# Lesson Plan-Template

Unit:

Lesson title:

For Grade level:

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| **Key HBOs (Health Behavior Outcomes). Skills, or Concepts to be Taught:**  Addresses National *Health Education Standards* one and three.  HBOs: (include at least 2 – refer to pages 51, 178b, 207b, & 292 for more information) | **Characteristics of Effective Health Curriculum:**   * Focuses on the personal perception of risk and harmfulness of engaging in health risk behaviors as well as reinforcing protective factors. * Provides functional health knowledge that is basic, accurate and directly contributes to health-promoting decisions and behaviors. * Uses strategies designed to personalize information and engage students | | | |
| **Goal:** (General, overarching learning outcome)  **Lesson Objectives**:  Students will be able to: (What do you want students to know, do, understand, be able to apply after the lesson? Specific, measurable learning outcomes that help learner achieve the Goal) | | |
| **Assessments:**  Pre: (How will you determine what students already know, and what they need to know)    Formative: (How will you determine their progress? That they are “getting it” as you are “teaching it”?  Post: (How will you know students can actually know, do, understand or be able to apply what you taught? Make sure the assessment(s) truly measure the learning outcome in the Goals and Objectives section) | | |
| **Materials needed:**  What supplies will be needed – you can just list them  **Before You Begin:**  What do you need to study and prepare before teaching? What supplies, materials, technology etc. needs to be in place and ready before class begins? | | | |
| **Lesson Flow**:  Create a “road map” of how your lesson will flow, how much will each section take? Think about how you’ll break down the lesson. Is there an introduction piece, a time for demonstrations, review, etc? | | Time Required | |
| **Adaptation/ Remediation**:  What if the students aren’t “getting it” – what’s your back-up plan, what might be the harder parts of the lesson, anticipate problems and possible solutions.  What if you have a student with special needs – how will you address these? | | | |
| **Extension Activities**:  What type of activity will further students’ understanding, application, knowledge or help them to achieve or practice skills? You can be brief here – provide a couple of quick examples | | | |