



TEACHING IN A **TIME OF TURMOIL** *Workbook*



Welcome!

Welcome to Week 1 in the July Jumpstart summer workshop series.

Think back to a lesson where your students were fully engaged: leaning in, asking questions, making unexpected connections. What made it work? Was it the way they discovered the content rather than just hearing it? The energy in the room when they pieced together ideas themselves?

Now, contrast that with traditional "first day" activities we all do: reviewing the syllabus, reciting rules, filling out "About Me" sheets.

Which approach leaves students excited to return tomorrow?

This workbook is your guide to transforming classrooms from places of passive listening to spaces of active discovery. Here, you'll craft experiences where students want to engage—because they're curious, invested, and part of the process. No more fighting for attention. Just meaningful learning that sticks.

Let's begin where all great teaching starts: with a question, not an answer.

SECTION 1: YOUR CURRENT CLASSROOM REALITY

(YOU WILL PAUSE THE VIDEO TO COMPLETE THIS SECTION AT TWO SEPARATE TIMES.)

SECTION 2: FROM EXHAUSTED PERFORMER TO ENERGIZED FACILITATOR

SECTION 3: THE OWNERSHIP TRIGGER

(YOU WILL PAUSE THE VIDEO TO COMPLETE THIS SECTION.)

SECTION 4: THE CYCLE OF PASSIVE LEARNING

SECTION 5: AVOID THE PITFALLS

CLOSING: YOUR ACTION PLAN

"This generation needs to be intellectually and emotionally invested before they'll participate meaningfully. Full stop."

2 SECTION 1: YOUR CURRENT CLASSROOM REALITY

"The problem isn't you. The problem is that you're trying to control everything when you need to only focus on three specific areas that actually matter."

NOTES



You will pause the video when prompted to complete the following:

CLASSROOM PROBLEMS

TAKE ABOUT 10 MINUTE TO FILL IN THE FOLLOWING. ACKNOWLEDGE WHAT YOU'RE CURRENTLY SEEING IN YOUR CLASSROOM IN TERMS OF THE FOLLOWING CHALLENGES. SIT WITH ANY EMOTIONS THAT COME UP WHEN YOU MENTION THEM.

Societal Issues Spilling into Classrooms	
Parenting Shifts	
Digital Rewiring of Student Brains	
Student Apathy	
Uncontrollable Teacher Demands	

You will pause the video when prompted to complete the following:

FREE WRITE



CONTROL VS. NO CONTROL

LIST 1 THING YOU CAN CONTROL IN YOUR CLASSROOM (E.G., ROUTINES, LANGUAGE, FEEDBACK):
EXAMPLE: "HOW I STRUCTURE ENTRY ROUTINES TO BUILD FOCUS."

LIST 1 THING THAT FEELS IMPOSSIBLE TO CONTROL (E.G., HOME LIVES, ADMIN DECISIONS):
EXAMPLE: "STUDENTS' ACCESS TO TECHNOLOGY OUTSIDE SCHOOL."

REFLECTION: IS THE "IMPOSSIBLE" ITEM TRULY OUTSIDE YOUR INFLUENCE? HOW CAN YOU
MENTALLY/EMOTIONALLY SEPARATE IT FROM YOUR TEACHING?

NOTES

SECTION 2: FROM EXHAUSTED PERFORMER TO ENERGIZED FACILITATOR

CURRENT ENERGY DRAINERS:

LIST 3 THINGS THAT EXHAUST YOU (E.G., CONSTANT REDIRECTING, PLANNING "FUN" ACTIVITIES):

"When your classroom runs on intrinsic motivation instead of teacher energy, you stop feeling responsible for every moment."

SMALL SHIFTS:

FOR EACH DRAINER, WRITE ONE WAY TO TRANSFER RESPONSIBILITY TO STUDENTS: (E.G., "INSTEAD OF ME TRACKING LATE WORK, STUDENTS USE A CHECKLIST."):

NOTES

SECTION 3: THE OWNERSHIP TRIGGER

"When you change the question, you change the thinking. The right language doesn't just prompt answers—it unlocks curiosity and confidence."

EXAMPLE: "DOES ANYONE HAVE ANY QUESTIONS?"

PHRASE #1

EXAMPLE: "WHAT PART OF THIS MIGHT CONFUSE SOMEONE?"

#1 REWRITE

PHRASE #2

#2 REWRITE

PHRASE #3

#3 REWRITE

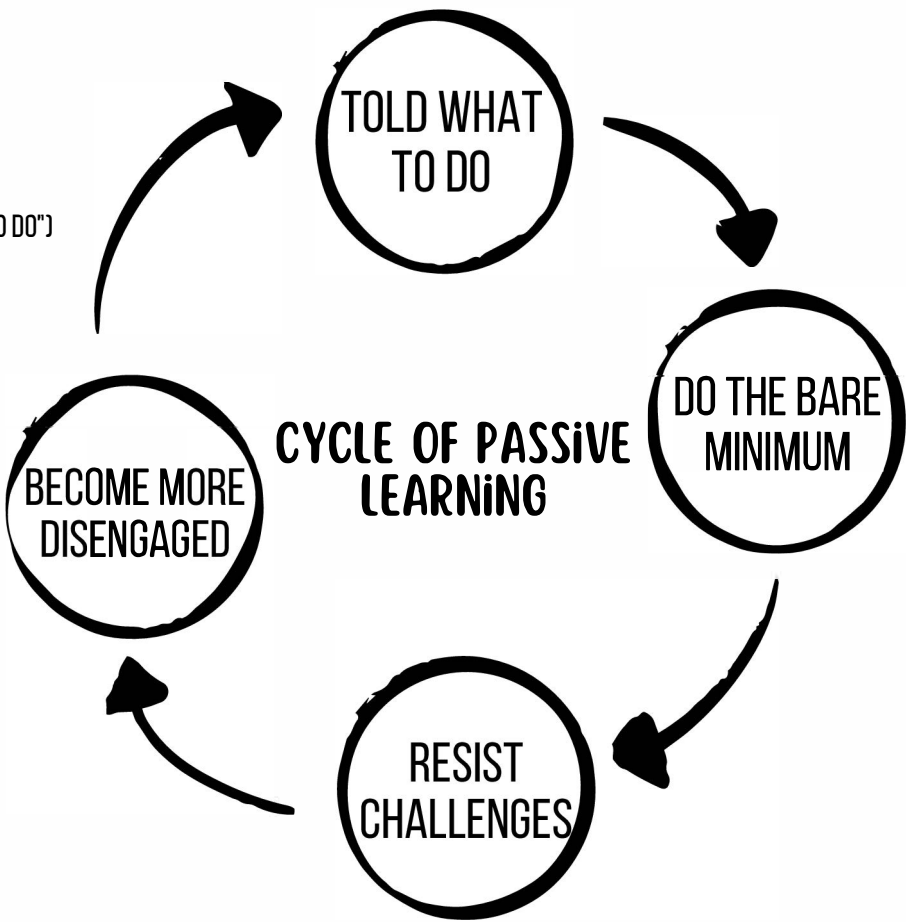
SECTION 4: THE CYCLE OF PASSIVE LEARNING

"Traditional solutions—more entertaining lessons, stricter consequences, or teacher-driven rewards—actually reinforce passive learning."

WHERE DO YOU SEE PASSIVE LEARNING IN YOUR STUDENTS?

(CHECK ALL THAT APPLY)

- ☐ APATHY TOWARD CHALLENGING TASKS ("JUST TELL ME WHAT TO DO")
- ☐ RELIANCE ON TEACHER DIRECTION FOR EVERY STEP
- ☐ SURFACE-LEVEL COMPLIANCE (E.G., COPYING ANSWERS)
- ☐ OTHER: _____



NOTES

SECTION 5: AVOID THE PITFALLS

"Partial implementation, quick fixes, and isolated strategies lead to frustration."

WHAT HAVE YOU ALREADY EXPERIENCED?

Pitfall	How It Shows Up for You	Alternative Strategy
Partial Implementation Trap (e.g., tried student choice but gave up)	EXAMPLE: "LET STUDENTS PICK TOPICS BUT CHAOS ERUPTED."	"START WITH STRUCTURED MENUS (2 OPTIONS MAX)."
Quick Fix Fallout (e.g., genius hour failed after a week)		
Isolated Strategy Struggle (e.g., reflection journals became your burden)		

NOTES

CLOSING: YOUR ACTION PLAN

"This isn't about working harder—it's about working smarter on what you can control."

ONE SYSTEM I WILL IMPLEMENT:

ONE THING I WILL STOP DOING TO SAVE ENERGY:

HOW I'LL MEASURE SUCCESS (E.G., LESS REDIRECTING, MORE HANDS RAISED):

NOTES



Scan here to learn
more about The
Classroom Reset

Student-Centered World

"THE CHOICE ISN'T BETWEEN TRYING SOMETHING NEW OR MAINTAINING THE STATUS QUO. IT'S BETWEEN TAKING CONTROL NOW OR LETTING BURNOUT DECIDE FOR YOU LATER."