3.6.5 Flipbook

Brief description, and rules of the implementation of the learning activity

Students have to complete the task from the initial question to the final question by finding the correct answer before they can move on to the next question.

The tool for this activity is a book with one question/task and four answers on each page, including only one correct answer. The answers are written on four window-like panels (like an advent calendar book), which, when opened by the child, contain further instructions (if the answer is correct, there is another exercise; if the answer is not correct, there is supportive feedback and a guided question).
Explaining by an example:

- The first page contains the first task, which has four answers on separate, fold-up tabs.
- There are several types of feedback under the incorrect answers: No problem, try again! Don't stress, try to figure out the solution in a different way! You're very close to the right answer, use a resource! (For example, in a math lesson way - using sticks to find the solution!). It is important that the feedback for incorrect answers be positive and supportive, and that mistakes and errors are not a problem, because they are opportunities to learn, and help is available and can be requested.
- The correct answer can be followed by the following text: Congratulations, your solution is correct, turn to the next question; Well done! Turn to the next question!
- A flipbook consists of 4-8 exercises that are appropriate for the age of the children and the lesson.

Skill focus

Primary Skill Focus

- Flexibility

Complementary/Secondary Skill Focus

- Problem-solving
- Critical thinking
- Emotional awareness, regulation and communication

Age group	Student number	Duration
7 + years old	whole classroom / individual work	4-8 minutes

Proposed step by step implementation of the learning activity

1. LA begins with the exercise on page 1. For example: I had 8 apples. I gave 3 apples to my friend. How many apples do I have left? The children work out the answer.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2. There are 4 answers to the question, each on a flip-up tab, one of which is correct and the others are incorrect. For example, the possible answers for the previous task are
    a. I have 4 apples left.
    b. I have 5 apples left.
    c. I have 6 apples left.
    d. I have 7 apples left.
3. After opening the incorrect answer tab, students must work through the exercise again. They receive positive and supportive feedback for this
4. The correct answer tab displays the message "Well done!" Continue with the flipbook by answering exercise 2. Please turn the page. The next question is on the next page, where there are also four possible answers.
5. The activity continues until the children give the correct answer to the last question. Under the correct answer to the last question, the text Congratulations, you did very well! You solved all the tasks!

Indoor/Outdoor Classroom layout notes

It is an indoor activity, no classroom setup required.

How does this learning activity develop this particular skill?

This activity develops students' cognitive and behavioural flexibility by:

- helping students learn to view mistakes non-negatively and to experience that mistakes are part of learning, not failure,
- helping students to think flexible and change strategies when their first solution does not work,
- developing their flexibility in problem solving and thinking, as after incorrect answers they have to rethink the exercise and try a different approach,
- strengthens their emotional control, as positive and supportive feedback helps them stay motivated and deal with frustration during their attempts (the supportive feedback is essential part of this activity),
- it supports the development of a growth mindset, as students experience that they can learn from their mistakes and accept feedback as constructive criticism.
- develops their flexibility and decision-making skills when they have to choose from different response options and evaluate feedback,
- helps students deal with new, unexpected, or uncertain situations with more confidence, recognizing that they can find the right solution on their own.

What do we want to achieve regarding primary skill development (student understanding and/or behaviour)?

As a result of frequent use of the activity, students:

- be able to respond to their mistakes in a calm and conscious manner, and control their emotion,
- understand that flexible adaptation to varying tasks and expectations is important for success,
- understand that to achieve the correct answer, they need to rethink the task and try different approaches

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- be able to change their thinking and problem-solving strategies flexibly when their first attempt is unsuccessful,
- understand that mistakes are a natural and useful part of learning, not a failure, but an opportunity to rethink and improve.

Suggested use, and practical subject-related examples

The activity can be used in many types of lessons, including:

- In math lessons, for practicing simple text-based exercises, basic arithmetical operations, or problems requiring logical thinking.
- In language lessons, for vocabulary development, practicing spelling rules, or reinforcing grammatical recognition.
- In natural science or environmental studies lessons, to test understanding of concepts, relationships, and processes in a playful way.
- In learning methodology or development lessons, to develop attitudes towards mistakes, attention shifting, perseverance, and self-monitoring.

Materials and tools needed for implementation

A flipbook with one question or problem on each page with 3-4 answers options, one of which is correct and the rest are incorrect. Positive and supportive written feedback.

Guiding questions

- What would happen if you tried a different approach?
- Why do you think this wasn't the right answer? Where do you think you went wrong?
- Would you like me to help you rethink it? What can you do differently now?
- How can I help you rethink it?
- What tools could you use?
- What did you learn from this attempt that you can use for the next question?

Tips and Tricks for dealing with challenges

- **Challenge:** Students find it difficult to accept mistakes, which can lead to a loss of motivation.
  Tip: It is worth emphasizing that making mistakes is a natural part of the learning process and that persistent effort is the key to progress.
- **Challenge:** Students often rush and choose without thinking so that they can move on as quickly as possible
  Tip: It can be helpful to ask students to briefly explain their choices, as this promotes conscious thinking and reflective learning.
- **Challenge:** Students find it difficult to change strategies and tend to repeat the same solution.
  Tip: It is advisable to help them and give them tips on trying new approaches (e.g., drawing, using aids, changing the order).
- **Challenge:** Some students become uncertain and find it more difficult to try again if they have made a mistake before.
  Tip: It is important to reinforce that every new attempt is part of the learning process and that perseverance should be recognized, not just the correct solution.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Challenge:** Students progress at different rates, which can cause tension within the group.
  Tip: The activity can also be used in a differentiated form, so that each student can work at their own pace and the teacher can provide personalized support.

Difficulty level tailoring

Teachers can tailor this learning activity to three difficulty levels to meet students' needs.

- **Beginners (6-7 years old):** – Learners with low flexibility: The aim of the activity: to reduce anxiety about making mistakes and to make retrying a positive experience. Tasks should be short, clear, explicit and contain limited information. The feedback under the answer tabs should be very supportive and specific (e.g., "Don't give up! Count the sticks again!", "Think it through step by step!"). It is also a good idea for the teacher to provide verbal reinforcement from time to time. After finding the correct answer, there can be a short discussion about what helped in solving the problem. The number of tasks can be reduced (e.g., 4 questions) so as not to cause excessive stress.
- **Advanced learners (8-9 years old):** – Learners with moderate flexibility: The aim of the activity: to develop strategy change and independent use of aids. The complexity of the tasks can be increased (e.g., they require multi-step thinking). Reflective questions can also be included under the incorrect answer tabs (e.g., "What would happen if you tried something different?", "Would a drawing or calculation help?"). The teacher can gradually withdraw from providing support so that the student can discover the solutions on their own. Feedback should remain positive but encourage independent thinking. The flipbook can consist of 6-8 exercises, and at the end it is worth asking for a short self-reflection: "Which exercise required you to think differently?"
- **Experts (9–10 years old):** – Learners with high flexibility: The aim of the activity: to reinforce flexible thinking and practice adapting to new situations. The tasks should be varied (text-based, logical, visual, practical) so that students can switch between different thinking strategies. There are no specific instructions under the incorrect answer tabs, but rather self-reflective prompts (e.g., "Why do you think this answer might be correct?", "Can you think of another way to approach this question?"). The teacher provides help upon request, and the student can decide when to turn the page, thus increasing self-regulation. At the end of the page, students can discuss their own strategies: what helped them adapt quickly, what was challenging.

Debriefing and Reflection questions

- What helped you not to give up when you couldn't solve the problem at first?
- Was there a moment when you had to think differently than you did at first? How did you change your approach to solving the problem?
- What did you learn from trying again before you found the right answer?
- How did you feel when you had to start a task again? What helped you to calmly continue?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.