4

III. TYPES OF EVALUATION INSTRUMENTS

5 min
(15
min)**Types of Evaluation
Instruments**

- Written
- Oral
- Performance Skills

5-4

A. Written Evaluations.

- Mainly for cognitive domain
- Sometimes used for affective domain
- True-false, multiple choice, matching, time consuming to make up. Easy to grade.
- Short-answer. Essay easier to make up. Harder to grade.

B. Oral Evaluations.

- Time consuming
- Hard to grade
- Sometimes needed for affective domain

C. Performance Skills Evaluation.

- Must have an objective list of skill criteria

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>o Skills must be broken down into measurable elements.</p> <p><u>DISCUSS:</u> The participant evaluation for this course was the microteaching segments in Unit IV covering the affective, cognitive, and psychomotor domains.</p>		

SM Ref: page 95
Visual 5-5

IV. CONSTRUCTING EVALUATION INSTRUMENTS

5 min
(20
min)

Evaluating In The Domains

1. Start with Objective(s)
2. Specify Domain
 - Evaluate Attitude
 - Evaluate Knowledge
 - Evaluate Skill

5-5

SM Ref: page 95

A. Evaluating in the Domains.

1. Start with objective.
2. Specify Domain.
 - o Affective Evaluation
 - Evaluate attitude
 - Identified decisions
 - Few situations
 - Professional help required
 - Written and/or oral interview or observation
 - o Cognitive Evaluation
 - Evaluating knowledge
 - Written evaluation required
 - Recognition type
 - Recall type

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>B. <u>Developing the Evaluation.</u></p> <ol style="list-style-type: none"> 1. <u>Decide which lesson elements need evaluation.</u> 2. <u>Decide on type of evaluation instrument to use.</u> 3. <u>Write the evaluation items.</u> 4. <u>Establish correct answers and point value for each item.</u> 5. <u>Establish validity of the evaluation instrument.</u> 		<p>SM Ref: page 95</p>

INSTRUCTOR NOTES

CONTENT/ACTIVITY

TIME

SM Ref: page 97
Visual 5-6

V. ADMINISTERING EVALUATIONS

5 m
(25
min)

Administering Evaluations

- Preparing the Environment
- Administering Written Evaluations
- Objectivity During Evaluations

5-6

SM Ref: page 97

A. Preparing the Environment.

- o Insure safety
- o Assure Lighting
- o Eliminate distractions
- o Assure comfort

SM Ref: page 98

B. Administering Written Evaluations.

- o Extra materials (pencils, etc.)
- o Spaced seating
- o State time to be given
- o Avoid talking during evaluation unless absolutely necessary

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
<p>C. <u>Evaluating Results.</u></p> <ul style="list-style-type: none"> o Judge against standards, not by avoiding high or low scores. o Watch out for: <ul style="list-style-type: none"> - Halo-effect -- all receive good scores - Hard-nose -- nobody's perfect--keep all scores low. 	<p>5 min (30 min)</p>	<p>SM Ref: page 98</p>
<p>D. <u>Post-Evaluation Considerations.</u></p> <ul style="list-style-type: none"> o Give results back quickly o Keep confidential 		<p>SM Ref: page 99</p>

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
	VI. SUMMARY <ul style="list-style-type: none"> o Characteristics of a Good Evaluation o Types of Evaluation o Constructing Evaluation Instruments o Evaluating Results 	5 mi (35 min)

UNIT VI
CLOSING REMARKS
AND
PRESENTATION OF CERTIFICATES

LESSON PLAN NO. 6

COURSE TITLE: Instructional Techniques for Emergency Program Managers

LESSON TITLE: Closing Remarks and Presentation of Certificates

TIME: 30 min.

OBJECTIVE(S): The participant will be able to specify verbally information learned that is applicable to his/her instructional roles.

SCOPE: Presentation of objective; course evaluation; administrative announcements; acknowledgements; closing remarks; Presentation of Certificates

REFERENCES: Instructor Guide
Student Manual

REQUIREMENTS: A prepared certificate for each successful student; where possible, a local official to make closing remarks and hand out certificates.

The printed course evaluation form should be distributed and collected. Course ends with certificates being handed out to participants.

REMARKS:

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
I. INTRODUCTION	15 min	
A. <u>Present Objective.</u>	(15 min)	
The participant will be able to specify verbally information learned that is applicable to his/her instructional role.		
B. <u>Course Evaluation.</u>		
Brief review of course objectives followed by participant discussion of whether or not <u>their</u> objectives and expectations were met by the course.		
Instructor solicits constructive criticism and comments for improving the course.		
C. <u>Administrative Details.</u>		
o Distribute and collect evaluation forms		
o Collect travel vouchers		
D. <u>Acknowledgements.</u>	15 min	Recognize the support
Recognition of contributions of assisting instructors, course managers, and others.	(30 min)	staff individually and comment on their specific contribution.

INSTRUCTOR NOTES	CONTENT/ACTIVITY	TIME
Compliment students and recognize their achievements/growth. Introduce guest speaker, and give him/her an opportunity to address class briefly on an appropriate topic.	II. CLOSING REMARKS	10 min (25 min)

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES
III. AWARDING OF CERTIFICATES	5 min (30 min)	Award certificates to students. Have guest speaker assist if appropriate.

APPENDIX A

- LESSON PLAN FORMAT
- LEARNING CHECKS 1 THROUGH 5
- PRACTICUM WORKSHEETS
- PARTICIPANT REVIEW FORM

SAMPLE LESSON PLAN

LESSON PLAN NO. 2

COURSE TITLE: Instructional Techniques for Emergency
Program Managers

LESSON TITLE: Preparation TIME: 3 Hours

OBJECTIVES: 1. The course participants will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.

SCOPE: Introduction; People (the adult learner); Goals and Objectives of Training; Structuring a Lesson Plan; Environment, Equipment and Instructional Aids; and Practicum.

REFERENCES: 1. Bloom, Benjamin S., ed Taxonomy of Educational Objectives, Handbook I; Cognitive Domain, David McKay Inc., New York, 1976.

2. Maslow, Abraham Harold, Almost Everything You Ever Wanted To Know About Motivating People; or Maslow's Hierarchy of Needs [Film] Salenger Educational Media, 1975.

3. Student Manual.

SAMPLE LESSON PLAN

REQUIREMENTS: The instructor will need an overhead projector and screen. Additionally, the instructor should use the visuals shown in the listing of visuals indicated in the Instructor Notes column throughout the lesson. Hard copies are appended and can be reproduced on a photocopy or "thermofax" machine.

The blank lesson plan from, SM pages 27 through 30, should be reproduced twice for each student as a handout.

REMARKS:

1. This lesson will initiate a process of lesson preparation that will culminate in two micro-teaching segments during the third unit.
2. Early in the lesson, the participant should be told to select a topic for preparation of a seven minute presentation relative to his/her work.
3. During the practicum at the end of the lesson, the participant will be given time to develop both objectives and a lesson plan relative to his/her selected topic.
4. Learning checks are provided at frequent intervals to provide for reinforcement of subject areas covered.
5. Although times are established for each teaching segment, the actual amount of time emphasis devoted to each topic will depend on the experience and needs of the participants. The instructor should take the time necessary to assess the knowledge of the participants so that appropriate time can be provided where needed.
6. Because the course is built upon a tight time format, the instructor is encouraged to complete each segment within the allotted time frame.

SAMPLE LESSON PLAN

INSTRUCTOR NOTES	TIME	CONTENT/ACTIVITY
		<p>B. <u>Overview.</u></p> <p>Preparation includes consideration of:</p> <ol style="list-style-type: none"> 1. People (the Adult Learner) <ol style="list-style-type: none"> a. Learning b. Readiness to learn c. Motivation d. Adult learning characteristics 2. Goals and Objectives of Training <ol style="list-style-type: none"> a. Identifying training goals b. Learning domains c. Objectives 3. Lesson Plans 4. Environment, Equipment, and Materials of Instruction 5. Practicum <p>Explain:</p> <p>How forethought and preparation in these four areas can improve training.</p>

SAMPLE LESSON PLAN

LESSON PLAN NO. _____

COURSE TITLE: _____

LESSON TITLE: _____ TIME: _____

OBJECTIVES:

SCOPE:

REFERENCES:

SAMPLE LESSON PLAN

REQUIREMENTS:

REMARKS:

SAMPLE LESSON PLAN

CONTENT/ACTIVITY	TIME	INSTRUCTOR NOTES

LEARNING CHECK 1

Below are several short "learning" descriptions.

Read each one. Then use the checklist below to decide if you can tell whether or not learning has really taken place. Be prepared to justify your choice. You have 5 minutes.

<u>Learning Situation</u>	<u>Has Competent Learning Occurred?</u>	
	<u>Check One</u>	
	YES	NO
1. Manager Thomas Walsh is taught National Warning System (NAWAS) procedures for the first time. He understands the operations manual but in an exercise he fails to terminate the transmission correctly.		Learning is going on but the student has not practiced enough to show the desired behavior.
2. A group of managers watch a film on handling hazardous materials emergencies.		Watching a film means there has been some teaching but there is no evidence yet that behavior has changed.
3. Kerry Brown learns radiological decontamination of personnel. After practice Kerry is tested for both technique and safety practices. The instructor then certifies Kerry, who has performed correctly and feels confident about the new skill.	Kerry has performed successfully. Behavior is indicated by "Performed Correctly."	

LEARNING CHECK 2

Four short statements below depict students within learning situations. Identify which of the five needs (within Maslow's hierarchy) applies to each situation.

1. The new emergency program manager needs to learn precautions to take before entering a hazardous area.

SECURITY NEEDS.

Students need to feel confident that they have taken necessary precautions before entering a hazardous area.

2. A visiting radiological officer (RO) talks to a group of emergency managers for what seems like hours. When he finally gives them a break they've missed lunch and shortly have to go to another scheduled class.

PHYSICAL NEEDS.

Students will be uncomfortable without a break... added physical discomfort from hunger when they miss lunch.

3. Emergency managers critique an increased readiness exercise in groups.

SOCIAL NEEDS.

Students enjoy training more when working in teams.

4. Jim makes all meetings and exercises and has hopes of becoming the Public Information Officer.

SELF-ESTEEM.

Working for others they respect; their own pride in being a "professional," whether paid or not.

LEARNING CHECK 3

For each pair of objectives, determine which one is clear and which objective is more confusing. Put a check in the appropriate box.

	<u>Clear</u>	<u>Confusing</u>
1a The emergency manager will become familiar with triage.		X
1b The emergency managers will list the four levels of triage in the correct order.	X	

2a The emergency manager will recite (3) reasons for having the right equipment at the scene of the emergency.	X	
2b The emergency manager will know which equipment to take to a specific emergency scene and how to access it.		X

3a The emergency manager will understand hazard analysis.		X
3b When given a community profile, the emergency manager will be able to develop a list of potential hazards.	X	

Using terms from the useful word list forces instructor to write clear objectives.

LEARNING CHECK 4

Answer the following questions regarding supplies, equipment and aids necessary to teach the following lesson:

Lesson

You will be teaching a group of twenty elderly people how to access emergency assistance by telephone. (15 minutes)

1. What type of safety considerations are necessary?

2. Where would you teach this lesson?

3. Who can you contact for assistance? What will they do?

4. What equipment and instructional materials are required?

5. What other considerations are important in teaching this lesson?

LEARNING CHECK 5

For the following case study situation choose the most appropriate method or methods of instruction for each given training topic. Be prepared to discuss your plan for presentation. There is no single "right" answer.

Your audience is a group of 12 Emergency Program Managers. They have varying levels of knowledge and experience. You have access to a suitable training area, which includes a 20' x 30' meeting room with a slide projector, an overhead projector, and a 16mm film projector. The teacher is skilled in instructional methods.

Topic 1 - Public Speaking

List 1st and 2nd choice of method Reason

1st _____

2nd _____

Topic 2 - Resource Identification and Management Social acceptance of community shelter.

List 1st and 2nd choice of method. Reason

1st _____

2nd _____

Topic 3 - Applying a Zero Base Budget

List 1st and 2nd choice of method. Reason

1st _____

2nd _____

UNIT II PRACTICUM

PREPARATION

Objectives:

Through completion of a worksheet, the student will be able to apply the principles of instructional preparation presented in this Unit to a specific topic.

Directions:

The first item you must decide on is a topic/objective. This topic/objective should be selected from the cognitive domain in this course (Preparation, Presentation, Application, and Evaluation). List your topic/objective below. Your instructor will quickly check your topic and approve it or assist you in selecting an area that is appropriate for this course.

Using your approved topic, you will be required to complete the activity by recording each of the preparation items listed on pages 41-42. (Spend approximately 5 to 10 minutes on each preparation topic.)

This activity must be completed before starting the next unit. Watch your time carefully - 30 minutes maximum.

Your Topic _____

UNIT II Practicum

PREPARATION FOR TEACHING

Answer the following questions with reference to the topic selected:

PEOPLE:

1. Identify the domain in which most learning should occur.

2. List two ways the audience can be motivated.

TOPICS AND OBJECTIVES:

Write out the objective for your topic identifying the A.B.C.D.

A _____

B _____

C _____

D _____

UNIT II Practicum

RESOURCES:

Identify where you might obtain reference material or a lesson plan for this topic.

PLACES:

Specify where it would be best to present and apply the lesson.

THINGS:

List the audio-visual equipment that would be best used to present and apply the lesson?

PRACTICUM (UNIT III)

PRESENTATION

- OBJECTIVES:
1. The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.
 2. The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course material.

DIRECTIONS: You have already decided on a topic and the objective(s) for a lesson and the audience for that lesson.

Based on those two decisions, you are now ready to plan your presentation.

First, decide on the key points you need to "cover" when presenting this training.

Next, for each key point, decide which method(s) could be best used. (Remember that using several methods makes a lesson easier to remember.)

Finally, note the instructional aids you would like to use in the presentation.

Use the following pages to outline the lesson topics, methods, and instructional aids you have chosen.

The instructor may ask you to explain your choices in discussion with the rest of the class at the end of the activity.

PRACTICUM (UNIT III)

PRESENTATION

Using your approved topic, lesson title, objectives, and answers to unit I questions, consider and answer the following questions about the four key points of the presentation step.

METHODS:

1. Identify which overall method you would choose to present your lesson.
2. Explain why you chose this method.

INSTRUCTOR MANNERISMS:

1. List two positive mannerisms you can use to help teach the lesson.
2. What negative instructor mannerisms may get in the way of learning in this lesson?

PRACTICUM (UNIT III)

INSTRUCTIONAL AIDS:

1. Identify the best instructional aids for your lesson.
(see text for reference)
2. Explain why you chose them.
3. How could you best recover from equipment failure during instruction?

CLASSROOM DYNAMICS:

1. Label and describe a type of student problem that could arise in your class while teaching this lesson.
2. Describe the first step you would take to resolve the problem.

PARTICIPANT REVIEW FORM

NAME OF STUDENT INSTRUCTOR: _____

NAME OF PERSON COMPLETING THIS FORM: _____

LESSON TITLE: _____

1. In your own words, what was the stated objective?

2. State what you were expected to do during this session.

3. Did the student instructor speak clearly? _____

If not, how can he or she improve?

4. Refer to pages 46 through 55 concerning methods of instruction. Was the correct method(s) of instruction used to present the topic and attain the stated objective(s).

5. Overall, what were the instructor's strong points?

6. Overall, what were the instructor's weak points?

7. Were the instructor's objectives achieved? If not, briefly state the reason.

APPENDIX B

COURSE VISUALS

Participant Introductions

Name:

Hometown:

Job title/Function:

**Number of years in Emergency
Management:**

Reason for taking the course:

**Where were you and what were you doing
ten years ago?**

Unit I – Course Introduction

Course Objective:

The participant will be able to identify and demonstrate the four steps of instruction:

- **Preparation**
- **Presentation**
- **Practical Application**
- **Student Evaluation**

Unit II — Preparation

Objective:

The course participant will be able to demonstrate all of the activities of course preparation, as identified in this unit, to an instructor in a classroom setting.

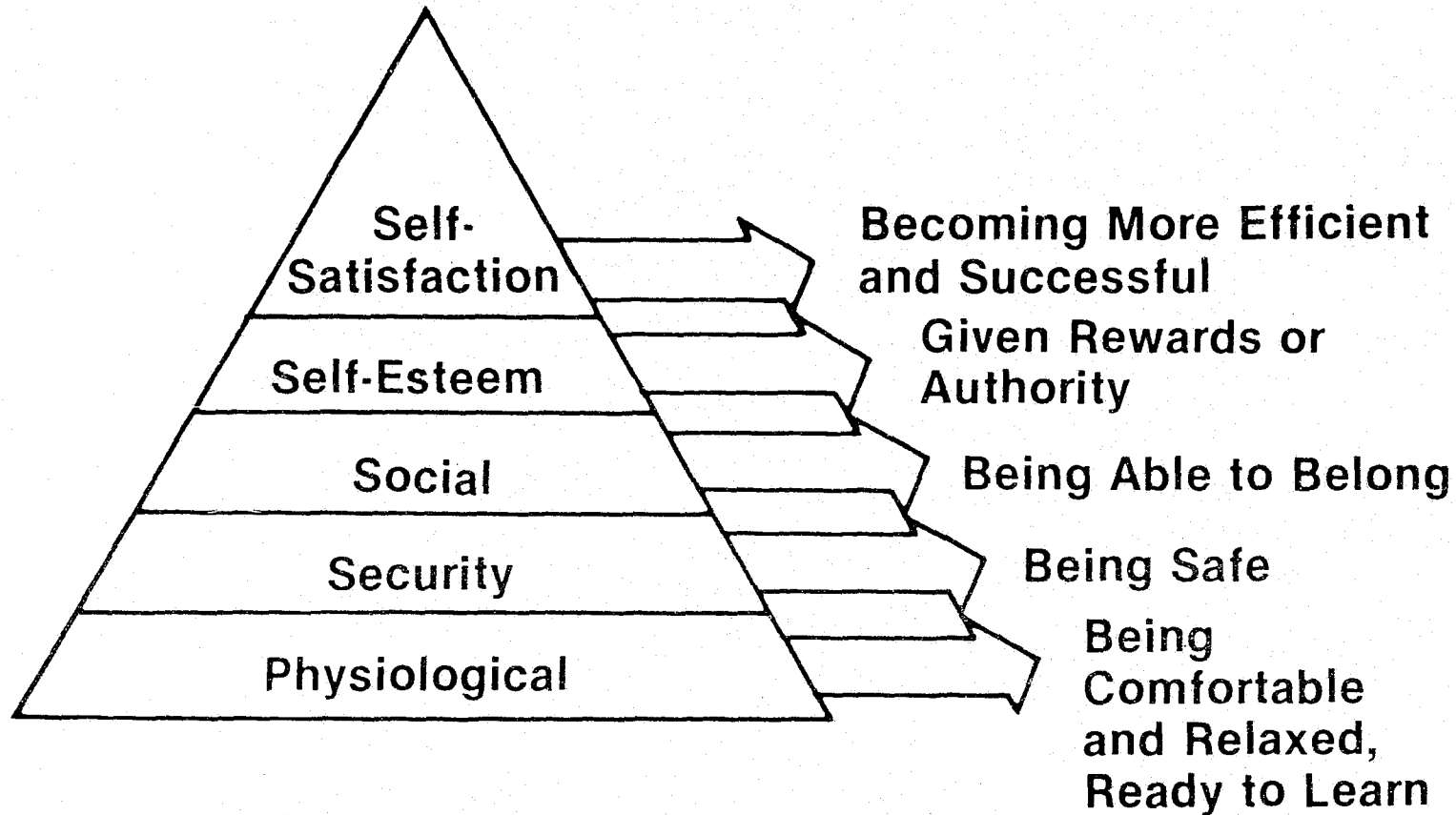
Preparation

- People
- Goals and Objectives of training
- Structuring a Lesson Plan
- Environment, Equipment, and Instructional Aids

Learning

- Learning Is “Observable” by the Learner and Instructor
- Learning Is a Result of Exposure to New Information or Skills
- Learning Happens After the Learner Practices the Skills/Information
- Learning Is Verified Through Testing
- Teaching Is Not Learning

Maslow's Hierarchy of Needs



Motivation

- **Benefits of Learning**
- **Actual Experiences**
- **Hypothetical Situations**
- **Relation to Job**

Adult Learning

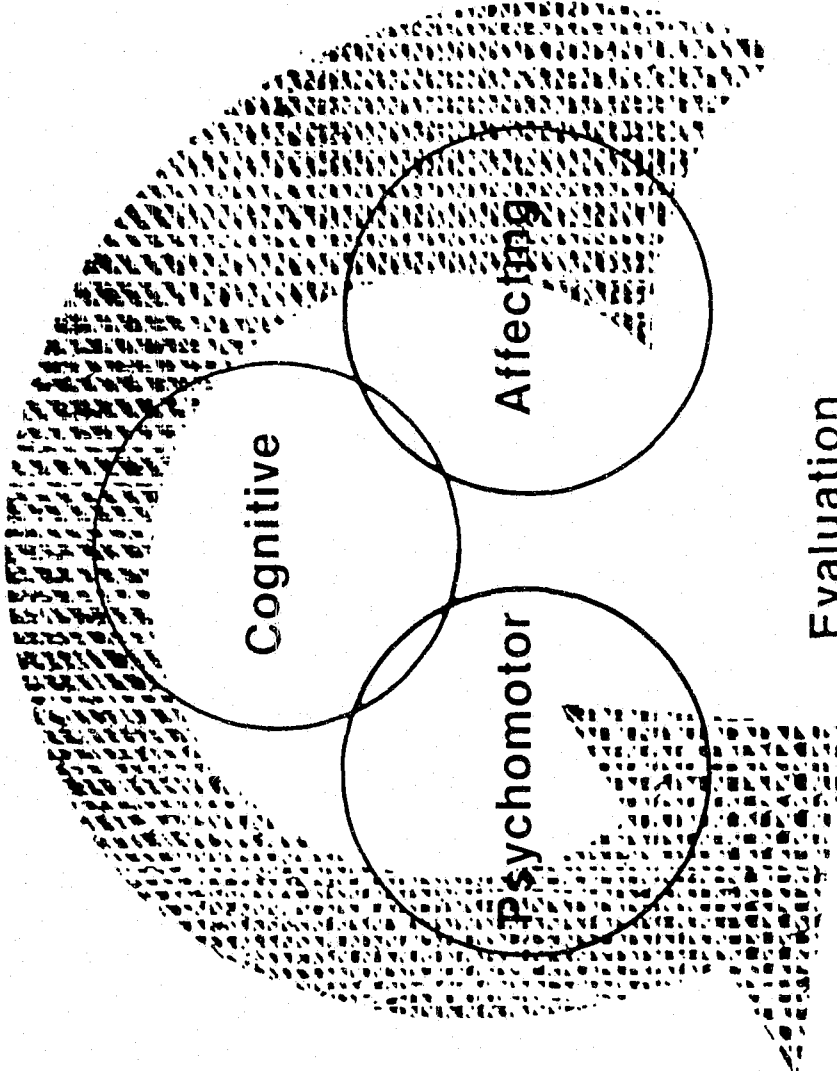
- **Problem-Centered**
- **Experience-Centered With Goals Meaningful to Adults**
- **Encourage Active Participation**
- **Provide Feedback Toward Progress**
- **Learning Speeds Differ**

Identification of Training Goals

- **By Committee**
- **By Governmental Standards**
- **For Qualification**
- **From Task Analysis**

Domains of Learning

2 Knowledge Goals



1 Attitude Goals

3 Skill Goals

Training Goals

Objective Parts

a. **AUDIENCE**

b. **BEHAVIOR**

c. **CONDITIONS**

d. **DEGREE**

Objective Parts

A. Audience

“The Course Participant”

B. Behavior

**“Will be able to demonstrate ...
activities of course preparation”**

C. Conditions

**“to an instructor in a classroom
setting”**

D. Degree

**“... demonstrate all of the
activities”**

Qualities of a Lesson Plan

A Good Lesson Plan . . .

- Can Be Reused
 - Identifies Key Points
 - Organizes Lesson
 - Can Be Used By Others
 - Assures Consistency

Elements of a Lesson Plan

Lesson Plan Number

Course Title

Lesson Title

Objective(s)

Scope

References

Requirements

Remarks

Content/Activity

Time

Instructors Notes

Classroom Environment

- **Safety**
- **Student Comfort**
- **Accessibility**
- **Facilities**
- **Arrangements**

Equipment and Instructional Aids

- **Determine Needs**
- **Take Inventory**
- **Order or Borrow**
- **Test and Set Up**

Preparation

Getting Off to a Good
Start Means

Being Prepared

For

... People

... Topics and Goals

... Places and Things

Unit III — Presentation

Objective 1:

The course participant will be able to define in writing appropriate teaching methods and appropriate instructional aids for a given topic and an identified audience.

Unit III – Presentation

Objective 2:

The course participant will be able to identify in writing positive and negative instructor behavior and classroom dynamics that enhance or inhibit the presentation and reception of course materials.

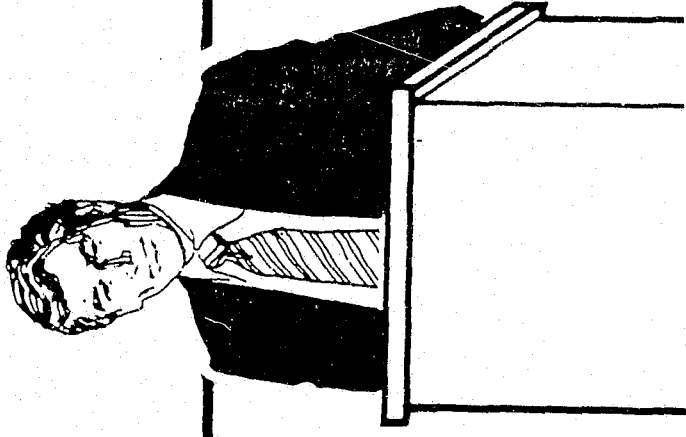
Presentation

- **Methodology**
- **Instructional Aids**
- **Classroom Dynamics**

Instructional Methods

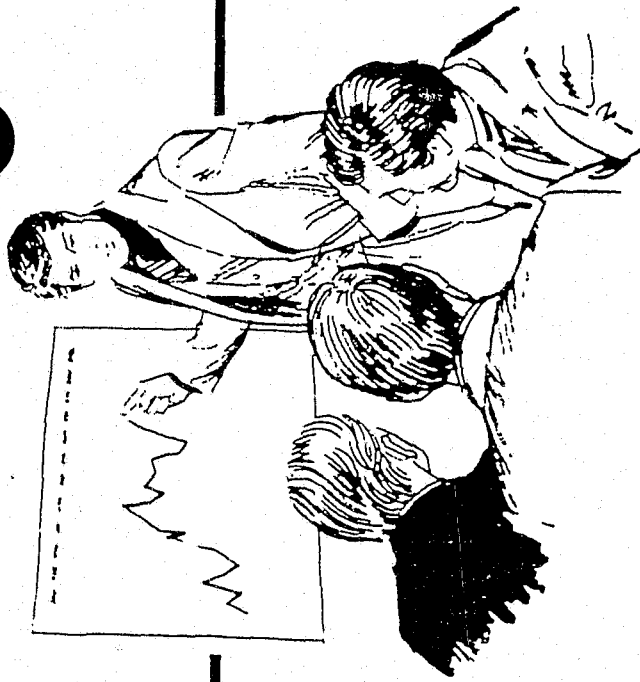
- 1. Lecture**
- 2. Illustration**
- 3. Discussion**
- 4. Conference**
- 5. Demonstration**

Lecture Method



- Can be used for large groups
- Moves quickly through material

Illustration Method



- Shows items that are small or hidden
- Shows unusual occurrences
- Shows complex processes

Discussion Method



Sharing information among
participants

High degree of student
involvement

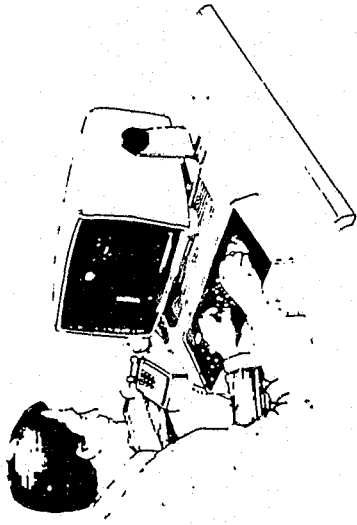
Conference Method



**For Groups with power and
knowledge to interact**

Effective for problem solving

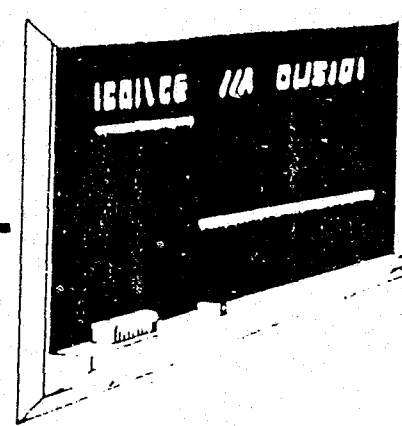
Demonstration Method



Relates theory to performance

Allows students to see a physical skill

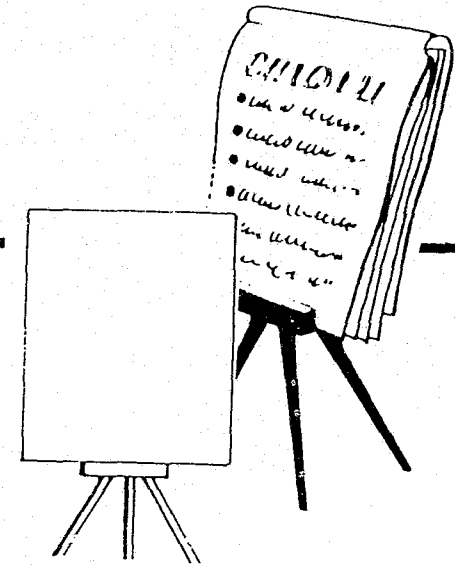
Chalkboards



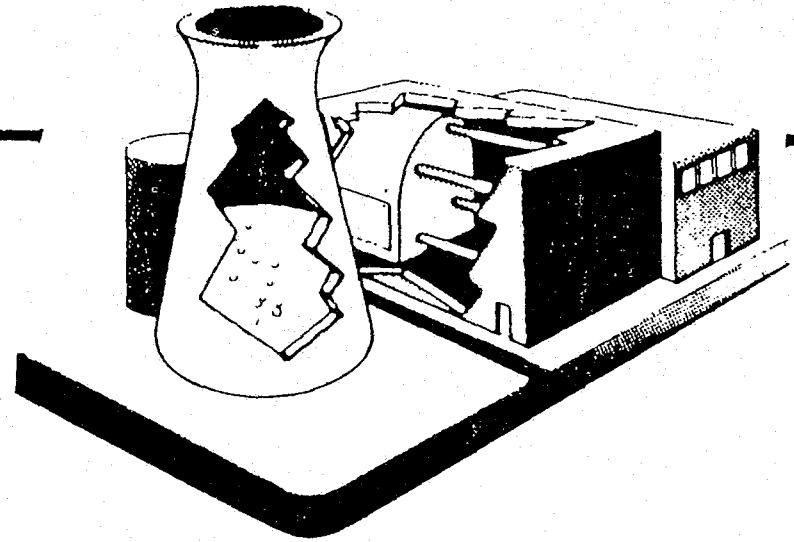
- **Removable**
- **Excellent for problem centered teaching**
- **Aspects of diagrams can be easily changed**
- **Responses can be listed during instruction**

Flipcharts

- Prepared in advance
- Covered until ready
- Can be saved
- Inexpensive
- Used to capture student ideas
- Pages can be separated and posted



Charts, Posters & Models



- Purchased or prepared in advance
- Reusable
- Can be left around room for future reference

Transparencies

- Inexpensive preparation
- Can be made from printed materials using different copy machines
- Can be saved and reused
- Can be written on during presentation
- Lights can be left on
- Overlays can be added to transparency to add information sequentially

Slides and Tapes

- Inexpensive
- Adaptable
- Equipment is portable
- Title slide can be produced by using a “menu board”
- Programs can relate to local community

Films

Large Audience
Strong Impact

Video Tapes

Ease of Use

Instant Playback

Physical Skill Evaluation

Student Instructor Evaluation

Establishing Rapport

- Speaking Voice
- Eye Contact
- Gestures
- Dress

Types of Questions

- Rhetorical
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Directed
- Overhead

Questioning Techniques

- Relay Questions
- Ask-Pause-Call

Students with Special Needs

- **Fast Learner**
- **Argumentative Student**
- **Students with Hidden Agenda**
- **Timid Students**
- **Slow Learners**
- **Inattentive Students**

How To Handle Students with Special Needs

- **Motivate**
- **Seek Involvement**
- **Personal Attention**
- **Reinforcement**
- **Feed Back**

Unit IV – Practical Application

Objective:

The course participant will be able to apply the principles learned in Units II and III in presentations before his/her peers.

Unit V – Student Evaluation

Objective:

Given the objective of a topic, the course participant will be able to select a valid written, oral, and/or practical evaluation instrument to measure student attainment of the objective.

Student Evaluation

- **Characteristics of a Good Evaluation**
- **Types of Evaluations**
- **Constructing Evaluation**
- **Administering Evaluation**
- **Evaluation Results**

Characteristics of Good Evaluations

- **Validity**
- **Comprehensiveness**
- **Ease of Administration**
- **Clear Directions**
- **Ease of Scoring**

Types of Evaluation Instruments

- Written
- Oral
- Performance Skills

Evaluating In The Domains

- 1. Start with Objective(s)**
- 2. Specify Domain**
 - Evaluate Attitude**
 - Evaluate Knowledge**
 - Evaluate Skill**

