



## Customized First Four Minute Routine Template: Moffat's mPowerment Plan

HOMEWORK for CREATING YOUR CUSTOMIZED FIRST FOUR MINUTE PLAN!		
<p><b>STUDENT VOICE:</b> Student Survey to Find Out What They Feel Keeps Them from Learning</p>	<p><i>What are the barriers that get in the way of their learning (other people being distracting, too much stress, etc.? Could make checklist, google survey, or class discussion as a way to gather ideas of what challenges they face as students.) Once you understand their challenges, you can better create a First Four Minute plan to serve their needs.</i></p>	<p>Asking for and listening to their voices and concerns helps them see that you are creating a tool for them to help them overcome some of these challenges.</p>
<p><b>IMPLEMENTING:</b> Why How Steps Plan (actual calendar)</p>	<p><b><i>Describe the details of how you will implement your First Four Minute plan.</i></b> <i>WHY is this important for you and your students?</i> <i>HOW will you introduce it? A personal story, other ideas</i> <i>WHAT delivery method will you use? Pre-record, live, use music, etc.? And what preparation of admin or parents might be necessary?</i> <i>WHEN will you introduce this to your students? How will you make it part of your daily routine?</i></p>	<p><i>You will answer these key questions in preparation for successful implementation of your own First Four Minute protocol.</i></p>
<p><b>OBSTACLES</b> 1) Introducing / Buy-In 2) Resistance / Novelty wears off</p>	<p><b><i>What kinds of challenges do you anticipate from students, admin, parents, staff?</i></b> <i>How will you respond to those inquiries?</i> <i>Why are you committed to teaching your students how to biologically program their brains and bodies for band?</i></p>	<p><i>You will identify potential obstacles and take steps to educate stakeholders so you and your students can reap all the benefits that come from the disciplined practice and building of the ability of people to be focused and engaged in class.</i></p>
<p><b>FINAL PRODUCT</b></p>	<p><b><i>After you've created your own script, create a video recording of how you plan to use this in your class.</i></b> - <i>By creating a script and then making a recording, you then have the opportunity to watch it and see what you like and what you'd like to do differently. Approach this the same way you'd approach preparing a piece of music for a concert. Refine it until it feels like an organic reflection of your personality and your students. That's what will make the difference between success and frustration.</i></p>	<p><i>You get to create a personalized script for your class(es) and will soon be ready to introduce the most important skill you'll ever teach!</i></p>



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<b>PHYSICALLY SETTLING IN:</b>  (10 seconds)  My cue to the students that we are about to begin is the shutting off of the lights.	<i>I'd like to invite you to bring your body to stillness and get comfortable.</i>	
<b>BLOCKING OUT DISTRACTIONS:</b>  (10 seconds)  Reducing or eliminating visual distractions is a big help in getting kids settled.	<i>As you settle in, if you're comfortable with your eyes closed, I invite you to close your eyes; otherwise, having a soft gaze is just fine.</i>	
<b>PHYSICAL AWARENESS:</b>  (30 seconds)  This serves to bring their attention to the physical feelings in their bodies (which slows down mind-chatter).	<i>Notice how you feel right now.  Can you feel your heart beating?  Is it fast or slow?  Notice if your breath is smooth or shallow.  How does your body feel?  What thoughts are coming into your head?</i>	



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	<i>Just notice these things – no need to change anything.</i>	
<p><b>RELAXATION TO PREPARE THE MIND AND BODY TO LEARN:</b></p> <p>(60 seconds)</p> <p>Once we've settled down their bodies, we can help them become less distracted and more focused by giving them cues to notice how their body feels when they do certain things.</p>	<p><i>As you breathe through your nose, allow the air to fill up your lungs completely each time.</i></p> <p><i>And as you exhale, maybe you notice how it feels when you release your tongue from the roof of your mouth.</i></p> <p><i>On your next exhale, notice how it feels as you allow the muscles in your face and jaw to simply relax and soften.</i></p> <p><i>Take a nice, deep breath, and as you slowly exhale, allow your shoulders to melt away from your ears, and let your arms and hands feel heavy and simply rest wherever they are comfortable.</i></p> <p><i>On your next exhale, perhaps you notice how your back, sits bones, thighs, and feet anchor you into your chair comfortably so all the muscles in your body can begin to relax.</i></p> <p><i>Notice how you feel.</i></p> <p><i>Can you notice your heart beating?</i></p> <p><i>Is it different than a few minutes ago?</i></p> <p><i>How about your breath? Is it smoother or deeper?</i></p> <p><i>Just notice how you feel.</i></p>	



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<p><b>DEEP RELAXATION AND RESTORATION:</b></p> <p>(90 seconds)</p> <p>As their bodies relax, the energy in each individual as well as the collective energy begins to shift and settle. A palpable calm can be felt by participants.</p> <p>You are literally synchronizing your students so they are physically and mentally in tune with one another.</p> <p>Once you've taught your students to master this, life will never be the same!</p>	<p><i>Imagine being in the comfiest and coziest place you've ever been. Maybe that's in a bean bag chair, under the covers during a rainstorm, snuggled under a blanket by the fire, lying on the beach in the warm sun, or wherever it is when you feel the most relaxed.</i></p> <p><i>What does that feel like?</i></p> <p><i>As I count from 1 to 10, use each number to take a deep inhale and then exhale and feel ten times more relaxed than you do right now.</i></p> <p><i>Simply allow your muscles to relax and follow gravity.</i></p> <p>Slowly count from 1 to 10</p>	
<p><b>AWARENESS OF SELF AND ABILITY TO BRING CALMNESS AND RELAXATION TO MIND AND BODY:</b></p> <p>(15 seconds)</p> <p>Once they are in a state of calm relaxation, reminding them that they got there by focusing on their</p>	<p><i>Now notice how you feel.</i></p> <p><i>Is your breath different?</i></p> <p><i>Is your heart rate slower?</i></p> <p><i>Does your body feel relaxed?</i></p> <p><i>What is the state of your mind?</i></p> <p><i>You were able to physically change your body and mind simply by slowing down and noticing your</i></p>	



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<p>breath and that they can use this skill any time they need to relax reinforces the benefits so they look forward to doing it every day.</p>	<p><i>breath. This is something you can do anytime you feel worried, anxious, nervous, or stressed to help you feel better.</i></p>	
<p><b>INVITATION FOR COMMON GOAL:</b></p> <p>(Flexible: 10 seconds to 5 minutes or more, depending on desired goal)</p> <p>This part can be used as much or as little as you want. When students are in this relaxed state, they are able to receive, retain, and reuse information they are learning, so be intentional with the high-quality recordings you share and anything else you use. This is a time of planting seeds that will support them in learning the things you want them to learn.</p>	<p>This is an excellent time to do any of the following (recommend no more than one each day). This part can be as short as a sentence inviting them to imagine themselves achieving a goal or be more directed by your cues, such as doing the following activities while students are in this calm state:</p> <ul style="list-style-type: none"> <li>- Have them listen to and <i>feel</i> a piece of music for a deeper connection than they get when they are normally listening.</li> <li>- Use a YouTube video such as this one to allow them to feel pitches in their bodies without other distractions. <a href="https://www.youtube.com/watch?v=AQ7bJuW_PDK">https://www.youtube.com/watch?v=AQ7bJuW_PDK</a></li> <li>- Play a drone for a minute or two to instill a common pitch center.</li> <li>- Invite them to visualize a successful upcoming performance so they get a mental rehearsal.</li> </ul>	



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	<ul style="list-style-type: none"> <li>- Ask them to mentally finish this sentence: "Wouldn't it be nice if ..." for something they want to have happen today.</li> <li>- Ask them to be extra aware of their intonation or blending or musicality or dynamics or any other focus you want them to have for the day.</li> <li>- Ask them to imagine how good it will feel when they have a class where they get to play a lot of great music because everyone is focused and cooperative.</li> <li>- The suggestions are endless.</li> <li>- You get to decide what to introduce during these moments – and on some days you might simply move on to returning to movement.</li> </ul>	
<p><b>BRINGING MOVEMENT BACK:</b> (30 seconds)</p> <p>This step is really important, otherwise you'll have really groggy students!</p>	<p>Once you've completed the step above, continue:</p> <p><i>Let's start bringing some gentle movement into your body. I'm going to count from five to one.</i></p> <p><i>Imagine you are in an elevator five floors below the ground.</i></p> <p><i>As I say each number, you are getting closer to the ground level and when I say the number one, you can imagine the doors opening as you float your eyes open</i></p>	



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	<p><i>and you step into the classroom, feeling refreshed and ready to have a focused and fun rehearsal.</i></p> <p><i>5: Begin deepening your breath. Maybe yawn.</i></p> <p><i>4: Start wiggling your fingers and toes.</i></p> <p><i>3: Maybe you gently roll out your neck and shoulders.</i></p> <p><i>2: Carefully stretch and bring energy back into your muscles.</i></p> <p><i>1: Whenever you feel ready, float your eyes open and show me you are ready to begin by being ready to play.</i></p>	
<p><b>TRANSITIONING INTO CLASS:</b></p> <p>(60 seconds)</p> <p>In order to keep the focus (and calmness and quiet) going, progress directly into a routine that they can do without music (this takes time to establish) that warms them up and has them refreshed and ready to start class.</p> <p>Same routine.</p> <p>Every. Single. Day.</p>	<p>As soon as students have brought movement back into their bodies, go into a short warm-up. I use the same 32 bar chorale every day (Ray Cramer's Lip Benders #11 directly into #10) followed by tuning.</p> <p>We do the same routine every single day, so there's no need for me to explain it or talk. The signal that the warm-up routine has ended is when we tune right after the warm-up.</p> <p>Following this First Four Minute routine, begin your class with a renewed and relaxed group of kiddos!</p>	



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### **THE TWO TRIGGERS:**

**Once you have gotten your students in a relaxed and ready-to-learn state, there are two things that are guaranteed to happen for the rest of the class period.**

- 1) The students will continue to **hear your voice**.
- 2) The students will continue to **breathe**.

**Your voice and them breathing are now triggers for them to be calm and relaxed in your presence!**

**Can you imagine how easy it is to teach when kids have had the chance to:**

- 1) Calm down, de-escalate, and reset for your class?
- 2) Be surrounded by peers who are also calm, de-escalated, and ready for class?

***Hint: It's AMAZING!***