

NCDPI INSTRUCTIONAL TECHNOLOGY DIVISION
PARTY GAME KIT



IMPACT @THE IMPROV

HOST GUIDE INCLUDED

CHARACTER CARDS • TABLE TENTS • INVITATIONS

A LIVELY WAY TO PRESENT THE IMPACT MODEL

What is an IMPACT @the Improv Party Game Kit? It's an entertaining way to present the IMPACT Model at faculty meetings and workshops. The game can be used to jump-start school-wide collaborative efforts and allow players to simulate a results-based collaborative meeting.

\$0 ADVANCE

\$0 AT THE DOOR



PARTY GAME KIT

✧ Host Guide ✧

Materials: invitation template, character cards, table tents, video clips, props (optional), lively background music

A STEP-BY-STEP GUIDE

1. Send invitations to the faculty announcing the party's date, time, and location. (Invitation templates can be found in the **Party Game Kit**.) Have fun building the anticipation prior to the event.
2. Split participants into teams of 6 and seat each team around its own table. Place the contents of one **Party Game Kit** in the middle of each table: character cards and table tents. *Optional:* place a basket of props in the middle of each table – funny glasses, wigs, hats, pencil protectors, bottle of candy pills, or other odd items to match the personalities described on the different character cards.
3. Play opening video clip of Ms. Gladys' "*Last Will and Testament*."
4. Instruct each team member to randomly draw a **Character Card** from the **Party Game Kit** and "become" that character. If you have additional players at the table, allow more than one person to share a character card. Provide time for participants to study the details on the character cards.
5. Your **IMPACT@the Improv Party Game** is designed for wholesome faculty fun. A designated referee can give fouls to any team member for any number of odd behaviors, such as: unnecessary use of a body part, foul language, outlandish tirades, illegal procedures, and so on.

6. When everyone is ready, instruct the teams to call their "results-based collaborative team meetings" to order and begin play.
7. Call time when you think the teams have improvised and collaborated to their hearts' desire. If time allows, invite the most rowdy and disruptive team (comedy troupe) to the front and allow them to replay the improvisation for the whole group to enjoy.



IMPACT
@the Improv

Party Game Kit

*a lively, entertaining way to
present the IMPACT model at
faculty meetings or
workshops*



When? _____
Where? _____



You are invited to an

IMPACT' @ the Improv

Party Game

When? _____
Where? _____



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When? _____
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You are invited to an

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Character Cards



This whimsical collection of original *North Star* artwork by Peter Reynolds, inspired by the themes of his own book *The North Star*, is free to use on your own website, as long as it is for non-commercial or non-profit use (educational, institutional, family, etc.). <http://www.fablevision.com/northstar/make/index.html>

Media Coordinator



Ms. Magillacutty

Work Style

You're a leader and open to change, but you like to have plenty of time to think before committing to long-term involvement on a project or initiative. You've got experience working in collaborative groups. You know that it takes substantive, sustained observation of and reflection about instructional practices to impact achievement.

Your goal at this meeting is to...

enhance communication and collaboration efforts & to make the team aware of instructional resources and services that can serve as an integral part of the student-centered school improvement plan. You want to remind the group that you are available to co-teach units or lessons and that you can help them locate and match all available print, non-print, and technology resources to the needs of the students.

Personal Agenda

To convince the group to stick with flexible scheduling

Question You Need the Team to Answer

What activities can we design that are more challenging for the Level 3s and 4s? I work with the parent volunteer group. They could start a project to gather containers for the teachers to use in the conversion lessons.

Private thoughts

"Fixed Schedule?! Over my dead body!"

Idiosyncrasy

Severe eye tick from repeated viewing of small font on inventory collection spreadsheet

Note: Wait for the principal to start your meeting with a review of school-wide instructional goals.

Technology Facilitator



Mr. Goo Rue

Work Style

You are an innovator and a risk-taker. You embrace change and you're eager to take on new projects.

Your goal at this meeting is to...

make sure that everyone understands how 21st Century Learning plays a role in what your team is trying to accomplish. You know that education is changing, competition is changing internationally, and skill demands in the workplace are changing, and you want the students to have the skills they need to succeed in work, school, and life.

Personal Agenda

To spend more time with instruction and less time solving hardware problems

Question You Need the Team to Answer

Hey, Ms. Mu-sek' TeeCher has written two songs to help the students remember some of the more difficult metric conversions. Why don't I use *Garage Band* to create and burn a CD of the music for all the teachers to use in math? Kids never forget the math in those songs!

Private thoughts

"If one more person tells me their printer won't work, I might lose it."

Idiosyncrasy

Annoying habit of clearing throat every minute or two

Note: Wait for the principal to start your meeting with a review of school-wide instructional goals.

Principal



Mr. Mike Roe Man a'Jer

Work Style

You are an administrative leader who wants to see your school move forward and achieve great success. You spend a great deal of time conducting research before committing funds to new projects.

Your goal at this meeting is to...

examine how this group addresses instruction at the classroom level because you know that too often schools get caught up in trying to improve things by making school-wide structural changes while overlooking the huge impact of quality instruction on achievement.

Personal Agenda

You are curious to see if this new "data-driven, goal-oriented" collaboration is all "they" say it is...

Question You Need the Team to Answer

How are we going to tackle the school's age-old problem of having low scores in math, specifically in measurement?

Private thoughts

"I don't have time to sit here; I've got to deal with that bus problem and the two irate parents sitting outside my office!"

Idiosyncrasy

Nasty little habit of looking past people when they talk to you

Important: You need to start the meeting by using data to help the group focus on **one** of the two instructional goals on the school improvement plan: the percentage of our team's students who will be at or above standard in Math will increase from 56% at the end of 2007 school year to 60% at the end of the 2008 school year. The SPECIFIC, low-scoring skill/standard to improve is

Measurement.

Resource Teacher



Ms. Reah Sults

Work Style

You are most cautious and deliberate when presented with new ideas or projects. In other words, you do your homework (check the research) before adopting new strategies. You know cognitive science and instructional theory and research like the back of your hand.

Your goal at this meeting is to...

Lighten your workload and paperwork. You don't intend to go along with anything that requires additional work.

Personal Agenda

You intend to make it clear that you're not putting up with long after-school meetings unless you can see some **results**.

Question You Need the Team to Answer

Does the research support the strategies we're trying to implement? Or are we simply trying to create cute units that look good, sound good, and make us feel good... when in fact they have very little to do with achievement?

Private thoughts

"I hope this isn't another meeting where everyone sits around and whines that our students' low socio-economic status is the problem. Well, poverty never has and never will preclude achievement!! Tons of studies prove that with the right in-class interventions, traditionally low achievers can significantly outperform their high socioeconomic status counterparts!! If it starts up again today, I'm speaking out!"

Idiosyncrasy

Stressed out and impatient, your loud sighs periodically interrupt the meeting

Note: Wait for the principal to start your meeting with a review of school-wide instructional goals.

Classroom Teacher 1



Ms. Bliss Full

Work Style

You embrace change! You take risks without batting an eye. You don't mind learning from mistakes. Experience, you say, is the best teacher. Live, love, and be happy!

Your goal at this meeting is to...

Listen and learn as much as possible from your co-workers.

Personal Agenda

You're the new teacher on the block. You need to prove yourself. When you hear the principal tell the group about the goal for measurement, you burst out with, "Oh!! Those conversions drive the kids crazy!! And, man, they have real problems trying to understand elapsed time!"

Question You Need the Team to Answer

How are we addressing the most critical psychological needs of these at-risk youth? Without addressing these we can NEVER effectively respond to their academic needs.

Private thoughts

"Man, you don't come to work at this school unless you want to work hard. That is a known fact throughout the district. Slackers don't show up here. I feel like it's my first interview! Everyone on the staff came in to ask me questions: teachers, principal, secretary, and a few others!! Talk about nervous!"

Idiosyncrasy

Your enthusiasm leads to impulsiveness and a tendency to interrupt others in conversation

Note: Wait for the principal to start your meeting with a review of school-wide instructional goals.

Classroom Teacher 2



Mr. Huffman

Work Style

You resist change at all costs. You're suspicious of new ideas and oppose them with great force.

Your goal at this meeting is to...

set people straight.

Personal Agenda

Get out of this meeting and get to your second job

Question You Need the Team to Answer

"We can sit here all day and talk about where the scores are low and how our students don't understand measurement, but these kids need to learn their multiplication tables! When are we ever going to address this?!"

Private thoughts

"My back is killing me in these little chairs. I need to get to my second job! I'm about to send twins to college!"

Idiosyncrasy

Can't sit still because the small chairs hurt your back

Note: Wait for the principal to start your meeting with a review of school-wide instructional goals.

Ms. Magillacutty

Mr. Goo Rue

Mr. Mike Roe Man aJ'er

Ms. Bliss Full

Mr. Huffman

Ms. Reah Sults

Referee