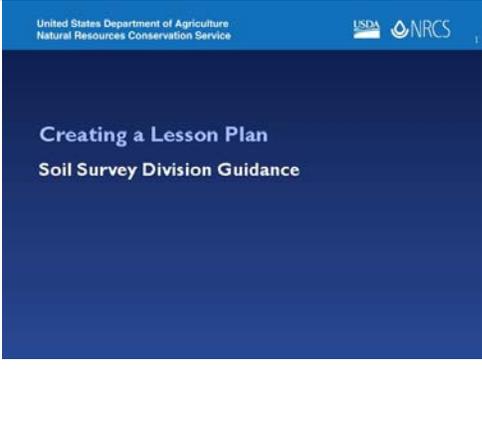
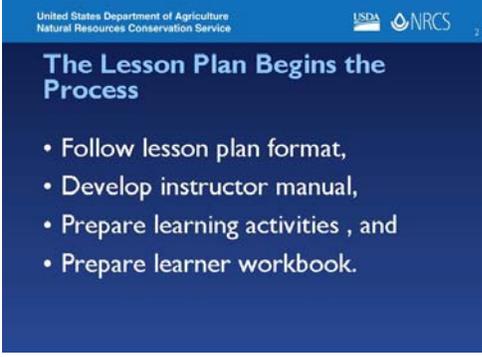
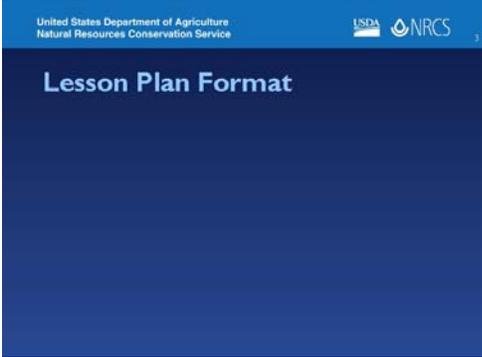
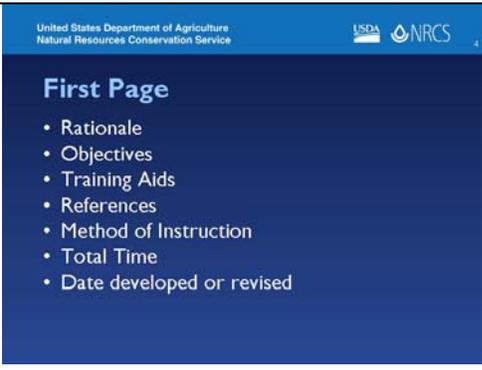
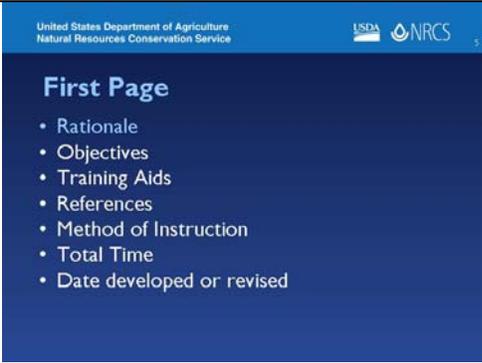
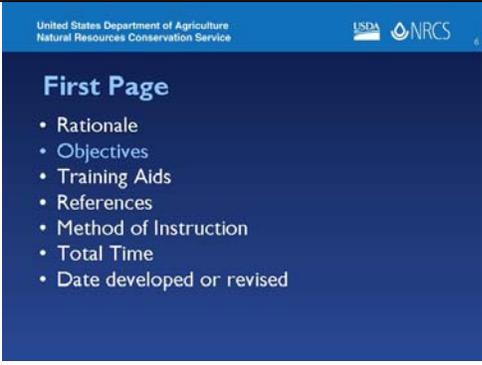
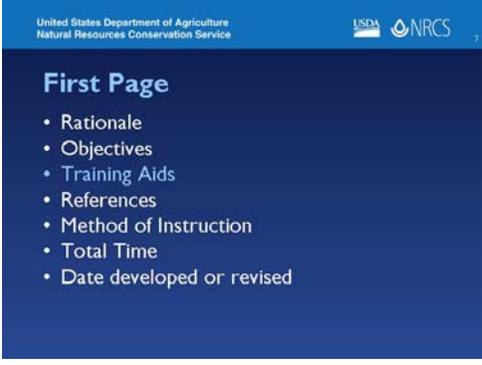
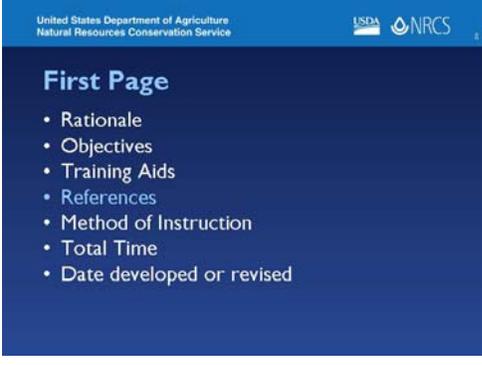
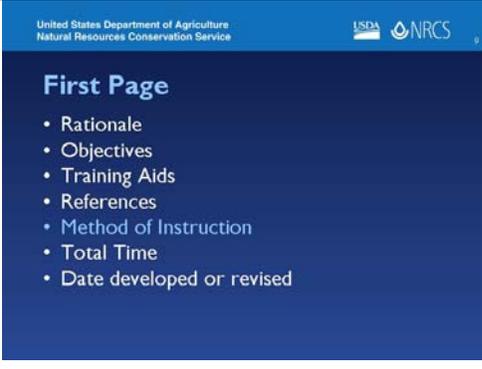
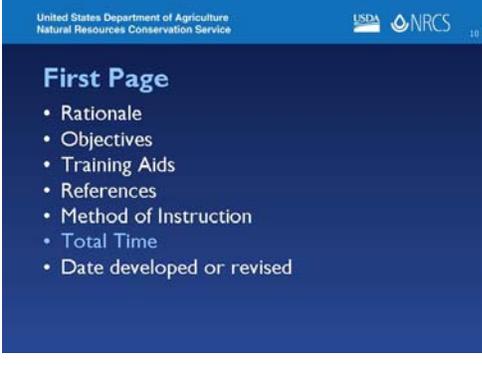
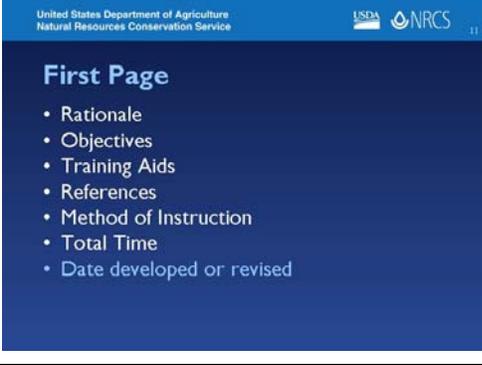


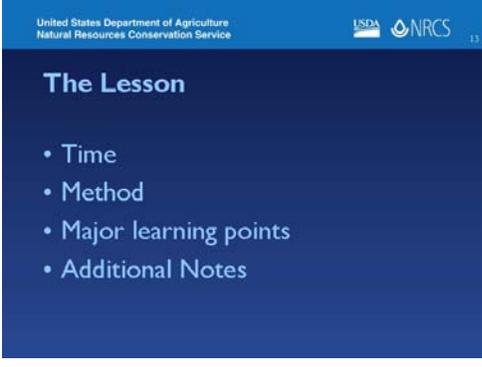
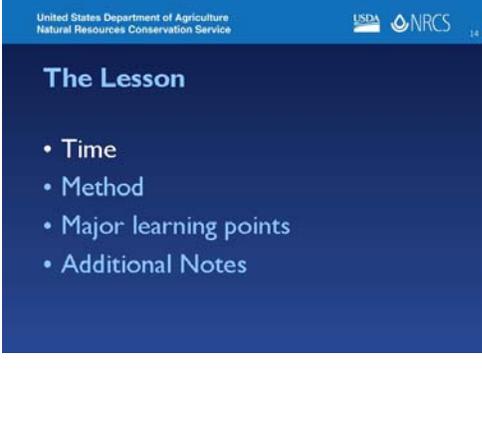
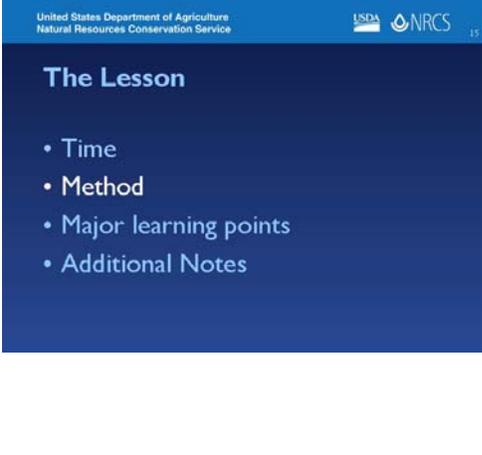
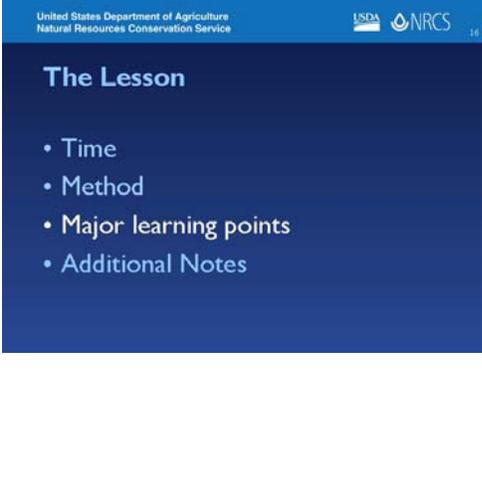
Creating a Lesson Plan

Document created on: 7/16/2007

Slide 1		<p>Creating a Lesson Plan Soil Survey Division Guidance</p> <p>The following provides guidance in preparing lesson plans that provide an instructor guidance in preparing training material. The instructor may be the person developing the material or someone who replaces the original instructor for whatever reason. In either case, it is practical to have an “Instructors Handbook” for all training courses whether it be per NEDC requirement or for the benefit of the instructors. It will help remind you in following years of instruction just what you did the last time it was taught.</p>
Slide 2		<p>The lesson plan begins the process. Following the lesson plan format, developing the instructor manual, and preparing learning activities are all essential for the instructor to be successful in presenting training. Once this is done, a good learner’s workbook/handbook can be prepared.</p>
Slide 3		<p>The lesson plan format is provided to you. You can find it on the website where you found this file. Use this format for consistency among all instructors in the Soil Survey Division. The lesson plan will begin with a “first page.”</p>
Slide 4		<p>The “first page.” The first page is used to capture the following information: objectives, training aids, references, method of instruction, total time, and date developed or last revised.</p>

Slide 5		Rationale <p>Always provide a reason, or rationale, for the learners to participate. Adults want to know why they are about to start a topic. What's in it for them! Note that that is not a question mark used at end of last sentence. If you want them to engage, tell them why they should.</p>
Slide 6		Objectives <p>Guidance for preparing objectives is found within another file. Reference that file and remember that it is not about what you know in regards to the subject module, it is about what they, the learners, need to be able to do with the training you will provide. Develop objectives accordingly.</p>
Slide 7		Training Aids <p>List the training aids that you will use. This is a reminder to you and/or others who may present this module after you have developed it.</p>
Slide 8		References. <p>List the references that you use. Again, this is a reminder to you as to what references you used. In following years, this may help you stay up to date by going back to your references to see if they have been updated.</p>

<p>Slide 9</p>		<p>Method of instruction. Remind yourself and tell others the method or methods you will use.</p>
<p>Slide 10</p>		<p>Total time. List the total time you have within the agenda. It may help you to break down time, if needed, for different parts of the module. Include time for questions and answers as needed.</p>
<p>Slide 11</p>		<p>Date developed or revised. While keeping your module's lesson plan up to date, tell others when the module was developed or the last time it was revised. This will help somebody else who may have to pick up and teach your module after you have moved on for some reason. One of their questions may be "when was it last revised?"</p>
<p>Slide 12</p>		<p>The lesson. The format for the "body" of your lesson is provided. All lessons themselves should be prepared in narrative to include all substantive material that will be presented. This will also facilitate adding a recorded voice-over narrative to any lesson so that it meets at least part of the 508 Compliance requirements (visual and hearing impaired).</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 13</p>		<p>The format provided offers you columns to track your time, method to be used at any point, and a way to capture major learning points with additional notes so that you (or your replacement) have “keys” to insure that you cover the key learning points at any time.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 14</p>		<p>Time</p> <p>Starting form “0”, estimate, from your rehearsal, when you will start key sections of your lesson.</p> <p>Time</p> <p>0</p> <p>2</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 15</p>		<p>Method</p> <p>If you will integrate several methods of delivery, remind yourself at these key points in the lesson plan.</p> <p>Method</p> <p>Lecturette</p> <p>Brainstorm and discussion</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 16</p>		<p>Major Learning points</p> <p>Remind yourself of the major points in learning so you don’t forget them. Especially if you have not included them in your material as given to the participants.</p> <p>Major Learning Points</p> <p>Cover rationale and objectives</p> <p>What are the main career opportunities within the</p> <p>SSD</p>

Slide 17

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The Lesson

- Time
- Method
- Major learning points
- Additional Notes

Additional Notes

Use this to help with anything else you need. What slide(s) will address this learning point, tell yourself to tell them to find a handout, tell them to go to a certain location on a website, etc.

Additional Notes

Slides 2 & 3

Slide 4

Slide 18

United States Department of Agriculture
Natural Resources Conservation Service

USDA NRCS

Creating a Lesson Plan

Soil Survey Division Guidance

Creating a lesson plan for Soil Survey Division training will:

- Help you prepare for the training
- Make it easier for you to pick the module up a year later and teach it again
- Make it easier for somebody replacing you to pick it up and teach it