### Skill Lesson Plan

**Title:** Make Cajun Guacamole

**PO:** Given Avocados, Lemon Juice, Red Bell Pepper, Small Cherry Tomatoes, Green Onions, Garlic, Fresh Thyme Leaves, Salt, Black Pepper, and Cayenne Pepper, Mixing Bowl, Table Fork, Measuring Utensils and a fully functioning Kitchen. Coarsely mash (DO NOT PUREE) avocados, stir in lemon juice. Fold in remaining ingredients. Guacamole is best made as close to serving as possible. For short-term storage, seal in an airtight container with a piece of plastic wrap against the surface of the guacamole.

**Condition:** According to www.ehow.com/how_4581089_spicy-cajun-guacamole.html

**Standard:** On your Pretest: Wouldn’t a performance test be better? In that case state. "Give a performance test. Have students make the Cajun guacamole to PO standard."

**Introduction:**

- State the PO
- Check to make sure trainees understand it by asking them questions.
- Explain why it is important to learn.
- Check for prior knowledge.

**Pretest:**

- Pass out Pretest for Proficiency (Pass/Fail) continuing.

**Activities**

- Show Video Link 1: "http://www.avocadocentral.com/video"
- Why getting the ripe avocado is important.
- While Video is going on Look at Pretest
- Check Pretest Information
- What it is important to peel and cut the avocado correctly.
- Show Video Link 2: "http://www.avocadoCentral.com/news_and_entertaining/how_to_make_guacamole"
- Ask questions: Why can cook with chile effeget and what was made. Identify a few people and the questions more often in the kitchen?

**On the Introduction:**

- Remember what I said in class Friday? I hope you pay attention! All you need to say in the Introduction is the following:

  - State the PO.
  - Check their understanding
  - Explain why it is important to learn.
  - Check for prior knowledge.

- You don't need to get cute her!

**Now on the right side. I am at a loss why you have all that information. It does not translate into an Introduction. I doubt that it is even important other than telling makers that they need to use ripe avocados. And that should go in the Body, not the Introduction.

The Introduction should solely do the following:

- **State the PO** then check to make sure trainees understand it by asking them questions. Next you motivate them by explaining why it is important for them to learn it. Finally you can check to see if they have prior knowledge about it. Here you hare using a pretest. So that one is taken care of.

- You need to rewrite this who section.
On the Right side (The Activity section) of a skill session you need to have these main headings:

**Show** -- Demonstrate to students how to make the dish at regular pace and speed.

**Show and tell** -- Demonstrate and explain how to make the dish slowly step-by-step. Explain the technique for . . . (and you explain any technique or info . . . like using fresh avocados, etc.

**Check** to see if they understand and are ready for practice

**Practice** Have students practice making the dish. Continue checking by monitoring them and assisting them as they have problems.

**Evaluation:** This is OK.

**Conclusion** is OK.

**Reference** is OK

**Training aids** are OK.

Now, I note you have basically copied my skill lesson plan, only changed the recipe. I’d much rather see you plan a skill lesson plan for your major or a hobby or something that may be more useful to you.

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<td>Your Pretest really does not measure if they can make the dish to standard. That is why I recommend you use a performance test.</td>
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<tr>
<td>I guess your checklist is to be used in the posttest evaluation. However you never mention it in the lesson plan or on the checklist itself. Do this. In the Evaluation block state, “Use the Evaluation Checklist attached to check the steps that need to be followed.”</td>
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**Now, I note you have basically copied my skill lesson plan, only changed the recipe. I’d much rather see you plan a skill lesson plan for your major or a hobby or something that may be more useful to you.**
Title: “Pan, Sweet Pan”

PO: Understand the history of the steel pan through the “eyes” of the people of Trinidad and Tobago

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<th>Activities</th>
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<td>Pass out PowerPoint Handout</td>
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**Title is OK.**

**PO:** How can you see if your trainee “understands”? You can’t. It happens in the mind. All you can do is see what they do to prove they understand. So that becomes your task. What they will do to show they “understand.” Here are some active verbs that help you with those kind of tasks:

For basic understanding of the knowledge:
- list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name.

For comprehension, which is what I think you want in this case:
- summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

So this PO might be: Discuss the history of the steel band according to (now add the source that has the answer.)

I think a picture of the steel pan on the Ppt. Slide would be better for the Introduction. You could even put a small map of Trinidad (Ever been there? I have. Interesting place.) Also, the Google map is not a video. Put this on your Ppt. Slide.

I would simply put: “Use Ppt. Slides 1 and 2.”

**Introduction:** Read what I said on the Skill Lesson Plan feedback.

**Objective:**

Discuss the history of the steel band according to . . . .
Content: I am not sure your content is detailed enough. It really does not say much. You need to put something under each. What happened in the Beginning? Need to put some content there. In the Early Years. Need to put some content there, etc.

Remember, the left side is only for the content, not what the instructor or the student should do. You say, ‘Show steel pans on display.’ That goes on the right.

On the right you put your Activities. Remember on a Knowledge lesson plan you must say:

**Explain**

**Activity**

**Summary**

Those headings must show up on the right. So under Explain, this is where you tell the instructor what to do. You do that a little, but it would help if you would put the title of each slide after the number to give the reader an idea what it contains and what the instructor was supposed to explain.

**Evaluation:** You need a test. Then say something like, “Pass out the attached exam and have the students complete it. They must score ___ out of ___ points to pass.”

**Conclusion:** Why are demonstrating it in the Conclusion? That should be in the Introduction or as part of the Explanation.

Number your PowerPoint Slides.