



Silver Cross Emergency
Medical Services System



First Quarter Lead Instructor CE 2021

Completion of Powerpoint and Quiz is worth 3 CEUs under 071000E1221

Lesson Plan

- Determine class type
 - Practical
 - Flipped
 - Traditional
 - Online
 - Recorded
 - Live stream

- What is the class topic

PLAN-TEACH-REFLECT-LEARN


Aldiansyah

Lesson Plan: IBT TOEFL Prep

Course	IBT TOEFL		
Unit Function	Introduction to IBT TOEFL		
Unit No.	1		
Date	[Tentative]		
Duration	2 hours		
Objectives; SWBAT:	<ol style="list-style-type: none"> Get a feel of the class and learning atmosphere Get a good grasp of the basic facts and formats of IBT TOEFL Explain the general facts of the test Project their learning throughout the course by perusing and internalizing the syllabus Understand the general strategies to tackle the test 		
STAGE & ACTIVITIES	PROCEDURES-GRAMMAR PRESENTATION TACTICS	MATERIALS	TIME
Warm up Lead in/ Review	Welcoming, setting up rules, and self-introduction: <ol style="list-style-type: none"> Teacher (T) welcomes students (Ss) to the program T gives brief preview of the course Inviting Ss to contribute to the live online suggestion box. T sets up the ground rules for the course (Ex: English only policy, punctuality, out-of-class project completion, etc.) Ss are to symbolically "sign" the commitment of the rules. An icebreaker, the self-introduction is a <i>find-someone-who</i> activity. Ss are to mingle and find the persons depicted in the handout e.g. someone who has a unique nickname or short name. T checks Ss findings and has a brief self-introduction session 	<ul style="list-style-type: none"> Google Docs/Overhead projector/PPT Course preview/Syllabus <i>Find-someone-who</i> handouts 	±30 mins
Later Comments			
Unit Function Presentation (Activity 1)	Introduction to IBT TOEFL: Basic Facts <ol style="list-style-type: none"> Using the last activity, T leads Ss into the introduction to IBT TOEFL Pair-work: Ss are to decide whether the general facts re IBT TOEFL that T gives are correct or incorrect. Negative reinforcement: a nosy introductory question for the pairs that pick the wrong side. 	<ul style="list-style-type: none"> PPT/Overhead projector/Google Docs List of true and false facts on IBT TOEFL 	±15 mins
Later Comments			
Unit Function Presentation (Activity 2)	Introduction to IBT TOEFL: Test Sections Jigsaw Classroom: <ol style="list-style-type: none"> T groups Ss into 4 groups to be the <i>Homegroups/learning</i> groups. The homegroups' first task is to have a brief more in-depth self-introduction Each member of the homegroup (HG) is assigned a number, 1 to 4 Ss with the same number are to form the expert-groups (EG) where they will convene with counterparts from other HGs and discuss in detail the section of IBT TOEFL assigned to them. (EG 1 talks about Reading; EG 2 Listening; EG 3 Writing; and EG 4 Speaking) *Materials on IBT TOEFL sections will be provided by T After 10-15 minutes, HGs reconvene and share the information from their respective EGs. T assess Ss discussion and collaborative learning on the topic (IBT TOEFL Sections) using a Kahoot! quiz. Positive reinforcement: The best HG will be rewarded. 	<ul style="list-style-type: none"> Google Doc/OHP/PPT Materials/handouts on IBT TOEFL Sections Kahoot! Quiz on the topic 	±45 mins
Later Comments			



Lesson Plan Development

- ▶ Didactic – Follows a consistent scientific approach to present material to students
 - ▶ Practical – Hands on teaching and testing of ability, Scenario and hands on stations.
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Lesson Plan

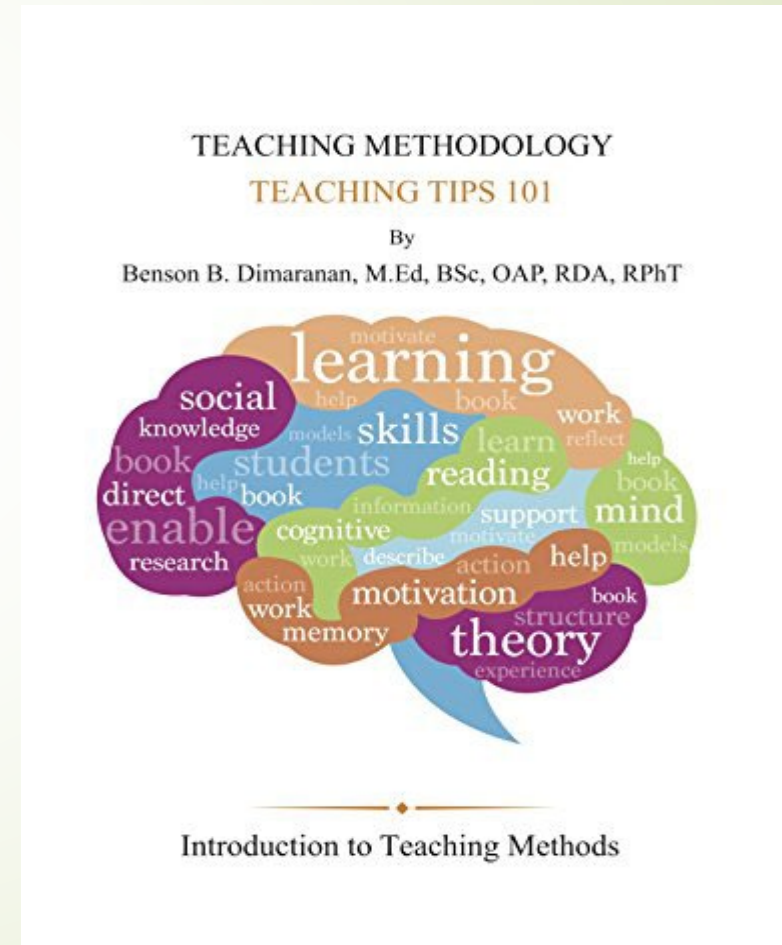
- Equipment List

- Practical station
 - Skill Based
 - Scenario Based



Teaching Methods

- ▶ Teacher Centered
 - ▶ Direct Instruction (Low Tech)¹
 - ▶ Flipped Classroom(High Tech)¹
 - ▶ Kinesthetic Learning (Low Tech)¹





Teaching Methods

- ▶ Student Centered
 - ▶ Differentiated Instruction (Low Tech)¹
 - ▶ Inquiry-based Learning (Low Tech)¹
 - ▶ Expeditionary Learning (High Tech)¹
 - ▶ Personalized Learning (High Tech)¹
 - ▶ Game Based Learning (High Tech)¹

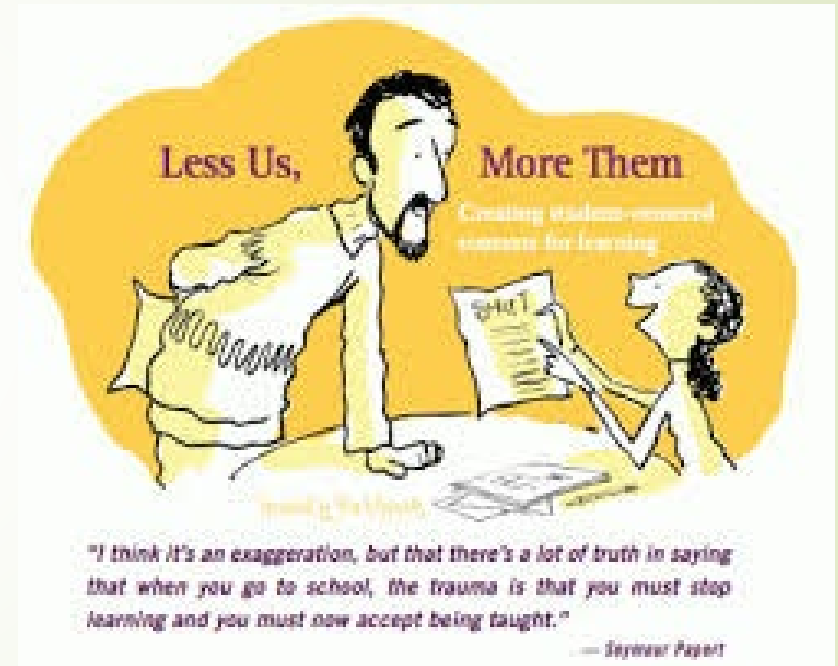
Teacher Centered

- Flipped¹
 - Student views material at home
 - Completes work in class
 - Can allow student to work at own pace
- Direct¹
 - Explicit instruction
- Kinesthetic¹
 - Hands on / Tactile learning



Student Centered

- Differentiated Instruction (Low Tech)¹
 - Focus on individual student needs
 - Different needs for each student
- Inquiry-based Learning (Low Tech)¹
 - Student decides line of learning
- Expeditionary Learning (High Tech)¹
 - Study surrounding world
 - Student chooses topic



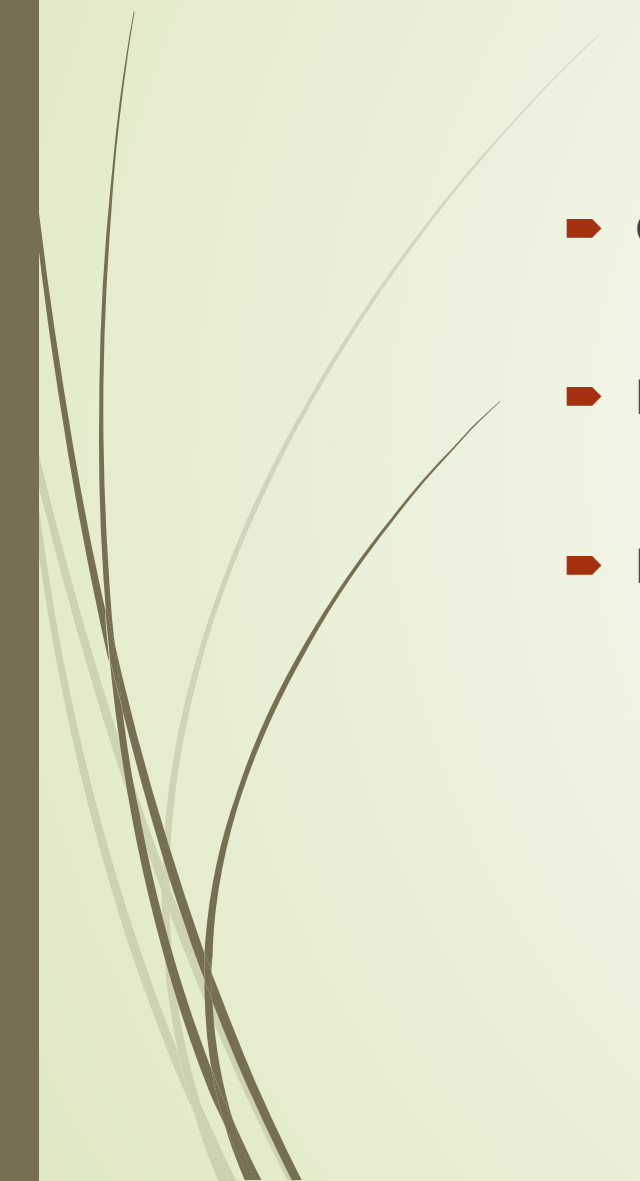


Student Centered

- ▶ Personalized Learning (High Tech)¹
 - ▶ Student learns at own pace
- ▶ Game Based Learning (High Tech)¹
 - ▶ Encourages problem solving
 - ▶ “Mastery” of topic encouraged rather than grade centric



Main Topic

- ▶ Create a yearly/semester list of classes to be taught
 - ▶ Determine each class setting and format
 - ▶ Post for students
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Topic

- Begin with outline
- Main Topic of instruction
 - 4 – 5 Pertinent Sub Topic bullet points
 - 1 - 2 Supportive Topics



Citation

- ▶ Research topics with credible sources
 - ▶ Cite sources



Citation

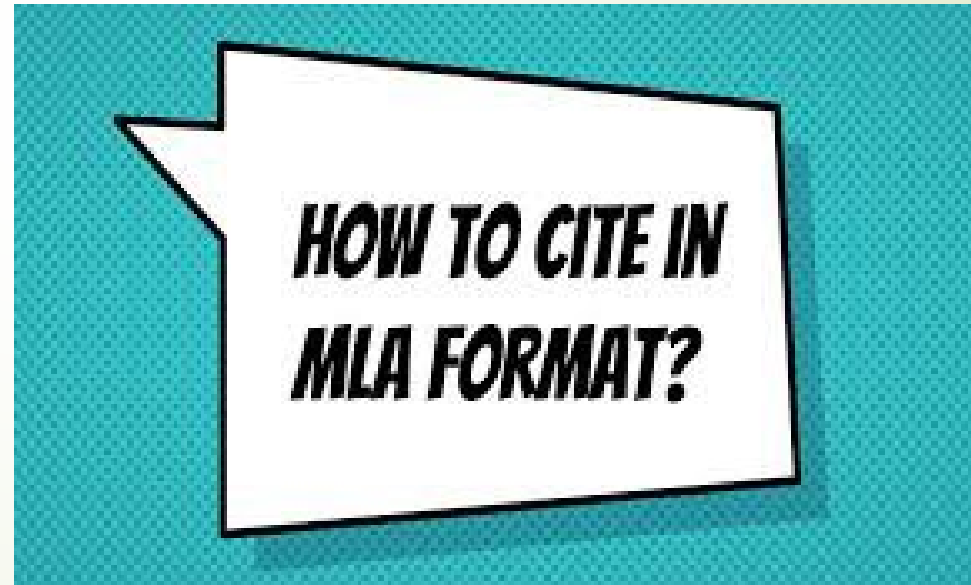
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 - Can be Corporate Author
- Title of source.²
 - Name of source
- Title of container,²
 - Sub Title
- Other contributors,²
 - Translators, ETC.
- Version,²

The screenshot shows a 'Create Source' dialog box with the following fields and options:

- Type of Source:** Report
- Bibliography Fields for APA:**
 - Author:** [Empty text box]
 - Corporate Author:** [Empty text box]
 - Title:** Northwind Report 2015
 - Year:** [Empty text box]
 - Publisher:** [Empty text box]
 - City:** [Empty text box]
- Show All Bibliography Fields:**
- Tag name:** Northwind2015
- Instructions:** The Tag Name will be used to uniquely identify this source.
- Buttons:**

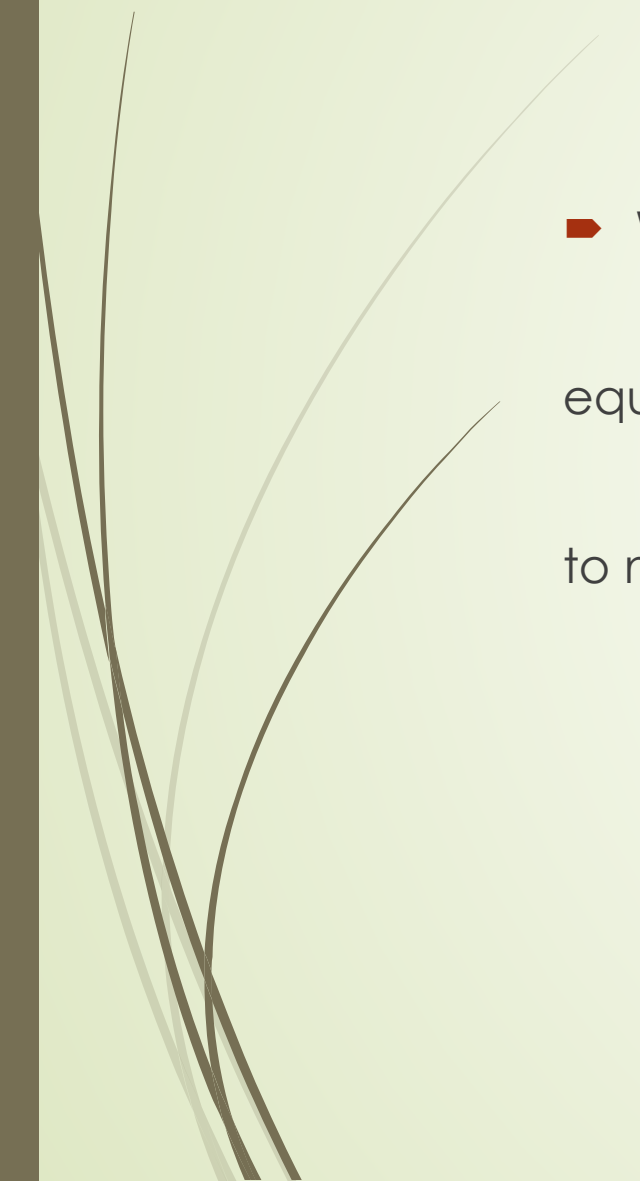
Citation

- Number,²
 - Found in multi-volume books/journals
- Publisher,²
 - Producer/distributor
- Publication date,²
- Location²
 - Physical Location
 - Web Page





Equipment list

- ▶ Whichever type of scenario, compile standardized lists of needed equipment. Each student must have equipment equal to learning level to maximize the learning experience.
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Equipment list


- ▶ ALS and BLS equipment
 - ▶ Setting up “Jump bags” a good tactic
 - ▶ Practice as we play mentality





Station Type

- ▶ Skill based
 - ▶ Usually one student per station unless working as a team

 - ▶ Scenario based
 - ▶ Can be done in groups to simulate real world situation
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Skill Based

- ▶ Skill based stations
 - ▶ Require equipment
 - ▶ Can be enhanced by addition of a scenario
 - ▶ Enhances real world feel





Scenario Based

- ▶ Oral station
 - ▶ Require no equipment
 - ▶ Can incorporate skills
 - ▶ Will need equipment for this enhancement
 - ▶ Makes station more realistic



Citation

- ▶ ¹ Corporate Author - Teach.com by 2U - August 2020 – Accessed 2/5/2020
- [teach.com/what/teachers-know/teaching-methods/](https://www.teach.com/what/teachers-know/teaching-methods/)
- ▶ ² Corporate Author – Purdue OWL MLA Formatting – Web Page– 1995-2020
– Purdue University
owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html