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| **Classroom Instruction &** **Student Interactions**  | **Instructor I****Mod 2B** |
| **Delivery Method:*** Live/In-Person
* Instructor-Led
 | **Students:*** 24 Maximum

**Classroom Layout/Orientation:*** Chevron Style
 |
| Materials* Dry erase board
* Markers

**Handouts:** | **Lesson Time:** * 4 hours with breaks

**Student Attendance:** Required * Please submit attendance roster to Program Coordinator
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| **HOUSEKEEPING*** Remind students to use their name tents

**Moodle/ Online Learning Check-In** |

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| Classroom Instruction | 2B.1 |
| Lesson Goal* Students will understand how lesson sequencing impacts learning.
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| Standards* **4.3.2** Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.
	+ **(A) Requisite Knowledge.** Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.
	+ **(B) Requisite Skills.** Analysis of resources, facilities, and materials.
* **4.4.2** Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.
	+ **(A) Requisite Knowledge.** Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.
	+ **(B) Requisite Skills.** Use of instructional media and teaching aids.
* **4.4.3** Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.
	+ **(A) Requisite Knowledge.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.
	+ **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.
 |
| Objectives* Describe presentation techniques that most effectively communicate information to students.
* Discuss instructional delivery methods.
* Describe competency-based learning in the fire and emergency services
* Identify teaching strategies that encourage active learning.
 | Materials* x
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| DISCUSSION | CHARACTERISTICS OF EFFECTIVE SPEAKERS**[ASK] Think about the most impactful speaker you ever listen to. What made that speaker standout? Why did you come away feeling like you had witnessed something special?**Record answers on the whiteboard:* Audience-Centered
* Development of Ideas
* Organization of Ideas
* Choice of Words
	+ Malapropisms - the mistaken use of a word in place of a similar-sounding one
	+ “Texas has a lot of electrical votes,” G W Bush (electoral)
	+ “I might just fade into Bolivian.” Mike Tyson (oblivion)
	+ “a man of great statue in our city.” Boston Mayor Menino (stature)
* Delivery skills
* Vocal Qualities
* Tone
* Attitude
* Humor
* Personal Style
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| DISCUSSION | SEQUENCING

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| **Instructor Note:** Prepare examples from your past to explain each of the following methods of sequencing.Authenticity is more important here than the topic. Prepare notes. |

* Known-to-Unknown – start with prior learning and build.
* Simple to Complex – start with a concrete concept and build.
* Whole-Part-Whole – start with an overview, provide the details, build back to the overview.
* Step-by-Step – (Also called linear sequencing)
 |
| ACTIVITY | SEQUENCING Appy Sequencing Models Presented to Student Lesson PlansStudents will have received their lesson plans in Mod 2A. Reference those topics and have students choose a method for sequencing their topics.If time allows, this could be a think-pair share for each topic, a call on a few students, no-opt-out, or volunteer a few examples only.**[TRANSITION] Ensure to wind down, summarize key points and make a big deal out of your transition, as its your next topic.** |
| DISCUSSION | TRANSITIONS[**ASK] Why are transitions important?** Students should reference the transition you just made* Verbal transitions
	+ Summary and preview
	+ Change of media
	+ Repeating key words
	+ Rhetorical questions
* Non-verbal transitions
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| DISCUSSION | FOUR STEP METHOD OF INSTRUCTIONOrganizing the Presentation* Opening.
* Body.
* Summary.

Preparation* Gain attention.
* Getting buy-in.
* Connecting the lesson to the students.

Presentation* Present declarative and procedural knowledge.
* Activities

Application* Allow for practice.
* Apply the knowledge and skills from the presentation.

Evaluation* Determine extent of knowledge and skill acquisition.
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| SUMMARY |  |
| References: |
| **Last Revised:** Max Dodge 7/10/2023 |

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| Instructional Methods | 2B.2 |
| Lesson Goal* Students will understand the elements and limitations of a variety of instructional methods, including illustrated lectures, demonstrations, discussions, inquiry, skills instruction, case studies, role playing, simulation, and field internships.
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| Standards* **4.4.3** Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.
	+ **(A) Requisite Knowledge.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.
	+ **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.
* **4.4.5** Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.
	+ **(A) Requisite Knowledge.** Instructional technology tools, demonstration devices, and selection criteria.
	+ **(B) Requisite Skills.** Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.
 |
| Objectives* Describe the purpose and benefits of lesson plans.
 | Materials* Sequencing activity cards
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| ACTIVITY | WHAT AM I THINKING?Introduce the game – it’s simple – all you have to do is guess what I’m thinking. Go round the room, no opt-out, the goal is for all students to guess incorrectly. This actiicty demonstrates what an improperly calibrated question can do to the audience.Then ask a leading question like “What goes up – Must come ……… ?”All students will have the same thought at the same time.  |
| DISCUSSION | **QUESTIONING**[ASK] What is the purpose of asking questions? [ASK] Why would I tell you something I can instead plant in your head? What benefit is there to you thinking the thing instead of me (the instructor) telling you?Questioning and Inquiry* Open- vs closed-ended questions.
* Allow for answers.
* Cold calling.
* Answering questions.
	+ Getting stumped.

Responding to Questions* Say it again, better.
* Active listening.
* Importance of responding positively
	+ Impact on other students
	+ Encourage others to participate
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|  | STRUCTURED EXERCISESGuided Discussion* Small group discussion

Case Studies* Background
* Problem
* Elaboration

Role Playing* Pros and Cons

Simulation* *NFPA 1000 defines*: **repeatable** act of carrying out a job performance requirement in a **safe environment** that reproduces **actual job performance conditions** to the fullest possible extent.

Field and Laboratory Experiences* Experiences vs Experience
* The need for purposeful reflection
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|  | PSYCHOMOTOR SKILL INSTRUCTIONThe importance of the demoPage 116Step 1- Normal/Full SpeedStep 2- Slower speed, details at each stepStep 3 – Normal speed and emphasize pointsRefence this back to Thorndike and Learning models from 1APg 124 –CognitiveAssociativeAutonomousRelate Differences in ModelsDreyfus Model of Skill Acquisition* Novice -
* Beginner -
* Competent -
* Proficient -
* Expert -
* (Instructor)

What does this look like in practice? |
| SUMMARY |  |
| References: |
| **Last Revised:** Nick Bibeau 4/9/25 |

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| Student-Centered Active Learning | 2B.4 |
| Lesson Goal* Students will understand how to build student-centered learning experiences.
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| Standards* **4.4.2** Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.
	+ **(A) Requisite Knowledge.** Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.
	+ **(B) Requisite Skills.** Use of instructional media and teaching aids.
* **4.4.3** Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.
	+ **(A) Requisite Knowledge.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.
	+ **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.
* **4.4.5** Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.
	+ **(A) Requisite Knowledge.** Instructional technology tools, demonstration devices, and selection criteria.
	+ **(B) Requisite Skills.** Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.
 |
| Objectives* Describe the purpose and benefits of lesson plans.
 | Materials* x
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| DISCUSSION | STUDENT-CENTERED LEARNING

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| **Instructor Notes:** Lead a discussion about the importance of having a goal and a plan to achieve that goal. |

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| DISCUSSION | BLENDED AND HYBRID LEARNINGFlipped ClassroomSelf-Directed LearningIndividualized Instruction |
| SUMMARY |  |
| References: |
| **Last Revised:** Max Dodge 7/10/2023 |