

BLOSSOMS INTERACTIVE VIDEO LESSON
ARCHITECTURE

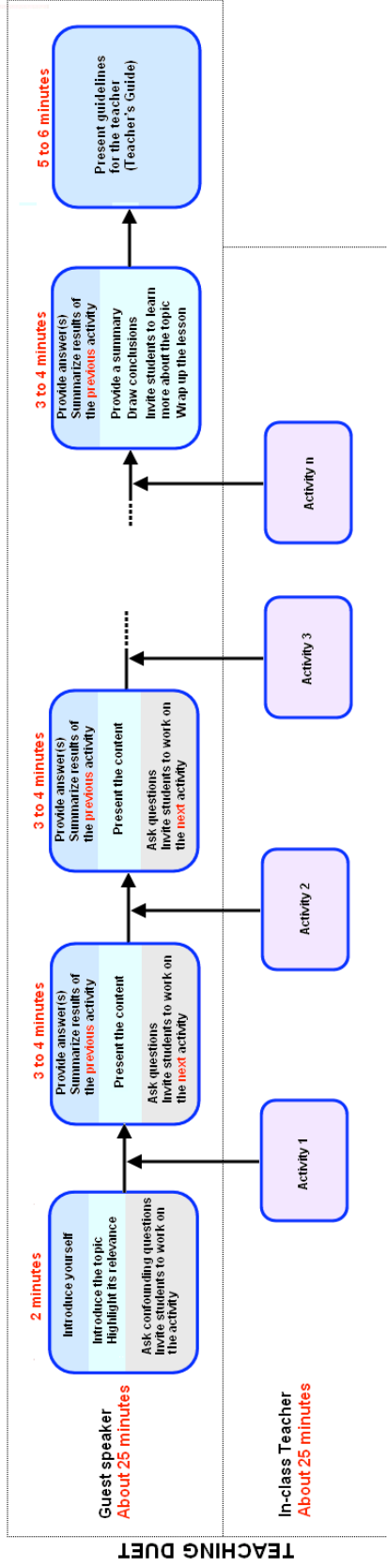
Before you write the architecture, please read the quick guide AND the protocols for BLOSSOMS interactive video lesson, carefully.

What you need to know about a BLOSSOMS lesson

- A BLOSSOMS lesson is not a lecture.
- A BLOSSOMS lesson presents a topic from an unusual, interesting angle.
- The video segments should be 3 minutes or less, and never more than 4.
- The first segment needs to be no longer than 2 minutes and must excite the interest of both teachers and students.
- With video technology, segments can be filmed in interesting locations. Stay away from the classroom as much as possible!
- A lesson must provide challenging, thought-provoking classroom activities for the video breaks.

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BLOSSOMS INTERACTIVE VIDEO LESSON
Design Diagram



A vertical arrow indicates a prerequisite for the next segment, i.e., a task that needs to be completed before continuing with the next segment.

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TITLE OF THE LESSON

(Come up with a title that is attention-grabber. It's OK to use a main title and a subtitle.)

TYPE YOUR FIRST NAME AND LAST NAME

TYPE YOUR AFFILIATION

SEGMENT 1 (Type the time here)

The first segment should be no more than 2 minutes, during which you will present yourself, present the concept, highlight its relevance to the real world, and ask a confounding question(s) which will serve as a dramatic introduction to the lesson. Invite students to work on a related activity.

Type the content of segment 1 inside this box; provide all details. Describe the settings where this segment will be presented. The size of the box will adjust as you type more text.

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ACTIVITY 1 (Type the time here)

The questions and activities should incite students to think critically and collaboratively. The activities should engage students in experiential learning. It is desirable if students can use models, shapes, and simple equipment, to perform the activity.

Type the content of activity 1 inside this box; provide all details. The size of the box will adjust as you type more text.

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SEGMENT 2 (Type the time here)

This segment should 3 to 4 minutes long. Start the segment by answering the question(s) and/or summarizing results, from the previous activity. Present the content of this segment, and then end by asking challenging question(s) and inviting students to work on a new activity that will lead them to answering those questions. Make sure that the segments are no disconnected. There should be a logical flow throughout the lesson.

Type the content of segment 2 inside this box; provide all details. Describe the settings where this segment will be presented. The size of the box will adjust as you type more text.

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ACTIVITY 2 (Type the time here)

The questions and activities should incite students to think critically and collaboratively. The activities should engage students in experiential learning. It is desirable if students can use models, shapes, and simple equipment, to perform the activity.

Type the content of activity 2 inside this box; provide all details. The size of the box will adjust as you type more text.

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SEGMENT 3 (Type the time here)

This segment should 3 to 4 minutes long. Start the segment by answering the question(s) and/or summarizing results, from the previous activity. Present the content of this segment, and then end by asking challenging question(s) and inviting students to work on a new activity that will lead them to answering those questions. Make sure that the segments are no disconnected. There should be a logical flow throughout the lesson.

Type the content of segment 3 inside this box; provide all details. Describe the settings where this segment will be presented. The size of the box will adjust as you type more text.

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ACTIVITY 3 (Type the time here)

The questions and activities should incite students to think critically and collaboratively. The activities should engage students in experiential learning. It is desirable if students can use models, shapes, and simple equipment, to perform the activity.

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REPEAT THE PROCESS FOR THE REMAINING SEGMENTS AND ACTIVITIES OTHER THAN THE LAST SEGMENT OF THE VIDEO, WHICH CONTAINS THE TEACHER'S GUIDE (SIMPLY COPY AND PASTE THE PREVIOUS BOXES AS MANY TIMES AS NEEDED AND INSERT THE CONTENT FOR EACH SEGMENT AND ACTIVITY).

The last segment of the lesson should be a wrap up of the lesson by then all objectives of the lesson should be achieved. Note that the last segment of the lesson is the last segment of the video in which you will be addressing the students. The last segment of the video is a segment in which you will be addressing the teacher and you will be presenting the teacher's guide.

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SEGMENT (Type the number here) (Type the time here)

TEACHER'S GUIDE

After the lesson is completed, the final segment is a Video Teacher's Guide, which is your 'private conversation' with the in-class teacher – stating learning objectives of your module, prerequisites and suggested activities during each of the breaks between your segments.

Type the content of the teacher's guide inside this box; provide all details. Describe the settings where this segment will be presented. The size of the box will adjust as you type more text.

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Please report the following information

Total length of the lesson in minutes:

List any animations or simulations (these need to be of high quality), specify whether they are available or will be made. If from outside sources, please specify whether you have permission to use them.

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List any videos that will be embedded (videos need to be of high quality), specify whether they are available or will be made. If from outside sources, please specify whether you have permission to use them.

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