

Guidance and Recommendations

A lesson plan is a guide for instructors, detailing goals, learning objectives, activities, and ways to check for understanding. It ensures preparedness and effective teaching by clarifying the learning intention. Whether it's a simple or complex lesson, a well-crafted lesson plan, aligned with a unit plan for courses, is essential for intentional instruction.

For each lesson, complete the template with the unit and lesson title, goals, learning objectives, addressed standards/skills, and activity schedule. Utilize the activity schedule to structure the lesson, allocate time for various activities, differentiate learning strategies, and plan required materials.

| LESSON OVERVIEW | |
|-------------------------------------|--|
| Unit Title/Name | |
| Lesson Title/Name | |
| Instructor | |
| Lesson Learning Objective(s) | |
| Target Grade Level | |

Enrichment lessons should incorporate positive youth development principles and life skills into the template for instructors to choose from. Consider (and check off) which of the youth development principles and life skills below to embed into the lesson plans.

| YOUTH DEVELOPMENT PRINCIPLES | | LIFE SKILLS |
|---|--|---|
| <input type="checkbox"/> Warm and welcoming environment | <input type="checkbox"/> Youth voice and choice | <input type="checkbox"/> Self-awareness |
| <input type="checkbox"/> Supportive relationships | <input type="checkbox"/> Authentic decision making | <input type="checkbox"/> Self-management |
| <input type="checkbox"/> Opportunities to belong | <input type="checkbox"/> Youth leadership | <input type="checkbox"/> Social awareness |
| <input type="checkbox"/> Support positive behavior | <input type="checkbox"/> Time for reflection | <input type="checkbox"/> Relationship skills |
| Source: Forum for Youth Investment | | <input type="checkbox"/> Responsible decision-making Source: CASEL |

Briefly describe how you will structure the activity to intentionally incorporate core youth development principles and life skills selected above.

When developing lesson goals, think about how they support the larger unit and/or course goals and objectives.

Complete the following table indicating what students will know, what they will be able to do, and what standards and skills will correspond to each.

Tip: Consider how you will INSPIRE your students and what you want them to take away from today's lesson plan.

| LESSON GOALS AND LEARNING OBJECTIVES | |
|--------------------------------------|-------------------------|
| Students will know | Standards/Skills |
| | |
| Students will be able to | Standards/Skills |
| | |

| STRUCTURE/ACTIVITIES | | | |
|----------------------|----------------------|---|--|
| Time | Materials / Supplies | Lesson Structure | Strategies to engage all learners (visual, kinesthetic, auditory) |
| | | <p>Opening Circle/Activity Tip: This can be a good place to incorporate an SEL skill focus and set the tone for your time together</p> | |
| | | <p>Introduction Tip: Opportunity for pre-assessment & activating prior knowledge</p> <p>Review Objectives</p> <p>Key Vocabulary</p> <p>Student Hook</p> | |
| | | <p>Focused Lesson (Gradual Release)</p> | |

| STRUCTURE/ACTIVITIES | | | |
|----------------------|----------------------|---|--|
| Time | Materials / Supplies | Lesson Structure <ul style="list-style-type: none"> • Activity • Discussion • Checks for understanding | Strategies to engage all learners (visual, kinesthetic, auditory) |
| | | "I Do" — Direct Instruction | |
| | | "We Do" — Guided Instruction | |
| | | "You Do" — Independent/Group Practice | |
| | | Closing/Reflection | |
| TEACHER NOTES | | | |
| | | | |

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 info@sperlingcenter.org

 www.sperlingcenter.org