GUIDELINES FOR DETAILED LESSON PLANNING (revised)

Daily Lesson Plans Should Include:

1. Learner Behavioral Objectives should ...  
   ...include observable verbs based on performance (do NOT use will know, understand,  
   or learn (among others, as the verb).  
   ...include Audience, Behavior, Conditions, and Degree.  
   ...identify the content to be learned.  
   ...be labeled by each learning domain (Psychomotor, Cognitive, or Affective).

<table>
<thead>
<tr>
<th>Audience</th>
<th>Behavior - what will be observed</th>
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<tbody>
<tr>
<td>The Learner</td>
<td>Will demonstrate their ability to bowl effectively</td>
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<table>
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<tr>
<th>Degree</th>
<th>under what Conditions</th>
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<td>by scoring at least a 120 average</td>
<td>in best 3 of 4 games.</td>
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1-C: TLW identify the proper mechanics of an overhead softball throw on a written unit  
   test with at least 75% accuracy.

1-A: TLW listen attentively to all the instructions given by remaining quiet (and eyes on  
   the teacher) when the teacher is talking.

2-P: TLW throw a regulation size football a distance of 15 yards within reach of  
   stationary partner, on 4 out of 6 trials.

2. PA Standard - The Proposed Academic Standards for Health, Safety and Physical Education  
   describe what students should know and be able to do by the end of four grade levels (third, sixth,  
   ninth and twelfth). The standards provide the targets for instruction and student learning essential  
   for success in these areas.

3. Anticipatory set for each lesson.  
   Should be very exciting and related to the needs of the class.  
   What and why the students need to learn.  
   May include review from previously taught lesson(s) or preview.

4. Time allotment spent on class management or each learning activity.

5. Teaching Procedures and Learning Activities.  
   Briefly describe what will be taught in each episode and how it will be taught.  
   (Describe in 3rd person the role of the teacher in italics).

6. Class organization (and management tasks used during lesson).  
   Computer-generate diagram(s) of organization or transitions between activities.  
   Describe how students will be grouped or moved during the lesson.

7. Content (Outline all content, include teaching cues where appropriate).


11. Contingency Plans: “If ______ happens, then . . .” (inclement weather)

12. Closure for each lesson.  
   Review learning that has taken place, preview of future lesson(s)

13. Materials: media, equipment, facility, or supplies that will be needed (include how much of  
    each) Include a copy of any handouts or other materials needed for the lesson.

14. Evaluation techniques relating back to each objective listed for lesson.

15. References – documents the lesson & provides ability to retrieve source. (Include author’s  
    last name and year)
Writing Performance Objectives (revised)

Performance objectives are generally divided into one of three learning domains:

- **cognitive**....(learning and application of knowledge)
- **affective**....(concerned with interests, attitudes, appreciations, and values)
- **psychomotor**...(learning motor skills)

The key to writing objectives is the selection of an observable verb. The following are examples of observable and non-observable verbs: (these examples are not all inclusive)

**Observable** (appropriate):

- match (duplicate, equal, agree, fit)
- translate (decipher, interpret, explain, simplify)
- compute (calculate)
- name (identify, label, designate)
- diagram (draw, illustrate, picture, design, chart)
- classify (rank, rate, arrange, categorize)
- apply (pertain to, relate to employ)
- construct (assemble, make, produce, build)
- identify (distinguish, recognize, associate, know)
- match (define, decipher, illustrate)
- demonstrate (evidence, prove, be-able-to, perform)
- pass (shoot, dribble, serve, catch, hit)
- list (catalog, index, enumerate, specify)

**Non-observable** (inappropriate):

- learn take an interest in
- understand have knowledge of
- know comprehend
- grasp think

*Adopted from:*