Objective

- Plan an information instruction session (class).

The Information-Oriented Sessions

- Teach ideas or knowledge.
Performance Objectives

- Include three parts... Either stated or clearly implied:
  - Task or behavior
  - Condition under which the task is performed (The givens...)
  - Standard or criteria to measure success

Performance Objective

- Written for learner
- Outcome-based
- Is observable and measurable
- Begins with an active verb

Performance Objective

- Task:
  - Classify retail establishments by depth and breadth
- Condition:
  - Given a list of different types of retail establishments.
- Standard:
  - According to Chapter 2, Merchandise Buying and Management, 2d edition.
With Performance Objective in hand . . .

- We can write a lesson plan.

Lesson Organization
- Introduction
- Body
- Evaluation
- Conclusion

1. The Introduction (The Anticipatory Set)
   You orient, motivate, measure current knowledge
   - State the Performance Objective.
   - Check their understanding (Pretest).
   - Explain why it is important to learn.
   - Check for prior knowledge.
Body

- This is where you transfer the bulk of the information to the learners.
  - Content Information
  - Instructional Process
    - EAS patterns.
    - What the instructor does.
    - What the learners do.

An Instructional Sequence (EAS)

- The E (Explanation) step.
  - You give the learner new facts, or lead them to "discover" the new facts.

- The A (Activity) step.
  - "Learning by doing," describes the A step. It should closely resemble on-the-job behaviors. This will increase the meaningfulness of the activity and thus reinforce the message in the E step.

- The S (Summary) step.
  - Bring all the pieces together and tie up loose ends.
  - Gives you an opportunity to ask for questions from the learners before you go into the next EAS segment.

Evaluate Learning

- Test to ensure that learning has taken place.
  - Make the test either:
    - oral or written
    - require some performance activity that will demonstrate to you the level of learning achieved.

- The test should be based on the performance objective and success should be based on meeting the stated standard.
Conclusion
Should incorporate four basic items:

- Review or recapitulate.
  - Briefly go over the main items of your topic. Stress important or key points.
- Link to subsequent sessions.
- Clarify.
  - Allow time for questions to clear up any misunderstandings or problems.
- Finish.
  - Leave your learners in no doubt that you are done. For example, ask the question, “Before I finish, do you have any final questions?”

An Information Lesson

- Introduction - Anticipatory Set
  - State PO
  - Check understanding
  - Check prior knowledge (Pretest)
  - Explain why important to them
- EAS segment 1
  - Explanation
  - Activity
  - Summary
- EAS segment 2
- EAS segment 3
- Evaluation
- Conclusion

Activities

- Best if job-related . . .
  - Engage learners in using the new knowledge
    - Case studies
    - Role Plays
    - Interview experts
    - Simulations
    - Problem solving
    - Games
    - Projects
Our Activity -- Small Groups
Develop the instructional sequence for this performance objective:

- **Task:** Explain how to register for class at ODU
- **Condition:** Given a computer with internet hookup.
- **Standard:** Get a registration printout for classes you want to take.

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### Lesson Planning

#### Information Session

**Lesson Plan**

**No:** 1

**Title:** The Lesson Plan

**PO:** List the titles of the different sections of the lesson plan according to [http://www.lions.odu.edu/~dnethert/Courses/oted400/lsnplans.pdf](http://www.lions.odu.edu/~dnethert/Courses/oted400/lsnplans.pdf).

**Content**

- **Activities and Tips**
  - **Introduction:**
    - State the PO
    - Check for understanding
    - Explain WHY?
    - Check for prior knowledge or skill
  - **Body – The Real Content**
    - **Information**
    - **Processes**
  - **Summary**
  - **Evaluation – a test**
  - **Conclusion**
  - **References**
  - **Other information**

---

**Pass out lesson plan format**

**Explain the form**

- **It's purpose**
- **It's Parts**

**Use AV-1, Lesson Plan Activity 1**

Give students a blank Lesson Plan and information to be placed in the form and have them fill in the form. Check their understanding.

---

### Objective

- **Write a simple information session lesson plan.**
Understanding instructional methods helps you plan your lesson

Review

- Information session primarily teaches knowledge, facts, information.
- Information Lesson Plans use the EAS process:
  - Explain
  - Activity
  - Summary
- It also must have an Introduction, Evaluation, and Conclusion.

Lesson Plan Formats

- Lots of formats
  - Narrative
  - Segmented
  - Project style

- We use the T-Form in OTS
T-Form Lesson Plan Format

Or, as the T-Form Really Looks Like

The Heading

- Title
- Performance Objective
- SOL Supported (For Public CTE Teachers)

Title: Marketing Mix

PO: Given a case study that describes a company's marketing plan, identify the components of the marketing mix according to Marketing Today, pages 25-27, by Hanson and Benges, 2005.

SOL: English 11.4. Read and analyze a variety of informational materials.

English 11.7. Write in a variety of forms, with an emphasis on persuasion.

English 11.8. Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

English 12.4. Read and analyze a variety of informational materials, including electronic resources.
The Introduction

- State the PO
- Check for understanding
- Explain WHY?
- Check for prior knowledge or skill

Title: Marketing Mix

PO:
Given a case study that describes a company’s marketing plan, identify the components of the marketing mix according to Marketing Today, pages 25-27, by Hanson and Benges, 2005.

Introduction:
State the PO
Check for understanding
Explain WHY?
Check for prior knowledge or skill

Show PO on PPT Slide 2.
Ask questions to make sure
Helps make sure that we understand how
the company plans to market its products.

The Body – Content and Activities

- Explain
- Activity
- Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Mix</td>
<td>Ppt Slide 1 – The Marketing Mix</td>
</tr>
<tr>
<td>Product</td>
<td>Ppt Slide 2 – Product</td>
</tr>
<tr>
<td>Promotion</td>
<td>Ppt Slide 3 – Promotion</td>
</tr>
<tr>
<td>Price</td>
<td>Ppt Slide 4 – Price</td>
</tr>
<tr>
<td>Place</td>
<td>Ppt Slide 5 – Place</td>
</tr>
<tr>
<td>Advertising</td>
<td>Activity – Pass out Activity Sheet and have students complete it.</td>
</tr>
<tr>
<td>Sales Promotion</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>Personal Selling</td>
<td></td>
</tr>
<tr>
<td>Place – The location where the company makes the products and services available to customers.</td>
<td></td>
</tr>
<tr>
<td>Promotion – The communications process the company uses to inform customers about the products:</td>
<td></td>
</tr>
<tr>
<td>- Advertising</td>
<td></td>
</tr>
<tr>
<td>- Sales Promotion</td>
<td></td>
</tr>
<tr>
<td>- Public Relations</td>
<td></td>
</tr>
<tr>
<td>Price – The pricing strategy the company will use for its products and services</td>
<td></td>
</tr>
</tbody>
</table>

The Summary, Evaluation, and Conclusion

Summary:
The marketing mix is an important concept for marketers to consider. It defines the basic strategies of how the company will merge all the tools of marketing to guide the company as it markets its products and services to its customers.

Evaluation:
Pass out the case study of a company’s marketing plan and have students identify the marketing mix used according to the PO standard.

Conclusion:
- Review or recapitulation: Briefly go over the main items of your topic. Stress the significance of the material.
- Link to next lesson, Market Identification and Segmentation.
- Clarify: Ask questions to clear up any misunderstandings or problems.
- Finish.

References:
- Marketing Today, by Hanson and Benges, pp. 25-27, 2005
- Virginia 2005/2006 Competency-Based Task/Competency List Marketing 8120
Lesson Plan Attachments:

- Power Point Slides/Overhead Transparency Masters
- Handouts
- Activity Materials
- Evaluation Materials
  - Tests
  - Checklists
  - Rating Scales

Remember -- The Information Lesson Plan includes the following:

- Introduction
- Body (EAS)
  - Content -- The Information (Explain it)
  - Activity -- What instructor and learners do
  - Summary
- Evaluation
- Conclusion
- References
- Attachments

Part 1 Assignment:

Write a Knowledge Lesson Plan.

Due: Oct 25

- Lesson title
- 3-part performance objective
- Introduction
- Lesson content
- Instructions/Activities for teaching the knowledge lesson
- The evaluation instruments or instructions
- References
- Attachments
- Check the topics!
Finding an example of a Info Lesson Plan
- On the web site:
  - www.lions.odu.edu/~dnethert/Courses/oted 400/

Topics
- Explain the marketing concept.
- Explain the marketing mix.
- Identify the characteristics of wool (or cotton, silk, rayon, polyester, Spandex).
- Explain how cotton is developed into cloth.
- Explain how flax is developed into linen cloth.
- Define the design process.
- Describe the scope of technology.
- Explain the influences of technology on history.
- Describe the parts of a production system.
- Explain the benefits (needs and wants) of production systems.
- Identify general safety and health rules/procedures (including OSHA).
- Define "positive work ethic traits."
- Locate job opportunities through job search, job leads, and networking.

Next Lesson Plan...
- Write a skill session lesson plan.

Content  Activities and Tips

Introduction:
- State the PO
- Check for understanding
- Explain WHY?
- Check for prior knowledge or skill

Body
- The lesson plan:
  - The purpose is to guide instruction
    - Title
    - Performance Objective
      - Task
      - Condition
      - Standard
    - Content
      - Introduction
        - State Po
        - Check understanding
        - Explain Why
        - Check for prior knowledge
      - Body – The Real Content
        - Information
        - Processes
    - Summary
    - Evaluation – a test
    - Conclusion
    - References
    - Other information

Pass out lesson plan format
- Explain the form
  - It's purpose
  - It's Parts
- Use AV -1
- Lesson Plan
- Activity 1
- Give students a blank Lesson Plan and information to be placed in the form
- Have them fill in the form
- Check their understanding
Skill Instructional Procedure

- Very Similar to Information Instructional Sequence
- However, more emphasis is placed on “hands-on doing”
- During our courses it is important for you to follow the instructional procedures
  - We expect you to.

Objective -- and Steps

"Given a jack, lug wrench and an automobile, change a tire on a car according to the steps outlined in the owners manual."

This statement includes a number of sub-tasks:
1. Set out the tools.
2. Take out the spare wheel.
3. Set the emergency brake and block the tires.
4. Jack up the car.
5. Take off the wheel with the flat tire.
6. Replace with the spare wheel.
7. Jack down the car.
8. Replace all tools and the problem wheel.

By teaching this objective in one segment...

- At least two of the principles of learning:
  - whole versus part learning and meaningful material
  - (in that trainees would have little chance to master early skill steps, with the consequence that later skills steps may become meaningless).
- Therefore, present each of the sub-objectives using the four-step segment:
  - 1. Show
  - 2. Show and tell
  - 3. Check of understanding (pretest)
  - 4. Practice
Teaching Whole Task

- Show -- How to prepare
  - Set out the tools.
  - Take out the spare tire.
  - Place chock or a large rock behind or in front of opposing wheel
  - Ensure the car is safe to jack up.
- Show and Tell -- How to prepare
- Check Understanding
- Have learners practice how to prepare

Teaching Whole Task

- Show -- How to change tire
  - Place jack
  - Jack car up partially
  - Loosen lugs
  - Jack car all the way up
  - Remove lugs and tire.
  - Place new tire on wheel.
  - Tighten lugs finger tight
  - Lower jack partially
  - Tighten lugs tight
  - Lower jack completely
  - Replace tools and jack in proper place
  - Put flat tire in proper place.
  - Remove chock or rock.
- Show and tell how to change tire
- Check for understanding
- Have learners practice
- Summarize
- Evaluation
- Conclude

Skill session

Lessons still require . . .

- Introduction
  - Anticipatory Set
  - State PO
  - Check understanding
  - Check prior knowledge (Pretest)
  - Explain why important to them
- SSCP Segment 1
  - Show
  - Show and Tell
  - Check of understanding
  - Practice
- SSCP Segment 2
- Evaluation
- Conclusion
The Heading

Title

Performance Objective

SOL Supported (For Public CTE Teachers)

Title: How To Bake a Cake

PO: Bake a cake, given a box of BC Pudding cake mix, a fully equipped kitchen, bowls, mixers, toothpick, measuring cups, pans, milk, eggs, oil, Crisco, dusting flour. Must follow the directions on the back of the box and pass the "toothpick" test.

SOL CH4: The student will investigate and understand that quantities in a chemical reaction are based on molar relationships.

SOL CH5: The student will investigate and understand that the phases of matter are explained by kinetic theory and forces of attraction between particles.

Content Activities

October 24, 2007 OTED 400, Lecture 3, Lesson Plans

The Introduction

State the PO

Check for understanding

Explain WHY?

Check for prior knowledge or skill

October 24, 2007 OTED 400, Lecture 3, Lesson Plans

The Body -- Content and Activities

SSCP Segment 1

Show

Show and Tell

Check of understanding

Practice

October 24, 2007 OTED 400, Lecture 3, Lesson Plans
The Summary, Evaluation, and Conclusion

**Summary:**
- Review steps.
- Stress accuracy in measurements.
- Stress safety with hot oven and pans.

**Evaluation:**
Have students bake a cake to PO standards.

**Conclusion:**
- Stress critical points
- Answer questions
- Link the lesson to the next one: "Decorating a Cake.
- Conclude

**References:**
- Back of Betty Crocker Pudding Cake box.

---

**Performance Objective**

**Task:**
- Bake a cake

**Condition:**
- Given a box of BC Pudding cake mix, a fully equipped kitchen, w/bowls, mixers, toothpick, measuring cups, pans, milk, eggs, oil, Crisco, dusting flour.

**Standard:**
- Must follow the directions on the back of the box and pass the "toothpick" test.
Major Assignment 1 -- Part 2

Part 2: Write a Skill Lesson Plan
- Write a lesson plan that will teach a skill.

Tasks:
A Selection
- Construct a window display.
- Sell a product.
- Wrap a package.
- Operate a cash register.
- Install a hard drive.
- Solder wires to a circuit board.
- Bake biscuits the Dutch oven method.
- Construct simple electronic circuits from a schematic.
- Construct a controlled hydraulic delay circuit.
- Capture and/or create digital images using hardware and software.
- Tie a Two Hook Pilchard Rig for salt water fishing.
- Fieldstrip an M16 rifle.

Questions
- OK, Questions?????
Exam on Sep 27th

- Lectures 1, 2, and 3
  - Over study questions.
  - Short answer essay and listing
    - List, Identify, Give examples, Explain how . .

- I'd also read the following:
  - http://www.lions.odu.edu/~dnethert/Courses/oted400/lstplanns.pdf
  - http://www.lions.odu.edu/~dnethert/Courses/oted400/isd.pdf

See you next week.