

Seven Step Process of Instruction

1. Gain Learner's Attention (Opening).
2. Inform Learner of Lesson Objective(s) and Process.
3. Assess for Experience or Knowledge of lesson objective(s).
4. Present New Material.
5. Provide Practice and Feedback on Learning.
6. Assess Learning.
7. Close the Lesson.

Opening:			Session:	
Objective:				
Pre-Assessment:				
Learning Tasks	Instructor Activities	Learner Activities	Resources	Time
Post-Assessment				
Closure				

ANALYSIS OF LESSON PLAN PROCESS

The following set of examples has been taken from a lesson plan. The plan is sectioned into three major parts: Opening, Body and End. Each component of the plan is presented and then explained. At the end of this section, the entire lesson plan is provided.

<p style="font-size: 1.2em; font-weight: bold; margin: 0;"><i>Opening</i></p> <ol style="list-style-type: none"> 1. Gain Attention. 2. State the Topic and Objective. 3. Assess for Experience or Prior Learning.

The opening of the lesson serves several purposes. First, it clearly signals the beginning and focuses the students' attention. Secondly, it informs the learner of what is to come and what is expected. Finally, it activates prior learning and prepares their minds for subsequent information and activity.

Step 1: Gain Attention

*Anybody here ever worked around a dangerous excavation?
Have you been afraid to go down in a hole for fear it would collapse?*

This step opens the session and sets the stage. Traditionally, instructors assumed that everyone was motivated to learn. They may be, but only potentially. First, you need to get participants' attention. Then you need to awaken their interest. Consider the following three approaches.

You might:

- Arouse their curiosity.
- Provoke their thinking.
- Pose a question or problem for them to consider.

One of the best ways to do this is to ask questions like the following:

"Have you ever considered why..... "
"Has anyone here ever thought about"
"Can anyone here explain to the rest of us"

Another strategy is to approach the opening from a purely motivational standpoint. Generally speaking, people act from personal interest. One fairly fail-proof strategy is to link instruction or training to self-interest or personal relevance. You might try one of the following:

- Let them know why there is "something in it for me".
- Link the training to a reward structure if there is one.
- Associate the training with commonly recognized values or priorities such as safety, company policies or government requirements that they must follow.

People want to learn and participate if they see clearly why something is important or personally significant.

Step 2: State Lesson Objective

By the end of today's session you will be able to describe the safety measures required for working in and around an excavation of 5 ft. or more.

Participants learn more and are more organized if they know from the start what the lesson is about and what is expected of them. At the start, quickly state what the day's objective is and what you expect them to be able to do with that new knowledge or skill.

For example:

"Today we will be looking at the issue of personal safety and excavation work. At the end of the session, I expect you to be able to tell me what the specific dangers are when working around excavations and what specific safety measures need to be in place."

WRITING OBJECTIVES

When creating objectives for your course or training, keep the following in mind:

1. An objective must be realistic in terms of the time and resources available.
2. The objective states how the learner will demonstrate the knowledge, skill or attitude.
3. An objective is not an activity such as "watch a video". Watching a video may be useful, but you need to identify why learners are watching the film. Once you can explain that, you probably are getting close to the kind of skill or knowledge that you want the learners to display. The video is just a means to an end.
4. Use only one verb for each objective. For example, in the objective "List and explain the major cause of accidents", it is not necessary to use both list and explain. Explain is sufficient and incorporates the process of listing the causes.

EXAMPLES OF OBJECTIVES

The following are typical objectives that are used to develop mini-lessons. Notice how each one identifies a specific, observable competence or performance for the learner to display.

- Explain the concept of "free trade".
- Treat an accident victim for shock.
- Tie a bowline knot.
- Create a paper airplane.
- Distinguish between three types of tug boats.
- Conduct a job interview as a job-applicant.
- Sharpen a knife.
- Recognize the value of safety belt use.
- Explain the rules of play for Monopoly.
- Create a salsa – dip.
- Decide if agricultural products should be used to create fuel.
- Organize your possessions.

ANALYZING OBJECTIVES FOR LEARNING TASKS

Once you have developed an objective, it is time to start preparing lessons. An objective becomes the central theme of a lesson and the basis for constructing the lesson. The lesson should be sequenced in a series of clear, logical steps. To create this clear procedure or sequence, the objective must be analyzed in order to define its constituent parts or steps.

A lesson plan proceeds by explaining, demonstrating and involving the learner in each of these steps. The steps are called learning tasks. Once we know all the tasks that students must perform, we can create lessons that are systematic and easy to follow. In order to accomplish the objective, the student must be able to perform all of the tasks. Let us look at some examples of objectives and how these have been analyzed into their learning tasks.

Example One

Course: First Aid for Construction Workers
Goal: Deal with lack of pulse
Objective: Given a simulated accident victim, the learner performs pulmonary resuscitation for two minutes.

Learning Tasks:

1. Determine whether the patient is breathing
2. Determine whether there is a heartbeat
3. "Shake and shout"
4. Ask someone to call an ambulance
5. Tilt the head back
6. Clear the mouth and throat if necessary
7. Place hands in the proper position on the chest
8. Carry out chest compressions using correct pressure

(Note that this is a partial list of the complete sequence)

Example 2

Course: Victim Extraction
Goal: Disassemble vehicle
Objective: Using only hydraulic shears and a glass-master remove the roof without further injury to the victim.

Learning Tasks:

1. Select appropriate tools
2. Assemble hydraulic tools according to manufacturer's specifications
3. Ensure the victim is stabilized and protected
4. Remove all glass
5. Cut 'a', 'b', 'c', and 'd' posts
6. With assistance, lift the roof off vehicle
7. Protect sharp edges on vehicle posts
8. Place tools in the staging area

Example 3

Course: Construction Safety
Goal: Carry out safe excavations
Objective: Given an excavation of 5 ft. or more, ensure safe procedures are followed in accordance with regulations.

Learning Tasks

1. Explain requirements for shoring
2. Determine soil type
3. Determine shoring/protection required
4. Identify potential hazards
 - power
 - gases
 - fumes
5. Ensure hazards are flagged or noted by crew
6. Describe safe entry and exit procedures
7. Ensure safety watch is set for all employees working in excavation

Example 4

Course: First Aid for Construction Workers
Goal: Deal with Burns
Objective: Given a serious burn from a gas fire, respond to a heat burn appropriately.

Learning Tasks:

1. Call for first aid attendant or ambulance.
2. Stop the burning by smothering fire dousing flames
3. Check victim for breathing 3-5 seconds
4. Check for pulse for 5-10 seconds if no pulse perform CPR
5. If pulse and breathing are alright, lessen spread of heat and tissue by:
 - Applying cold water
 - Applying cold compress
6. Cover the burn with clean cloth, sheet or pillowcase
7. Reassure victim until help arrives

Example 5

Course: Violence in the Workplace
Goal: Change aggression into assertion
Objective: Distinguish between assertive and aggressive behaviours.

Learning Tasks:

1. Identify personal feelings about self and others in conflict situations
2. Identify the physical and verbal characteristics of aggressive behaviour
3. Identify the physical and verbal characteristics of assertive behaviour
4. Contrast the characteristics of assertive and aggressive behaviour
5. Recognize assertive and aggressive behaviours

Note:

Learning Tasks are not the same as classroom activities.

Tasks are **what**.

Activities are **how**.

Step 3: Assess for Previous Training on the Topic or Experience

What are some of the dangers around excavation?
What do WorkSafe BC regulations say?
What's our policy here at this company about trench work?

Find out what the learner knows about the day's topic. Then use this information throughout the lesson. It also serves as a natural-link into the day's session. The easiest way to do this is to ask simple, direct questions.

"Has anyone ever been on a site where an excavation collapsed?"

"How many of you know how to set up a system for ensuring excavations remain safe?"

"If you were going to do excavation work in a remote site, what safety measures would you want to have in addition to standard ones?"

Shape your questions to fit the day's topic and to explore the students' experience.

Body of Lesson

4. **Present the new material or skill**
5. **Provide an opportunity to practice the new knowledge or perform the skill.**

Be sure to provide feedback to the participants on their progress!

The body of the lesson is constructed using the learning tasks. The body is where instruction, learning and feedback occur. It is made up of new information (the instructor's presentation for example) followed by learners using or applying that information in a way that enables the learner to achieve the objective.

Step 4: Present the New Material

Tasks are about **what**. We use verbs such as:

- Identify
- Contrast
- Recognize, etc.

The learning strategy can be specified here

Learning Tasks	Instructor Activities	Learner Activities	Resources	Time
1. Explain Soil Type Importance	1.1 Question: What are some common soil types? 1.2 What soil types are most common in this area? 1.3 What soil type affects your decisions?	Listen and Respond	Samples of local soil	1 min.

Activities are about **how**. Action verbs should be used.

- Ask student the following questions: (1.1, 1.2, 1.3)
- Give time to answer these questions
- Record answers on flip chart or whiteboard
- Link answers to new knowledge (e.g. concepts, principles, ideas)
- Present new knowledge (e.g. lecture using PowerPoint)

Place each task in the left hand column of the lesson plan and number it. Then in the next column "Instructor Activities", identify and explain the instructor's strategy for presenting that task. Then, in the next column to the right "Learner Activities", explain what you want the learners to be doing. Finally, specify the resources you want to use for this task and estimate the time needed. Step four (4) is the heart of the lesson plan and will constitute the bulk of attention and time devoted to the lesson. You will use the learning tasks as the starting point for formulating the lesson. Notice how the instructor's activities flow from the learning task. The learner activities follow from what the instructor prompts or assigns the learners to do. Using a step-by-step process, this section should take learners through the new material.

The column "learner activities" should reveal what the learners are doing throughout the lesson. Above, in response to the instructor in task #1 the students are thinking and answering questions that the instructor poses. The learners' role should change with the tasks. At times, the instructor will lead the process while at other junctures in the lesson the students should have a more direct and participatory role. The resource section also needs to identify all needed materials, tools and supplies that you plan on using. Time is never easy to estimate accurately, but make an estimate and then adjust it after having taught this lesson.

Step 5: Provide Practice and Feedback

7.1 **Say** "on a piece of paper I want you to write out all of the key rules to follow when working around an excavation".
7.2 **Ask** for the report

Learning Tasks	Instructor Activities	Learner Activities	Resources	Time
7. State Measures	7.1 "On a piece of paper I want you to write out all of the key rules to follow when working around an excavation" 7.2 Ask for a report	7.1 In pairs generate a list of rules 7.2 Report rules	Paper	2 minutes.

After presenting the new information or demonstrating a procedure, give learners time to practice. Observe and provide feedback on their skills development. Re-teach or repeat a demonstration as needed.

End of Lesson

6. **Assess Learning (Post-Assessment).**
7. **Close the Session by Summarizing or Linking to Next Session.**

How does a lesson best conclude? In this two-step approach, learners demonstrate their mastery of the object first. Then the instructor brings the session to a close in a way(s) that reinforces the purpose of that lesson.

Step 6. Assess Learning

Post-Assessment

"Together with your partner, read the following scenario and tell me what's needed."

Roadmaster Construction has to excavate a trench 8' wide x 50' x 8' deep in order to put culverts in place and build concrete drains. The soil is heavy already. It's been raining steadily for the last 72 hours. The location is 10 km north of Quesnel on Hwy 97. There is no traffic. A detour is in place. Work on this component will take 7 days. What safety measures would you recommend?

After students have practiced, be sure to check how well the learners have gotten the idea, developed a skill or performed the procedure. If you're satisfied, the group can move on. If not, perhaps additional practice is required.

Do not overlook this step. If you simply ask the students if everything is clear or if they understand, most participants will nod their heads to indicate that there is "no problem". This is not assessment. Instead, it is a recipe for ineffectiveness. You must check their active understanding or skill level. Otherwise, you have no idea of whether the lesson has had its intended impact.

Ways to assess learning at the end of the session include:

- Ask the students to complete a short quiz based on the content of the session.
- Ask the participants to demonstrate the skill that has just been practiced.
- Get the learners to list the main or key points of the day's session.
- Get the group to summarize an action sequence, role play or explain new information in their own words.
- Pose questions and ask the learners to answer them individually aloud or in writing.
- Ask the students to explain how they plan to use the information or skill.

Note:

Whatever way you use to check that the group "got it", make sure that it is consistent with how you instructed and practiced the objective during the session.

Step 7. Closure

"Good work. Let's just quickly recap the main points."

1. Can anyone tell me what the main concern about soil is?
2. What about shoring – what do we use there etc.?
3. Recap all key points.

"We'll use this information at our next session."

This step is frequently overlooked by even the most experienced instructors. All too frequently at the end of the session, instructors say something like the following:

"Well, looks like we're out of time. We'd better wrap it up".

An important learning opportunity is lost when this happens. It is important to ensure that main ideas or steps of a process are remembered. Ask for a summary of key points; or link today's session to the next one if possible. You want the learners to go away secure in their knowledge of how the lesson relates to the bigger picture.

Some additional strategies for closing the day's lesson include:

- Asking the group if they can see how to use this information back on the job
- Informing the group of how today's session connects to the next session
- Asking the participants to record in their journal a key idea or thought related to today's lesson

Remember.....

Closure and Assessment of Learning are not the same thing.

Assessment checks to ensure that learners are able to display the new knowledge and skills as outlined in the objective.

Closure helps the learners to put the information into memory or creates a mental link between today's topic and what is to come.

Topic: Fire Safety

Opening:

Anybody been in a fire? How did you feel? Did you know how to put it out safely?

Performance Objective:

To be able to select the appropriate fire extinguisher for a type of fire.

Pre-assessment Procedure:

- 1) What are the different types of fire sources?
- 2) Why is it important to distinguish the source of fire?
- 3) What will happen if we use the wrong fire extinguisher to put out a fire?

Learning Tasks	Instructor's Activities	Learner's Activities	Instructional Aids	Time
1. Identify basic elements of combustion -heat -fuel -oxygen	1.1 Ask learners to identify three elements of combustion	1.1 Think and respond	1.1 Fire Triangle on flip chart	1 min.
2. Identify different sources of fuel	2.1 Link lesson to triangle and emphasis on fuel 2.2 Ask learners to identify different types of fuel. Group responses on flip chart	2.1 Listen 2.2 Respond to questions	2.1 Flip chart	2 mins.
3. Identify four classes of fire	3.1 Ask learners to turn to neighbor and identify the four classes of fuels on the flip chart 3.2 Ask for fuel group names 3.3 Ensure that group identifies Class A, B, C and D correctly. Use flip chart	3.1 Learners think and identify four types 3.2 Supply names 3.3 Take Note	3.1 Flip paper with four letters A, B, C and D	3 mins.

Learning Tasks	Instructor Activities	Learner Activities	Resources	Time
<p>4. Identify four types of fire extinguishers:</p> <ul style="list-style-type: none"> - carbon fire, - chemical fire - electrical fire - metal fire 	<p>4.1 Ask group to identify the four types of extinguishers as related to fuel</p> <p>4.2 What are each of these fire extinguishers called by type?</p> <p>4.3 Indicate on an extinguisher where its identification is located</p>	<p>4.1 Respond</p> <p>4.2 Identify four Classes of extinguisher</p>	<p>Extinguisher or picture</p>	<p>3 mins</p>
<p>Post Assessment:</p>	<p>Steps</p> <ol style="list-style-type: none"> 1. Place students into groups of two. 2. Give learners a set of 12 index cards each with a different type of fuel. 3. Give each group a set of four Cards labelled Class A, B, C and D. 4. Ask each group to sort the fuel cards into one of the four classes. 5. Check each team's groupings. Discuss and clarify. 	<p>Carry out assigned activity</p> <p>Report and Explain</p>	<p>1 set of cards for each pair of learners.</p>	<p>2 mins.</p>
<p>Closure:</p>	<p>Ask group following:</p> <ul style="list-style-type: none"> • What are the three elements of combustion? • What are the different types of fuel? • What are the different types of extinguishers? • Which extinguisher is for carbon-based fire? <ul style="list-style-type: none"> ▪ For chemical fires? ▪ For electrical fires? <p>Link to next session – Use of the fire extinguisher.</p>	<p>Respond</p>		<p>1 min.</p>