

# 21<sup>st</sup> Century Lesson Plan Template for Faith Based Environments

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**Topic:**

**Age Group:**

**Number of participants:**

## Phase One > Aim for Success

### Choose an Aim or Destination—a learner (person) centered goal.

*After this experience, how do you want them to use this information in their lives? Work through the steps below to choose a faith based action response that is relevant to aim for, based on your topic and audience.*

#### Think of your topic.

*Consider expectations. What are the essential understandings of this topic? What would you want your young people to remember about this topic 5 years from now? (Look to the chapter, or if writing your own lesson, check Diocesan or Curriculum Standards, The Catechism, Scripture etc.)*

It is essential that my young people understand:

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Enduring ideas I want my young people to remember well into the future:

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#### Think of your young people.

*Consider Real life Application. How is this topic relevant in the lives and choices of these young people?*

My young people will apply this topic, use this information, or respond when:

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*Consider prior knowledge and their faith practices. What are they NOT applying? Where is there a gap?*

I think it would help my young people to specifically aim in this direction:

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#### If needed, search for “Krathwohl’s Taxonomy” on the web to find a relevant action verb to aim for.

*Choose an action verb from the highest level of the Taxonomy that would be appropriate for the topic, and the age range of your group. (ex.: choose, justify, commit, defend, support, be like, advocate, influence)*

An appropriate action verb to use in a goal statement for my topic and young people is: \_\_\_\_\_



FAITH  
RESPONSE  
(Action)

**Destination.** Use an action verb to write a statement that summarizes how they will apply this topic, use the information, or respond to God after they leave your session.

**Goal: After this experience, young people will:** \_\_\_\_\_

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## Slice Open the Goal

Consider what your young people would need to know, feel/believe, and do/decide in order to actually complete the goal.

**Goal:** \_\_\_\_\_  
\_\_\_\_\_

<b>Know.</b> In order to complete this goal, my young people would need to know...	
<b>Feel/Believe</b> In order to complete this goal, my young people would need to believe that...	
<b>Do/Decide/Apply</b> In order to complete this goal, my young people would need to...	
<b>Bonus.</b> <i>What would get in their way of completing the goal?</i> My young people might hit a barrier or stop sign because...	

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## Phase Two > Evaluate Success

### Add Statements of Intent that you will evaluate.

Using the know-believe-do items on page 2, write an objective (or statement of intent) that you can observe, so you know your young people have the knowledge or ability needed to complete the goal. For each objective, specify a method they will use to demonstrate it back to you.

**Goal:** \_\_\_\_\_

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Slice open the goal (Copy & paste from page 2)		Objectives.	Assessment.
In order to complete the goal, my young people will need to:		For each section below, summarize at least 1 Statement of Intent (objective) that your young people can demonstrate back to you. Typical Format: Young people will be able to (action verb) + (object) (Examples of action verbs might include: list, describe, select, compare, debate, create, apply, analyze, evaluate)	For each objective, choose an assessment method they will use to demonstrate it back to you. (ex.: quiz, poll, project, activity etc.)
<b>Know</b>		<i>See Bloom's Taxonomy for appropriate verbs</i>	
<b>Feel/Believe</b>		<i>See Krathwohl's Taxonomy for appropriate verbs</i>	
<b>Do/Decide/Apply</b>		<i>Consider the ABCD Model for clarity: Given a (condition) young people will be able to (action verb) + (object) as evidenced by (degree).</i>	

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## Phase Three > Imagine Flow

Now it's time to decide how you will incorporate the direct instruction needed for young people to know and understand; and the active learning prompts needed for young people to practice doing and deciding. In addition, teachers usually incorporate a method to prepare young people for the experience at the beginning; and evaluate their abilities at the end. How you sequence these components is up to you. Several options are listed below, or you may use an approach that you've found to be effective.

**Goal:** \_\_\_\_\_

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Select an approach below that resonates with you and add specifics for your own topic. Delete the approach you do not use.

<input type="checkbox"/> <b>Gagne's Nine Events</b>	How will you do it?
<b>1. Gain their attention and provoke thought &amp; intrigue.</b>	
<b>2. Prepare young people for learning, by telling them what they will learn about.</b>	
<b>3. Provide a starting place. Connect this new material to something they have learned before or something familiar.</b>	
<b>4/5. Present new information in chunks using examples and provide tips to remember it.</b>	
<b>6. Engage them in active learning to practice the ideas.</b>	
<b>7. Walk around the room and encourage, redirect, or correct through leading questions.</b>	
<b>8. Evaluate if they know the information and can do it.</b>	
<b>9. Provide resources and suggest a task they can do when they leave related to the topic.</b>	

Note: you may repeat steps 4-8 several times, depending on your topic and objectives.

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<input type="checkbox"/> <b>Five E's</b>	How will you do it?
<b>1. ENGAGE</b> young people in a task, scenario, problem or activity.	
<b>2. Young people EXPLORE</b> the task, scenario, problem or activity by thinking and doing research.	
<b>3. Young people EXPLAIN</b> what they have learned with a peer, group or whole class.	
<b>4. The instructor asks young people to ELABORATE</b> through leading questions. If needed the instructor provides corrective feedback and fills in any missing pieces such as new vocabulary or concepts.	
<b>5. The instructor asks young people to EVALUATE</b> their own understanding and ideas.	

Note: steps 2-5 might repeat again, depending on your topic and objectives.

## Phase Four> Prepare for the session

What do you need to do or develop before the session?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What supplies do you need to bring to the session?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Phase Five> Reflection after the Session

What went well?

What would you change for next time?

What did you learn from the experience?