

LESSON PLAN TEMPLATE

Lesson Plan Title
Date, Time, Location, Course, Level
Standard(s) Addressed
Goal(s)
Objectives for Each Goal
Materials, Equipment, Supplies, and
Preparations
Procedure
Meeting the Varying Needs of the Participants
Assessment Strategies for Each Goal and its
Objectives
Reflection and Possible Changes to the Lesson
Plan

Example of an Aligned Lesson Plan

Celiac Disease (Gluten-Sensitive Enteropathy)
Hospital Outpatient Classroom
Ages 18 and up
1 hour

Standard

The students will be able to discuss the relationship between dietary gluten sources and celiac disease symptoms.

Goals

Goal 1: The students will be able to identify the cause and symptoms of celiac disease.

Goal 2: The students will be able to list foods that contain gluten.

Goal 3: The students will be able to conceptually connect dietary gluten to celiac disease symptoms.

Goal 4: The students will be able to discuss the relationship between gluten and celiac disease symptoms.

Objectives

Objective 1.1: After listening to a presentation and slideshow on the cause of celiac disease, the students will be able to correctly choose the cause on a written short-answer quiz that will be corrected together in class.

Objective 1.2: After a chalkboard class-participation activity to develop a list of celiac disease symptoms, students will be able to note this list on paper, which will be assessed by teacher observation.

Objective 2.1: After observing a demonstration of rinsing starch from the gluten portion of wheat flour dough, students will be able to describe the gluten portion of bread dough. The teacher will listen to the various descriptions from each participant.

Objective 2.2: After a teacher-led, classroom chalkboard discussion about the dietary sources of gluten, students will be able to complete a crossword puzzle created using the names of

dietary gluten sources. The teacher will walk around the room, observing the learners completing the puzzle, providing any needed help.

Objective 3.1: After creating a folded two-column paper, participants will make a list of their own symptoms and a list of the foods they like to eat that contain gluten, as quietly observed by the teacher, who will be careful to maintain the privacy of each learner.

Objective 4.1: After being divided into small groups, participants will discuss with one another the connections between celiac disease symptoms and dietary gluten, and dietary and lifestyle adaptations. The teacher will spend a few moments with each group, observing and listening.

Assessment

Administer a pretest to the group with first names or patient numbers written at the top. On the back, have the students write one sentence about what they want to learn. Collect and keep these pretests.

Use the same instrument as a posttest for the same group, with the same identifying information written on each test. On the back, have the students write one sentence about what they learned. Collect and keep these posttests. Compare pretests with posttests.

Each objective is assessed as it is presented throughout the class, as written in the procedure.

Teaching Plan

Materials

- Chairs for participants
- Screen or blank wall
- Projector
- Table or shelf for projector
- Computer for slide show (PowerPoint)
- Necessary cables, cords, and outlets
- Flash drive or CD with slideshow, plus a backup copy
- Chalkboard with chalk and eraser or whiteboard with dry-erase markers and eraser
- Preprinted short-answer quiz for each participant
- Paper for each participant, at least two sheets per person
- Pencils or pens, enough for each participant
- Writing surface, table, or desktop for each participant
- A clear bowl that will be visible to the entire group
- Flour and water dough
- Rinsing water
- Nitrile gloves, enough for each participant
- Towels for hands and extras for accidental spills
- Preprinted crossword puzzles created using the names of dietary gluten sources

Procedure

Gathering and pretest: three minutes.

Take roll. Administer and collect the pretest.

Warm-up or anticipatory set: three minutes

Announce, "This class is designed to help you learn how to feel better. Whether you call your problem GSE, sprue, celiac disease, 'see-lee-ax,' or gluten sensitivity, this is the class for you! My name is _____ and I'm a registered dietitian. I'm excited to be here. Perhaps you can each tell us your first name, beginning with you, please."

Demonstration, part one: three minutes

Using a bowl of water, knead flour/water dough in the water to rinse away the starch. After a few minutes, offer several volunteers nitrile gloves and ask them to continue doing this as the class proceeds. The bowl can be passed carefully to different participants during the slideshow.

Slideshow: six minutes

Present a PowerPoint slideshow about celiac disease. Include photographs of gluten-containing foods. Include one or two photos of blunted villi and intestinal changes that are easy to perceive. The instructor can create the slideshow. Video education programs can be embedded into this presentation. Hand out the quizzes at the beginning of the presentation so learners will be aware of things to watch/listen for.

Short-answer quiz: four minutes

Have each participant complete the quiz on the information. Quickly correct the quizzes together.

Chalkboard presentation and note taking: five minutes

After the presentation, provide each participant with paper and a pencil or pen. Ask the students to take notes as you discuss the presentation. Ask them to name as many celiac disease symptoms as they can recall. Help them as needed. Write the words on the board and encourage students to keep their own lists. Walk around and observe the writing of each person in the room.

Demonstration, part two: three minutes

Bring the bowl of water and starch, along with the gluten ball, to the front of the room and display it. Show its elasticity. Tell the students that this is gluten. Invite all participants to see and feel the ball of gluten and ask them to describe it.

Discussion and crossword puzzle of gluten sources: eight minutes

Ask the students to call out the various gluten-containing foods. Have them name the grains involved and the various foods made from these grains. Provide each student with a premade crossword puzzle comprising names of foods that contain gluten. Make sure each student has a pencil or pen. The students can keep the puzzle, as it provides an accurate list of these foods. Walk around the room watching them work, and offer any help they may need.

Learner personal writing: seven minutes

Give participants a new sheet of paper. Have them fold the paper lengthwise to make two columns. Ask the students to write on one side their own celiac disease symptoms. Ask them to write on the other side the foods in their diets that have been causing them problems, including gluten-containing foods they like to eat. From an unobtrusive vantage point, observe the participants as they write their personal information.

Small group discussion: seven minutes

Have the students move into small groups, taking their personal writing with them. While they don't need to share their personal information, they may want to take more notes, share their successes, or ask questions. Ask them to discuss the various celiac disease symptoms, the problems patients may be confronted with as a result of their disease, and the various solutions they can share. For example, "Perhaps one of you has to travel often for business. How can that person find gluten-free breakfast options while eating in restaurants when traveling?" Have the groups discuss their ideas and experiences among themselves as they feel comfortable. Observe and govern the discussion, keeping the groups on task. Respect the comfort level of each participant; no one should feel forced to participate.

Summation and cool-down: three minutes

Ask if there are any questions. Refer the students to a website or handout for more information. For example, you can tell the students, "If you would like to learn more about celiac disease, please refer to this handout (or Web address) as a jumping-off point for your own study. You all came back to school tonight, and you all got an A! Now, go use this information to feel better than you have felt in a while. Please contact our office if you need an appointment for some personalized counsel. By the way, what would be a good sack lunch for a celiac patient? Give that some thought on your way home and travel safely."

Posttest: three minutes

Administer and collect the posttest.

Total time: 55 minutes

Reflection

After class, review the pre- and posttests. Assess the learning gains among the participants. Read what the students wanted to learn to determine if it was addressed. Read what they said they learned. Does this match the standard? Reflect on the group members that attended. Were all their needs met? Were they interested in participating? Was the room the right size? Was it comfortable? Do you feel that this was a successful classroom experience for the learners and for the teacher? How could it be improved?