

PowerPoint Slides

How Can I Structure a Flipped Lesson?

Presented by:
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**Presenter Bio:**

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Students will be able to _____ a business plan.

Students will be able to _____ a lower back injury to determine the proper massage technique.

Students will be able to _____ heart, lung, and liver tissue samples.

Students will be able to _____ a Wordpress plugin to add a Twitter feed to a web site.

Students will be able to _____ Act 2, Scene 1 of Shakespeare's *Romeo and Juliet*.

Students will be able to _____ the steps involved in conducting an intake session with a patient. ←

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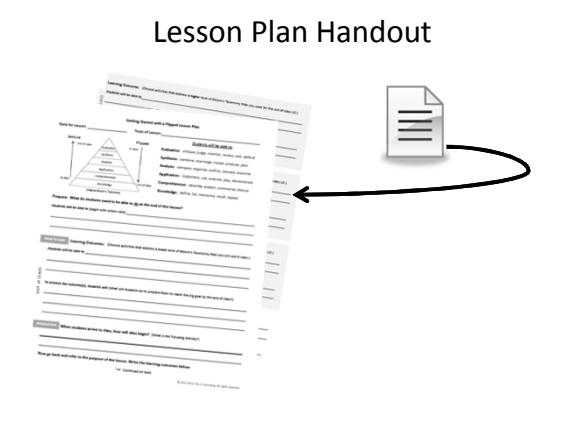
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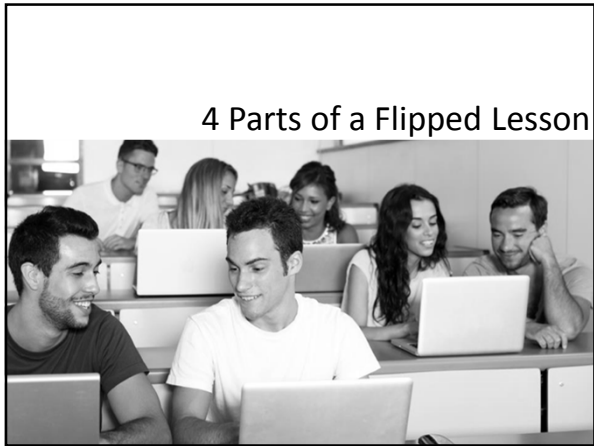
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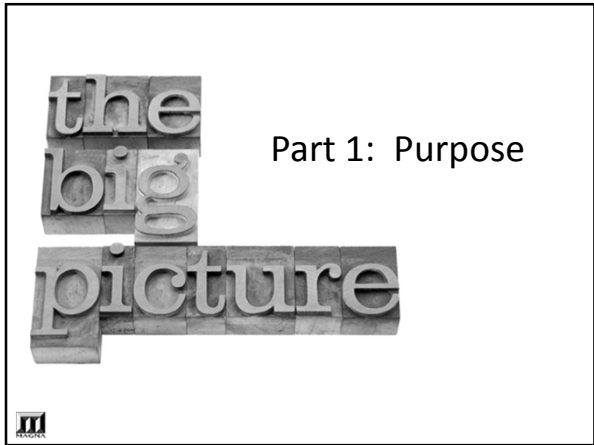
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Lesson Plan Handout



The graphic shows a preview of a lesson plan handout document with various sections, a pyramid diagram, and a document icon with an arrow pointing to it.






Part 1: Purpose

? Why are your students doing this lesson? (TIP! Use higher level of Bloom's Taxonomy)

? What do students need to be able to DO at the end of this lesson?



The Lesson Plan

Getting Started with a Flipped Lesson Plan

Date for Lesson: _____ Topic of Lesson: _____

The Lecture

Out of class

Revised Bloom's Taxonomy

The FLIP

In class

Out of class

Action verbs to get started:

Creating: combining, rearranging, producing, planning
Evaluating: critiquing, judging, reviewing, testing, defending
Analyzing: comparing, organizing, connecting, examining
Applying: implementing, using, playing, demonstrating
"Understanding": describing, explaining, summarizing, discussing
Remembering: defining, listing, memorizing, recalling, repeating

Purpose: What do students need to be able to do at the end of this lesson?


Students will be able to (begin with action verb) _____

Part 2: Prior-to-Class Work


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? What learning outcome do students need to master before class?
(Tip! Use lower level of Blooms!)

? What will students DO?



Prior-to-class



PRIOR TO CLASS **Learning Outcomes:** [Choose activities that address a lower level of Bloom's Taxonomy than you will use in class.]

Students will be able to _____

OUT OF CLASS **To achieve the outcome(s), students will** [What will students do to prepare them to reach the big goal by the end of class?]

Part 3: In Class



In Class: The Focusing Activity

INTRODUCTION When students arrive to class, what are they doing? How will class begin? [What is the Focusing Activity?]

How will class begin?

In class

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to _____

IN CLASS
To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]



Write in class learning outcomes at the higher levels of Bloom's Taxonomy.

Part 4: Closing



Closing

CLOSING How will class end? [What are students doing to show you they "get it?"]



Remember, the end of this lesson plan is the beginning of the next.

How will class end?
How will you bring it all together?
What's next?

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