

## Guidelines for lesson plans

Thank you for taking the time to submit your lesson. We ask you to use the below guidelines to write up your lesson because:

- a uniform structure to our lesson plans **helps other teachers accurately and quickly** determine whether or not the lesson plan fits their purpose, time frame, and resources.
- **Centropa's Academic Review Board**, experienced educators who will read all submitted lessons, **will use the below guidelines to evaluate the lesson** (we will take all names off lessons for the review). You will receive a summary of their comments and any suggestions for revision. Once you approve the suggested revisions, the Centropa staff will make the changes.

**Please answer each question briefly and use bullet points wherever possible. Submit your lesson to Lauren Granite at [granite@centropa.org](mailto:granite@centropa.org), Fabian Ruehle at [ruehle@centropa.org](mailto:ruehle@centropa.org), and Marcell Kenesei at [kenesei@centropa.org](mailto:kenesei@centropa.org).**

### Introductory Information

#### **Overview Information**

- Lesson plan title
- Your name and the name of your school/educational institution
- Course the lesson is taught in
- Primary category the lesson belongs to (such as Holocaust, WWII, English)
- Grade level of students and academic level (honors?)
- Total required time to teach lesson (e.g., "two fifty minute lessons")

#### **Personal information about you (optional)**

Introduce yourself: what you teach, your school, relevant info.

#### **Summary**

A one-paragraph summary of the lesson plan: What are the theme(s), context, content and goals? Please mention which Centropa materials you use (specific films, interviews, etc). Teachers can read this quickly to decide if this lesson is for them.

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## Background Information

1. Context for Lesson – How does this particular lesson fit into the broader themes of the course?
2. Enduring Understanding (EU) – An Enduring Understanding is **the ONE main idea you want students to take away from your lesson**, beyond the details. In ten years, when they've forgotten the specific information, what primary concept will they remember? Example: For a project on Jewish life in Poland, an enduring understanding might be: The religious, political and intellectual diversity of Jewish life in Poland created a dynamic Jewish culture that continues to have an impact on Jews around the world today.
3. Goals/objectives: What are your goals/objectives for the lesson or project? Include some or all of the following: knowledge gained, skills acquired, behavior effected.
4. What Centropa or other sources were used? List *all* necessary materials, including primary sources, hyperlink web-based resources, and specific Centropa films and interviews. Please attach any readings that are part of this lesson or project.
5. Are there any specific background skills or knowledge students need to successfully learn the concepts, information and skills in your lesson? If so, please list.

## The Lesson

This is the road map for teachers wanting to use your lesson in their classes. Include the following:

1. Motivating the students. How will you motivate the students at the beginning of the lesson? What opening activity will you use to engage them in the topic?
2. The lesson.
  - a. Describe each part of the lesson in a way that others may follow.
  - b. Indicate at the top of each section how long it should take.
3. Concluding Activity. How will you assess student competence, understanding and/or mastery of the skills and knowledge taught in the lesson? Examples include a visual project, writing assignment, test, etc.

## Reflection

Please write a reflection paragraph about your experience teaching this lesson, using these questions as guidelines:

- What was your experience of teaching this lesson?
- What recommendations do you have for other teachers using your lesson plan?
- What worked well?
- What might you do differently next time? What challenges did you face?

