

**Creating a Lesson Plan for a Company Drill**  
**Instructor Guide**

Session Reference: 1

Topic: **Creating a Lesson Plan for a Company Drill**

Level of Instruction: 3

Time Required: 3 hours

Materials:

- Appropriate audiovisual supplies

References:

- Fire and Emergency Services Instructor, 7<sup>th</sup> Edition, International Fire Service Training Association
- Methods of Instruction, Instructor II Instructor Guide, Fall, 2007 Maryland Fire and Rescue Institute

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**PREPARATION:**

Motivation:

An on-going department training program is essential to maintain skills, reinforce knowledge and to present new materials to the membership. Developing a complete, specific course objective insures that the lesson plan will address the identified need. Creating a lesson plan insures that the training you deliver will be pertinent, current, consistent and easily documented. This drill will help you create course objectives and provides the information needed to create a lesson plan.

Student Performance Objective (SPO) 1-1:

Given a completed needs analysis on a fire or EMS training topic, develop course objectives and a lesson plan, so that the lesson meets department Standard Operating Procedures/Standard Operating Guidelines and National Fire Protection Association, Department of Transportation or Occupational Safety and Health Administration standards.

Overview:

Creating a Lesson Plan for a Company Drill

- Course Objectives
- Lesson Plans
- Lesson Plan Components
- Lesson Plan Format
- Developing a Lesson Plan

Session 1

**Creating a Lesson Plan for a Company Drill**

- SPO 1-1 Given a completed needs analysis on a fire or EMS training topic, develop course objectives and a lesson plan, so that the lesson meets department Standard Operating Procedures/Standard Operating Guidelines and National Fire Protection Association, Department of Transportation or Occupational Safety and Health Administration standards.
  
- EO 1-1 Describe the components of course objectives.
  
- EO 1-2 Describe the importance of using a lesson plan.
  
- EO 1-3 Describe the components of a lesson plan.
  
- EO 1-4 Describe the lesson plan format.
  
- EO 1-5 Describe the steps to develop a lesson plan.

**I. Components of Course Objectives (1-1)**

A. Area

1. Lesson type
  - a. psychomotor (skill performance) vs. cognitive (information)
  - b. teach (cognitive or psychomotor) vs. manage (affective)
2. Each objective addresses a domain
  - a. cognitive
  - b. psychomotor
  - c. affective

B. Audience

1. Who is being taught
  - a. rookie firefighter
  - b. new officer
2. Experience/education level of students
3. Expected level of performance

C. Behavior (Performance)

1. Describes what the student must do
2. Identifies who will do it
3. Uses action verbs to describe observable results
  - a. describe
  - b. list
  - c. demonstrate
4. Can be measured
5. Has an end point
  - a. student knows when the task is finished
6. Can be observed

D. Condition

1. Starts with “given”
2. Lists performance conditions
  - a. given a picture of a skeleton, the student will.....
  - b. given an SCBA, the student will.....
3. Placement in objective varies
  - a. beginning of the objective
  - b. after the behavior
  - c. at the end of the objective

E. Degree (Criteria)

1. Describes the performance standard
  - a. how well the student must perform

2. States measurable outcome based on criteria/standards
  - a. NFPA
  - b. OSHA
3. Uses standard measurement scales
  - a. 70%
  - b. within 1 minute
4. Provides achievement guidelines
  - a. so that a minimum score of 70% is received
  - b. so that the SCBA is donned and operating within 1 minute

#### F. Examples

1. Given testing and evaluation guidelines and policies, explain the purpose of testing and evaluation and describe the steps to take and methods to consider when planning, developing, and assessing testing and evaluation instruments. The student will perform to a final written test accuracy of at least 70% and will meet job performance requirements for NFPA 1041 Standard, Instructor I.
2. The student will be able to identify, from memory and without assistance, the placarding and marking systems used to identify Hazardous Materials, to a written test accuracy of at least 70%.
3. Given department standard operating procedures/standard operating guidelines, the student will be able to state the various duties and responsibilities of the emergency vehicle fire pump operator from memory, without assistance, to a written test accuracy of 70%.
4. Given an overview of and role identification in the IMS, expectations for team leadership, and the importance of following safety policies and procedures, the student will be able to identify the role of the firefighter II, so that personnel practice the IMS and follow safety policies and jurisdictional procedures. The student will perform to a final written test accuracy of at least 70% and will meet job performance requirements for NFPA 1001 (1997), JPR 4-1.1.1.
5. Given the opportunity for review, discussion, and practice, create examples of each type of written and skills performance test and evaluate their effectiveness in measuring lesson

objectives. The student will perform to a final written test accuracy of at least 70% and will meet job performance requirements for NFPA 1041 Standard, Instructor II.

## **II. The Lesson Plan (1-2)**

### **A. Definition**

1. Plan for presenting information and skills
2. States what the instructor will accomplish
3. Step-by-step presentation guide

### **B. Purpose**

1. Plan actions and events in a lesson
2. Developing links between new and already-known information
3. Provide uniform, standardized instruction
  - a. all current members
  - b. all future members
4. Provide appropriate sequences
5. Provide documentation for program justification
6. Objectives provide basis for testing

### **C. Benefits**

1. Makes teaching easier
2. Makes learning easier
3. Makes uniform instruction easier
4. Makes documentation easier

## **III. Lesson Plan Components (1-3)**

### **A. Preparation**

1. Preparing to teach
  - a. become familiar with the information to be taught
  - b. select instructional format and material to meet performance objectives
  - c. design lesson delivery methods
  - d. decide how to supplement lesson
  - e. decide how to evaluate learning
2. Prepare the students to learn
  - a. motivation
  - b. relate lesson to past experience
  - c. state and show objectives
  - d. overview/main points

**B. Presentation**

1. Deliver instruction
  - a. present/explain new information
  - b. demonstrate techniques
  - c. provide for skills practice
  - d. give assignments
2. Promote discussion
3. Deliver in logical sequence
  - a. basic to complex steps
4. Combine/vary teaching methods
  - a. accommodate various learning styles
5. Summarize/review main points

**C. Application**

1. Provide opportunities to apply knowledge
2. Guide/coach skills practice
3. Reinforce learning with various activities/learning tasks
4. Provide job breakdown sheet
  - a. lists skill steps/details

**D. Testing/Evaluation**

1. Measures student learning
2. Measure and test objectives
  - a. skills application (psychomotor)
  - b. written tests (cognitive)
  - c. observe behavior (affective)

**IV. Lesson Plan Format (1-4)****A. Introduction**

1. Lesson title
  - a. topic
2. Learning objectives
  - a. what the learners will accomplish
3. Time frame
  - a. how long will the lesson take
4. Level of instruction
  - a. states expected learning outcome
  - b. based on Bloom's Taxonomy
    - 1) knowledge – remember, recall
    - 2) comprehension – understand the information
    - 3) application – use the information in specific situations
    - 4) analysis – break information into component parts

- 5) synthesis – put parts together to create new “whole”
- 6) evaluation – judge the value of actions

B. Instructor Information

1. Materials needed
  - a. equipment
  - b. audiovisual needs
2. Instructions to instructor
  - a. special notes
  - b. activity suggestions
3. References
  - a. where to find additional information
4. Course goals
  - a. expected outcomes
5. Course philosophy
  - a. compare learner performance to checklist of skills

C. Main body

1. Motivation of learners
  - a. why do they need to know it
  - b. how is it useful on the job
2. Presentation of the outline
3. Application activities
  - a. reinforces cognitive knowledge
  - b. demonstrate skills
4. Performance
  - a. expected achievement
5. Evaluation activities
  - a. what will be tested
  - b. how will it be tested

D. Evaluations

1. Performance evaluation
  - a. skills demonstration compared to a checklist
2. Cognitive evaluation
  - a. written/oral tests
3. Instructor evaluation
  - a. students evaluate instructor performance

E. Assignments

1. Text assignments
  - a. prepare students for next session
2. Out-of-class assignments
  - a. projects
  - b. on the job training



3. Research assignments
  - a. find additional information

F. Summary

1. Closure to lesson
  - a. include student participation
2. Recall/review key issues
3. Restate important steps
4. Ask for conclusions

**V. Developing a Lesson Plan (1-5)**

A. Select a topic

1. Examine needs analysis
2. Review goals and objectives

B. Complete instructor preparation

1. Become familiar with topic and expectations
2. Decide instructional format and materials
3. Determine delivery methods
4. Decide how to conduct applications
5. Decide how to conduct evaluations

C. Complete student preparation

1. Use motivators, attention/interest arousers
2. Plan how to relate lesson to experiences
3. Prepare clear, measurable objectives
4. Determine the key ideas for presentation

D. Develop the presentation

1. Create an outline that details the key ideas
2. Include varied activities and teaching methods
3. Check that the lesson is sequential
4. Plan to summarize or recap frequently

E. Plan for application of ideas and skills

1. Provide opportunity for practice
2. Plan for appropriate supervision, guidance
3. Create guides/handouts to help students in individual and group practice

F. Plan for ability testing and progress evaluation

1. Plan methods of measuring performance
2. Create course and student evaluation tools

## **SUMMARY:**

Review:

### Creating a Lesson Plan for a Company Drill

- Course Objectives
- Lesson Plans
- Lesson Plan Components
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Remotivation:

Assignment:

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## **EVALUATION:**