

## Contents

1. Planning checklist: Hosting a guest speaker
2. Guest speaker checklist
3. Multiple intelligences planner
4. Instructional strategies tracker
5. Term plan A  
Term plan B
6. CALM Unit plan
7. CALM Lesson plan
8. Checklist
9. Rating scale
10. Holistic rubric
11. Content-specific rubric

# Planning checklist: Hosting a guest speaker

Topic: \_\_\_\_\_

Presenter: \_\_\_\_\_

Presentation date(s): \_\_\_\_\_

Agency: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

## **INFORMING** Administration

\_\_\_\_\_ obtain permission to host presenter

\_\_\_\_\_ notify general office of presentation

\_\_\_\_\_ obtain parking pass

## **PLANNING** with the presenter

\_\_\_\_\_ discuss focus, goals and content of presentation

\_\_\_\_\_ discuss parameters of presentation

\_\_\_\_\_ discuss strategies for interacting with students

\_\_\_\_\_ discuss length of presentation

\_\_\_\_\_ discuss information for introducing guest

\_\_\_\_\_ directions to school and classroom  map sent  parking instructions/pass sent

## **PREPARING** students

\_\_\_\_\_ discuss upcoming presentation

\_\_\_\_\_ brainstorm questions

\_\_\_\_\_ review behavioural expectations

\_\_\_\_\_ student to introduce presenter \_\_\_\_\_

\_\_\_\_\_ student to thank presenter \_\_\_\_\_

\_\_\_\_\_ name tags for students

\_\_\_\_\_ name tag for presenter

\_\_\_\_\_ gather materials and equipment \_\_\_\_\_

## **FOLLOW-UP**

\_\_\_\_\_ thank-you letter to be written by \_\_\_\_\_

\_\_\_\_\_ article for newsletter to be written by \_\_\_\_\_

## Guest speaker checklist

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Topic: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Teacher contact: \_\_\_\_\_ Subject area: \_\_\_\_\_

Number of students: \_\_\_\_\_ Room number: \_\_\_\_\_ Length of presentation: \_\_\_\_\_

Equipment requested: \_\_\_\_\_

Materials to bring: \_\_\_\_\_

### **Discuss with teacher:**

- What are the goals of this presentation?
- What do students already know?
- What sensitive areas do I need to be aware of?
- How will students use this information?
- How do these students best learn?
- What class management strategies do I need to be aware of?

Confirm directions to school and classroom, and parking instructions.

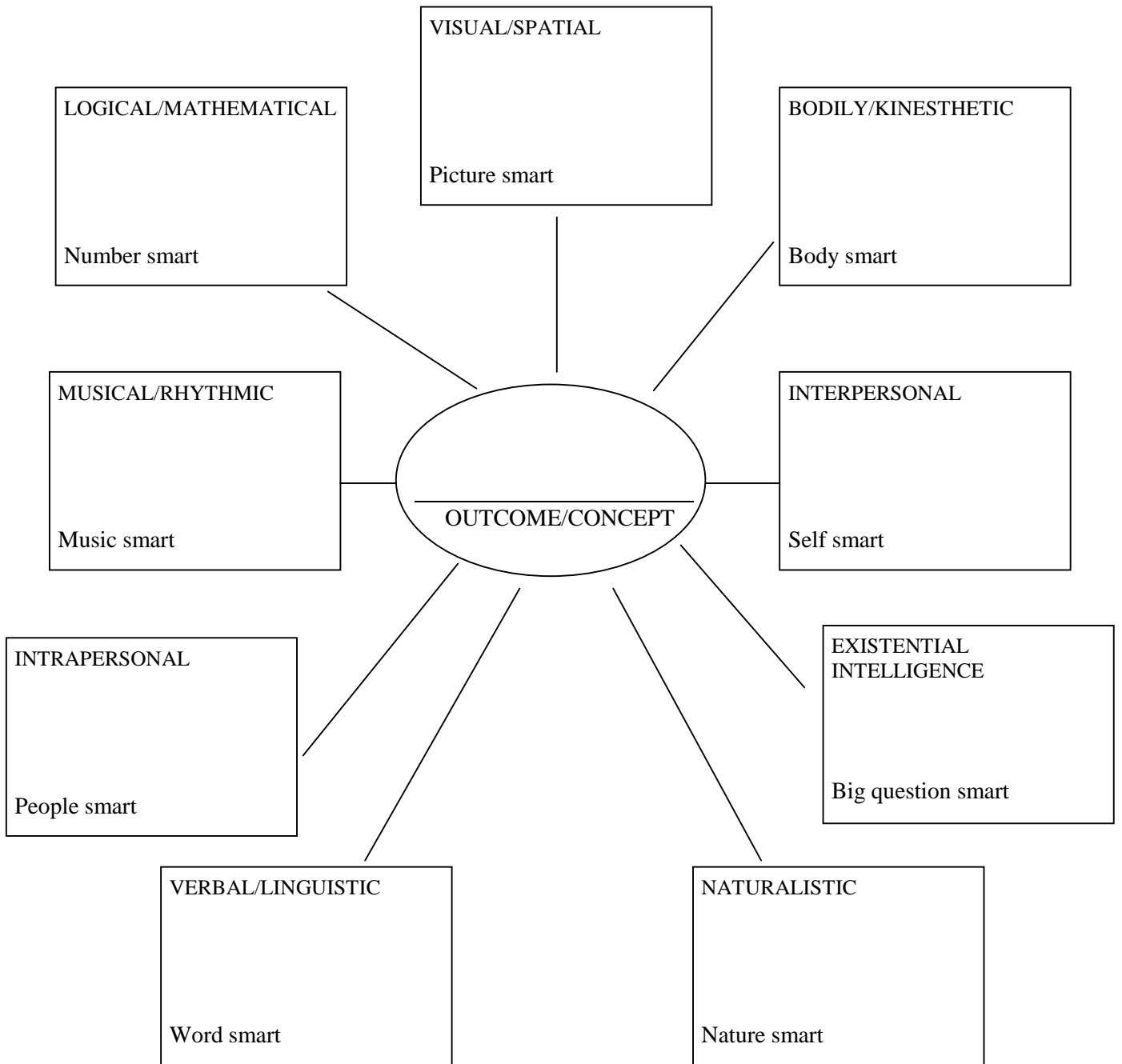
### **As you prepare your presentation, consider including information about:**

- why you choose to be involved with your organization or profession
- your personal experiences with a particular health issue
- your volunteer experiences, and career experiences
- how community organizations encourage people to make healthy choices.

### **Tips for interacting with students**

- Think of ways to personalize information—how does your topic relate to students' lives?
- Ask questions to find out what students know and believe about your topic.
- Use visual aids to help students focus on and understand information.
- Use vocabulary and concepts that are age-appropriate.
- Vary the pace of the presentation and the ways in which you present information.
- Maintain eye contact while talking; move around the classroom.

# Multiple intelligences planner



## Instructional strategies tracker

Unit \_\_\_\_\_

Date \_\_\_\_\_

Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

# Term plan A

Term plan for \_\_\_\_\_

<b>Dates:</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>General outcomes</b>					
<b>Specific outcomes</b>					
<b>Learning activities</b>					
<b>Assessment activities</b>					
<b>Resources</b>					

## Term plan B

Term plan for \_\_\_\_\_

<b>Dates:</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>General outcomes</b>					
<b>Specific outcomes</b>					
<b>Learning activities</b>					
<b>Assessment activities</b>					
<b>Resources</b>					

## CALM Unit plan

Title	Timeline
General outcomes	
Activating strategies (Students find out what they already know.)	Acquiring and applying strategies (Content is presented and students process new information.)
Specific learning outcomes	Extending and committing strategies (Students extend their learning and commit to healthy behaviours.)
Assessment	Extending and committing strategies (Students extend their learning and commit to healthy behaviours.)
Resources	
Home, school and community connections	Other curriculum links

## CALM Lesson plan

General outcome: \_\_\_\_\_ Specific outcome: \_\_\_\_\_

Time frame: \_\_\_\_\_ Date: \_\_\_\_\_

Activating learning activities	Content/background information
Application learning activities	Home/School/Community connections
Extension learning activities	Assessment strategies
Resources	Comments

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

# Checklist

Course \_\_\_\_\_

Specific outcome: \_\_\_\_\_

Title: \_\_\_\_\_

_____ can:	Yes	Not yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rating scale

Course \_\_\_\_\_

Specific outcome \_\_\_\_\_

Title \_\_\_\_\_

	1 never	2 sometimes	3 usually	4 always
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

## Holistic rubric

Title \_\_\_\_\_

4 Excellent	
3 Proficient	
2 Acceptable	
1 Limited	
Insufficient	

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

## Content-specific rubric

Title \_\_\_\_\_

Course \_\_\_\_\_

Specific outcome: \_\_\_\_\_

4 Excellent	3 Proficient	2 Acceptable	1 Limited