

How Can I Structure a Flipped Lesson?

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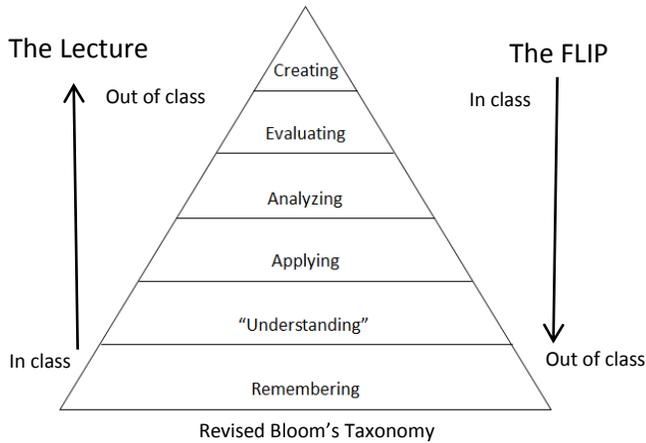
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Flipped Lesson Plan Worksheet

Date for Lesson: _____

Topic of Lesson: _____



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] _____

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 are [What are students doing to prepare to achieve the purpose of the lesson?]

INTRODUCTION

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

Now go back and refer to the purpose of the lesson. Write the learning outcomes and plan the activities.

↪ *Continued on back*

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 _____

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

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 _____

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

IN CLASS

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

Students will be able to _____

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

IN CLASS

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.

“Okay everyone, let’s get started!” 5 Ways to Focus Your Participants’ Attention

Barbi Honeycutt, Ph.D., Founder, Flip It Consulting

Did you know the first five minutes of your seminar or workshop can be a “make or break” moment?

Well, that might be a little dramatic, but seriously, those first five minutes hold a lot of power and they deserve a little more consideration than you probably realize. Most facilitators begin their workshop or seminar with the typical “Hello everyone, welcome to the seminar, thank you for coming today, I am the workshop facilitator, my background is...” Well, okay. That’s one way to get started. An opening like this is expected. It’s typical. How about we mix it up a little? Let’s flip it!

First, let’s start with the reasons why you might want to flip the first five minutes of your seminar. The two main reasons? Distractions and time. Let’s start with distractions. Your participants are busy people. They are coming from a variety of places and juggling numerous responsibilities. Maybe they had a hectic day at the office. Maybe they just picked up their kids after school. Maybe they just closed a deal on a new client. Maybe they are attending your seminar before heading home to cook dinner and help their kids finish their homework. Maybe they just hung up the phone with their sister after planning next weekend’s family cookout.

Bottom line: When your participants enter your seminar, they are distracted. Their minds are in a dozen different places, and now they’re adding one more thing to their list by attending a seminar. When you flip the first five minutes, you immediately focus your participants’ attention on the topic of your seminar. You instantly direct their energy away from the distractions and towards the topic. And this leads us to our second most important reason for flipping the first five minutes...

Reason number two is time. Time is valuable, and you only have so much of it when you lead a seminar. You want to maximize your time and your participants’ time. You want to ensure everyone that the time they have invested is worth it. If you flip those first five minutes, you will engage your participants, enhance their curiosity, and increase their motivation. If your participants are eager to attend the seminar, then they are probably already a little nervous or excited. You can harness that energy in those first five minutes. If your participants are not as excited about attending the seminar – maybe because it’s required by their boss, for example – then in those first five minutes, they will see why the topic is important and know that they are not wasting their time.

Ah ha! Now can you see the power of those first five minutes? Okay, so now what can you do in those five minutes to reduce distractions and maximize time? Use what I call a “focusing activity.” Focusing activities are designed to – you guessed it – focus your participants’ energy. Here are five ideas you can try:



Focus with a quote

Post a quote on the board or screen (or on the top of your handout). As participants enter the room, they can read the quote and informally discuss it with you and/or their colleagues. The quote may be controversial, provocative, motivational, inspirational, funny, or thought-provoking.



Focus with a question

If you use a presentation tool (such as PowerPoint© or Prezi©) make slide number one a question. Move your typical introductory slide to slide two, and use the question in the same way you might use a quote in the previous tip. Post the question and see what kinds of discussions emerge.



Focus with a quiz

Quizzes get a bad reputation, but you can design all types of quizzes for every seminar topic you can imagine. Don't think of quizzes as tests. Think of them as tools to prompt self-reflection or analysis about a topic, idea, or belief. For example, you can design a quiz that allows participants to self-analyze their habits or behaviors ("I am very strong/strong/weak/poor in my time management skills"). This prompts the participants to start thinking about their own reasons for attending the seminar and focuses their attention towards the goals they hope to achieve. Of course, quizzes can also be based on your content, so you could design a pre-/post-test on how much participants know at the beginning of the seminar vs. at the end.



Focus with a problem

Our minds love to wrestle with problems. We are hard-wired to find the answer, solve the mystery, or find the missing piece. Use that innate characteristic as a focusing activity. Give the participants a mini-problem or mini-case study to discuss as they enter the room. Connect the problem to the topic of your seminar.



Focus with a story.

Our minds also love stories. After all of your participants arrive and are seated, begin with a story even before you introduce yourself. Tell a story about a time when something went wrong...or how something went right. One tip: Connect the story to the topic of your seminar. At some point, the story should connect to purpose of the topic or else you're at risk for causing more distractions and wasting time.

These are just a few focusing activities for you to try. Try one, combine two, or invent your own activity for the first five minutes of your seminar. A typical introduction such as, "Hello, welcome to the seminar, blah, blah, blah" violates the cardinal rule of flipping. You're not focusing on your participants. You're focusing on you.

Try a focusing activity during your next seminar. Let me know how it goes!



Dr. Barbi Honeycutt is the Founder of Flip It Consulting in Raleigh, North Carolina. Flip It Consulting is an education, training, and consulting group that helps trainers, facilitators and educators flip the design of their learning environments to create engaging seminars, workshops, training sessions and classes. Use these teaching and learning strategies, train the trainer techniques, and presentation ideas to enhance engagement, interaction, and motivation. Dr. Honeycutt offers professional development resources, services, and training for professionals in all fields.

The “So What, Now What” Question

Barbi Honeycutt, Ph.D., Founder, Flip It Consulting

Back in graduate school, when I finished (finally!) the painstaking process of writing my dissertation, my adviser looked at me and said, “Okay, Barbi. You finished your dissertation. So what?”

I must have looked at him like he was crazy. I sat there wondering what the past five years of data analysis, writing, editing, re-writing, and loss of sleep really meant. What did he mean “So what?! SO WHAT?!”

I said something like, “Uh, I hope it means I’m finally finished with grad school? People will call me “Dr.” now? Uh, I can get a job, right?” Then he stopped me in my tracks when he said, “What I mean is, so what you finished your dissertation? Now what are you going to DO with it?”

Oh. Hmm...that is an interesting question. He reminded me that even though this experience marked the end of my learning in graduate school, it was really the beginning of something bigger. How was I going to use this new knowledge beyond the scope of graduate school? What difference is it going to make? How am I going to continue my learning beyond this experience? It was my “Ah ha!” moment.

In the years since that conversation, I now refer to this as my **“So What, Now What?”** question. I use this question every time I design a training session, create a lesson plan, or develop a meeting agenda. I’d like to share this technique with you because it will shift the way you designing learning environments, presentations, and meetings and help your participants see the value beyond the two hour training session, fifty minute class, or one hour staff meeting.

The benefit of the “So What, Now What?” question is that it helps you think outside of the box when it comes to concluding your session. Too often people just end their training sessions or classes with “Okay, thanks for a great class! See you next week!” Or, “Thanks everyone! Contact me if you have questions. It was great meeting you!” These are really just dead ends.

The “So What, Now What?” question forces you and your participants to think bigger. You want your participants to continue their learning. You want them to see why this training session or this class matters. Designing your training session or class around the “So What, Now What?” question will give you focus and clarity, and it will help you give your participants the foundation and opportunity to extend their learning beyond the scope of your presentation, class, or meeting.

To begin, think about your presentation, class, or meeting. You know the saying, “Begin with the end in mind.” Start by thinking about the end of it first. Ask yourself, “Okay, so what if my participants just attended my training session for the past two hours. Now what do I want them to DO with that information?” Or, “Okay, so what if my students just participated in today’s class. Now what do I want them to DO with that information?” Or, “So what if we just finished going through the agenda in the staff meeting? Now what do the employees need to do or need me to do next?”

Write down your thoughts. Do they go gather data to prepare for the next staff meeting? Do they complete a

homework assignment? Do they return to their office and implement a new policy? Do they read the next module and prepare for next week's session? Think about the next action you want them to take beyond the time of the class or meeting.

Once you determine what you want your participants to do at the end of the training session or class, work backwards. Design your icebreaker, discussions, and activities to align with your list of what comes next. What's the answer to your "Now what?" question?

Remember though, you need to actually encourage them to do something once they leave. Maybe you challenge them with a task that pushes them beyond the information presented in the class. Maybe you ask them to complete an activity that reinforces what they learned. Maybe you ask them to meet with another team in a different department to design a plan for collaboration. Maybe you offer an incentive or discount if they register for your newsletter. There are many ways to answer the "So What, Now What?" question.

Okay, so what you read my article? Now what? Go try it! Try to develop your own "So What, Now What?" strategy to conclude your next event, and let me know how it goes!



Dr. Barbi Honeycutt is the Founder of Flip It Consulting in Raleigh, NC. She facilitates workshops, designs resources, and develops professional development programs to teach educators, trainers and instructors how to create effective participant-centered learning environments using the FLIP. The FLIP means to "Focus on your Learners by Involving them in the Process." Dr. Honeycutt is also a scholar and educator at NC State University where she serves as the Director of Graduate Professional Development and Teaching Programs and as an Adjunct Assistant Professor in the Department of Leadership, Policy and Adult and Higher Education in the College of Education.

References & Resources

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This is an ongoing list of journal articles, books, blogs, and videos about flipped classrooms, inverted instruction, backwards design, active learning, student-centered learning, learner-centered learning, effective learning environments, retention, and assessment:

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