

Grab some scratch paper!

**Draw your
lesson
topic.**



**SPLASH
WORKSHOP:
LESSON
PLANNING**

Learn

Teach

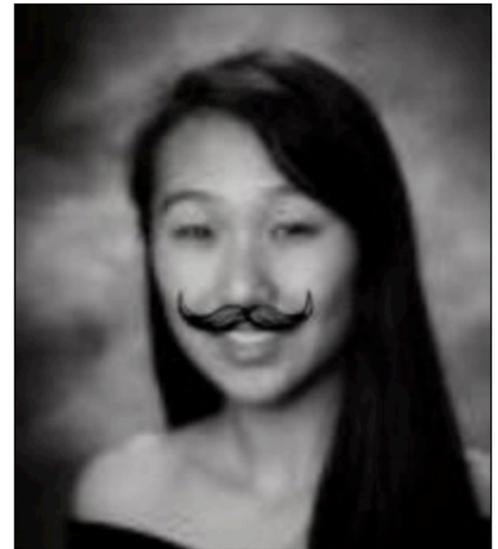
Volunteer

JENNY HAN, Lost sophomore at Stanford

Major: Not available.

College/Employer: Stanford

Year of Graduation: 2019



Brief Biographical Sketch:

AGENDA

1. Intro to Splash Classes
2. What will you teach: learning goals
3. How will you teach it: learning activities
4. Lesson Plan Workshop: ex/brainstorm

1.

Splash Classes



Stanford
SPLASH!

education for students, by students

**1500+ middle/
high schoolers**

**hundreds of
amazing classes**

+ you

=



YOU ARE COOL

Why are orbitals shaped like that?



Inbox x



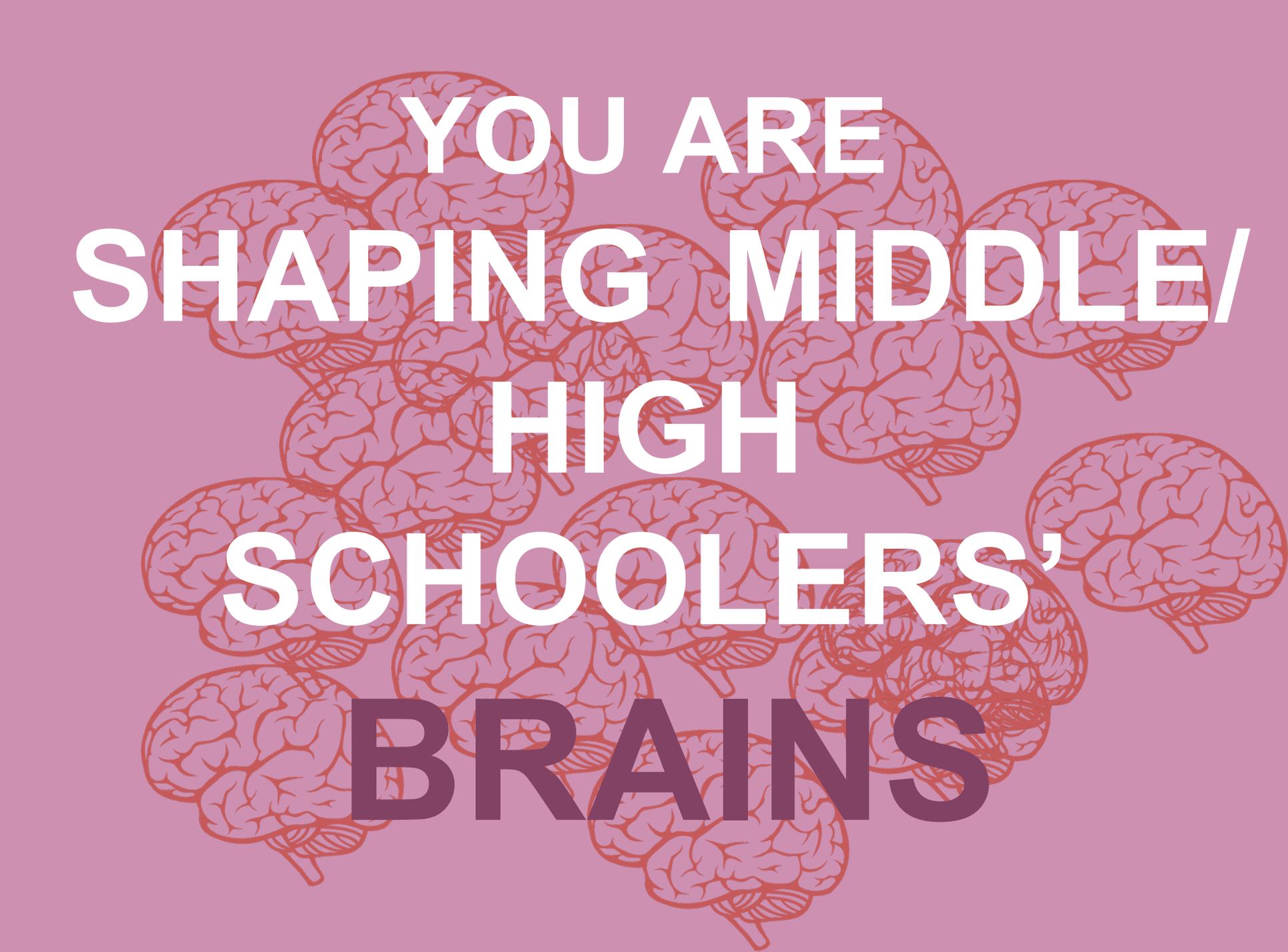
Elizabeth Irene Morin <emorin1@stanford.edu>

11/5/12

to me ▾

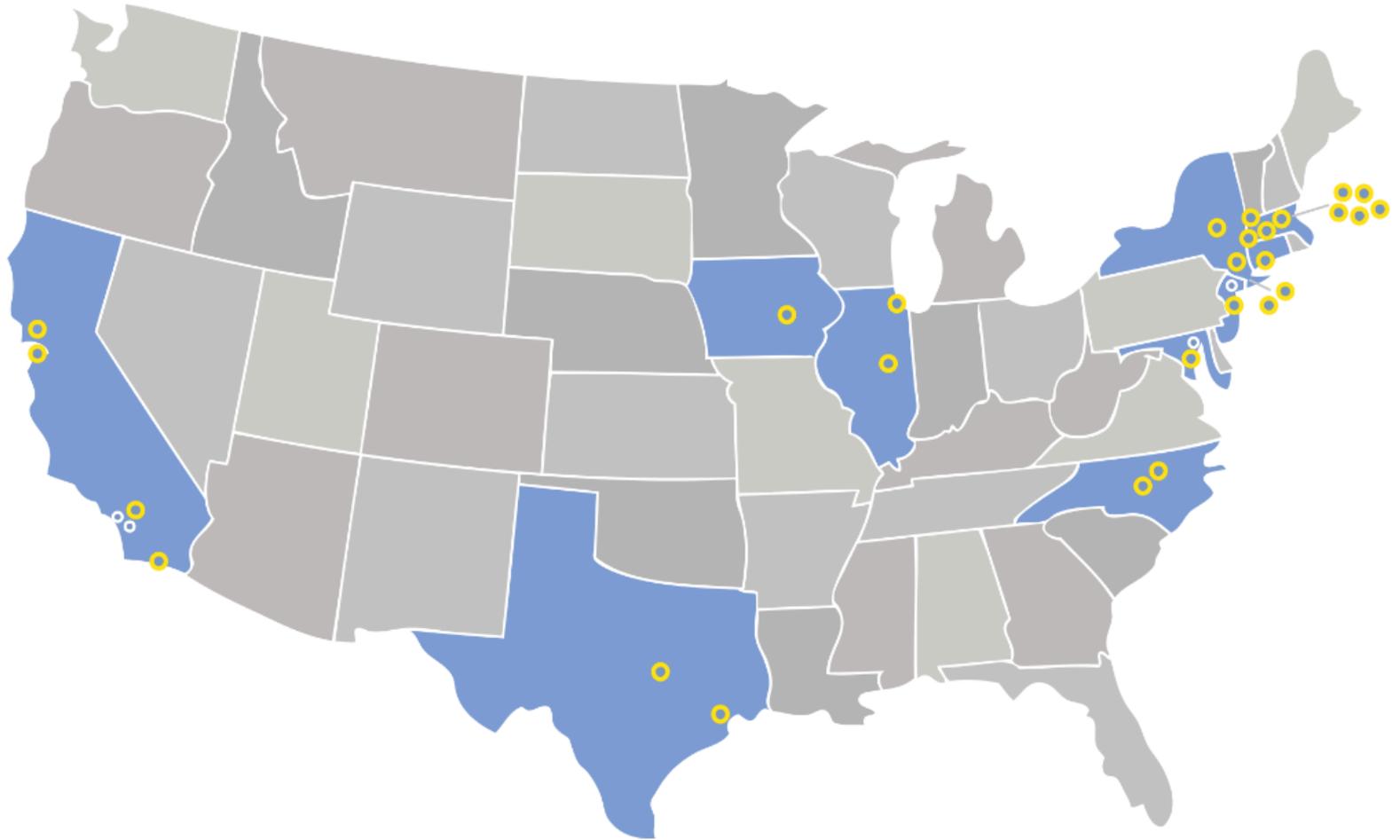
Hi Jenny,

To answer your question, it's complicated. The orbitals are shaped the way they transerve or longitudinal wave. The lowest energy arrangement of electrons is ; That makes two spheres instead of one, with no electrons in the middle- a figur two axes at once for four sphere shapes, and you get "d" orbitals.



**YOU ARE
SHAPING MIDDLE/
HIGH
SCHOOLERS'
BRAINS**

YOU ARE PART OF A NATIONWIDE MOVEMENT





**Splash classes are
not regular classes.**

Things you CONTROL:

length of lesson

grade levels

class size

sections

co-teachers!

the topic

the entire lesson

Things you can't
control:

attention spans

mix of student interests

class sizes



2.

**What will you
teach?**



Scavenger hunt!
stanfordesp.org/teach/resources





What if you had to walk to
Germany?

Stanford U
Scholarship F

Welcome to
you had
summary?

FACE

STANFORD

Grab three post-its!

**In five words,
what is your
class about?**

**What is the one
thing about your
topic that you are
most excited
about?**

**Why are you
teaching this
class?**

BACKWARDS LESSON DESIGN

A learning goal:

OBJECTIVE



**PROVING
BEHAVIOR**

“Students will
be able to....

By....[insert
actionable
verb]”

“Students will be able to
understand the history of physics by
listening to me talk about it”

“Students will be able to....
Learn the basics of hip hop and history by
Discussing and singing along to Hamilton the Musical

“Students will be able to....
describe the differences between fixed and growth mindset by
performing skits that demonstrate the mindsets in different scenarios and
by reflecting on their own mindsets about school

A learning goal:

50%

of the lesson planning work

quality

— OVER —

quantity

3.

**How will you teach
it?**

DEMO



THIS IS ACTIVE LEARNING.

(NPR,
2014)



**“DOING ANYTHING BUT SITTING
AND LISTENING TO A LECTURE”**

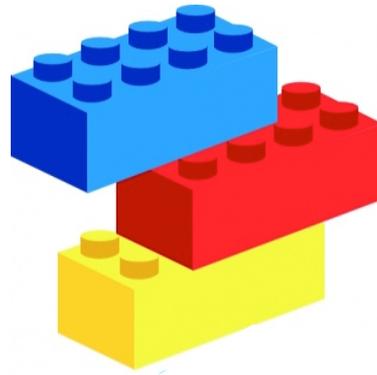
(Felder,
2015)



(Prince, 2004)

**“ANY INSTRUCTIONAL METHOD THAT
ENGAGES STUDENTS IN THE
LEARNING PROCESS”**

How we learn in a



- INTRO TO NEUROSCIENCE (David Carreon): lecture based class but interspersed with experiments with student volunteers
- INTRO TO NEUROSCIENCE (David Carreon): opportunities for students to text in questions when in a large lecture hall
- COKE AND MENTOS (Elizabeth Morin): hands on experiments (you have \$30 per section to spend)
- CAKE DECORATING 101 (Rachel Meyer): arts and crafts
- THIS.IS.JEOPARDY! (Cameron Kim) : In-class games
- In-class worksheets that have some notes but also emphasize drawing/creativity
- Watching videos + discussions
- Think Pair Share/small group discussions
- Skits
- Mini field trips, such as going to Cantor Museum, walking to the Prison Experiment basement, or observing trees outside (get permission to do this from Splash beforehand!)

Lesson plan case study:

Coke and Mentos

**Check out the
activity suggestions:**

**Circle at least 3
you want to try.**

4.

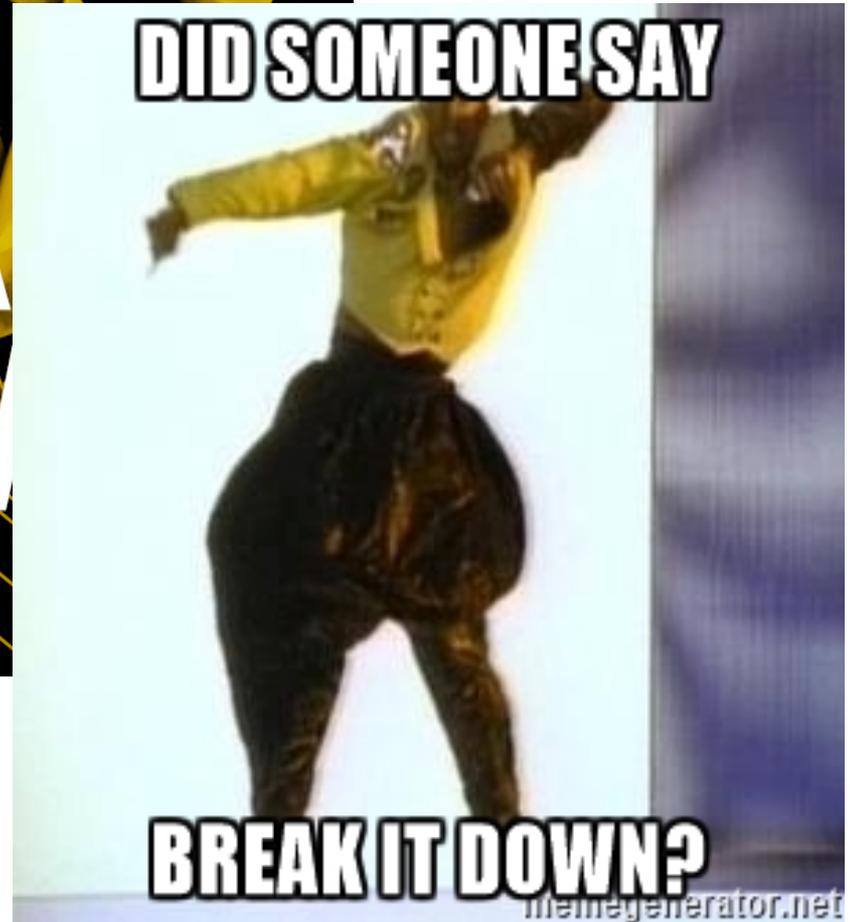
WORKSHOP TIME



**BREAK
DOWN
STOP IT'S
HAMM
TIME**



**LET
BREA
DOV**



DID SOMEONE SAY

BREAK IT DOWN?

**Finish the lesson
plan the week
before Splash.**

YOU



THANKS!

Any questions?

Katherine, Teacher Dev Chair 2017

BUT WAIT, THERE'S MORE!

Leading and Encouraging Discussion in Seminar Classes

Sensitive Topics and Inclusive Environments

Interactive Learning in Lecture Classes

Classroom Management

Creating a Transformational Learning Journey

Breaking Down Complex Topics