The importance of lesson plan in adult education

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Abstract: Every good course design begins with a needs assessment. For our purposes here, we're going to assume you've completed this assessment and you understand what your students need and what your objectives are for the course you're designing. If you don't know your objectives, you're not ready to design your course. With your objectives in hand, course design can be easy. Like any gathering of people for any reason, it's good to begin at the beginning and address who is there, why they've gathered, what they hope to accomplish, and how they'll accomplish it. Design an activity that gives your students an opportunity to practice what they just learned. Activities that involve breaking into small groups to complete a task or to discuss an issue are good ways to keep adults engaged and moving. It is also a perfect opportunity for them to share the life experience and wisdom they bring to the classroom. Be sure to build in opportunities to take advantage of this wealth of relevant information. Activities can be personal assessments or reflections that are worked on quietly and independently; they can be games or role playing; or they can be small group discussions. Choose your activity based on the best way to provide the adults in your class with an opportunity to experience what you just taught.
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Introduction:

Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

The field of adult education and literacy is plagued by confusion about definitions. Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal.

Therefore, it is helpful to distinguish between at least these dimensions of the issue:

1. "Literacy" refers to the knowledge, skills, and competencies of individuals. The federal Adult Education and Family Literacy Act (Title II of the Workforce Investment Act)1 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society." Literacy is often defined in terms of specific domains such as "basic academic skills," "workplace skills," "life skills," "parenting skills," or skills

necessary to exercise one's rights and responsibilities for citizenship. Different dimensions of literacy are often categorized by terms that cluster several dimensions of literacy important for different clients. Examples include workplace literacy (combining both basic academic skills and workplace skills), and family literacy (combining basic academic skills and other skills essential for successful parenting).

2. "Education attainment" usually refers to the numbers of years of schooling completed or the level of credential (e.g., high school diploma or associate degree) an individual has obtained. Despite concerns about the meaning of credentials, there is a strong correlation between educational attainment and literacy.

3. "Literacy initiatives" often are defined in terms of the needs of a particular target group. These may be parents of young children, youth who have dropped out of high school without earning a high school diploma, welfare recipients, persons with limited English-speaking ability, incarcerated adults, or adults in the workforce.

4. Other literacy initiatives are defined in terms of a particular educational service, strategy, or means to address a target population's literacy problems.

"Adult basic education" and "family literacy" are examples. These initiatives are often defined in terms of a particular configuration of services for the target population (e.g., assessment and information and counseling services).

5. The term "lifelong learning" is often associated with "literacy." Lifelong learning is a means to the goal of maintaining necessary levels of literacy throughout one's lifetime. The goal of lifelong learning has implications for both individual adult's learning behavior as well as education policy and the design of the education system.

Goal six of the National Education Goals illustrates a broadly stated goal that incorporates expectations about both adult literacy and the kinds of policies and services that should be in place to improve literacy. Goal six, "Adult Literacy and Lifelong Learning," states that, "By the year 2000, every adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." The objectives related to this goal touch on several of the common elements of definitions listed above, for example:

- Different dimensions of literacy (e.g., academic and workplace skills),
- The level of education attainment (e.g., increasing the number of persons who complete postsecondary degrees),
- The needs of target groups (e.g., parents, minorities, or part-time learners),
- The need to increase the availability of particular educational services, strategies or means (e.g., accessibility of libraries to part-time learners or opportunities for parental involvement), and
- The importance of lifelong learning, both in the learning behavior of individuals and in the educational system's responsiveness to the needs of adult learners.

Lesson Plans for Adults:

Lesson plans for adult education don't have to be difficult. Follow these easy steps and see how effective you can be.

Every good course design begins with a needs assessment. For our purposes here, we're going to assume you've completed this assessment and you understand what your students need and what your objectives are for the course you're designing. If you don't know your objectives, you're not ready to design your course. with your objectives in hand, course design can be easy. Like any gathering of people for any reason, it's good to begin at the beginning and address who is there, why they've

gathered, what they hope to accomplish, and how they'll accomplish it.

Build in 30 to 60 minutes at the opening of your class to conduct introductions and review your objectives and agenda. Your beginning will look something like this:

1. Greet participants as they arrive.
2. Introduce yourself and ask participants to do the same, giving their name and sharing what they expect to learn from the class. This is a good time to include an ice breaker that loosens people up and makes them feel comfortable sharing.
3. Write their expectations on a flip chart or white board.
4. State the objectives of the course, explaining why certain expectations on the list either will or won't be met.
5. Review the agenda.
6. Review housekeeping items: where the restrooms are, when the scheduled breaks are, that people are responsible for themselves and should take a restroom break early if they need one. Remember, you're teaching adults.

Module Design:

Divide your material into 50-minute modules. Each module will contain a warm-up, a short lecture or presentation, an activity, and a debriefing, followed by a break. At the top of each page in your teacher's guide, note the time needed for each section and the corresponding page in the student's workbook.

Warm-Up:

Warm-ups are short exercises (5 minutes or shorter) that get people thinking about the topic you are about to cover. It can be a game or simply a question. Self-assessments make good warm-ups. So do ice breakers.

For example, if you're teaching learning styles, a learning-style assessment would be a perfect warm-up.

Lecture:

Keep your lecture to 20 minutes or less if possible. Present your information in full, but remember that adults generally stop retaining information after about 20 minutes. They will listen with understanding for 90 minutes, but with retention for only 20.

If you're preparing a participant/student workbook, include a copy of the primary learning points of your lecture, and any slides you're planning to use. It's good for students to take notes, but if they have to furiously write *everything,* down, you're going to lose them.

Activity:

Design an activity that gives your students an opportunity to practice what they just learned. Activities that involve breaking into small groups to complete a task or to discuss an issue are good ways to keep adults engaged and moving. It is also a perfect opportunity for them to share the life experience and wisdom they bring to the classroom. Be sure to build in opportunities to take advantage of this wealth of relevant information.

Activities can be personal assessments or reflections that are worked on quietly and independently; they can be games or role playing; or they can be small group discussions. Choose your activity based on the best way to provide the adults in your class with an opportunity to experience what you just taught.

Debriefing:

After an activity, it's important to bring the group back together and have a general discussion about what was learned during the activity. Ask for volunteers to share reactions. Ask for questions. This is your chance to make sure the material was understood. Allow for 5 minutes. It doesn't take long unless you discover that learning hasn't happened.

It's important to get adult students up and moving every hour. This takes a bite out of your available time, but it'll be well worth it because your students will be far more attentive when class is in session, and you'll have fewer interruptions from people who have to excuse themselves.

Tip: While breaks are important, it's crucial that you manage them well and begin again precisely on time, regardless of stragglers, or chatter will get carried away. Students will learn quickly that class begins when you said it would, and you'll gain the respect of the entire group.

Evaluation:

End your courses with a *short* evaluation to determine whether or not your students found the learning valuable. Emphasis on the short. If your eval is too long, students won't take the time to complete it. Ask a few important questions:

1. Were your expectations of this course met?
2. What would you have liked to learn that you didn't?
3. What was the most helpful thing you learned?
4. Would you recommend this class to a friend?
5. Please share comments about any aspect of the day.

This is just an example. Choose questions that are relevant to your topic. You're looking for answers that will help you improve your course in the future.

Conclusion:

Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate.

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc.

In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them.

Learning activities such as activities outside the classroom, dialogue, role playing and ... Another type of content is presented. Duties are placed on the learner, a resource for developing knowledge, skills and insights he considered.

Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the assays taught learners directly to sustainable and effective learning occurs in his.

Another way of providing content that is educational activities outside the learning environment possible for learning more and better enables adult learners. For example, hits, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will.

To ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria is being include knowledge, effectiveness, flexibility, diversity, relevance and practical learning

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- - Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

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