

## Lesson Plan Template

**Lesson Title:**

**Subject:**

**Level:**

**Prerequisite skills or knowledge** (connect to prior lesson):

**Time Requirements for First Exposure & Incentive (homework):** \_\_\_\_\_

**Time Requirement for In-Class Activity:** \_\_\_\_\_

## Worksheet for preparing what students will do before, during, and after the lesson

The success of your flipped class depends on the alignment of what you want your students to accomplish **before, during, and after the class**.

### Step 1: Define Content Scope, Learning Objectives, & Instructional Strategies

#### *What is the scope of your topic?*

Defining the scope of your topic is important in terms of providing your students relevant and connected content that is not too wide in terms of scope, otherwise students will have difficulty building a mental model and connecting content. Concept maps/brainstorming are useful exercises to help define scope.

#### *How will students use or apply the material?*

Clearly write the learning objectives and outcomes that align with the activities students will do before, during, and after the class.

Creating and communicating the learning objectives will help you to align your lesson and clearly define what you want your students to accomplish before, during, and after the class. When writing the learning objective including cognitive, affective, interpersonal, psychomotor domains.

Describe what students will need to be able to know and do using active verbs from Boom's revised taxonomy. Use the chart below to fill out each goal.

#### *Goal 1:*

<i>Content Type</i>	<i>Learning Objective</i>	<i>Task, Question, or Activity</i>

### ***Which instructional approach fits best for the main learning activity?***

Choose the evidence based instructional approach will fit the main learning activity (i.e.: direct or indirect instruction, peer-instruction, team-based learning, case-based learning, process-oriented guided inquiry learning, 6 hats model, jigsaws exercise)

### **Step 2: Student's gain familiarity with new material before class**

#### ***What instructional materials and resources will you use for students to familiarize themselves with the content prior to class?***

The pre-class work should set the scene for the in-class activity.

Plan through how you will communicate the new instructional ideas.

Would students benefit more from watching a video demonstration outside of class at their own pace and as often as needed or would some other media type (i.e.: text, animation, graphic) serve the presentation of instructional content more effectively?

Review research literature for best uses of media and technology for your audience, topic, and objectives.

### **Step 3: Activities that motivate students to prepare before class**

#### ***What kinds of activities will motivate students and prepare them for class?***

#### ***What questions will I ask students?***

#### ***What should students be able to do to prepare?***

Align & match these activities with the learning objectives.

Identify the kinds of incentives or motivations that will engage students in the new instructional material and prepare for the in-class activity. Determine how you can provide feedback to students about what they know and do not know prior to class.

## **Step 4: In-class activities that provide students opportunities to deepen understanding**

***What kind of in-class activities will focus students to attain higher-level cognitive abilities?***

Align & match these activities with the learning objectives.

*Use a timeline work plan to help you keep manage the activity and keep students on task.*

## **Step 5: Post-class activities that extend student learning**

***How will students continue the learning experience from the inside class activity to outside of class?***

Align & match these activities with the learning objectives. Note, we do not retain well what we may learn from just one exposure to the materials but over an extended period of practice.

*Describe how you will connect this lesson to the next lesson so that they flow coherently.*

## **Step 6: Ongoing Evaluation and Assessment**

***How will you evaluate student's learning and progress?***

Evaluation and assessment are ongoing throughout the process.

Plan how you will evaluate the effectiveness of the flipped experience and assess student understanding at all stages.

***Review the Plan above to ensure Alignment. Is everything well connected? Is the lesson coherent? Have a colleague review your plan and give feedback.***