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

<table>
<thead>
<tr>
<th>Evaluated Components</th>
<th>Consider</th>
<th>Yes</th>
<th>No</th>
<th>Pass or Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>Comments</td>
<td>* Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>2</td>
<td>Learning Objective(s)</td>
<td>Must include TLO (condition, task, standard) /ELO</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>Comments</td>
<td>* Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>3</td>
<td>Preparation</td>
<td>ACID BASE, Effective</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>Comments</td>
<td>* Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>4</td>
<td>Presentation</td>
<td>Lesson flow: known to unknown</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>4a</td>
<td>Content</td>
<td>Lesson flow: known to unknown</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>Comments</td>
<td>* Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>4b</td>
<td>Training Aids and Props</td>
<td>Same as what the students will use, easily seen, used effectively and safely</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td>Comments</td>
<td>* Managed Training Environment</td>
<td>Disruptions, distractions</td>
<td>x</td>
<td>P</td>
</tr>
</tbody>
</table>

*All students had a good view of the demo.*

*Clearly stated*

*Tied need to know to home safety. Stressed safety.*

*Good flow; followed skills sheet.*

*Equipment set up for students to see. Had everything he needed.*
### FLSE 1B: Fire and Life Safety Educator 2
#### Activity 2-2b: Psychomotor Lesson Plan Development

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

* Critical component: Failure on this component results in failure of the teaching demonstration.
<table>
<thead>
<tr>
<th>Actual teaching time:</th>
<th>10:12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade (Pass/Fail):</td>
<td>Pass</td>
</tr>
<tr>
<td>Overall Comments:</td>
<td>Good job! Don’t overpraise.  Glad you failed the student who wasn’t trying.</td>
</tr>
</tbody>
</table>
Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

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

<p>| | | | | |</p>
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<tr>
<td>4d</td>
<td>* Performed slowly, verbalizing</td>
<td>Operations and key points, promoting safety</td>
<td>x</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>* Omitted this step.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>* Verbal communication</td>
<td>Volume, clarity, interferences</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>* Good clear voice, volume, and clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f</td>
<td>* Nonverbal communication</td>
<td>Eye contact, gestures, distracting mannerisms</td>
<td>x</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>* Maintained eye contact with several students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>* Application</td>
<td></td>
<td></td>
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<td>* Student skill performance</td>
<td>Checking key points, correcting errors</td>
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<td>P</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>* Helped each student. Was impatient with one student who didn’t get it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td>* Active Learning Environment</td>
<td>Questioning techniques, interaction, feedback</td>
<td>x</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>* Only asked one question at the end: Did everyone see that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Evaluation</td>
<td>Student performs without assistance</td>
<td>x</td>
<td>P</td>
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<tr>
<td>7</td>
<td>Assignment</td>
<td></td>
<td>x</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Actual teaching time: 5:25

Grade (Pass/Fail): Fail

Overall Comments: 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.