

Advancing Professional Rescue Lesson Guide

Instruction guide - The 5E Model of Instruction					
	The 'E'	Definition	Instructors Behaviour		
ENGAGE		General interest. Access prior knowledge. Set the parameters of the focus. Frame the idea.	Motivates and creates interests. Taps into what students know or think about the topic. Raises questions and encourages response.		
EXPLOR E		Experience key concepts. Discover new skills. Probe, inquire and question experiences. Examine their thinking. Establish relationships and understand.	Acts as a facilitator. Observes and listens to students as they interact. Asks good inquiry-oriented. Provides time for students to think and reflect. Encourages cooperative learning.		
EXPLAI N		Connect prior knowledge and background to discoveries. communicate new understandings. Connect informal language to formal language.	Encourage students to explain their observations and findings in their own words. provides definitions, new words, and explanations. Listens and builds upon discussion with students. Asks for clarification and justification. Accepts all reasonable responses.		
Extend / Elaborat e		Apply new learning to a new or similar situation. extend and explain the concept being explored. Communicate new understanding with formal language.	Uses previously learned information as a vehicle to enhance additional learning. encourages students to apply or extend the new concepts and skills. Encourages students to use terms and definitions previously acquired.		
Evaluate		Access understanding (Self-peer, and instructor evaluation). Demonstrate knowledge of a new concept by observation or open-ended response. Apply within problem situation. Show evidence of accomplishment.	Observes student behaviours as they explore and apply new concepts and skills. Assess students' knowledge and skills. Encourages students to assess their own learning. Asks open-ended questions.		
Assessment Guide					
Learning	Basic	Developing	Efficient	Proficient	Thorough

Advancing Professional Rescue Lesson Guide

<p>Retrieving, recognising, and recalling relevant knowledge from long-term memory. This level is remembering or recalling previously learned information.</p>	<p>Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, and explaining. This is demonstrating an understanding of information by explaining ideas or concepts.</p>	<p>Carrying out or using a procedure through executing or implementing. This is using the information in another familiar situation.</p>	<p>Breaking material into constituent parts, determining how the elements relate to one another and an overall structure or purpose through differentiating, organising, and attributing.</p>	<p>Making judgments based on criteria and standards through checking and critiquing. This includes justifying a decision or course of action.</p>	<p>Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing. This includes creating new ideas, products, or ways of viewing things.</p>
--	---	--	---	---	---