

*Winner of TED-Huff Post International Teaching Award*

# LIVE FROM YOUR CLASS



**Everything I Learned  
About Teaching,  
I Learned from  
Working at  
Saturday Night Live**

**Jamie Mason Cohen**

Lesson Plans and Worksheets

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## 1-Page Lesson Planner

### Humorous Hook / Part 1:

1.

2.

3.

### Engaging, Experiential Lesson / Part 2

1.

2.

3.

4.

5.

### Feel-Good Conclusion / Part 3

1.

2.



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## WORKSHEET

- The one new humorous hook I will do to integrate humour into my class today is:

- The one new engaging, experiential learning approach I will experiment with today to integrate more joy and laughter into my class today is:

- The one new light, fun and upbeat, feel-good conclusion I will incorporate into my class today is:

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## LESSON PLAN Checklist

### Opening Hook/Ideas

- What's one story on your travels you find yourself repeatedly sharing with others?

- What's one lesson or connection you can make to the material you're currently teaching?

- ☐ Tell short, practical stories in which you don't take yourself too seriously. How to Tell a Story with Humour:  
Get to the point.

- ☐ Eliminate unnecessary details

- ☐ Tell students a mistake you made in your life and what you learned from it. Students open up only after you share and show yourself to be vulnerable.

- ☐ Set up a SOLE. Start with a meaningful question and an intriguing prompt.

- ☐ Greet students at the door by name.

- ☐ Create an unconventional desk configuration like a campfire set-up.

- ☐ Take the students on a micro-field trip to another space in the school.

- ☐ Have a live SKYPE chat with a fascinating expert beginning right when they enter the class.

- ☐ Do creative attendance. Students begin by finding the card with their name.

- ☐ Start class by re-creating a scene with the entire class.

- ☐ 10-Minute Instant Plays in which students enter, sign-up and rehearse and begin.

- ☐ Give instant, public praise at the beginning of class to students who came in earlier to prep for a presentation.

- ☐ Set up a Grade 2 reading circle on the floor. Read to them like it's story time.

- ☐ On Day 1, sit in a group on the floor with your students. Tell the students if they fail, they are to blame the teacher since he's the expert. Then they laugh and relax.

- ☐ Use the improv game, "Yes and..." to open a lesson.

- ☐ Discourage students from coming late by learning a few simple magic tricks and performing them right at the beginning of class. If students were there, they got to see the trick. If they were late, they missed it. Students wanted to see the tricks, so tardiness rates plummeted.

- How does the lesson connect to the bigger picture, the outcome of the unit? Tell students why this subject is interesting, humorous or fascinating to you?

- What can a teacher do in the first few moments of class to incite curiosity, take them by surprise, make your students wonder what's going on, and make them hungry?



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## Strategies

### Lesson Body Ideas:

- ☐ Use a SOLE Investigation process of a Big and Meaningful intriguing, relevant and fun question?
- ☐ Use Genius Site to Annotate a text.
- ☐ Create engaging teacher flipped/inverse videos that students watch after school and come into class to ask questions and do learner-centered work in class.
- ☐ Make fun of yourself for mispronouncing words or small mistakes you make in class.
- ☐ Two-minute yoga, tai-chi or tossing a rubber football around during the half way point of the class.
- ☐ Take the class into the courtyard to act out a scene.
- ☐ Experience and demonstration over instruction: Paint impressionist paintings in the school's garden in a lesson about European Impressionists in a History class.
- ☐ Give five minutes at the beginning of group assignments to clarify expectations and answer student's questions no matter how minor they may seem.
- ☐ Turn the teacher making groups into an event by going the extra mile to show students you've put much thought into pairing them with the right matches. You can also explain your reasoning as to why you put students together to demonstrate your insights into their unique strengths.
- ☐ Have students first brainstorm individually before bringing their ideas to the group.

### Conclusion Ideas

- ☐ Give public, on-the-spot praise by calling a parent in front of the entire class after a student does something good.
- ☐ Tea and cookie feedback sessions through "My Favourite Podcasts" or videos. Students hear which of their posts on the annotation unit is my favourite. Attendance is high during these sessions.
- ☐ Candle Class. Create a circle on the floor on the last day of class to share what you've learned from each student over the course of the year.



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## Strategies Checklist

### Body language

Use open body language like open palm gestures at belly height.

Ask yourself the following questions to do this:

- ☐ Do I have to sit behind a desk?
- ☐ How can I be more open to a student when I'm talking to him or her?
- ☐ When I'm demonstrating stuff or when I'm talking in front of the class, how can I keep my body language open?
- ☐ What's your proximity like? If you're too close, you might be overbearing. If you're too far, you're not socially linked to them.

### Class Clown Management

Manage the class clown in the following ways:

- ☐ Enjoy the humour the first time. The second time, give him or her a look that signals, "enough is enough."
- ☐ Say to the class clown in a one-to-one conference, "Humour is a good thing. You may lose some respect if you always allow yourself to be laughed at."
- ☐ Try giving the class clown, the first few minutes of class to put on a show one day a week.
- ☐ Manage the smart aleck in the following ways:
  - ☐ Deal with the smart aleck student by never responding with a smart-aleck remark in return.
  - ☐ Ignore some of the minor offhand remarks.
  - ☐ Say to the student, "I would like to continue this conversation privately after class – so I'll see you then."
  - ☐ "Silence in response to his/her remarks without appearing sarcastic may deflate the smart aleck completely."
  - ☐ "Challenge the student to demonstrate his/her ability by asking, "Why don't you try to find out just how good you are?"