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

**Class Opening:**

1. **Introduction: Hello class. Today, I am going to teach you about personal finance.**
2. **Reasons: As we get older, we start becoming more independent and becoming responsible for our own financial situation.**
3. **Tie-in: Relate personal finance to being a well rounded citizen.**
4. **Icebreaker/Energizer: Trashketball**
5. 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: Cadets will be able to:**
* **Identify the components of the five step financial planning process.**
* **Utilize the SMART goal process when making financial decisions.**
* **Identify the purpose of a budget and how to implement it into your life.**
* **Describe reasons for saving and investing.**
* **Recognize when and where using credit advantages you.**
1. **Learning Activity/Assess Student Knowledge: Give the class a kahoot quiz on what they will be learning.**
2. **Direct cadet focus: Students will take a kahoot quiz as a pre test to determine background knowledge prior to the lesson.**
3. **Reflection: Go over some missed questions.**

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 c onnections or associations can be made?"

1. **Direct Cadet Focus: Call on cadets to read bullet points aloud from the slides.**
2. **Conduct a Learning Activity: Lecture about personal finance while having cadets answer questions and interact with each other.**
3. **Reflection: Ask broad questions to ensure cadets are learning.**

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: Set up scavenger hunt on classroom walls.**
2. **Conduct a Learning Activity: Cadets will complete a scavenger hunt while I go around and help cadets who are having trouble.**
3. **Reflection: Go over answers with class afterwards.**
4. **Assessment: Give students the same kahoot quiz and compare scores to make sure cadets learned the material.**

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: Relate personal finance knowledge to well being in life.**
2. **Conduct a Learning Activity: Ask cadets about why earning this information is important. Have them share their thoughts.**
3. **Reflection: Ask class questions about progression through the ranks.**
4. **Closing Statement: Go over learning objectives.**

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: JROTC Ranks and Structure

Subject of Lesson: Jrotc Ranks and Structure

**PREPARATION DATA**

# Projector, powerpoint, scavenger hunt sheets, scavenger hunt answer sheets, LET 1 textbook.

 Total Time: 45min Period of Course: 1 Method of Instruction: Interaction

REFERENCES

Instructor: Yusuf Kadi, Miguel Mejia, Frank Doerschlag

Assistant Instructor:

Equipment & Training Aids: Projector, LET 1 textbook, and worksheets

Lesson Objective: Inform cadets about how a battalion is organized and what positions are associated with the ranks.

 **4 PHASE LESSON PLAN TIME BREAKDOWN**TIME

 ESTIMATE

MIN. 3

 ICEBREAKER/ENERGIZER

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MIN. 10

 I. INQUIRE PHASE

 II. GATHER PHASE

MIN. 20

MIN. 15

 III. PROCESS PHASE

MIN. 5

 IV. APPLY PHASE

##  TOTAL INSTRUCTION TIME

 53 MIN

 ICEBREAKER/ENERGIZER: Red light, green light

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