



MESSAGE  
MASTERY  
ONLINE

# MADELINE HUNTER'S

## Eight-Step Lesson Planning Template

**DIRECTIONS: REVIEW THIS EXAMPLE OUTLINE USING MADELINE HUNTER'S EIGHT-STEP LESSON PLANNING TEMPLATE AND THEN TRY THE TEMPLATE YOURSELF ON THE BLANK FORM.**

### COURSE TITLE:

Ethics and the  
Therapeutic Relationship

### CLASS NUMBER & TITLE

Class 01: Introduction  
to Ethics

### DATE

January 06, 2025

#### 01: Anticipatory Set

##### THE FREEDOM TO MAKE CHOICES

For the anticipatory set, I'll use a Think-Pair-Share activity where students personalize the concept of ethics by connecting ethics directly to the decisions they've made in their lives. I'll ask students to contemplate the big decisions they've made and pick one. Then, I'll ask them to decide if it was a good decision (something that benefited their life without harming someone else) or a bad decision (something that hindered their life, set them back, or harmed someone else). Then we'll discuss that ethics, at its core, is about making good (beneficial) choices.

#### 02: Objectives and Purpose

The purpose of this lesson is to introduce the ethics module and preview the components of the module. Then, I introduce the concept of ethics, and talk about understanding how ethics function in our personal and professional lives. I'll show the relationship of ethics to values and we'll reflect on how our values impact our ethical or unethical behaviors.

Students must be able to define these terms: Bad, behavior, character, decision, ethics (general), ethics (massage), good, laws, morals, norms, principles, right, values, wrong.

Concepts: Ethics is a group of principles that outline conduct likely to benefit your life without harming others. In massage, ethics are guidelines that protect clients, the therapist, other therapists, massage businesses, and the reputation of massage therapy in the public's eye.

### 03: Input

Input takes the form of an interactive lecture where we discuss the key terms and concepts related to ethics including a definition of general ethics and massage ethics and an exploration of the concepts right, wrong, good and bad, morally wrong vs illegal, the world as it is vs the world as it should be, norms and how they relate to massage standards, values and how they relate to attitudes, openness and behaviors, character traits and how they relate to a person's ethics, integrity, moral purpose, the importance of ethics in the massage profession, communities, and the world.

Use short discussion throughout to get student's to share ideas related to these concepts.

### 04: Modeling

Model professional dress, therapist hygiene, and use of clean language free of swear words and slang.

Model human rights, inclusivity, and open-mindedness by honoring student voices, even if they share information that feels "wrong," or "unethical." Use questioning to understand how a student arrived at an unethical decision and probe for ways the decision influenced their life and other people. Use questioning to show that there is always more to a person's story than what we see on the surface or at first glance.

### 05: Check for Understanding

Through short peer-discussions students will have a chance to correct misinformation and think more deeply about concepts. I'll also use Concept-Checking Questions (CCQs) at the end of each lecture segment to anchor student learning.

## 06: Practice

### Peer-Activity - SCENARIO STATIONS

I'll place core ethics concepts in real-world settings using scenarios. Students will work in small groups to read each scenario, choose an option from multiple choices about what's happening ethically in the scenario and defend their choices to their group. After groups have worked through the stations we'll meet to process what we learned from the activity.

## 07: Independent Practice

### SCENARIO PRACTICE

Students take home a new set of scenarios that build from those presented in the scenario stations activity. Students must choose the correct answer without support from peers and turn in the worksheet for points.

### VALUES INVENTORY

As preparation for the next ethics class, students complete a values inventory at home. We'll use the inventories as the anticipatory set in the next ethics class.

## 08: Closure

### WORD TOSS GAME

We'll use a word toss game to review important terms and concepts. We'll personalize the game by asking students to give examples of words and concepts as they relate to their personal life. This process will help students reinforce core content while exploring how concepts function in their personal life. This is an important first step for understanding why ethics is so important in a massage practice. Everyone wants to feel safe and valued.

## OUTLINE THE EVENTS IN YOUR LESSON:

TIMING: 40 MINUTES - WELCOME TO THE ETHICS MODULE - REVIEW SYLLABUS, POINTS, EXAMS, AND GRADING. TALK THROUGH THE PROGRESSION OF CLASSES.

TIMING: 20 MINUTES - (ANTICIPATORY SET) THE FREEDOM TO MAKE CHOICES DISCUSSION

TIMING: 10 MINUTES - BREAK

TIMING: 60 MINUTES (INPUT) - INTERACTIVE LECTURE W/DISCUSSION MOMENTS - WHAT IS ETHICS?

TIMING: 10 MINUTES - BREAK

TIMING: 60 MINUTES - (PRACTICE) - PEER LEARNING ACTIVITY - SCENARIO STATIONS

TIMING: 30 MINUTES - (CLOSURE) - WORD TOSS GAME WITH PERSONALIZATION ACTIVITY

TIMING: 10 MINUTES - (INDEPENDENT PRACTICE) EXPLAIN THE HOMEWORK ASSIGNMENT