

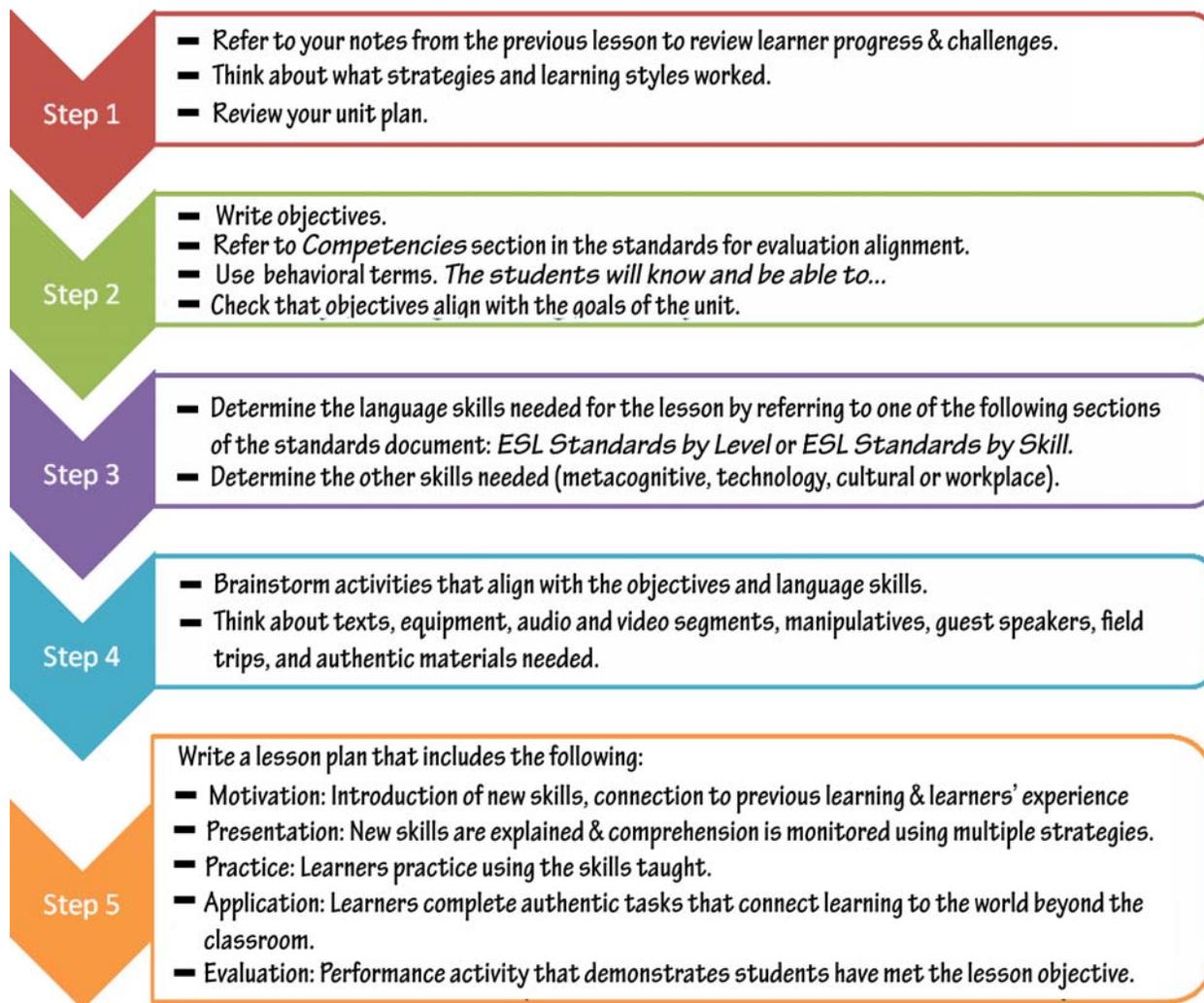
Lesson Planning

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A lesson plan is designed for a specific set of learners during a single class period. The class period may vary in length from one to four hours and provides learners with instruction on skills needed to accomplish an objective from the unit plan. The lesson plan breaks the unit plan down into detail and is the direction for the class period. Adult learners appreciate instruction that is well planned and want to know the objective for the class period. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.

Writing a lesson plan requires thinking about the skills to be taught, the objectives, timing, and procedures for the class. This section provides an explanation of how to write a lesson and a sample health lesson that aligns with the sample health unit. Writing and implementing a lesson plan takes practice and experience. It is important to be a reflective instructor as you hone your teaching skills. In the *Blank Forms* section, you will find the unit plan form, lesson plan form, and a page for notes where you can jot down observations, comments, and reflections on your teaching experience.

STEPS FOR PLANNING THE LESSON



<p>Practice: (Learners use the new language through controlled activities)</p>	<p>Provide another label. Have small groups/individuals prepare questions they should ask about taking the medicine or giving it to a child</p>
<p>Application: (Learners use the new language for their own real reasons)</p>	<p>Have students call a medical advice hotline or contact a pharmacist (or their doctor if they have an actual concern or issue) and ask a question about medication. (Could do this in a very guided way with a specific question already suggested.) Have them report results (reactions to questions /difficulties / successes) at next class session.</p>
<p>Evaluation: (Activity that aligns with the objectives to determine learner progress)</p>	<p>Empty medicine bottles and boxes will be placed in a bag. Learners will select a box and explain the directions on the box to the other students and/or teacher. A rubric will be designed to determine if the student met the criteria. In addition, students will listen to a recorded conversation with a pharmacist or health care provider and summarize the conversation through a cloze activity or oral retelling.</p>
<p>Other: (Cultural, workplace, metacognitive skills, and technology standards; found in CS document and each area has a tab.)</p>	<p>Cultural Skills: Medicine (e.g., reading labels, understanding prescriptions)</p>
<p>Possible Materials: (Texts, authentic materials, video etc.)</p>	<p>Empty medicine bottles and authentic charts, video of pharmacist answering questions</p>