

Psychomotor Lesson Plan Development

Activity 2-2b

Format: Individual

Time Frame:

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

Description

This activity provides students with an opportunity to conduct a class using a lesson plan that the instructor has 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 Psychomotor Teaching Demonstration Evaluations

Instructions

1. Your teaching demonstration is scheduled for: _____
2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
4. Prepare to teach a 10-minute presentation from your psychomotor lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Follow your lesson plan.
 - Use personal protective equipment as needed.
 - Reinforce teaching points.
 - Allow time for student application while you supervise and provide feedback.
 - Allow time for student evaluation.
 - Conclude the presentation with an 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 Psychomotor Teaching Demonstration Evaluation

Student Instructor	William James		
Topic	How to crawl low under smoke to escape a room	Level of Instruction	II
Date	October 11		
Evaluator	Colleen Buhler	Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Managed Training Environment	Disruptions, distractions	x		P
Comments		<i>All students had a good view of the demo.</i>			
2	* Learning Objective(s)	Must include TLO (condition, task, standard) /ELO	x		P
Comments		<i>Clearly stated</i>			
3	* Preparation	ACID BASE, Effective	x		P
Comments		<i>Tied need to know to home safety. Stressed safety.</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Good flow; followed skills sheet.</i>			
4b	* Training Aids and Props	Same as what the students will use, easily seen, used effectively and safely	x		P
Comments		<i>Equipment set up for students to see. Had everything he needed.</i>			

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4c	* Performed skill at full speed	Using skill sheet, promoting safety	x		P
Comments		<i>Performed smoothly according to skills sheet. Maintained good eye contact with the entire class.</i>			
4d	* Performed slowly, verbalizing	Operations and key points, promoting safety	x		P
Comments		<i>Stressed safety. Made sure all could see and hear</i>			
4e	* Verbal communication	Volume, clarity, interferences	x		P
Comments		<i>Good volume and clarity. Talked to students, not at them.</i>			
4f	* Nonverbal communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Had good eye contact throughout the demonstration. Made sure everyone could see what he was doing.</i>			
5	* Application				
5a	* Student skill performance	Checking key points, correcting errors	x		P
Comments		<i>Worked with each student and guided them through the demo. Corrected any mistakes and reminded them of safety issues.</i>			
5b	* Active Learning Environment	Questioning techniques, interaction, feedback	x		P
Comments		<i>Asked students questions. Gave positive feedback.</i>			
6	Evaluation	Student performs without assistance	x		P
7	Assignment		x		P
*	Indicates critical component: Failure on this component results in failure of the teaching demonstration				

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Actual teaching time: <i>10:12</i>
Grade (Pass/Fail): <i>Pass</i>
Overall Comments: <i>Good job! Don't overpraise. Glad you failed the student who wasn't trying.</i>

Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Student Instructor	Bill Buckner		
Topic	How to operate a fire extinguisher	Level of Instruction	II
Date	October 31		
Evaluator	Mark Ferreira	Primary or Secondary	Primary

Evaluated Components		Consider	Yes	No	Pass or Fail
1	* Managed Training Environment	Disruptions, distractions	x		P
Comments		<i>Allowed all students to see the demo.</i>			
2	* Learning Objective(s)	Must include TLO (condition, task, standard) /ELO		x	F
Comments		<i>Did not say what the standard would be!</i>			
3	* Preparation	ACID BASE, Effective	x		P
Comments		<i>Used a short video of recent fire showing this skill.</i>			
4	* Presentation				
4a	Content	Lesson flow: known to unknown	x		P
Comments		<i>Skills sheet appeared to be complete.</i>			
4b	* Training Aids and Props	Same as what the students will use, easily seen, used effectively and safely	x		P
Comments		<i>Equipment set up prior to the demo. Had more than he needed.</i>			
4c	* Performed skill at full speed	Using skill sheet, promoting safety		x	F
Comments		<i>Did not follow skill sheet. Went a little too fast.</i>			

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4d	* Performed slowly, verbalizing	Operations and key points, promoting safety		x	F
Comments		<i>Omitted this step.</i>			
4e	* Verbal communication	Volume, clarity, interferences	x		P
Comments		<i>Good clear voice, volume, and clarity.</i>			
4f	* Nonverbal communication	Eye contact, gestures, distracting mannerisms	x		P
Comments		<i>Maintained eye contact with several students.</i>			
5	* Application				
5a	* Student skill performance	Checking key points, correcting errors	x		P
Comments		<i>Helped each student. Was impatient with one student who didn't get it.</i>			
5b	* Active Learning Environment	Questioning techniques, interaction, feedback		x	F
Comments		<i>Only asked one question at the end: Did everyone see that?</i>			
6	Evaluation	Student performs without assistance	x		P
7	Assignment			x	F
*	Indicates critical component: Failure on this component results in failure of the teaching demonstration				
Actual teaching time: 5:25					
Grade (Pass/Fail): <i>Fail</i>					
Overall Comments: <i>Did not provide standard in SBO. Use of video was effective. Didn't complete each operation on the skill sheet. No interaction. Presentation too short.</i>					