# Lesson Plan Development

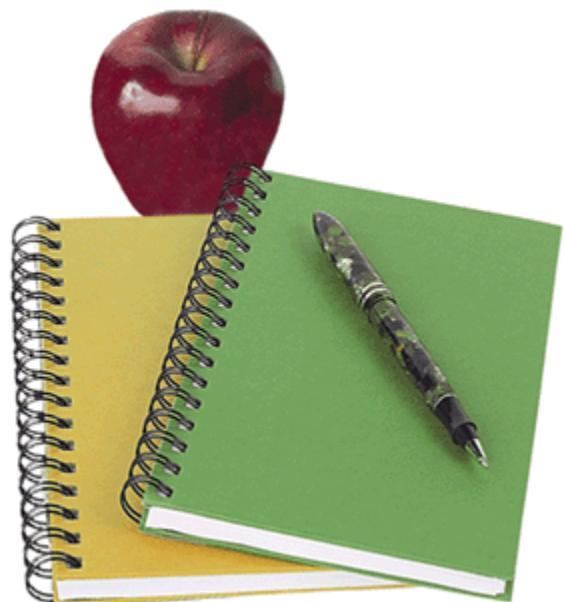**Course Outline:**

**Lesson Objectives:**

Upon the completion of this segment of your course, you will be able to:

1. Identify effective assessment tools used in lesson planning.

2. Recall concepts for creating rubrics used to score performance tasks.

3. Apply techniques for developing course curriculums by using examples.

4. Recognize components of a course outline.

5. Develop learning outcomes for course study.

6. Draft examples of the components of an effective lesson plan.

7. Understand the association of cognitive and affective domain in relations to lesson plan development.

8. Comprehend the methods of creating a balanced lesson plan.

# Lesson Plan Development

## Introduction

In order for an assessment tool to be truly useful to both the student and instructor, it must convey certain information. A good assessment tool identifies which areas of student learning have been mastered, and which areas require improvement. It should identify and distinguish between performance skills that have been achieved, and those that need further practice. Additionally, assessment tools can help the instructor identify whether the teaching methods employed had the desired effect. Did the lessons provide results in the areas expected? If not, the instructor may need to reevaluate the lesson or objectives. This is particularly important if students fail to demonstrate the acquisition of specific knowledge or achieve the level of performance-based skills that were anticipated.

There are many different types of assessment tools and methods available to the instructor. It is up to the individual to examine them, and determine what method would be most effective for their classroom and learning environment.

## Assessment Tools

**Some examples of effective assessment tools are**:

- **Demonstrations:** this assessment form can include many different audio/visual forms. In the cosmetology, manicuring and esthetics this text, demonstrations can be quite valuable, providing an opportunity for the student to show how to perform various procedures in the salon.
- **Goal setting:** this assessment form can involve the student and instructor in a planning session at the beginning of the course, where the student, with the instructor's guidance, sets various performance and information goals for the semester.
- **Feed- back**: these are an organized opportunity for the student to give immediate feedback at the end of a class session regarding what they learned that particular day.
- **KWL**: this technique involves the student identifying what he or she knows (K) about a given topic at the beginning of the lesson, as well as what they wish (W) to know about the topic. After the lesson, the student identifies what he or she has actually learned (L).
- **Peer evaluations:** students evaluate each other according to a set of specified criteria. In order for this method to be effective, it must be carefully structured. Peer evaluations can be very useful in cosmetology, manicuring and esthetics as a means for students to watch and learn from each other.
  The students can be asked, "What were the steps in this procedure?" "Did student 'A' complete all the steps?"
  "What did student 'A' do well?" "What could student 'A' have done differently or better?" "What steps did student 'A' forget?" etc....
- **Problem-solving activities:** a problem is presented and the students must come up with a solution. This method could be well utilized in a cosmetology, esthetics and manicuring course, with the instructor presenting a particular client problem, and the students either individually or in small groups having to assess the problem and come up with an answer or solution.
- **Self-evaluation:** this assessment tool can also be useful in the cosmetology esthetics or a manicuring setting, particularly if there are a set of objective standards for the student to meet. That list can serve as the springboard for self-assessment and discussion with the instructor regarding ways to improve learning or performance of practical skills.

## Creating Rubrics

Rubrics can be used in many ways. Once created, an established rubric can be used or slightly modified and applied to many activities. Reviewing, re-conceptualizing, and revisiting the same concepts from

different angles improves understanding of the lesson for students. Think of a writing rubric, good writing does not change with the project. Because the essentials remain constant, it is not necessary to create a completely new rubric for every activity.

Tools used by instructors to score performance tasks are also known as rubrics. They enable the student to obtain feedback on their performance, telling them what is expected of them in order to improve. A rubric, in order to be effective, should articulate the knowledge and skill to be assessed, explain the points that can be assigned, and provide indicators for levels of performance.

Two types of rubrics can be used to assist with assessment activities: analytic and holistic. Analytic rubrics deal with each segment of a work separately. Holistic rubrics, as the name suggests, deal with the whole work, and do not analyze the component parts. The analytic rubric identifies and evaluates the component pieces of a whole. This rubric can be effective for evaluating things that are easily separated into parts or steps. Recipes, for example, are ideally suited for analytic rubrics. So are storyboards.

In cosmetology, manicuring and esthetics an analytic rubric can be created for a variety of skill sets perm, coloring, cutting, pedicure, microdermabrasion etc. The holistic rubric, on the other hand, identifies and evaluates student work as a whole. In this example, an entire story would be evaluated, rather than individual components of the story, such as plot, character, narration, theme, etc. In cosmetology, manicuring and esthetics the holistic rubric could be used to evaluate competence in an entire skill area, rather than individual skill subsets.

As with other assessment tools, once the criteria are drafted and plugged in, the instructor has to decide how much weight to give each factor. In a weighted rubric, certain elements are assigned a higher point value than others, based on what the instructor determines are the most crucial skills or knowledge areas for the student.

Rubrics can be an extremely valuable tool for assessing student performance and learning, evaluating student performance over a range of criteria rather than on a single component or score.

Information related to the rubric can be distributed to the student in advance, so he or she is prepared for the evaluation, according to appropriate criteria. Information about rubrics enables students to understand very clearly what skills they are supposed to master and what knowledge they are to learn. Additionally, understanding the different levels of learning reflected in the different dimensions of the rubric will help clarify to the student areas in which they are deficient.

The advantages of using the rubric include that they keep both the teacher and student focused on what activities are to be taught and assessed; and that they can be reused for a variety of activities.

## Developing Course Curriculums

The course outline can be considered the strategic plan for the course. It is an agreement between the instructor, students, and institution that states course objectives. A course outline should be well organized and clear, providing the basic information and requirements for the course. It should also include a description of the course, its format, order of presentation (instructional sequence), and the amount of time dedicated to each unit of the Curriculum. Course description, including outline of course content, and areas covered.

At its most basic, the course outline may take this format:

*Course:*

*Time :( in credit hours)*

*Description:*

*Objectives: The student will....*

*Activities:*

*Resources:*

*Criteria for Evaluation: [tests, etc.]*

More often, the course outline is a fairly detailed syllabus of course information with a comprehensive description of the overall course, including major topic areas covered. It typically also lists the schedule for class sessions, showing the amount of time allotted to each topic, over the length of the course. While course outlines are typically written by instructors, they are in reality a collaboration between the teaching institution and the instructor, as courses must meet the objectives set out by the school and the state board.

The course outline is reviewed to determine whether the course meets the institution's mission objectives, and the academic standards and requirements set by the school.

More detailed course outlines also tell students:

- What is going to be taught, when, and how?
- Dates and times of class sessions
- Time dedicated to each area of study or competency: (typically, the amount of time specified at the state level or by the educational institution.
- Instructional methods/course format and presentation
- Strategy for the integration of theory and practice
- Instructor's office hours and contact information
- Prerequisites for taking the course (information and skills, i.e., previous coursework).
- A list of all subject areas covered in the course; listed in the order they will be presented
- Types and dates of graded assignments and course requirements for success
- Required and supplemental course materials, including books, videos, and reference materials

- Tools, equipment, lab facilities, and related instructional materials or supplies required
- Implements/equipment - function, proper use, and maintenance
- Processes:
- Professional ethics, health and safety requirements (state and federal laws), skill areas
- Goals associated with specific topic areas, as well as practical requirements or competencies in key areas
- Statement of course objectives

## Assessing Performance

Your course outline should show the standards and criteria by which you assess and track the progress of students. (Assessing performance is an important element of class design.

Course outline checklist:

a. _____The subject matter is arranged in a logical order
b. _____The course is associated with learning objectives
c. _____Appropriate time is allotted for each area
d. _____Teaching methods or format are specified
e. _____Subject matter is divided into theoretical versus practical training
f. _____Grading procedures (or other methods by which students' progress can be tracked and evaluated)
g. _____Materials, equipment, tools, and/or lab facilities are listed
h. _____Prerequisites are listed
i. _____References, texts, and/or multi-media resources are listed

## Components of a Course Outline (Example):

Theory of Cosmetology I

2008-2009

Course Information:

*Organization*:

*Division:*

*Course Number: COS 101*

*Title Theory of Cosmetology I*

*Credits:*

*Developed by:*

*Lecture/Lab Ratio:*

CIP Code:

*Assessment Mode:*

*Semester Taught:*

*GE Category:*

*Separate Lab:*

*Intensive Writing Course:*

*Prerequisites None*

*Educational Value*

This course provides beginning knowledge of cosmetology for those preparing to become a licensed cosmetologist.

### Description

Introduction to the basic manipulative skills in manicuring, professional image and conduct and personal hygiene. Includes basic sciences in bacteriology, sanitation and physiology pertaining to the head, face, hands and arms. Theory and use of electricity and light as applied to cosmetology. The course also includes laws and rules governing cosmetology.

*Beauty College - 2 - Theory of Cosmetology I*
*Equal Opportunity Employer and Educator*

## Competencies and Performance Standards
**1. Identify laws, rules and regulations of the State board of**

**Cosmetology**

*Learning Objectives*

***What you will learn as you master the competency:***

- List regulations for cosmetologists.
- Demonstrate proper safety habits when working with chemicals that relate to hair
- Describe laws and rules governing cosmetology.

- Comply with laws and rules governing cosmetology.

**Performance Standards**
*Competence will be demonstrated*:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

**Criteria - *Performance will be satisfactory when*:**

- Learner lists regulations for cosmetologists.
- Learner demonstrates proper safety habits when working with chemicals that relate to nails.
- Learner describes laws and rules governing cosmetology.
- Learner complies with laws and rules governing cosmetology.

**2. Analyze basic sciences of bacteriology, sterilization, and Sanitation related to cosmetology.**

*Learning objectives*

*What you will learn as you master the competency:*

- Describe the relationship of bacteria to the spread of disease
- Describe the difference between sanitation, disinfection and sterilization

*Performance Standards*
*Competence will be demonstrated*:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

**Criteria - *Performance will be satisfactory when*:**

- Learner describes the relationship of bacteria to the spread of disease
- Learner describes the difference between sanitation, disinfection and sterilization

**3. Demonstrate basic manipulative skills in hair coloring and various hair treatments.**

**Learning objectives**

***What you will learn as you master the competency:***

- Demonstrate basic manipulative skills in color filler.
- Demonstrate basic manipulative skills in bleaching.
- Demonstrate basic manipulative skills in cream oil bleach.
- Demonstrate basic manipulative skills in protein conditioner.
- Demonstrate basic manipulative skills in contribution of color.

**Performance Standards**
***Competence will be demonstrated***:

- During supervised practical.
- During mock board exam.
- On completion of Phase I Exam.

***Criteria - Performance will be satisfactory when***:

- Learner demonstrates basic manipulative skills in color filler.
- Learner demonstrates basic manipulative skills in bleaching.
- Learner demonstrates basic manipulative skills in cream oil bleach.
- Learner demonstrates basic manipulative skills in protein conditioner.
- Learner demonstrates basic manipulative skills in contribution of color.

**4. Demonstrate theory and use of electricity and light as applied to cosmetology**:

***Learning objectives***

***What you will learn as you master the competency:***

- Analyze hair and scalp conditions.
- Apply basic scalp treatments.
- Demonstrate basic scalp manipulations.
- Demonstrate basic hair and scalp corrective treatments.

**Performance Standards**
***Competence will be demonstrated:***

- During supervised practical.
- During mock board exam.
- In completion of Phase 1 Exam.

***Criteria - Performance will be satisfactory when***:

- Learner analyzes hair and scalp conditions.

- Learner applies basic scalp treatments.
- Learner demonstrates basic scalp manipulations.
- Learner demonstrates hair and scalp corrective treatments.

## 5. Display a professional image.

### Learning objectives

**What you will learn as you master the competency:**

- Maintain good personal hygiene.
- Interact professionally with clients.
- Dress appropriately for the salon field.

**Performance Standards**
**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

**Criteria - Performance will be satisfactory when:**

- Learner maintains good personal hygiene.
- Learner interacts professionally with clients.
- Learner dresses appropriately for the salon field.

## 6. Demonstrate effective business administration skills.

### Learning objectives

**What you will learn as you master the competency:**

- Demonstrate effective reception desk procedures.
- Perform inventory of supplies and equipment.
- Practice effective telephone techniques.

**Performance Standards**
**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.

- In completion of Phase I Exam.

***Criteria - Performance will be satisfactory when:***

- Learner demonstrates effective reception desk procedures.
- Learner performs inventory of supplies and equipment.
- Learner practices effective telephone techniques.

***Types of Instruction***

- Classroom Instruction
- Demonstration
- Supervised Practical
- Theory Group Work

**Grading Information:**

Grading Scale

A 91% - 100%

B 81% - 90%

C 75% - 80%

D Below 75%

# Developing Learning Outcomes for the Course of Study

Course development is typically structured around learning objectives, succinct statements telling what behaviors learners should be able to accomplish at the end of a course or instructional unit.

Learning objectives identify what information and abilities students should achieve as a result of this course, naming the most significant and relevant goals and objectives that are the framework for course content.

Learning objectives drive curriculum development. They communicate to students the expectations of the course, identifying the types of achievement or areas of accomplishment students must demonstrate to show competence or understanding. Clear learning objectives make students accountable for their progress or lack of progress toward a goal, providing both a standard and criteria for the assessment and evaluation of students.

There are three levels of learning outcomes or objectives, distinguished primarily by their degree of specificity in regard to students' abilities or areas of knowledge, ranging from the general to specific, and reflected in the verbs that are used to describe particular areas of knowledge or abilities:

- Course objectives or outcomes: the highest and most general level, indicating what the student will do at the end of the course of study.
- Unit objectives or outcomes: what the learner will achieve after a series of lessons on a specific subject or subjects
- Lesson or instructional objectives: the most specific type of outcome, directed at the daily lesson plan level.

The development of a course outline and course content is closely integrated with the use and clarification of learning objectives, which are also referred to as learning outcomes, behavioral objectives, competencies, or performance objectives. In each case, learning objectives are expectations of student learning that provide a context and framework for student performance, and standards and criteria for determining if those objectives have been realized.

Learning objectives are three-part statements describing scholastic expectations for each student. They consist of a student behavior or "action statement," which describes what the learner will be doing, and at what level of mastery; a condition statement, which describes under what circumstances the learner will complete the measurable, observable behavior or action statement; and the performance criteria or criterion statement, which describes the quality or quantity required for successful or passing performance, and may mention a time-frame or standard of quality or quantity.

## Learning Objectives

Learning objectives explain the reasons the course is important. They are typically drawn from mission statements and express the purpose for the course, as well as the means of measuring performance or success in the course and competency of students in the subject matter. Learning objectives are stated in terms of student achievement, and state exactly what students must do to show expertise in skills and theoretical knowledge.

## Action Statement

Learning objectives typically state what the student should be able to do after completing the course. They are action statements about student behavior that should closely approximate actual tasks required of cosmetologists. Learning objectives should be detailed and focused, and be written in terms of a specific observable product or outcome. Performance objectives can be written many different ways, but are often written in the following form:

### The student will...

The action statement is one of the most significant parts of the performance objective because it states what the student will be able to do as a result of the instructional unit or course. The verbs used in writing learning objectives are extremely important.

Choose verbs that are highly descriptive and clearly and concisely identify a quantifiable behavior. Use specific rather than ambiguous verbs. For example, use, "identify," "locate," or "compute," and avoid, "know," "understand," or "comprehend."

## Condition Statement

Performance conditions or condition statements express the terms or conditions of testing or assessment under which the student will be asked to demonstrate ability or expertise in theoretical knowledge and/or the performance of skills. Performance conditions describe the resources, tools, and equipment the learner will need to complete the quantifiable behavior, as well as the conditions or context under which the student must perform.

**The condition statement should include these details**:

- Context or situation
- Equipment, tools, facility or implements required
- Reference materials or texts used
- Equipment or instructional aids provided to assist the student
- Student behavior/ action statement
- Performance condition/ condition statement
- Performance criteria/ criterion statement
- Knowledge or skill to be gained
- Under what conditions or in what context
- Evaluation based on standard criteria; often in the form of a percent or grade
  A condition is usually specified by the term "provided" or "given," for example:
- Given a set of questions or series of problems...
- Given a list of conditions...
- Provided a choice between...In some cases, objectives are written without conditions of performance.
  In such a case, the condition is considered implied.

## Criterion Statement

Criterion statements are also referred to as competencies, levels of expertise, or levels of mastery. They specify the specific criteria for successful or acceptable performance; i.e., the standards, in quality or quantity, by which the achievement may be assessed, and define the qualifications for success or failure, with specifications relating to time periods, levels of efficiency, accuracy, speed, or quality of performance or work. They also may include the formula for quantifying success or passing achievement.

Criteria statements should be quantifiable, making clear at what level a student must perform an activity to be considered successful or pass the course.

**The following steps summarize the process for developing clear, well-defined learner outcomes:**

- For each instructional objective, distinguish each individual task or activity that can be completed or achieved by the student.

- Identify the desired learning or performance objective in behavioral terms.
- For each objective, identify the context and conditions under which the student must perform.
- Identify the student's required level of expertise or mastery.
- Identify the criteria and assessment methods for evaluating that specific objective.

**Common problems or mistakes in learning objectives include the following**:

- Lists subject areas or topics but not learning objectives
- Outcomes are phrased in vague or unmeasurable terms
- Quantity or quality of outcomes is unreasonable or not feasible within the specific time- frame, environment, etc.

The outcome is actually a combination or cluster of outcomes, which must be disentangled from one another Learning objectives serve no purpose if they are not measurable or student achievement is not assessed. Remember that learning objectives should be quantifiable, so avoid using verbs that are ambiguous or difficult to quantify; verbs like "know," "comprehend," "study," "understand," "appreciate," "acquaint," "realize," and "learn," for example. Learning objectives must do more than just describe learning activities.

Good learning objectives are those that can be evaluated to determine student mastery of course content.

One rule of thumb for learning objectives is to be smart, specific, measurable, acceptable to the instructor and institution, realistic in goals, and timely.

**Use this list to confirm the course effective learning objectives:**

- Is the learning objective quantifiable or measurable?
- Are learning objectives associated with course objectives?
- Is the learning objective written in observable outcomes?
- Is the learning objective stated using an accurate, relevant, and active verb that describes the desired level of performance?
- Do learning objectives measure a set if behavioral out comes?
- Do learning objectives correspond with instructional activities and evaluation?
- Do learning objectives specify the conditions and context for successful performance?

Behavioral objectives are often written in terms of instructional domains (cognitive, affective, or psychomotor). The following section on Bloom's taxonomy will introduce you to these concepts.

## Domain/Target/Focus Chart

| Domain | Target | Focus |
|--------|--------|-------|
|        |        |       |

| | | |
|---|---|---|
| Cognitive | **Knowledge, intellectual skills** | **Mind** |
| Affective | **Attitudes, feelings, values** | **Spirit** |
| Psychomotor | **Motor skills and manipulation** | **Body** |

## Cognitive Domain

The cognitive domain is associated with mental skills or knowledge.

It is related to performance requiring specific knowledge or information, theoretical principles, established concepts, and problem-solving abilities or practices. Within the cognitive domain are six levels of performance, listed from simple to increasingly complex.

| Level | Defined by | Key Verbs | Typical Task |
|---|---|---|---|
| Knowledge | Testing recall of data and recognition of factual statements ;remembering of previously learned material; recall of accurate, appropriate information | Define Label Select List State Know | Name Define Who/what/when? How many? How much? Yes/No question |
| Comprehension | Understand the meaning and be able to explain it in your own words; translation, restatement, interpretation, extra polation; the ability to understand the meaning of information | Classify Indicate Explain Summarize Interpret Infer | Provide an example Cause and effect Distinguish Compare/contrast Summarize Translate |
| Application | Application of original information to novel situation; use of learned material in new environments or situations; may involve the applications of | Use Predict Apply Solve Modify Compute | Solve a problem Apply this principle Put into practice Compute |

| | | | |
|---|---|---|---|
| | principles, concepts, laws, or theories | | |
| Analysis | Breaking concepts or information into elemental components to understand its structure and relationship among parts; distinguishing between fact and suggestion or deduction; | Distinguish Identify Compare Analyze Contrast Outline | What rationale is provided for this conclusion? What is the writer's view point? What evidence supports that theory? |
| Synthesis | Combining elements or components in novel way; creating a new pattern or structure; learning outcomes are typically creative. | Design Develop Solve Create Organize Reconstruct | Write a report Build a model. Develop a theory Combine Design Create |
| Evaluation | Application or assessment based on specific criteria or rationale; judgments regarding value and relevance of concepts or materials; ability to judge value of material for specific purpose based on specific criteria. | Determine Evaluate Defend Judge Appraise Conclude Interpret | Provide reasons for and against Appraise the system used in this model |

Note that the same verbs can be used at different levels of cognitive complexity. While many students will be able to function at the more simple cognitive domains, it is important to produce graduates who are critical thinkers and decision makers, operating at the more complex cognitive levels. Graduates who function at higher cognitive levels operate beyond the basic transmission of facts, or ability to recall what is taught, the most qualified professionals in cosmetology manicuring and esthetician are those who are able to analyze and synthesize information, drawing accurate and relevant conclusions based on their observations and the information provided them.

## Affective Domain

The affective domain relates to the development of attitudes and values that are associated with success, but affective objectives are more difficult to assess or measure, as they relate to the demonstration of attitudes or feelings toward other people, concepts, and things. In so many cases, professional success is based on more than specific knowledge and skills; much of job performance is associated with affective factors, which are hard to quantify, such as the following attitudes and values desired in students and professionals:

- Positive attitude
- Getting along with others
- Having a good work ethic
- Enjoying their job

The affective domain can be broken down into categories as well.
These are listed in order from the most simple to the most complex:

- Receiving
- Responding
- Valuing
- Organization
- Characterization

## Affective Domain Chart

| Category or Level | Definition | Key words |
|---|---|---|
| Receiving (phenomena): awareness, perception, attention to and reception of (nonverbal) and verbal information Responding (to phenomena) | Awareness or attention to something in the environment Showing new behavior as a result of specific experiences; related to motivation | Asks Chooses Describes Follows Selects Answers Assists Performs Practices Reports |
| Valuing; assessment of worth or value | Showing commitment or personal involvement | Completes Demonstrates Differentiates |

| | | Justifies |
| | | Proposes |
| Organization | Integrating a new value into one's own personal values or priorities | Arranges |
| | | Combines |
| | | Compares |
| | | Modifies |
| | | Prepares |
| Characterization or internalizing | Acting consistently according to a new value | Acts |
| | | Discriminates |
| | | Qualifies |
| | | Verifies |
| | | Questions |

Any time you include standards for performances or actions such as these, you are considered elements of the affective domain:

- Good work ethic: appropriate habits and attitudes, pride in good work
- Appropriate appearance and grooming
- Appropriate relationships with employers
- Appropriate relationships with fellow employees
- Personal and business standards related to ethics
- Appropriate relationships with clients - customer relations
- Communication skills

## Psychomotor Domain

The psychomotor domain is associated with the development of manual or physical skills. Objectives relating to it include the performance of specific abilities, and development of competencies and skills associated with the use of tools, supplies, equipment, and materials.

## Manipulative Skill Training

Manipulative skill training in the psychomotor domain is central to success and comfort in cosmetology, manicuring and esthetician. It is of paramount importance that objectives in practitioner programs allow students to achieve competency and mastery over psychomotor tasks.

Students will need to practice under instructor supervision to gain confidence and competency, and require sufficient time to practice and develop their skills.

| Category or Level | Definition |
| --- | --- |
| Imitate | Observe and repeat a skill or procedure |

| Manipulate | Perform a skill or produce the action in a recognizable way by following instructions instead of observation |
|---|---|
| Precision | Perform the skill or produce the action, accurately and exactly, in an expert manner |
| Articulation | Modify the skill or action to adapt to novel situations, may include the combination of more than one act skillfully practiced in sequence |
| Naturalization | Completion of one or more skills or actions with comfort and ease; skill becomes automatic with little physical or emotional energy expended |
| **Category or Level** | **Type of Action** |
| Reflex or involuntary action | Reaction |
| Fundamental movements | Applicable to young children (crawling, reaching) |
| Perception | Response to stimuli (catch, write) |
| Physical abilities | Actions that can be developed and (stop, react) |
| Skilled movements | Advanced learned movements(hit, dive) |
| Non-discursive communication | Effective body language(interpret, express) |
| | |

## Lesson Plan Development

In the same way that a course outline indicates the content and objectives of the course, the daily lesson plan describes the content and objectives of the lesson. A lesson plan is a clear blueprint, often developed by and for the instructor that is the guide for teaching the lesson. In many cases, instructors are provided only very general guidelines regarding course and unit requirements, which the instructor or a committee must translate into meaningful lessons objectives, content, and activities. The lesson plan is the most detailed aspect of the course planning process. Class time is limited, so instructors should make the best use of it.

## Balancing the Lesson Plan

Striking the delicate balance between too much and not enough information is difficult. You must have time to complete all essential activities or topics, and still provide time to take questions from students. If you feel rushed, you may be trying to squeeze too many objectives or activities into the lesson. Introducing too many ideas in a short time is counter-productive, so limit lesson subject matter to a reasonable number of topics. If the lesson is too long for one session, divide the topic into multiple lessons rather than trying to put everything into one class session.

Lessons should always review prior information and introduce new elements or activities. Make sure each lesson is logical and builds on information in previous lessons. The most effective instructors use a variety of exercises, activities, teaching formats, and strategies to maintain interest during each daily lesson and over the entire course. Also limit the amount of entirely new information you introduce in a lesson. Lectures may be useful and effective in meeting certain learning objectives, but limit them to the length of time students are able to maintain interest in that type of presentation. Provide information for more motivated learners to review on their own if they have an interest. Lesson plans vary enormously; some instructors include highly detailed information; others do not. The lesson plan typically includes the course, unit, and lesson title (which may be referred to as "subject" and "topic"), as well as a description of the theoretical and practical information that will be covered in that session of the course.

## Lesson Plan Components

Lesson plans usually include an introduction to the material, or another type of preparatory statement providing orientation to the lesson, giving students an idea of what is to come and what will be expected of them. The introduction should include a statement of lesson objectives, stated in the format discussed earlier, and reasons these objectives are important.

Lesson objectives dictate the basic knowledge, skills, and attitudes, or cognitive. Lesson plans establish the objectives for the lesson, and bridge the transition between prior and new subject matter, but their main goal is to require the instructor to organize the lesson subject matter and materials and help the instructor prepare for the class. There are many benefits to formal lesson plan development; the lesson plan helps instructors prepare for the day, know their subject matter and how to present it. Doing without one is a disservice to the instructor and his or her students.

Remember that lesson plans should always be based on and revolve around students' needs and interests, and that they should be flexible. For example, if many students do not understand a concept after an initial explanation, it must be repeated in a more effective way. Instructors must be willing to change the lesson plan if students are not meeting learning objectives. Change in lesson planning should be student-focused. That means evaluating the value of what is taught according to the extent to which it affects student performance in one or more learning areas.

The lesson plan should also be flexible enough to reflect changes in the industry; ideally the lesson plan should be updated each time the lesson is taught. Try to keep lesson plans in a legible format so they can be followed without a great deal of effort, but also be easy to update, for example by leaving white

space on the page, in margins, or adding lines for written notes that can be used to revise outdated information and keep the lesson topical for the next group of students. While lesson plans vary according to the teacher's experience and expertise, they are often written as a series of tasks or steps for achieving specific objectives. Lesson plans commonly include information regarding teacher and student preparation, a description and objectives of the lesson, format or style of presentation, safety precautions and sanitary guidelines, as well as some kind of summary, assignment, and feedback mechanism to check students' understanding. Lesson plans benefit students, letting them know what is expected of them, and where and how to seek help if they have any questions or difficulty with the material, both in and out of the classroom.

**Lesson plans may also include or involve the following:**

- **Locations** and **schedule** for class meetings or labs.
- **Presentation notes** discussing the instructional format and lesson strategy lecture followed by class discussion and practice quiz, and can include detailed lesson subject matter and instructional aids.
- **Instructional aids** and **course materials** that will be used to emphasize points in the lesson. Also note books or articles related to the topic that students may find interesting or useful.
- **Time frame**: the amount of time or duration of each subject area of the lesson, including a schedule with approximate times of subject matter and activities. The plan may also note activities or information that takes less or more time to present than anticipated.
- **New concepts**, topics, or skills that will be covered in the lesson,
- **Prepared items** for the teacher and student, including material, instructional aids, and equipment required by teachers and students during the course of the lesson. It may also include safety precautions related to the use of particular implements or equipment. Note any books or equipment that is the responsibility of students to bring to class. Include any listing of items required for demonstrations.
- **Resources or reference materials**. Lesson plans should have detailed information regarding assignments, and note workbook or text book chapters or pages of significance that should be referred to as homework or pointed out in class.
- **Activities associated with the subject area**: Instructional activities are the processes and experiences through which students learn lesson objectives. Most activities are attempts to approximate the experiences students will encounter. This may entail learning the actual acts themselves (learning to cut or style hair, for example) or reading about these acts, taking a field trip to learn about them, watching a movie about them, or doing homework related to the act of cutting or styling hair. The most effective instructional activities stimulate student interest and provide variety in the daily schedule.
- **In planning learning activities,** consider the prior knowledge or skill level required to perform the task successfully. Activities should build on prior knowledge and the steady development of skills. Also be certain that the activity, behavior, or performance gives students adequate time to practice the behavior and provides students with feedback regarding their performance, particularly regarding issues or subject areas that require further improvement and practice.

- **A summary of the information presented in the lesson**: In the summary of the lesson, which is presented near the close of the class session, instructors should summarize the main points of the lesson and why they were significant.
  May be followed by evaluation procedures such as an oral or written practice test.
- **Review questions for the students** at the close of a topic, assessing to what extent lesson objectives were achieved. This is also used to stimulate discussion.
- **Required homework or practical assignments**: Students should be assigned meaningful practical and theoretical tasks to complete in their own time or during practical sessions. Homework may include any learning activities or processes that students are able to complete on their own, in their own time. Instructions should be written in clear terms, so there is no confusion regarding the assignment.
- **Standards and criteria to evaluate the students**: Any grading or evaluation standards, and how they are calculated, including quizzes, tests, projects, or other critical feedback should be given to students.

## Summary

In order for an assessment tool to be truly useful to both the student and instructor, it must convey certain information. A good assessment tool identifies which areas of student learning have been mastered, and which areas require improvement. It should identify and distinguish between performance skills that have been achieved, and those that need further practice. Additionally, assessment tools can help the instructor identify whether the teaching methods employed had the desired effect. Did the lessons provide results in the areas expected? If not, the instructor may need to reevaluate the lesson or objectives. This is particularly important if students fail to demonstrate the acquisition of specific knowledge or achieve the level of performance-based skills that were anticipated.