**SAMPLE** **LESSON PLAN OUTLINE**

**Class Opening:**

1. **Introduction: Give title of your class and approximate length of the lesson**
2. **Reasons: What are some practical reasons for cadets to participate in the lesson?**
3. **Tie-in: Relate to previous instruction or knowledge.**
4. **Icebreaker/Energizer:** **Icebreaker/Energizers are physically active games that increase group interaction and introduce the concept or lesson objectives.**

 NOTE: A good introduction should take 2-5 minutes.

I. **INQUIRE:** The purpose of this phase is to determine what cadets already know or don’t know about the lesson. Questions like “What do you know?” What don’t they know?” “What do cadets want to know?” “What are their past experiences?” "What are some practical reasons to participate in this lesson?"

1. **Objectives: State the specific things the cadets are expected to learn.**
	1. **Learning Activity/Assess Student Knowledge: Appropriate Inquiry Phase learning activities are Panel Discussions, Debates, "Know-Want to Know-Learned (K-W-L)" charts, pre-quizzes, or pre-tests.**
2. **Direct cadet focus: Tell students about the instructional activities that will occur during the lesson.**
3. **Reflection: Ask questions that make students think about the activities that have just occurred.**

II. Gather: The purpose of this phase is to research and collect information from a variety of sources, to synthesize information, to evaluate existing information, collect data, or evaluate ideas. Questions like ”What new and essential information or new concepts did we find?” “What are some new, critical component skills?” ”What new understanding can be constructed?” "What connections or associations can be made?"

1. **Direct Cadet Focus: Keep students focused on specific elements of the learning activity.**
2. **Conduct a Learning Activity: Appropriate Gather Phase activities Graphic organizers, Interviewing experts, demonstrations.**
3. **Reflection: Ask question that help students to think about, reflect on, or make sense of the activities just completed**

III. Process: The purpose of this phase is to use the new information, practice new skills, and engage in different activities. Questions such as “What can I do with this new information/” What ways can cadets practice and improve their skill(s)?” “How can cadets ensure the new information is stored in long-term memory?” Conducting a learning activity will reinforce that learning has taken place.

1. **Direct Cadet Focus: Involve students in practical applications that serve to assess retention and skills.**
2. **Conduct a Learning Activity: Appropriate Process Phase activities include games, lab experiments, role playing peer teaching, or simulations.**
3. **Reflection: As questions that promote understanding and retention of the points emphasized.**
4. **Assessment: Conduct an activity that enables the instructor to determine if learning has taken place. This can be accomplished by an exercise, skit conducted by class members, or verbal feedback.**

IV. APPLY: This phase is to help cadets make real-life applications of the new information or ideas. Cadets can consider ways to integrate the lesson concepts or skills into personal use outside the classroom. Questions that can help in this phase include “What else can de done with the information?” What else is needed to make the information usable?”

1. **Direct Cadet Focus: Keep students focused on ways to utilize the learning experience both inside and outside of the classroom**
2. **Conduct a Learning Activity: Appropriate Apply Phase activities include action research, personal goal setting and objectives, problem-based projects, or interviews.**
3. **Reflection: Evaluate the learning that has taken place based on the lesson objective (s). Ask questions that help students think about, reflect on, or make sense of the learning experience.**
4. **Closing Statement: Develop a strong closing statement to reinforce the lesson objective (s).**

NOTE: Do not try to re-teach the lesson during the Apply Phase.

## SUPERIOR INSTRUCTOR EVALUATION

### SCHOOL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME START:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### INSTRUCTOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME STOP:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBJECT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL TIME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

RATINGS: 5 – Outstanding 3 – Average 1 - Poor N/A – Not Applicable

 4 – Above Average 2 -= Below Average 0 - Unsatisfactory

*To get area score, add the score for each item evaluated, and divide by number of items evaluated To get total score, add the result of each area score and divide by number of areas evaluated.*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **PREPARATION (4)** |   |  | APPLY (3) |   |  | PLATFORM MANNER (6) |   |
|  Lesson Plan |   |  |  Direct Cadet Focus |   |  |  Movements |   |
|  Lesson Plan Outline |   |  |  Reflection  |   |  |  Gestures |   |
|  Arrangement of Classroom |   |  |  Closing Statement |   |  |  Facial Expressions |   |
|  Distracting Noises/Material |   |  | **SPEECH (7)** |   |  |  Mannerisms |   |
| **ICEBREAKER/ENERGIZER (4)** |   |  |  Voice/Volume |   |  |  Posture |   |
|  Get Class Attention |   |  |  Vocabulary |   |  |  Poise |   |
|  Conduct Energizer |   |  |  Pronunciation |   |  | **MANNER OF PRESENTATION (10)** |   |
|  Opening Statement |   |  |  Inflection |   |  |  Confidence |   |
|  Reason/ Tie-in |   |  |  Grammar |   |  |  Organization |   |
| **INQUIRE (5)** |   |  |  Rate |   |  |  Knowledge of Subject |   |
|  Objectives |   |  |  Fluency |   |  |  Sense of Communication |   |
|  Assess Student Knowledge |   |  | **QUESTION TECHNIQUE (4)** |   |  |  Use of Notes |   |
|  Direct Cadet Focus |   |  |  Thought Provoking |   |  |  Eye Contact |   |
|  Conduct Learning Activity |   |  |  Correctly/Clearly asked |   |  |  Use of Illustrations |   |
|  Reflection |   |  |  Appropriateness |   |  |  Enthusiasm |   |
| **GATHER (3)** |   |  |  Response to Answer |   |  |  Control of Class |   |
|  Direct Cadet Focus |   |  | **TRAINING AIDS (3)** |   |  |  Sincerity |   |
|  Conduct Learning Activity |   |  |  Adequacy |   |  | **GENERAL EFFECTIVENESS (4)** |   |
|  Reflection |   |  |  Relevance |   |  |  Did Students Learn |   |
| **PROCESS (4)** |   |  |  Use |   |  |  Were all Students Involved |   |
|  Direct Cadet Focus |   |  | **APPEARANCE (3)** |  |  |  Lesson Plan Followed |  |
|  Conduct Learning Activity |   |  |  Bearing |  |  |  Time Management |  |
|  Reflection |   |  |  Neatness |  |  | TOTAL POINTS |  |
| Assessment |  |  |  Uniform |  |  |

**NOTE:** An overall rating of unsatisfactory will be given for classes with less than 25 minutes or more than 40 minutes of instructional time.

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SI CERTIFICATE: \_\_\_\_\_\_\_\_\_

 AWARDED:\_\_\_\_\_\_

DISCUSSED WITH CADRE: \_\_\_\_\_\_\_\_

RATING:\_\_\_\_\_\_\_\_\_

DISCUSSED WITH CADET: \_\_\_\_\_\_

Suggestion for improvement:

**SAMPLE LESSON OUTLINE (TIPS)**

I. **INTRODUCTION**

 NOTE: If some special technique is used to gain attention of the class, such as a demonstration or skit, put it into the lesson plan as a NOTE.

1. **Objectives:** State the specific things the cadets are expected to learn.
2. **Reasons:** Tell how the class will benefit the cadets. Stress its importance.
3. **Tie-in:** Relate to previous instruction or knowledge
4. **Procedure:** Indicate the instructional activities that will occur during the lesson.

 NOTE: A good introduction should take 3-4 minutes. This is where the instructor motivates the students desire to learn what is to be taught. This is the attention getting phase.

II. **BODY**

1. Arrange material in sentence or narrative outline format.
2. List information in order in which it is to be presented.
3. List when training aids are to be used.
4. Indicate where and what questions to be asked.
5. Indicate where and what training activities are to be included.
6. Insure that all students and included.
7. Insure that all objectives are satisfactorily covered.
8. Stress key points and review as appropriate

 NOTE: This is the core of the lesson. The instructor should maintain focus and control student’s questions/involvement.

III. **SUMMARY**

1. Review main points of the lesson.
2. Reemphasize the objectives.
3. Use a strong closing statement.

NOTE: A good summary should not require more than 3 minutes. Do not try to re-teach the lesson.

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 Title of Course:

Subject of Lesson

**PREPARATION DATA**

 Total Hours: Period of Course: Method of Instruction:

REFERENCES

Assistant Instructor:

Instructor:

Equipment & Training Aids:

Lesson Objective:

 **4 PHASE LESSON PLAN TIME BREAKDOWN**TIME

 ESTIMATE

MIN.

 ICEBREAKER/ENERGIZER

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 I. INQUIRE PHASE

MIN.

 II. GATHER PHASE

MIN.

 III. PROCESS PHASE

MIN.

 IV. APPLY PHASE

MIN.

##  TOTAL INSTRUCTION TIME

 ICEBREAKER/ENERGIZER:

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