**CONCEPT-BASED LESSON PLANNING PROCESS GUIDE**

***Note***: The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons**. The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

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| ***Shift in***  ***Instructional Design*** | ***Lesson Elements and Design*** | ***Metacognitive Reflection*** |
| ***The Unit Generalization and Focusing Lens asks students to …*** | **Lesson Focus:**  Generalization: ***Advocacy identifies peer pressure, personal rights, boundaries and goals that minimize exposure to risky situations.***  Focusing Lens: ***Decision Making*** | *How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?* |
| ***This lesson objective / learning target is critical to student understanding because…*** | ***Objectives / Learning Targets:***  ***The teacher may model effective self-advocacy strategies so students can begin to advocate for setting and maintaining personal boundaries. (e.g., around substance use/abuse, sexual decision-making).*** | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * ***Teacher-provided inquiry questions*** * ***Think- aloud*** * ***Hands-on/experiential*** * ***Skill based practice*** * ***Collaborative groups*** | *Which instructional strategies will foster learning the lesson’s skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***  **Instructional Strategy chosen: *4 Corners***  **Why is this strategy impactful:**(*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, can feel successful?)*   * ***Introduces the idea of defending a position or choice.*** | *In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?*  *In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?*  *In what ways does the chosen strategy cement the learning?*  *What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?* |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***   1. ***The teacher will define self-advocacy and review self-advocacy skills.*** 2. ***The teacher will break students into groups and set up a Gallery Walk with different scenarios for each group to view. (QR Codes can be used as a tool to deliver scenarios as videos, text, pictures, etc.)*** 3. ***The student groups will analyze the problem for each scenario and then brainstorm advocacy skills as possible solutions recording those responses on the Gallery Walk sheets.*** 4. ***The students will work in groups to create a skit based on one of the scenarios. The skit will include one of the solutions from the Gallery Walk and contain components of effective self-advocacy.*** 5. ***The students will present their skit to the whole class while the audience completes an evaluation checklist based on the components of effective self-advocacy.***   **Instructional Strategy chosen: *Think- Aloud, Hands-on/Experiential, Skill based Practice, Collaborative Groups***  **Why is this strategy impactful:**  (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, can feel successful?)*   * ***The Think-aloud allows students to apply prior knowledge to real-life scenarios.*** * ***The Hands-on/Experiential/Skills Based Practice allows students to practice risk reducing behaviors.*** * ***The Collaborative Groups reinforces the use of positive solutions among peers.*** |
| ***The closing activity reinforces the learning.*** | ***Closure***  ***The student groups will reflect on peer feedback***  **Instructional Strategy chosen: *Think Aloud***  **Why is this strategy impactful:**  (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?)*   * ***The Think-aloud offers a time for students to reflect on their work. How did they do? What could they have done differently or do differently next time?*** |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***  ***QR Code reader for Gallery Walk***  ***Using technology during the lesson will help the student stay more engaged in the activity.*** | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |
| ***Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.*** | ***Formative Assessment***  ***The students will write a refusal statement in response to a peer pressure statement.***  **Formative Assessment tool/method:  *Exit Ticket***  **Learning indicators of success:**  ***Successfully responding to a peer pressure statement will indicate understanding and application*** | *What “indicators of success” will show that the students are gaining mastery?*  *How will I use that evidence in a feedback loop?* |

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| **Reflection**: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)  ***Good use of technology, students are actively engaged during the entire lesson, high level DOK, performance based*** |
| **Connection to Performance Goal**: (*What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)*  ***Part of my professional growth goal is to use technology to maximize student learning. Technology usage will help my students stay more engaged which will positively impact learning*** |
| **Student Feedback**: (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)* |

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| ***Time Suggested*** | ***1 class period (50 minutes)*** |
| ***Materials Needed*** | ***QR Codes, Devices with QR code reader (may prepare class prior to lesson and have them download on their own devices), Google Slides presentation, Audience checklist, Chart paper for Gallery Walk*** |
| ***Co-teaching Opportunity*** |  |
| ***Cross-Content Connections*** |  |