

# Flipped Lesson Plan Template

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**Lesson Title:** *The owls in the nature*

**Subject:** Arts and crafts

**Level:** 3rd year, primary school

**Prerequisite skills or knowledge** (connect to prior lesson): birds, nature, sketch.

**Time Requirements for First Exposure & Incentive:** 30 min.

**Time Requirement for In-Class Activity:** 1 hour

**Time Requirement for Post-Class Activity:** 1 hour

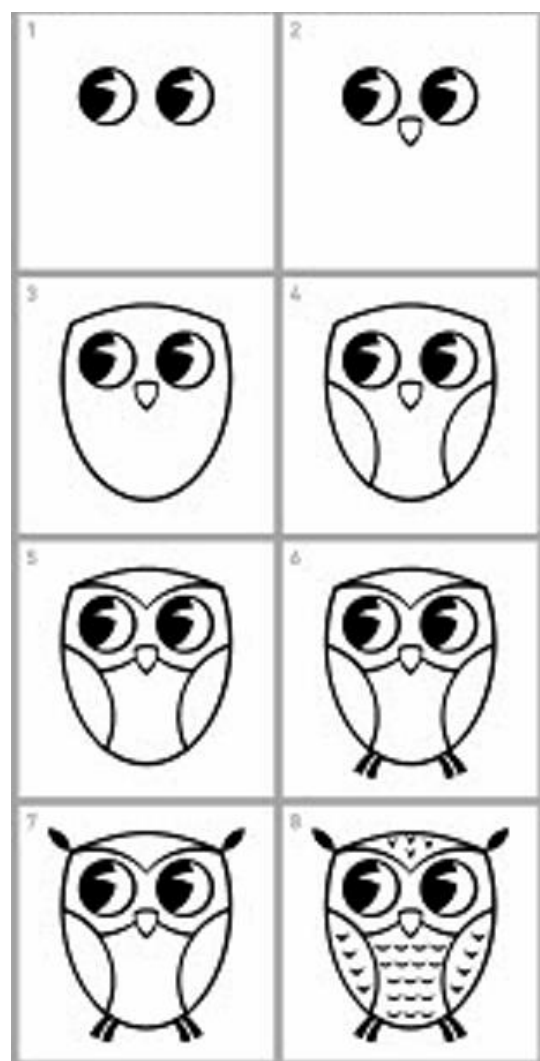
## Worksheet for preparing what students will do before, during, and after the lesson

### Lesson:

1. Before class activity: They watch a video about the owls. They can make notes and they can speak about their experiences.  
<https://www.youtube.com/watch?v=m0XgSrdYQRY>
2. On the next lesson they have got a Kahoot test.

1. Instructions for drawing:
  - Every pair got this picture. You can see just the first two steps. (I hide it) What kind of bird is it? (Owl)
  - What do you think about its eyes? (Big) Why? (Because it's haunting in the dark.)
  - You can see the next two steps in the picture. Do you remember the shape of the owl's body? (round shape, soft feather)
  - Let's see the whole picture, every step! Every pair gets one paper and pencil. You need to draw the owl step by step, but you have to change after every step. (It means one step is for student one, and the next step is for student two.)

Student pairs draw the picture. When they finish the lines, they color it. They need an agreement about the colours.



**The end of this two lessons, they have a picture. They develop more skills: work in pairs to understand what they are listening to. They learnt a lot of things about owls, drawing lines and colours.**

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

*What is the scope of your topic?* I would like to teach more knowledge about owls, drawing techniques.

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

*How will students use or apply the material?* They have got videos about owls in the nature. In the lesson they play a Kahoot quiz with correct and incorrect answers. They need to remember some information. Making pairs, and they have got a step by step picture about an owl. They draw it with the Rally Robin method. In this drawing exercise students need to apply that they know about the owls body.

The Kahoot:

<https://create.kahoot.it/details/a19f335e-acf2-4437-9db4-65318a36995c>

Code:9282485

(Clearly write the learning objectives and outcomes that align with the activities students will do before, during, and after the class. It is not enough to for students to just read, listen, watch, and take notes. They need to use it to really learn it. 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 Bloom's revised taxonomy. Use the chart below to fill out each goal.)

**Goal 1:**

<b>Content Type</b>	<b>Learning Objective</b>	<b>Task, Question, or Activity</b>
To draw the picture.	How to draw the picture.	Watch the video, fill the kahoot quiz, in pair working (Rally Robin) draw an owl step by step about the scheme.

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

Cooperative style, team-based learning

(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)

**Step 2: Students gain familiarity with new material before class**

**We talk about before experiences about owls from tales or zoo.**

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

Before this lesson they learn about birds. Students have got pictures, knowledges, games and activities about this subject.

<https://ornithology.com/bird-external-anatomy/>  
<https://www.youtube.com/watch?v=cgO07y9JIIE>

(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**

**The videos before class motivate students because I tell them, we will make a quiz, drawing and more interesting exercises.**

*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**

**5 min.** We start the lesson with the videos.

**5 min.** It is a revision, and they can ask what they do not understand.

**5 min.** They get a kahoot quiz about the owls.- <https://create.kahoot.it/details/a19f335e-acf2-4437-9db4-65318a36995c>

**20 min.** After this, students work in pairs, they have got picture and questions about an owl.

They have to draw the step by step picture as changing the roles. They have to arrange in coloring.

**10 min. Assessment:** we make an exhibition in the classroom. Everybody can “visit” it.

*(What kind of in-class activities will focus students to attain higher-level cognitive abilities? Align & match these activities with the learning objectives.*

*In all these examples prepare clear instructions for distribution to students in-class.*

*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**

**In the end of the lesson, students get a “surprise”. They can watch a livecam from Hungary, where they can follow in real time, how the little owls grow up. They can look in the nest. How they looks like, what they eat, when they fly out.**

**The next lesson is about birds life. They need to search in this website another bird, and to monitor it.** <https://madarles.hu/en/tawny-owl-nest>

*(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**

We can talk about the lesson and show the exhibition at my college and other students.

What do they think about the colors?

What do they think about the tracing? (How they draw the lines?)

How the pairs feel their collective job?

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



*The end of the lesson students get a “surprise” about the owls, that they can watch at home. It is a livecam from Hungary. They can follow how the small owls grow up in real time.*

<https://madarles.hu/en/tawny-owl-nest>