Making an Impact in the First 10 Minutes of Class

Characters:

Mr. Wesley, Carmen, Kevin, Jack, Alani

Introduction Scene ***Title Slide, Sound Check Slide, Animation Slide prior **	**Question 1 Scene**	**Question 2 Scene**	**Question 3 Scene**
1.1 Meet Mr. Wesley	2.1 Scenario 1	3.1 Scenario 2	4.1 Scenario 3
Outside of classroom POV, Mr. Wesley Fade to Black "So nice to meet you! I'm Mr. Wesley, principal at Maslow Middle School.	Students and Window POV After taking attendance, you go over the warmup for the day. Kevin interrupts the lesson to talk about his trip to the aquarium. What should you do?	Students and Window POV, You're worried that today's lesson over cellular respiration is hard for the kids. You're going over the new vocabulary, when you see Jack out of his seat and dancing. What should you do?	Students and Window POV You're drawing a diagram to show the process of cellular respiration. As you're explaining the steps, Alani gets up to get a pencil. This caused a distraction. What should you do?
1.2 The challenge	2.2 Scenario 1 Choices	3.2 Scenario 2 Choices	4.2 Scenario 3 Choices
Grades in Room 204 are at their lowest. Kids are not doing the work, and we need your help. -Continue Door- Button	Zoom in on Kevin Talking Scene A. Set apart the first 3 minutes to engage in non-academic conversation as a class - Best B. Go over your expectations for behavior during the warmup and the consequences for not following them- Medium C. Assign Kevin a lunch detention for talking during	Zoom in on Jack Dancing Scene Send Jack on a lap to burn off some energy - Medium Ignore the behavior and continue teaching from the slides- Poor Add movement to your vocabulary lesson by having the kids do hand gestures for key concepts	Zoom in on Alani getting pencil scene Set a timer for 2-3 minutes to let students gather their materials for the day (best) Remind students that it is your expectation that they have all their supplies ready by the time class starts (poor)

	your lesson-Poor		
1.3 Meet Carmen	2.2 Mentor Help Layer	3.2 Mentor Help Layer	4.2 Mentor Help Layer
Board Point of View, Carmen I'm Carmen, a veteran teacher at Maslow Middle. I specialize in meeting the basic human needs of my students to help them reach their fullest potential. Be sure to reach out if you need help. -Continue-	Mentor Information: Research shows that when students feel that they belong to their academic community, that they matter to one another, and that they can find emotional, social, and cognitive support for one another, they are able to engage in dialogue and reflection more actively and take ownership and responsibility of their own learning	Mentor information: Being intentional in the design of the instruction by incorporating the whole brain through hearing, seeing, speaking, moving, and reasoning allows students to create memories that are stored throughout the brain instead of in a single area.	Mentor Information Many students have significant difficulties with organization. They are more likely to respond positively when teachers establish class routines and set procedures and maintain a well-organized learning environment. Clear rules and advanced planning are keys to success for teachers of students with ADHD.
1.4 Carmen Button	2.3 Choice A Right- go from 50 to 60%	3.3 Choice A Wrong	4.3 Choice A Right: go from 70 to 80%
Board POV, Carmen Select the Ask Carmen button if you need my help. Try doing so now to continue. -button lights up-	Picture Kevin working at his desk The next day, you take 3 minutes to chat with the whole class about their favorite superheroes. Kevin shared that he loves the Flash. When it's time for the lesson, you ask Kevin to write about how the Flash uses cellular respiration. Kevin is excited and immediately gets to work.	Picture of Empty Jack Desk You ask Jack to go on a quick walk around the hallway. Jack runs into some friends at the water fountain, and comes back with only 10 minutes left in class.	Picture of Class Working You give the class 2 minutes to gather their materials for the day. You use this time to walk around the room and chat with individual students. Nobody gets up during the lesson.
1.4 Success Meter	2.4 Choice B Wrong	3.4 Choice B Wrong	4.4 Choice B Wrong
Board POV Carmen Remember to keep your class	Picture of Kevin talking to neighbor	Picture of Jack and the kids acting silly.	Picture of another student getting a pencil

average in mind. For each good choice, your class average will go up by 10%. You should aim for 80% by the end of the semester. *Animate the Class Average* -Continue-	The next day, you start class with another warm up. You remind them of the expectations	You ignore the behavior and keep lecturing the class. Jack, Marcy, and Kevin don't understand a word you're saying. They start talking and goofing off.	You remind the students that they must have all supplies ready by the bell. By the fourth week of school, kids are still getting up to grab a pencil while you are teaching. (poor)
1.5 Sound Test	2.4 Choice C WRong	3.5 Choice C Right: go from 60 to 70%	
Before you begin, turn the sound on. Use the sound of the children to help you adjust your volume. Select continue when you are ready. -Continue-	Picture of Kevin head down C. Assign Kevin a lunch detention for talking during your lesson-Poor You tell Kevin that his behavior is unacceptable and assign him a lunch detention. He puts his head down for the rest of the period.	Picture of Jack teaching charades to peer. You decide to add in some movement to your vocabulary lesson. You teach using hand gestures, and have the kids teach each other. Jack even comes up with his own hand gesture for the word "mitochondria".	

Conclusion Scene
Front of classroom POV: Mr. Wesley comes in the classroom and the students are all working. He says: "Wow! I can't believe how hard the kids are working. You care about meeting the basic needs of your students, and their grades show for it." Keep up the great work. Animation of kids working