

# Music Ed Monday with Moffat Webinar Protocol

Thank you for joining us for today's webinar. It will begin at 9:00 Pacific time.

In order to make this run as smoothly as possible, here are a few pointers:

- Please make sure you are **muted** unless you've been specially called on to speak.
- Feel free to post your **questions or comments in the chat box** and we will address them as we are able.
- I will send a recording and slide deck following the webinar.
- For a link to all of the Music Ed Monday webinar recordings and resources, visit [mPoweredEducator.com/webinars](http://mPoweredEducator.com/webinars)



# Today's Goals

- 1) Identify whether or not a First Four Minute routine is something you want to adopt in your classroom to reduce stress, improve student retention, and make teaching and learning music more intuitive
- 2) Develop your own customized First Four Minute routine and plan for successful implementation using my template
- 3) Share information for ongoing support as you transition through distance learning and into a very new normal when we finally return to our classrooms



# Weekly Recap

## Week 1: March 23, 2020

- Music Teaching, Stress, and Mental Health
- Moffat's mPower Method
- Guest: Dr. Matthew Arau, Upbeat Global

## Week 2: March 30, 2020

- Overview of Music Ed Mondays (aka Band Director Boot Camp)

## Week 3: April 6, 2020

- Assessment (Music Teacher Mojo Meter) *Score?*
- The Three C's : Care, Clarity, and Consistency
- Homework: Identifying Core Values
- SNaP Strategy Ideas: Push-up Example

## Week 4: April 13, 2020

- Think about Your Post-COVID Classroom and How You Want It To Function
- Experience the First Four Minute Protocol
- Understand benefits and determine if you want to create your own custom protocol

## Week 5: April 20, 2020

- Design Your Own Custom First Four Minute Protocol and a Plan for Successful Implementation  
Last week's homework helps you decide if this is an important tool for you





# Find Your Breath...

*Let's take a few minutes to settle in for band...just like we do every day in class.*

# Last Week's Homework = This Week's Mindful Music Moments

## Last Week's Homework – or Right-Now Reflection:

# Write down at least the top ten things in your classroom that cause you stress or suck the living energy right out of you. If you have more than 10, write 'em all down.

*Examples might include: students coming to class late, phone disruptions, excessive talking, they don't pay attention to what I tell them, repeating myself over and over, etc.*

# Cross off any of the items that you believe *would* be improved if your students were taught how to be physically and mentally calmed down before class started.

# Now imagine what it would be like to teach in an environment where the things you crossed off the list were actually no longer problems in your classroom ... if that appeals to you, then you'll want to take the next step and begin designing your own protocol.



# Creating Your Own First Four Minute Protocol

Steps – Just like learning to improvise:

**1) PRE-PLANNING**

- understanding chord structure, form, purpose (tonic/dominant, etc.)

**2) SCRIPTING**

- transcribing solo (look at what someone else has done, study it, use it as ideas for your own solo)

**3) PRACTICING**

- rehearsing

**4) IMPLEMENTING**

- performing



# First Four Minute Template & Next Steps

Once you've written your own script using the template I provided, record yourself going through it the way you plan to use it in your class. This will feel awkward and you'll hate watching the video, but it's the quickest way to learn if what you are doing is working the way you want it to.

If you **rehearse and record yourself** *before* doing this with your students, then you'll be better prepared to do it successfully when you do it in the classroom.

**Practice reading your script** and imagining how it will feel when your students respond to your cues and become calm. Visualize it in action. Visualize the results you're seeking in explicit detail: What will your rehearsals look like when students are in a state of mind and body where they are able to intuitively respond to music in all its glory instead of you having to constantly coax and cajole them into doing what you want? How will you feel when you can get your students' attention simply by raising your arms? What will it be like to spend time working on music instead of monitoring student behavior? How much more energy could you have if teaching wasn't so exhausting?

Really **understand how this will impact your life** so you have the motivation to implement it and reap the benefits.

If you haven't already done so, **decide when you plan to implement the First Four Minutes** (write it on your calendar) and then begin going through the homework and practicing delivering your own version of the First Four Minutes on video.

**Watch a video** of yourself doing this and see how you feel about it. Listen to it while imagining you are a student and actually go through the relaxation process to see what it feels like to follow the sound of your own voice. Tweak it if it doesn't feel quite right. Practice how you will introduce it to the students. How will you get them to believe in it? What can you do or say to help them see this as a helpful tool rather than trying to convince them it'll be good for them?

If you're on the fence as to whether or not this is really it's all cracked up to be, I want to reassure you that it is! I've taught more than 30,000 classes in my career and raised three kids of my own. I've done a ton of research about how people learn and practiced and applied everything I've written about in two books. This particular protocol is the one investment you can make that fundamentally makes teaching and learning a much better experience for everyone. By getting back to working *with* our students' and our own natural rhythms and biological programming, everything becomes easier. Stress levels are lower. Teaching becomes much more about facilitating learning and less about managing student behavior and maintaining classroom control. Students learn and retain things at a much higher level. Their artistry is unleashed and musicality becomes much more intuitive. And if playing in tune matters to you, imagine what it's like when you help your students get their brains and bodies literally vibrating at a unified level – that is like getting their personal fundamental pitches in tune before adding their instruments, which makes it so much easier for them to play in tune because they literally feel the vibration differently through a relaxed body than they do when their energy and nerves are left unchecked.

Now that you're as fired up about this as I am, I invite you to go back and look at the homework you've done (or do it now) and determine if having your students being more attentive and relaxed and less stressed in your presence would help you and your students reach those goals. From what I've seen in my own classroom and with my Band Director Boot Camp clients is that this process is valuable on many levels, from supporting the directors' personal health and creating a classroom culture that is conducive to collaborative learning to bringing structure that supports students' wide variety of learning styles and having a consistent routine that helps students who experience a lot of uncertainty and trauma outside our classrooms.

This routine is the great equalizer – it helps clear away the distractions so your students can be receptive to what you have to offer. Remember the pressure washing example? Your First Four Minute routine is your way of gently pressure washing away the worries, distractions, and anxieties your students bring into your classroom with them each day so they can receive the gift of music, experience the emotions that come from being part of something greater than themselves, and create unforgettable memories that happen through the magic of music education.



# Moving Forward

If you'd like to find out more about being supported as you learn how to more easily serve your students in a way that's more helpful to them and least stressful on you, I'd love to talk to you.

I am putting together a small group of music educators who want to serve as a tribe for one another as we navigate some strange new territory. The group will take the principles outlined during the past month of Music Ed Mondays and the signature program in my second book, *Love the Job, Lose the Stress* and help directors use the information to support them and their programs. (Thank you gift for attending my webinars – be on the lookout for a free advanced reader copy of my book in May!)

There's so much to think about in the next six months, and now's the time to build the foundation for whatever comes next. You can wait and see what happens, or you can be on the forefront and set your program and students up for success in spite of the challenging circumstances.

Participants in the program will have access to me one on one and through group activities, where we will:

- Have a one-on-one personal assessment of your current work/life balance based on your results from your Music Teacher Mojo Meter survey
- Identify the non-negotiables in your life (priorities, strengths, and struggles) using the Three C's: Care, Clarity, and Consistency
- Set personal and professional goals that support you as a teacher and parent as well as serving your students and community
- Use my SNaP Strategies that are designed to help you learn quick and repeatable tactics for helping yourself and your students replace bad habits with better ones and learn new skills faster and more effectively by employing techniques learned through this process
- Understand the power of the First Four Minutes and synching your students before delivering instructions, and create your own First Four Minute protocol
- Assess potential obstacles to success and have a plan for addressing those obstacles
- Have access to a multitude of resources (my webinars, podcasts, templates, and more) to support you in your teaching and personal lives
- Access to me throughout program
- A like-minded group of music educators with whom you'll build a support network
- Clock hours through WMEA
- Certificate of Completion provided for proof of professional development

If you'd like to find out more, let's chat! Click here to set up a [Personal Mastermind Session](#)





# THANK YOU for coming to Music Ed Mondays

If you have further questions, would like additional resources, or are curious about program offerings, please don't hesitate to reach out to me. I've really enjoyed and appreciated the opportunity to share my passion with you.

If you have any feedback or would consider writing a couple of sentences about what you learned from participating in this mini Band Director Boot Camp that you'd be willing to share for me to use as reviews, I'd sure appreciate it.

I am with you on this journey. Together we rise!

Lesley Moffat

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