

## Cognitive Lesson Plan Development

### Activity 2-2a

**Format:** Individual

**Time Frame:**

- 1 hour preparation
- 10 minute presentation in class (not including evaluation time)

**Description**

This activity provides students with an opportunity to conduct a class using a lesson plan that they have prepared, using multiple teaching methods and techniques to achieve lesson objectives.

**Materials**

- Self-prepared lesson plan
- Audiovisual training aids as needed
- Sample Passing and Failing Student Instructor Cognitive Teaching Demonstration Evaluations

**Instructions**

1. Your teaching demonstration is scheduled for: \_\_\_\_\_
2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
4. Prepare to teach a 10-minute presentation from your cognitive lesson plan following the four-step method of instruction.
  - Include a clearly stated student behavioral objective.
  - Use presentation methods and teaching strategies that create interest and involve the students.
  - Follow your lesson plan.
  - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. Video use is limited to a maximum of two minutes.
  - Conclude with a summary and assignment, if appropriate.
5. Your presentation time must be at least 9 minutes and no longer than 11 minutes.
6. You will be evaluated by both student evaluators and the primary instructor for the class.

**Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation**

\* Indicates critical component: Failure on this component results in failure of the teaching demonstration

<b>Student Instructor</b>	William James
<b>Topic</b>	Damage Assessment Basics for CERT
<b>Level of Instruction</b>	II
<b>Date</b>	October 11
<b>Evaluator</b>	Colleen Buhler
<b>Primary or Secondary</b>	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Classroom Management	Seating arrangement, lighting, distractions	x		P
Comments		<i>Used the chevron design. Dimmed the lights.</i>			
2	* Learning Objective	Must include TLO (condition, task, standard) /ELO	x		P
Comments		<i>Clearly stated.</i>			
3	* Preparation	ACID BASE	x		P
Comments		N/A			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Good flow of material; referred back to what students had already learned, then proceeded with new material.</i>			

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4b	Verbal Communication	Volume, clarity, interferences	x		P
Comments		<i>Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>			
4c	Nonverbal Communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Maintained good eye contact with the entire class. Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>			
5	* Application				
5a	Audiovisual Training Aids	Easily seen, support lecture, used effectively	x		P
Comments		<i>Used slides effectively.</i>			
5b	Active Learning Environment	Questioning techniques, interaction, feedback	x		P
Comments		<i>Used overhead questions frequently but exclusively. Vary it up a little!</i>			
6	* Summary		x		P
Comments					
7	Evaluation				
Comments					
8	Assignment		x		P
Comments					
<b>Actual Teaching Time:</b> 10:40					
<b>Grade (Pass/Fail):</b> Pass					
<b>Overall Comments:</b> <i>Really good demo! Watch saying "fantastic" so often and vary your types of application questions. Used overhead questions frequently but exclusively. Vary it up a little!</i>					

**Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation**

<b>Student Instructor</b>	Bill Buckner
<b>Topic</b>	Drowning Prevention in the Home
<b>Level of Instruction</b>	II
<b>Date</b>	October 31
<b>Evaluator</b>	Mark Ferreira
<b>Primary or Secondary</b>	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Classroom Management	Seating arrangement, lighting, distractions	x		P
Comments		<i>Standard classroom setup. Closed the blinds; room was dark.</i>			
2	* Learning Objective	Must include condition, behavior, standard		x	F
Comments		<i>Did not state the condition or the standard.</i>			
3	* Preparation	ACID BASE	x		P
Comments		<i>Showed a video clip to create interest and it worked!</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown		x	F
Comments		<i>Content did not match lesson topic. Material seemed disorganized.</i>			
4b	Verbal Communication	Volume, clarity, interferences	x		P
Comments		<i>Good volume. Slow down a little. Watch the "OKs".</i>			

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4c	Nonverbal Communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</i>			
5	* Application				
5a	Audiovisual Training Aids	Easily seen, support lecture, used effectively	x		P
Comments		<i>Good video clips. Prepared the class well before each.</i>			
5b	Active Learning Environment	Questioning techniques, interaction, feedback		x	F
Comments		<i>Only question to the students was, "Do you have any questions?" No student-to-student interaction at all.</i>			
6	* Summary		x		P
Comments					
7	Evaluation	Not evaluated in CRR 1			
Comments					
8	Assignment		x		P
Comments					
* Indicates critical component: Failure on this component results in failure of the teaching demonstration.					
<b>Actual Teaching Time:</b> 13:30					
<b>Grade (Pass/Fail):</b> Fail					
Overall Comments: <i>Good vocal volume but no eye contact. Forgot most of the SBO. Had no active learning environment going on. Over on time.</i>					