

OUTDOOR EMERGENCY TRANSPORTATION SIX PACK LESSON PLAN REFERENCE GUIDE

LESSON TITLE: State the specific lesson title. Multi-phased lessons or classes of long duration can use more than one lesson plan.

<u>INSTRUCTOR MATERIALS</u>	<u>STUDENT MATERIALS</u>	<u>REFERENCES</u>
Include all materials you will need for your lesson. This is also important for outdoor presentations. Also include any assistants you need.	Expected materials should be planned early enough so students can be informed prior to class. Specific materials required for your lesson should be listed here.	List all references here. Much of this can be found in the Outdoor Emergency Transportation Manual or Ohio Region OET Resources Webpage.
TIME	INSTRUCTOR & STUDENT BEHAVIOR	
<i>Listing the running time or clock time for each part of the lesson is extremely important. By doing so, you are ensuring that all material is given in the proper amount of time for adequate coverage. Proper planning and rehearsal will help formulate the time used for each step.</i>	SET	
	Include a brief statement of your set. This can include a review of previous concepts, drills or tasks. It can be an attention getter and a way to stir the interest of the student for what is to follow, and provide relevance to student's need to learn the upcoming material. Lessons may include larger or smaller sets or no set at all.	
	CONCLUDING OBJECTIVE(S)	
	This is the most important part of any lesson plan. It should dictate what is included in every step and use the key verbs: Describe, Show, Practice, Perform, Analyze, Model, Relate. Begin with "The student will be able to" (SWBAT). Understand what the student has learned in prior sessions and current level of skill and understanding. In planning, be careful using multiple performance-based objectives as it will be necessary to sequence them for success & will take an extended time to master.	
	<p style="text-align: center;">CONTENT DELIVERY</p> <p>Content Delivery is how you are going to present the information to your class. It is the essential content. In OET, most CD will be demonstrations with individual & group practice. Remember to build exercises & progressions on previous knowledge, so the students can make a connection to a specific feel or sensation. <u>Different</u> sensations should be encouraged because the student is doing something <i>new</i>. Reinforce the different aspects of the feel. Give the students a FOCUS, (What to feel, Where to feel it. What to do or Where to look) Remember that a previously learned skill might diminish when a new skill is introduced. Be supportive and encouraging.</p>	<p><i>Ongoing monitoring is a vital part of information delivery. It can be as simple as a "question and answer" session. Immediate feedback will help you make "on the fly" adjustments to information delivery.</i></p> <p><i>Guided practice is the most effective form of ongoing monitoring at this point, however, this is primarily applicable to skill based information. Reassess your lesson plan if your student activities do not incorporate observable behavior.</i></p> <p><i>An effective student summary enables the instructor to see if the concluding objective(s) have been matched with the</i></p>
<p style="text-align: center;">LESSON ACTIVITIES</p> <p>Guide practice by setting goals appropriate to the student's ability, energy, and desires. By sequencing drills and tasks you allow students the opportunity to reinforce the skills that have been presented. When you provide feedback during the lesson you have the opportunity to ensure your student is actually learning and understanding the desired outcomes. <u>Introduce one task at a time</u> and allow the students to practice that specific skill. <u>Repetition of movement</u> reinforces the learning. Don't assume one repetition will do. Instead, use a phrase like "Do three runs thinking about this...", then carefully sequence a new task into the progression. Reinforce the changes you see for the better no matter how small. If you don't see a change, think of another way to demonstrate your task, simplify the movement pattern, or move to less challenging terrain. Don't rush this step. Leave the student with tasks or a progression that they can continue to practice and perfect. Remember VIDEO can be a powerful teaching tool. "SAFETY + FUN = LEARNING"</p>		
<p style="text-align: center;">STUDENT SUMMARY</p> <p>The student summary helps him/her sort through the content they have received. The student can describe what they are experiencing or learning through practice. The goal should always be an effective two-way dialogue between the student and instructor.</p>		
MONITORING AND EVALUATION		
Feedback & Evaluation is paramount to learning since, without them, your students won't know how they're progressing. Quality feedback is non-judgmental and clear, and provides <u>specific solutions</u> to behaviors, movements or outcomes. Through well-considered feedback, you can reinforce effective performance movements while pointing out weaker or deficient movements. PSIA/AASI Fundamentals can be used to guide the evaluator. Utilize OBSERVE, EVALUATE (Diagnose) & PRESCRIBE to assist in planning. Again, video can be a useful tool. The final evaluation in OET involves the performance of a variety of tasks utilizing complex movement patterns that must be coordinated with other patrollers. Monitoring is always essential and should involve mastering each task while refining the movement patterns and building more complex movements in varied terrain and conditions.		

SIX-PACK LESSON PLAN REFERENCE

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	CONCLUDING OBJECTIVE(S)	
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