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| **COMPREHENSIVE LESSON PLAN TEMPLATE** | | | | |
| **Instructor Name:** Melodie Kolmetz | | | **Date Submitted:**  11/27/2019 | |
| **Class Location:** Click here to enter text. | | |
| **LESSON BASICS** | | | | |
| **Meaningful Topic:**  **Activities, Assessments, and Outcomes** | | **Student Types/Group:**  EMS Educators | **Length of Lesson:**  60-90 minutes | |
| **Standard(s):**  The field of Emergency Medical Services often attracts non-traditional learners. EMS Instructors must be prepared to teach not just the required content but must often teach students how to learn. These metacognitive skills are essential to success in medicine, particularly because the field of medicine continues to change at a rapid pace.  The national EMS Education Standards define minimum competencies for success as an EMS provider, but there is little information about successful learning. | | | **Depth of Knowledge:**  1. Recall and Reproduction  2. Skills and Concepts  3. Short-term Strategic Thinking  4. Extended Thinking | |
| **Essential Question:**  How can we teach our learners how to learn and become successful life-long learners? | | | | |
| **Objective(s):**  At the end of this session, learners will be able to:   1. Describe the value of metacognition in their own educational practice and that of their learners (affective domain). 2. Identify one or more metacognitive activities that can be incorporated into their teaching practice (cognitive domain). 3. Illustrate how they will utilize the selected metacognitive activity in their classroom (psychomotor domain). | | | | |
| **Required Materials/Equipment/Technology/Community Resources:**  Laptop/tablet, internet access | | | | |
| **Prior Knowledge/ Connections:**  EMS Instructor curriculums include instruction on assessment and evaluation. | | **Required Vocabulary:**  VARK  <https://teach.com/what/teachers-know/learning-styles/>  Multiple Intelligences  <https://www.edutopia.org/multiple-intelligences-research>  Brown, P., Roediger, H., & McDaniel, M. (2014). *Make it stick*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.  Lang, J. (2016). *Small teaching*. San Francisco, CA: Jossey-Bass & Pfeiffer.  McGuire, S. (2015). *Teach Students How to Learn*. Sterling, VA: Stylus Publishing. | **Instructional Methods:**  Large Group  Small Group  Cooperative Learning  Project-based  Independent Study  Computer-assisted  One-on-One Tutorial  Individualized  Guest Speaker  Field Trip  Other: Click here to enter text. | |
| **ACTIVITY PLAN** | | |
| 1. **Warm-up/Review/Connections:**   Discuss learning styles and contrast learning styles with multiple intelligences. | | |
| 1. **Introduction to Content/Explanation:**   What does metacognition mean? | | |
| 1. **Presentation/Model the Learning Process:**   Present metacognition definition and its value to the educational process. | | |
| 1. **Scaffolded/Guided Concrete Practice:**   Review metacognitive activities in the classroom. | | |
| 1. **Communicative/Collaborative Concrete Practice and Grouping Strategies:**   Group discussion about types of metacognitive activities that instructors are already utilizing. | | |
| 1. **Independent Concrete Practice/Application:**   Select a metacognitive activity and strategize how to incorporate it into your classroom. | | |
| 1. **Assessment:**   Present metacognitive activity to the group. | | |
| 1. **Wrap-up/Concluding Activity:**   Discuss various metacognitive activities. How can we incorporate them into our teaching practice on a regular basis? | | |
| 1. **Instructor Reflection:**   What went well? Click here to enter text.  What did not go as planned? Click here to enter text.  What should change? Click here to enter text.  What should be addressed in future lessons? Click here to enter text. | | |