

GETTING STARTED WITH THE BASICS

Title of Lesson:

- Create a descriptive title that would be easily searchable.

Abstract:

- Prepare a one paragraph summary of your lesson plan as an example of embodied education.

Keywords:

- List 3-7 keywords to enable teachers searching a curriculum database to easily find your lesson. These should include ages/grade range and academic subject.

Goal(s):

- Begin with the end in mind: Here's where to identify the major takeaway from your lesson. What do you, as the teacher, want students to learn?

Learning Objectives:

- Here's where to include more specific things to be taught, eg, What will students be able to do/demonstrate as a result of this lesson?
- If possible, objectives should be measurable.
- Rank order the concepts/ideas/skills you want students to learn. Which could be omitted if pressed for time?

Assessment:

- How will you know if your Goals and Learning Objectives have been met? Will you check for understanding throughout the class or only at the end? Will you conduct a formal assessment such as a quiz? Or an informal assessment, such as inviting students to close out class by stating key takeaways?

Purpose/Rationale:

- What are the reasons for and the significance of teaching/learning this lesson?
- If you happen to be aware of specific state standards your lesson addresses, please note them here.
- How is this subject typically taught, and what is the value of an embodied approach--given that traditional methods may be easier to implement?

Prior Preparation:

- What is required for the instructor to get ready for this lesson? (Eg, research, purchases, handout preparation, advance set up in the classroom).
- What is required for the student to get ready for this lesson? (Eg, advance reading/viewing/writing, clothing/shoes to be worn, class location).

Materials/Resources:

- Make a list of needed supplies, facilities, and personnel if applicable.
- What is the likely cost for this lesson, and can it be adapted for schools with limited resources?

Bibliography and Sources for Further Reading:

- What books/articles/videos or other sources did you use as background for designing this lesson?
- Where might someone interested in the topic go for further information?

6-STEP PROCEDURE FOR EXPERIENTIAL EDUCATION:

#1 Introduction: “Set Up for Success”

- How will you motivate/frame your lesson so that students want to learn the material?
- Introduce content and vocabulary necessary for the lesson. Note here any readings, videos, handouts, models, etc. you might use in class.
- Set expectations by describing how you’ve structured the lesson in terms of doing v. talking. Will students do multiple activities (Step 2) before moving on to analysis (Steps 3-6)? Iteratively run through doing and analysis for each activity in turn (Steps 2-6, followed by Steps 2-6, followed by Steps 2-6)? What format makes sense for your lesson?

#2 Exploration: “Do it”

- Perform or do an activity or activities. What is the activity or activities to be encountered in today’s class? Break down the lesson into specific steps so that another instructor can replicate your plan.
- What are the features of the activity or activities, eg, individual or group experience, unfamiliar or familiar to learners, likely level of (dis)comfort or difficulty for learners?
- Note how much assistance from the facilitator/teacher/coach is likely needed.
- How can this be adapted to different learners?
- What could go wrong, and what will you do to prevent this from occurring?

3 Sharing: “What Happened”

- Invite participants to talk about their experience, eg, results, reactions and observations, what was (un)expected about the experience.

- Offer your best guesses about student responses.

#4 Processing: *“What’s Important?”*

- Discuss, analyze, and reflect upon the experience to connect it to course content/goals.
- Identify any key points that didn’t come out in student discussion
- Offer some thoughts as to what you want students to discover.

#5 Generalizing: *“So What?”*

- Connect the experience with real world examples, eg, why students should care about this activity beyond the class context?
- Identify any key points that didn’t come out in student discussion.
- Offer your response to the “So What?” question.

#6 Application and Wrap-Up: *“Now What?”*

- Answer questions and summarize takeaways (or ask students to summarize to check for understanding).
- Discuss what students can do with what they have learned.
- Imagine how it could be refined as well as adapted to a different situation.

FINISHING UP YOUR LESSON PLAN:

A few steps remain before your lesson plan is complete:

First, return to the 6 steps to estimate how much time each will take, and budget extra time for each. List a time estimate next to each step on your plan.

Second, plan an extra activity or discussion question in case time remains. Note it as supplemental in the relevant section(s) of your lesson plan.

Third, consider if any multimedia would be useful to embed in this written plan. Conveying instructions about physical activities in writing can be challenging, so you may find it useful to use other media.

This document has been adapted from:

<https://experientiallearning.ucdavis.edu/Toolbox/>