

**JROTC Virtual Learning**  
**LET 4 / JROTC Lesson**  
**Plan Development**

**May 11, 2020**

## Lesson: May 11, 2020

### Objective/Learning Target:

- **Explain** the purpose of a lesson plan
- **Describe** the four phases of a lesson plan
- **Relate** teaching and learning to the four phase lesson plan model
- **Define** key words: lesson competency, lesson plan

- Watch the Video:

[What if You Were Teacher for a Day?](https://www.youtube.com/watch?v=vbW3pwwJ6xA)

<https://www.youtube.com/watch?v=vbW3pwwJ6xA>

Good news, you are going to be. Now get ready.

# Strategies for Teaching



## Key words

- group dynamics
- lesson competency
- lesson plan

## What You Will Learn to Do

Apply teaching strategies to a lesson plan or mentoring project

## Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

## Learning Objectives

- **Explain** the purpose of a lesson plan
- **Describe** the four phases of a lesson plan
- **Relate** teaching and learning to the four phase lesson plan model

# Essential Question

How can you develop an effective lesson plan?

## Learning Objectives (cont'd)

- Define key words: lesson competency, lesson plan

### Introduction

During your life, both in school and out, you may be in a position to teach others. In your role as a Cadet leader, you'll also be in a position to mentor and coach younger Cadets. In this lesson, you'll learn the basics about how to organize what you want to teach and how to engage learners in the process. You'll also see that solid teaching strategies can help learners remember and apply what they've learned.

### Lesson Plans

One of a teacher's most essential tools is a **lesson plan**. A lesson plan is an outline teachers use to organize their thoughts and the information they plan to present to a class. A lesson plan tells teachers the:

- Specific skill or concept they are teaching—the competency
- Supporting ideas for the skill or concept
- Sequence they should teach the content
- Performance standards of the lesson—how the instructor will know students have learned the content

In general, a lesson plan teaches one competency. The **lesson competency** should be a one-sentence statement that describes what the learner will be able to do or what they will accomplish in this lesson. Be specific in writing a competency. Don't use words like "understand" or "know." Instead, use action words that indicate an observable skill or measurable knowledge. Writing competencies like this helps teachers define how they want to assess learners.

Different instructors who use the same lesson plan will teach the same content to students. However, each instructor may use different

## Key words

### lesson plan:

The outline used to teach content

### lesson competency:

A one-sentence statement about what learners will accomplish in the lesson

strategies for teaching the content. For example, some might lecture while others have students research and read on their own.

If this sounds familiar, it is because your JROTC instructors also use lesson plans. The JROTC lesson plans ensure that all JROTC students have the same curriculum. As a JROTC leader, learning about lesson plans will help you think about how to teach Cadets you are mentoring, coaching, or supervising.

## The Four Phase Lesson Plan

Learning occurs in chunks. You have probably noticed that JROTC Student Learning Plans are divided into four phases. These phases support “how learners learn.” The phases are Inquire, Gather, Process, and Apply.

### INQUIRE PHASE

The purpose of the Inquire Phase is to define the lesson’s starting point. Teachers want to determine what students already know, or don’t know, about the lesson content. The Inquire Phase answers “what” questions. Knowing the answers to these “what” questions will help you and your students understand students’ current level of knowledge.

- What do learners know?
- What prior knowledge do they have about the content?
- What is the purpose of the lesson?
- How motivated are the learners to learn the content?
- What are some practical reasons for learners to participate in the lesson?



Figure 1.2.2

There is another reason teachers want to get learners thinking about the content before they have actually learned anything new. When students think, they may generate their own questions. They may think of similar things they already know. They build an expectation in themselves about what they want to learn. In short, the inquire phase primes students to learn—just as you might prime an old gasoline lawnmower before starting it!

During this phase, teachers might use an icebreaker or energizer as a motivating activity. These activities are often physically active games or other activities that increase group interaction, promote a sense of team, generate laughter and a sense of fun, and introduce the concept or lesson objectives.

Based on the time and the complexity of the content within a lesson, it’s not always feasible to offer an energizer or icebreaker.



Figure 1.2.1

Typical teaching strategies for the Inquire Phase include:

- Agree/disagree worksheets
- K-W-L Charts
- Pre-quizzes or pre-tests
- Brainstorming

### **GATHER PHASE**

Once a teacher determines the lesson's starting point, they can help learners gather information about the subject matter. During the Gather Phase, students research and collect information, synthesize information, evaluate ideas, or observe new skills. The Gather Phase answers "so what" questions. Some important "so what" questions to ask during this phase are:

- What is the new and essential information?
- What are the new concepts or skills?
- What connections or associations can learners make?
- What can students do to make sense of the new information?
- What new understandings can students construct?

Typical teaching strategies for this phase of learning include:

- Instructor lecture
- Student reading
- Team jigsaw readings and presenting
- Computer searches
- Viewing video presentations
- Reinforcing questions—are the learners "getting it"
- Thinking Maps®
- Note-taking



Figure 1.2.3



Figure 1.2.4

### **PROCESS PHASE**

The Process Phase is the third phase of learning. The purpose of this phase is to use the new information, practice new skills, and engage in different activities. It's also a place to check for comprehension of the material presented during the Gather Phase. Prior to practicing a new skill, allow time for some question and answer assessments.

The Process Phase asks "now what" questions. Teachers can ask the following "now what" questions during the Process Phase:

- How can students explore concepts through a variety of learning activities?

Process Phase asks “now what” questions (*cont’d*):

- What ways can students make relationships among the information, concepts, or skills?
- What can students do to reinforce what they’ve learned in the Gather Phase?
- How can students practice and improve their ability to apply the new knowledge and skills?
- What feedback will help students improve their competence?
- What feedback will help the instructor continue teaching the rest of the lesson?

Some teaching strategies for this phase of learning include:

- Skills practice
- Comprehension activities—worksheets, quizzes, games
- Discussion
- Thinking Maps®
- Examining case studies or scenarios
- Role playing

### **APPLY PHASE**

In the Apply Phase, learners try to make real-life applications of the new information, ideas, or skills. This phase will include some type of assessment or performance that shows that the student has learned the content.

The Apply Phase asks “what else” questions. The questions that can help both the instructor and students during this phase are:

- What else can be done with the information?
- What else is needed to make the information usable?
- How can students demonstrate their ability to apply their new knowledge and skills in ways that are different from those experienced in the lesson?
- How can students demonstrate their ability to apply what they’ve learned in their lives?

Some strategies for this phase of learning include:

- Creating a written, oral, or multimedia product
- Solving a problem or set of problems
- Demonstrating a skill or procedure

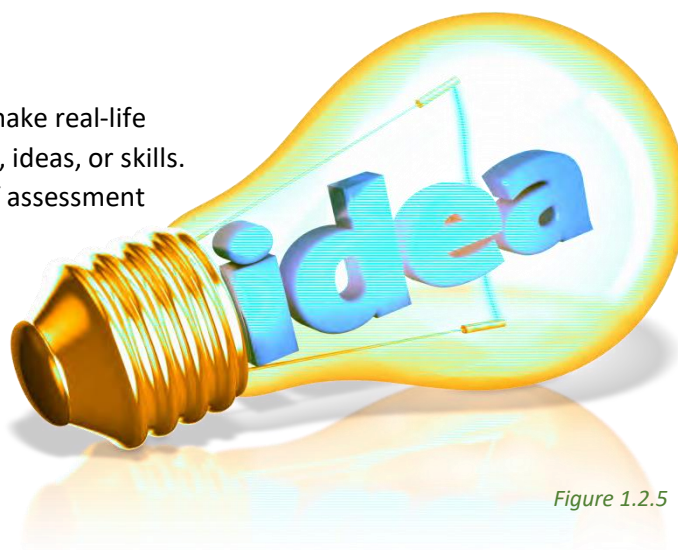


Figure 1.2.5

### **Using Cooperative Learning Strategies with Groups**

A cooperative learning strategy is one where a team of learners work with and depend upon each other to accomplish a common goal. These strategies are effective in the classroom, and in planning projects and events for JROTC Cadet teams.

## Conclusion

You've seen that the four phase lesson plan is a tool for organizing what is taught. Learners benefit from this well-organized approach. Learners also benefit from specific activities in each phase of learning.

## Lesson Check-up



- **What is the importance of the sequence of the four phases of learning?**
- **Which phase focuses primarily on how the new material will be used?**