Lesson Plan Review Rubric

This rubric was designed by the Peer Education Institute (PEI) to support Teen Council lesson plan and curriculum review by highlighting structures and content that would generally be included in a high quality comprehensive sex ed lesson. PEI has allowed us to share this resource as part of their efforts to support the wider sex education field.

The completed review should serve as a guide on needed adaptations. The rubric includes sections for:

- Lesson Plan Design (Understanding by Design)
- Lesson Plan Structure/Pedagogy
- Lesson Plan Content
- Audience Appropriateness
- Queer Theory
- Justice & Equity
- Trauma-Informed

Instructions:

- Review the Rubric sections
- Read the lesson plan thoroughly at least once, taking notes on anything that stands out to you,
- Skim through the lesson plan again, considering each question/indicator in the rubric.
- Determine if the lesson plan meets the question/indicator.
- Where applicable include specific examples and/or ideas for revisions or adaptations

Lesson Plan Design (Understanding by Design)	**Yes**	**No**	**N/A**	**Examples & ideas for changes**
General Feedback:				
Is the Learning Goal (or Enduring Understanding/UE) a big picture take-away that participants should be able to remember (at least) for the duration of their time as peer educator?				
Will the Learning Goal (EU) be met if participants meet the Learning Objectives (answer all Essential Questions/EQs)?				
Are there concrete knowledge checks that will show the facilitator that each participant has met the Learning Objectives (EQs)?				
Are all activities connected to a Learning Objective (EQ)?				

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Lesson Plan Structure/Pedagogy	Yes	No	N/A	Examples & ideas for changes
General Feedback:				
Is there an introduction/hook, clear transitions between activities, and a meaningful closure?				
Is an agenda or explanation of what learners can expect from the lesson plan?				
Is sufficient time allotted for activities?				
Is content appropriately scaffolded?				
Does the lesson plan contain clearly written instructions for every part of the plan?				
Are there clear key concepts that are emphasized throughout the lesson plan?				
Is there is adequate time for participants to ask questions throughout lesson?				
Are the knowledge and skills of the learners acknowledged and solicited throughout the lesson plan?				
If a skill is being taught, does the lesson plan include opportunities for direct practice?				
Is affective learning adequately addressed by using stories, normalizing statistics, opportunities for personal reflection or sharing?				
Are there opportunities for learners to apply their learning to their lives and personalize the content?				
Are multiple learning styles engaged in the lesson plan?				
Does the lesson plan include a variety of large group, small group, and individual learning activities?				

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Content	Yes	No	N/A	Examples & ideas for changes
General Feedback:				
Is the content medically accurate?				
Is the content legally accurate (to the best of your knowledge)?				
Is the content respectful of and positive about young people?				
Is youth voice present?				
Is the content positive about sex/sexuality?				
Does the content validate diverse choices young people can make about sex and sexuality?				
Are source citations present for all relevant information?				
Are all links to resources working?				
Which of the National Sexuality Education Standards are relevant?				
Is the content accessible to learners of diverse abilities via the following?				
• Visuals for activities				
• Plentiful opportunities for learners to interact with the content, instructor, *and* each other				
• Concrete language and messaging				
• Tactile manipulatables				
• Plentiful comprehension checks				
• Minimal jargon and acronyms				
• Subtitles on videos				
• Large font size on written materials/PPTs/Flip Charts/Etc.				
• Multiple visual cues (examples: color coding AND written instructions)				
• A **stated** range of options for physical/movement based activities				

Audience Appropriate	Yes	No	N/A	Examples & ideas for changes
General Feedback:				
Is the lesson plan age appropriate for participants?				
Is the lesson plan appropriate for the developmental stage of the participants? Consider learning abilities, stage of learning (Example: beginner, intermediate, advanced).				
Does the lesson plan reflect the lived experiences of the learners? Consider geographic location, race, class, gender, etc.				
Queer Theory	**Notes and/or ideas for changes**			
General Feedback:				
Who does or does not benefit from this lesson plan?				
Are mistakes and growth part of this learning?				
Is there pressure to assimilate to certain norms and assumptions?				
What are possible unintended outcomes of this lesson plan, and can they be mitigated?				
Is joy and triumph uplifted and centered?				

Justice and Equity	Yes	No	N/A	Examples & ideas for changes
General Feedback:				
Does the lesson plan affirm the reproductive justice right to have children/not have children?				
Does the lesson plan affirm the reproductive justice right to make sexual and relationship decisions in a safe and supported environment?				
Are diverse identities and cultures visible, celebrated, and affirmed in the lesson plan and materials?				
• Racial identities				
• Trans, non-binary, and genderqueer identities				
• Sexual orientation/identity				
• Body type and size				
• Abilities				
• Religion				
• Socio-economic class				
Do the messages in the lesson plan combat white supremacy norms?				

Trauma-Informed	Yes	No	N/A	Examples & ideas for changes
General Feedback:				
Is there a content/trigger warning or some sort of reminder to keep existing group agreements in mind?				
Are the statistics used necessary and strengths-based?				
Are the scenarios/examples used in the lesson plan sensitive to the potential trauma of the learners?				
Does the lesson plan use "people-first" language? (example: "someone who has experienced violence" rather than "victim")				
Are resources about local/national supports given?				
Are learners given opportunities to control the learning? (example: temp checks, adapting activities to increase comfort, talk to each other and answer each other's questions, etc.)				
Is the experience of trauma and its associated feelings normalized and destigmatized?				
Is consent defined and addressed in this lesson plan?				
Does the lesson plan avoid making assumptions about sex always being a choice?				