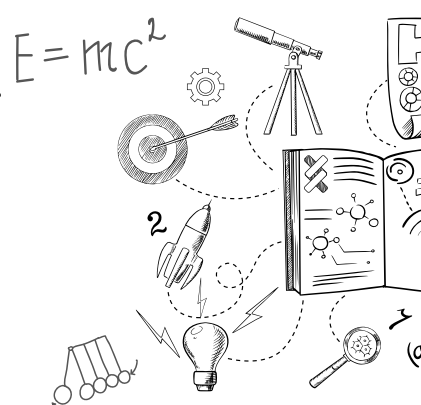


# THE PATH: FLIP YOUR CLASSROOM



The flipped classroom approach aims to shift the traditional teaching model by redefining the role of teachers and students. In a flipped classroom, students engage with course content independently before and/or during class, allowing class time to be focused on active learning, discussion, and application. Teenagers are not designed to listen to you yammer on all day, so start working with them - not against them - and you might just start loving what you do every day!

## Flipped classroom quick planning template

It takes work. But this will help you do that work in a more purposeful way.

### What am I responsible for my students learning?

- o ATP
- o Lesson outcomes
- o Student work groups
- o Resources students require (websites, printouts, worksheets, etc.)
- o Boundaries: which choices do students have?
- o Hook: what interesting hook can you provide students to intrigue them into exploration?

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### **Can I share the necessary information/knowledge with my students in a manner that will allow them to explore it independently? How?**

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### **Based on the nature and the amount of information and knowledge, will it be better for them to work in groups? (they understand each other better than they understand you - so group work is advisable)**

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**How should I structure the groups ?** (studies show that groups compiled by the teacher work more effectively)

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**Exploration phase (give learners the Exploration: Planning our PATH sheet on the last page)**

- Group members
- Research/exploration topics
- Exploration/research responsibilities per group member
- Feedback to class responsibilities per group member

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**What was discovered on the journey?**

- What were the classroom discussion points (based on research topics)?

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**Follow-up activity (how can students practice/test what they have learnt?)**

- Worksheet
- Past paper/exercises
- Integration into writing activities/practice
- Cross curricular integration opportunities?

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# Exploration: planning our PATH

Group names:

Group leader: \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

Topic(s) for exploration/research:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

Research responsibilities per group member:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

Feedback to class group responsibilities per group member:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

What did we learn from the other groups that is important for us to know?

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How exactly are we (as a team) going to make sure that we (every member of the team) learn what is important from the other groups' feedback? (Divide into individual group member responsibilities if necessary.)

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**Instructions:**

1. Ensure that each group member has a role to fulfil in both contributing to the group's work.
2. Ensure that each group member contributes to your group's feedback (verbal feedback, presentation, written work, etc.)
3. You are still in a classroom with many other people. Be respectful of those around you.
4. Normal school and classroom rules still apply - unless otherwise instructed by your teacher.
5. You have the opportunity to choose to learn something based on your strengths. Work together so that you can use this to your advantage, e.g. if you are good at taking notes, keep track of your research and conversations so that everything can be consolidated on paper. If you are good at design/art, think about how you can illustrate what you have learnt for your group. The possibilities are there - find them and use them.

