

Unit	1064
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Table of Contents

Unit Introduction	5
Section 1064-1: Develop Lesson Plans	6
Key Point 1.1: Structure and Content for Lesson Plans	7
What is a lesson plan?	7
Lesson plan structure	7
Lesson plan elements	8
Bridge	8
Objective	8
Pre-assessment	8
Participatory learning	8
Post-assessment	8
Key Point 1.2: Create Clear and Concise Lesson Plans	10
Time management	10
Managing time during lesson plans	10
Time management tips	11
Use a watch	11
Follow your lesson plan	11
Put a time limit on discussions	12
Use the “parking lot”	12
Key Point 1.3: Resource Materials to Develop Lesson Plans	13
Resource materials	13
Choosing and using resource materials	13
Choosing instructional materials	13
Choosing materials for the lesson plan	13
Key Point 1.4: Select Specific Media and Visual Aids	15
Media used in training	15
Effective use of media	15
Types of media	15
Handouts	15
Tips when using handouts	16
Whiteboards and flip charts	16
Visuals and real objects	16
Videos	16
Internet	17
Section 1064-2: Implement Lesson Plans	18
Key Point 2.1: Maximize Venue Set Up	19
Key Point 2.2: Assess Students Using Formative Assessments	20
Formative assessment	20
Section 1064-3: Modify Lesson Plans	22
Key Point 3.1: Feedback	23

Key Point 3.2: Assess Lesson Plans	24
Meeting learners needs and incorporating changes from peers	24
Key Point 3.3: Modifying Lesson Plans	26
Modifying lesson plans	26
Self-Quiz.....	28
Self-Quiz Answers.....	30

Unit Introduction

By the end of this unit you will be able to demonstrate knowledge of:

- Developing lesson plans
- Implementing lesson plans
- Modifying lesson plans and feedback

Section 1064-1: Develop Lesson Plans

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

- 1.1 Structure and content requirements for lesson plans
- 1.2 Create lesson plans that are clear and concise and include the correct amount of time for each subject
- 1.3 Identify resource material required to develop specific lesson plans including additional material where required
- 1.4 Select specific media and visual aids relevant to the training topics for lesson plans

Key Point 1.1: Structure and Content for Lesson Plans

What is a lesson plan?

A lesson plan can be compared to a road map that provides what information you will be presenting and how you will be presenting it. Lesson plans are a good way of ensuring that you have “scheduled” all of the required information into your training session.

Lesson plans are a resource for you as a Trainer. They are not something that you give to learners. Think of your lesson plan as your game plan. It tells you where you are starting, when to change direction, and where you will end up. In this respect, it is also a good tool for when the class takes a detour so you know where to come back to. Lesson plans help you manage your time allowing you to meet the goal of the lesson. They also provide documentation to show that various concepts were taught as part of the course.



“Now don’t forget to go on social media and rate today’s lesson plan.”

Lesson plan structure

Although lesson plans follow a general pattern, the structure of your lesson plan is up to you. Lesson plans are guides and as the Trainer,

you will decide how your specific lessons are planned based on the topic you are teaching, your learners, and other factors.

Lesson plan elements

There are a wide variety of lesson plan templates available. Regardless of the template used and length of the lesson, a complete and successful lesson includes the following six elements:

- Bridge
- Objective
- Pre-assessment
- Participatory learning
- Post-assessment
- Summary

Bridge

The bridge is also known as ‘the hook’. It is intended to be the aspect of the lesson which grabs the learner’s attention. It provides the learners with reason to be interested in the lesson and some motivation to become involved. The bridge is established at or near the beginning of the lesson. It is sometimes combined with the pre-assessment.

Objective

The learning objective answers the question of ‘What is the point of the lesson?’ It focuses the lesson by identifying what the learners should be able to do at the end of the lesson.

Pre-assessment

Pre-assessment answers the question ‘What do the learners already know about this topic?’ A pre-assessment (also sometimes referred to as pre-test) identifies the learner’s pre-existing knowledge. It is sometimes combined with the bridge.

The bridge, learning objective, and pre-assessment occur at or near the beginning of the lesson. The order of how they appear depends on what will be most successful for the lesson.

Participatory learning

Participatory learning makes up the bulk of the lesson. It is the learning experience designed to help learners meet the learning objective.

Post-assessment

Post-assessment answers the question ‘What do the learners know now?’ A post-assessment (also sometimes referred to as post-test or quiz) identifies what students have learned from the lesson.

Your lesson plan should include at a minimum the five lesson plan elements. It should also include the following:

- Timing

- Learner activities
- Teaching techniques
- Instructional aids (where applicable)
- Other resources to be used in the lesson

Key Point 1.2: Create Clear and Concise Lesson Plans

Time management

Managing time is often a challenge for Trainers. Being able to balance between allowing enough time and space for learners to engage in the learning process and getting through all the material is an art. With practice and the use of different tools, this skill can be learned and developed.

Effective use of time is especially important to adult learners. If they feel their time is being wasted or that the Trainer is not keeping the group on track, they will get frustrated and start to disengage from the group.

Managing time during lesson plans

Competency is achieved over time and the amount of time varies widely between learners, Trainers, and the training environment. In forestry occupations, many competency outcomes are complex and require multiple lessons and long-term practice.

When you are training a complex topic, skill, or task, it is important that you are aware of how quickly you are moving learners through the material.

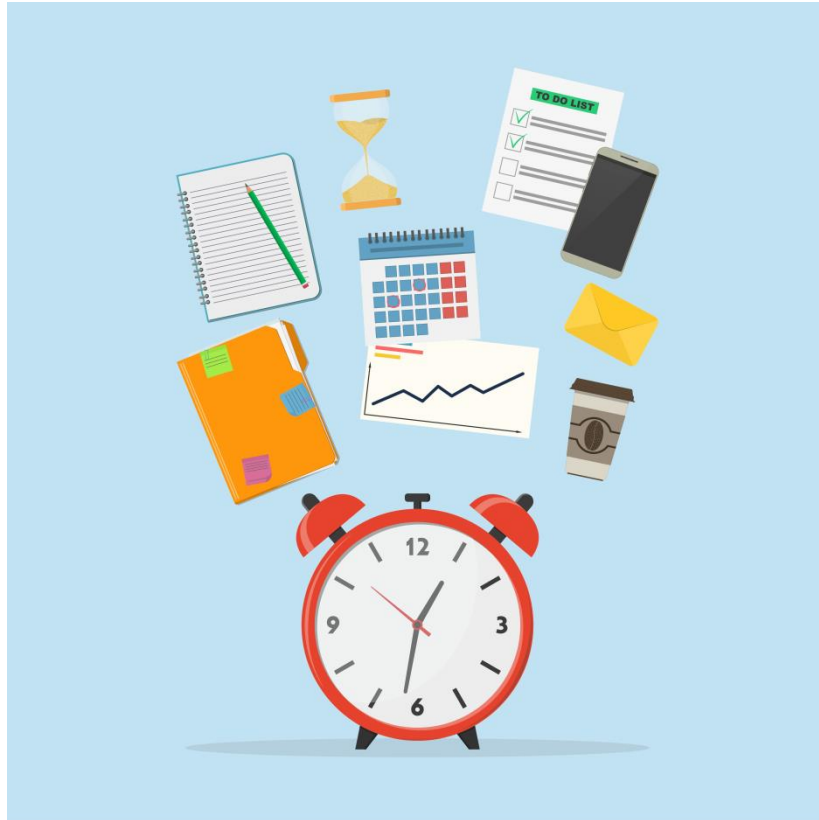
Complex topics can have many components or they can be topics that are completely new to the learners. When trying to manage time or deciding how long to spend on a topic or task during a lesson, stick with important information, and with the 'simple to complex' strategy. Build from a small task to the most complex ones. Try to leave out the 'nice to know' pieces, or consider giving some information in the form of a handout, homework, or personal reading.

As a Trainer and an expert on the topic, it can be easy to forget how challenging some information can be when you are learning it for the first time.

Many of the topics that you will facilitate can be broken down into smaller pieces. This practice in education is known as "chunking". Breaking a topic down is beneficial as it gives the learners smaller chunks of information to focus on. It also makes your lesson planning easier.

When you break a topic into smaller parts, make sure that you present each part in a logical sequence with each subsequent part building on what was just presented. Start with the simple concepts first and build up to the more complex ones. Make sure to tell learners you are moving on, or have your information labeled in such a way that it is clear when you are changing topics.

In managing time during a lesson plan, adjust to accommodate the learners and their skill level as they develop. A general rule for newer Trainers is to avoid too many learning objectives in too short of a lesson time. Managing time is about how deep you want to go into a topic and trying to gradually reach the depth of competence required on the part of the learners.



Time management tips

The following are time management tips:

- Use a watch
- Follow the lesson plan
- Put a time limit on discussions
- Use the 'parking lot' strategy

Use a watch

Keep track of time and your planned schedule. Using a watch will force you to look at the timing. Try to avoid using a cell phone as it can be easily misconstrued as checking your messages.

Follow your lesson plan

Your lesson plan is a great tool to help keep you on track. Have a copy close by and refer to it often. There will be times where you

decide to veer away from your lesson plan which is fine, as long as it is a conscious choice, not a result of poor time management.

Put a time limit on discussions

Set boundaries. Tell learners that they will have 10 minutes to discuss a topic and at the end of the 10 minutes you have to move on. This also works for practices as it helps keep your learners on track.

Use the “parking lot”

Put a piece of flip chart paper on the wall with the heading “Parking Lot.” Let learners know that if topics come up that are not directly related to what is being discussed that it will be put in the parking lot. If there is time later in the course, those topics can be discussed. Encourage the learners to write their topics for clarification on the chart and make sure you circle back on these.



Learning Point

Jordan is having a hard time keeping on time with his lesson plan. He wears a watch, follows his lesson plans, puts a time limit of discussions, and has a parking lot for questions.

What are some other tricks and tips one could give Jordan to help keep his lessons on time?

Key Point 1.3: Resource Materials to Develop Lesson Plans

Resource materials

As discussed previously, there are many instructional techniques available to Trainers. In this section we will review the types of questions a Trainer must consider when deciding which materials they will require for a specific lesson.

Choosing and using resource materials

A key feature of effective teaching is the selection of instructional materials that meet the needs of learners and fit the constraints of the teaching and learning environment.

When choosing resource materials, ask these questions:

- What things should I consider when selecting resource materials?
- How can I use electronic resources to improve the learning?
- How can I help my learners use the training/student manual more effectively?
- What can I use to connect the pre-existing knowledge of my students to this lesson?

Does the material align with:

- Relevant legislation
- Regulation
- Industry best practices
- Manufactures recommendations (where applicable)

Choosing instructional materials

When choosing instructional materials, ask these questions:

- What is the effect of the resources, methodologies, and technologies on learners?
- How are learners using them?
- What are learners learning from them?
- Which learners are using them?

Choosing materials for the lesson plan

When choosing materials for the lesson plan, ask these questions:

- Did I consider the characteristics of adult learners?
- Did I include activities that are relevant to the various learning styles and domains of learning?

- How and to what extent are learners using additional materials?
- Did I use a variety of presentation methods throughout the lesson?

The Experience

It is important to remember that learning is not just about acquiring new information. It is also about the experience that learners enjoy. The environment you create and the activities you design will have an impact on the experience your learners will have and how well they will remember the topics you covered.

Key Point 1.4: Select Specific Media and Visual Aids

Media used in training

In the context of training, media means the various methods of communication of information to learners using any of the human senses.

Effective use of media

The benefits of using media are related to its effective use. Your decisions about media choice and presentation may increase or reduce these benefits. For example, the media you chose to use should have a clear link to what is being studied and discussed.



Types of media

The following are examples of media used in training:

- Handouts
- Whiteboards and flip charts
- Visuals, such as diagrams, charts, photos, etc.
- Real objects, such as personal first aid kit, etc.
- YouTube videos, etc.

Handouts

Handouts are valuable tools when not overused. They can:

- Add to the impact of other media
- Provide a summary
- Present additional related information or examples

Handouts can include visuals to add clarity. They can also be used to provide a summary at the end of the class. If you are giving a handout to summarize the lesson at the end of the class, let your learners know in advance. It is frustrating for learners to take notes and find out it is not necessary.

Tips when using handouts

Here are two tips when using handouts:

1. If the handout will be used during the class, distribute it at the beginning of the class.
2. If you are using more than one handout, provide the students with the handouts in a package. Use coloured paper if some handouts are similar so you can better refer learners to the right one.

Whiteboards and flip charts

Whiteboards and flip charts can help you focus the learners' attention. You can use them to make a summary or record of what you are saying.

Here are a few tips when using whiteboards and flip charts:

- Print using block letters. Don't use cursive writing
- Categorize by key headings
- Check your spelling
- Make sure that everyone can see the board or chart
- Use a variety of colours to highlight concepts or key points
- Prepare your whiteboard or flip chart before class and cover it with chart paper until you need to use it

It is not uncommon for a Trainer to be uncomfortable with spelling or writing in front of a class. Ask for volunteers to help with this activity.

Visuals and real objects

Diagrams are effective in providing a visual alternative to spoken or written words. They are visual cues that are helpful in explaining difficult concepts to new learners. Remember that an image is worth a thousand words.

Having your learners hold, touch, and explore real objects during or before the discussion can help you discuss the specifics of each object.

Videos

With permission, Trainers can use smart phones to record the performance of their learners. This is very effective in having the learners see what they are doing, and eventually critique their own performance. This must be used with discretion and only with signed permission forms. Before recording students ensure all Administrator and other privacy concerns are met.

Internet

The internet provides a great source of learning resources for the Trainer and the learners. It can be used to augment lectures and as an additional source of reference material for lessons or homework. Ensure that the information is correct. Just because it says so on the internet does not mean the information is right.

Section 1064-2: Implement Lesson Plans

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

2.1 Maximize venue set up to meet learning outcomes

2.2 Assess students using formative assessments to confirm outcomes of the lesson plans have been met

Key Point 2.1: Maximize Venue Set Up

Considerations for Trainers when trying to maximize the training objectives by using the learning venue to its potential are:

- Safety is always the priority so all safety requirements must be in place prior to the lesson
- The classroom venue allows each learner to clearly see the Trainer and training aids and is organized to optimize student contact for the specific lesson
- In the field, the learners must be easily monitored and controlled by the Trainer for all activities, whether it is an individual activity or a group activity
- The venue allows for quick interventions when required
- Communication between the Trainer and the learner is always two-way and immediate
- Learning moments are identified and discussed as they are encountered
- When required the venue is modified to accommodate the learner's level



While the list below is not exhaustive, things that can interfere with learning include:

- External distractions
- Temperature
- Placement of training aids
- Classroom layout
- Lack of washrooms
- Weather

Key Point 2.2: Assess Students Using Formative Assessments

Formative assessment

Formative assessment is a process of checking in on the learning as the learning takes place. It allows for adjustments to the lesson plan if more time is required to be spent on a subject.

Formative assessment is important in training as it allows the Trainer to confirm the lesson has been absorbed and understood. Typically, formative assessment is used after a lesson has been taught, but it can be used prior to a lesson to gauge the level of knowledge or skills of the students. It is often given to the students in the form of a multiple choice or short answer quiz, or can be in a format where students are asked to verbalize the key lesson points in a different context. Formative assessment is used by a Trainer to verify what the learners have accomplished in their learning.

In the context of a lesson plan and to assess learner's performance for specific outcomes, Trainers will rely on a variety of formative assessment tools that are approved under the training program to report or sign-off a specific outcome has been met. Again, the formative assessment tools will be directly mapped back to a benchmark or performance outcome of a specific Unit of Competency and be documented by Trainers according to the Administrators requirement.



Learning Point

Marla is a learner that has been doing very well on her formative assessments and her Instructor is pleased with her progress through the course. Marla's Instructor has performed multiple formative assessments on her and she has passed them all very easily.

Would Marla be considered competent in the skills and material of the course?

The day to day formative assessment tools can take the form of:

- Observations
- Questioning
- Discussion
- Peer or self-assessment
- Practice presentation
- Visual representation
- Hands on assessment
- Individual whiteboard
- Quiz



Section 1064-3: Modify Lesson Plans

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

- 3.1 Use a feedback loop, be concise and give and receive constructive feedback
- 3.2 Assess if lesson plans are addressing learner's needs, including incorporating changes
- 3.3 Modify lesson plans in the classroom or on worksite based on circumstances or learner's needs

Key Point 3.1: Feedback

No one likes to be criticized so here are some ideas to help give or receive lesson plan peer reviews:

- Identify one or two outcomes you would like to provide feedback on
- Ask permission to give feedback
- Keep the focus on facts and the benchmarks and not on personal opinion

Incorporating change from peers can bring on the best and the worst in terms of training and lesson development. Trainers must approach this process with an open mind, a willingness to change, to learn, and to support fellow Trainers in the adult education journey.

In all training situations providing feedback is critical to the success of your learners. Ask the learner what they feel is going well and what they feel can be improved.

When providing feedback to your learners, ensure that:

- You are positive without giving false expectations
- You are clear and concise
- You keep focused on the task at hand

A valuable exercise is to ask the candidate for feedback on the training and assessment process. This is valuable information both personally and from a system perspective.



Key Point 3.2: Assess Lesson Plans

Meeting learners needs and incorporating changes from peers

At the heart of any training is the implementation of change - when it is required. Quality of training and learning cannot be maintained if learner or peer feedback and subsequent recognized changes do not occur when required. From a training quality assurance perspective, this means having clear policies and procedures to address learner's needs, or opportunities for peers (in some cases students) to provide suggestions in modifying lesson plans. Successful Trainers are open-minded and flexible.

When it comes to learner needs, an easy way to assess if the learner's needs are being met is by asking the learners. By conducting debriefs at the end of the day, the Trainer can get an idea of how learners feel about the learning and performance. Debriefs do not have to be long and should focus on the day's events, what worked well, and what can be improved.

Another method is to have a formal assessment using questionnaires that learners can fill out where they have an opportunity to rate themselves or the Trainer. Whenever possible, another Trainer can be involved in the review of questionnaires in case the learners have some sensitive needs not being addressed.

Incorporating changes from a peer can sometimes be a bit more difficult and harder to measure as it can involve attitudes, preconceived ideas, lack of understanding, or even knowing that a lack exists. Be open-minded with feedback and remember it is not always correct.

The purpose of peer review is that all Trainers are interpreting the training standards the same and creating lesson plans that meet the outcomes of the Unit of Competency in the relevant package.

No one likes to be criticized so here are some ideas to help give or receive lesson plan peer reviews:

- Each Trainer identifies one or two outcomes they would like feedback on
- The Trainer identifies what went well and what the issues were
- The other Trainer employs a constructive response focusing on fact, the benchmarks, and the evidence rubric
- The other Trainer has empathy for the situation and concrete suggestions to improve
- Keep the focus on the benchmarks and not on personal opinion

Incorporating change from peers can bring on the best and the worst in terms of training and lesson development. Trainers must approach this process with an open mind, a willingness to change, to learn, and to support fellow Trainers in the adult education journey.

Key Point 3.3: Modifying Lesson Plans

Modifying lesson plans

While the lesson plan focuses on scheduling and content of all the components of your session, it is important to remember that you need to be flexible. As you are training, you may deviate from the lesson plan, and sometimes this is needed. It is important that you recognize you are deviating. You must take any necessary steps to ensure that the learners leave the training session knowing what they learned, how well they learned it, and what they need to improve on moving toward competency.

Your **last**
mistake
is your
best
teacher

In the context of having to modify a lesson plan during a lesson or training activity, a Trainer will evaluate if a modification is required by the learners at either of the following phases of the lesson:

- During the pre-assessment
- During the post-assessment

Based on the learner, the conditions, or the lesson topic it can become evident that the level of competence is either lower or higher than expected by the Trainer. Whether it occurs during the pre or post-assessment, a Trainer requires careful evaluation and adaptation based on the learner's performance or circumstances at the worksite.

Examples of circumstances at the worksite requiring lesson plan modifications include:

- Weather conditions do not allow for safe continuation of lesson plan objectives
- Learner's performance is either below or above the learning objectives
- The anticipated learning moments or training aids are no longer available
- A safe training environment and circumstances are no longer possible
- Too much content for the time frame



Learning Point

Chris just taught one of the best lessons of his career. All the learners were engaged, the objective was met, and the material was covered.

Does/should Chris review and modify his lesson plan?

Self-Quiz

1. What is the function of the bridge in the lesson plan?
 - Provide the learners with learning activities
 - Allow the Trainer to figure out what the learners already know
 - Give learners a “hook” and catch their attention
 - Help with finding out how much learners remember from the lesson

2. Which element of the lesson plan tells learners “What is the point of the lesson?”
 - Bridge
 - Learning objective
 - Pre-assessment
 - Participatory learning

3. Which element comprises the majority of the lesson?
 - Bridge
 - Learning objective
 - Pre-assessment
 - Participatory learning

4. What is a good method to manage time during lessons?
 - Stick with important information and try to leave out the “nice to know”
 - Teach from “complex to simple”
 - Learners are able to absorb a lot of information when they start learning a new skill
 - All learners are equal and take the same time to learn

5. Which is NOT a question you should ask yourself when choosing instructional materials?
 - Are the learners going to enjoy this material?
 - What is the effect of the resources, methodologies, and technologies on learners?
 - How are learners using them?
 - What are learners learning from them?

6. What is formative assessment mapped back to?
- Lesson plan
 - The final test
 - Learning outcomes
 - Specific benchmarks of the standard
7. Why is it important to have a debrief at the end of the day?
- The learner can provide feedback on the course
 - The Trainer can get a sense of assessment
 - The Trainer can get an idea of how learners feel about the learning and performance
 - The learner can give tips to the Instructor
8. What is the purpose of peer review?
- To get feedback on how your lesson went and if you are following the standards and outcomes.
 - To make sure all Trainers are interpreting the training standards the same and creating lesson plans that meet the outcomes of the unit.
 - To be assessed to a standard that all Trainers need to follow
 - To see if you are qualified to instruct a certain course



Now check your answers on the next page.

Self-Quiz Answers

1. What is the function of the bridge in the lesson plan?

Answer: **Give learners a “hook” and catch their attention**

2. Which element of the lesson plan tells learners “What is the point of the lesson?”

Answer: **Learning objective**

3. Which element comprises the majority of the lesson?

Answer: **Participatory learning**

4. What is a good method to manage time during lessons?

Answer: **Stick with important information and try to leave out the “nice to know”**

5. What is not a question you should ask yourself when choosing instructional materials?

Answer: **Are the learners going to enjoy this material?**

6. What is formative assessment mapped back to?

Answer: **Specific benchmarks of the standard**

7. Why is it important to have a debrief at the end of the day?

Answer: **The Trainer can get an idea of how learners feel about the learning and performance**

8. What is the purpose of peer review?

Answer: **To make sure all Trainers are interpreting the training standards the same and creating lesson plans that meet the outcomes of the unit.**