

COMBINED PBET LESSON PLANNING FORM & DELIVERY NOTES

Developer: 1	Course: 2
Lesson Title: 3	
Target Audience: 4	
Materials Needed for Teaching This Lesson	
Training Aids and Media <small>[Required for Instruction of the "Content" – From Block 11]</small>	Tools and Materials for Practice <small>[Required for Demonstration or Trainee Trial – From Blocks 7, 8, 9]</small>
12	10
All Other Needed Materials: 14 <small>[Test materials, Introduction materials, etc]</small>	

If this less is an entry lesson to this course, determine and attach a list of lesson and/or course prerequisites.

1. INTRODUCTION
STEPS: In any order... A) Read objective <i>[Block 5]</i> ; B) Read or tell about the test description <i>[Block 6]</i> ; and C) Tell the relevance of lesson <i>[Block 13]</i>
Lesson Objective: 5 <i>It has...</i> <input type="checkbox"/> Conditions (Given...) <input type="checkbox"/> Performance <input type="checkbox"/> Standards <input type="checkbox"/> NO "Common Errors"
Performance Test: 6 <input type="checkbox"/> It matches the objective. <input type="checkbox"/> If hands on test, it is written in the form of user-friendly directions (see Guide). <input type="checkbox"/> If a written test, it is written with directions to trainee along with the actual test OR sample test items.
Statement of Relevance: 13 <input type="checkbox"/> It tells WHY the trainee will benefit from the lesson without repeating the objective (not WHAT). <input type="checkbox"/> It gets the trainee's interest

2. CONTENT OUTLINE

If information is needed before the performance is demonstrated, outline it here (or attach an outline). BE SPECIFIC.

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3. PRACTICE ACTIVITIES

Trainees need: All activities, any order; All activities, in the numbered sequence; OTHER:

Plan for Practice Activity 1

9 **Demonstration:** [That is, *how* will the performance be shown and explained to the trainee?]

7 **Performance & Conditions:** [That is, exactly *what* will the trainee be doing during the practice activity and *under what conditions* will the trainee perform the activity?]

8 **Feedback:** [That is, how will the trainee know if he/she is doing it right *while practicing* AND/OR how will the trainee know if he/she has done it right *when finished*?]

- The trainer will provide affirming and corrective verbal feedback during and after the performance of the task.
 AND/OR...

Plan for Practice Activity 2 (Optional)

9 **Demonstration:** [That is, *how* will the performance be shown and explained to the trainee?]

7 **Performance & Conditions:** [That is, exactly *what* will the trainee be doing during the practice activity and *under what conditions* will the trainee perform the activity?]

8 **Feedback:** [That is, how will the trainee know if he/she is doing it right *while practicing* AND/OR how will the trainee know if he/she has done it right *when finished*?]

- The trainer will provide affirming and corrective verbal feedback during and after the performance of the task.
 AND/OR...

4. PERFORMANCE TEST

If the performance test plan (Box #6 on front) is different from any of the practice activities, trainer should approach the "test" as a practice activity. When competence and confidence has been demonstrated in the activity of the "test" (Box #6), sign off the trainee.