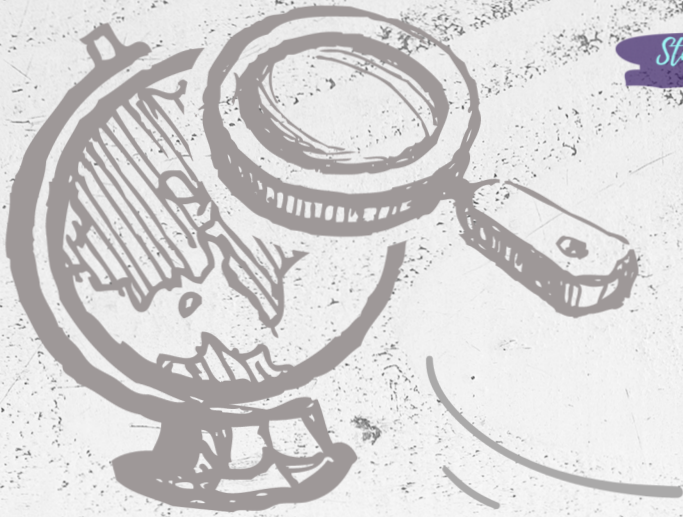


Student-Centered World



THE FIRST DAY FORMULA

workbook



Welcome!

Welcome to Week 3 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: THE POWER OF DISCOVERY

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

SECTION 2: TRANSFORMING PROCEDURES INTO ENGAGEMENT

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

SECTION 3: LAUNCHING UNITS WITH CURIOSITY

SECTION 4: SUSTAINABLE ENGAGEMENT

CLOSING: YOUR TEACHING JOURNEY

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

SECTION 1: THE POWER OF DISCOVERY

"Students encounter something unexpected. They have space to form their own questions. They make personal connections to the material."



ARTIFACT MYSTERY STATION:

LIST 3-5 PERSONAL ITEMS YOU COULD USE TO INTRODUCE YOURSELF TO STUDENTS.

**FOR EACH ITEM, WRITE:
WHY IT'S MEANINGFUL TO YOU.
WHAT QUESTIONS MIGHT STUDENTS ASK ABOUT IT.**

CLASSROOM ATMOSPHERE VS. RULES

INSTEAD OF LISTING "DON'TS," DESCRIBE:
HOW YOU WANT YOUR CLASSROOM TO FEEL.
WHAT ENERGY YOU WANT STUDENTS TO EXPERIENCE.

NOTES

SECTION 2: TRANSFORMING PROCEDURES INTO ENGAGEMENT

"When students discover the purpose behind procedures rather than just hearing rules, they are much more likely to buy in."

"PROCEDURES AS DISCOVERY STATIONS"

CHOOSE 2-3 CLASSROOM PROCEDURES (E.G., HANDING IN WORK, GROUP COLLABORATION).

DESIGN A STATION WHERE STUDENTS FIGURE OUT THE PROCEDURE THROUGH:

A HANDS-ON CHALLENGE (E.G., "HOW CAN WE PASS OUT SUPPLIES IN UNDER 30 SECONDS?").

A PUZZLE OR SCENARIO (E.G., "DECODE WHEN TO RAISE HANDS VS. SHOUT OUT ANSWERS").

NOTES

SECTION 3: LAUNCHING UNITS WITH CURIOSITY

"The magic isn't in the complexity of the setup, but how you invite students to engage with the learning."

"HOOK YOUR NEXT UNIT"

PICK AN UPCOMING LESSON. BRAINSTORM.

UNEXPECTED LENS: HOW COULD YOU INTRODUCE IT THROUGH A PUZZLE, IMAGE, OR REAL-WORLD SCENARIO?

EXAMPLE: FOR FRACTIONS, USE UNEVEN PAPER PIZZA SLICES.

PROVOCATIVE QUESTION: WRITE ONE OPEN-ENDED QUESTION TO SPARK DISCUSSION.

COLLABORATIVE CHALLENGE:

TALK ABOUT YOUR IDEAS WITH A COLLEAGUE. REFINE YOUR HOOK BASED ON FEEDBACK.

NOTES

SECTION 4: SUSTAINABLE ENGAGEMENT

"The most engaging teachers weave moments of discovery into every lesson, without exhausting themselves."

REFLECTION:

WHAT'S ONE "SMALL WIN" YOU CAN TRY ON THE FIRST DAY OF YOUR FIRST UNIT? (E.G., START CLASS WITH A MYSTERY IMAGE).

HOW COULD YOU SYSTEMATIZE ENGAGEMENT? (E.G., REUSE STATION TEMPLATES, STUDENT-LED DISCOVERY).

ACTION PLAN:

LIST 3 LESSONS YOU'LL TRANSFORM IN YOUR FIRST UNIT USING DISCOVERY PRINCIPLES.







NOTES

CLOSING: YOUR TEACHING JOURNEY

"This is how I always wanted to teach, but I didn't know how to make it sustainable."

WHAT'S ONE BARRIER TO ENGAGEMENT YOU'LL TACKLE? TIME? CURRICULUM CONSTRAINTS?

HOW WILL YOU MEASURE SUCCESS? (E.G., STUDENT QUESTIONS, ENERGY, FEWER REDIRECTIONS).

BONUS:

SHARE YOUR FAVORITE IDEA FROM THIS WORKBOOK WITH A COLLEAGUE AND DISCUSS!

NOTES



Scan here to learn
more about The
Classroom Reset