

Lesson Plan

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FORWARD

STC requires current Lesson Plans and test questions to be on file with the Board of Corrections within 30 days after the first delivery of a revalidated core course. Revalidations occur every 4 years and result in revised curriculum. If a provider makes significant changes to the Lesson Plans, these must also be on file with the Board.

WHAT IS A LESSON PLAN?

Sometimes there is confusion among training providers and instructors as to what constitutes a Lesson Plan. Many confuse this term with the "Outline" or "class schedule." STC requires a Lesson Plan to consist of two elements: a detailed description of **what** the instructor will be teaching (instructional notes, cues, or major points), and **how** the material will be taught (methods).

Though the curriculum is standardized throughout the state, there is great variation in methods of presentation. Not only is this variation acceptable, it also allows for tailoring of the course to meet local needs.

DOES STC REQUIRE A SPECIFIC FORMAT FOR LESSON PLANS?

STC does not require a standardized format for core course Lesson Plans. However, your Lesson Plan should be in sufficient detail to show major teaching points and how the material will be presented - for instance, what type of exercises will be used in the classroom, films shown, when handouts will be distributed to support the learning, etc. The Lesson Plan should be in more detail than mere mention of Lecture, Film, Demonstration. Ideally, a substitute instructor should be able to train from the Lesson Plan with minimal briefing.

PURPOSE OF LESSON PLANS

1. Provide instructional cues.
2. Organize timing and sequence.
3. Allows others to teach in your absence.
4. Source of test items.
5. Documentation for court or grievance.
6. Can use to cross check for repetition among instructors.
7. Equipment and room setup checklist for instructor, coordinator or provider.

INGREDIENTS OF A LESSON PLAN

1. Time allocation
2. Room setup
3. Equipment needed
4. Handouts/trainee reference materials needed
5. Content notes
6. Notation of test type (BST, WST, JK)
7. Objectives/points
8. Methods of instruction
9. Exercises/activities for participants
10. Instructions or materials for activities

METHODS OF INSTRUCTION - EXAMPLES

- lecture
- demonstration
- discussion
- role playing

- work books
- games
- case study
- simulation

CONSIDERATIONS WHEN DEVELOPING LESSON PLANS

Instructors are required to develop Lesson Plans for the subject matter which they present. When developing their Lesson Plans, the instructors should assume that the target population of the

core training classes is the entry level employee with no prior training or experience in the correctional field. Some trainees may have prior experience in corrections or in law enforcement. Regardless, the assumption of no prior training or experience ensures that the core training course will cover the needs of all entry level personnel, even those with no background at all.

Also, it is important to be aware that entry training is not intended to produce a fully trained, experienced employee capable of handling every job assignment. At best, formal training can only simulate job demands and conditions. The core course can and should provide the trainee with the basic concepts, knowledge, and skills necessary to make sense of the job tasks and accelerate the on-the-job learning process.

STEPS TO DEVELOPING LESSON PLANS

1. Review outline, performance objectives, related core tasks, knowledge skill maps, and testing requirements.
2. Decide instructional content.
3. Organize into learning sequence.
4. Match instructional content with appropriate methodology.
5. Write instructions for participant involvement, exercises, activities.
6. Develop handouts, supporting reference material.
7. Identify equipment needed.
8. Decide room set-up.
9. Allocate time to each sequence.
10. Decide when testing given.
11. Perform dry run, review and revise.

FIVE RULES OF LESSON PLAN DEVELOPMENT

1. Avoid Brain Dump
2. Match Method to Topic
3. Avoid Expert Syndrome - Keep to the Basics
4. Plan Participant Involvement
5. Conduct Dry Run

AVOIDING REPETITION IN CORE COURSES

Some repetition is okay and is built into the course as reinforcers of important aspects. Repetition is not okay if unintentional. Example: two different instructors show same video. It happens!

Ways to avoid:

1. Look at entire outline and all performance objectives to see where your piece fits in.
2. Share your Lesson Plan with other instructors.
3. Coordinator identifies closely related modules, alerts instructors to potential overlap.
4. Compare test questions. If questions are the same for two different modules, it may mean instructors are not clear on scope of their presentation.

Sample Format

The following sections are a suggested format for lesson plans. STC does not require all lesson plans to be in this format. However, enough information should be provided to show a clear picture of what is being presented and in what way. A completed sample follows the blank format.

LESSON PLAN COVER SHEET

Time Allocated:

Number of Trainees:

Room Set-up:

Equipment:

Set-Up Handouts:

Testing:

Objectives:

TIME	CONTENT NOTES	METHOD	HANDOUTS	EQUIPMENT