



**How to Teach a**  
**Death & Dying Class**  
Module 2

# Module 2 Outline

- Course Structure
- Writing Class Objectives
- Modules
  - Structure
  - Content
- Designing a Lesson Plan
- Ideas for Community Resources



# Sharing Goals

My overall goal:

“To encourage death education in order to reduce fear and avoidance of death in society.”





Henry Adams:

“A teacher affects eternity; she  
can never tell where her  
influence stops.”

# Course Structure

Goal



Objectives



Modules



# Course Structure

Goal



**Objectives**



Modules



# Course Objectives

- Objectives state how to achieve the **Goal** for the course
- Help you organize your class
- Provide a foundation for your syllabus, class description and proposal
- Necessary for teaching in institutions that offer educational credits



# Course Objectives

- Create 3-6 clear and specific **Objectives**
- Start with *“At the end of the class participants will be able to:”*
- Choose an action verb for each objective using the **Verb List** (e. g. *recognize, state, describe, explain, apply, demonstrate*)
- End with “what” student will be able to accomplish





# Simple Plan for 3 Objectives

- 1. Knowledge** – describes what new information will be *learned*
- 2. Comprehension** – describes student's ability to *interpret* the new information
- 3. Application** – describes how student will *use* new knowledge



# 3 Responsibilities of the Teacher:

1. **Teach** the student new information (lecture, reading, guest speakers)
2. Make sure the student **understands** how this information is relevant (discussions, Q&A, reflections)
3. Ask the student to **demonstrate** this new knowledge ( activities, assignments, student presentations)



# Verb List

| KNOWLEDGE | COMPREHENSION | APPLICATION |
|-----------|---------------|-------------|
| Define    | Discuss       | Compute     |
| List      | Describe      | Demonstrate |
| Recall    | Explain       | Illustrate  |
| Name      | Identify      | Operate     |
| Recognize | Translate     | Perform     |
| State     | Restate       | Interpret   |
| Record    | Express       | Apply       |



# Example: Advance Directive Class

**Goal:** Encourage completion of advance directives.

## **Objectives:**

At the end of the class participants will be able to:

- 1. *Recognize*** the importance of planning ahead for the end of life. (**Knowledge**)
- 2. *Discuss*** his or her preferences for care at the end of life. (**Comprehension**)
- 3. *Complete*** his or her advance directive documents. (**Application**)

# Course Structure

Goal



Objectives



**Modules**



# Modules

- Building blocks of your course
- One lesson or topic per module
- Each module 50-70 minutes long
- Number of modules in course depends on time limits



# How many modules?

- 1-hour Class: 1 Module
- 3-hour Class: 2 Modules
- 4-week Series of 2-hour Classes: 8 Modules
- Full-semester Course of 15 3-hour Classes: 24-30 Modules



# Typical Module Structure

Class 1/Module 1 always begins with:

- Welcome and Introduction (10 minutes)
  - Students introduce themselves
  - Ice breaker activity
  - Review Objectives for the class
  - Review Agenda
  - Review Housekeeping items



# Typical Module Structure

1. Warm-up activity/story/question to introduce the topic (5 minutes or less)
2. Lecture (40%)
3. Activity e.g. small groups, sharing, role playing, journaling, games (40-50%)
4. Group Reflection/Sharing (10%)
5. 10-15 minute break between modules



# Example Modular Structure – 3 hour class

## **Module 1:**

- Welcome and Introductions (10 minutes)
- Warm-up Activity or Story (5 minutes)
- Lecture: (30 minutes)
- Activity: (30 minutes)
- Group Sharing (10 minutes)
- Break – 10 – 15 minutes

## **Module 2:**

- Warm-up Activity or Story (5 minutes)
- Lecture: (20 minutes)
- Activity: (30 minutes)
- Group Sharing/Questions (20 minutes)
- Wrap-up/Closing: (10 minutes)

# Module Content

- Write down ideas for topics on post-it notes (1 topic per note)
- Group notes into Major Topics and Sub-Topics
- Organize Topics and assign to Modules



# Example Modular Content: 3-hour Class on Advance Directives

## **Main Topic:**

“Completing advance directives”

## **Subtopics:**

- Welcome and Introduction
- What are advance directives
- Why are they important
- Issues to consider before completing them
- How to fill out the forms
- What to do with the completed forms

# Example: 3 hour Advance Directive Class

## Module 1:

- Welcome and Introductions (10 minutes)
- Warm-up Activity or Story (5 minutes)
- Lecture: (30 minutes)
  - What are ADs
  - Why are they important
- Activity: (30 minutes) small group discussion about personal experiences with loved ones who did or didn't have ADs
- Group Sharing (10 minutes)
- Break – 10 – 15 minutes



# Example: 3 hour Advance Directive Class

## Module 2:

- Warm-up Activity or Story (5 minutes)
- Lecture: (20 minutes)
  - Issues to consider before completing forms (CPR, mechanical ventilation, artificial nutrition/hydration)
  - How to complete the forms
- Activity: (30 minutes) participants complete forms
- Group Sharing/Questions (20 minutes)
- Closing: (10 minutes)
  - What to do with completed forms



# Resources

- Sample Lesson Plan for Full-Semester Course (15 weekly classes)
- Course Outlines and Facilitator's Guides
  - Being Mortal
  - Death Makes Life Possible
  - Dying Well
- Verb List for writing objectives



# Worksheets

- Class Planning Worksheet
  - Goal
  - Title
  - Objectives
- Lesson Plan Worksheet
  - Modules
  - Lectures/Activities/Assignments





# Facebook Group

- Death & Dying Class Teachers:

<https://www.facebook.com/groups/108217886676188/>

- Request to join and I will approve you
- Click on “Units” in left sidebar



# Preview of Module 3:

- Writing a Formal Syllabus
- Writing a Course Proposal
- Class Logistics
  - Venue
  - Potential Partners
  - Equipment List
  - Communication with Students

