

Classroom Management

Teaching the Kids

These are some tools to consider as a Mentor at Wizbots:

- ☐ Coaching by providing hints,
- ☐ prompts and feedback;
- ☐ modeling the use of cognitive strategies by thinking aloud;
- ☐ presenting cue cards,
- ☐ checklists and process worksheets;
- ☐ asking leading questions,
- ☐ giving part of a solution and
- ☐ guiding students lightly.
- ☐ use the troubleshooting sheets to help guide student thinking for those issues
- ☐ **Never do the projects for the kids.** Helping build one portion to demonstrate something is fine. The same goes with programming- showing a portion of it especially if it's new to the kids.

Getting the Attention of the Class

- ☐ Have a consistent spot you stand in to make announcements and explanations from- the teacher spot. It should be a spot you can stand in a comfortable, relaxed manner.
- ☐ Have a signal or gesture that you stand in the teacher's spot and do until everyone stops and waits to hear what you're going to say. You can have them make the gesture too if you want. A hand gesture like a peace sign is one idea. It should be the same gesture the entire week.
- ☐ Speak quietly. Speaking in a quiet, calm voice sets the tone in the classroom for students to listen calmly and forces them to be quiet in order to hear what you have to say. If you're yelling that's the tone you set for the class- loud and excited. Kids will yell with you regardless of what you are saying, so using yelling to tell kids important things won't be helpful. Of course, there may be a place for yelling to set a more excited tone, but it's not when getting the kids attention.
- ☐ You always have the warning system for this as well, but it's best not to have to resort to that for the sake of your own authority.

Video Uploads

- ❑ Tell parents that you are recording videos of their kids' projects that are getting uploaded daily with a notification sent to the emails they provided Wizbots. All they have to do is click on the link provided in the emails and they will be directed to where they can watch the video. You might want to include in your explanation that some projects take more than one day, so they may not get a notification email every day.
- ❑ Lead mentors must upload videos by the following morning before camp starts at 9. This is best done at the camp in the afternoon.
- ❑ Videos should be shot in a quiet area. Either use "Quiet on the set" and fully enforce it or record immediately outside the classroom.
- ❑ Pay attention to lighting and setting.
- ❑ Imagine what the parents would want to see and understand. For example, close ups of the project in action from various angles, seeing their children's faces as much as possible, seeing their kids happy and excited to show off what they've done.
- ❑ Video must include:
 - ❑ The first names of the kids,
 - ❑ The name of the project,
 - ❑ Why they made it the way they did/how it works,
 - ❑ Other questions,
 - ❑ The project in action doing whatever it is designed to do
- ❑ Kids should have an opportunity to answer questions about their project and show it in action. The kids can either remember the couple of questions and explain on their own (hardest and easiest thing for example), or the person recording can ask the questions.
- ❑ If the person taking the video is saying anything, remember to keep the voice relaxed and encouraging. There should be no impression of irritation, frustration, or any kind of brusque tone.
- ❑ Questions the kids could answer:
 - ❑ Favorite and least favorite part, hardest and easiest, most exciting and most boring, what's special about their robot, etc.
- ❑ If kids don't want to record a project, don't force them too. However, here are some strategies to help:
 - ❑ Offer to record only the project itself and not show them in the video while they explain it.
 - ❑ Let them know that it's for their parents to see. It's not going to be posted on YouTube for everyone to see.
 - ❑ Videoing is a chance for the project to live forever and be remembered.
 - ❑ Their parents would be thrilled to see the amazing project they've just made.
 - ❑ Recording the projects is how we track kids on the Path to Mastery. Without the videos it's much harder to track where they are and promote them!

Time management

Keep track of time:

- ☐ Know when brain break and lunch is coming up.
- ☐ Let kids know when they should be turning their attention to different aspects of a project (some other part of the engineering, getting started on the programming) if they want to complete it that morning or afternoon.
- ☐ Let kids know that cleanup time is coming up. 15 minute warning is standard.
- ☐ Lead Mentors can set alarms on their phone if it is too difficult to notice the clock.
- ☐ Know whether projects are ready to be videoed, if not know what to save and put in the save box.
 - ☐ Have a protocol for saving projects from the morning to the afternoon, and perhaps a cleaner protocol for saving projects day to day.
- ☐ Aim to have the classroom as cleaned up as much as reasonably possible with as much as possible put away for lunch break and between days.

General Strategies

- ☐ Pick your battles.
- ☐ Some kids need to know they can ask for a break before they start acting out.
- ☐ WizChips can be used for cleaning challenges.
- ☐ With more advanced kids, the Mentor could have other kids doing easier projects to focus on them or pick intro projects.
- ☐ Have as many things kids want to offer as behavioral rewards- choosing music, playing with pvc pipes, WizChips, future projects
- ☐ Don't be afraid of criers or kids acting out.
- ☐ Be firm with timeouts until they are ready to work and let parents and LeAnn know
- ☐ Hints for kids rather than showing endlessly, knowing when you're introducing something new enough that it should be explained to some extent
- ☐ Challenge kids in projects- what more can you do? Bigger, stronger, add both structural and programming functionality.
- ☐ Don't be afraid to discipline your kids.

Ways to motivate kids

- ☐ Challenging a kid
- ☐ Record keeping books
- ☐ Competitions
- ☐ Showing a kid an advanced version to see where they're headed

Magic Moments

- ❑ Things that go on in the lab that we can use to shine a light on accomplishments for kids and Mentors. Kids experience and remember things as magical when they do something they didn't think they can do, when they have an environment that's supportive, exciting, special, and when they have connecting moments with peers and teachers.

Partnering

- ❑ Mix up partners
- ❑ Match kids with similar skill level and age
- ❑ Watch out for kids not getting challenged:
 - ❑ all kids involved in a project must be getting a chance to do all the different aspects of the project
 - ❑ Watch out for kids taking over on projects leading to their partners not getting a chance to learn and be challenged. More experienced kids will often take over and do things because they can get it done faster or better.
- ❑ Watch out for kids stuck helping less experienced kids too much rather than being challenged themselves
- ❑ Watch out for kids taking materials from other groups without asking
- ❑ Watch out for partners who only do programming or only do building- kids need to do both
- ❑ Watch out for partnering where one kid does not let the other kid do anything
- ❑ Summary: Watch out for these different types of conflicts:
 - ❑ Conflict over roles
 - ❑ Conflict over goals
 - ❑ Imbalance in levels
 - ❑ Imbalance in personalities

Wrapping up a Week

- ❑ Summer camps are a chance to do bigger and more exciting projects throughout the week. There is no expectation that the final day be the biggest project of all. That said, lead Mentors should end the week on a high note with some sense of closure rather than a vague petering out.
- ❑ Kids should leave the camp wanting to come back, feeling successful and excited. Promotions should be given with ceremony and a final wrap up to the week should be done. Giving summer camp Wizbands and level Wizbands are a great opportunity to do this, with the kids named called out and something said about the kid. The band can then be handed to the kid with everyone clapping. Even with summer camps, it is best to act as if they do not get it automatically (they do though).

There are many other wrap ups as well:

- ❑ One wrap up can be a project the entire class worked on together, either just that day or across the entire week that is unveiled and enjoyed.
- ❑ Another possibility is awarding goofy awards to the kids- the kids could even vote on weekly awards they may have been working on throughout the week or simply chosen by the mentor on the final day. These can be centered around EPIC: Top Inventor, Best Wizard, Most Helpful, Most Epic, awards to various winners of challenges and games, Most Improved, Craziest Contraption, Most Persistent, Most Collaborative.... The more creative, inclusive and filled with the opportunity to work towards them throughout the week the more exciting these could be.
- ❑ Make it a carnival time for the last time period in the morning and afternoon. Water balloons, some really fun game or activity, areas to do various fun activities, even a slip and slide. If kids are going to get wet speak with LeAnn beforehand to coordinate kids bringing swimming gear and towels.
- ❑ Give kids a chance to say what they really enjoyed about the week. Do a wrap up team building exercise, let kids talk about their favorite moments and projects.
- ❑ Give a little speech at the end. Talk about what the kids accomplished, name bonding moments, shine a light on the kids that learned and grew in big ways, talk grandly about the Path to Mastery and how they have all traveled farther on it.