

BASIC LESSON PLAN WORKSHEET

Content (Part 2)

Gathering Rituals (include an estimate of time needed for this section on LP)

- How will you welcome students into the class?
- What activities will be available for the students as they arrive?
- Are there ways to connect with the focus of the lesson?
- What opening ritual(s) signify it is time to begin and ground the class community?
- What activity will invite the students to meet the idea or text?
- How does the activity connect to the “what, how, or why” of the teaching proposition?

Teaching the “What” (include an estimate of time needed for this section on LP)

- What do you want student to understand?
- How will you present the “what” portion of your teaching proposition?
- What will you do to help the students encounter the idea?
- What will you do as the teacher?
- What methods will you use to convey the idea?
- What will the students do?
- What activities will aid the students’ understanding?
- How do these activities support the students’ understanding?
- Write the corresponding section of the Teaching Proposition in the heading of this section.

Teaching the “HOW” (include an estimate of time needed for this section on LP)

- How is your “what” achieved? (The “how” is always in service to the “what.”)
- How will the students engage and/or respond to/with the?
- How will you present the “why or what” of your teaching proposition?
- What methods will you use to help the students explore the “what or why?”
- What activities allow student expression in response to or practice of the “why or what?”
- How do these activities support the “why or what?”
- What activities provides a means for connecting the “why or what?”
- Write the corresponding section of the Teaching Proposition in the heading of this section.

The Teaching “WHY” (include an estimate of time needed for this section on LP)

- Why is it “what” important? (the “why” is always in service to the “how.”)
- How will you present “why” the concept in your “what” is important?
- What methods will you use to help the students explore and engage the “why?”
- What activities allow student expression in response to or practice of the “why or how?”
- How do these activities support the “why or what?”
- Write the corresponding section of the Teaching Proposition in the heading of this section.

The Discerning “How” (include an estimate of time needed for this section on LP)

- “How” will the students/participants carry out the “what and why” in their daily living?
- In what ways does the “how” of the teaching proposition make a difference in the church, the world, our families, our communities and our personal decision making?
- How does the student connect faith and life through this lesson?

Sending Rituals (include an estimate of time needed for this section on LP)

- How will you bring the class to a close?
- How will you summarize what happened in the class today?
- How will you send them out to serve God in the world?
- What closing rituals build community and maintain connection for the class?

Unless explicitly stated in the assignment sheet, this next section is not included in the written lesson plan

Evaluate

- How well did the lesson work?
- Were you able to communicate the main idea in a way that the students understood?
- What evidence of this did you see?
- In what ways do you think the students grew in faith and understanding? Evidence?
- Were you please/displeased with the flow of the lesson? Why?
- Did all the students participate in some way or manner?
- What would you do differently next time?
- What would you do again?