



Chapter 15: Educational Materials, Lessons, and Programs (Pages 270-276)



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Objectives (1 of 2)

- Use knowledge of learning theories, age group characteristics, teaching methodologies, and populations with special needs to develop educational materials, lessons, and programs (NFPA 5.4.1, 5.4.3, 5.4.4). (pp. 271–279)
- Define *standards, curricula, scope and sequence, objectives, and lesson plans*. (pp. 271–274)
- Describe the importance of using standards, curricula, scope and sequence, objectives, and lesson plans to support safety education program development. (pp. 271–274)

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Objectives

- List the characteristics of well-developed learning objectives (NFPA 5.4.2). (pp. 274–275)
- Identify the properties of well-written lesson plans (NFPA 5.4.2). (pp. 274–276)
- List the characteristics of well-developed learning objectives (NFPA 5.4.2). (pp. 274–275)
- Identify the properties of well-written lesson plans (NFPA 5.4.2). (pp. 274–276)

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Introduction

- Lesson plans, curricula, and programs
 - Many available
 - Must understand components
 - How they work together
 - How they build a solid program foundation
 - New educators are expected to do it all
 - Technically FLSE I - Deliver presentations
 - Realistically - Assess community needs
 - Realistically - Prepare a solid curriculum

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Building a Foundation for Programs and Lessons

- Remember the following concepts:
 - Fire prevention is not the sole focus.
 - Technology assists the public in maintaining safe environments and alerts occupants of unsafe conditions.
 - Message retention is greater in active learning.
 - Many factors affect a learning situation.
 - Consider various teaching methodologies.
 - The cognitive, affective, and psychomotor levels of development of different age groups dictate planning.
 - Consider physical, cognitive, and emotional disabilities as well as other barriers to learning.
 - Fit the messages and materials to the audience.

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Planning Curricula, Units of Study, and Lesson Plans

- Standards
 - Clear definition of knowledge and skills
 - Provide a way to measure success
 - Currently Common Core refers to Math and ELA (English Language Arts)
 - [Basis of local school curricula](#)

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Planning Curricula, Units of Study, and Lesson Plans

- Standards serve as guidelines for the information and skills to be taught and by which students' achievements will be measured at each grade level.



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Curricula

- Curriculum:** A sequence of planned instruction and educational experiences that is designed and developed to provide students with the knowledge and skills to be able to meet and achieve the standards.
 - Lays a foundation to scaffold for future learning
- A **unit of study** is a division of the total curriculum and may include many topics.

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Scope and Sequence and Instructional Goals

- The **scope and sequence** is a chart or graphic representation that outlines the content of a particular curriculum (the scope) and the order in which the curriculum presents that material (sequence).
- Instructional goals** are general statements of the overall purpose of a course.

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Objectives

- Statements that describe what the learner will be able to do after completing a unit of instruction.
 - Should be in ABCD format: audience, behavior, condition, and degree
- **Terminal objective:** States what a student should be able to do at the end of an entire unit of study.
- **Enabling objective:** A statement of the skills, knowledge, and attitudes that support a terminal objective.
- Provide the framework that organizes *all* of the course content, instructional activities, and assessments.

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Educational Objectives

- Describe learner abilities
 - After completing a unit of instruction
- SMART method
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Require Time Limits

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S.W.B.A.T.

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Lesson Plans (1 of 2)

- **Lesson plan:** A detailed description of the course of instruction for an individual lesson or presentation.
- The choice of the model will depend on:
 - The content to be taught
 - The teaching strategy to be used
 - The personal preference of the instructor

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Lesson Plans (2 of 2)

- All lesson plans should include:
 - Goal and objectives
 - Time allowed
 - Anticipatory set
 - Instruction
 - Guided practice
 - Closure
 - Independent practice
 - Required materials and equipment
 - Assessment and follow-up
 - Special notes

1. Are the lesson objectives clearly stated?
2. Has the instructor prepared a story, questions or other "hook" to serve as the anticipatory set, getting the students engaged and ready to learn?
3. Is the instructional method planned appropriate for the age group?
4. Are interactive components included in the lesson plan/presentation allowing for both passive and active learning?
5. Has adequate time been provided for the most important messages and their associated activities?
6. Does the lesson plan include time for guided practice such as student discussion, question and answer, or practice so the instructor can coach students through the new material?
7. Is a form of independent practice included to reinforce the messages once the instructor has finished the session?
8. Is a form of assessment/evaluation included during or after the lesson to measure knowledge gain, skill competency, instructor effectiveness, and program strengths and weaknesses?
9. Are handouts and support materials appropriate for the students/audience in terms of age group, characteristics, physical and cognitive disabilities, cultural differences, political restrictions?
10. Does the instructor have a "Plan B" for any unforeseen scheduling, technological or other logistical problems?

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Lesson Plan Sample Rescue Rex

• Rescue Rex Lesson Plan

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Assessment and Evaluation

- Important step: often overlooked
 - Evaluates whether:
 - Objectives were met
 - Teaching was effective
 - Target audience was met where they learn best
 - There was behavior change
 - The program should be improved
 - Many forms
 - During or after instruction

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Assessment and Evaluation

- Assessment and evaluation are necessary to know:
 - If the objectives were met
 - If the teaching was effective
 - If the target audience was met where they learn best
 - If there was a behavior change
 - How the program should be improved for future implementation

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What This Means for Fire and Life Safety Educators

- Standards and well-written objectives
 - Determine curriculum, units of study, and lesson plans
 - Well-written lesson plans follow a sequence
- **Pilot any new program first**
 - Before offering to entire target population
- Assessment and evaluation
 - Should be included in all programs

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Summary (1 of 3)

- Standards and well-written objectives will determine the course of a curriculum, units of study, and individual lesson plans.
 - When there is confusion or doubt about what to teach, review the original objectives for clarity and direction.
- Writing solid and measurable objectives takes practice.
 - Because objectives provide the compass for the direction of any lesson, you should take the time to develop skills for developing objectives.

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Summary (2 of 3)

- A well-written lesson plan follows a specific sequence.
 - Instructors will be able to use their own teaching techniques and styles and interject their own personalities, but following each of the steps of a lesson plan will ensure that all objectives are met.
- Lesson plans should provide enough information so that any instructor with background in the subject matter can step in and teach the lesson effectively.
- A good curriculum will scaffold, each lesson building on the information learned from a previous lesson.

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Summary (3 of 3)

- All programs, including one-time presentations, should include some form of assessment.
 - Evaluations can range from informal surveys to professionally designed assessment instruments.
 - The evaluation will be useful only if the results are taken seriously and improvements are made based on the results.
- Educators should carefully consider the demographics of their audience before purchasing or designing educational or informational materials.
 - If the message and materials do not match the audience, the materials will be ineffective.

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Break Into Groups

Continue Work on Final Group Presentation

Inform instructor if you will be presenting an
education or prevention program or ideas
from your department!

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